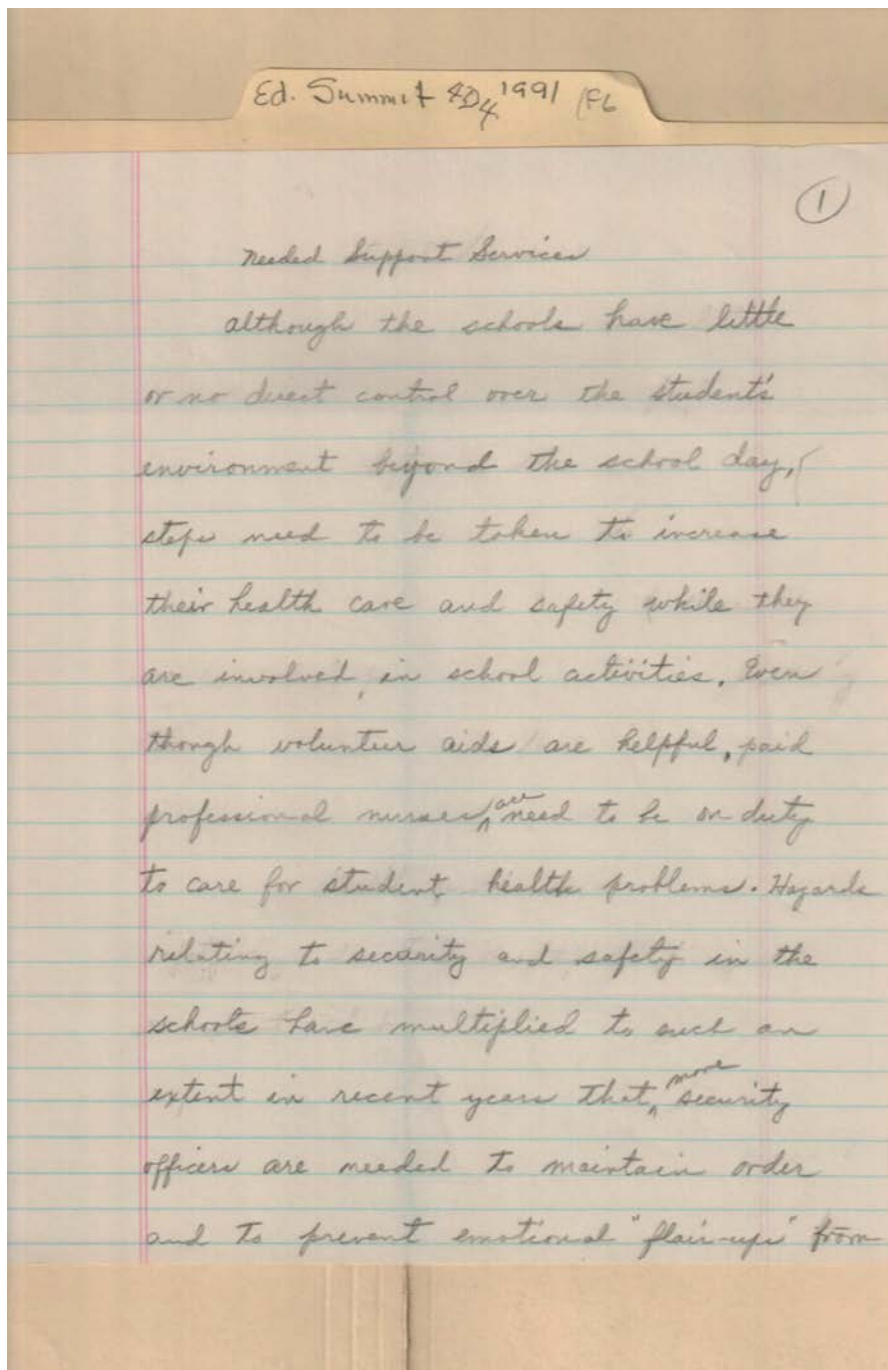


Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 1 r04d04-06-000-0163 [Contents](#) [Index](#) [About](#)

