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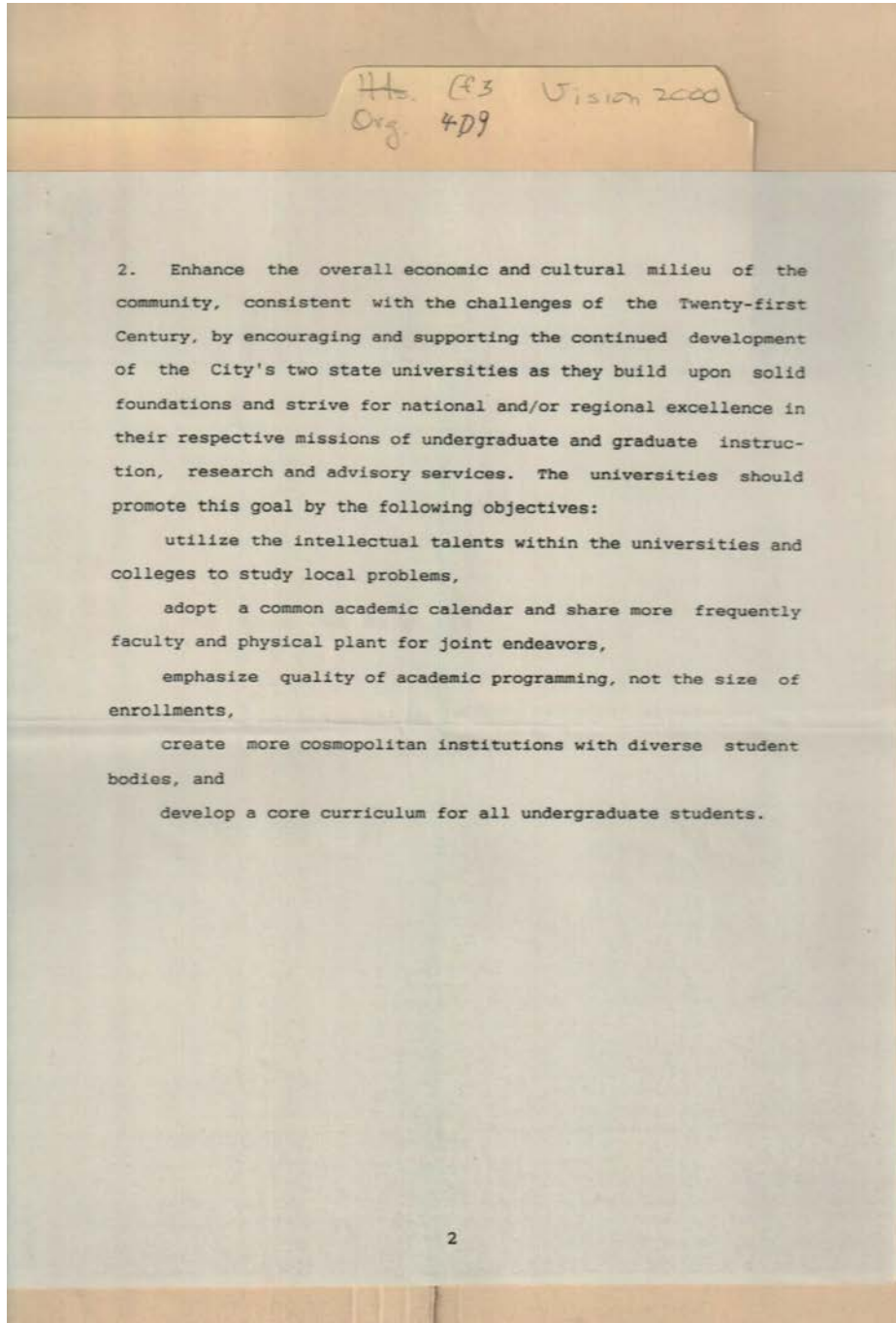
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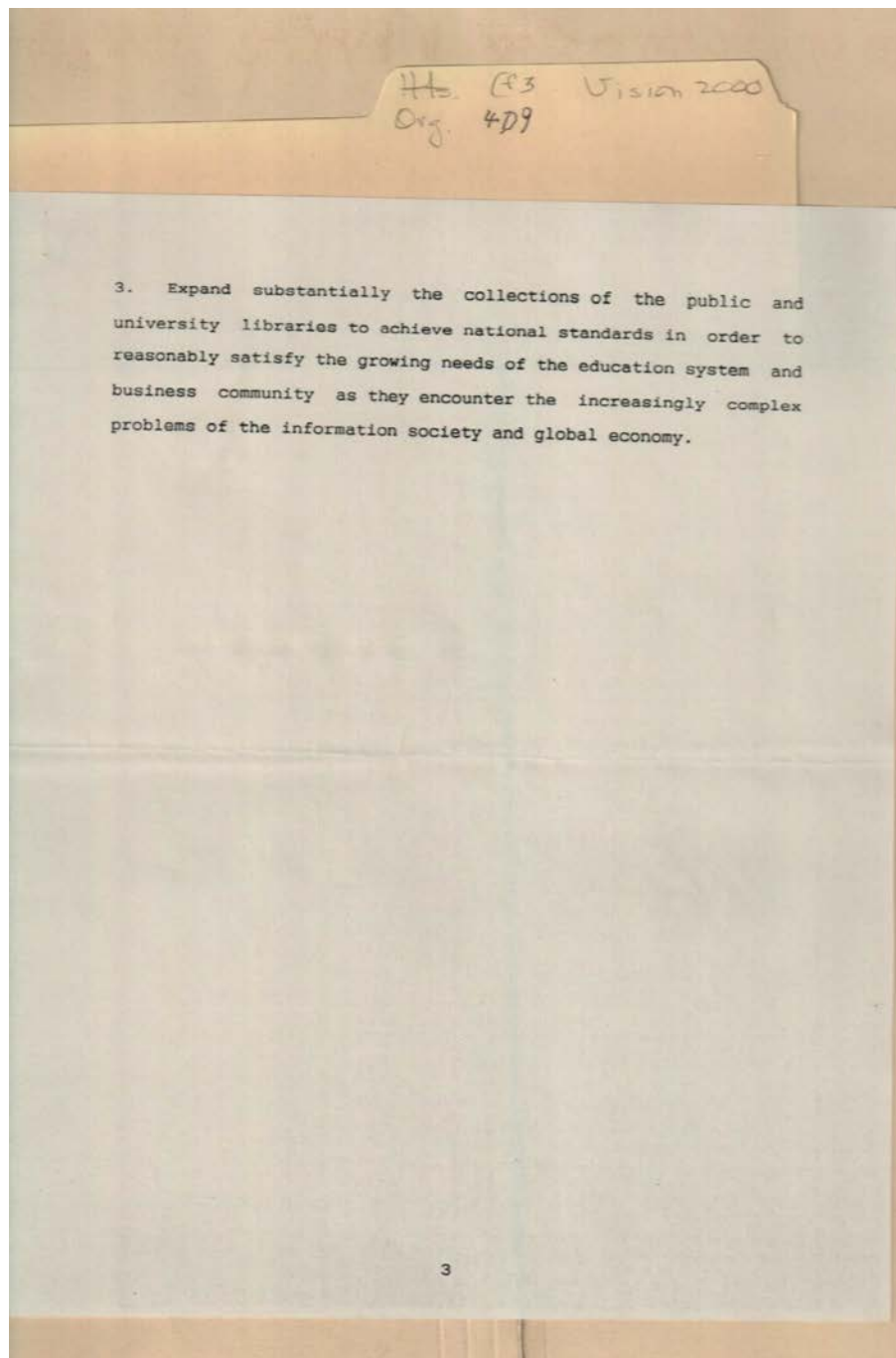
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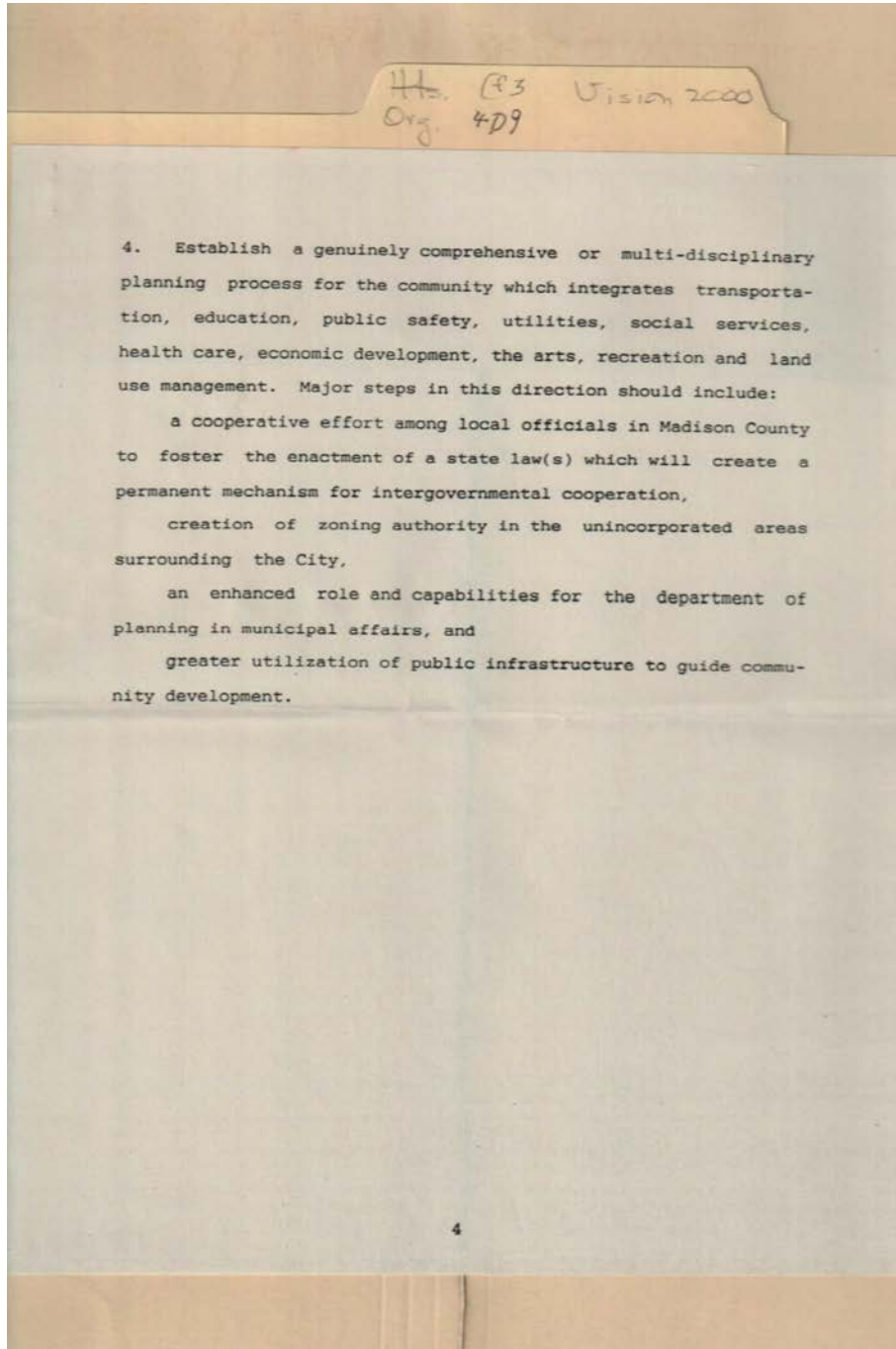
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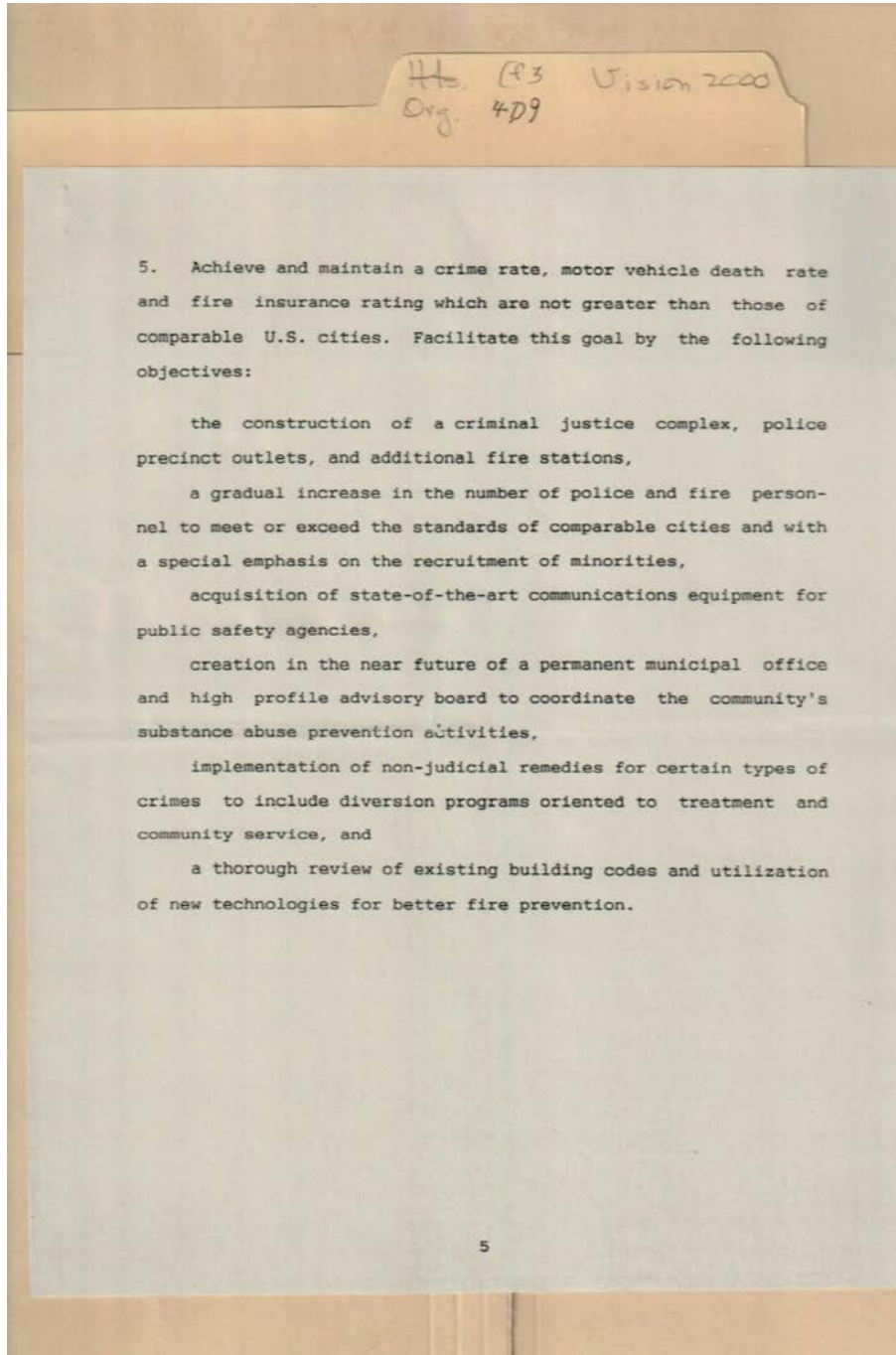
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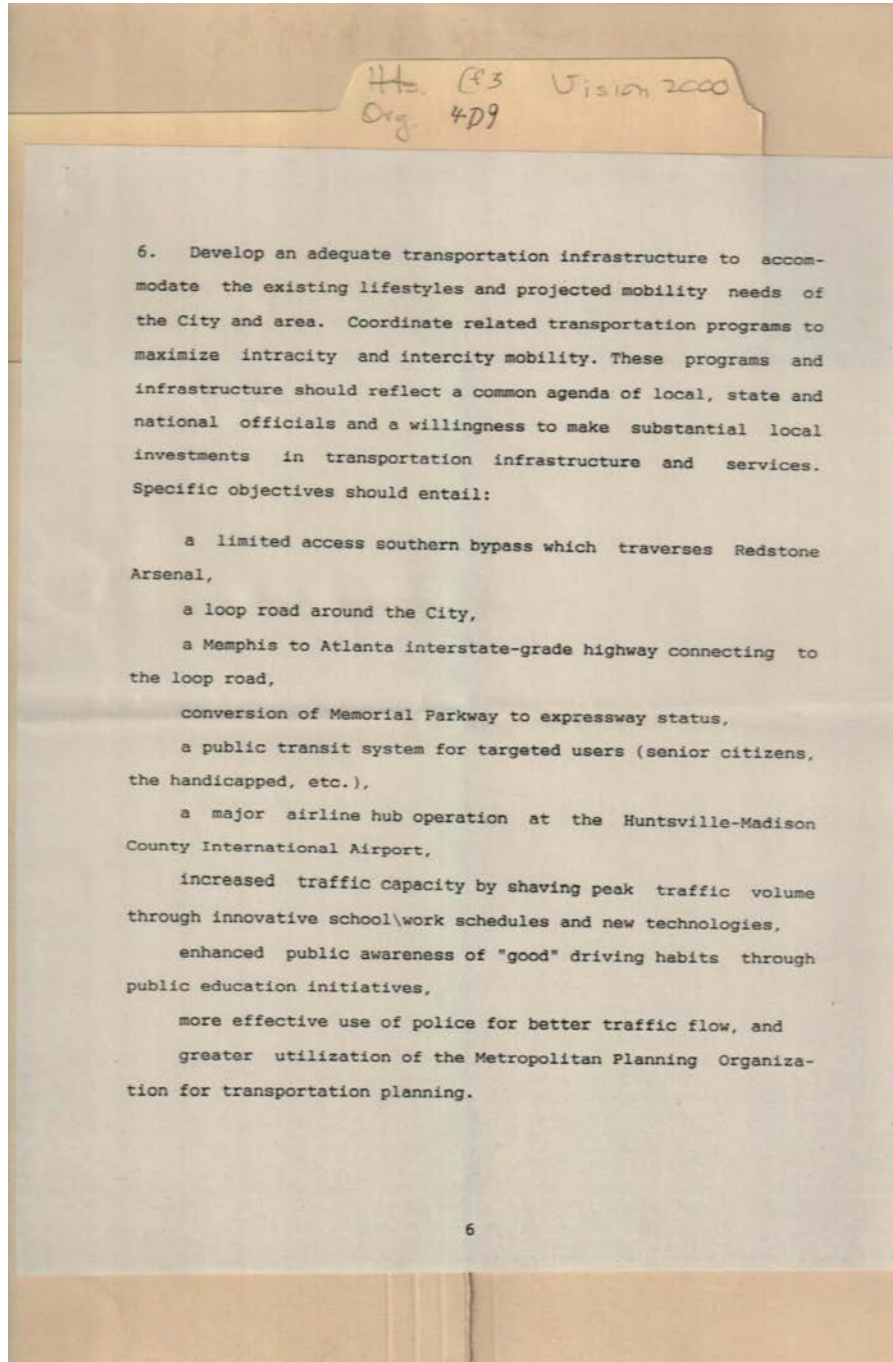
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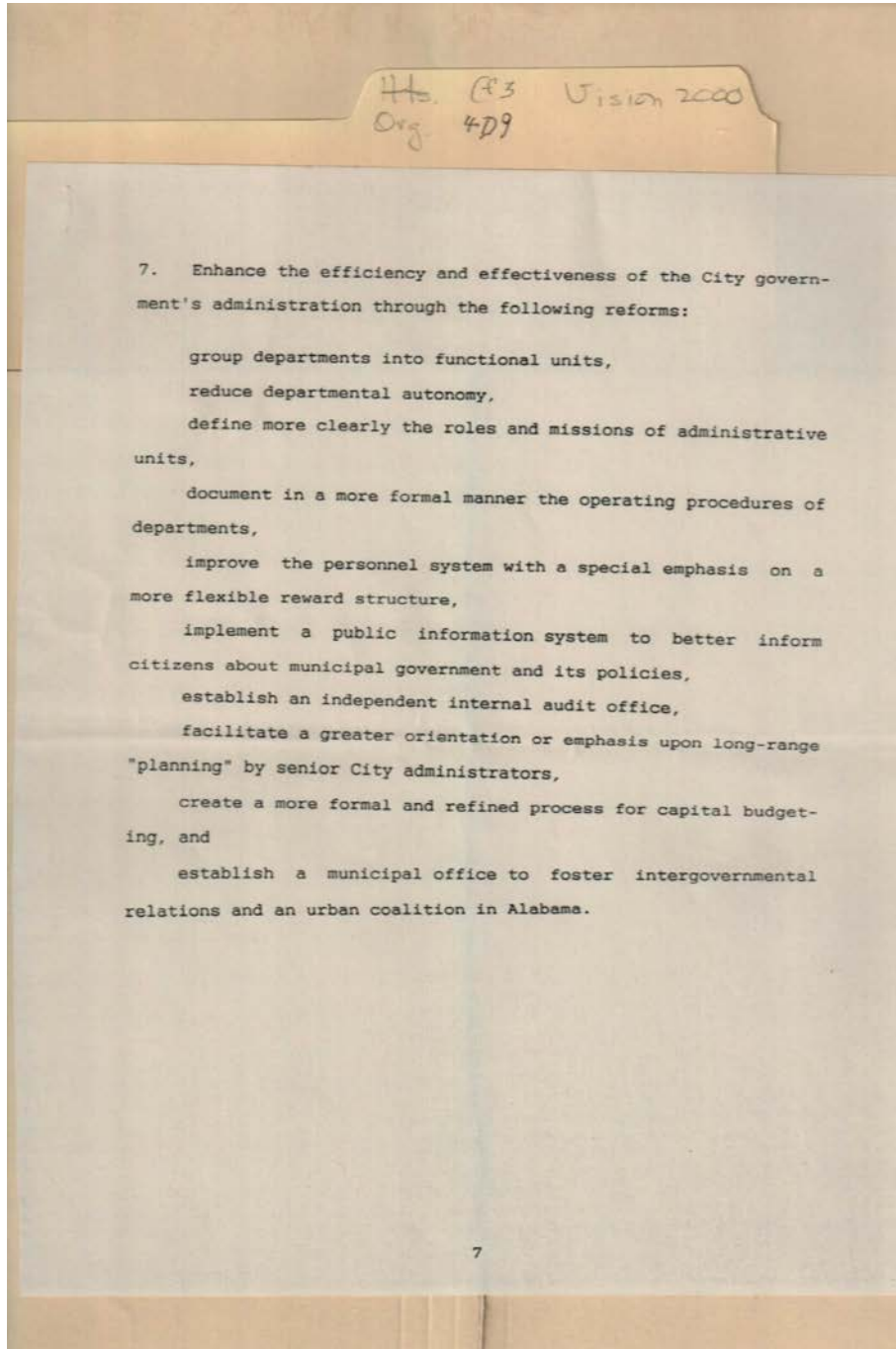
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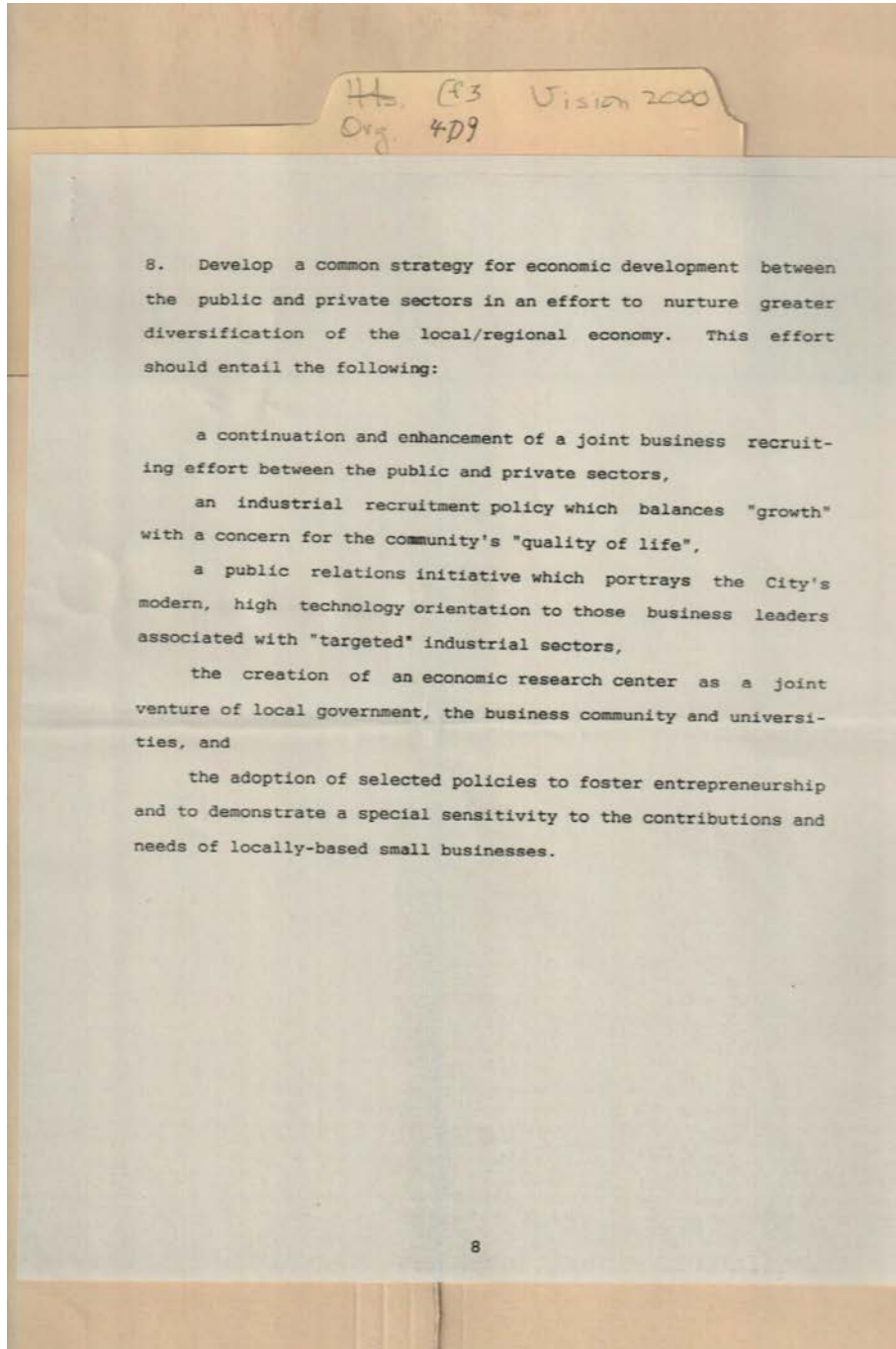
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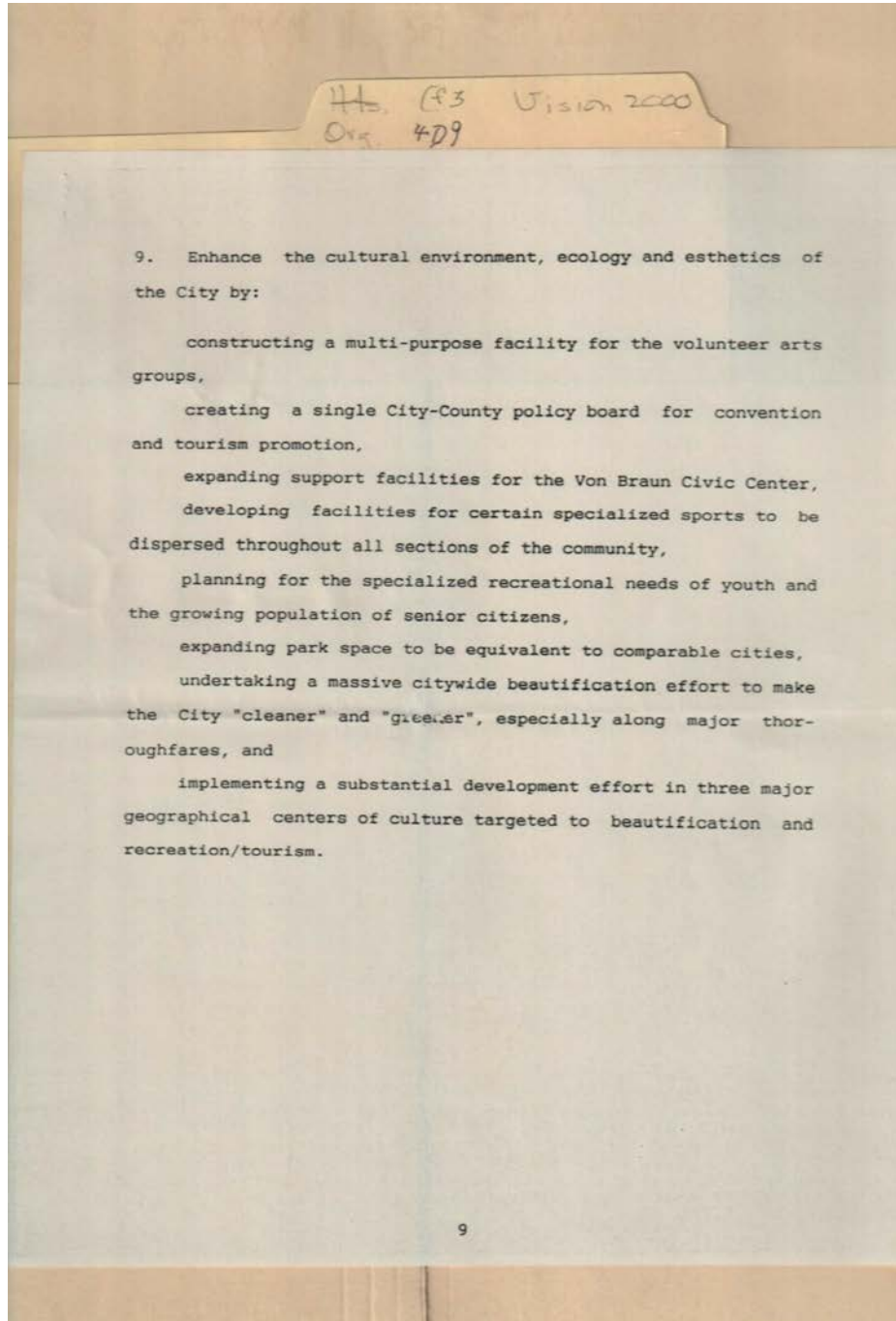
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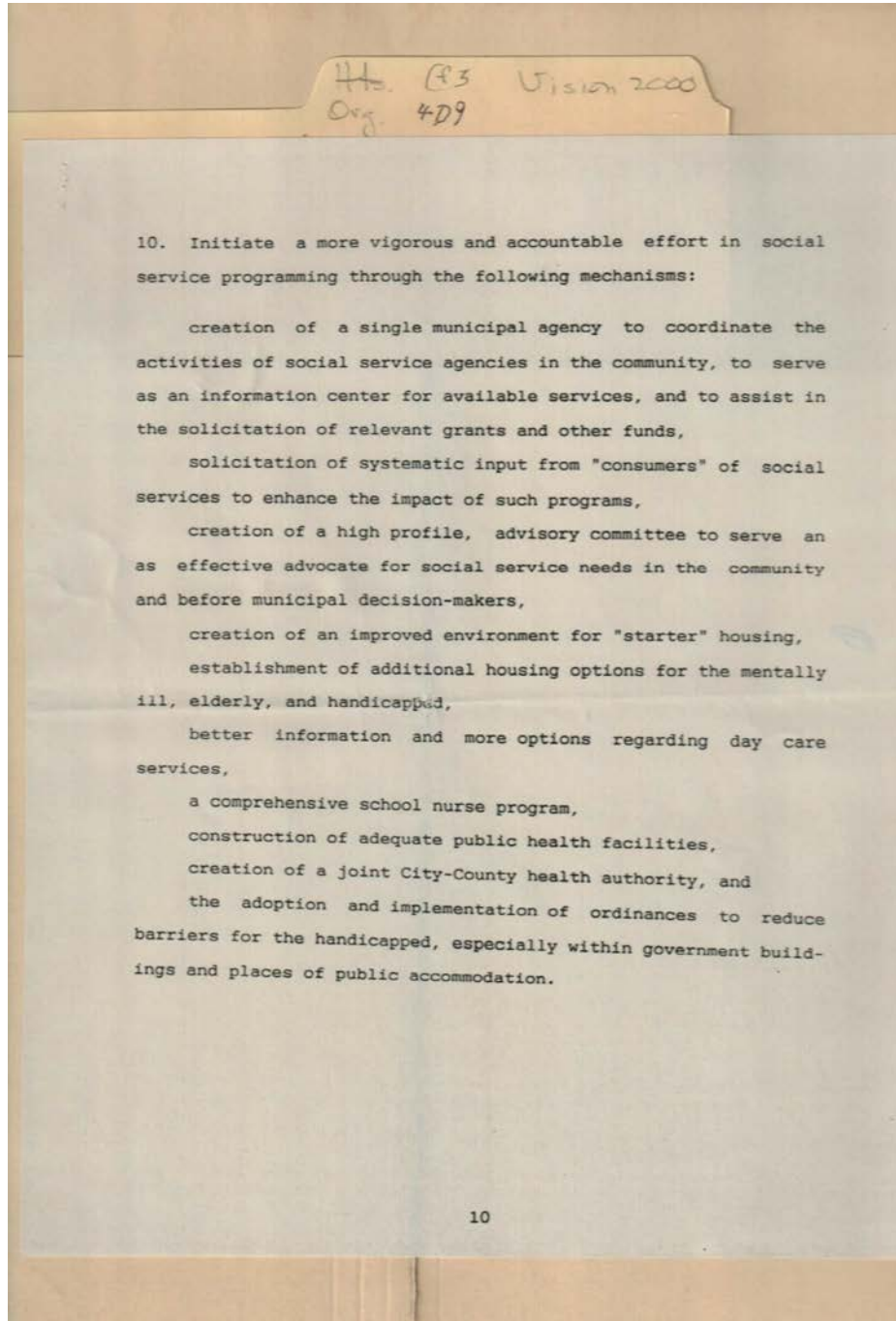
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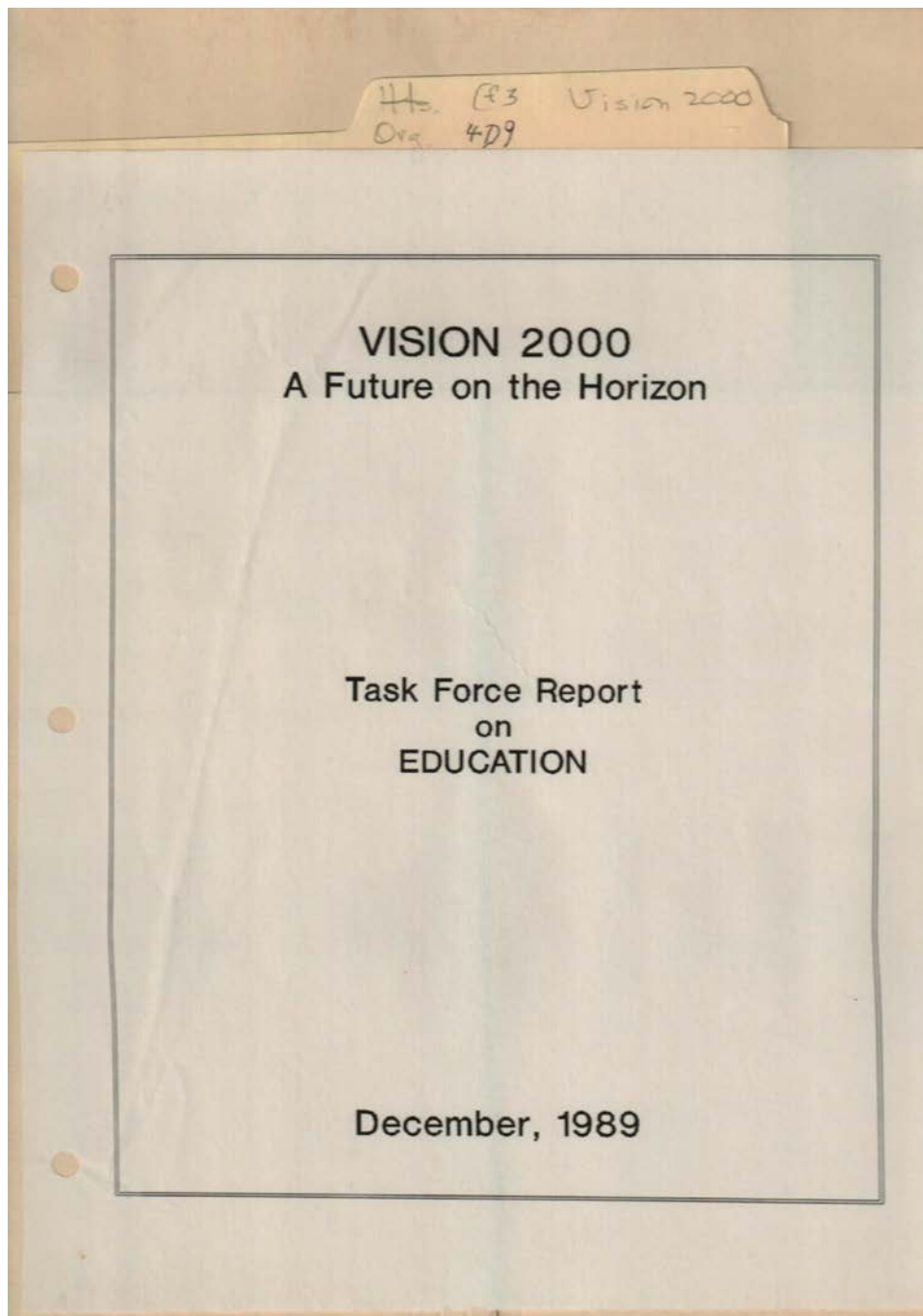
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Vision 2000

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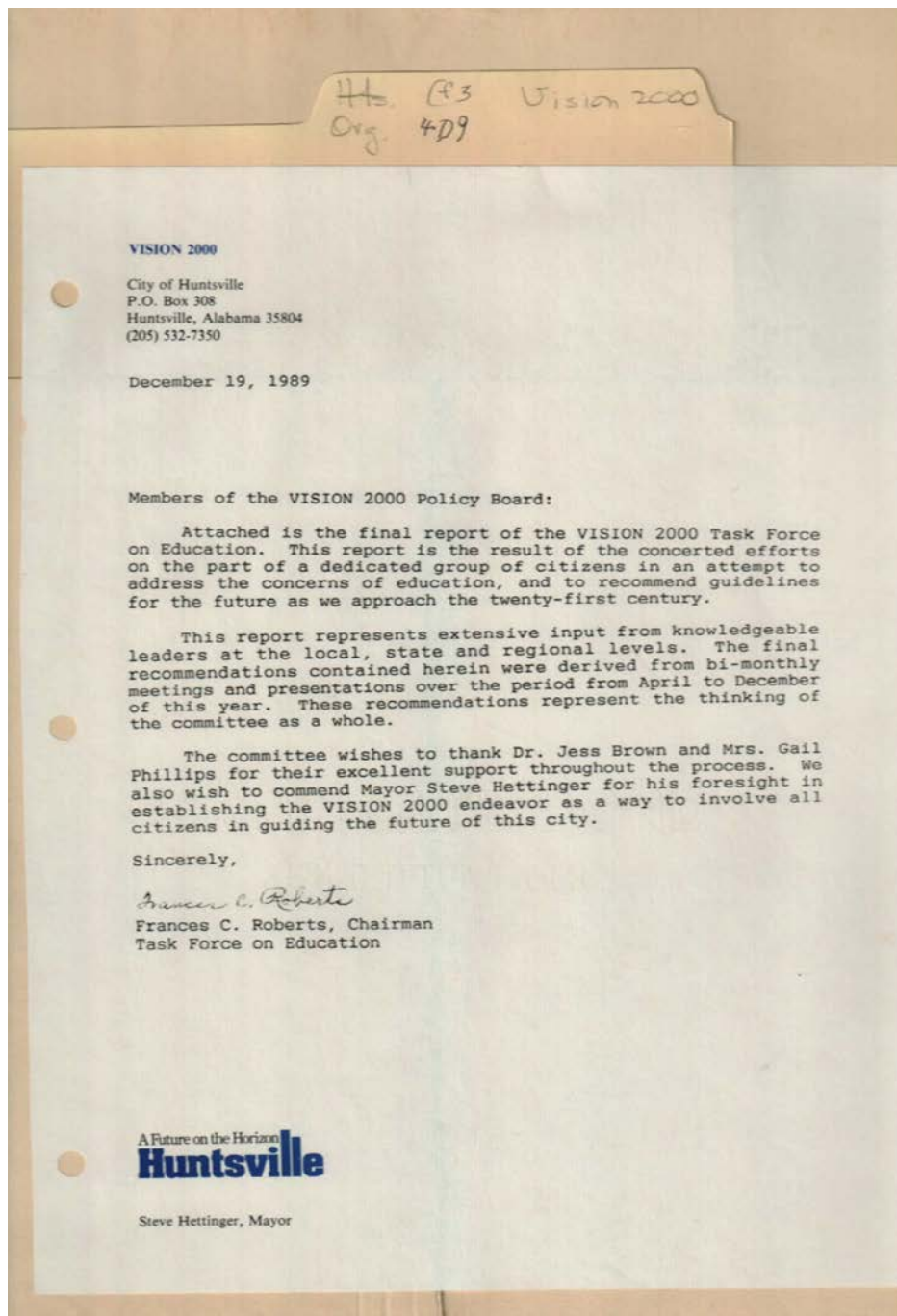
Huntsville, AL

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**Dates:**

December, 1989



Vision 2000

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Phillips, Gail, Mrs.  
Roberts, Frances C.