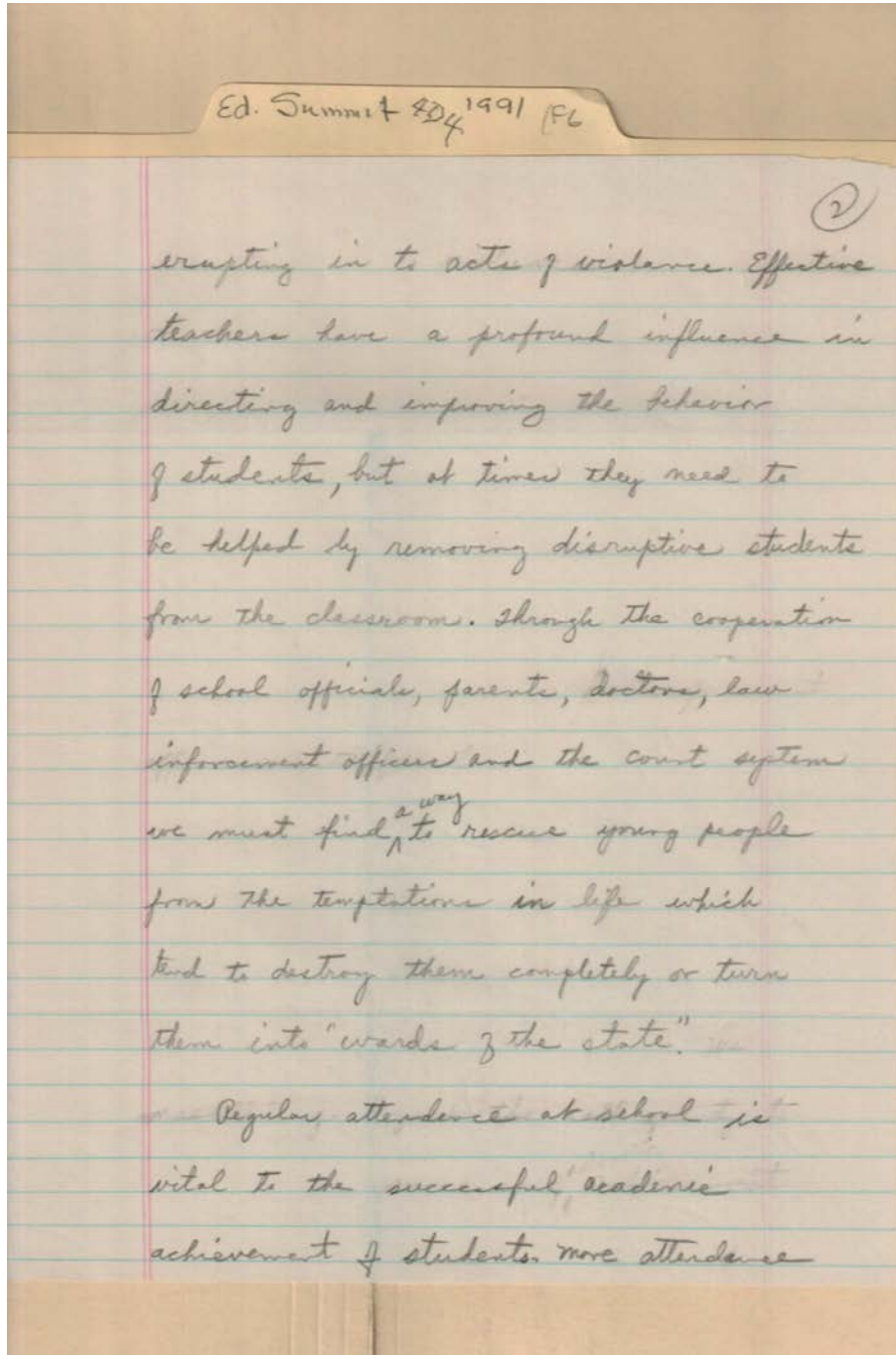


Names:

School Support
Services

Types:

notes

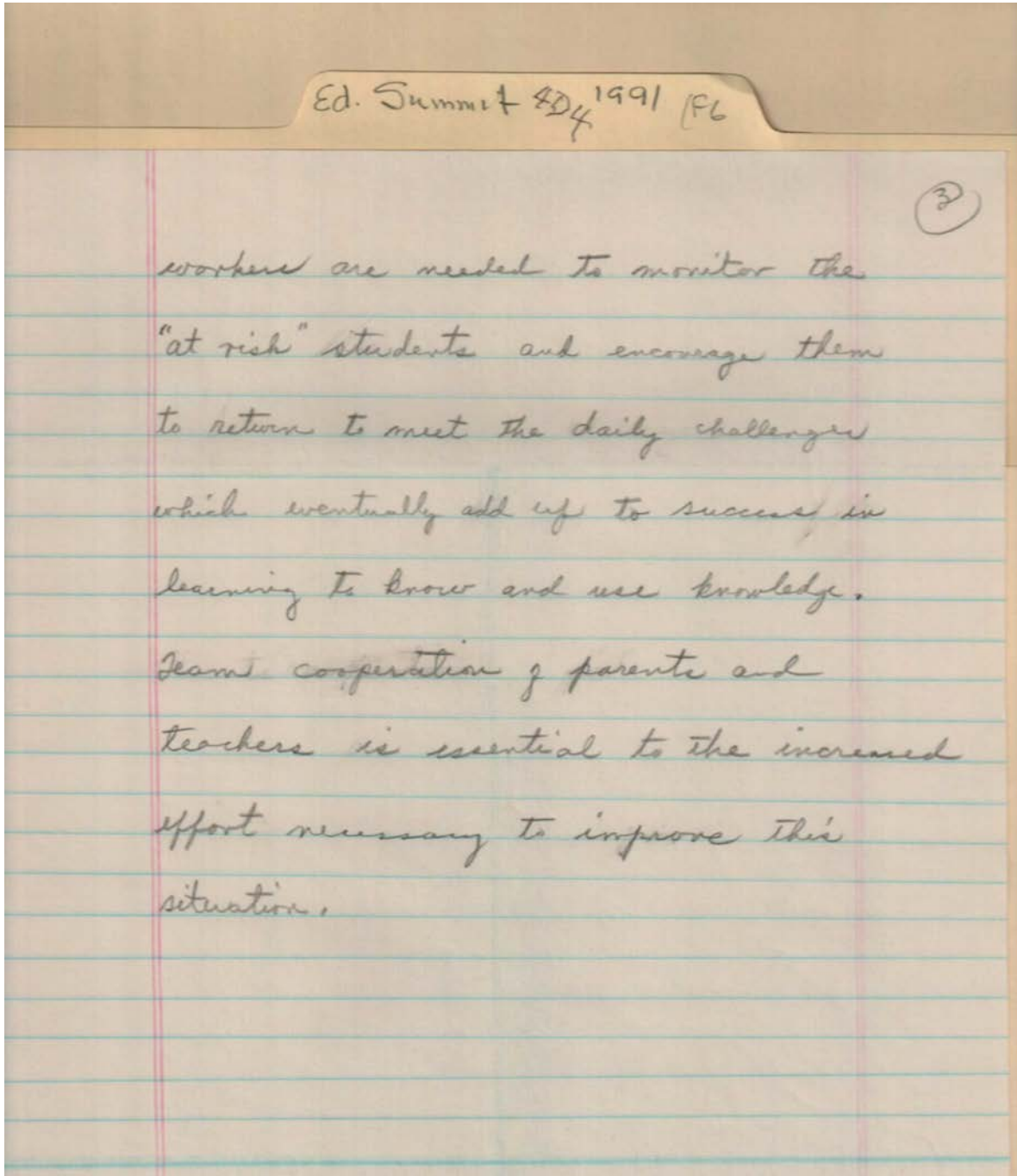


Names:

School Support
Services

Types:

notes



Names:

School Support
Services

Types:

notes

Ed. Summit 4D4 1991 P6

Parental Support to Schools

Finally, ^G greater attention must be given to the very difficult task of gaining greater parental support to the educational enterprise. ~~We must find~~ ^{need to be found} better ways to involve the parents in the educational process. They must be convinced that education is important in order that they will reinforce the values that a properly functioning school must rely on in their own interactions with their children. The parents and the schools must be going in the same direction if the system is to achieve its full potential. We must be clear that it is quality education that we want the parents to support. Not just the School; not just the teacher; not just the administration; it must be the education that is important.

more than a Public Relations Campaign

We must find ways to do a better job of convincing the entirety of the 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. However, this can only be done if we develop the kind of education system that does in fact contribute to a more efficient, ethical, productive, secure, humane, and progressive society.

Names:

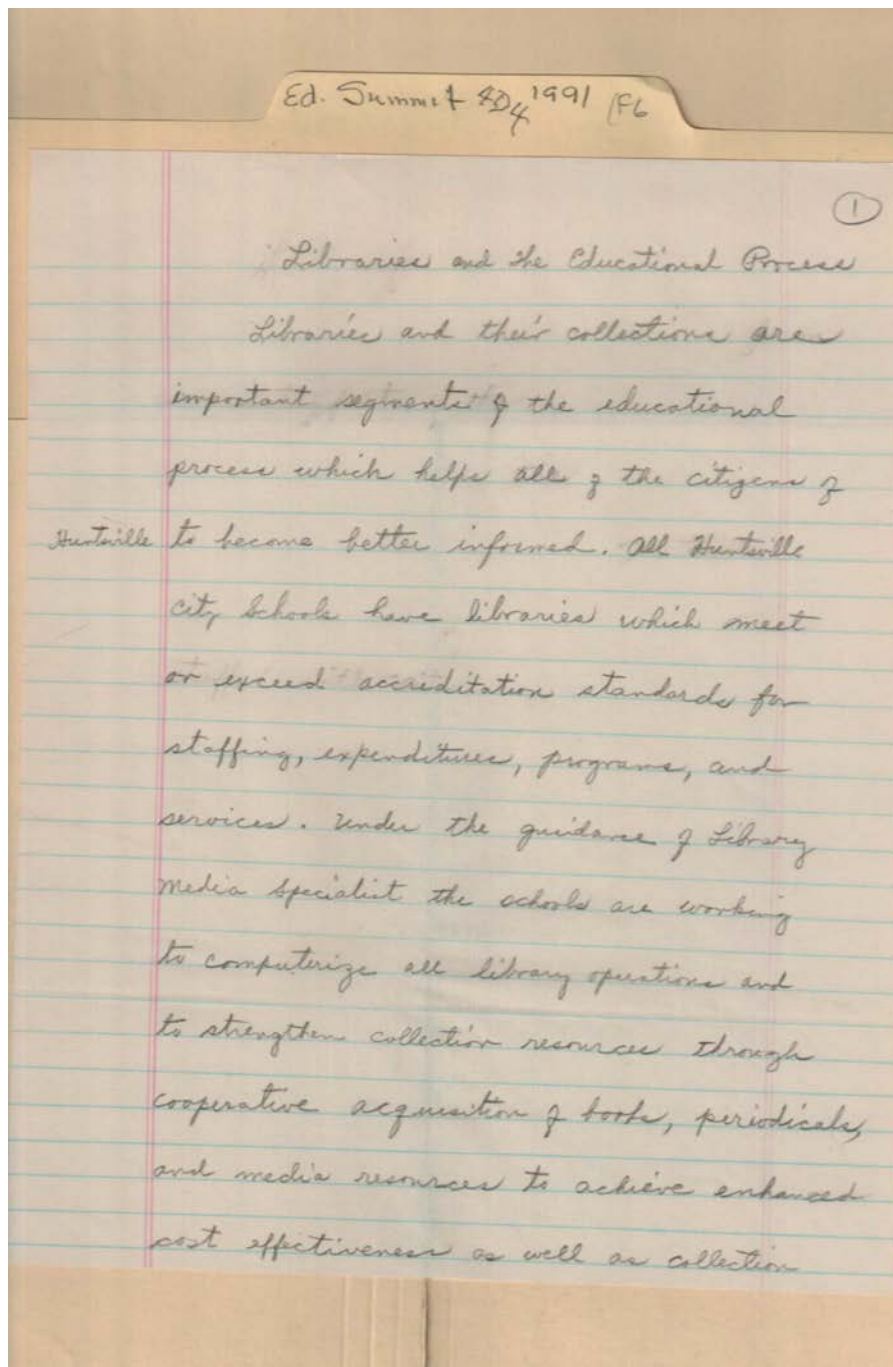
Parental Support to
Schools

Types:

essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 5 r04d04-06-000-0167 [Contents](#) [Index](#) [About](#)

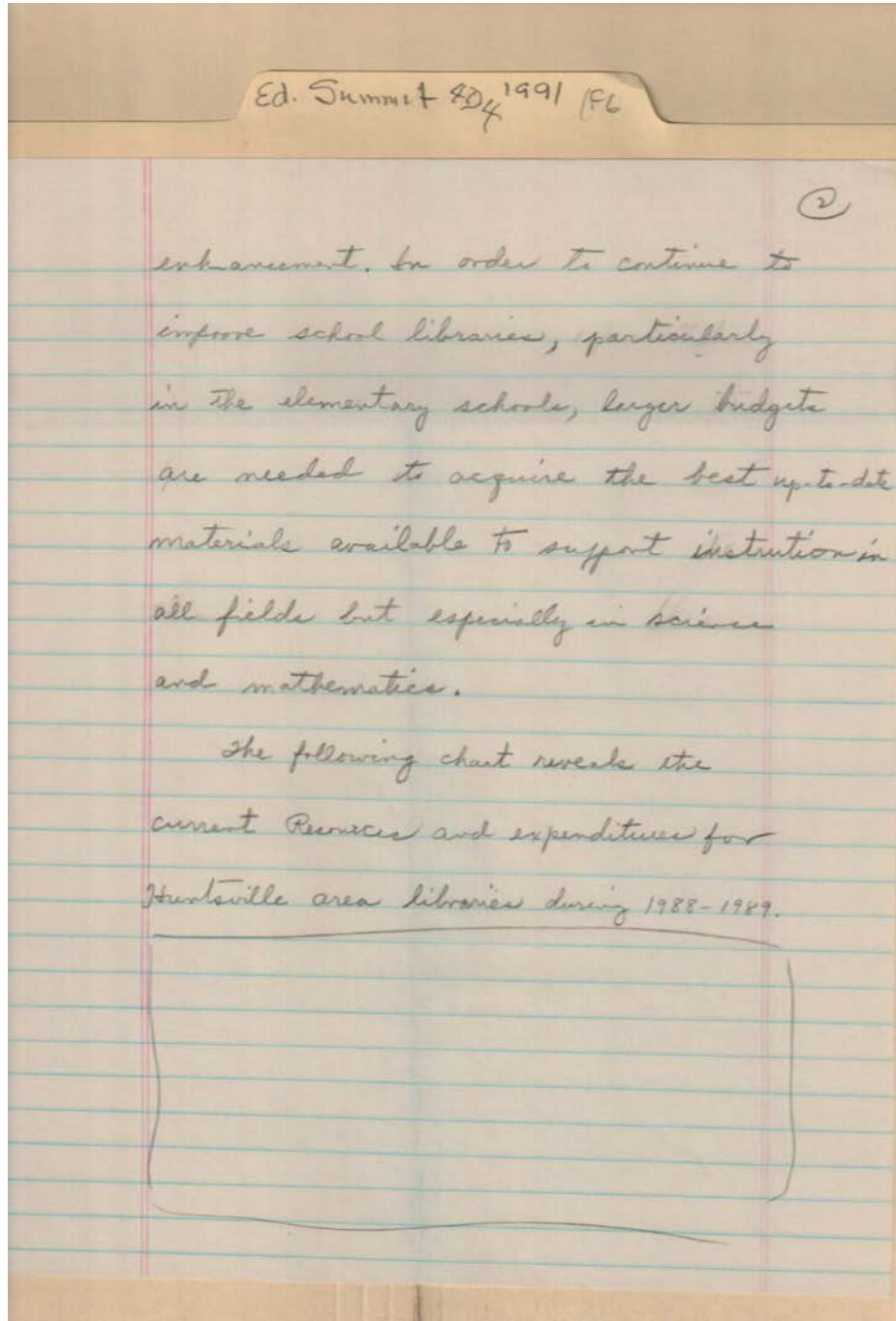


Names:

Libraries and
Educational Process

Types:

essay



Types:
essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 7 r04d04-06-000-0170 [Contents](#) [Index](#) [About](#)