Task Force on  
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Vision 2000 Policy  
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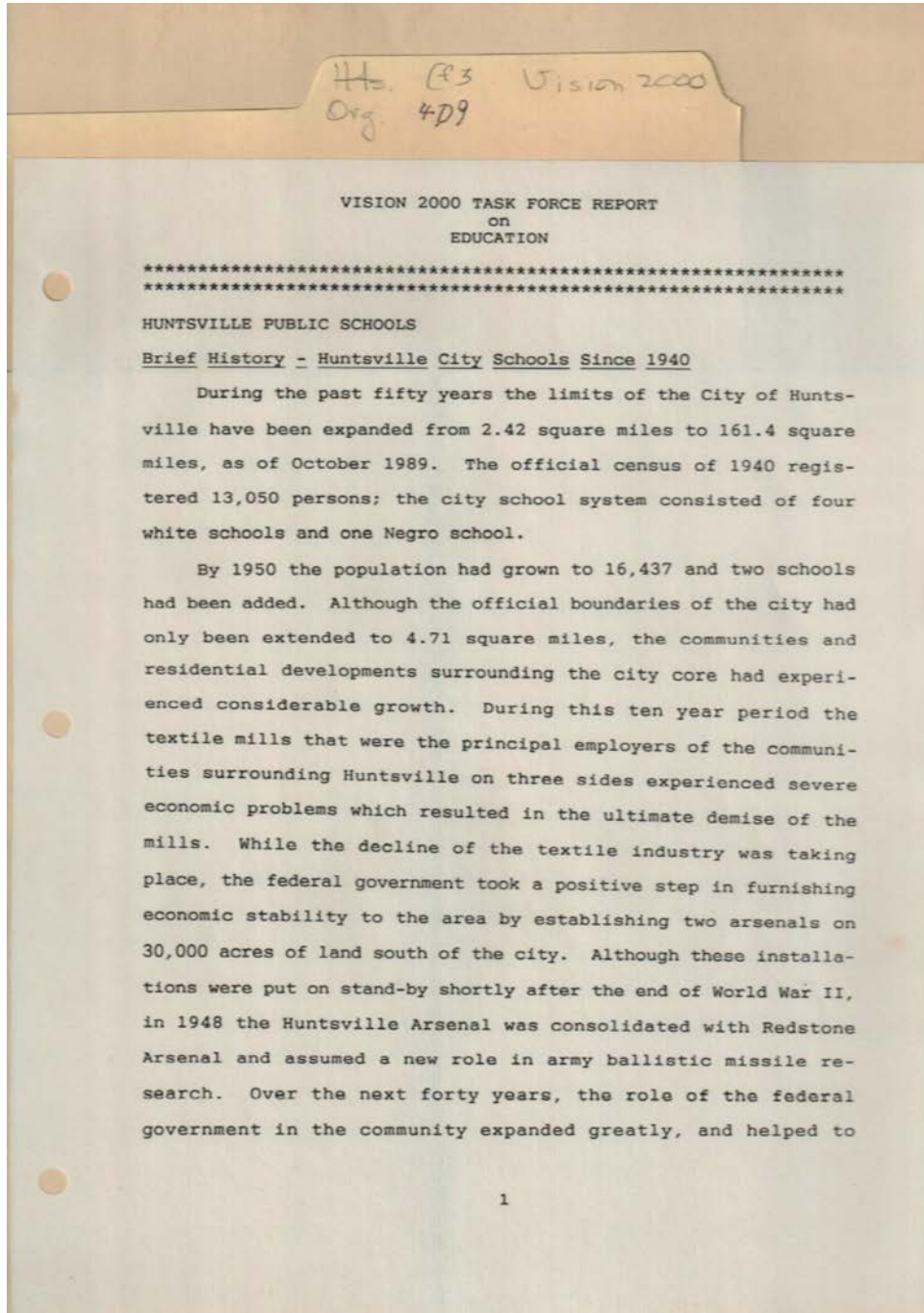
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Vision 2000 - Education

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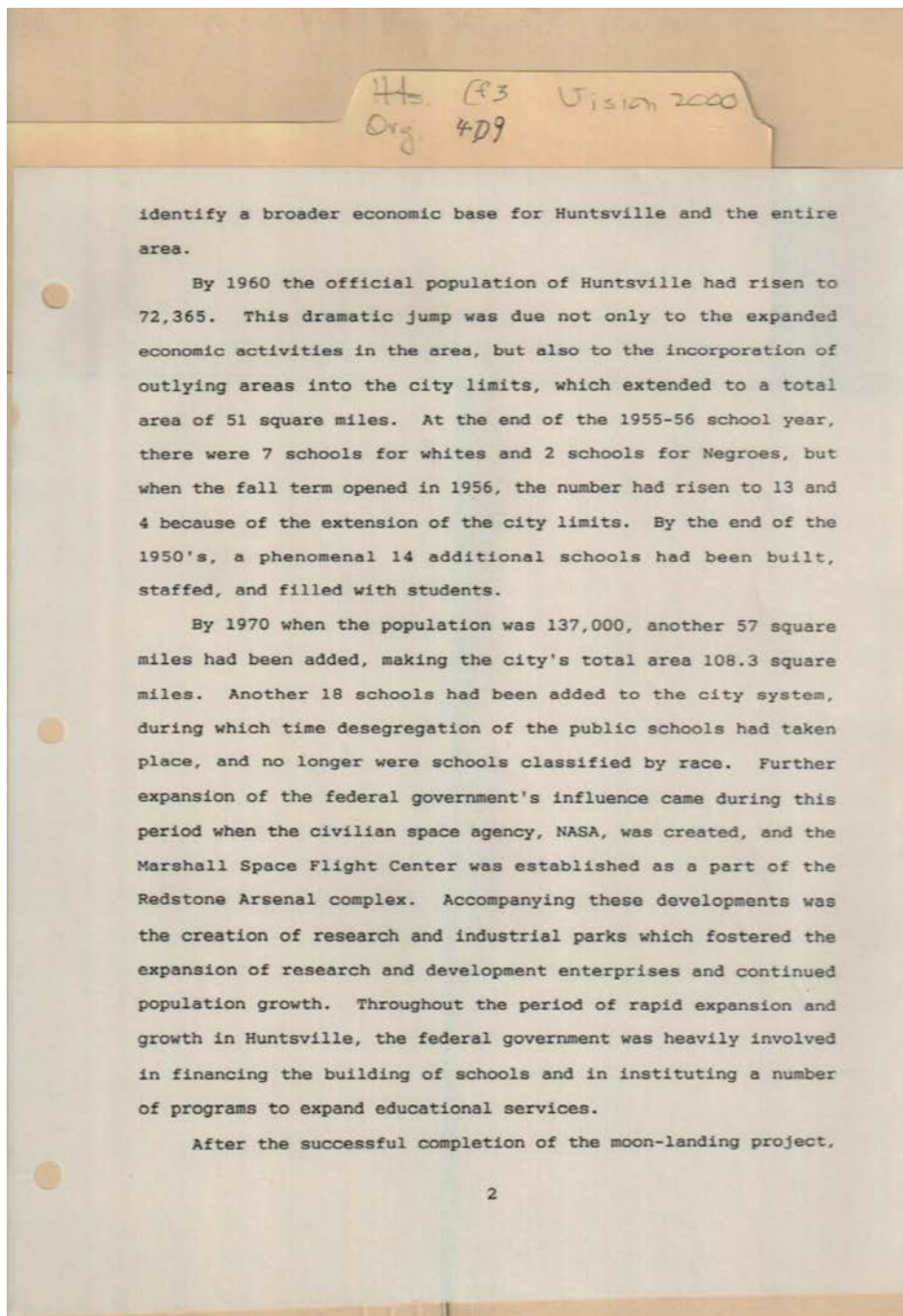
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Vision 2000 - Education