RESOURCES AND EXPENDITURES FOR HUNTSVILLE AREA LIBRARIES

<u>LIBRARY</u>	<u>VOLUMES</u>	<u>TITLES</u>	<u>TOTAL BUDGET</u>	<u>MATERIALS</u>
Huntsville Public	312,000	126,000	\$2,690,000	\$528,900
U A H	327,472	193,529	\$1,433,010	\$620,945
Alabama A & M	212,893	177,411	\$1,004,675	\$390,399
Oakwood College	101,844	94,667	\$270,571	\$68,417
Redstone Scientific Info. Ctr	313,210	226817*		
US Ordnance Missile & Munitions	15,420	15,000		
Huntsville City Schools	300,000	80,000	\$1,338,447	\$183,654
TOTALS	1,582,839	686,607		

* Also owns 1,790,512 documents & reports

Ed. Summit 4204 1991 PC

Names:

Finances for
Huntsville Libraries

Types:

chart

Ed. Summit 804 1991 PL

(3)

The Huntsville-Madison County Public Library, ~~which~~ serves a population of 233,000, ~~and~~ approximately one-half of whom are registered borrowers, the largest portion of the library budget of \$2,670,000 is furnished by the city while only three percent ^{is furnished} by the county. The cost per capita is \$11.55, the second lowest figure among the twelve cities in the southeastern region surveyed for library resources. In a city such as Huntsville where 74.9% of the population finished high school and 25.5% finished college the need for high quality libraries is self-evident. In order to furnish the necessary financial resources to continue

Names:

Huntsville Public
Library

Types:

essay

Ed. Summit 804 1991 FL

(4)

the development of the public library it is necessary to find a solid permanent funding source. To reduce or eliminate the funding problem an additional expenditure of approximately \$1,750,000 per year ^{is needed} a city wide property tax of three mills would generate needed revenues. This course of action has been followed by several cities who have been successful in upgrading their library services. If applied in Huntville this additional tax would add about \$2.25 a month to a tax obligation of a homeowner with a single family residence and lot valued at \$90,000.

Types:
essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

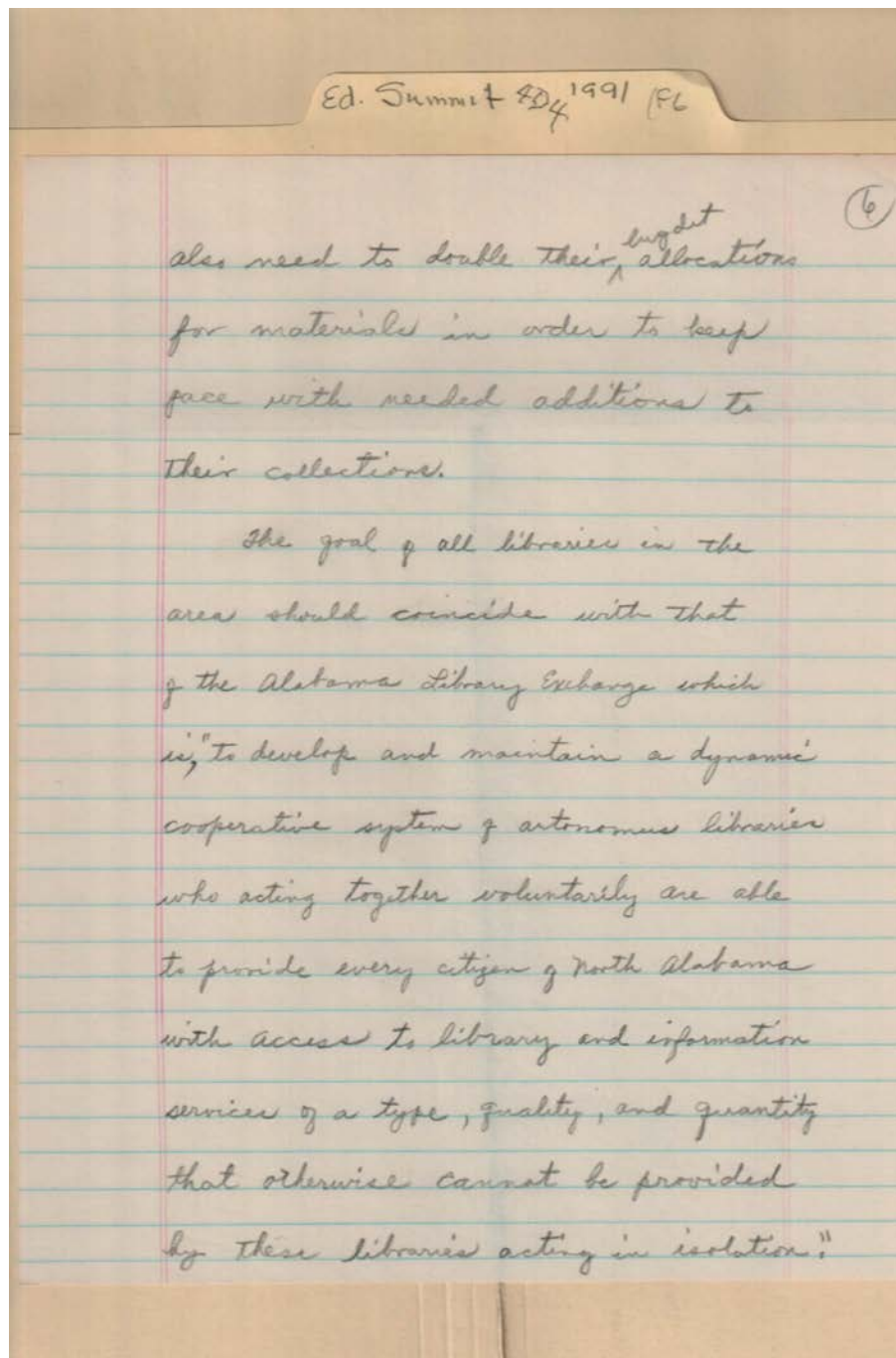
Image 10 r04d04-06-000-0173 [Contents](#) [Index](#) [About](#)