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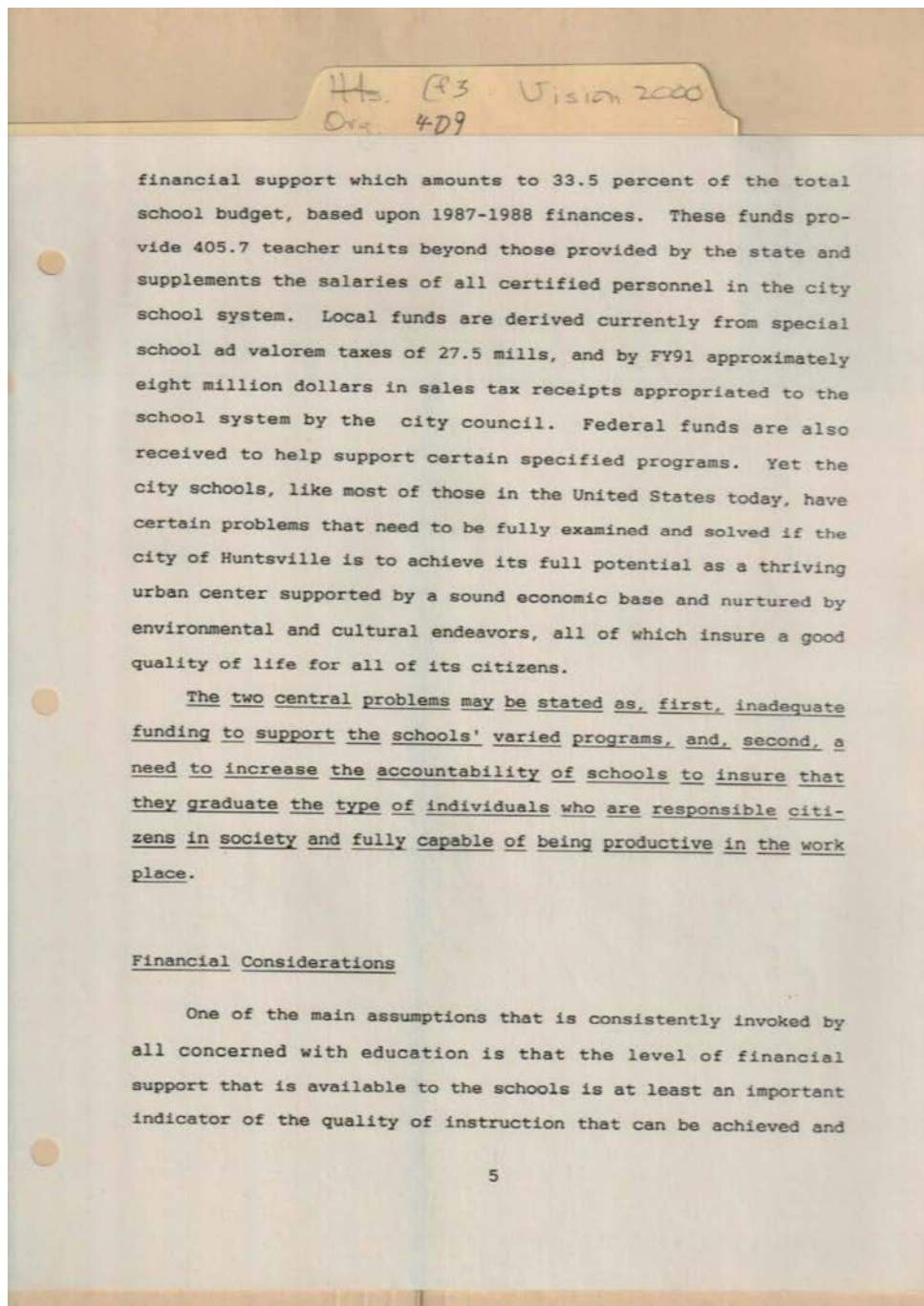
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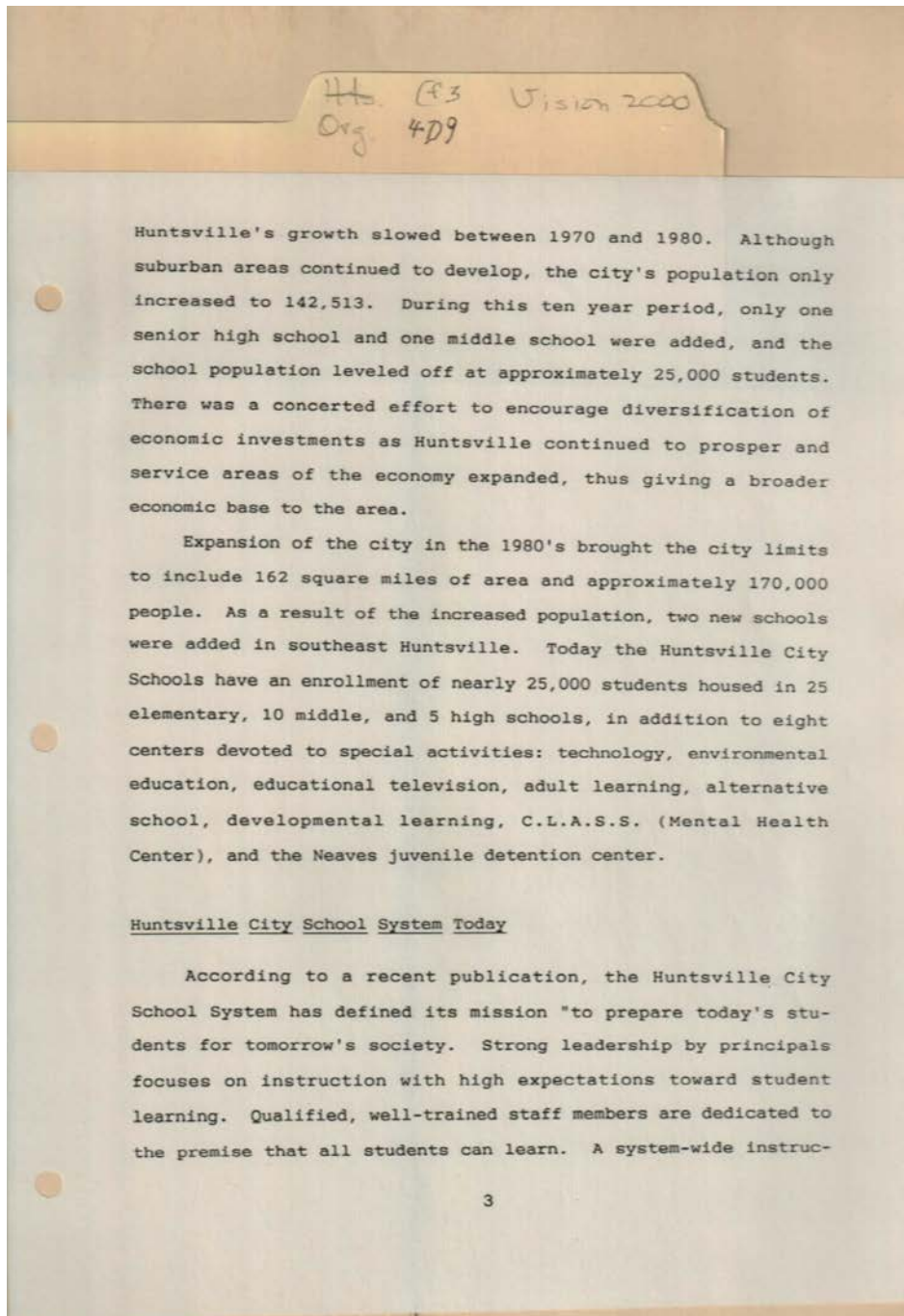
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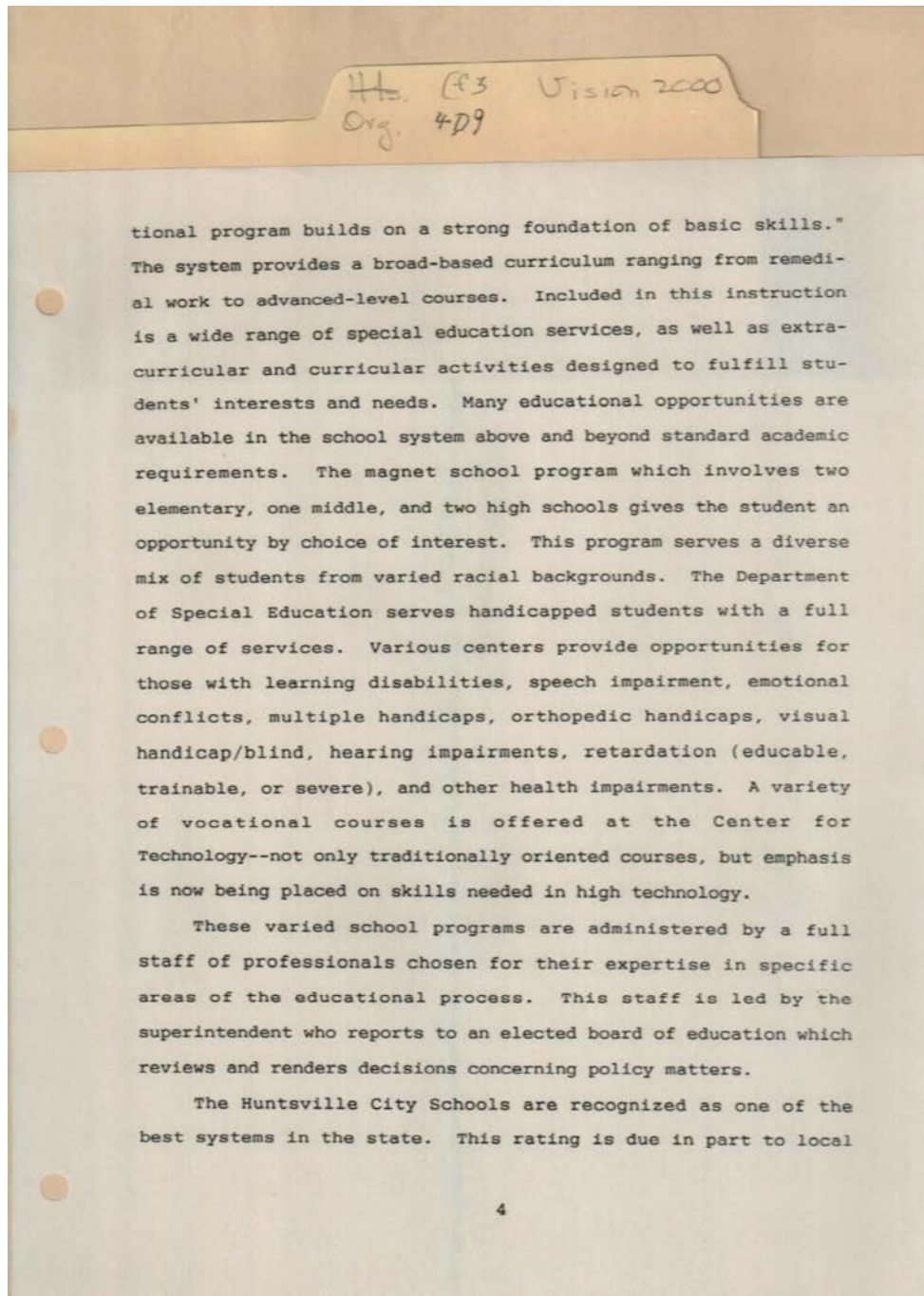
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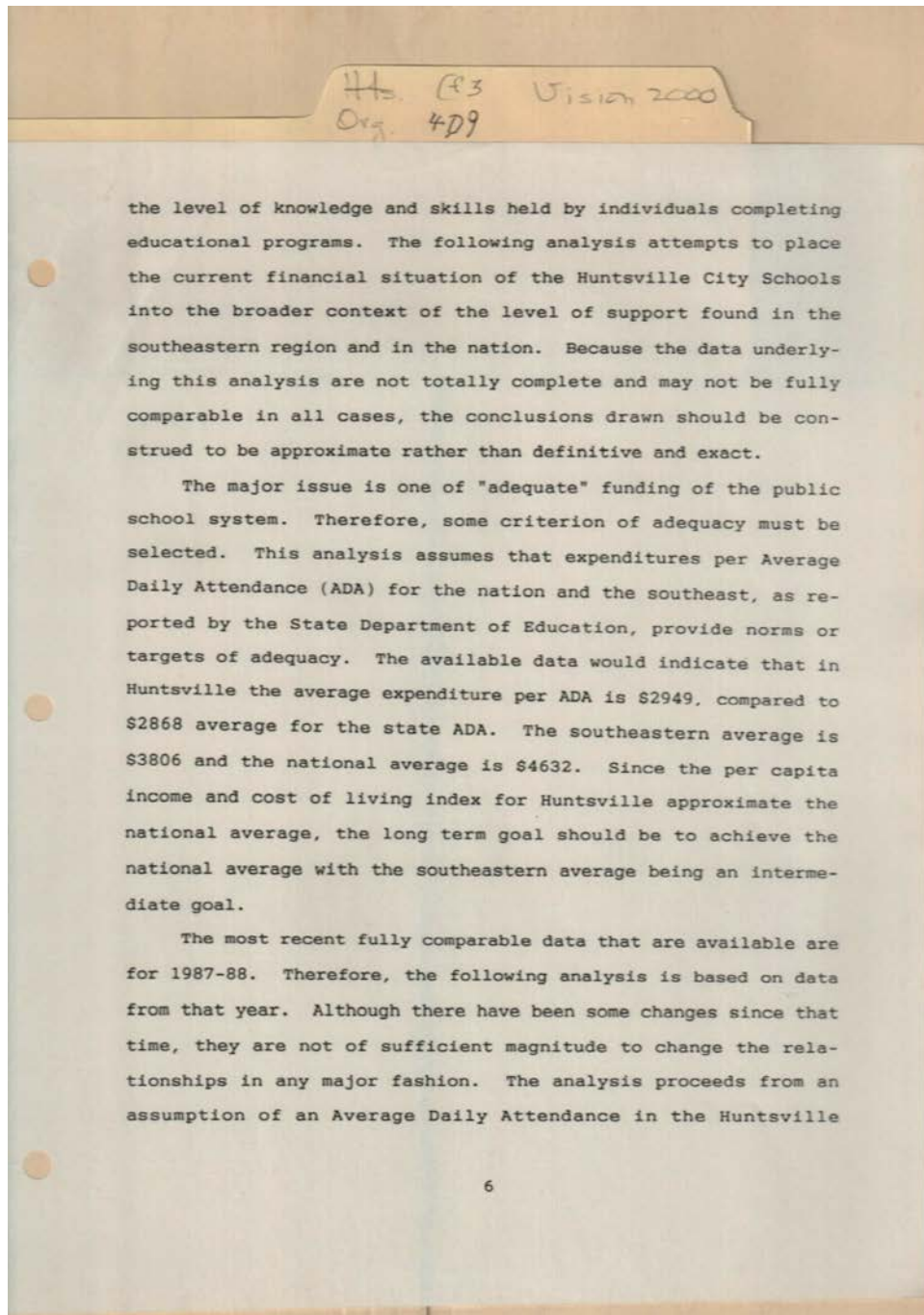
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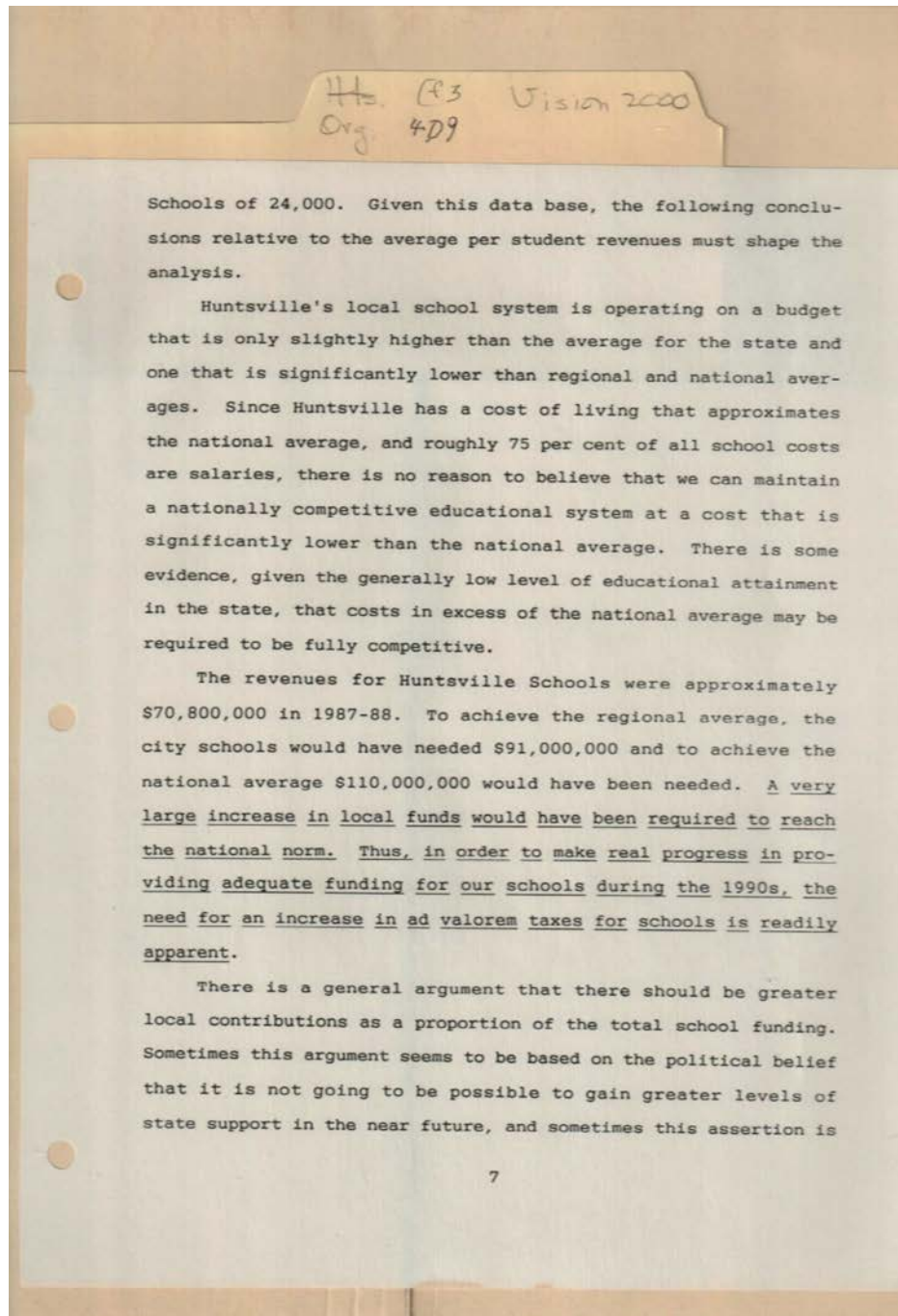
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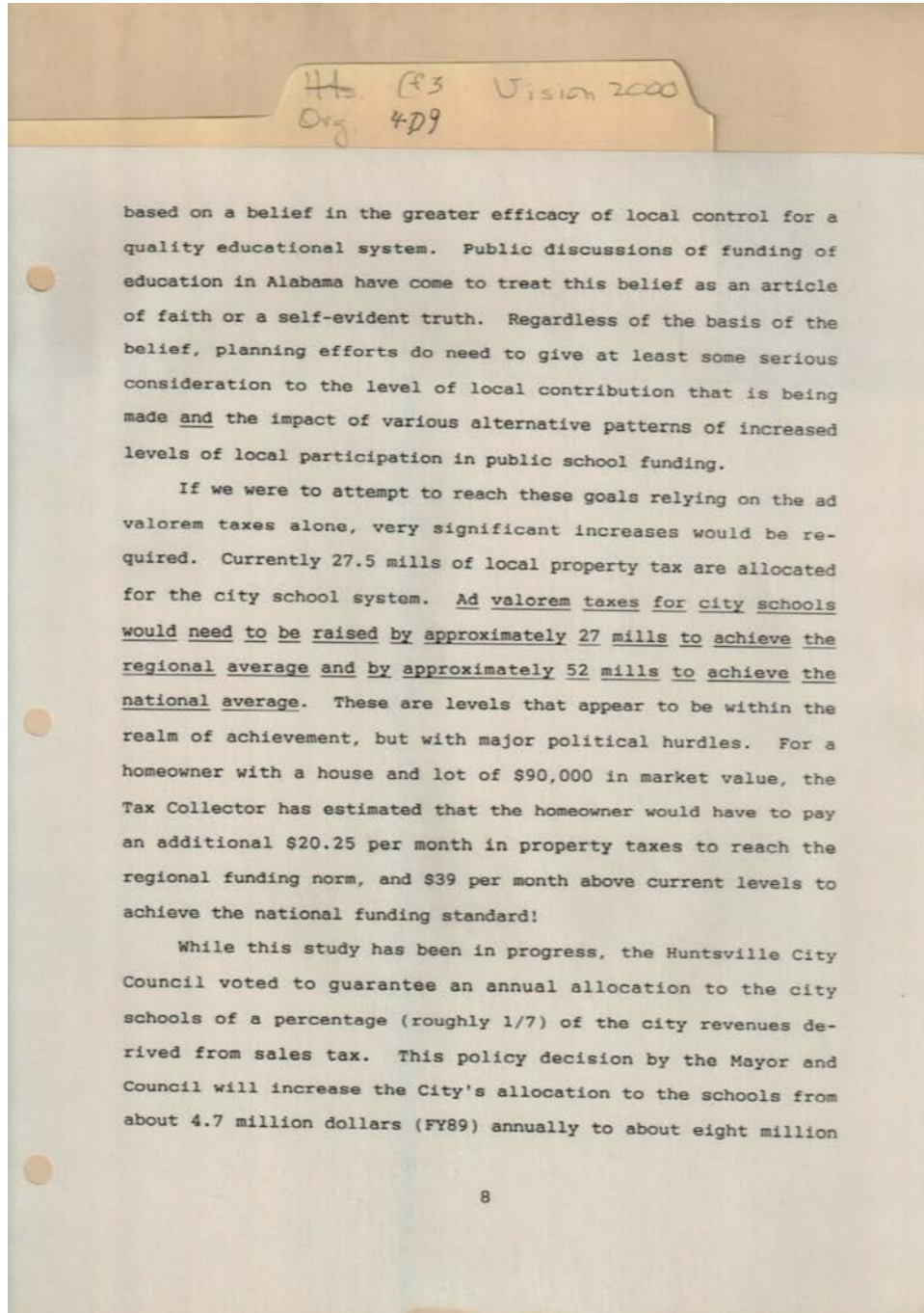
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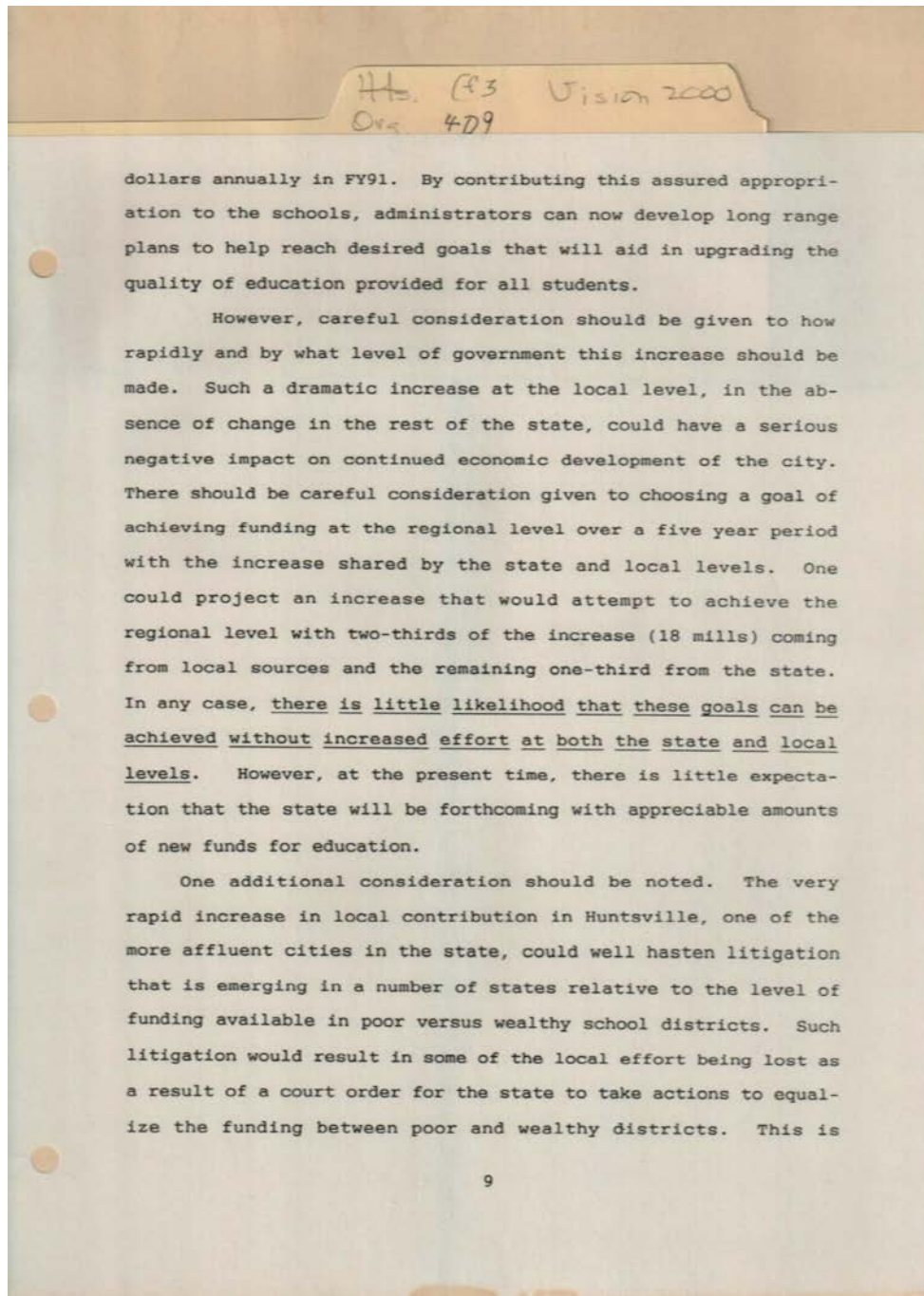
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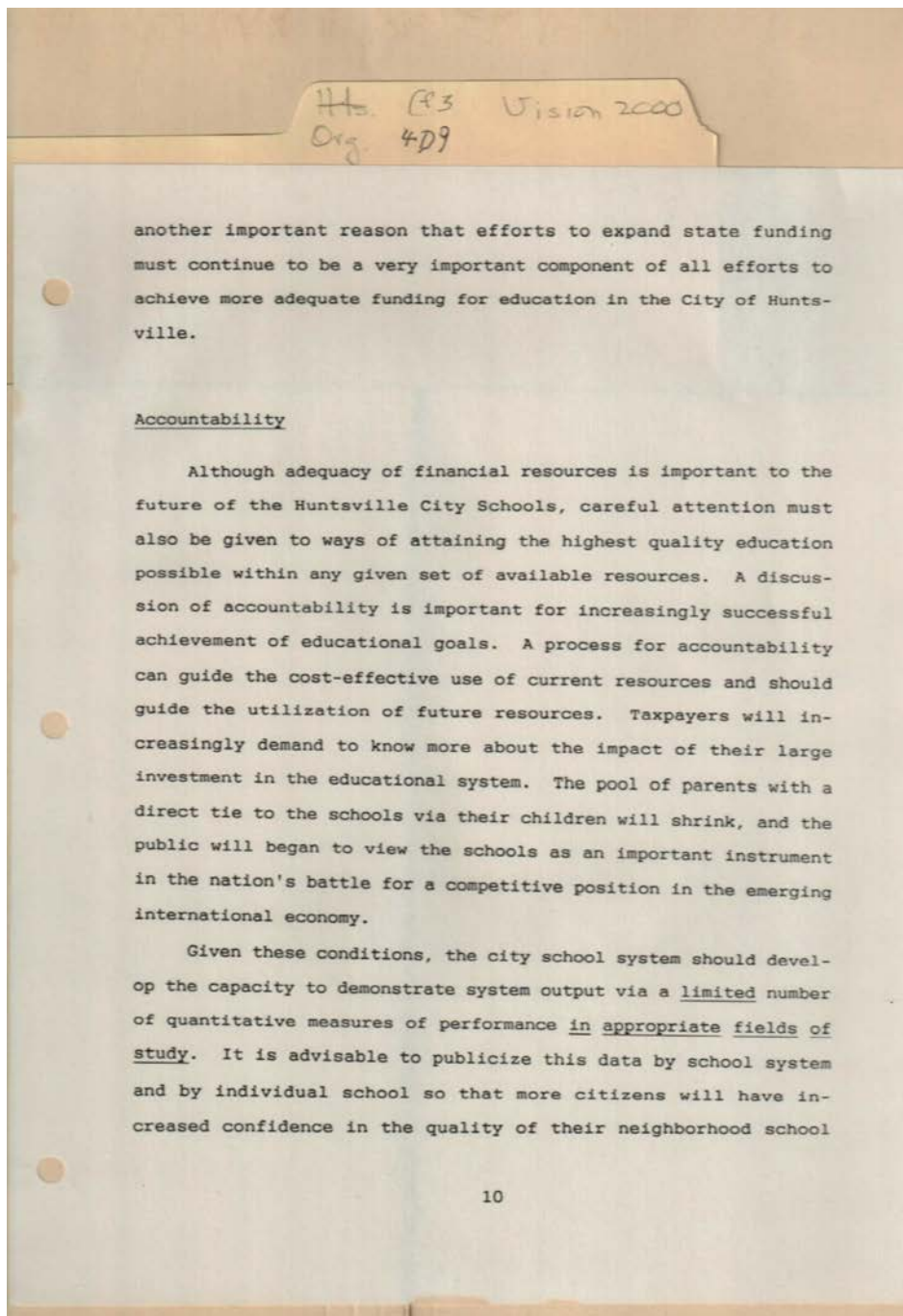
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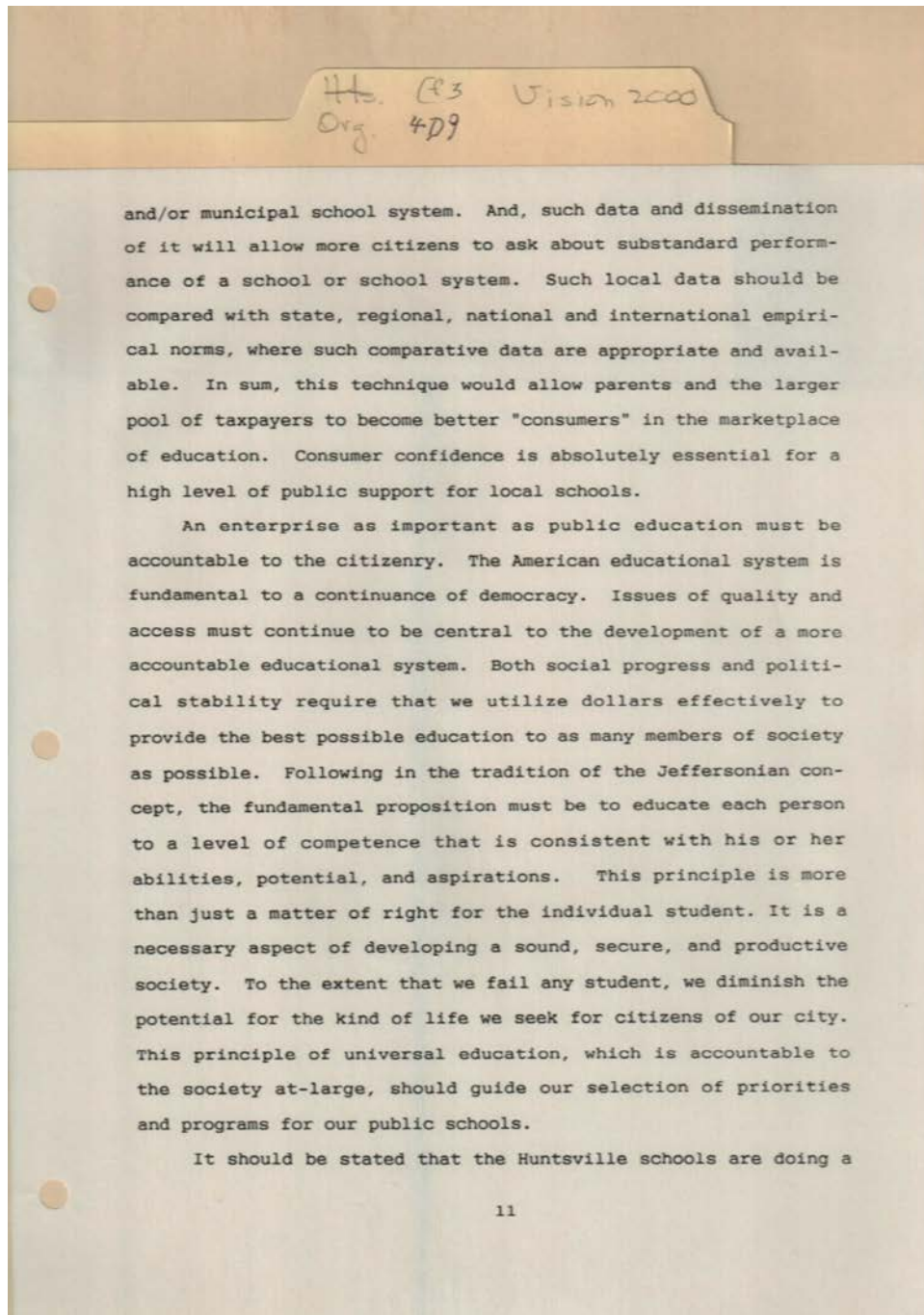
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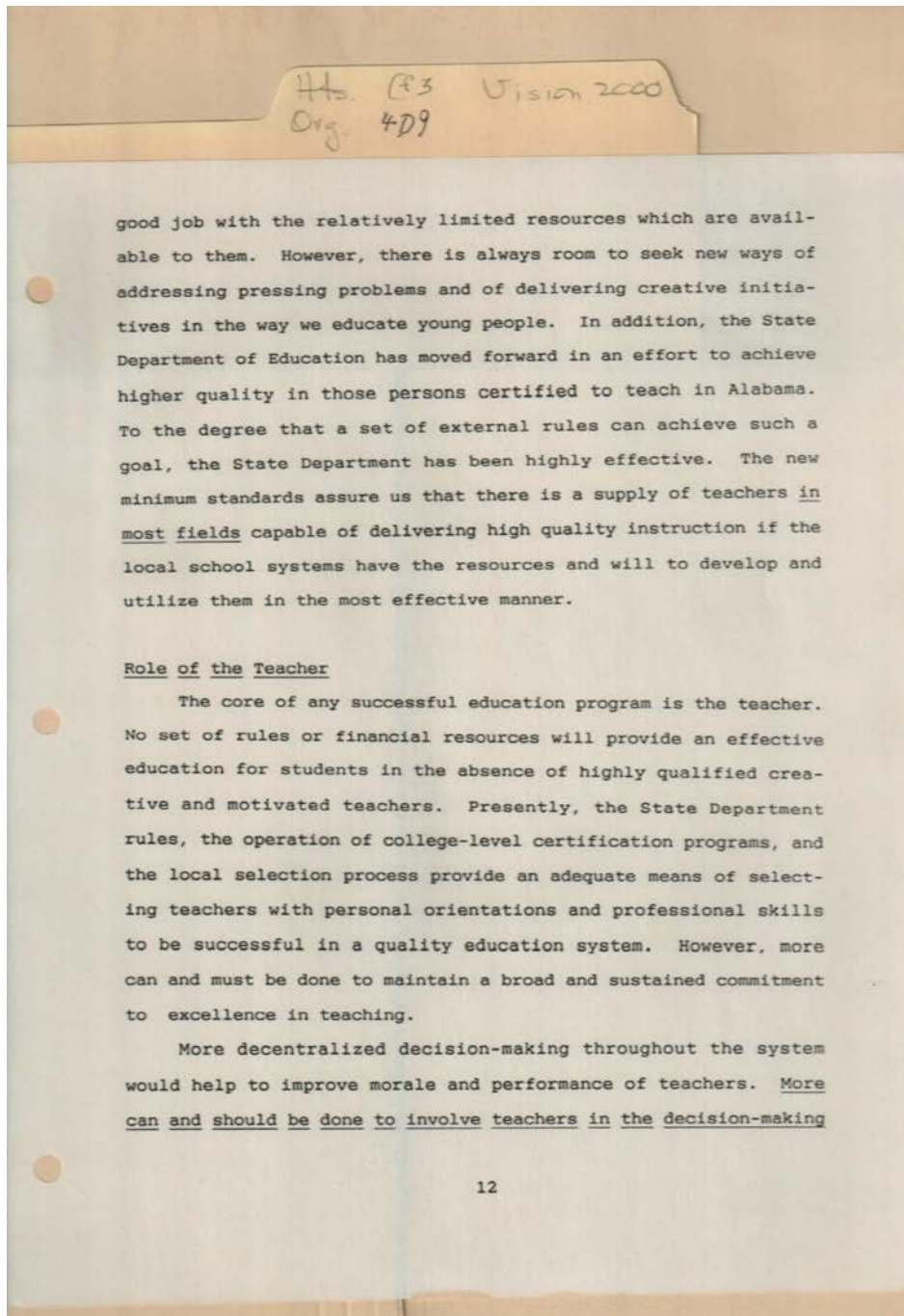
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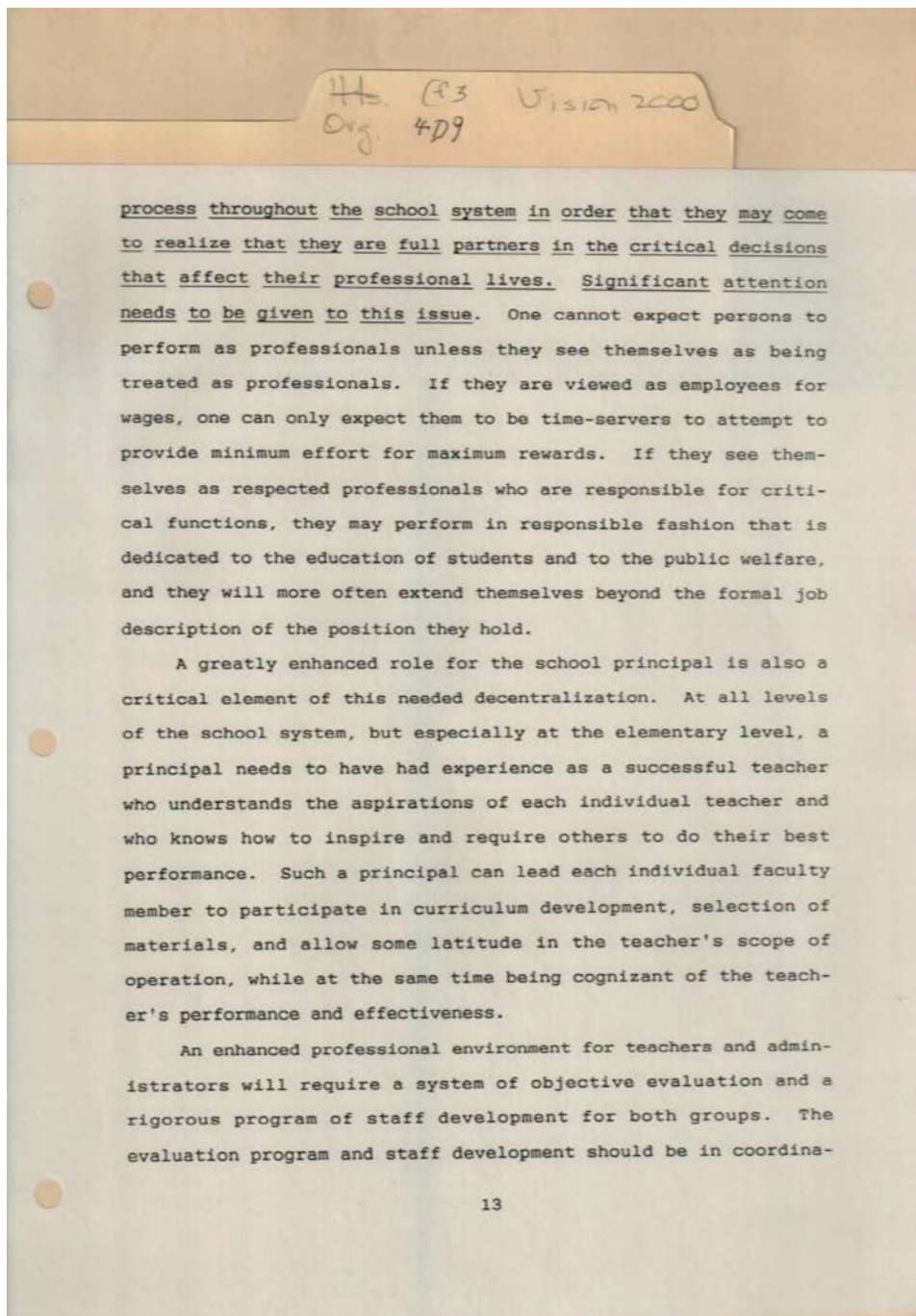
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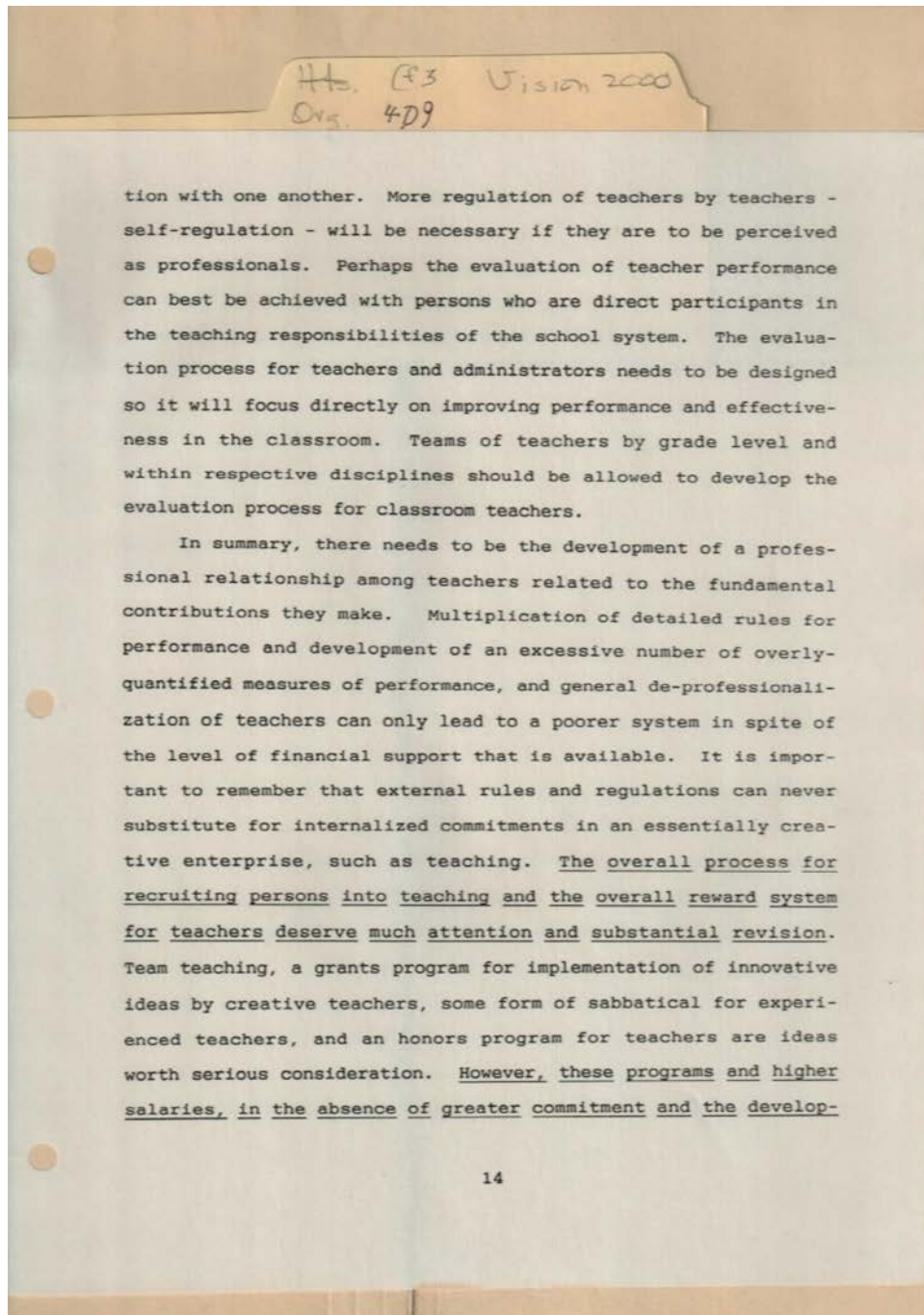
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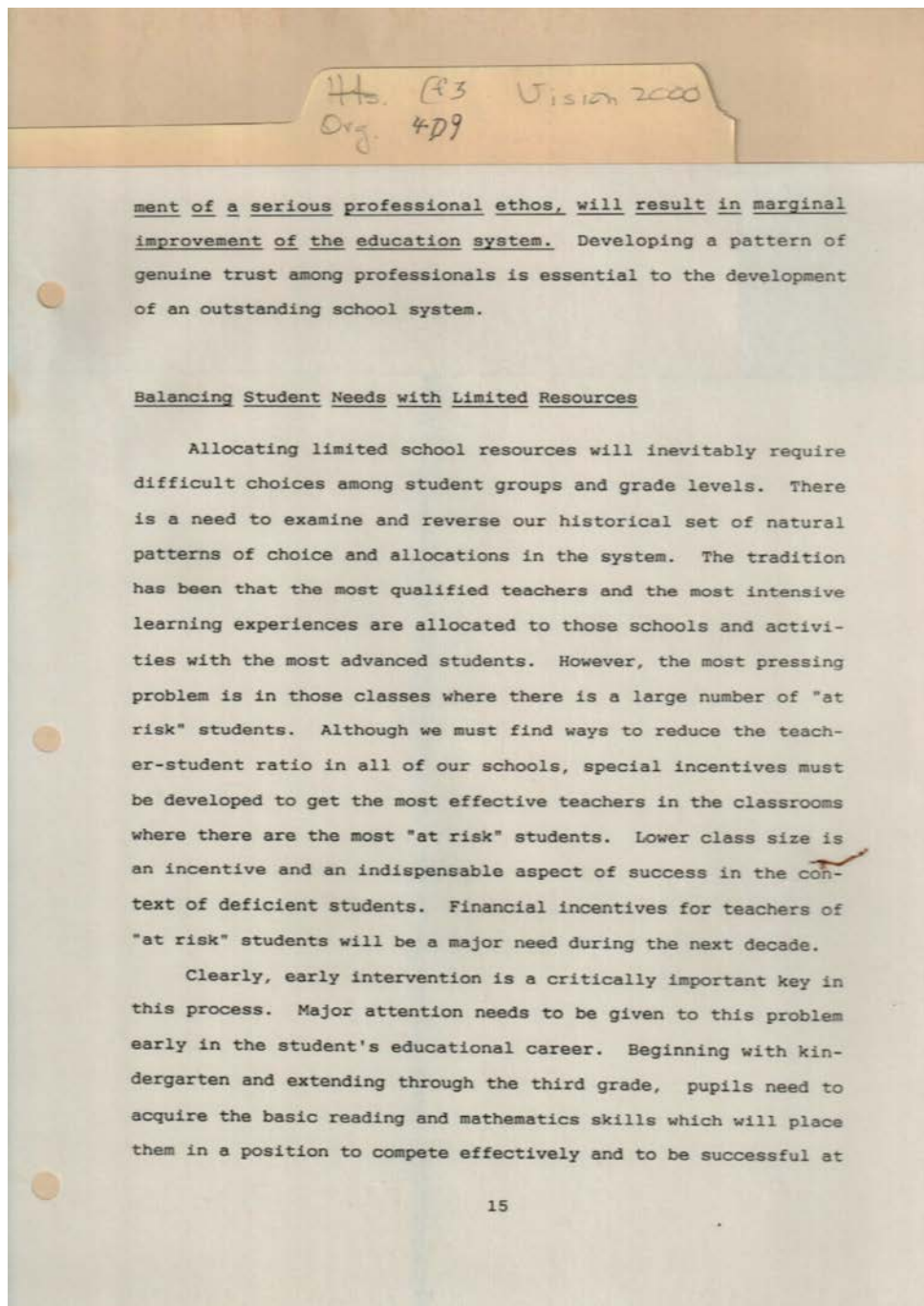
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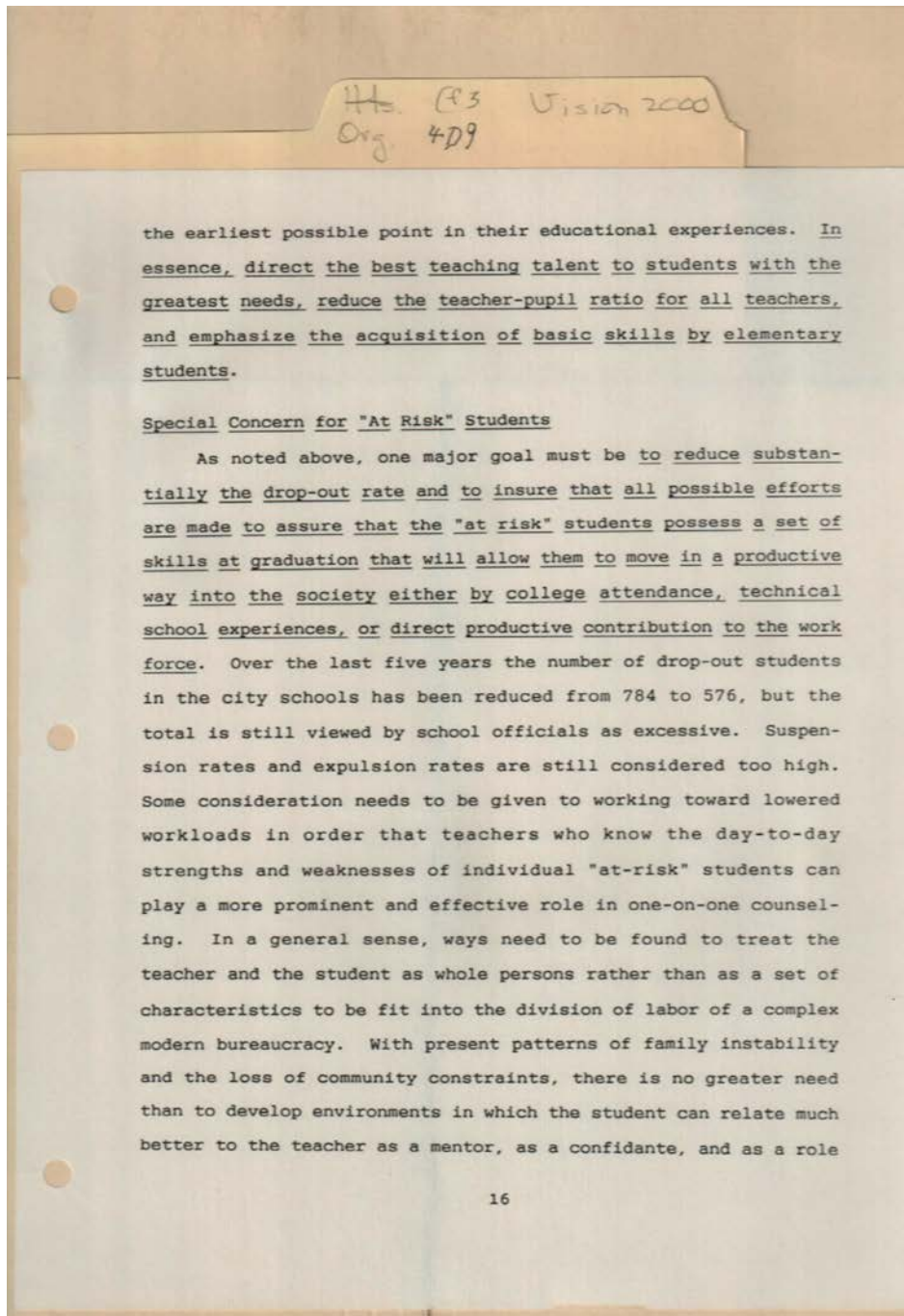
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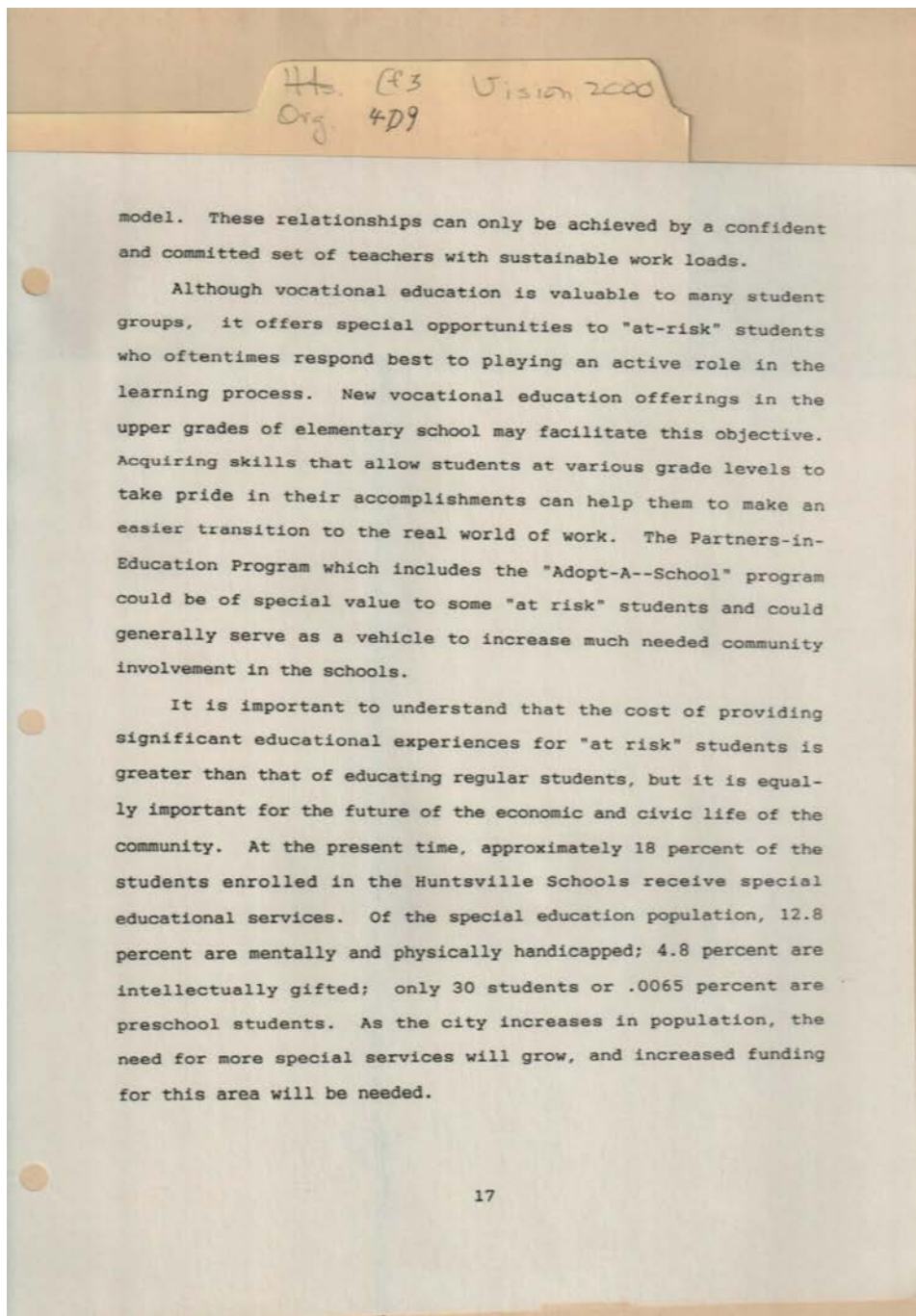
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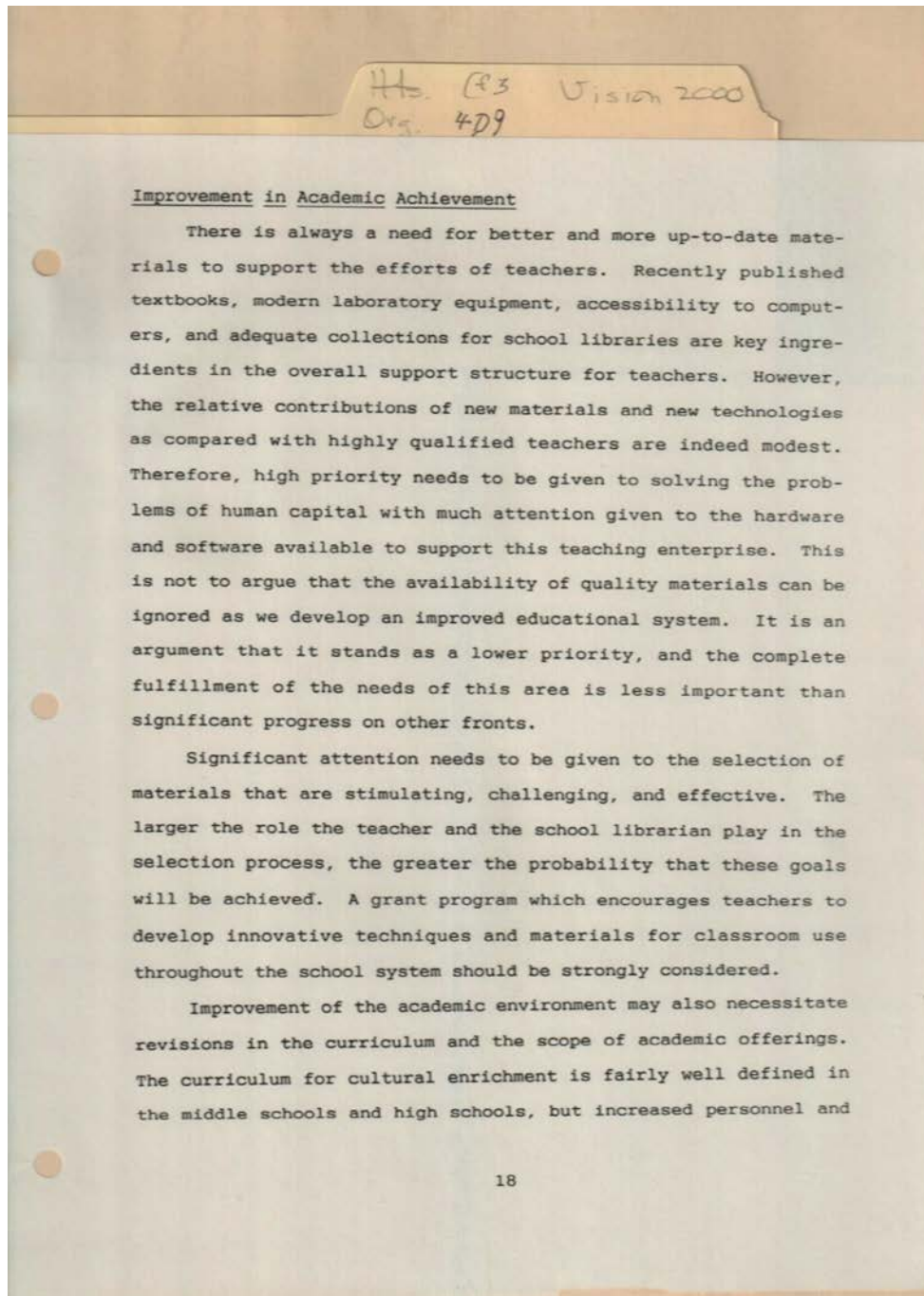
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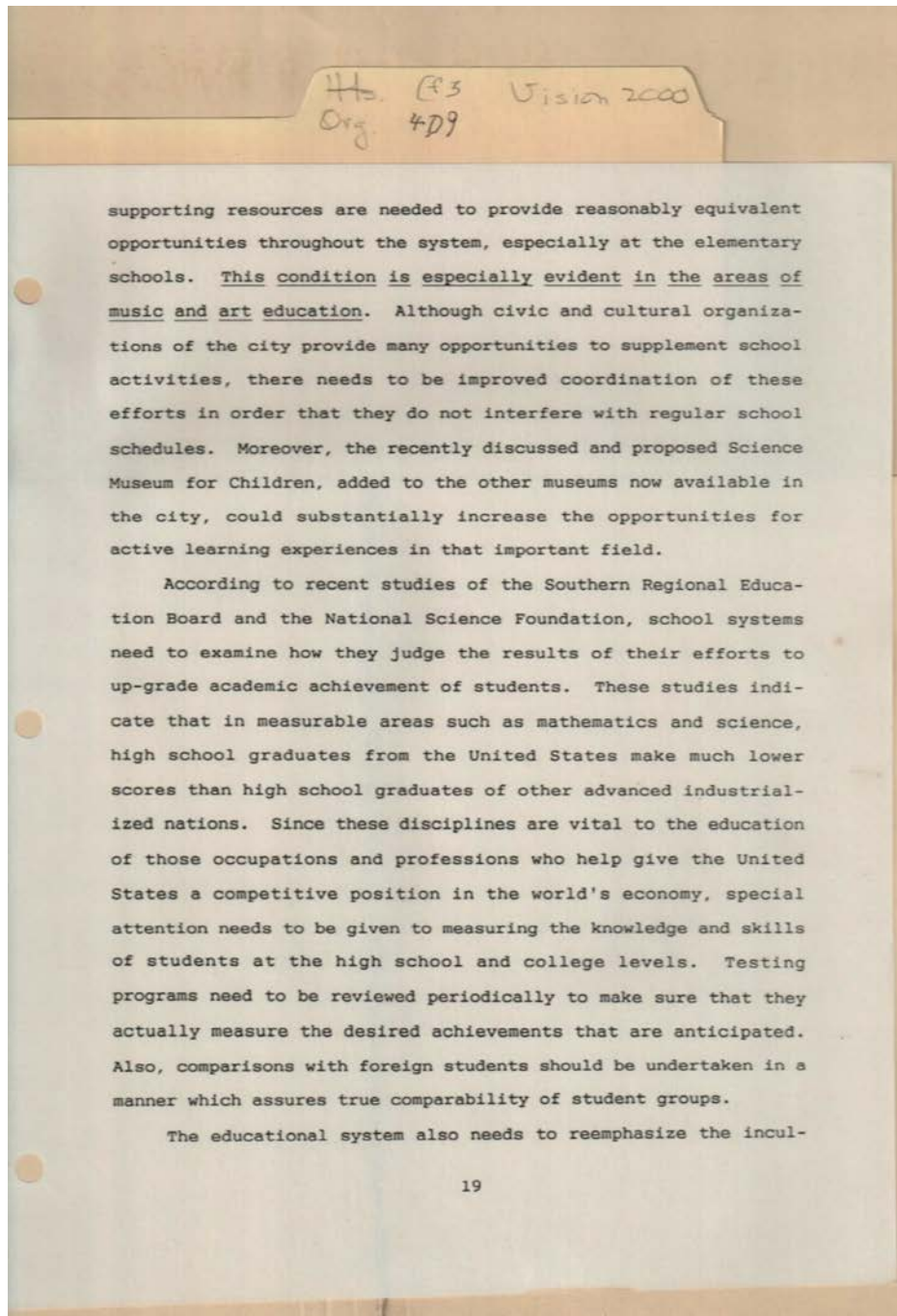
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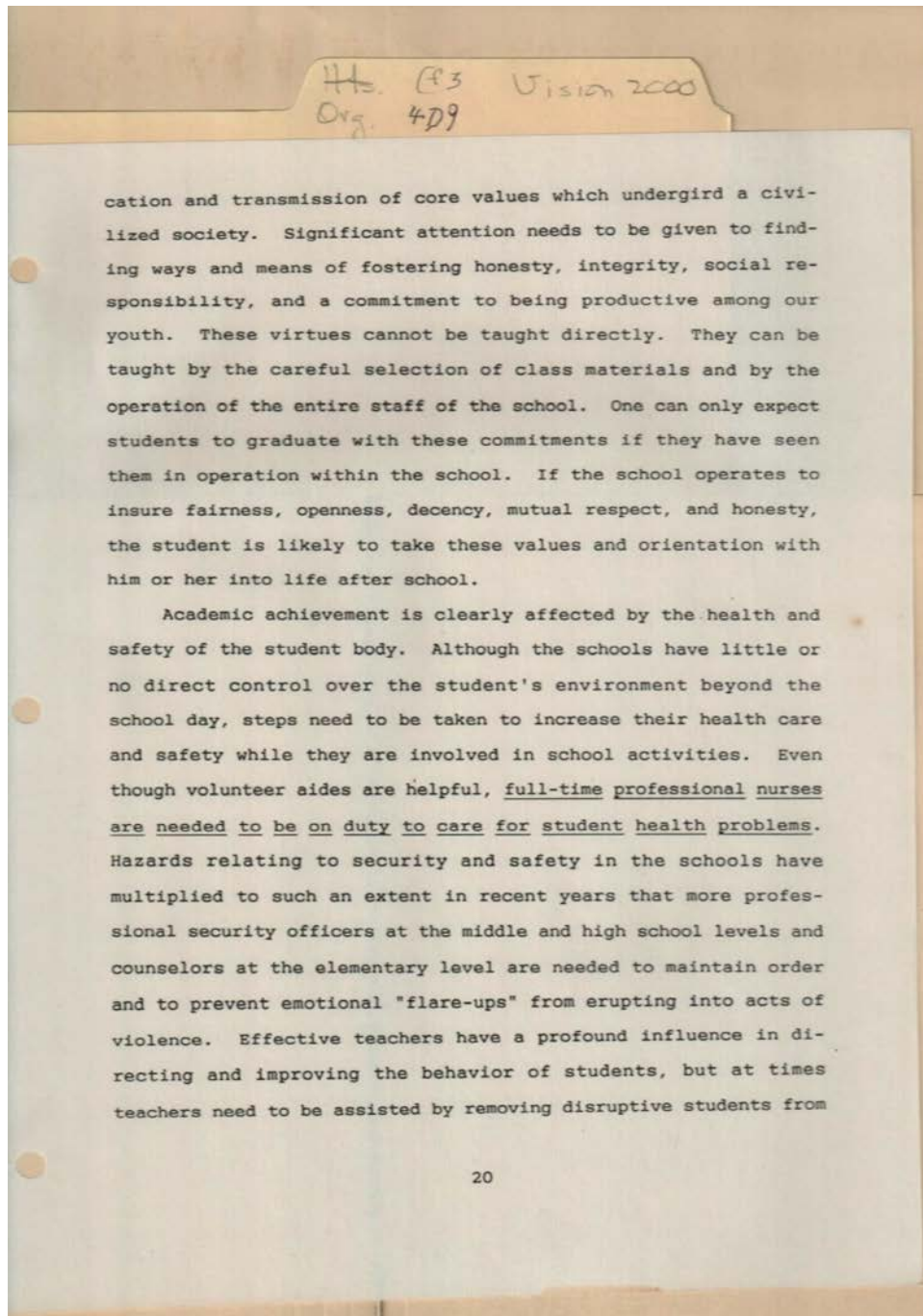
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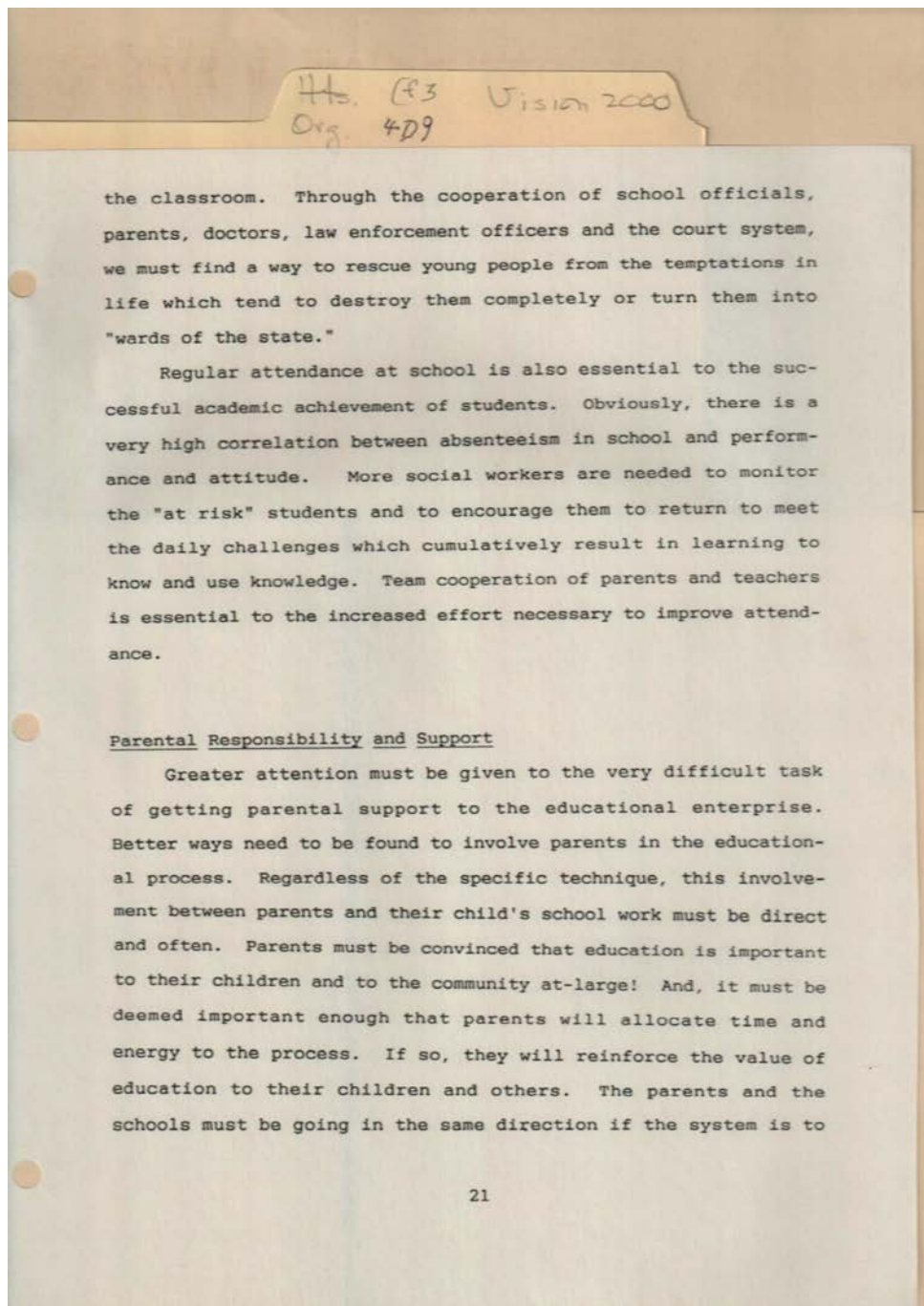
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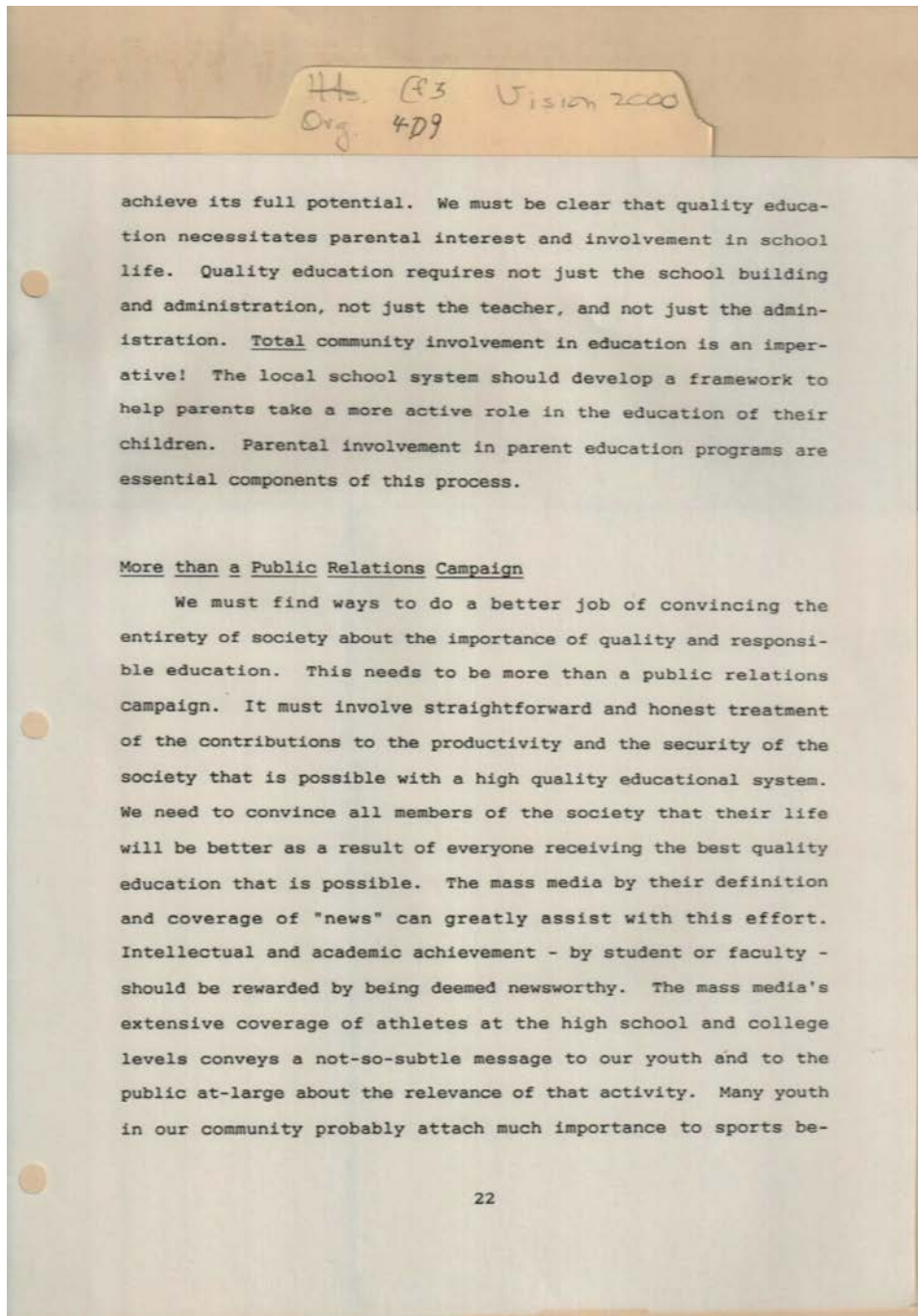
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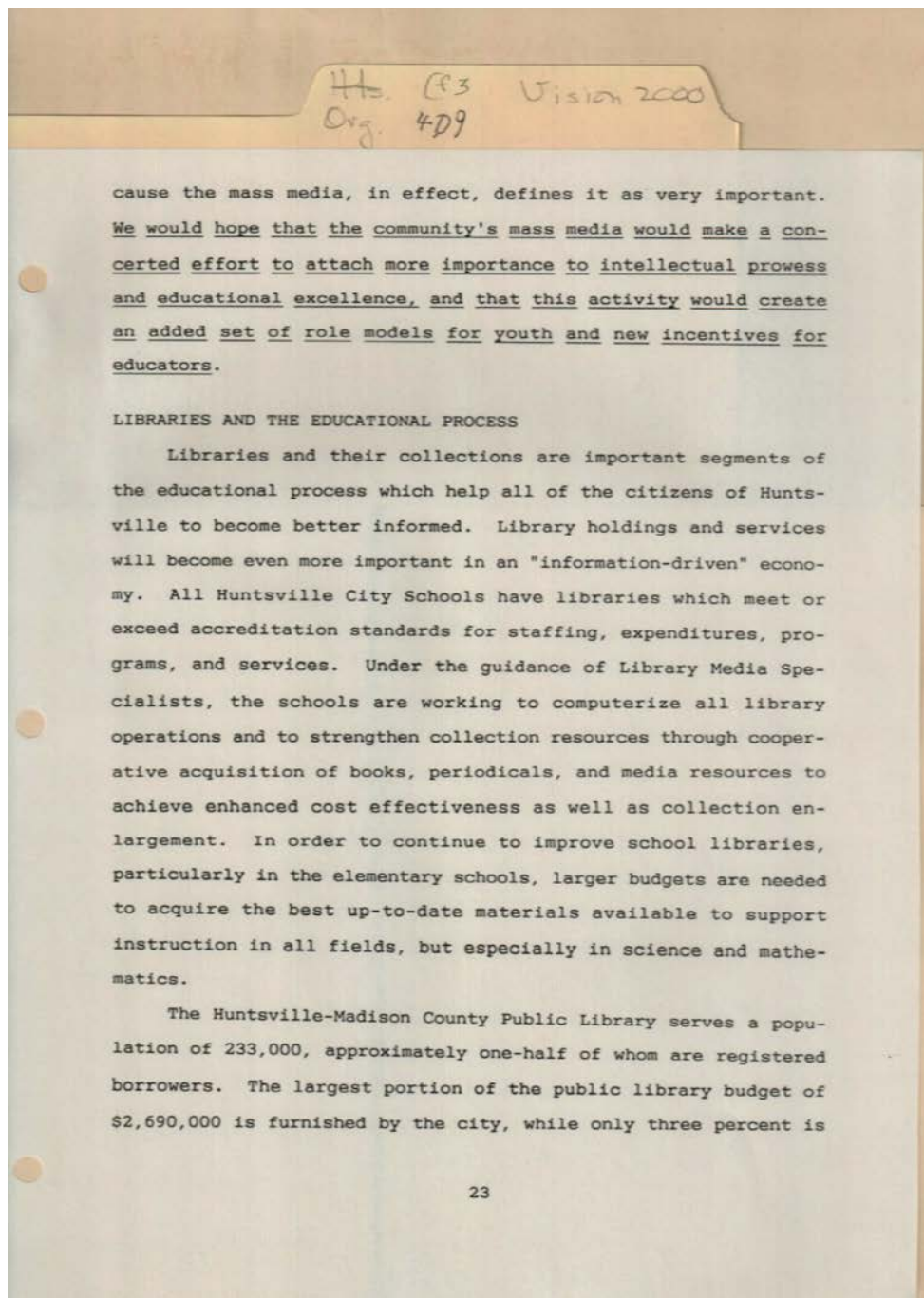
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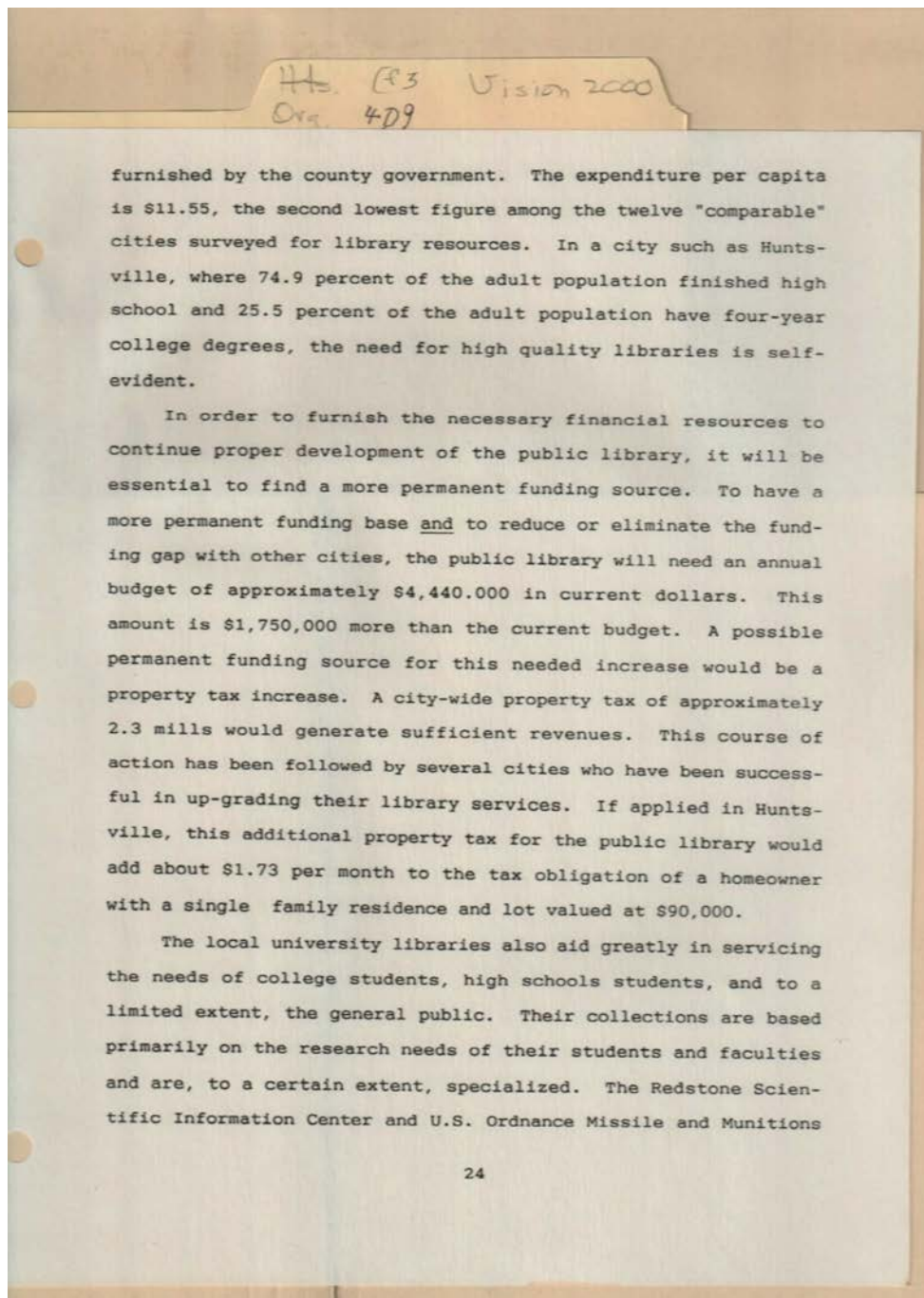
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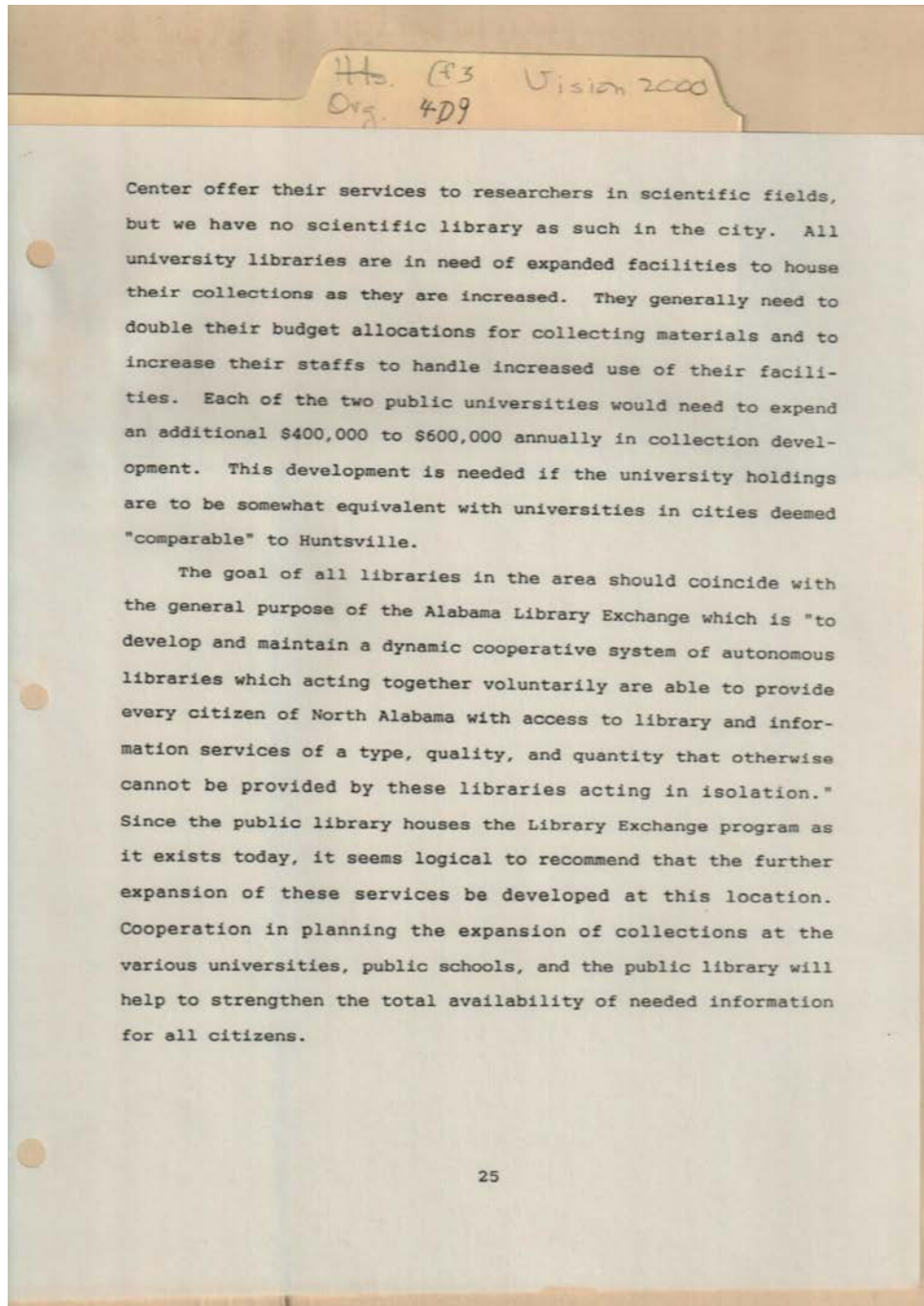
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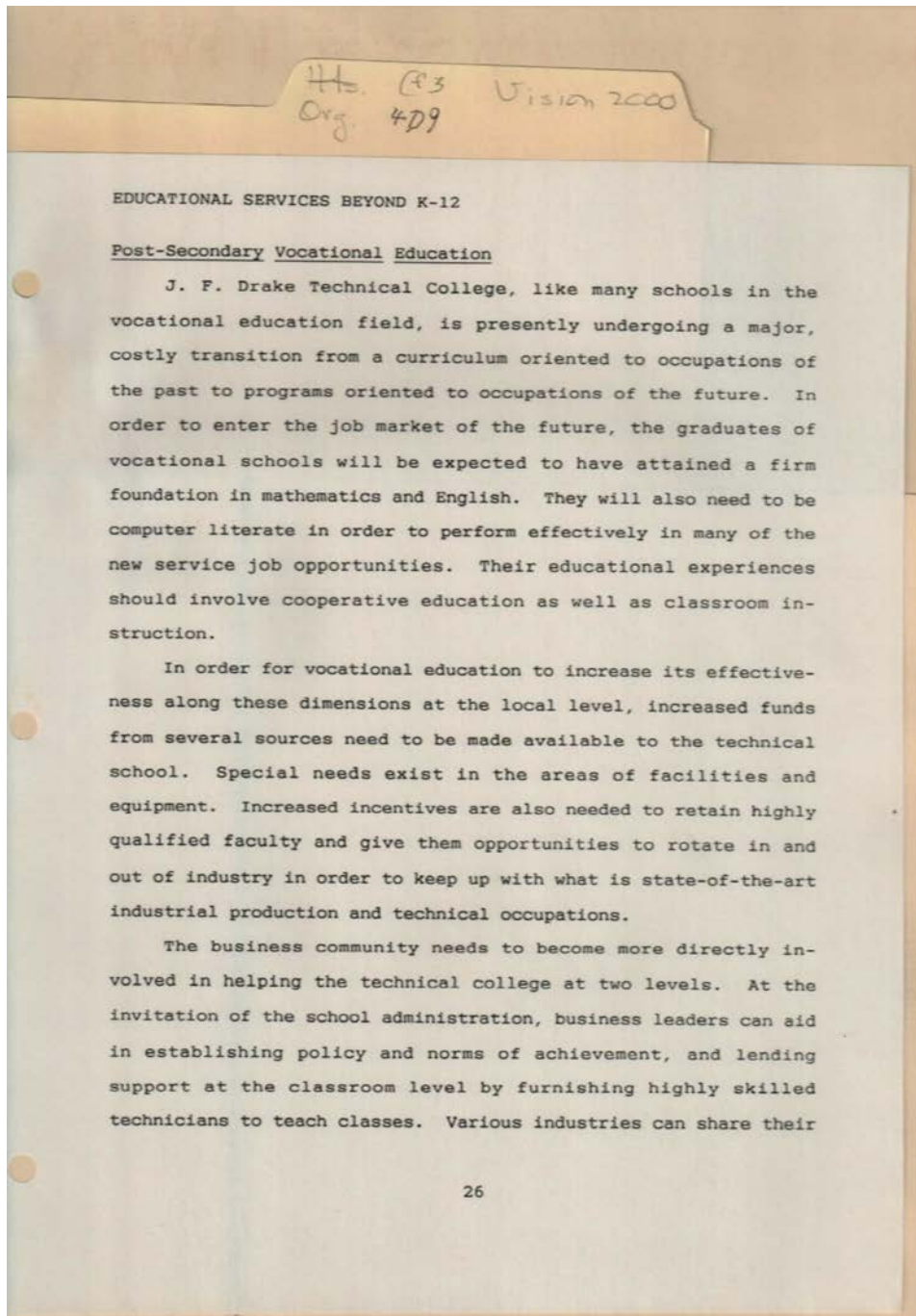
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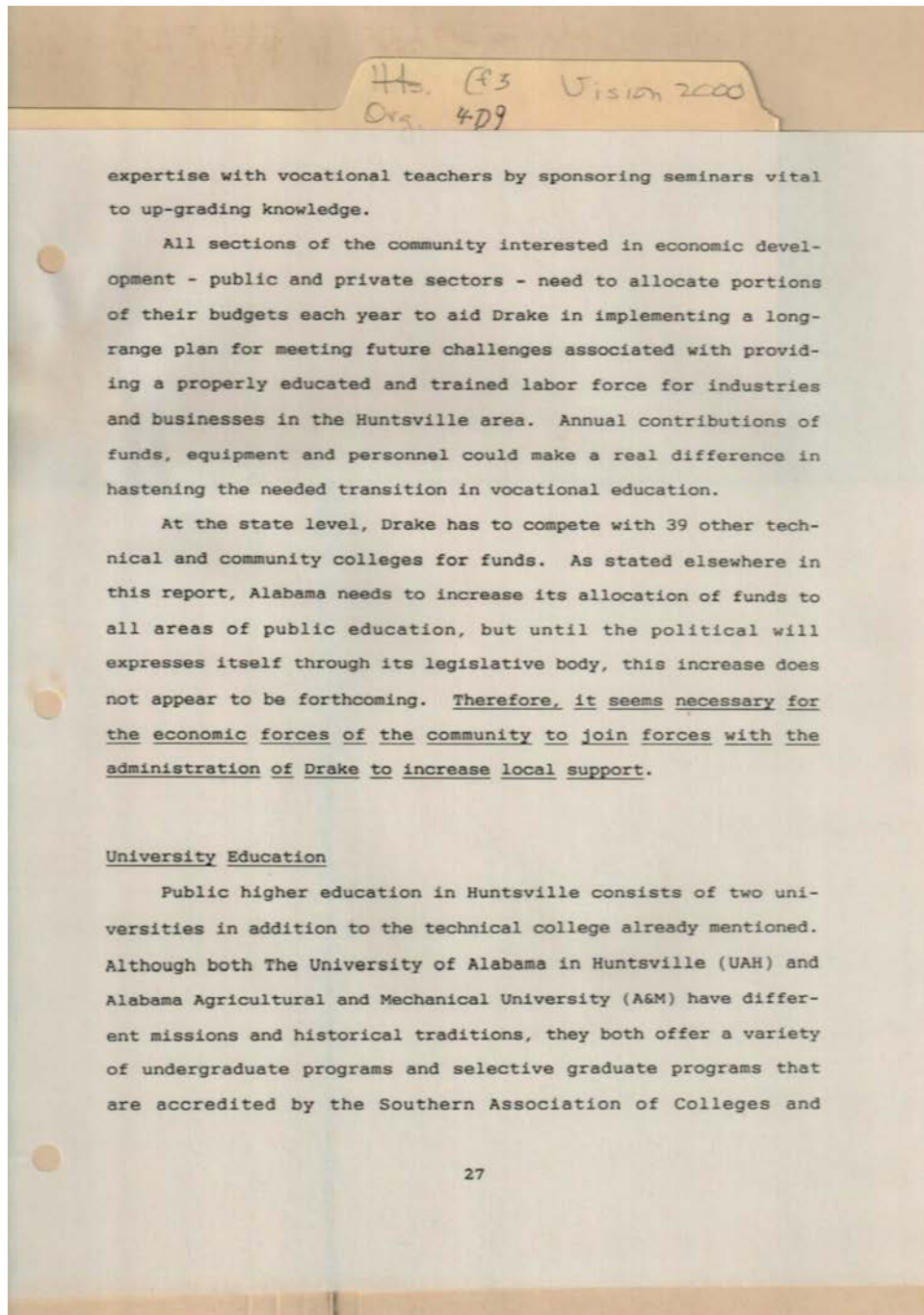
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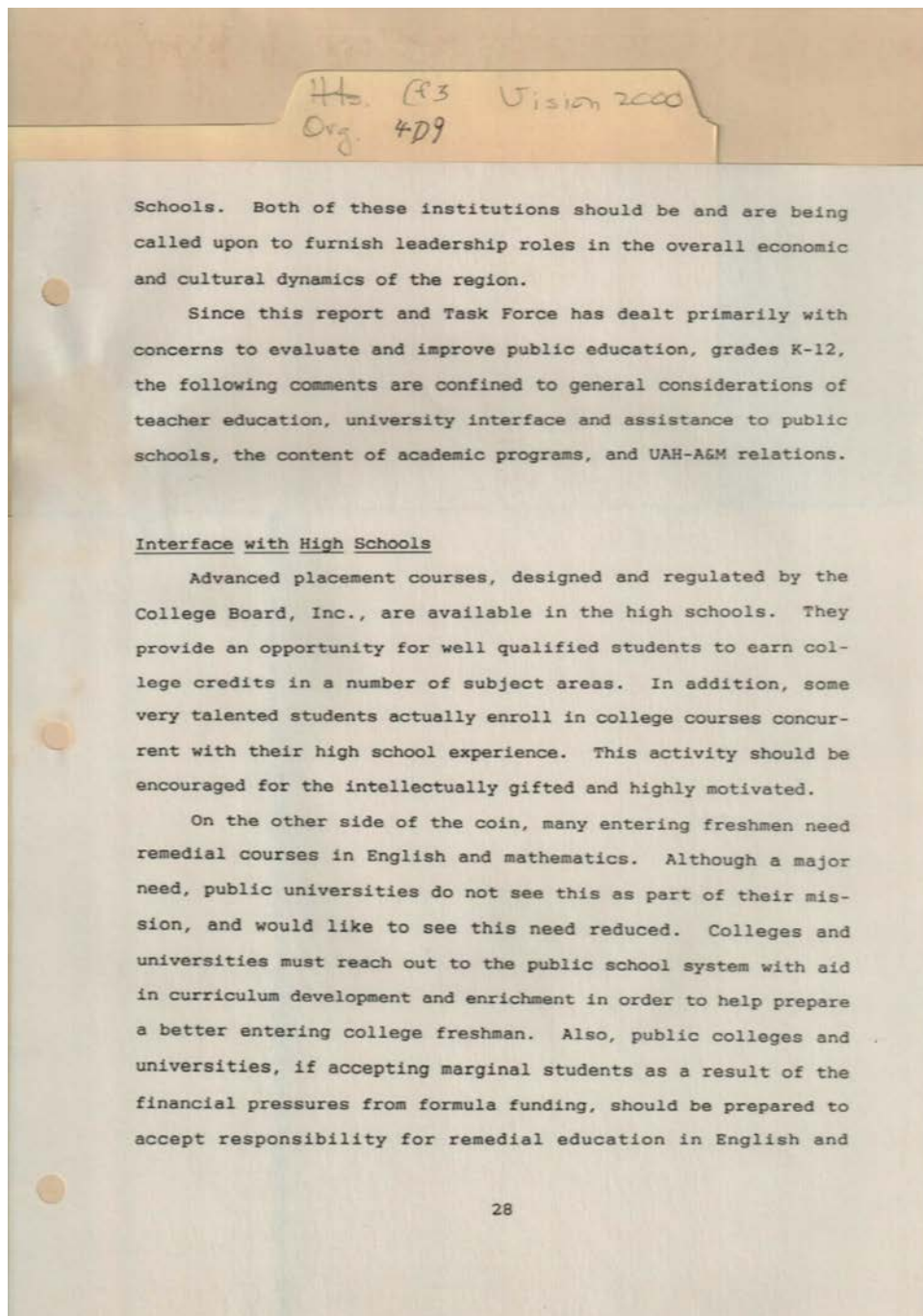
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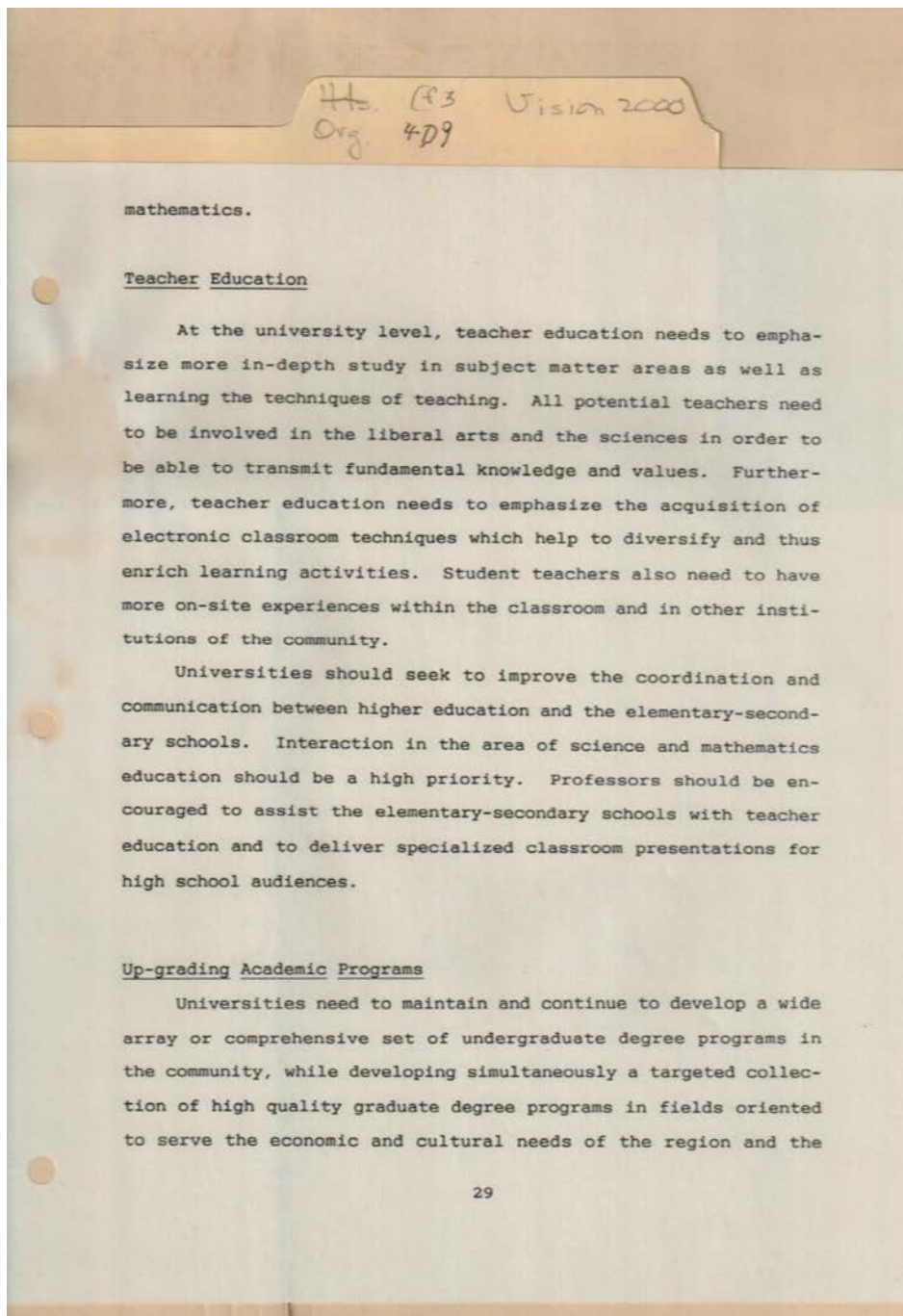
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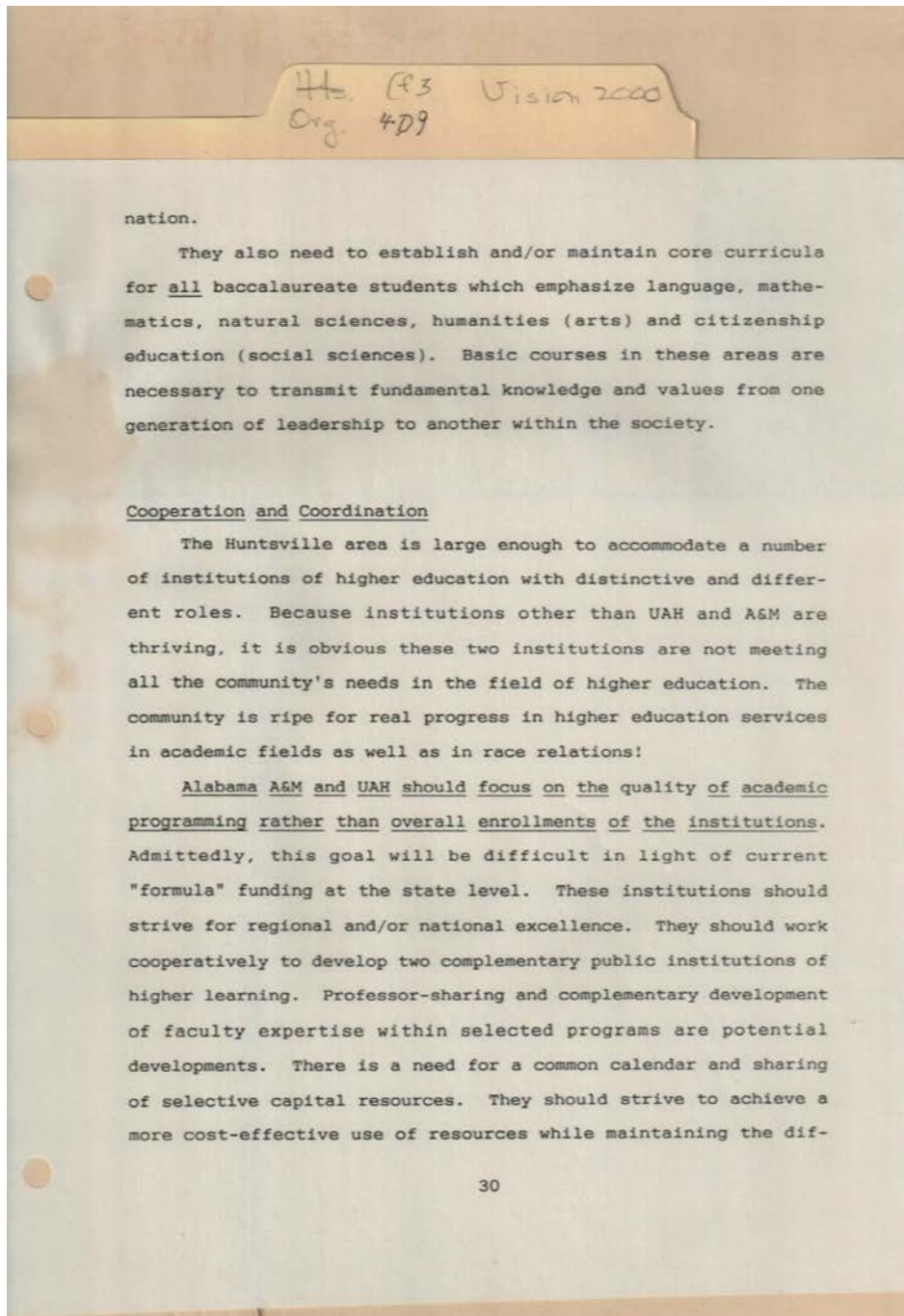
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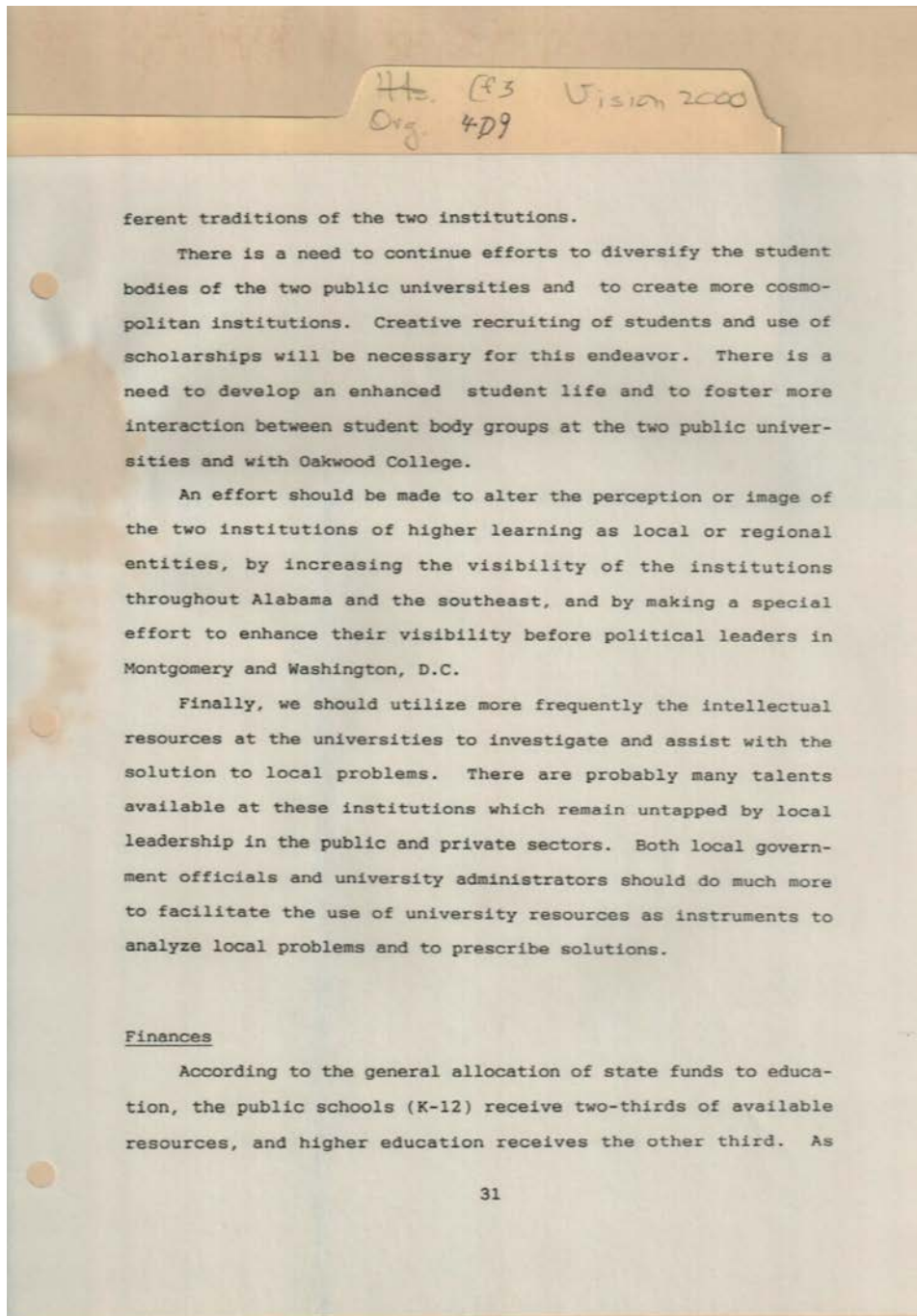
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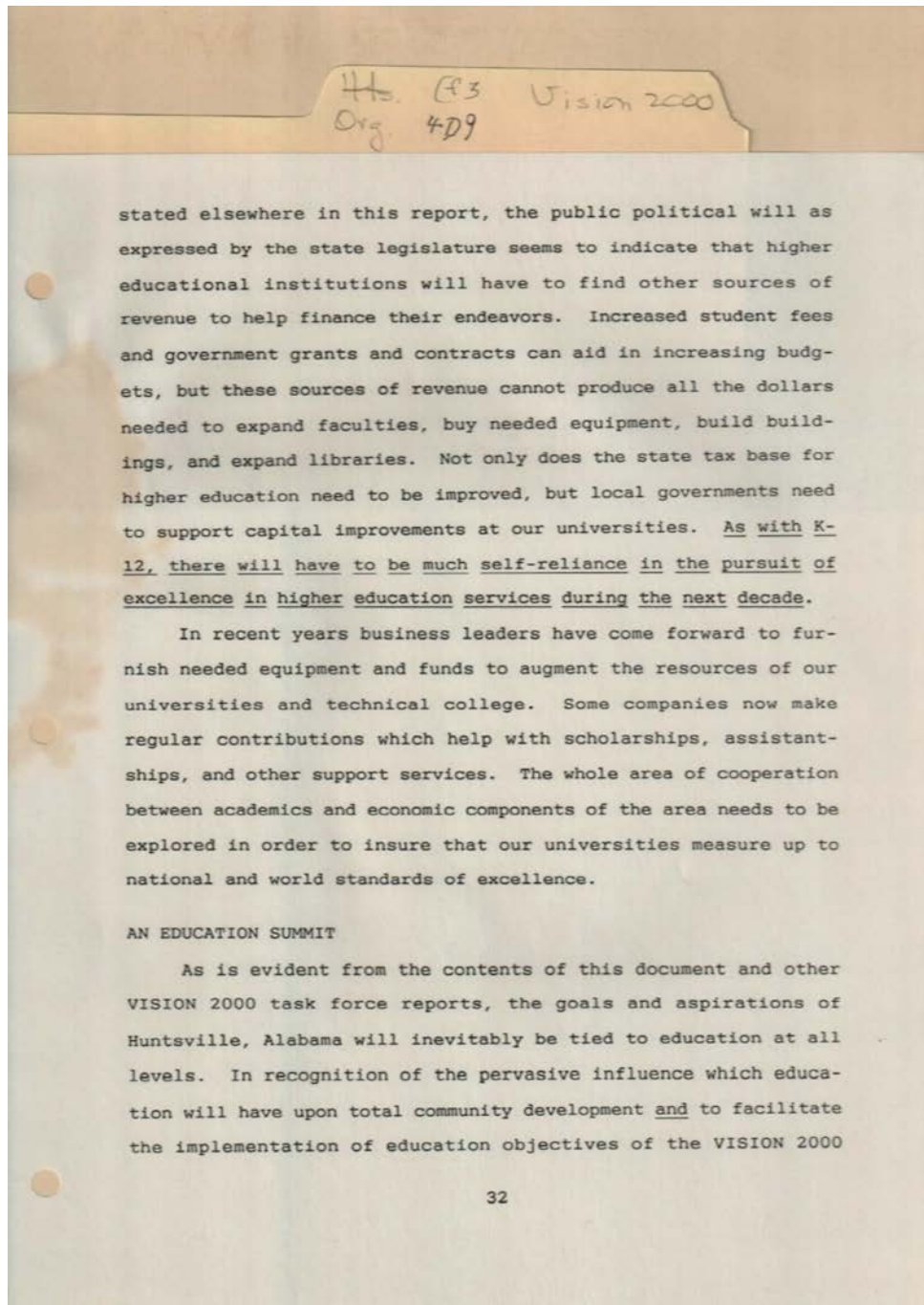
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Vision 2000 - Education