Ed. Summit 4D4 1991 [FL

(5)

The local university libraries all aid in servicing the the needs of college students high school students and to a limited extent the general public. Their collections are based on the research needs of their students and faculties and are to a certain extent specialized. The Peterson Scientific Information Center and U.S. Ordnance Missile and Munitions 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} expanded. They

Types:
essay

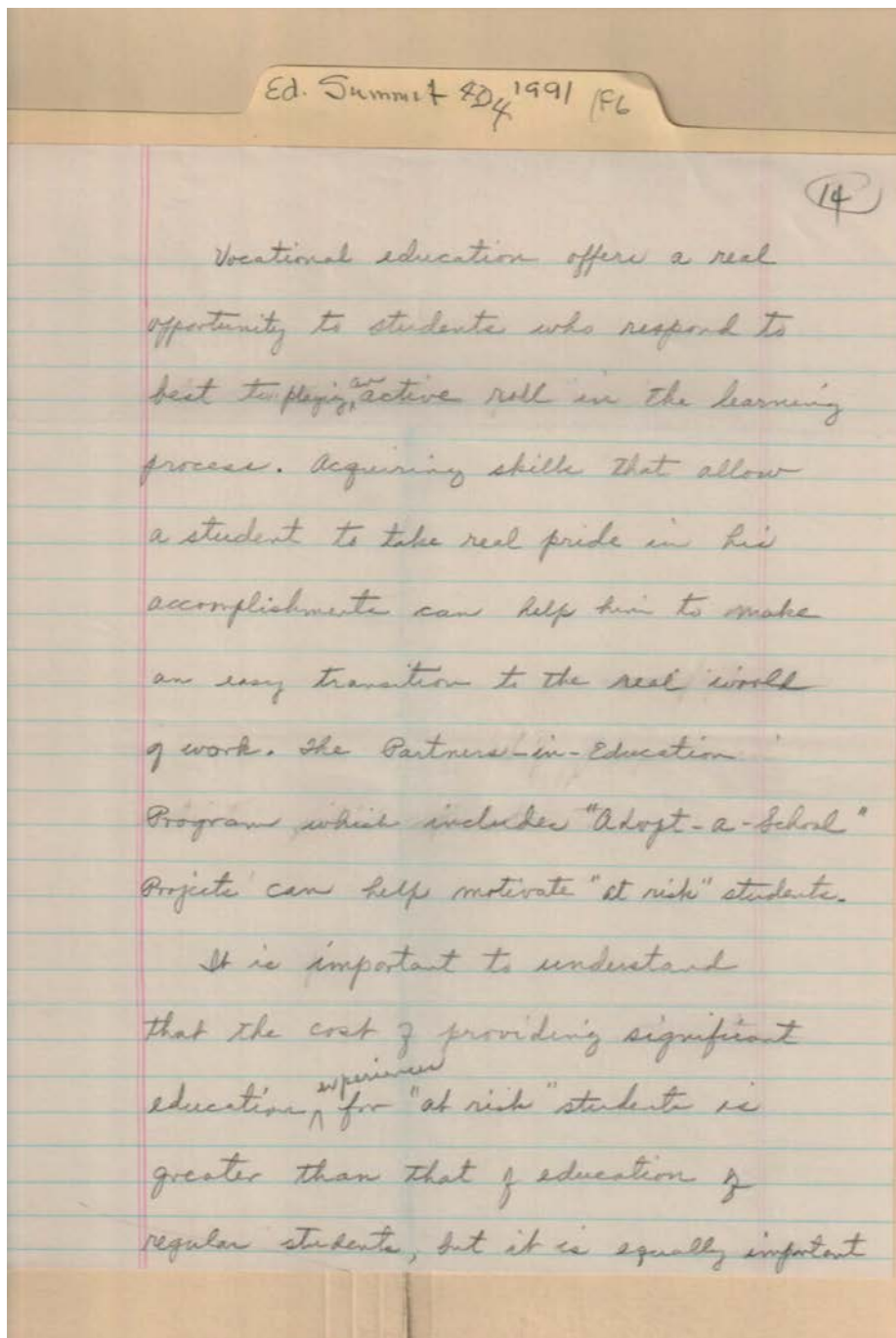


Types:
essay

Ed. Summit #D4 1991 P6

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} will help to ^{the} public library strengthen the total availability of needed information for all citizens.