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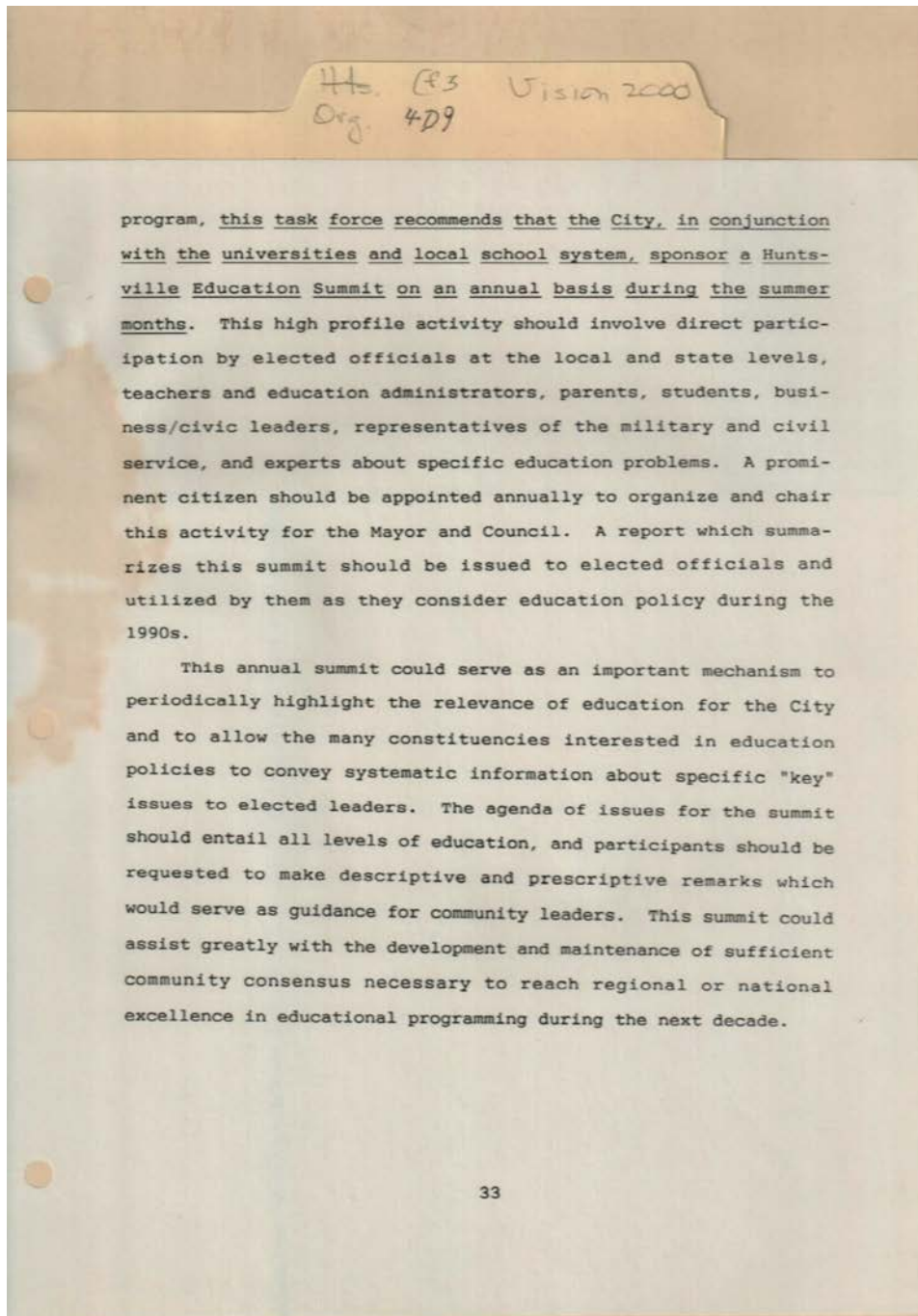
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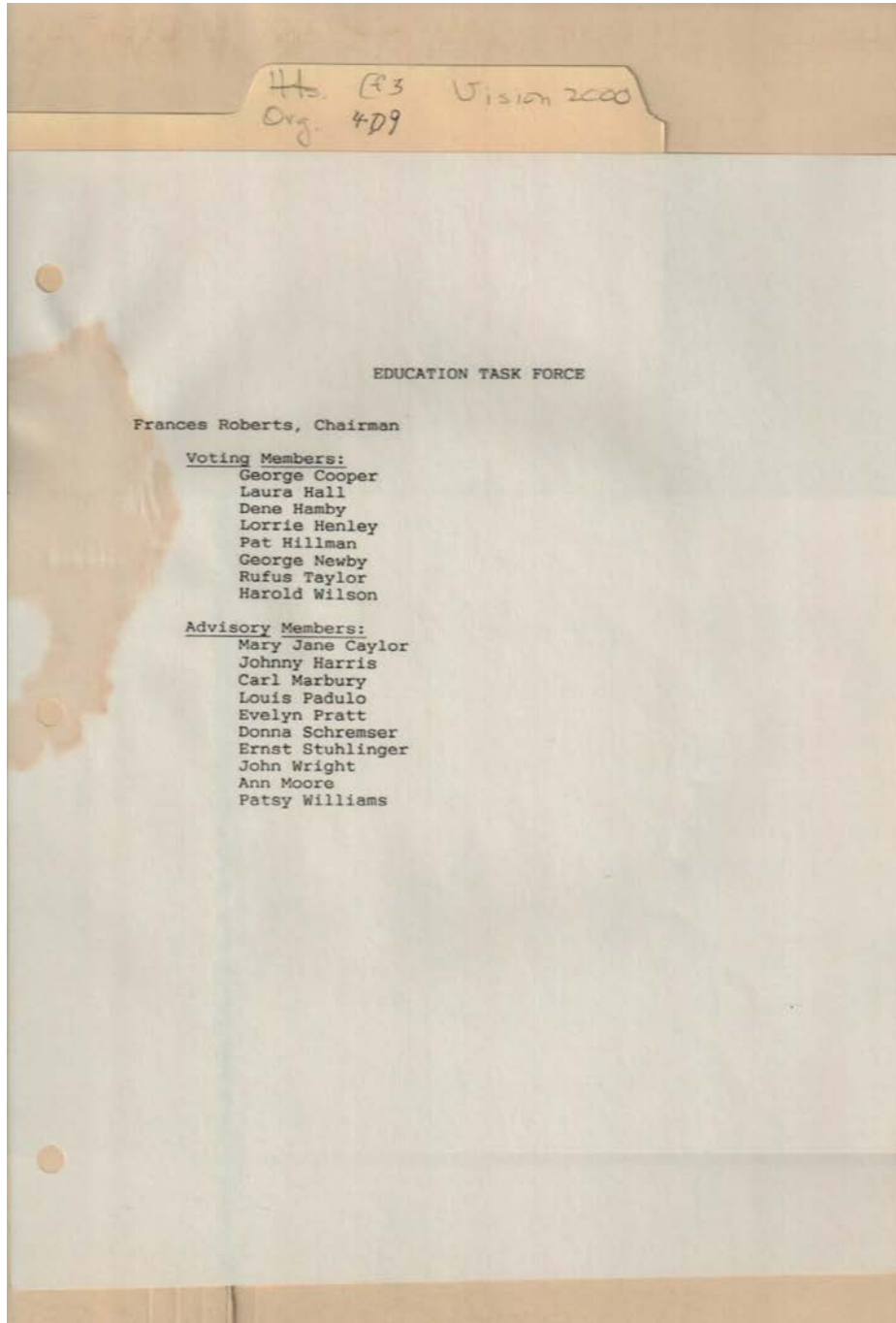
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**Topics:**

Education Task Force  
Member

Vision 2000 -  
Education

**Names:**

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Cooper, George  
Education Task Force  
Hall, Laura  
Hamby, Dene

Harris, Johnny  
Henley, Lorrie  
Hillman, Pat  
Marbury, Carl  
Moore, Ann

Newby, George  
Padulo, Louis  
Pratt, Evelyn  
Roberts, Frances  
Schremser, Donna

Stuhlinger, Ernst  
Taylor, Rufus  
Williams, Patsy  
Wilson, Harold  
Wright, John

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**VISION 2000**

City of Huntsville  
P.O. Box 308  
Huntsville, Alabama 35804  
(205) 532-7350

December 19, 1989

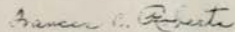
Members of the VISION 2000 Policy Board:

Attached is the final report of the VISION 2000 Task Force on Education. This report is the result of the concerted efforts on the part of a dedicated group of citizens in an attempt to address the concerns of education, and to recommend guidelines for the future as we approach the twenty-first century.

This report represents extensive input from knowledgeable leaders at the local, state and regional levels. The final recommendations contained herein were derived from bi-monthly meetings and presentations over the period from April to December of this year. These recommendations represent the thinking of the committee as a whole.

The committee wishes to thank Dr. Jess Brown and Mrs. Gail Phillips for their excellent support throughout the process. We also wish to commend Mayor Steve Hettinger for his foresight in establishing the VISION 2000 endeavor as a way to involve all citizens in guiding the future of this city.

Sincerely,



Frances C. Roberts, Chairman  
Task Force on Education

A Future on the Horizon  
**Huntsville**

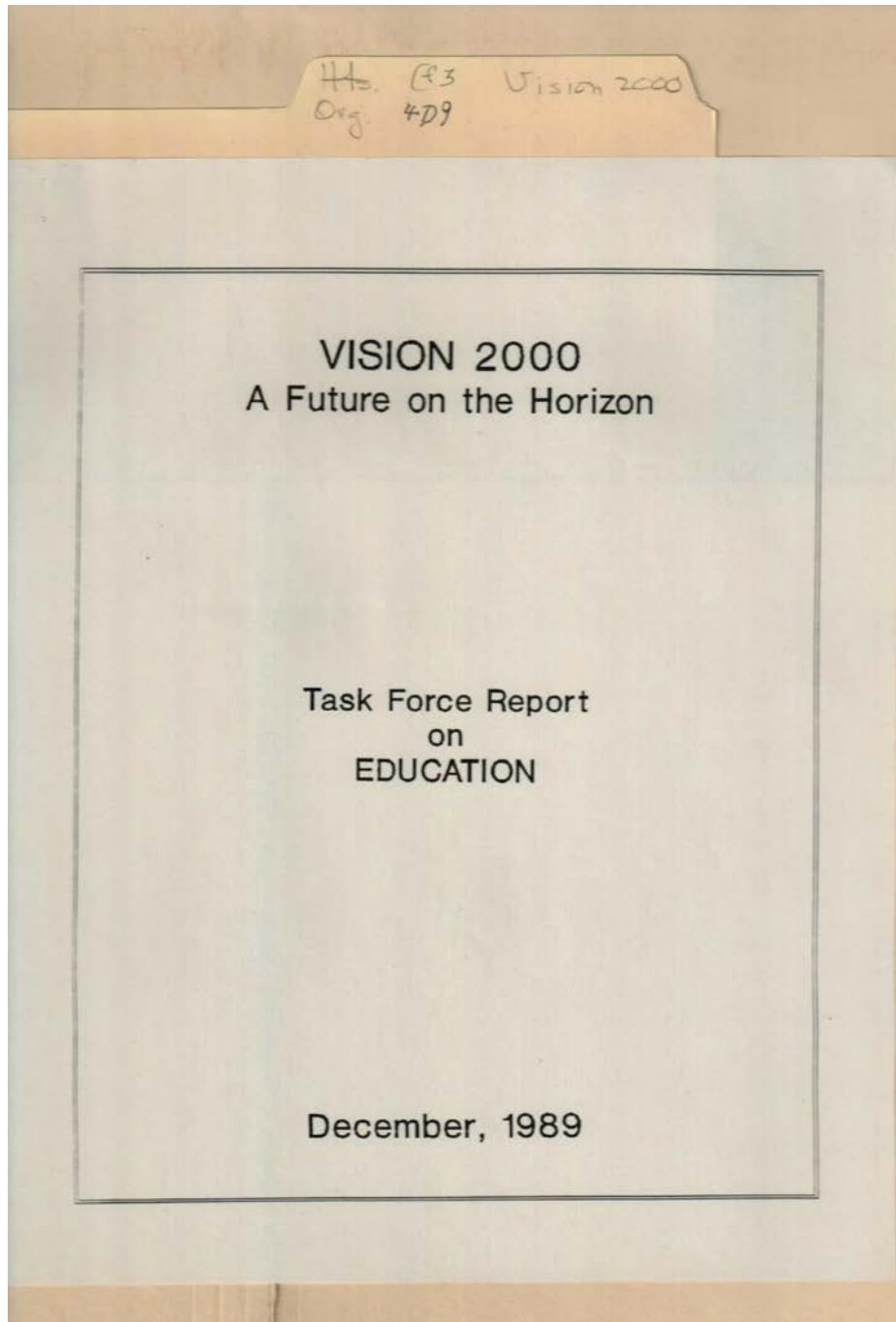
Steve Hettinger, Mayor



Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 9, Folder 3

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VISION 2000 TASK FORCE REPORT  
on  
EDUCATION

\*\*\*\*\*  
\*\*\*\*\*

HUNTSVILLE PUBLIC SCHOOLS

Brief History - Huntsville City Schools Since 1940

During the past fifty years the limits of the City of Huntsville have been expanded from 2.42 square miles to 161.4 square miles, as of October 1989. The official census of 1940 registered 13,050 persons; the city school system consisted of four white schools and one Negro school.

By 1950 the population had grown to 16,437 and two schools had been added. Although the official boundaries of the city had only been extended to 4.71 square miles, the communities and residential developments surrounding the city core had experienced considerable growth. During this ten year period the textile mills that were the principal employers of the communities surrounding Huntsville on three sides experienced severe economic problems which resulted in the ultimate demise of the mills. While the decline of the textile industry was taking place, the federal government took a positive step in furnishing economic stability to the area by establishing two arsenals on 30,000 acres of land south of the city. Although these installations were put on stand-by shortly after the end of World War II, in 1948 the Huntsville Arsenal was consolidated with Redstone Arsenal and assumed a new role in army ballistic missile research. Over the next forty years, the role of the federal government in the community expanded greatly, and helped to

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identify a broader economic base for Huntsville and the entire area.

By 1960 the official population of Huntsville had risen to 72,365. This dramatic jump was due not only to the expanded economic activities in the area, but also to the incorporation of outlying areas into the city limits, which extended to a total area of 51 square miles. At the end of the 1955-56 school year, there were 7 schools for whites and 2 schools for Negroes, but when the fall term opened in 1956, the number had risen to 13 and 4 because of the extension of the city limits. By the end of the 1950's, a phenomenal 14 additional schools had been built, staffed, and filled with students.

By 1970 when the population was 137,000, another 57 square miles had been added, making the city's total area 108.3 square miles. Another 18 schools had been added to the city system, during which time desegregation of the public schools had taken place, and no longer were schools classified by race. Further expansion of the federal government's influence came during this period when the civilian space agency, NASA, was created, and the Marshall Space Flight Center was established as a part of the Redstone Arsenal complex. Accompanying these developments was the creation of research and industrial parks which fostered the expansion of research and development enterprises and continued population growth. Throughout the period of rapid expansion and growth in Huntsville, the federal government was heavily involved in financing the building of schools and in instituting a number of programs to expand educational services.

After the successful completion of the moon-landing project,

Hts. (F3 Vision 2000  
Orig. 4D9

Huntsville's growth slowed between 1970 and 1980. Although suburban areas continued to develop, the city's population only increased to 142,513. During this ten year period, only one senior high school and one middle school were added, and the school population leveled off at approximately 25,000 students. There was a concerted effort to encourage diversification of economic investments as Huntsville continued to prosper and service areas of the economy expanded, thus giving a broader economic base to the area.

Expansion of the city in the 1980's brought the city limits to include 162 square miles of area and approximately 170,000 people. As a result of the increased population, two new schools were added in southeast Huntsville. Today the Huntsville City Schools have an enrollment of nearly 25,000 students housed in 25 elementary, 10 middle, and 5 high schools, in addition to eight centers devoted to special activities: technology, environmental education, educational television, adult learning, alternative school, developmental learning, C.L.A.S.S. (Mental Health Center), and the Neaves juvenile detention center.

#### Huntsville City School System Today

According to a recent publication, the Huntsville City School System has defined its mission "to prepare today's students for tomorrow's society. Strong leadership by principals focuses on instruction with high expectations toward student learning. Qualified, well-trained staff members are dedicated to the premise that all students can learn. A system-wide instruc-

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tional program builds on a strong foundation of basic skills." The system provides a broad-based curriculum ranging from remedial work to advanced-level courses. Included in this instruction is a wide range of special education services, as well as extra-curricular and curricular activities designed to fulfill students' interests and needs. Many educational opportunities are available in the school system above and beyond standard academic requirements. The magnet school program which involves two elementary, one middle, and two high schools gives the student an opportunity by choice of interest. This program serves a diverse mix of students from varied racial backgrounds. The Department of Special Education serves handicapped students with a full range of services. Various centers provide opportunities for those with learning disabilities, speech impairment, emotional conflicts, multiple handicaps, orthopedic handicaps, visual handicap/blind, hearing impairments, retardation (educable, trainable, or severe), and other health impairments. A variety of vocational courses is offered at the Center for Technology--not only traditionally oriented courses, but emphasis is now being placed on skills needed in high technology.

These varied school programs are administered by a full staff of professionals chosen for their expertise in specific areas of the educational process. This staff is led by the superintendent who reports to an elected board of education which reviews and renders decisions concerning policy matters.

The Huntsville City Schools are recognized as one of the best systems in the state. This rating is due in part to local

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financial support which amounts to 33.5 percent of the total school budget, based upon 1987-1988 finances. These funds provide 405.7 teacher units beyond those provided by the state and supplements the salaries of all certified personnel in the city school system. Local funds are derived currently from special school ad valorem taxes of 27.5 mills, and by FY91 approximately eight million dollars in sales tax receipts appropriated to the school system by the city council. Federal funds are also received to help support certain specified programs. Yet the city schools, like most of those in the United States today, have certain problems that need to be fully examined and solved if the city of Huntsville is to achieve its full potential as a thriving urban center supported by a sound economic base and nurtured by environmental and cultural endeavors, all of which insure a good quality of life for all of its citizens.

The two central problems may be stated as, first, inadequate funding to support the schools' varied programs, and, second, a need to increase the accountability of schools to insure that they graduate the type of individuals who are responsible citizens in society and fully capable of being productive in the work place.

#### Financial Considerations

One of the main assumptions that is consistently invoked by all concerned with education is that the level of financial support that is available to the schools is at least an important indicator of the quality of instruction that can be achieved and

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the level of knowledge and skills held by individuals completing educational programs. The following analysis attempts to place the current financial situation of the Huntsville City Schools into the broader context of the level of support found in the southeastern region and in the nation. Because the data underlying this analysis are not totally complete and may not be fully comparable in all cases, the conclusions drawn should be construed to be approximate rather than definitive and exact.

The major issue is one of "adequate" funding of the public school system. Therefore, some criterion of adequacy must be selected. This analysis assumes that expenditures per Average Daily Attendance (ADA) for the nation and the southeast, as reported by the State Department of Education, provide norms or targets of adequacy. The available data would indicate that in Huntsville the average expenditure per ADA is \$2949, compared to \$2868 average for the state ADA. The southeastern average is \$3806 and the national average is \$4632. Since the per capita income and cost of living index for Huntsville approximate the national average, the long term goal should be to achieve the national average with the southeastern average being an intermediate goal.

The most recent fully comparable data that are available are for 1987-88. Therefore, the following analysis is based on data from that year. Although there have been some changes since that time, they are not of sufficient magnitude to change the relationships in any major fashion. The analysis proceeds from an assumption of an Average Daily Attendance in the Huntsville

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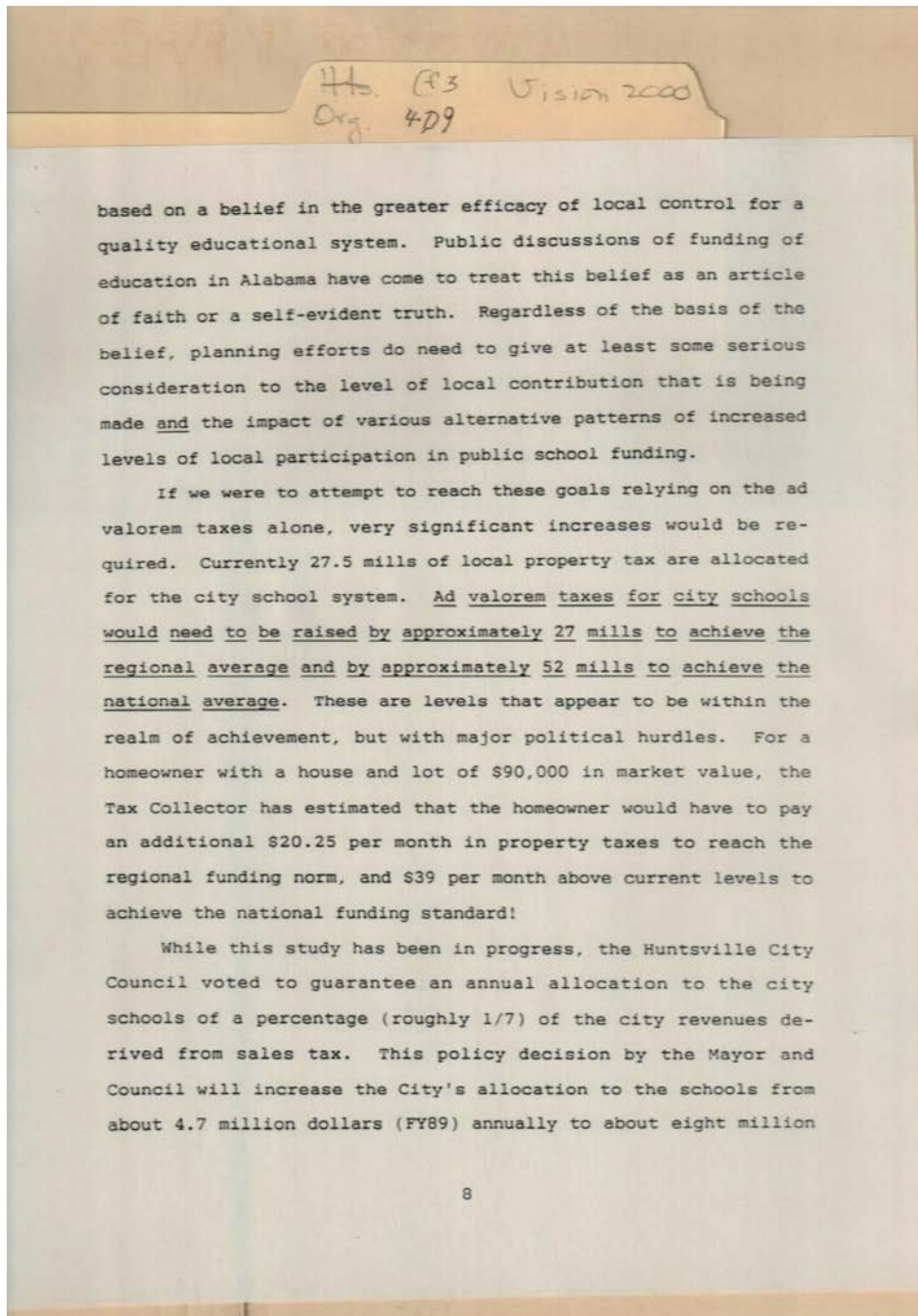
Schools of 24,000. Given this data base, the following conclusions relative to the average per student revenues must shape the analysis.

Huntsville's local school system is operating on a budget that is only slightly higher than the average for the state and one that is significantly lower than regional and national averages. Since Huntsville has a cost of living that approximates the national average, and roughly 75 per cent of all school costs are salaries, there is no reason to believe that we can maintain a nationally competitive educational system at a cost that is significantly lower than the national average. There is some evidence, given the generally low level of educational attainment in the state, that costs in excess of the national average may be required to be fully competitive.

The revenues for Huntsville Schools were approximately \$70,800,000 in 1987-88. To achieve the regional average, the city schools would have needed \$91,000,000 and to achieve the national average \$110,000,000 would have been needed. A very large increase in local funds would have been required to reach the national norm. Thus, in order to make real progress in providing adequate funding for our schools during the 1990s, the need for an increase in ad valorem taxes for schools is readily apparent.

There is a general argument that there should be greater local contributions as a proportion of the total school funding. Sometimes this argument seems to be based on the political belief that it is not going to be possible to gain greater levels of state support in the near future, and sometimes this assertion is





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dollars annually in FY91. By contributing this assured appropriation to the schools, administrators can now develop long range plans to help reach desired goals that will aid in upgrading the quality of education provided for all students.

However, careful consideration should be given to how rapidly and by what level of government this increase should be made. Such a dramatic increase at the local level, in the absence of change in the rest of the state, could have a serious negative impact on continued economic development of the city. There should be careful consideration given to choosing a goal of achieving funding at the regional level over a five year period with the increase shared by the state and local levels. One could project an increase that would attempt to achieve the regional level with two-thirds of the increase (18 mills) coming from local sources and the remaining one-third from the state. In any case, there is little likelihood that these goals can be achieved without increased effort at both the state and local levels. However, at the present time, there is little expectation that the state will be forthcoming with appreciable amounts of new funds for education.

One additional consideration should be noted. The very rapid increase in local contribution in Huntsville, one of the more affluent cities in the state, could well hasten litigation that is emerging in a number of states relative to the level of funding available in poor versus wealthy school districts. Such litigation would result in some of the local effort being lost as a result of a court order for the state to take actions to equalize the funding between poor and wealthy districts. This is

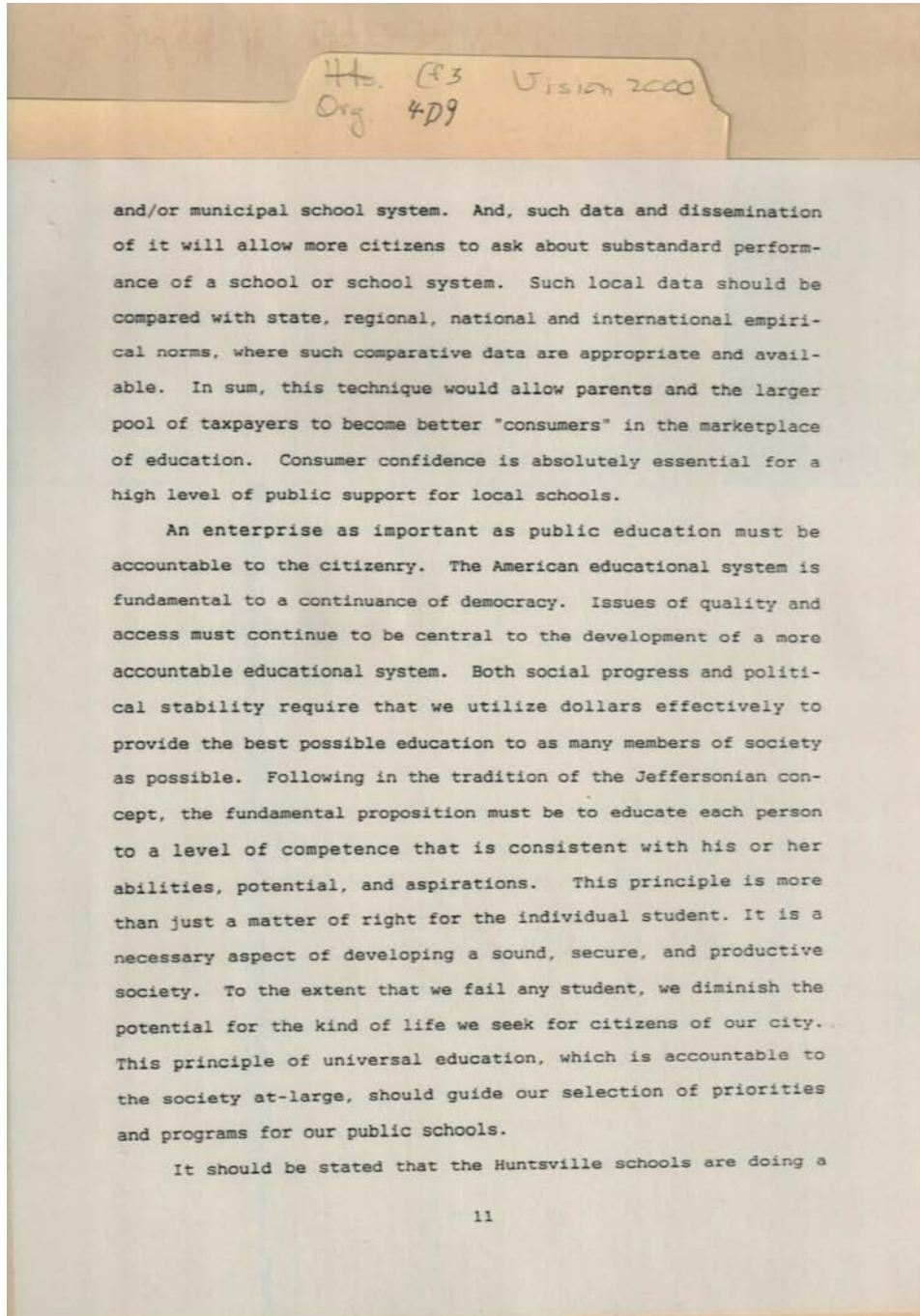
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another important reason that efforts to expand state funding must continue to be a very important component of all efforts to achieve more adequate funding for education in the City of Huntsville.

#### Accountability

Although adequacy of financial resources is important to the future of the Huntsville City Schools, careful attention must also be given to ways of attaining the highest quality education possible within any given set of available resources. A discussion of accountability is important for increasingly successful achievement of educational goals. A process for accountability can guide the cost-effective use of current resources and should guide the utilization of future resources. Taxpayers will increasingly demand to know more about the impact of their large investment in the educational system. The pool of parents with a direct tie to the schools via their children will shrink, and the public will begin to view the schools as an important instrument in the nation's battle for a competitive position in the emerging international economy.

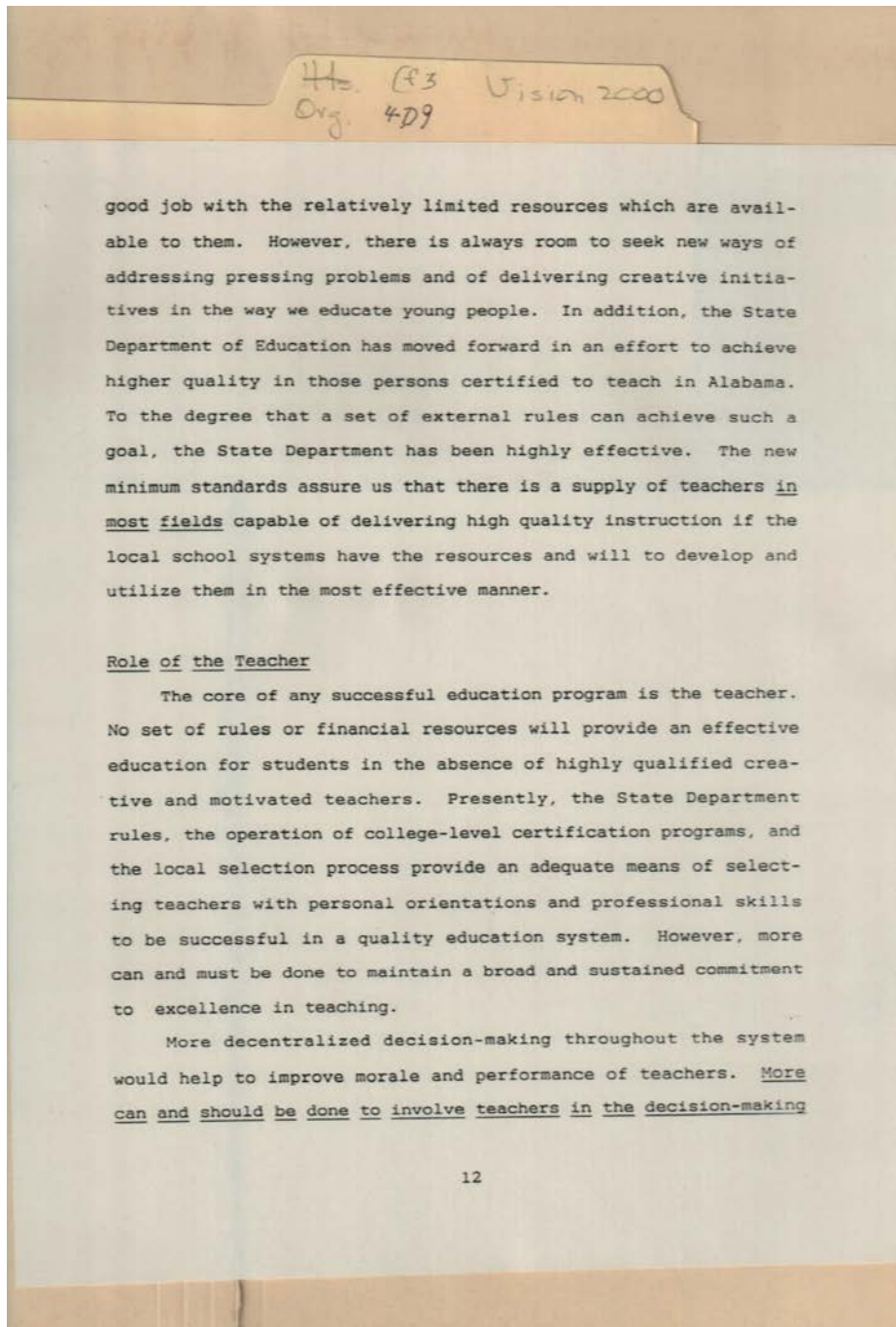
Given these conditions, the city school system should develop the capacity to demonstrate system output via a limited number of quantitative measures of performance in appropriate fields of study. It is advisable to publicize this data by school system and by individual school so that more citizens will have increased confidence in the quality of their neighborhood school



and/or municipal school system. And, such data and dissemination of it will allow more citizens to ask about substandard performance of a school or school system. Such local data should be compared with state, regional, national and international empirical norms, where such comparative data are appropriate and available. In sum, this technique would allow parents and the larger pool of taxpayers to become better "consumers" in the marketplace of education. Consumer confidence is absolutely essential for a high level of public support for local schools.

An enterprise as important as public education must be accountable to the citizenry. The American educational system is fundamental to a continuance of democracy. Issues of quality and access must continue to be central to the development of a more accountable educational system. Both social progress and political stability require that we utilize dollars effectively to provide the best possible education to as many members of society as possible. Following in the tradition of the Jeffersonian concept, the fundamental proposition must be to educate each person to a level of competence that is consistent with his or her abilities, potential, and aspirations. This principle is more than just a matter of right for the individual student. It is a necessary aspect of developing a sound, secure, and productive society. To the extent that we fail any student, we diminish the potential for the kind of life we seek for citizens of our city. This principle of universal education, which is accountable to the society at-large, should guide our selection of priorities and programs for our public schools.

It should be stated that the Huntsville schools are doing a

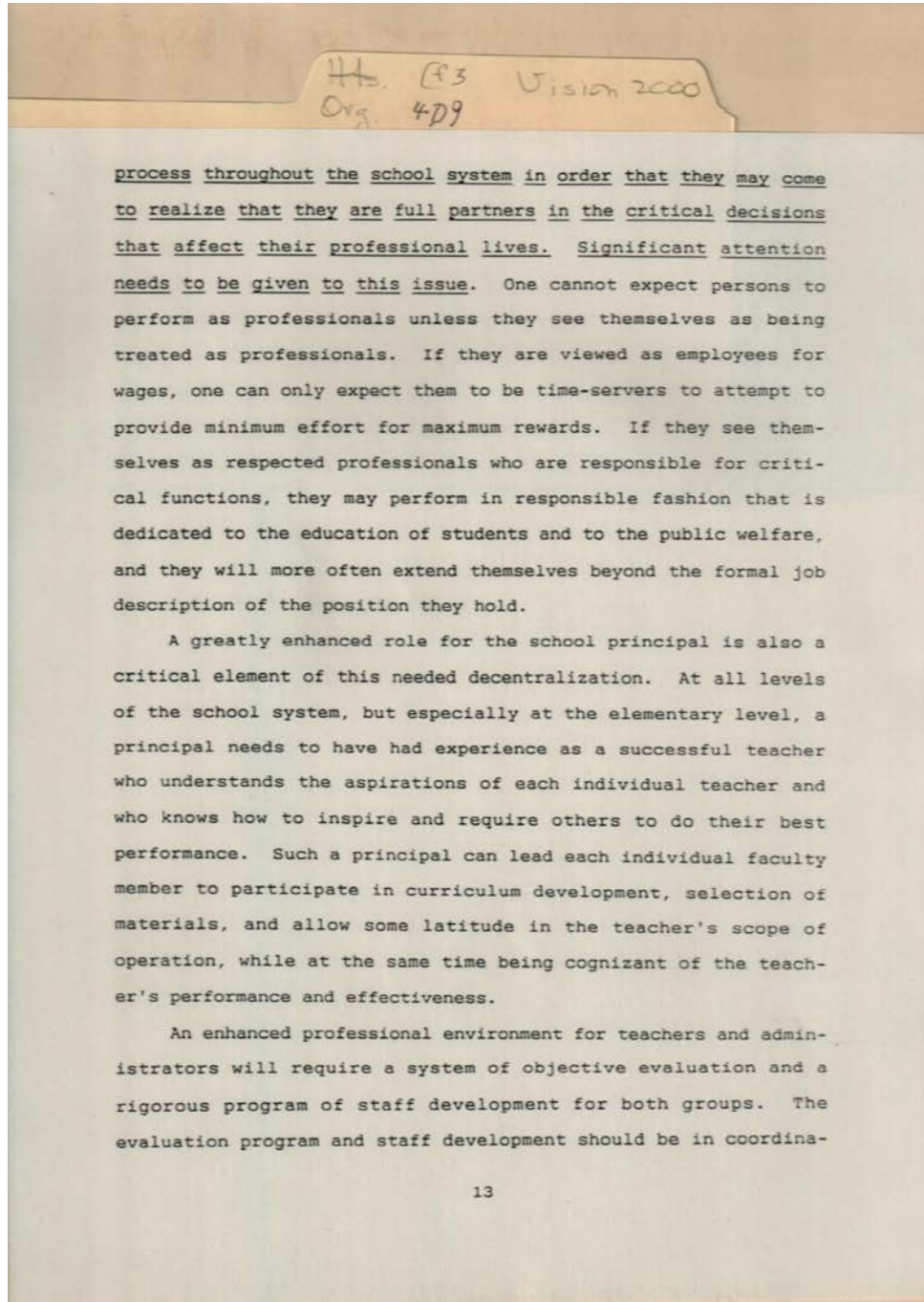


good job with the relatively limited resources which are available to them. However, there is always room to seek new ways of addressing pressing problems and of delivering creative initiatives in the way we educate young people. In addition, the State Department of Education has moved forward in an effort to achieve higher quality in those persons certified to teach in Alabama. To the degree that a set of external rules can achieve such a goal, the State Department has been highly effective. The new minimum standards assure us that there is a supply of teachers in most fields capable of delivering high quality instruction if the local school systems have the resources and will to develop and utilize them in the most effective manner.

Role of the Teacher

The core of any successful education program is the teacher. No set of rules or financial resources will provide an effective education for students in the absence of highly qualified creative and motivated teachers. Presently, the State Department rules, the operation of college-level certification programs, and the local selection process provide an adequate means of selecting teachers with personal orientations and professional skills to be successful in a quality education system. However, more can and must be done to maintain a broad and sustained commitment to excellence in teaching.

More decentralized decision-making throughout the system would help to improve morale and performance of teachers. MORE can and should be done to involve teachers in the decision-making



process throughout the school system in order that they may come to realize that they are full partners in the critical decisions that affect their professional lives. Significant attention needs to be given to this issue. One cannot expect persons to perform as professionals unless they see themselves as being treated as professionals. If they are viewed as employees for wages, one can only expect them to be time-servers to attempt to provide minimum effort for maximum rewards. If they see themselves as respected professionals who are responsible for critical functions, they may perform in responsible fashion that is dedicated to the education of students and to the public welfare, and they will more often extend themselves beyond the formal job description of the position they hold.

A greatly enhanced role for the school principal is also a critical element of this needed decentralization. At all levels of the school system, but especially at the elementary level, a principal needs to have had experience as a successful teacher who understands the aspirations of each individual teacher and who knows how to inspire and require others to do their best performance. Such a principal can lead each individual faculty member to participate in curriculum development, selection of materials, and allow some latitude in the teacher's scope of operation, while at the same time being cognizant of the teacher's performance and effectiveness.

An enhanced professional environment for teachers and administrators will require a system of objective evaluation and a rigorous program of staff development for both groups. The evaluation program and staff development should be in coordina-

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tion with one another. More regulation of teachers by teachers - self-regulation - will be necessary if they are to be perceived as professionals. Perhaps the evaluation of teacher performance can best be achieved with persons who are direct participants in the teaching responsibilities of the school system. The evaluation process for teachers and administrators needs to be designed so it will focus directly on improving performance and effectiveness in the classroom. Teams of teachers by grade level and within respective disciplines should be allowed to develop the evaluation process for classroom teachers.

In summary, there needs to be the development of a professional relationship among teachers related to the fundamental contributions they make. Multiplication of detailed rules for performance and development of an excessive number of overly-quantified measures of performance, and general de-professionalization of teachers can only lead to a poorer system in spite of the level of financial support that is available. It is important to remember that external rules and regulations can never substitute for internalized commitments in an essentially creative enterprise, such as teaching. The overall process for recruiting persons into teaching and the overall reward system for teachers deserve much attention and substantial revision. Team teaching, a grants program for implementation of innovative ideas by creative teachers, some form of sabbatical for experienced teachers, and an honors program for teachers are ideas worth serious consideration. However, these programs and higher salaries, in the absence of greater commitment and the develop-

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ment of a serious professional ethos, will result in marginal improvement of the education system. Developing a pattern of genuine trust among professionals is essential to the development of an outstanding school system.

Balancing Student Needs with Limited Resources

Allocating limited school resources will inevitably require difficult choices among student groups and grade levels. There is a need to examine and reverse our historical set of natural patterns of choice and allocations in the system. The tradition has been that the most qualified teachers and the most intensive learning experiences are allocated to those schools and activities with the most advanced students. However, the most pressing problem is in those classes where there is a large number of "at risk" students. Although we must find ways to reduce the teacher-student ratio in all of our schools, special incentives must be developed to get the most effective teachers in the classrooms where there are the most "at risk" students. Lower class size is an incentive and an indispensable aspect of success in the context of deficient students. Financial incentives for teachers of "at risk" students will be a major need during the next decade.

Clearly, early intervention is a critically important key in this process. Major attention needs to be given to this problem early in the student's educational career. Beginning with kindergarten and extending through the third grade, pupils need to acquire the basic reading and mathematics skills which will place them in a position to compete effectively and to be successful at



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the earliest possible point in their educational experiences. In essence, direct the best teaching talent to students with the greatest needs, reduce the teacher-pupil ratio for all teachers, and emphasize the acquisition of basic skills by elementary students.

Special Concern for "At Risk" Students

As noted above, one major goal must be to reduce substantially the drop-out rate and to insure that all possible efforts are made to assure that the "at risk" students possess a set of skills at graduation that will allow them to move in a productive way into the society either by college attendance, technical school experiences, or direct productive contribution to the work force. Over the last five years the number of drop-out students in the city schools has been reduced from 784 to 576, but the total is still viewed by school officials as excessive. Suspension rates and expulsion rates are still considered too high. Some consideration needs to be given to working toward lowered workloads in order that teachers who know the day-to-day strengths and weaknesses of individual "at-risk" students can play a more prominent and effective role in one-on-one counseling. In a general sense, ways need to be found to treat the teacher and the student as whole persons rather than as a set of characteristics to be fit into the division of labor of a complex modern bureaucracy. With present patterns of family instability and the loss of community constraints, there is no greater need than to develop environments in which the student can relate much better to the teacher as a mentor, as a confidante, and as a role

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model. These relationships can only be achieved by a confident and committed set of teachers with sustainable work loads.

Although vocational education is valuable to many student groups, it offers special opportunities to "at-risk" students who oftentimes respond best to playing an active role in the learning process. New vocational education offerings in the upper grades of elementary school may facilitate this objective. Acquiring skills that allow students at various grade levels to take pride in their accomplishments can help them to make an easier transition to the real world of work. The Partners-in-Education Program which includes the "Adopt-A--School" program could be of special value to some "at risk" students and could generally serve as a vehicle to increase much needed community involvement in the schools.

It is important to understand that the cost of providing significant educational experiences for "at risk" students is greater than that of educating regular students, but it is equally important for the future of the economic and civic life of the community. At the present time, approximately 18 percent of the students enrolled in the Huntsville Schools receive special educational services. Of the special education population, 12.8 percent are mentally and physically handicapped; 4.8 percent are intellectually gifted; only 30 students or .0065 percent are preschool students. As the city increases in population, the need for more special services will grow, and increased funding for this area will be needed.

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Improvement in Academic Achievement

There is always a need for better and more up-to-date materials to support the efforts of teachers. Recently published textbooks, modern laboratory equipment, accessibility to computers, and adequate collections for school libraries are key ingredients in the overall support structure for teachers. However, the relative contributions of new materials and new technologies as compared with highly qualified teachers are indeed modest. Therefore, high priority needs to be given to solving the problems of human capital with much attention given to the hardware and software available to support this teaching enterprise. This is not to argue that the availability of quality materials can be ignored as we develop an improved educational system. It is an argument that it stands as a lower priority, and the complete fulfillment of the needs of this area is less important than significant progress on other fronts.

Significant attention needs to be given to the selection of materials that are stimulating, challenging, and effective. The larger the role the teacher and the school librarian play in the selection process, the greater the probability that these goals will be achieved. A grant program which encourages teachers to develop innovative techniques and materials for classroom use throughout the school system should be strongly considered.

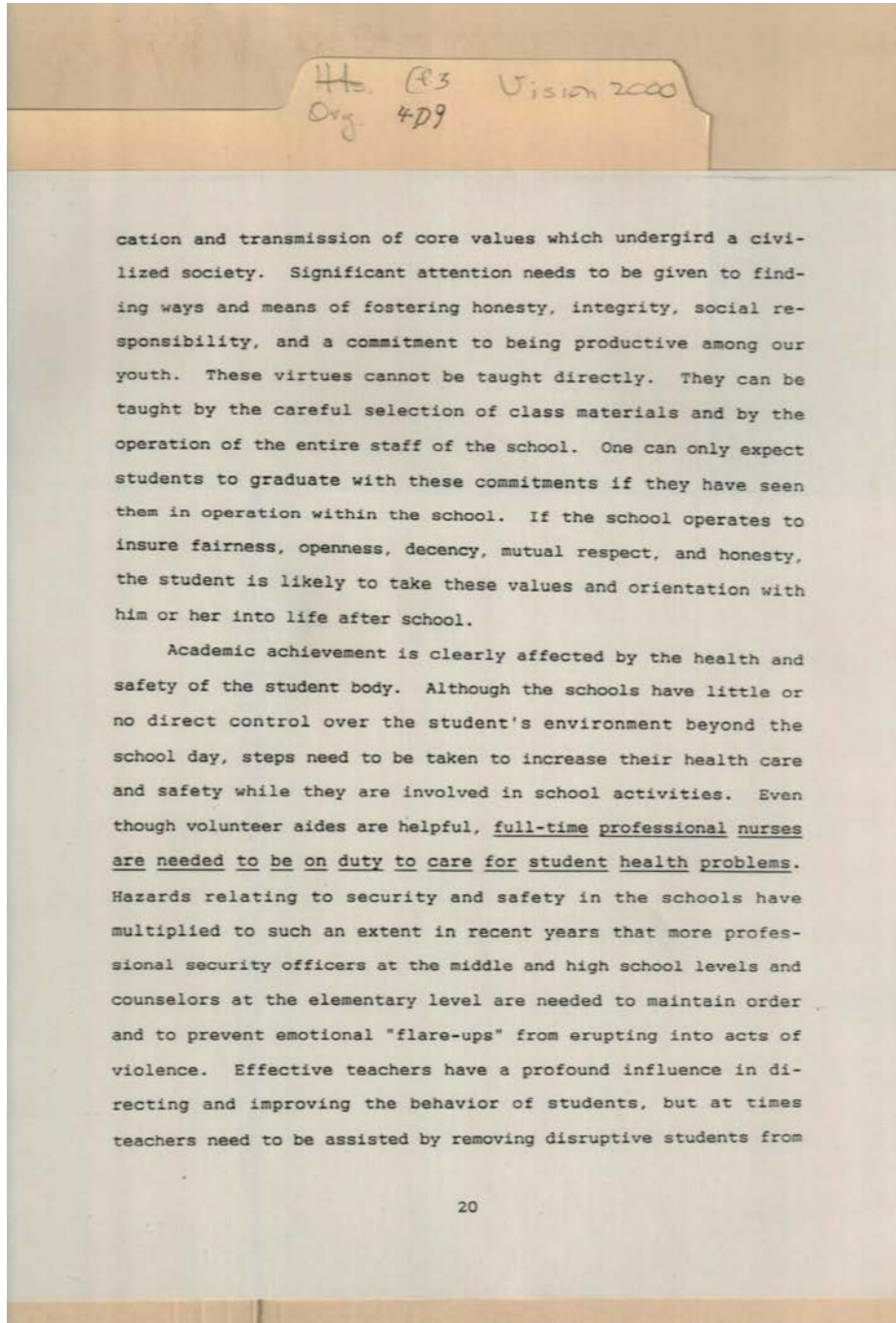
Improvement of the academic environment may also necessitate revisions in the curriculum and the scope of academic offerings. The curriculum for cultural enrichment is fairly well defined in the middle schools and high schools, but increased personnel and

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supporting resources are needed to provide reasonably equivalent opportunities throughout the system, especially at the elementary schools. This condition is especially evident in the areas of music and art education. Although civic and cultural organizations of the city provide many opportunities to supplement school activities, there needs to be improved coordination of these efforts in order that they do not interfere with regular school schedules. Moreover, the recently discussed and proposed Science Museum for Children, added to the other museums now available in the city, could substantially increase the opportunities for active learning experiences in that important field.

According to recent studies of the Southern Regional Education Board and the National Science Foundation, school systems need to examine how they judge the results of their efforts to up-grade academic achievement of students. These studies indicate that in measurable areas such as mathematics and science, high school graduates from the United States make much lower scores than high school graduates of other advanced industrialized nations. Since these disciplines are vital to the education of those occupations and professions who help give the United States a competitive position in the world's economy, special attention needs to be given to measuring the knowledge and skills of students at the high school and college levels. Testing programs need to be reviewed periodically to make sure that they actually measure the desired achievements that are anticipated. Also, comparisons with foreign students should be undertaken in a manner which assures true comparability of student groups.

The educational system also needs to reemphasize the incul-



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cation and transmission of core values which undergird a civilized society. Significant attention needs to be given to finding ways and means of fostering honesty, integrity, social responsibility, and a commitment to being productive among our youth. These virtues cannot be taught directly. They can be taught by the careful selection of class materials and by the operation of the entire staff of the school. One can only expect students to graduate with these commitments if they have seen them in operation within the school. If the school operates to insure fairness, openness, decency, mutual respect, and honesty, the student is likely to take these values and orientation with him or her into life after school.

Academic achievement is clearly affected by the health and safety of the student body. Although the schools have little or no direct control over the student's environment beyond the school day, steps need to be taken to increase their health care and safety while they are involved in school activities. Even though volunteer aides are helpful, full-time professional nurses are needed to be on duty to care for student health problems. Hazards relating to security and safety in the schools have multiplied to such an extent in recent years that more professional security officers at the middle and high school levels and counselors at the elementary level are needed to maintain order and to prevent emotional "flare-ups" from erupting into acts of violence. Effective teachers have a profound influence in directing and improving the behavior of students, but at times teachers need to be assisted by removing disruptive students from

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the classroom. Through the cooperation of school officials, parents, doctors, law enforcement officers and the court system, we must find a way to rescue young people from the temptations in life which tend to destroy them completely or turn them into "wards of the state."

Regular attendance at school is also essential to the successful academic achievement of students. Obviously, there is a very high correlation between absenteeism in school and performance and attitude. More social workers are needed to monitor the "at risk" students and to encourage them to return to meet the daily challenges which cumulatively result in learning to know and use knowledge. Team cooperation of parents and teachers is essential to the increased effort necessary to improve attendance.

#### Parental Responsibility and Support

Greater attention must be given to the very difficult task of getting parental support to the educational enterprise. Better ways need to be found to involve parents in the educational process. Regardless of the specific technique, this involvement between parents and their child's school work must be direct and often. Parents must be convinced that education is important to their children and to the community at-large! And, it must be deemed important enough that parents will allocate time and energy to the process. If so, they will reinforce the value of education to their children and others. The parents and the schools must be going in the same direction if the system is to

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achieve its full potential. We must be clear that quality education necessitates parental interest and involvement in school life. Quality education requires not just the school building and administration, not just the teacher, and not just the administration. Total community involvement in education is an imperative! The local school system should develop a framework to help parents take a more active role in the education of their children. Parental involvement in parent education programs are essential components of this process.

More than a Public Relations Campaign

We must find ways to do a better job of convincing the entirety of society about the importance of quality and responsible education. This needs to be more than a public relations campaign. It must involve straightforward and honest treatment of the contributions to the productivity and the security of the society that is possible with a high quality educational system. We need to convince all members of the society that their life will be better as a result of everyone receiving the best quality education that is possible. The mass media by their definition and coverage of "news" can greatly assist with this effort. Intellectual and academic achievement - by student or faculty - should be rewarded by being deemed newsworthy. The mass media's extensive coverage of athletes at the high school and college levels conveys a not-so-subtle message to our youth and to the public at-large about the relevance of that activity. Many youth in our community probably attach much importance to sports be-

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cause the mass media, in effect, defines it as very important. We would hope that the community's mass media would make a concerted effort to attach more importance to intellectual prowess and educational excellence, and that this activity would create an added set of role models for youth and new incentives for educators.

#### LIBRARIES AND THE EDUCATIONAL PROCESS

Libraries and their collections are important segments of the educational process which help all of the citizens of Huntsville to become better informed. Library holdings and services will become even more important in an "information-driven" economy. All Huntsville City Schools have libraries which meet or exceed accreditation standards for staffing, expenditures, programs, and services. Under the guidance of Library Media Specialists, the schools are working to computerize all library operations and to strengthen collection resources through cooperative acquisition of books, periodicals, and media resources to achieve enhanced cost effectiveness as well as collection enlargement. In order to continue to improve school libraries, particularly in the elementary schools, larger budgets are needed to acquire the best up-to-date materials available to support instruction in all fields, but especially in science and mathematics.

The Huntsville-Madison County Public Library serves a population of 233,000, approximately one-half of whom are registered borrowers. The largest portion of the public library budget of \$2,690,000 is furnished by the city, while only three percent is



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furnished by the county government. The expenditure per capita is \$11.55, the second lowest figure among the twelve "comparable" cities surveyed for library resources. In a city such as Huntsville, where 74.9 percent of the adult population finished high school and 25.5 percent of the adult population have four-year college degrees, the need for high quality libraries is self-evident.

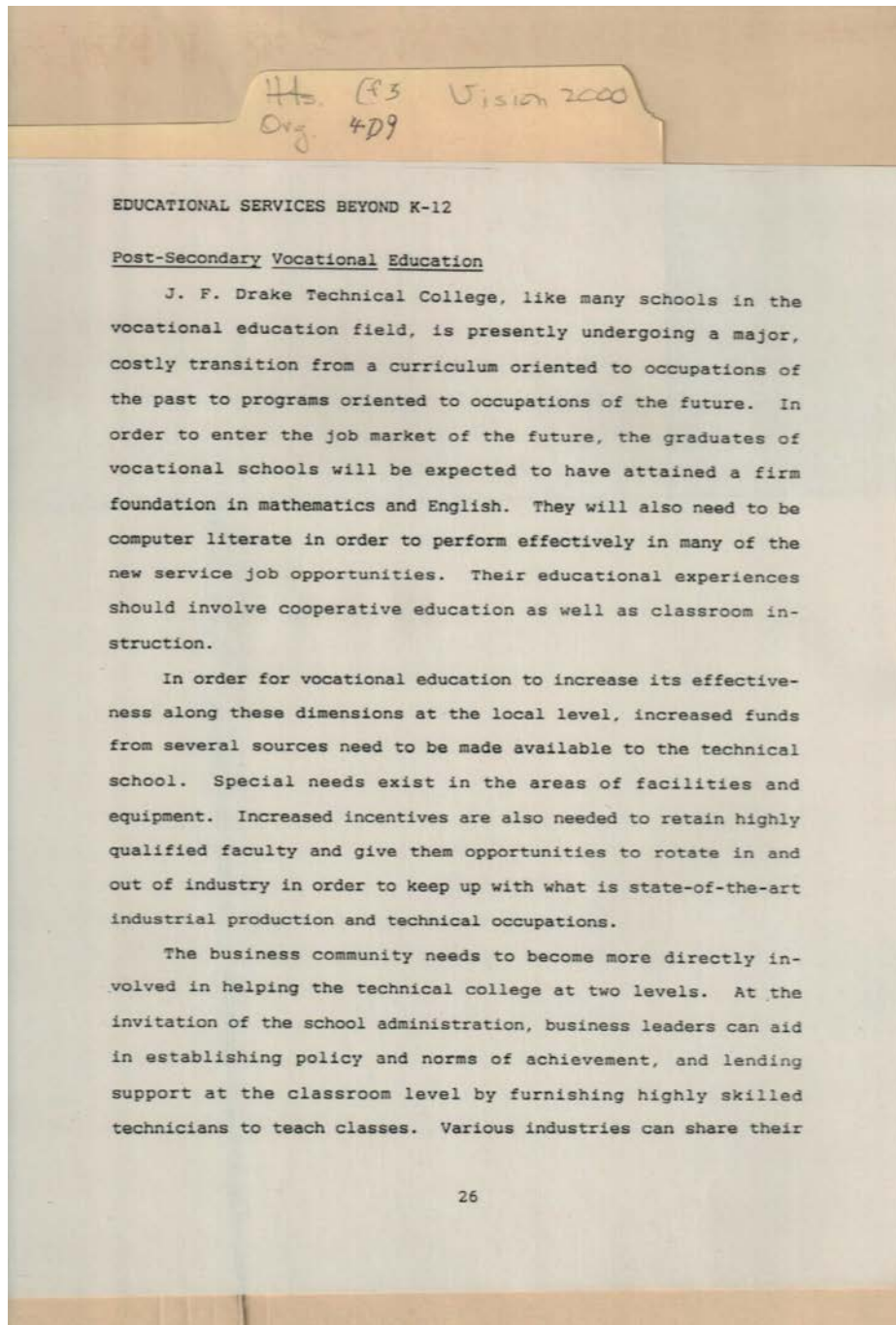
In order to furnish the necessary financial resources to continue proper development of the public library, it will be essential to find a more permanent funding source. To have a more permanent funding base and to reduce or eliminate the funding gap with other cities, the public library will need an annual budget of approximately \$4,440,000 in current dollars. This amount is \$1,750,000 more than the current budget. A possible permanent funding source for this needed increase would be a property tax increase. A city-wide property tax of approximately 2.3 mills would generate sufficient revenues. This course of action has been followed by several cities who have been successful in up-grading their library services. If applied in Huntsville, this additional property tax for the public library would add about \$1.73 per month to the tax obligation of a homeowner with a single family residence and lot valued at \$90,000.

The local university libraries also aid greatly in servicing the needs of college students, high schools students, and to a limited extent, the general public. Their collections are based primarily on the research needs of their students and faculties and are, to a certain extent, specialized. The Redstone Scientific Information Center and U.S. Ordnance Missile and Munitions

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Center offer their services to researchers in scientific fields, but we have no scientific library as such in the city. All university libraries are in need of expanded facilities to house their collections as they are increased. They generally need to double their budget allocations for collecting materials and to increase their staffs to handle increased use of their facilities. Each of the two public universities would need to expend an additional \$400,000 to \$600,000 annually in collection development. This development is needed if the university holdings are to be somewhat equivalent with universities in cities deemed "comparable" to Huntsville.

The goal of all libraries in the area should coincide with the general purpose of the Alabama Library Exchange which is "to develop and maintain a dynamic cooperative system of autonomous libraries which acting together voluntarily are able to provide every citizen of North Alabama with access to library and information services of a type, quality, and quantity that otherwise cannot be provided by these libraries acting in isolation." Since the public library houses the Library Exchange program as it exists today, it seems logical to recommend that the further expansion of these services be developed at this location. Cooperation in planning the expansion of collections at the various universities, public schools, and the public library will help to strengthen the total availability of needed information for all citizens.