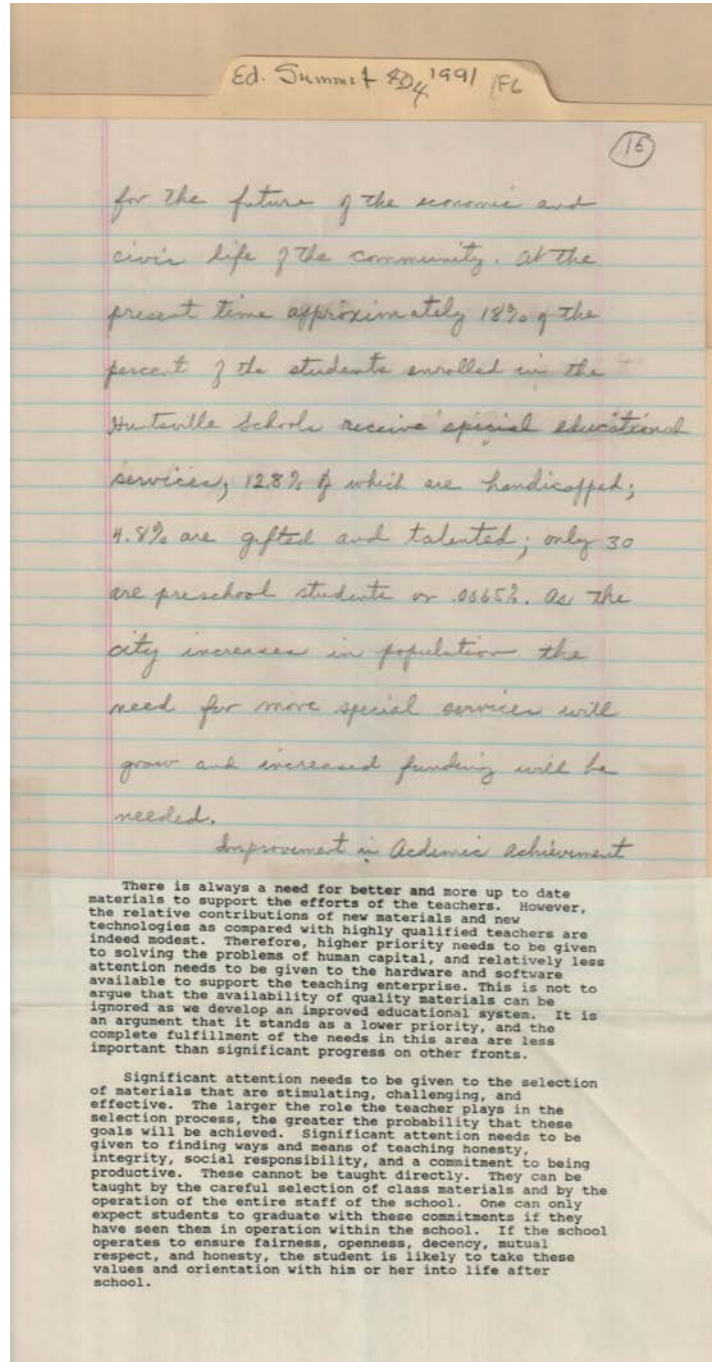
Types:
essay



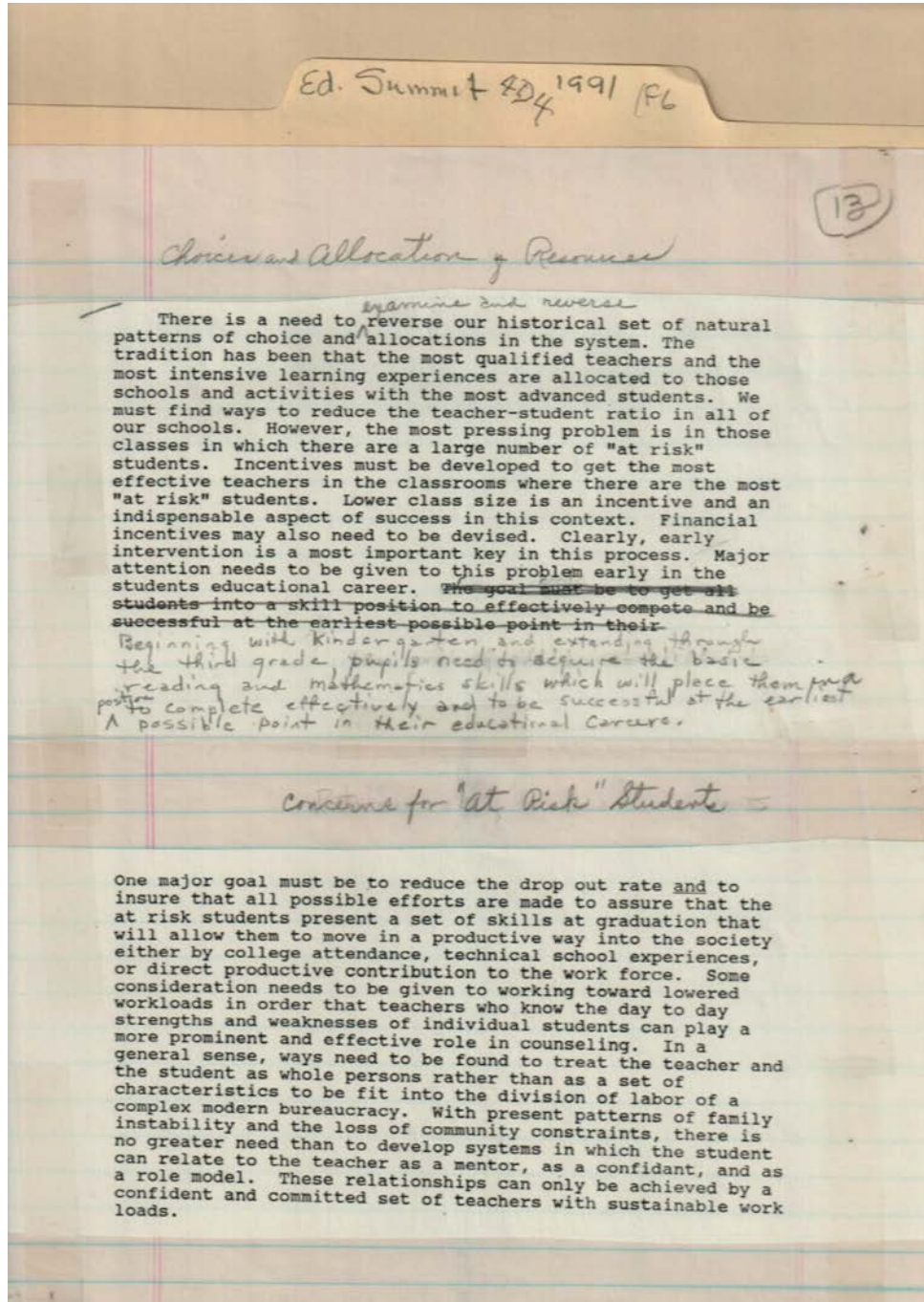
Types:
essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 14 r04d04-06-000-0177 [Contents](#) [Index](#) [About](#)