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expertise with vocational teachers by sponsoring seminars vital to up-grading knowledge.

All sections of the community interested in economic development - public and private sectors - need to allocate portions of their budgets each year to aid Drake in implementing a long-range plan for meeting future challenges associated with providing a properly educated and trained labor force for industries and businesses in the Huntsville area. Annual contributions of funds, equipment and personnel could make a real difference in hastening the needed transition in vocational education.

At the state level, Drake has to compete with 39 other technical and community colleges for funds. As stated elsewhere in this report, Alabama needs to increase its allocation of funds to all areas of public education, but until the political will expresses itself through its legislative body, this increase does not appear to be forthcoming. Therefore, it seems necessary for the economic forces of the community to join forces with the administration of Drake to increase local support.

#### University Education

Public higher education in Huntsville consists of two universities in addition to the technical college already mentioned. Although both The University of Alabama in Huntsville (UAH) and Alabama Agricultural and Mechanical University (A&M) have different missions and historical traditions, they both offer a variety of undergraduate programs and selective graduate programs that are accredited by the Southern Association of Colleges and

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Schools. Both of these institutions should be and are being called upon to furnish leadership roles in the overall economic and cultural dynamics of the region.

Since this report and Task Force has dealt primarily with concerns to evaluate and improve public education, grades K-12, the following comments are confined to general considerations of teacher education, university interface and assistance to public schools, the content of academic programs, and UAH-A&M relations.

#### Interface with High Schools

Advanced placement courses, designed and regulated by the College Board, Inc., are available in the high schools. They provide an opportunity for well qualified students to earn college credits in a number of subject areas. In addition, some very talented students actually enroll in college courses concurrent with their high school experience. This activity should be encouraged for the intellectually gifted and highly motivated.

On the other side of the coin, many entering freshmen need remedial courses in English and mathematics. Although a major need, public universities do not see this as part of their mission, and would like to see this need reduced. Colleges and universities must reach out to the public school system with aid in curriculum development and enrichment in order to help prepare a better entering college freshman. Also, public colleges and universities, if accepting marginal students as a result of the financial pressures from formula funding, should be prepared to accept responsibility for remedial education in English and

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mathematics.

#### Teacher Education

At the university level, teacher education needs to emphasize more in-depth study in subject matter areas as well as learning the techniques of teaching. All potential teachers need to be involved in the liberal arts and the sciences in order to be able to transmit fundamental knowledge and values. Furthermore, teacher education needs to emphasize the acquisition of electronic classroom techniques which help to diversify and thus enrich learning activities. Student teachers also need to have more on-site experiences within the classroom and in other institutions of the community.

Universities should seek to improve the coordination and communication between higher education and the elementary-secondary schools. Interaction in the area of science and mathematics education should be a high priority. Professors should be encouraged to assist the elementary-secondary schools with teacher education and to deliver specialized classroom presentations for high school audiences.

#### Up-grading Academic Programs

Universities need to maintain and continue to develop a wide array or comprehensive set of undergraduate degree programs in the community, while developing simultaneously a targeted collection of high quality graduate degree programs in fields oriented to serve the economic and cultural needs of the region and the

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nation.

They also need to establish and/or maintain core curricula for all baccalaureate students which emphasize language, mathematics, natural sciences, humanities (arts) and citizenship education (social sciences). Basic courses in these areas are necessary to transmit fundamental knowledge and values from one generation of leadership to another within the society.

#### Cooperation and Coordination

The Huntsville area is large enough to accommodate a number of institutions of higher education with distinctive and different roles. Because institutions other than UAH and A&M are thriving, it is obvious these two institutions are not meeting all the community's needs in the field of higher education. The community is ripe for real progress in higher education services in academic fields as well as in race relations!

Alabama A&M and UAH should focus on the quality of academic programming rather than overall enrollments of the institutions. Admittedly, this goal will be difficult in light of current "formula" funding at the state level. These institutions should strive for regional and/or national excellence. They should work cooperatively to develop two complementary public institutions of higher learning. Professor-sharing and complementary development of faculty expertise within selected programs are potential developments. There is a need for a common calendar and sharing of selective capital resources. They should strive to achieve a more cost-effective use of resources while maintaining the dif-

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ferent traditions of the two institutions.

There is a need to continue efforts to diversify the student bodies of the two public universities and to create more cosmopolitan institutions. Creative recruiting of students and use of scholarships will be necessary for this endeavor. There is a need to develop an enhanced student life and to foster more interaction between student body groups at the two public universities and with Oakwood College.

An effort should be made to alter the perception or image of the two institutions of higher learning as local or regional entities, by increasing the visibility of the institutions throughout Alabama and the southeast, and by making a special effort to enhance their visibility before political leaders in Montgomery and Washington, D.C.

Finally, we should utilize more frequently the intellectual resources at the universities to investigate and assist with the solution to local problems. There are probably many talents available at these institutions which remain untapped by local leadership in the public and private sectors. Both local government officials and university administrators should do much more to facilitate the use of university resources as instruments to analyze local problems and to prescribe solutions.

#### Finances

According to the general allocation of state funds to education, the public schools (K-12) receive two-thirds of available resources, and higher education receives the other third. As



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Orig. 429

stated elsewhere in this report, the public political will as expressed by the state legislature seems to indicate that higher educational institutions will have to find other sources of revenue to help finance their endeavors. Increased student fees and government grants and contracts can aid in increasing budgets, but these sources of revenue cannot produce all the dollars needed to expand faculties, buy needed equipment, build buildings, and expand libraries. Not only does the state tax base for higher education need to be improved, but local governments need to support capital improvements at our universities. As with K-12, there will have to be much self-reliance in the pursuit of excellence in higher education services during the next decade.

In recent years business leaders have come forward to furnish needed equipment and funds to augment the resources of our universities and technical college. Some companies now make regular contributions which help with scholarships, assistantships, and other support services. The whole area of cooperation between academics and economic components of the area needs to be explored in order to insure that our universities measure up to national and world standards of excellence.

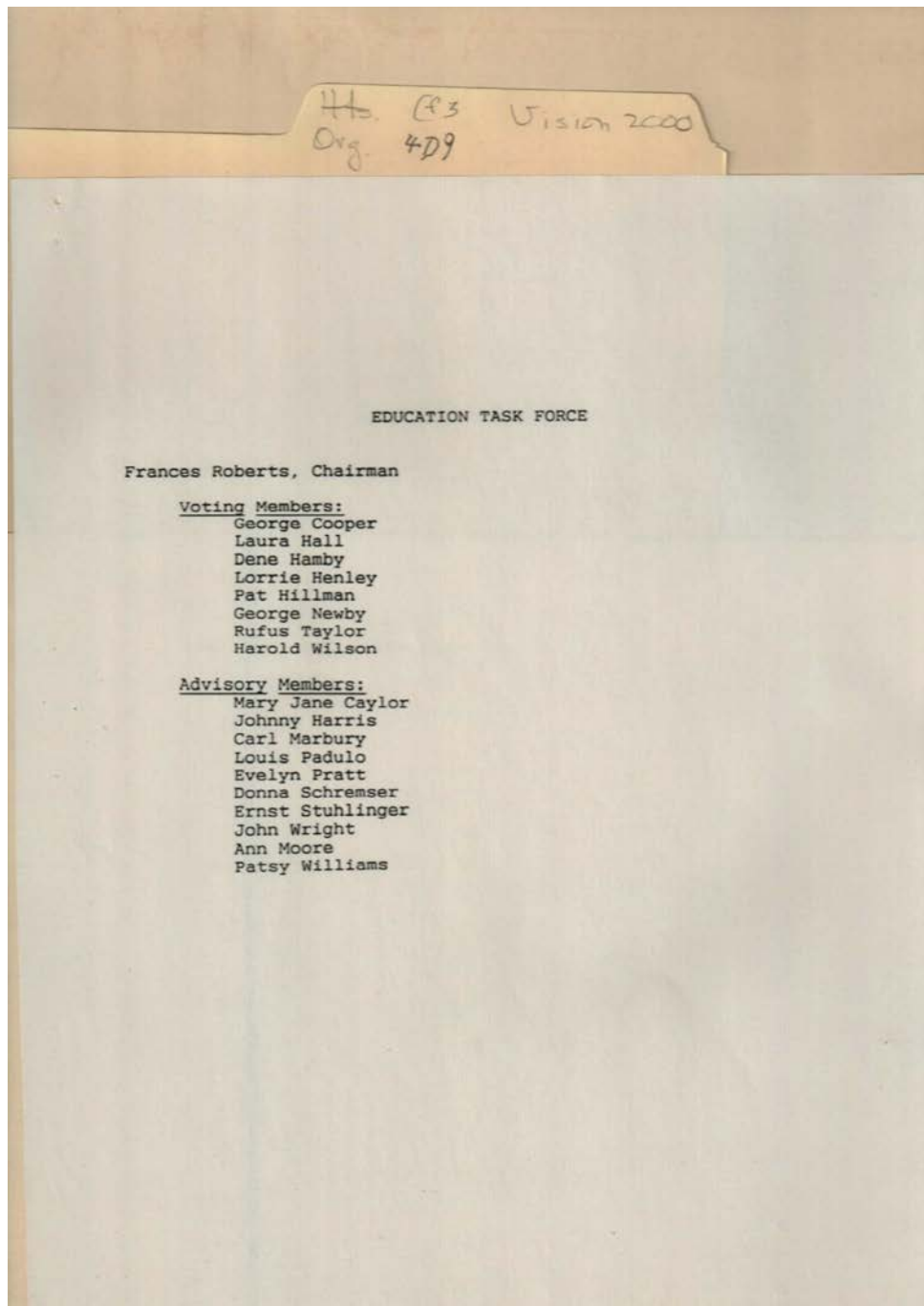
#### AN EDUCATION SUMMIT

As is evident from the contents of this document and other VISION 2000 task force reports, the goals and aspirations of Huntsville, Alabama will inevitably be tied to education at all levels. In recognition of the pervasive influence which education will have upon total community development and to facilitate the implementation of education objectives of the VISION 2000

Hts. (F3 Vision 2000  
Org. 4D9

program, this task force recommends that the City, in conjunction with the universities and local school system, sponsor a Huntsville Education Summit on an annual basis during the summer months. This high profile activity should involve direct participation by elected officials at the local and state levels, teachers and education administrators, parents, students, business/civic leaders, representatives of the military and civil service, and experts about specific education problems. A prominent citizen should be appointed annually to organize and chair this activity for the Mayor and Council. A report which summarizes this summit should be issued to elected officials and utilized by them as they consider education policy during the 1990s.

This annual summit could serve as an important mechanism to periodically highlight the relevance of education for the City and to allow the many constituencies interested in education policies to convey systematic information about specific "key" issues to elected leaders. The agenda of issues for the summit should entail all levels of education, and participants should be requested to make descriptive and prescriptive remarks which would serve as guidance for community leaders. This summit could assist greatly with the development and maintenance of sufficient community consensus necessary to reach regional or national excellence in educational programming during the next decade.



EDUCATION TASK FORCE

Frances Roberts, Chairman

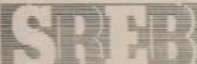
Voting Members:

George Cooper  
Laura Hall  
Dene Hamby  
Lorrie Henley  
Pat Hillman  
George Newby  
Rufus Taylor  
Harold Wilson

Advisory Members:

Mary Jane Caylor  
Johnny Harris  
Carl Marbury  
Louis Padulo  
Evelyn Pratt  
Donna Schremser  
Ernst Stuhlinger  
John Wright  
Ann Moore  
Patsy Williams

Hb. (43) Vision 2000  
Org. 409



**Southern Regional Education Board** • 592 Tenth Street, N.W. • Atlanta, Georgia 30318-5790 • (404) 875-9211 •

**ESTIMATED FACULTY SALARY INCREASES FOR 1989-90**  
Public Four-Year Colleges and Universities  
SREB States

	Average Salary 1988-89	Estimated Increase for 1989-90
United States	\$40,348	NA
SREB Region	37,890	NA
Alabama	35,743	NA
Arkansas	32,778	NA ①
Florida	41,229	5%
Georgia	38,733	4%
Kentucky	34,893	7% ②
Louisiana	30,913	4%
Maryland	41,041	8-11%
Mississippi	34,704	0%
North Carolina	39,269	6%
Oklahoma	34,289	7% ③
South Carolina	36,664	4%
Tennessee	37,510	4%
Texas	39,504	5%
Virginia	43,678	6-12% ③
West Virginia	31,119	5%

NA indicates "not available."

SOURCES: SREB-State Data Exchange; American Association of University Professors, unpublished data; and SREB survey July 1989.

NOTES:

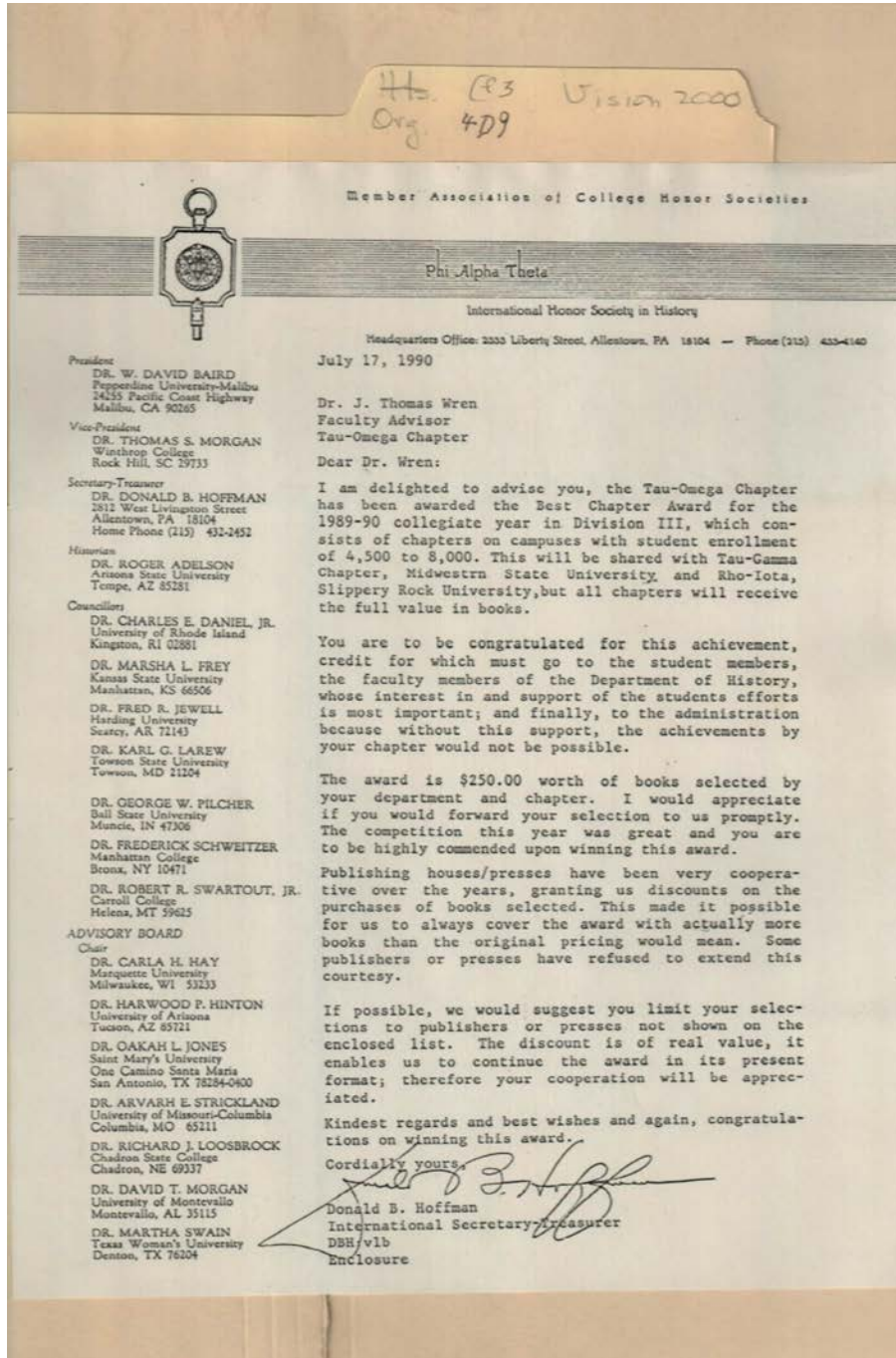
1. There is to be no general fund increase in Arkansas but some institutions have announced faculty raises funded through tuition increases.
2. Increases adopted by institutional boards vary. Raises at Kentucky institutions range from 5.2 to 7.5 percent. In Oklahoma, raises range from 0 to 10.9 percent.
3. Raises vary based on institutions' salary comparisons with peer groups.

*For further information contact Gale Gaines of the SREB staff.*

**Names:**  
Faculty Salary  
Increases

**Types:**  
table

**Dates:**  
1988-1990



**Names:**

Hoffman, Donald B.

Phi Alpha Theta

Wren, J. Thomas, Dr.

**Places:**

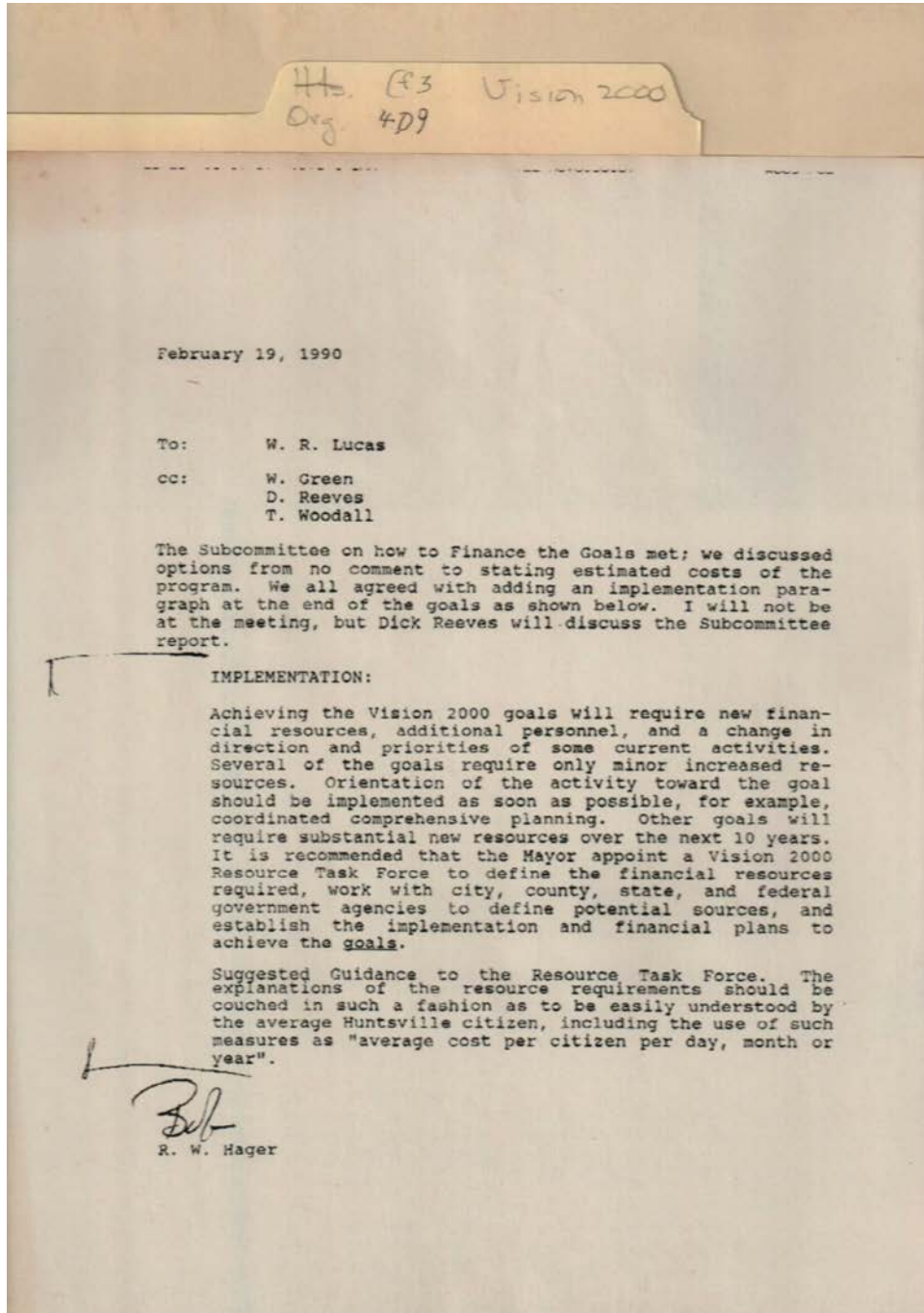
Allentown, PA

**Types:**

correspondence

**Dates:**

July 17, 1990



Vision 2000

**Names:**

Green, W.

Hager, R. W.

Lucas, W. R.

Reeves, Dick

Woodall, T.

**Places:**

Huntsville, AL

**Types:**

agenda

memo

**Dates:**

Feb 19, 1990

Hto. 43 Vision 2000  
Org. 4D9

Draft

VISION 2000 GOALS

1. Achieve excellence in elementary-secondary and vocational education by reaching or exceeding national standards in student performance on standardized tests and graduation rates. Facilitate this environment of excellence through the following endeavors:

increased parental and business involvement in school activities,

a reduction in pupil-teacher ratios,

enhancement of per student expenditures largely through local initiative,

special investments in the at-risk student population,

a major retrofitting of vocational education oriented to occupations of the future,

the development and implementation of mechanisms to ensure genuine public accountability for schools and school systems,

a more creative and flexible set of professional rewards for teachers,

a decentralization of decision-making within the school system, and

an annual education summit to audit, evaluate and report progress toward the advancement of VISION 2000 education goals and objectives.

Hb. (F3) Vision 2000  
Org. 4D9

2. Encourage the two state universities to build upon solid foundations in their pursuit of regional and/or national excellence in their respective missions of undergraduate and graduate instruction, research and advisory services, and to enhance the overall economic and cultural environment of the region. The universities should promote this goal by the following objectives:

utilize the intellectual talents within the universities and colleges to study local problems,

adopt a common academic calendar and share more frequently faculty and physical plant for joint endeavors,

emphasize quality of academic programming, not the size of enrollments,

create more cosmopolitan institutions with diverse student bodies and faculties, and

develop a core curriculum for all undergraduate students.



H. 43 Vision 2000  
Orig. 409

3. Expand substantially the collections of the public and university libraries to achieve national standards in order to reasonably satisfy the growing needs of the education system and business community as they encounter the increasingly complex problems of the information society and global economy. The public and university libraries should facilitate this goal by:

- continued development of a singly-shared system for cataloging holdings in the community's libraries, and
- the application of new technologies to encourage greater public access and use of information services.

Hb. (A3) Vision 2000  
Orig. 4D9

4. Establish a genuinely comprehensive or multi-disciplinary planning process for the community which integrates transportation, education, public safety, utilities, social services, health care, economic development, the arts, recreation and land use management. Major steps in this direction should include:

a cooperative effort among local officials in Madison County to foster the enactment of a state law(s) which will create a permanent mechanism for intergovernmental cooperation,

creation of zoning authority in the unincorporated areas surrounding the City,

an enhanced role and capabilities for the department of planning in municipal affairs, and

greater utilization of public infrastructure to guide community development.

Hb. C3 Vision 2000  
Orig. 409

5. Achieve and maintain a crime rate, motor vehicle death rate and fire insurance rating which are not greater than those of comparable U.S. cities. Facilitate this goal by the following objectives:

the construction of a criminal justice complex, police precinct outlets, and additional fire stations,

a gradual increase in the number of police and fire personnel to meet or exceed the standards of comparable cities and with a special emphasis on the recruitment of minorities,

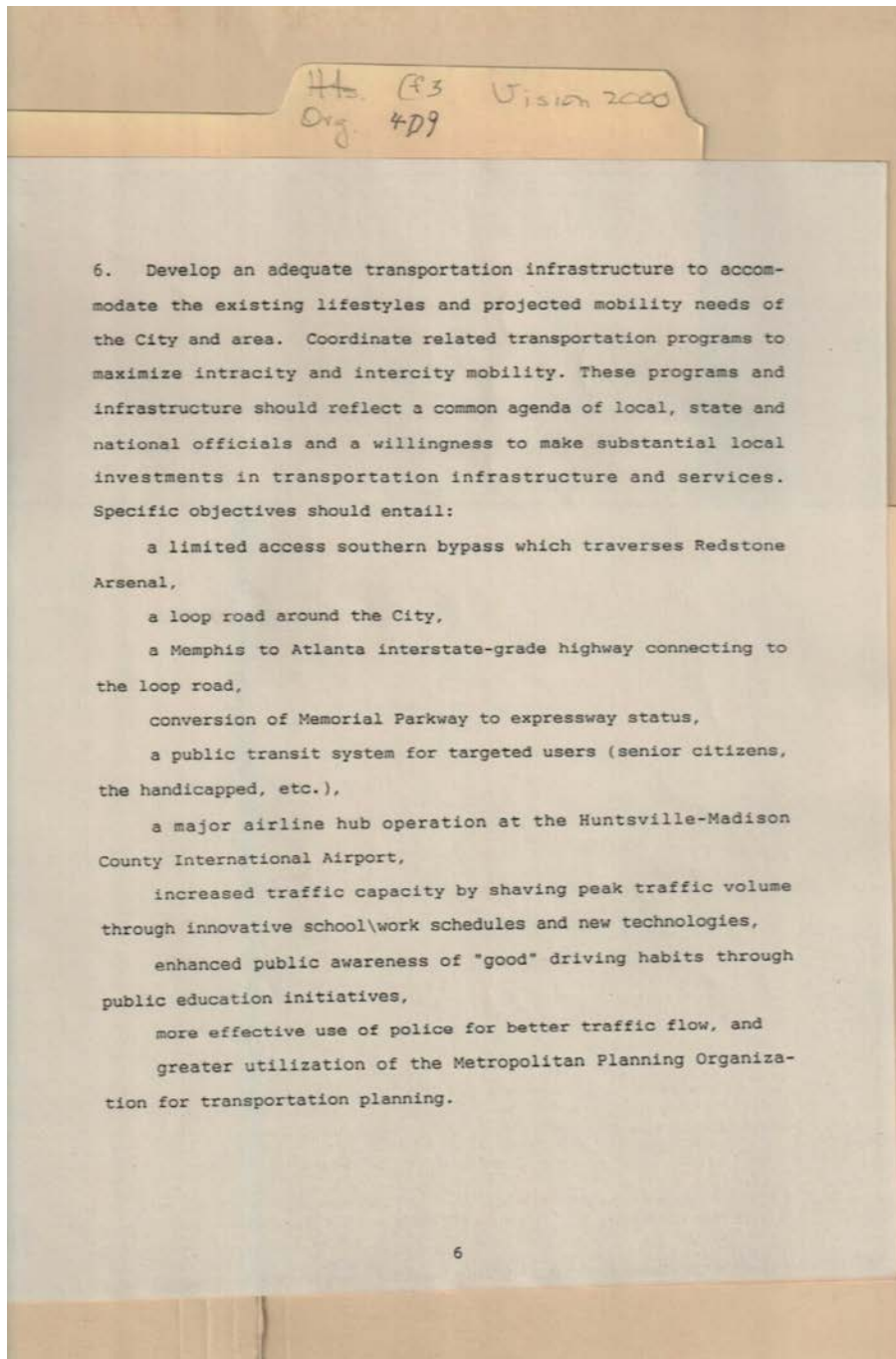
acquisition of state-of-the-art communications equipment for public safety agencies,

creation in the near future of a permanent municipal office and high profile advisory board to coordinate the community's substance abuse prevention activities,

implementation of non-judicial remedies for certain types of crimes to include diversion programs oriented to treatment and community service,

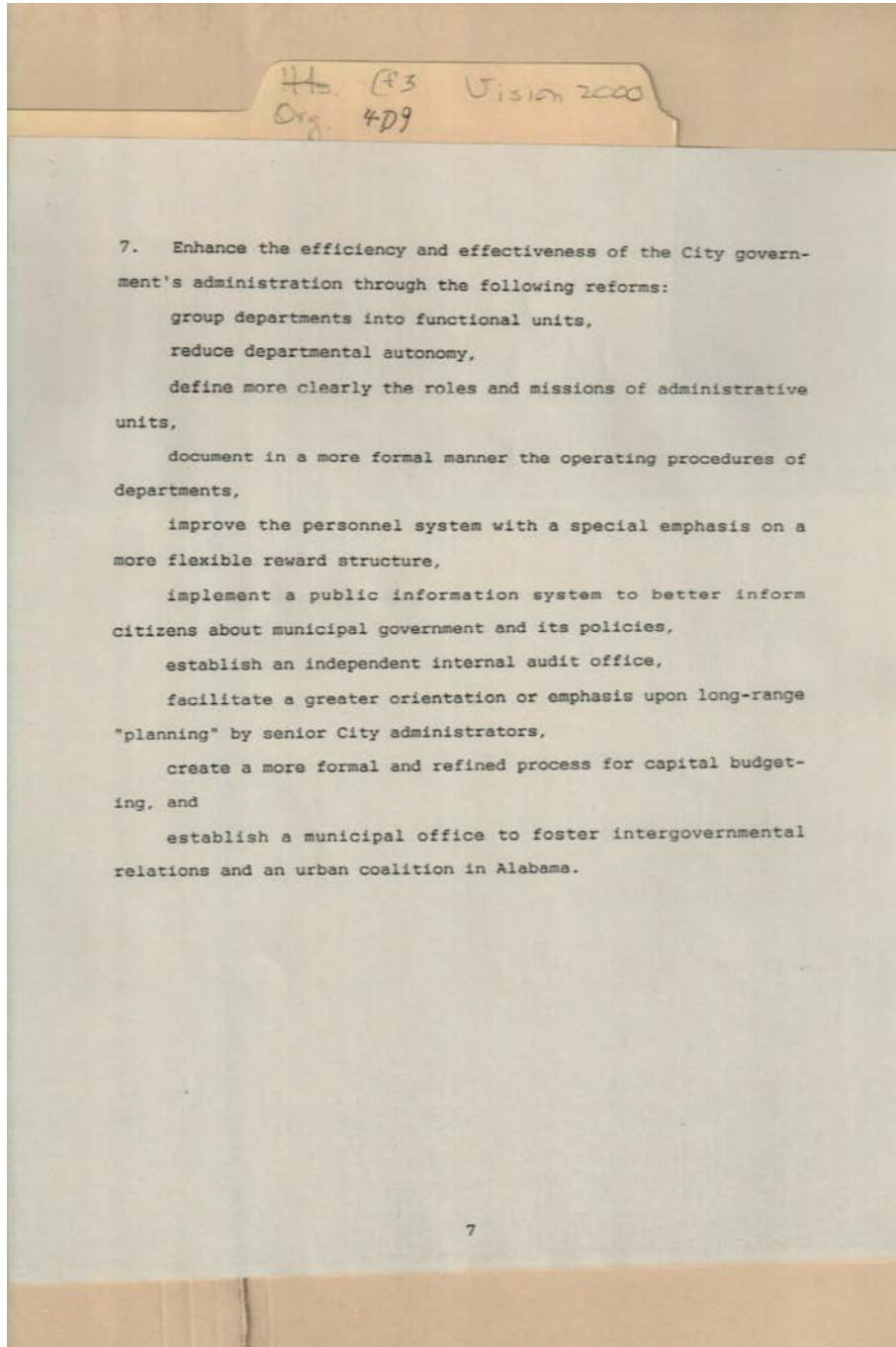
continued, but enhanced, cooperation between the public school system and law enforcement agencies in a program of crime prevention for the community's youth, and

a thorough review of existing building codes and utilization of new technologies for better fire prevention.



6. Develop an adequate transportation infrastructure to accommodate the existing lifestyles and projected mobility needs of the City and area. Coordinate related transportation programs to maximize intracity and intercity mobility. These programs and infrastructure should reflect a common agenda of local, state and national officials and a willingness to make substantial local investments in transportation infrastructure and services. Specific objectives should entail:

- a limited access southern bypass which traverses Redstone Arsenal,
- a loop road around the City,
- a Memphis to Atlanta interstate-grade highway connecting to the loop road,
- conversion of Memorial Parkway to expressway status,
- a public transit system for targeted users (senior citizens, the handicapped, etc.),
- a major airline hub operation at the Huntsville-Madison County International Airport,
- increased traffic capacity by shaving peak traffic volume through innovative school/work schedules and new technologies,
- enhanced public awareness of "good" driving habits through public education initiatives,
- more effective use of police for better traffic flow, and
- greater utilization of the Metropolitan Planning Organization for transportation planning.



Hb. (F3) Vision 2000  
Org. 409

7. Enhance the efficiency and effectiveness of the City government's administration through the following reforms:

- group departments into functional units,
- reduce departmental autonomy,
- define more clearly the roles and missions of administrative units,
- document in a more formal manner the operating procedures of departments,
- improve the personnel system with a special emphasis on a more flexible reward structure,
- implement a public information system to better inform citizens about municipal government and its policies,
- establish an independent internal audit office,
- facilitate a greater orientation or emphasis upon long-range "planning" by senior City administrators,
- create a more formal and refined process for capital budgeting, and
- establish a municipal office to foster intergovernmental relations and an urban coalition in Alabama.

Hb. (F3 Vision 2000  
Org. 4D9

8. Develop a common strategy for economic development between the public and private sectors in an effort to nurture greater diversification of the local/regional economy. This effort should entail the following:

a continuation and enhancement of a joint business recruiting effort between the public and private sectors,

an industrial recruitment policy which balances "growth" with a concern for the community's "quality of life",

a public relations initiative which portrays the City's modern, high technology orientation to those business leaders associated with "targeted" industrial sectors,

the creation of an economic research center as a joint venture of local government, the business community and universities, and

the adoption of selected policies to foster entrepreneurship and to demonstrate a special sensitivity to the contributions and needs of locally-based small businesses.

Hs. C93 Vision 2000  
Orig. 409

9. Enhance the cultural environment, ecology and esthetics of the City by:

constructing a multi-purpose facility for the volunteer arts groups,

creating a single City-County policy board for convention and tourism promotion,

expanding support facilities for the Von Braun Civic Center,

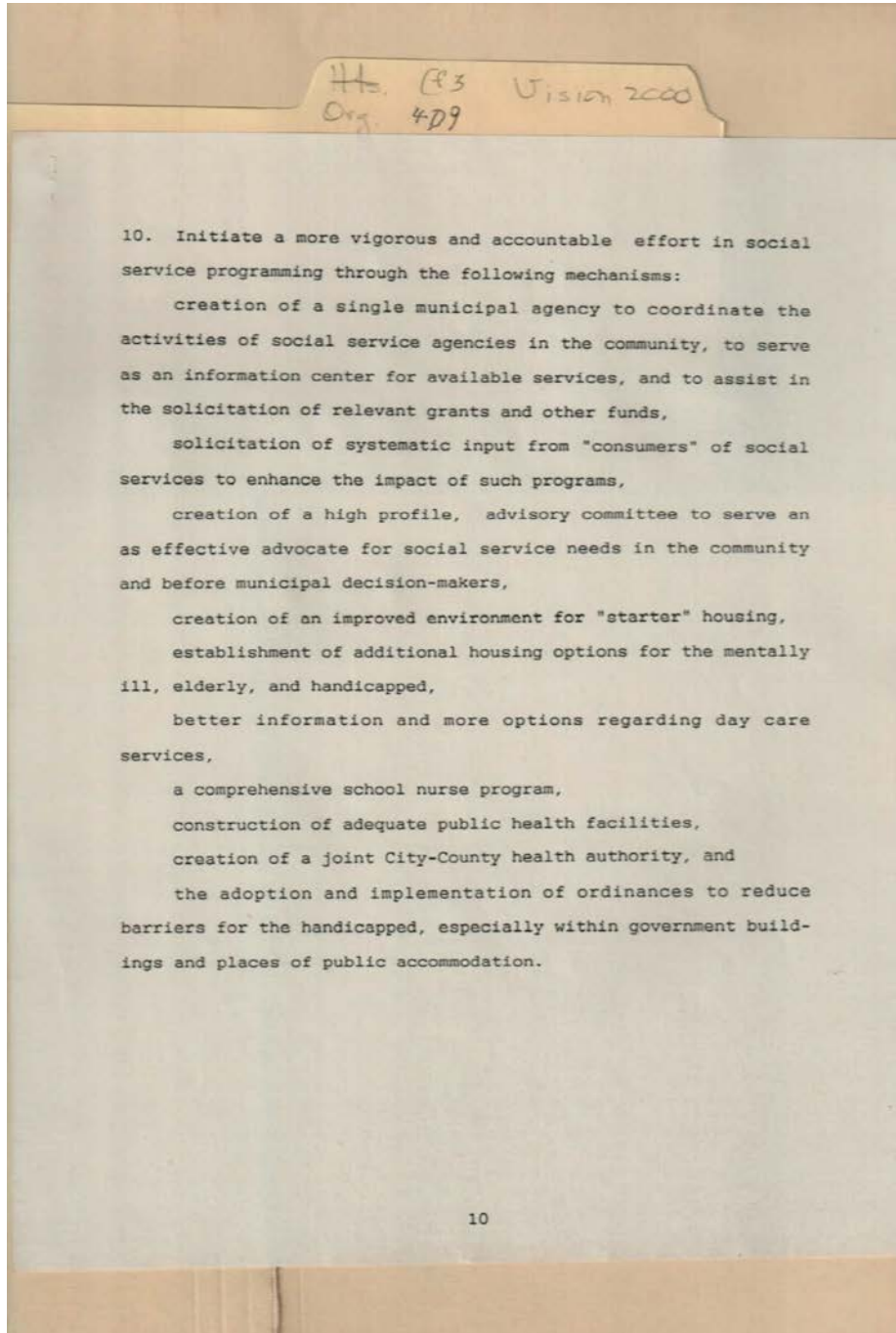
developing facilities for certain specialized sports to be dispersed throughout all sections of the community,

planning for the specialized recreational needs of youth and the growing population of senior citizens,

expanding park space to be equivalent to comparable cities,

undertaking a massive citywide beautification effort to make the City "cleaner" and "greener", especially along major thoroughfares, and

implementing a substantial development effort in three major geographical centers of culture targeted to beautification and recreation/tourism.



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Org. 429

10. Initiate a more vigorous and accountable effort in social service programming through the following mechanisms:

creation of a single municipal agency to coordinate the activities of social service agencies in the community, to serve as an information center for available services, and to assist in the solicitation of relevant grants and other funds,

solicitation of systematic input from "consumers" of social services to enhance the impact of such programs,

creation of a high profile, advisory committee to serve as an effective advocate for social service needs in the community and before municipal decision-makers,

creation of an improved environment for "starter" housing, establishment of additional housing options for the mentally ill, elderly, and handicapped,

better information and more options regarding day care services,

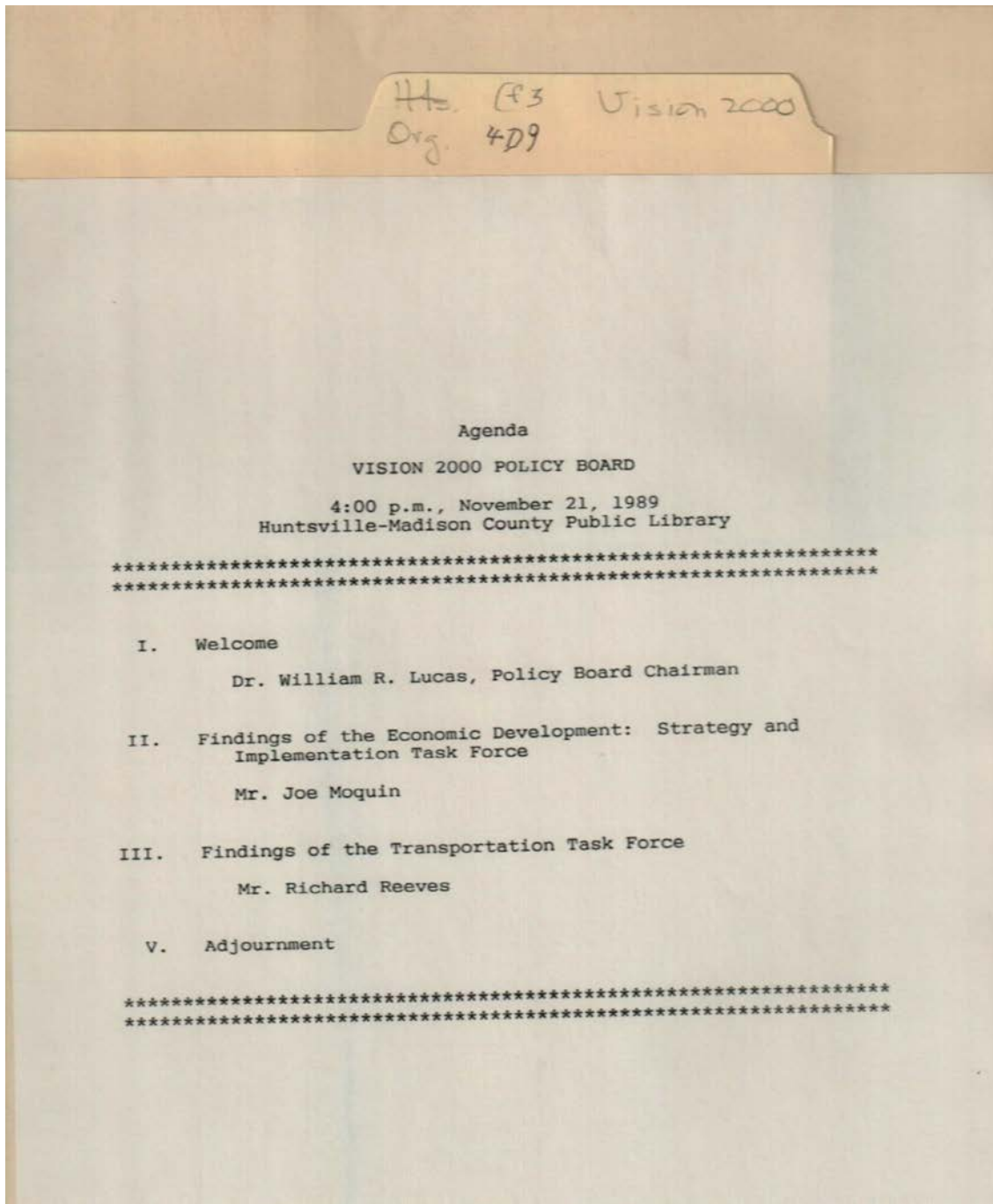
a comprehensive school nurse program,

construction of adequate public health facilities,

creation of a joint City-County health authority, and

the adoption and implementation of ordinances to reduce barriers for the handicapped, especially within government buildings and places of public accommodation.





Vision 2000

**Names:**

Lucas, William R.,  
Dr.

Moquin, Joe  
Reeves, Richard

Vision 2000 Policy  
Board

**Places:**

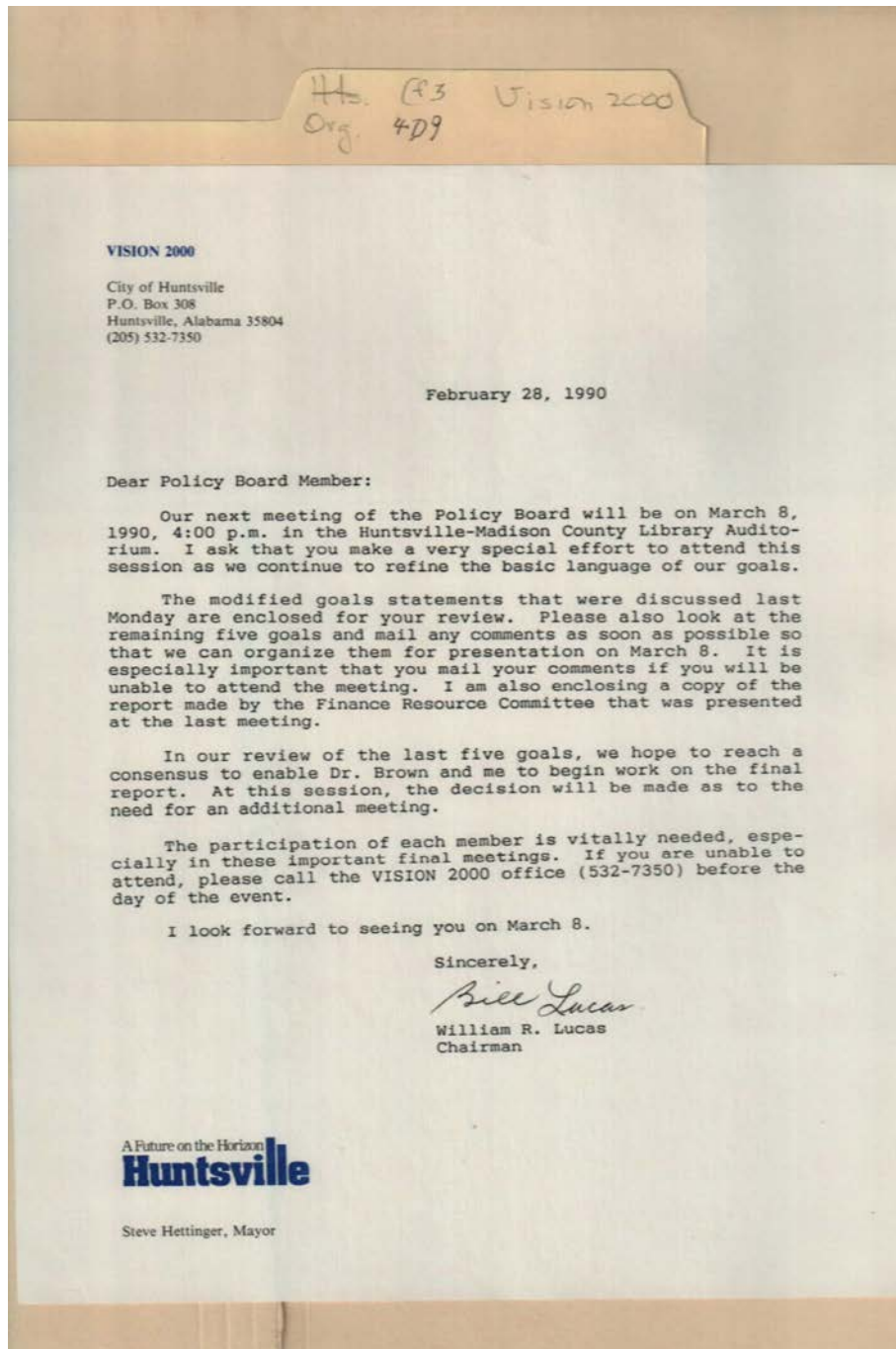
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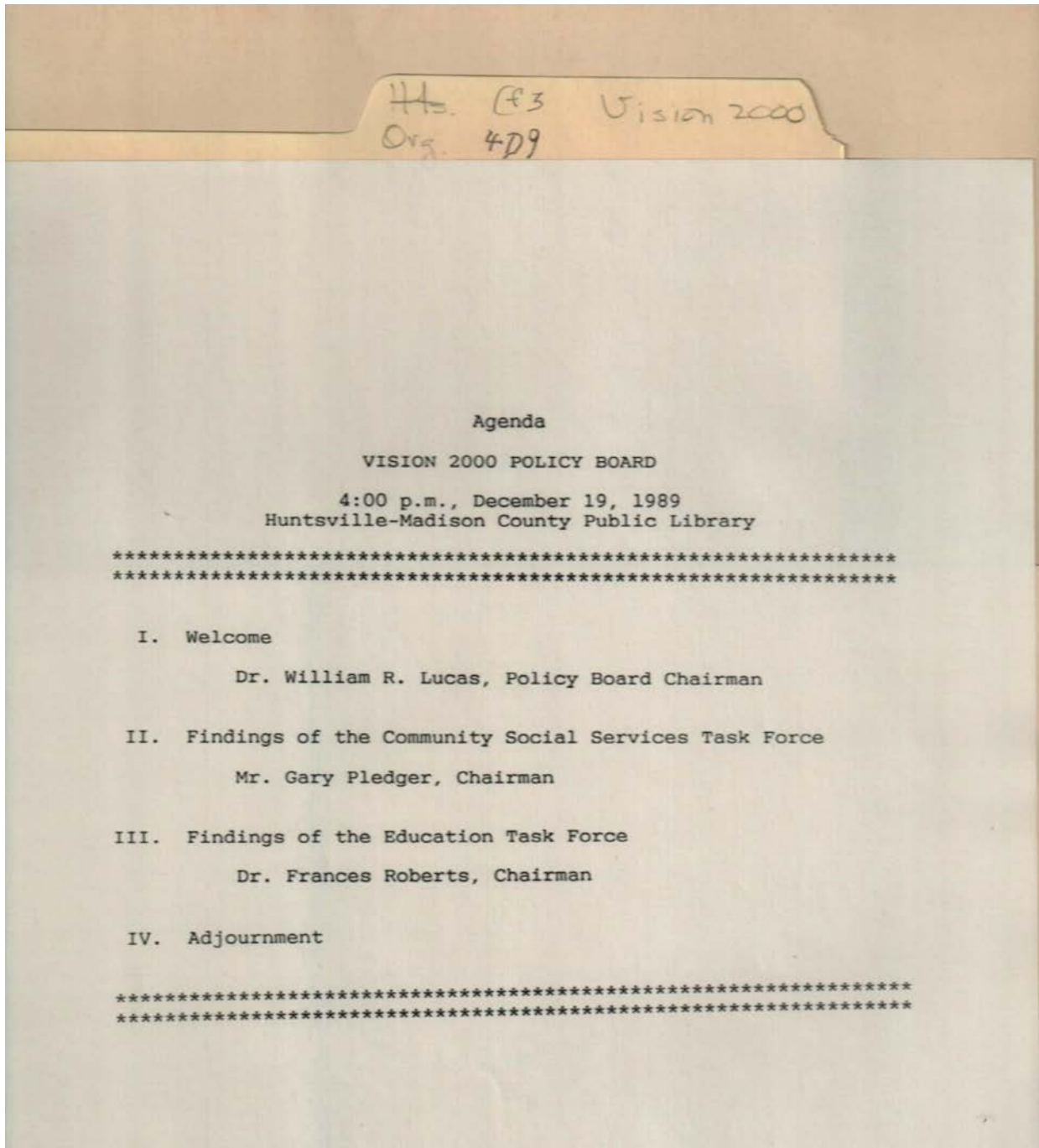
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Vision 2000

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Lucas, William R.,  
Dr.

Pledger, Gary  
Roberts, Frances, Dr.

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Board

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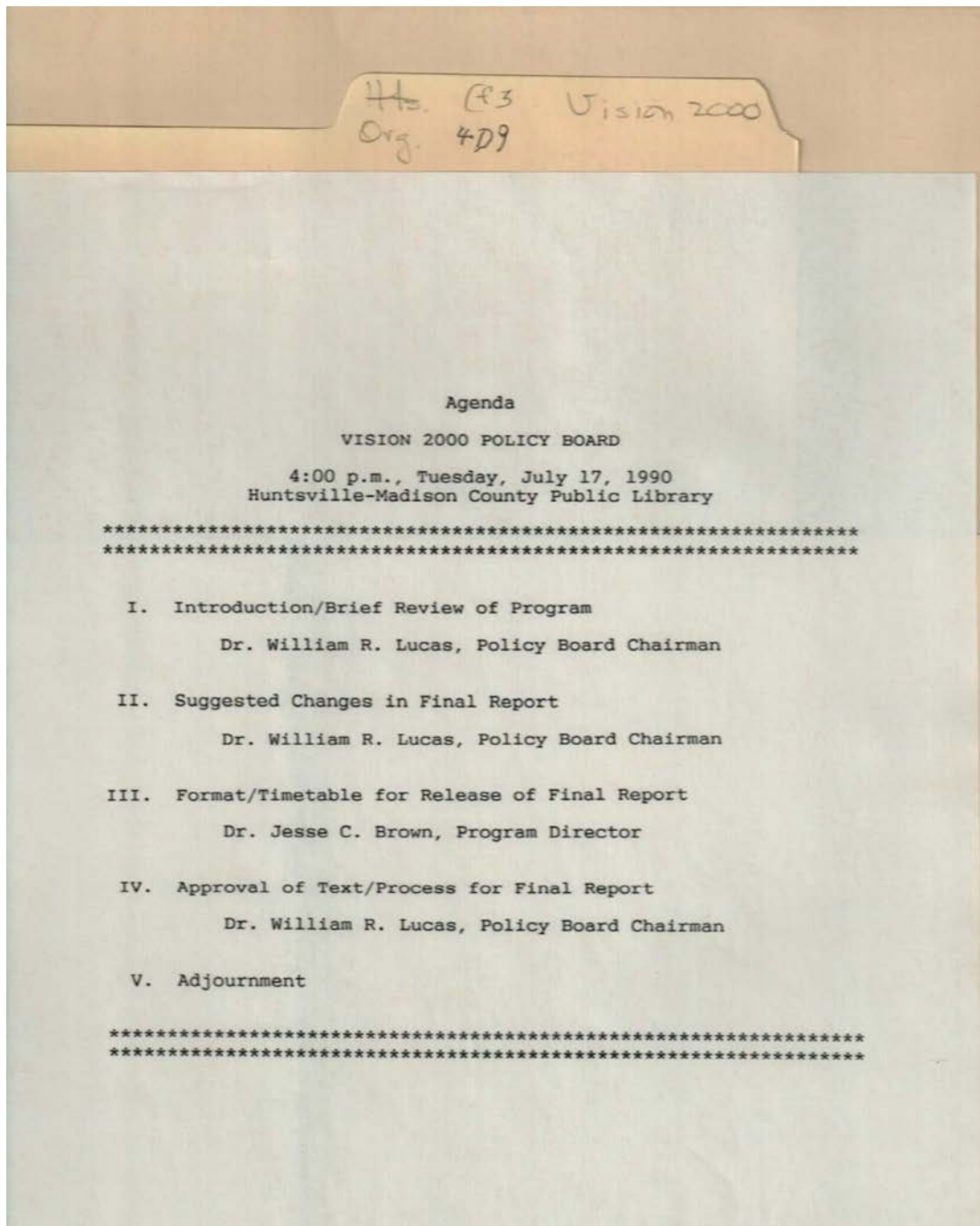
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Vision 2000

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Lucas, William R.,  
Dr.

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Board

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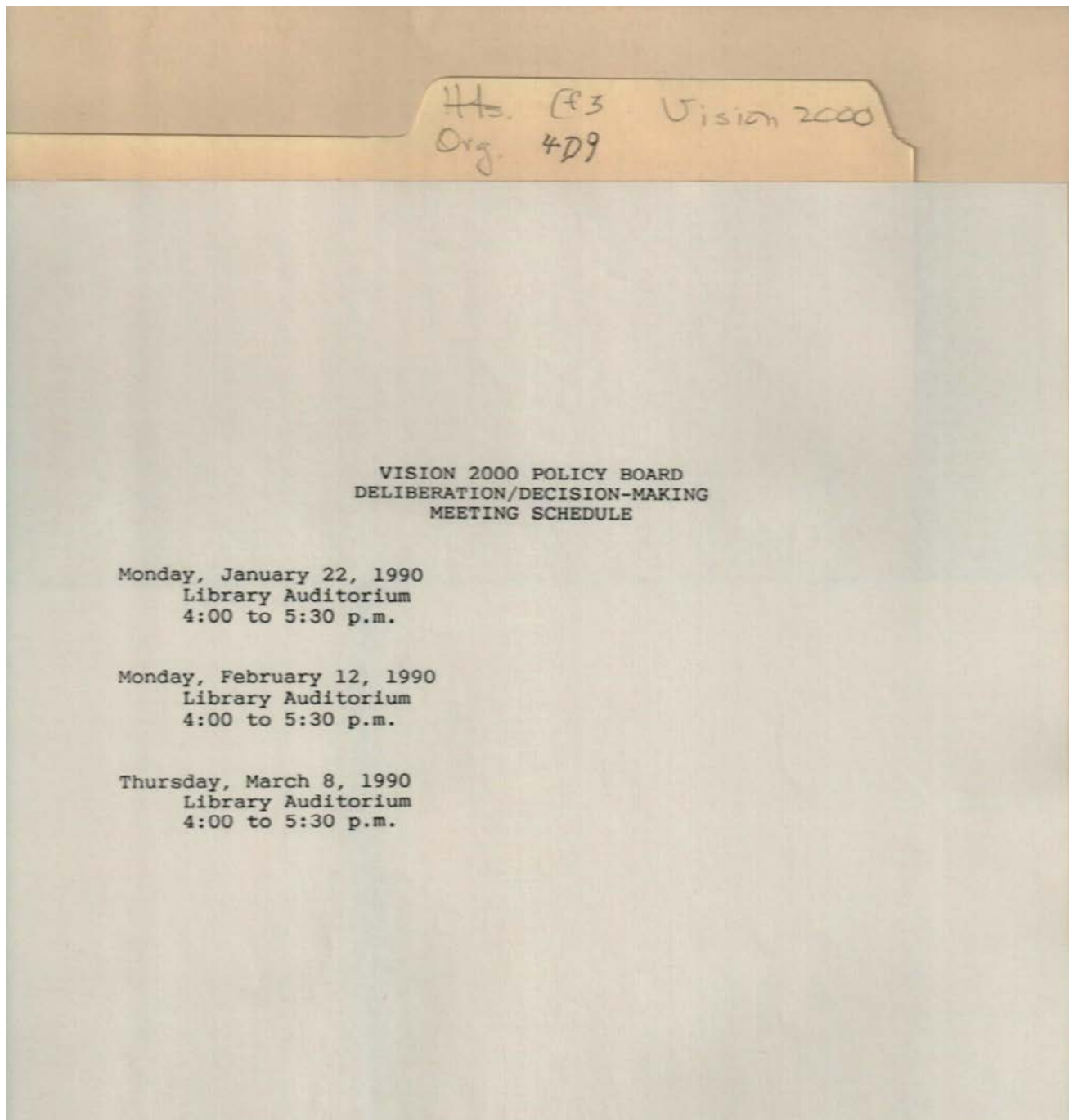
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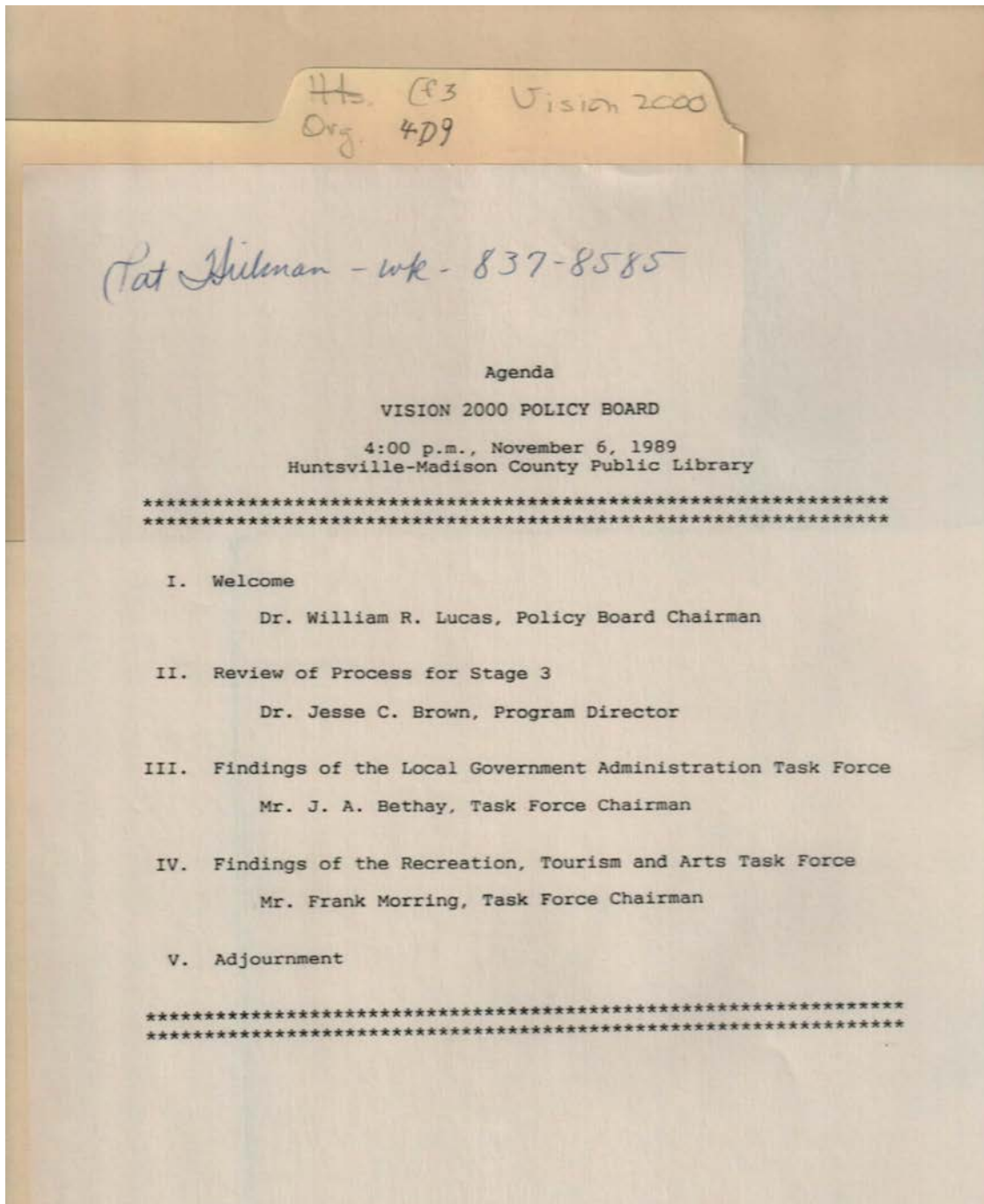
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Brown, Jesse C., Dr.	Dr.		Board

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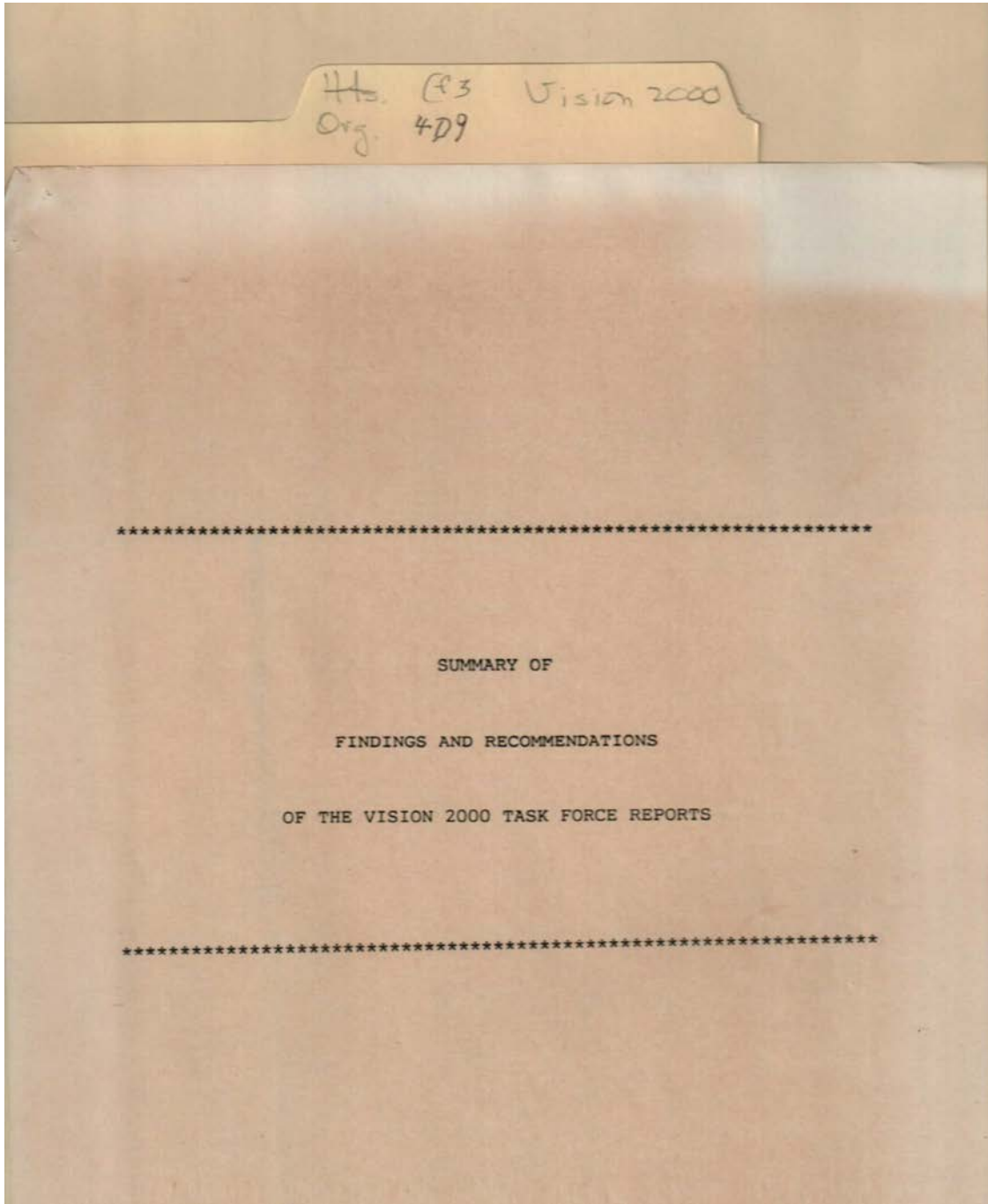
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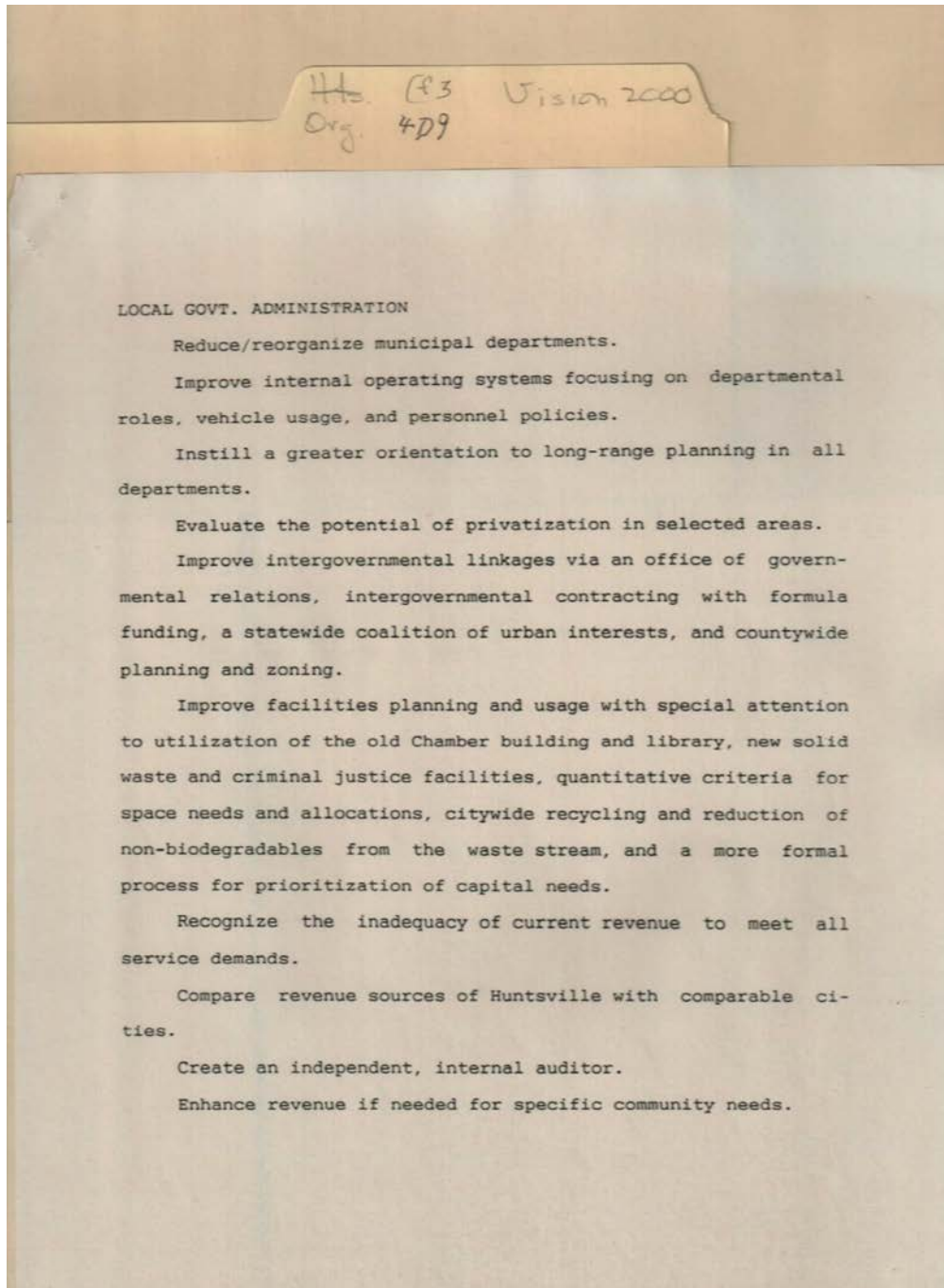
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Administration

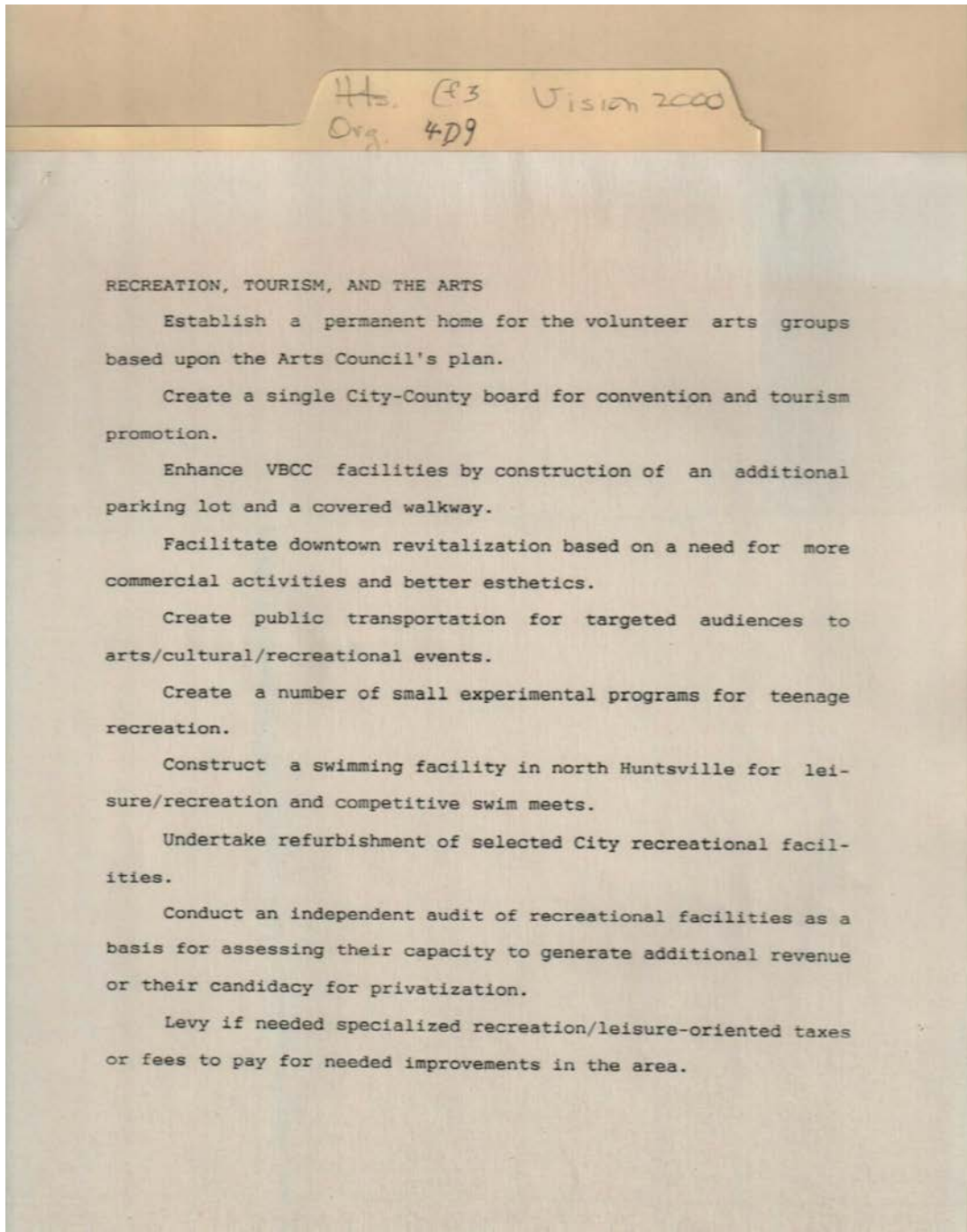
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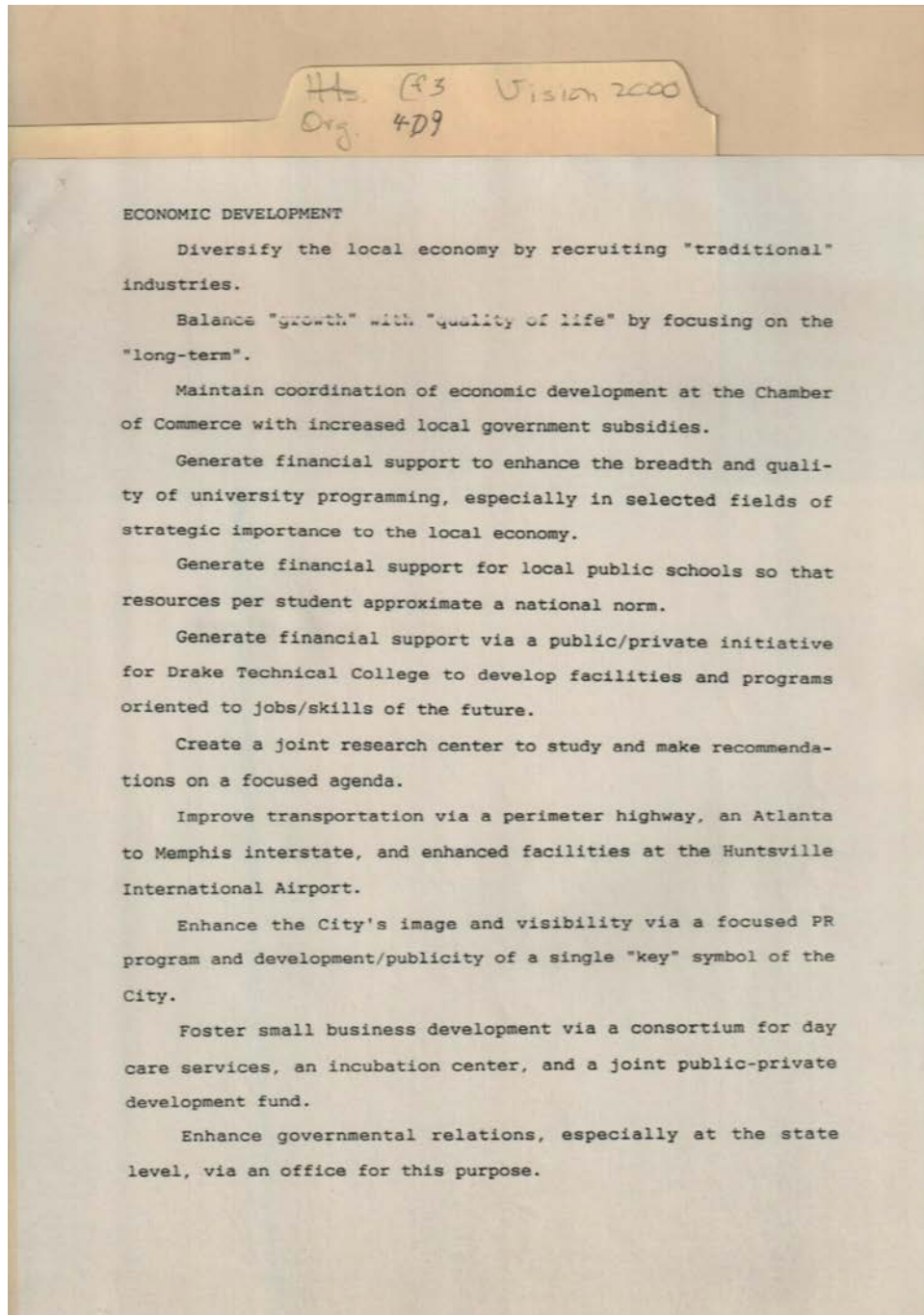
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and the Arts

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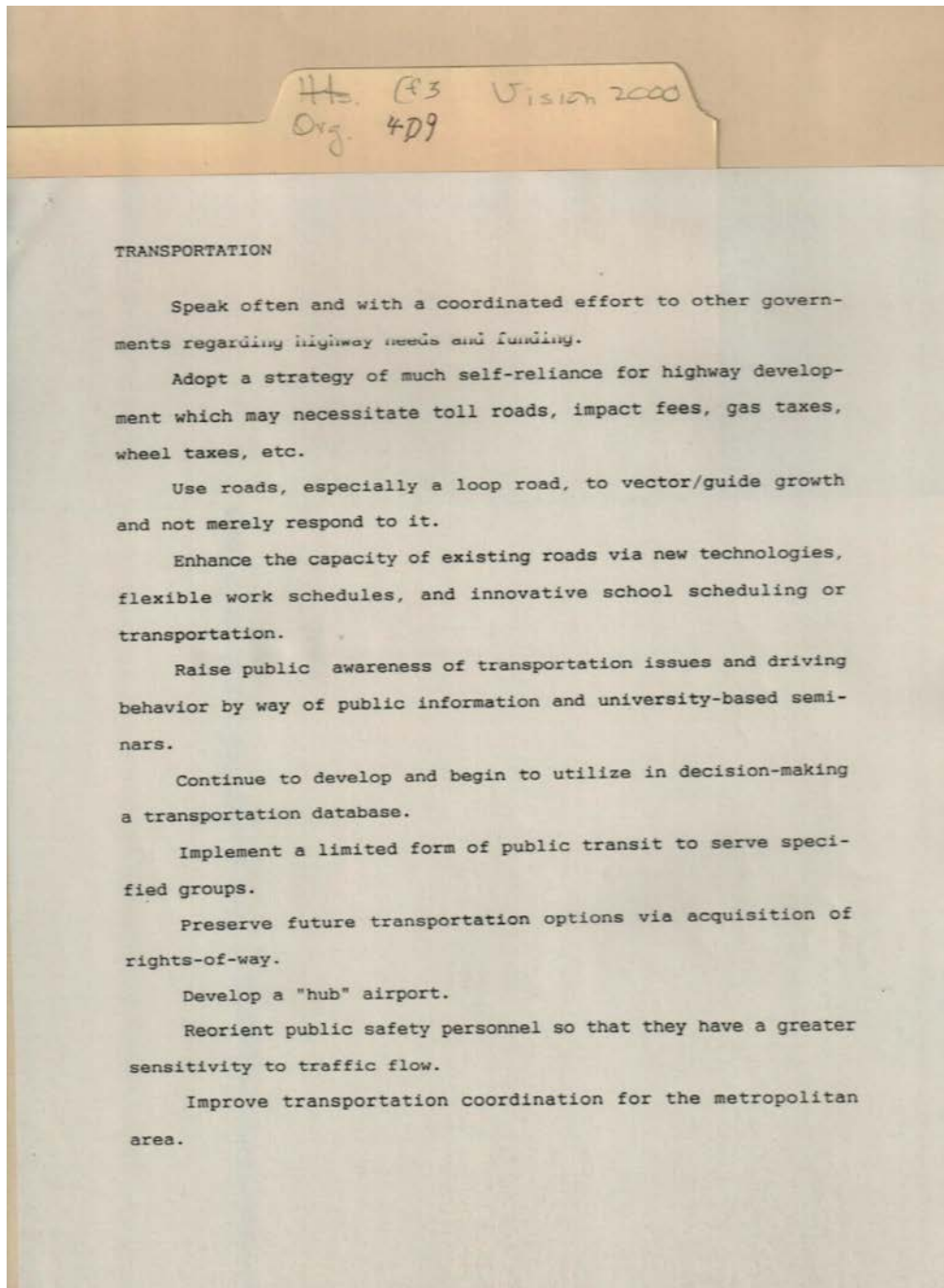
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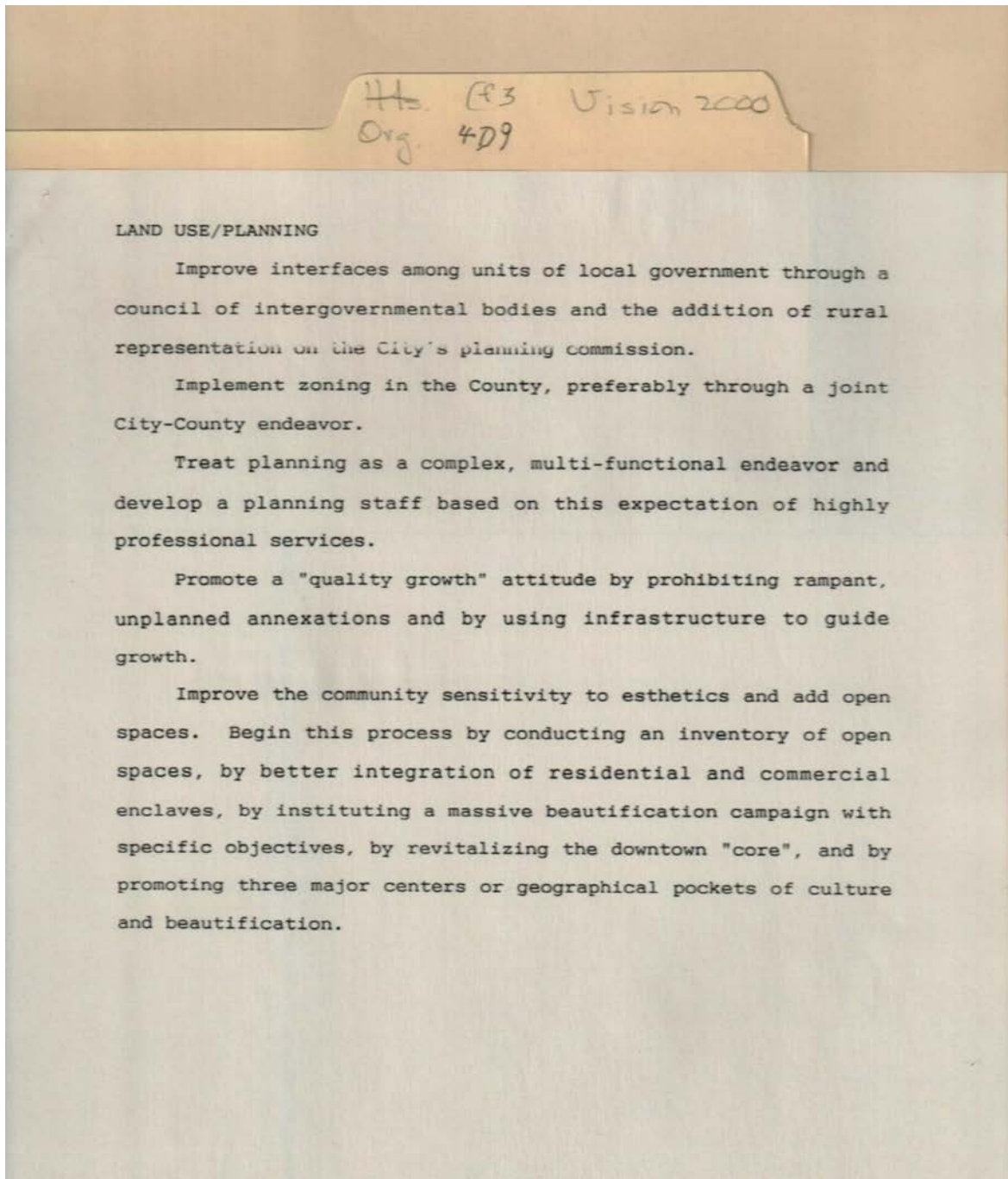
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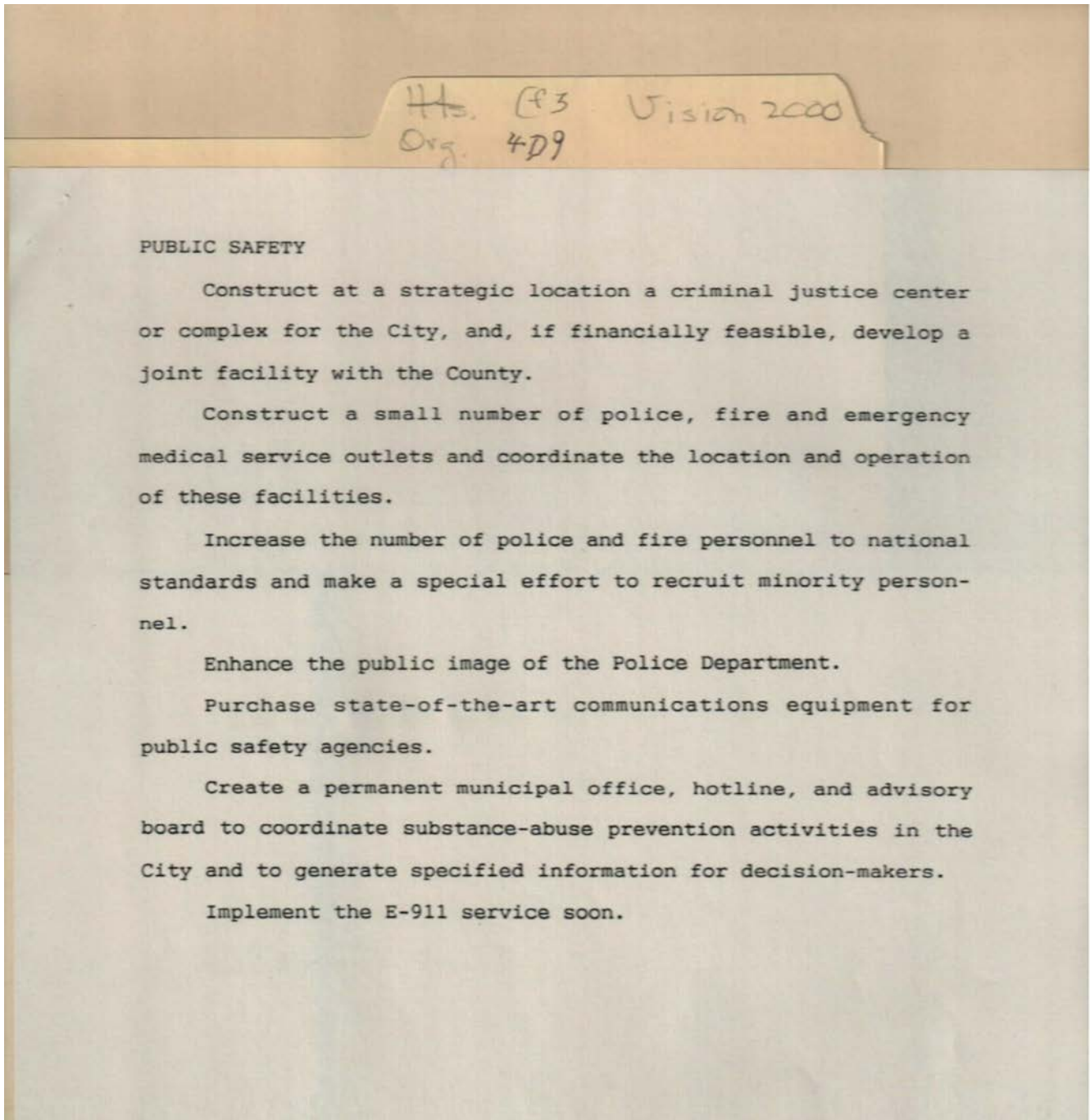
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Huntsville, AL

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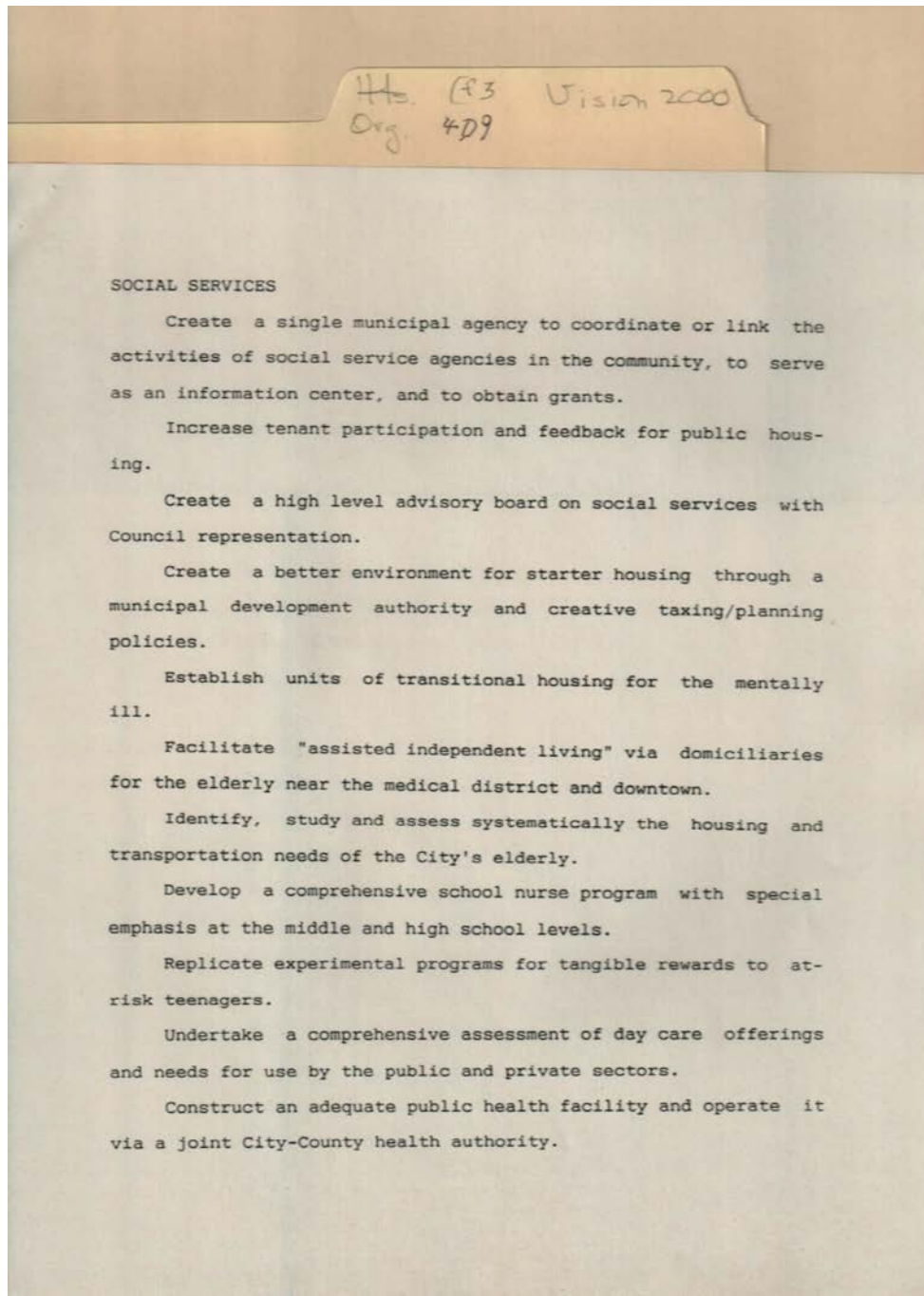
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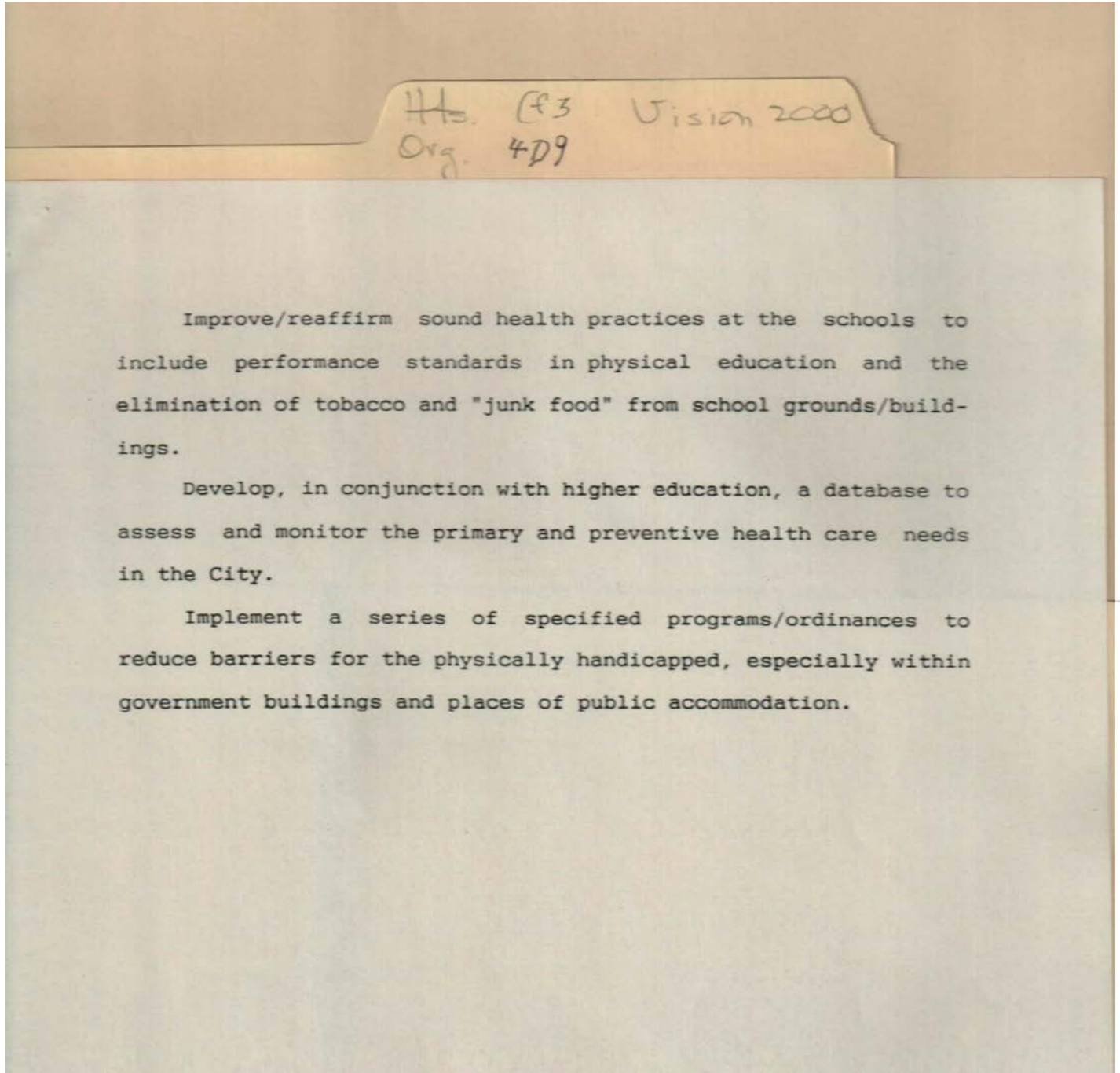
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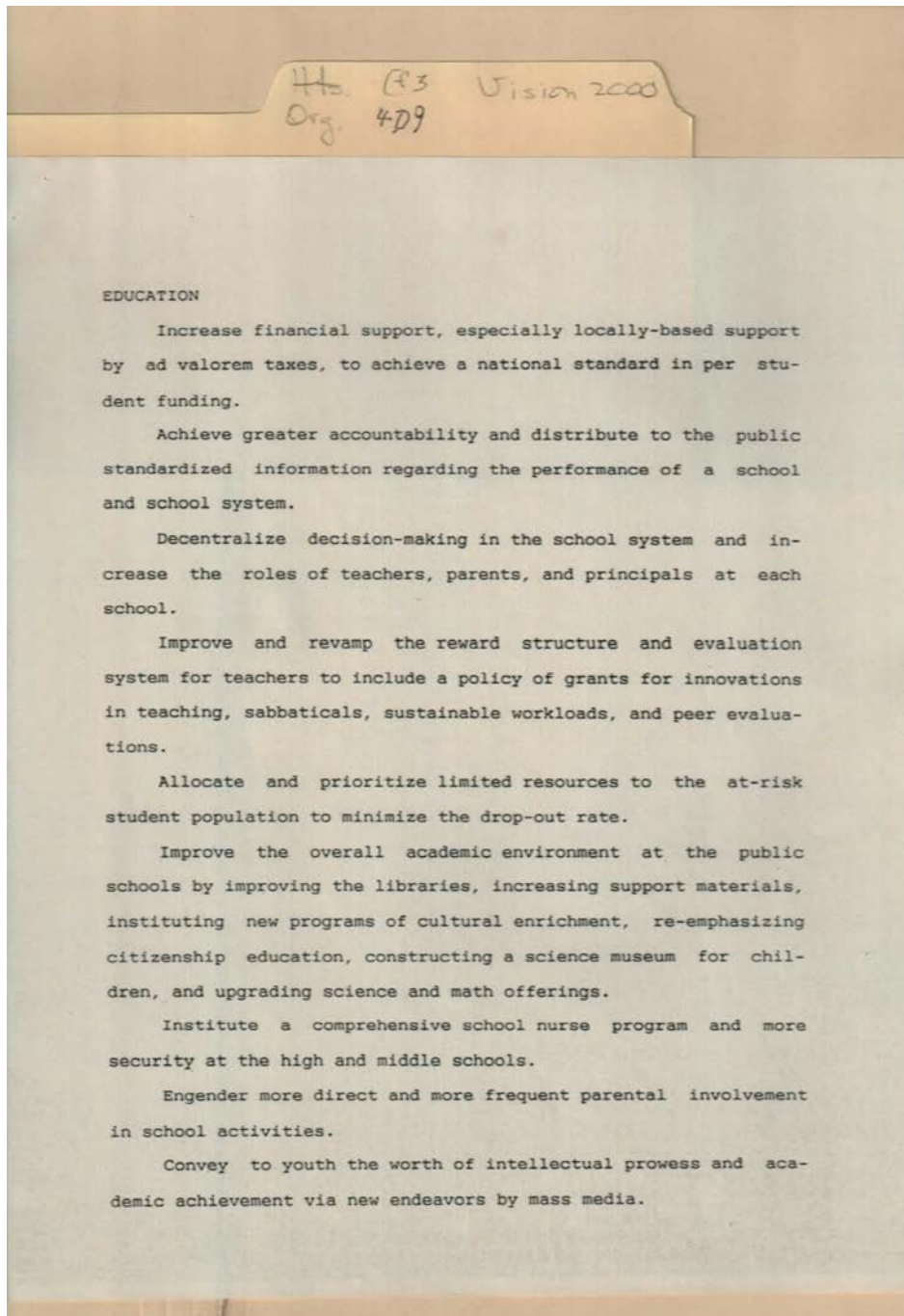
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Huntsville, AL

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Vision 2000 Summary

**Names:**

Education

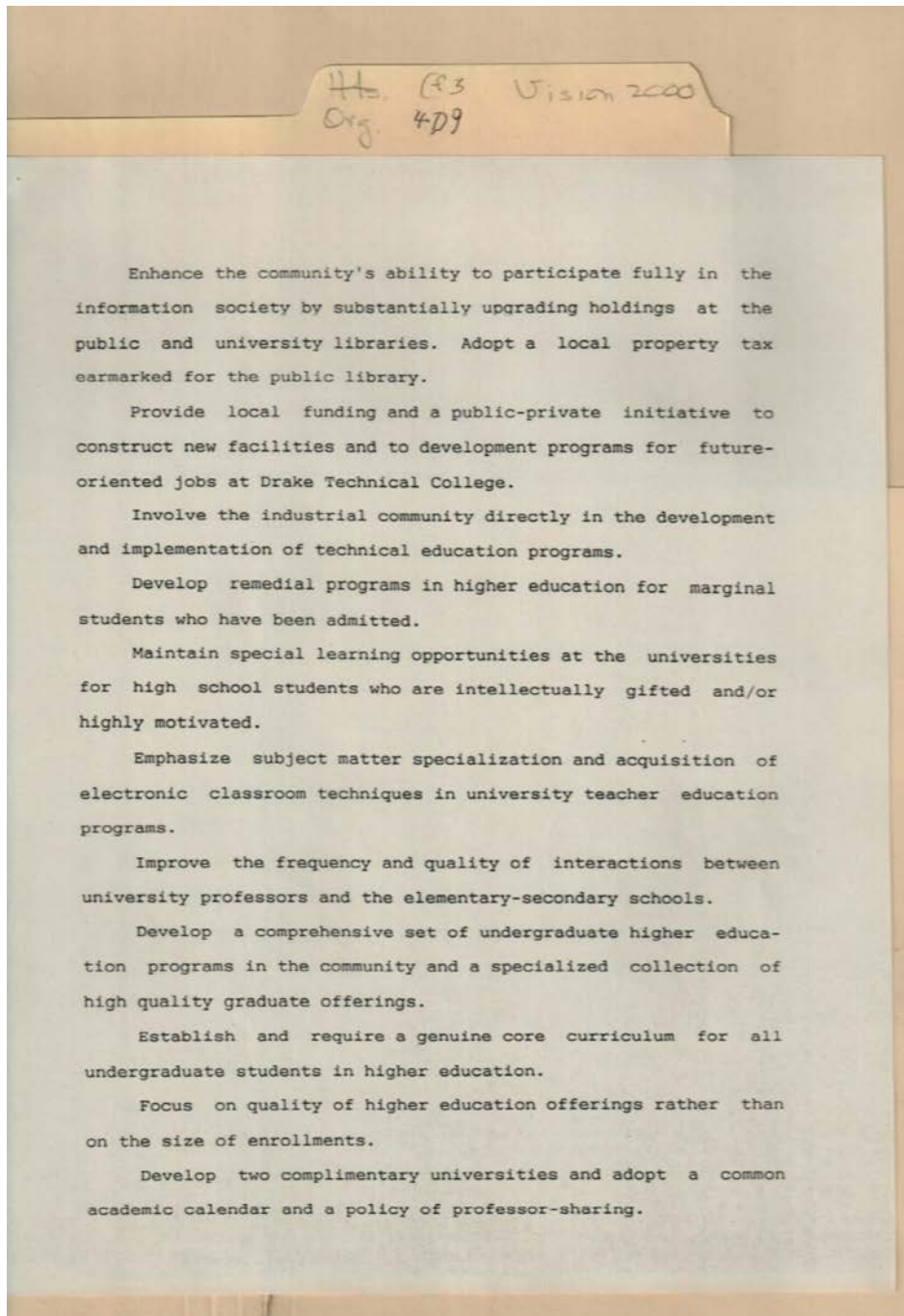
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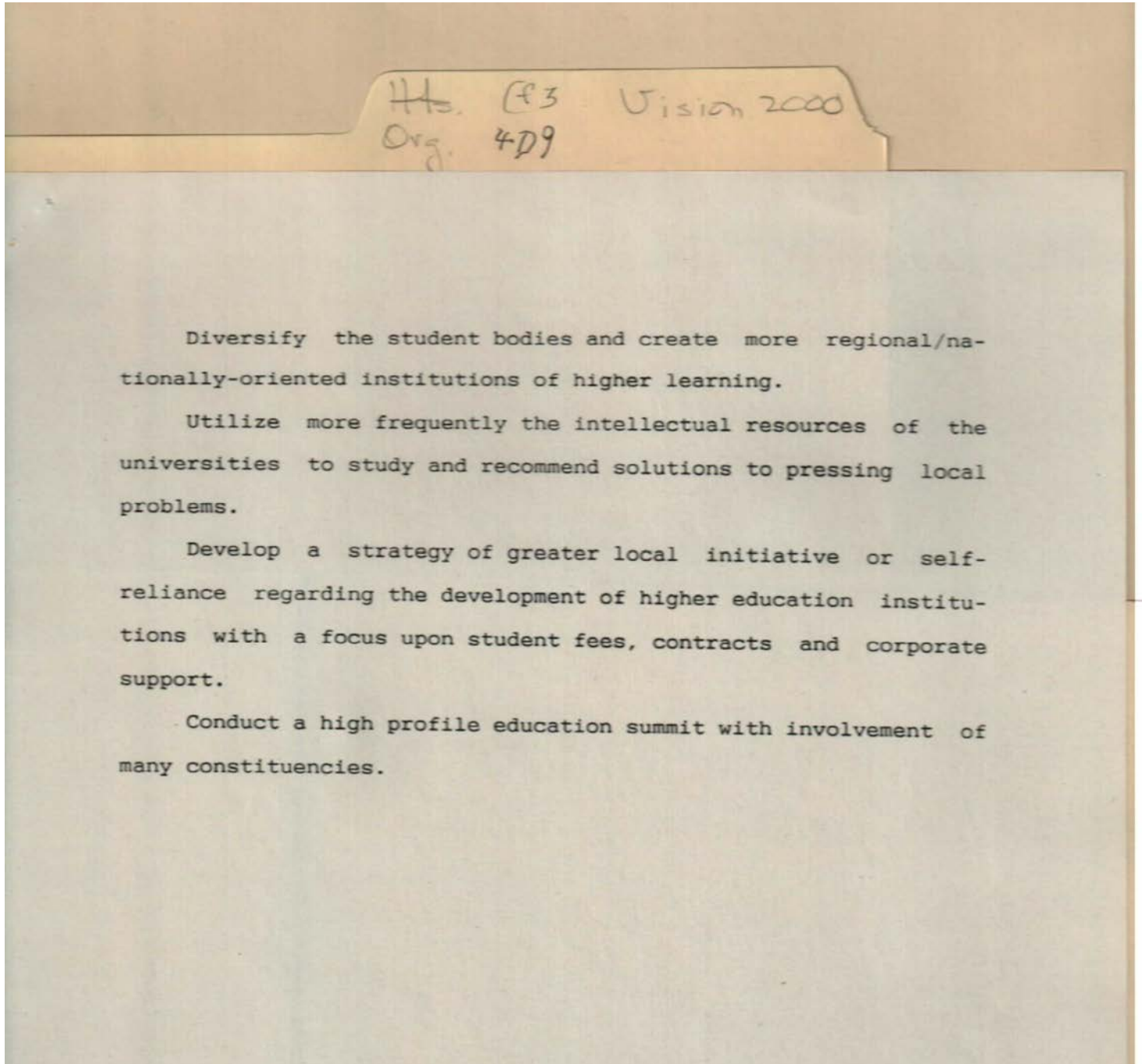
Education

**Places:**

Huntsville, AL

**Types:**

report



Diversify the student bodies and create more regional/nationally-oriented institutions of higher learning.

Utilize more frequently the intellectual resources of the universities to study and recommend solutions to pressing local problems.

Develop a strategy of greater local initiative or self-reliance regarding the development of higher education institutions with a focus upon student fees, contracts and corporate support.

Conduct a high profile education summit with involvement of many constituencies.

Vision 2000 Summary

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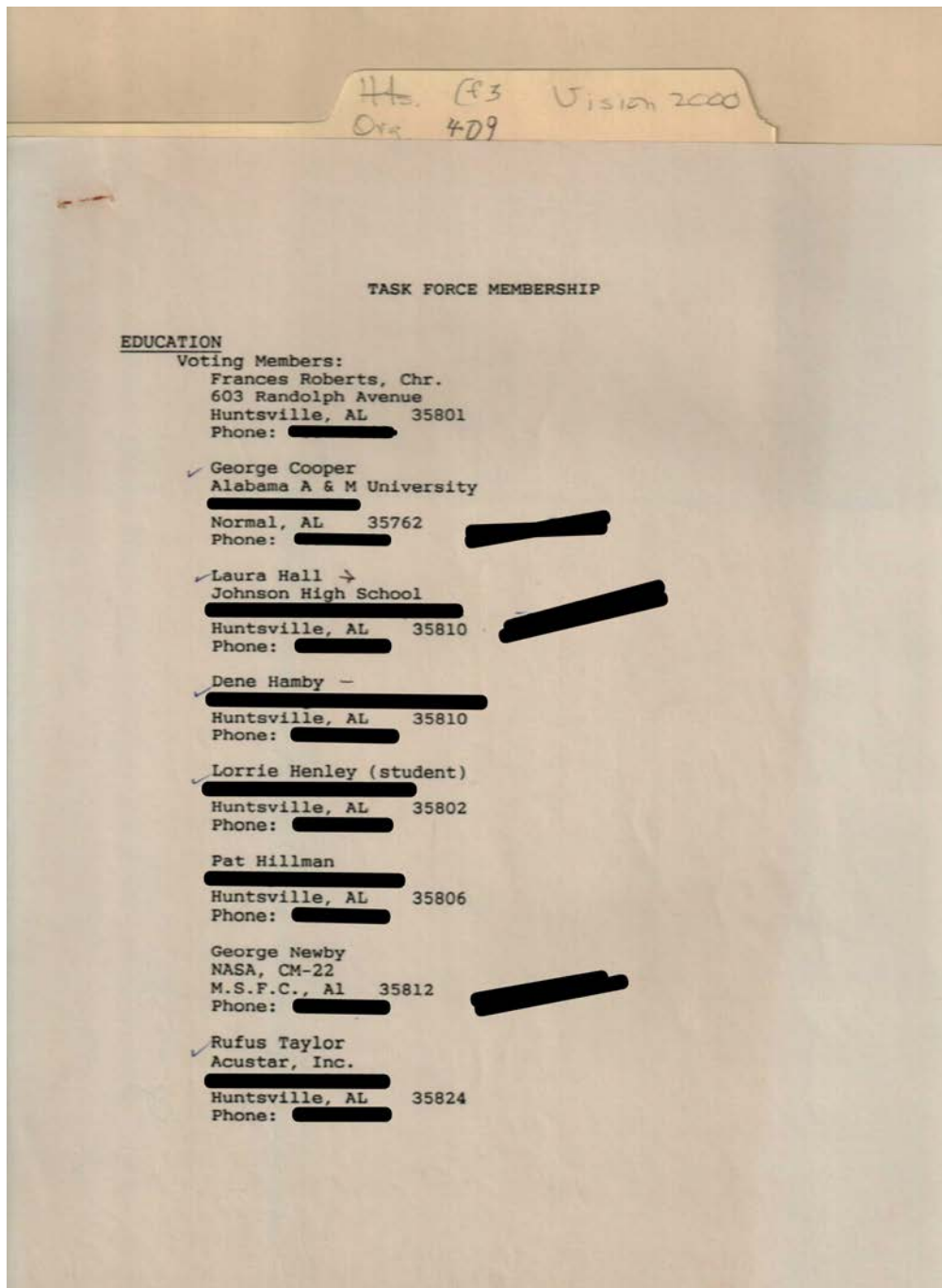
Education

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Huntsville, AL

**Types:**

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**Topics:**

Vision 2000

Vision 2000 Task  
Force Member

**Names:**

Cooper, George  
Hall, Laura  
Hamby, Dene

Henley, Lorrie  
Hillman, Pat  
Newby, George

Roberts, Frances  
Task Force  
Membership

Taylor, Rufus

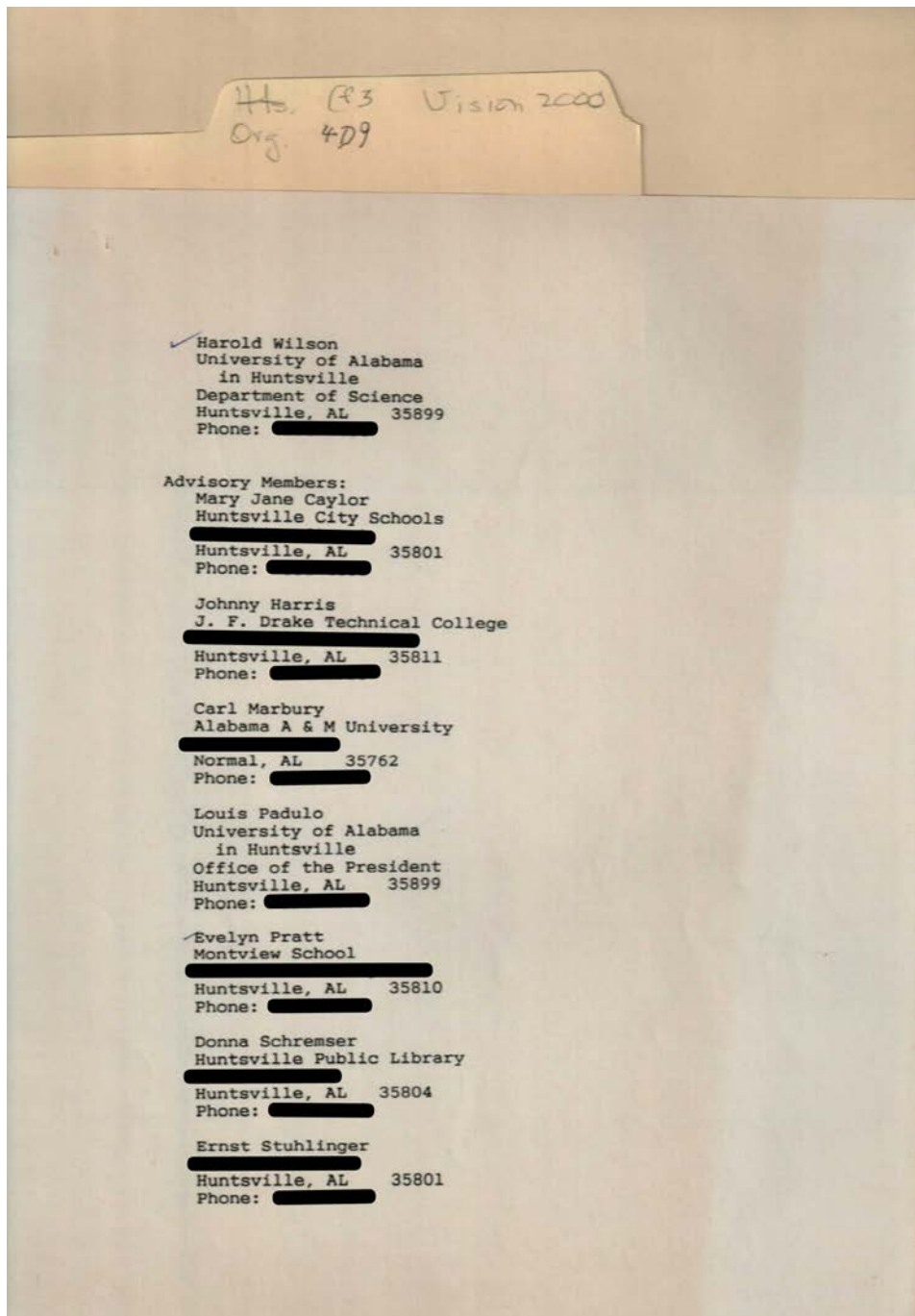
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Huntsville, AL

Normal, AL

**Types:**

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Vision 2000 Task Force Member

**Names:**

Caylor, Mary Jane  
Harris, Johnny

Marbury, Carl  
Padulo, Louis

Pratt, Evelyn  
Schremser, Donna

Stuhlinger, Ernst  
Wilson, Harold

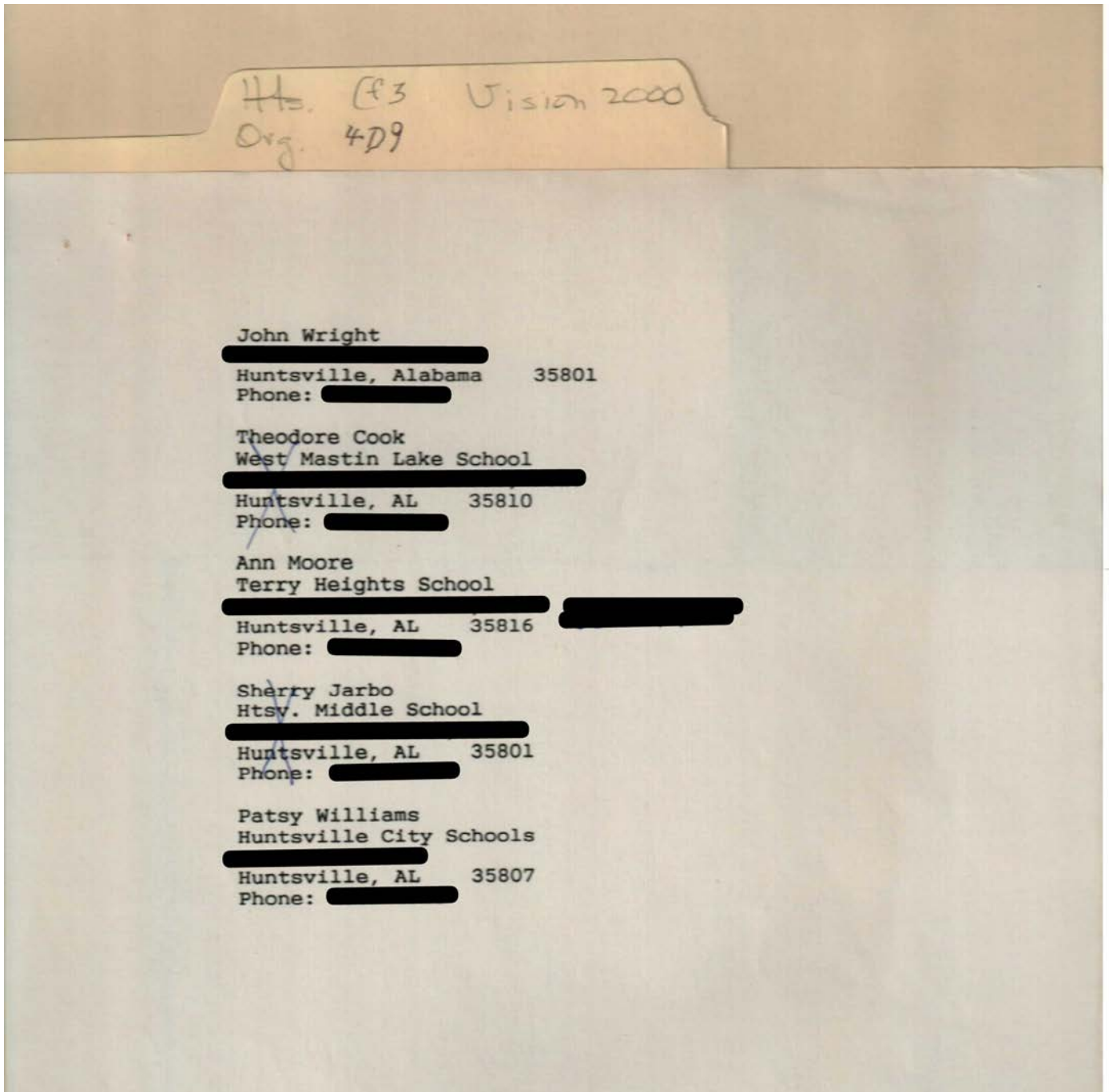
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**Types:**

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Vision 2000 Task Force Member

**Names:**

Moore, Ann

Williams, Patsy

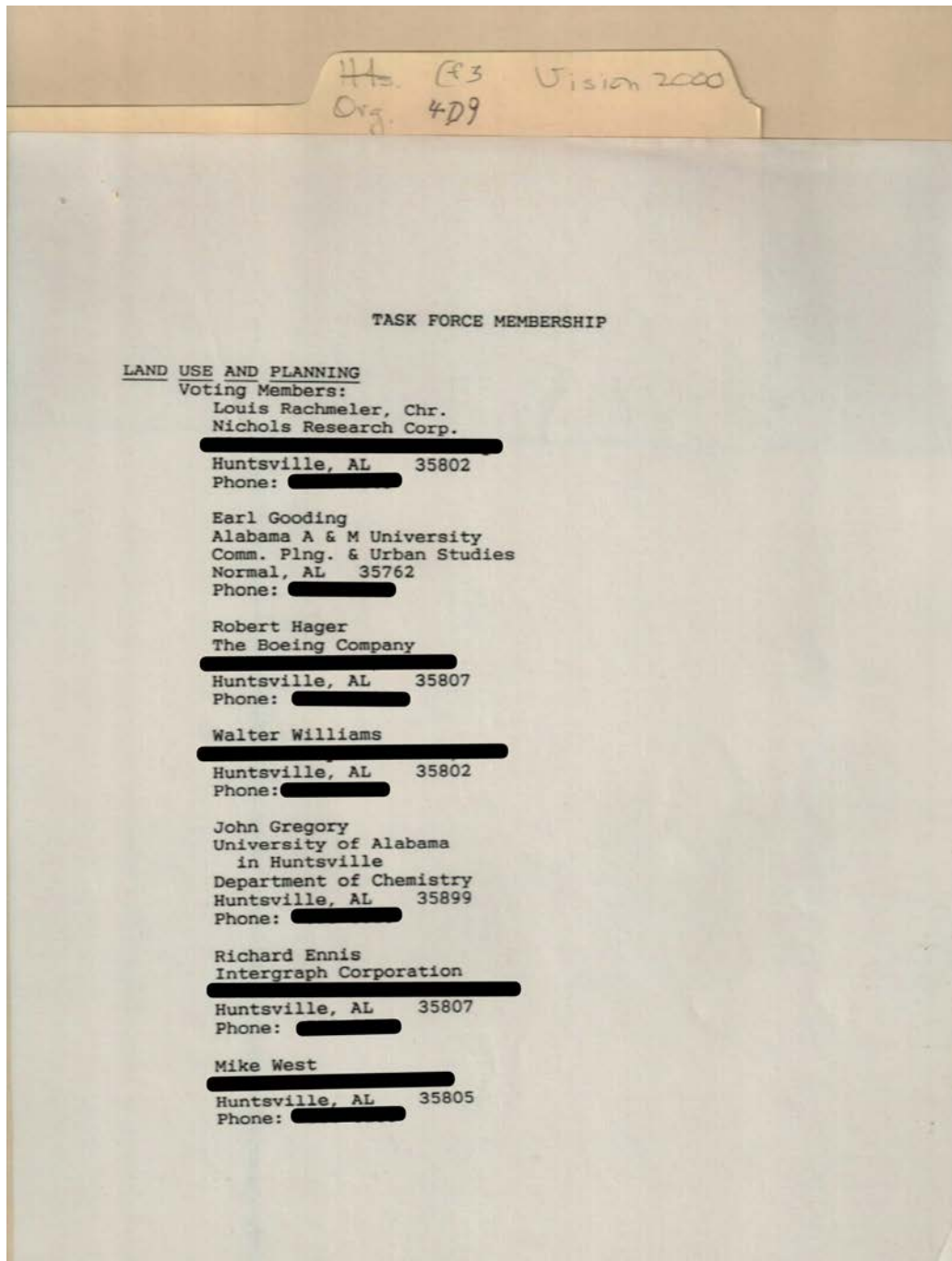
Wright, John

**Places:**

Huntsville, AL

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Vision 2000 Task Force Member

**Names:**

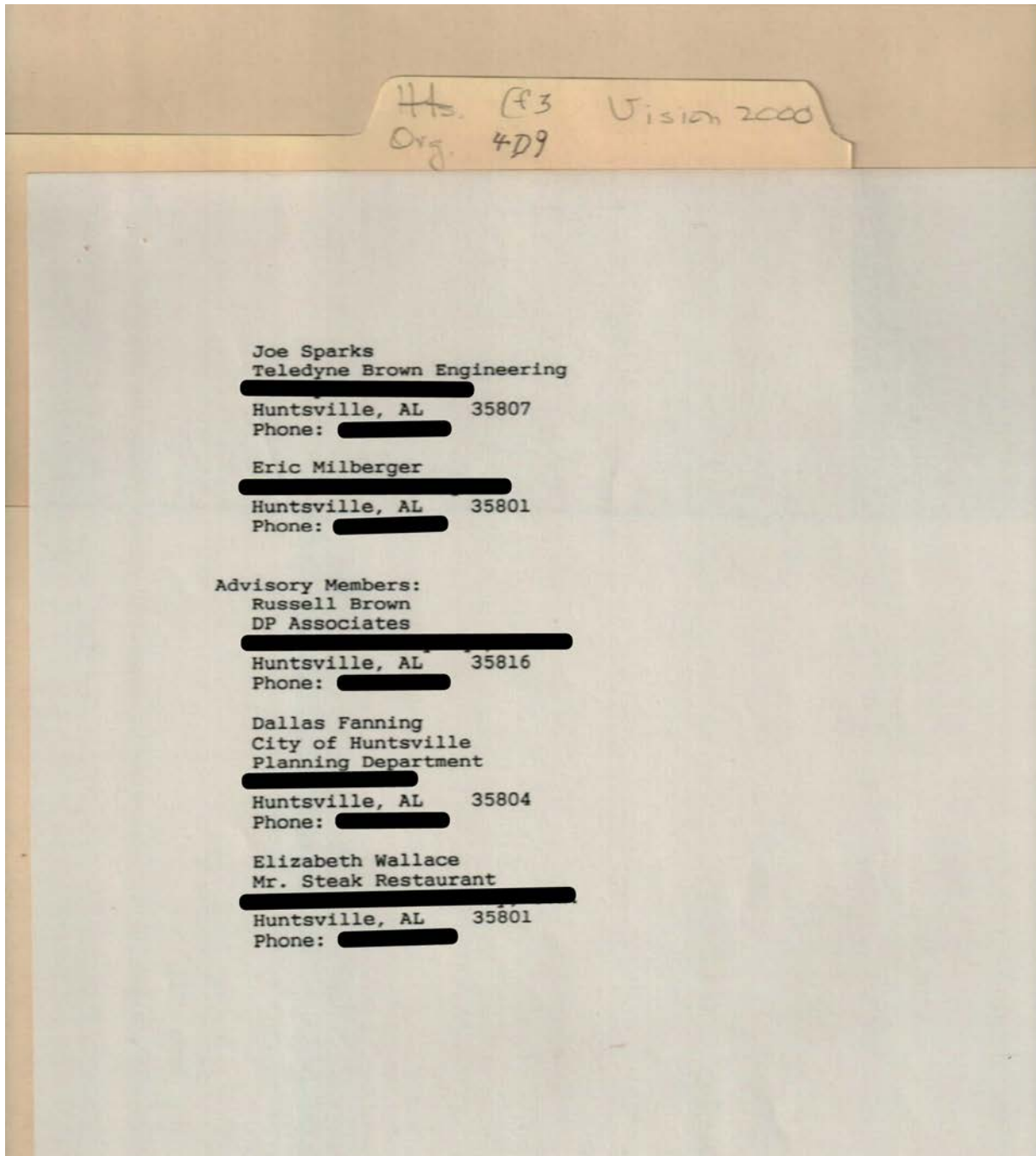
Ennis, Richard	Gregory, John	Rachmeler, Louis	Williams, Walter
Gooding, Earl	Hager, Robert	West, Mike	

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Huntsville, AL

**Types:**

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Vision 2000 Task Force Member

**Names:**

Brown, Russell  
Fanning, Dallas

Milberger, Eric  
Sparks, Joe

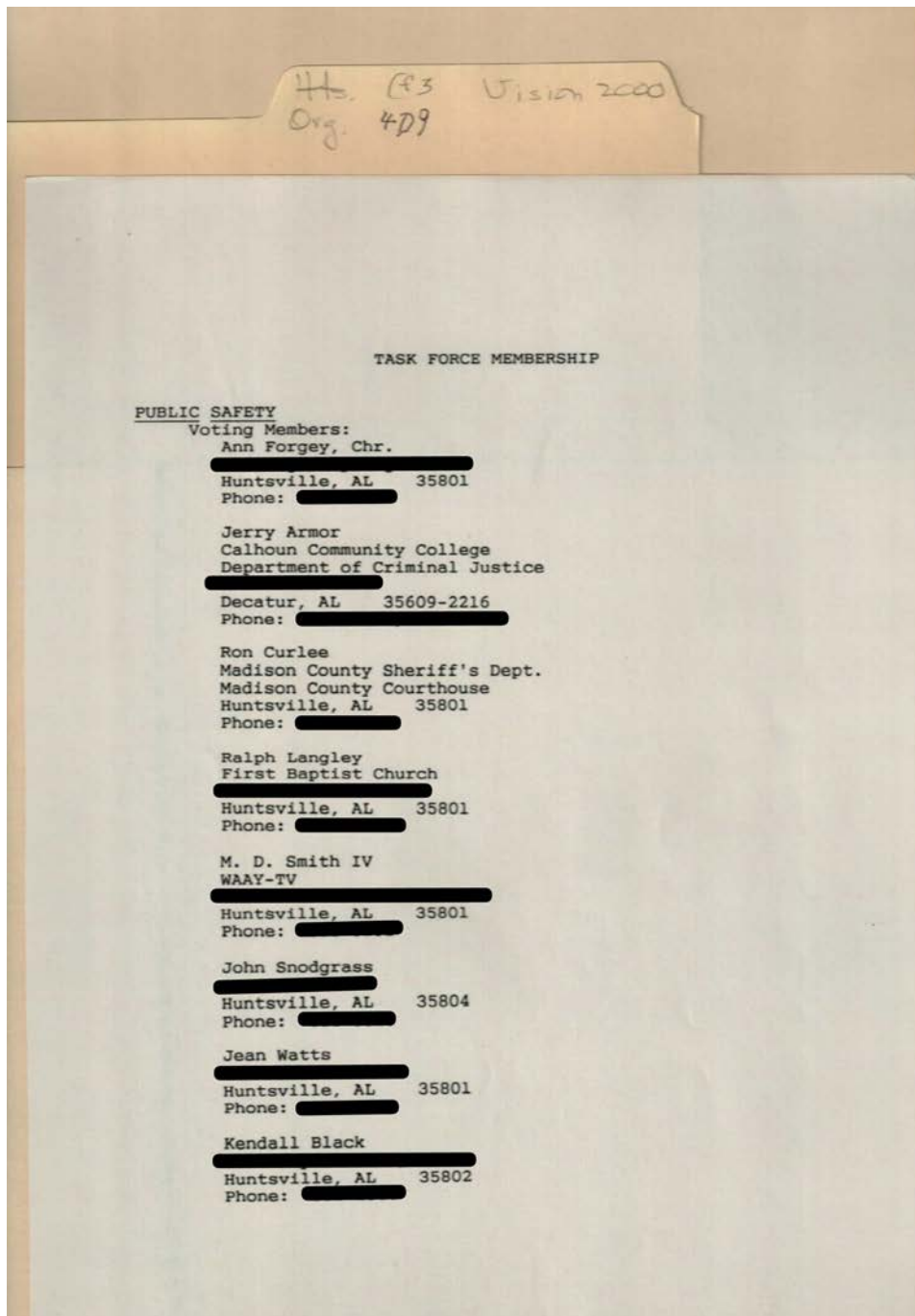
Wallace, Elizabeth

**Places:**

Huntsville, AL

**Types:**

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Vision 2000 Task Force Member

**Names:**

Armor, Jerry	Curlee, Ron	Langley, Ralph	Snodgrass, John
Black, Kendall	Forgey, Ann	Smith, M. D., IV	Watts, Jean

**Places:**

Decatur, ASL	Huntsville, AL
--------------	----------------

**Types:**

list



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<a href="#">Image 2</a> (r04d09-03-000-0002)	<a href="#">Image 33</a> (r04d09-03-000-0033)	<a href="#">Image 64</a> (r04d09-03-000-0064)	<a href="#">Image 95</a> (r04d09-03-000-0095)
<a href="#">Image 3</a> (r04d09-03-000-0003)	<a href="#">Image 34</a> (r04d09-03-000-0034)	<a href="#">Image 65</a> (r04d09-03-000-0065)	<a href="#">Image 96</a> (r04d09-03-000-0096)
<a href="#">Image 4</a> (r04d09-03-000-0004)	<a href="#">Image 35</a> (r04d09-03-000-0035)	<a href="#">Image 66</a> (r04d09-03-000-0066)	<a href="#">Image 97</a> (r04d09-03-000-0097)
<a href="#">Image 5</a> (r04d09-03-000-0005)	<a href="#">Image 36</a> (r04d09-03-000-0036)	<a href="#">Image 67</a> (r04d09-03-000-0067)	<a href="#">Image 98</a> (r04d09-03-000-0098)
<a href="#">Image 6</a> (r04d09-03-000-0006)	<a href="#">Image 37</a> (r04d09-03-000-0037)	<a href="#">Image 68</a> (r04d09-03-000-0068)	<a href="#">Image 99</a> (r04d09-03-000-0099)
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# Frances Cabaniss Roberts Collection

**Preferred Citation:** Frances Cabaniss Roberts Collection, Archives and Special Collections, M. Louis Salmon Library, University of Alabama in Huntsville, Huntsville, AL.

**Collection Scope and Content:** The Collection of 114 Linear ft. includes a total of 156 Archival Boxes. The Frances Cabaniss Roberts collection covers the historical records of the Cabaniss Roberts family. This collection contains extensive correspondence records of the Cabaniss Roberts family circa 1830 to 1930.

**Archives/Special Collections Access Restrictions:** None

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