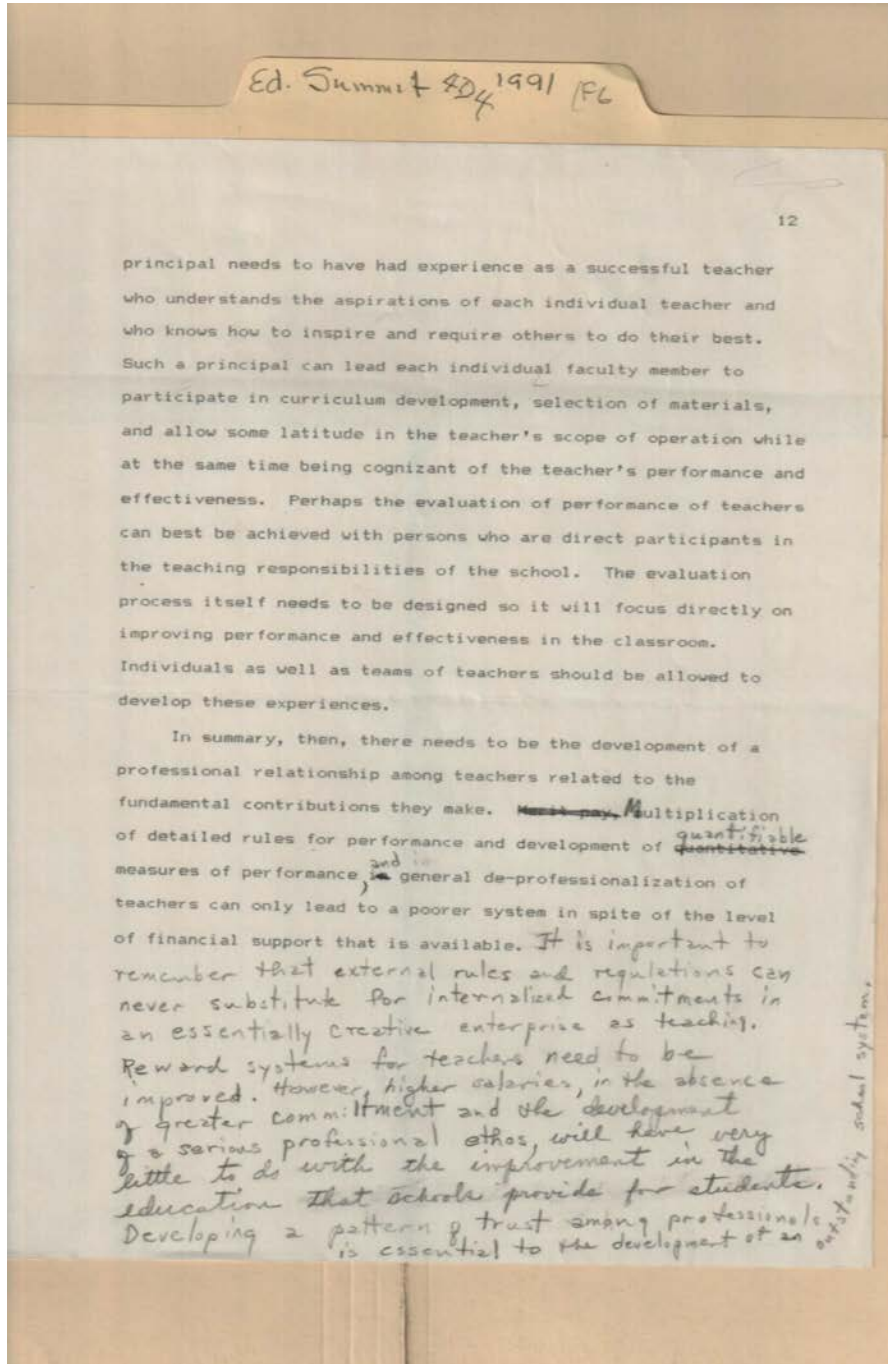
Types:
essay



Types:
essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

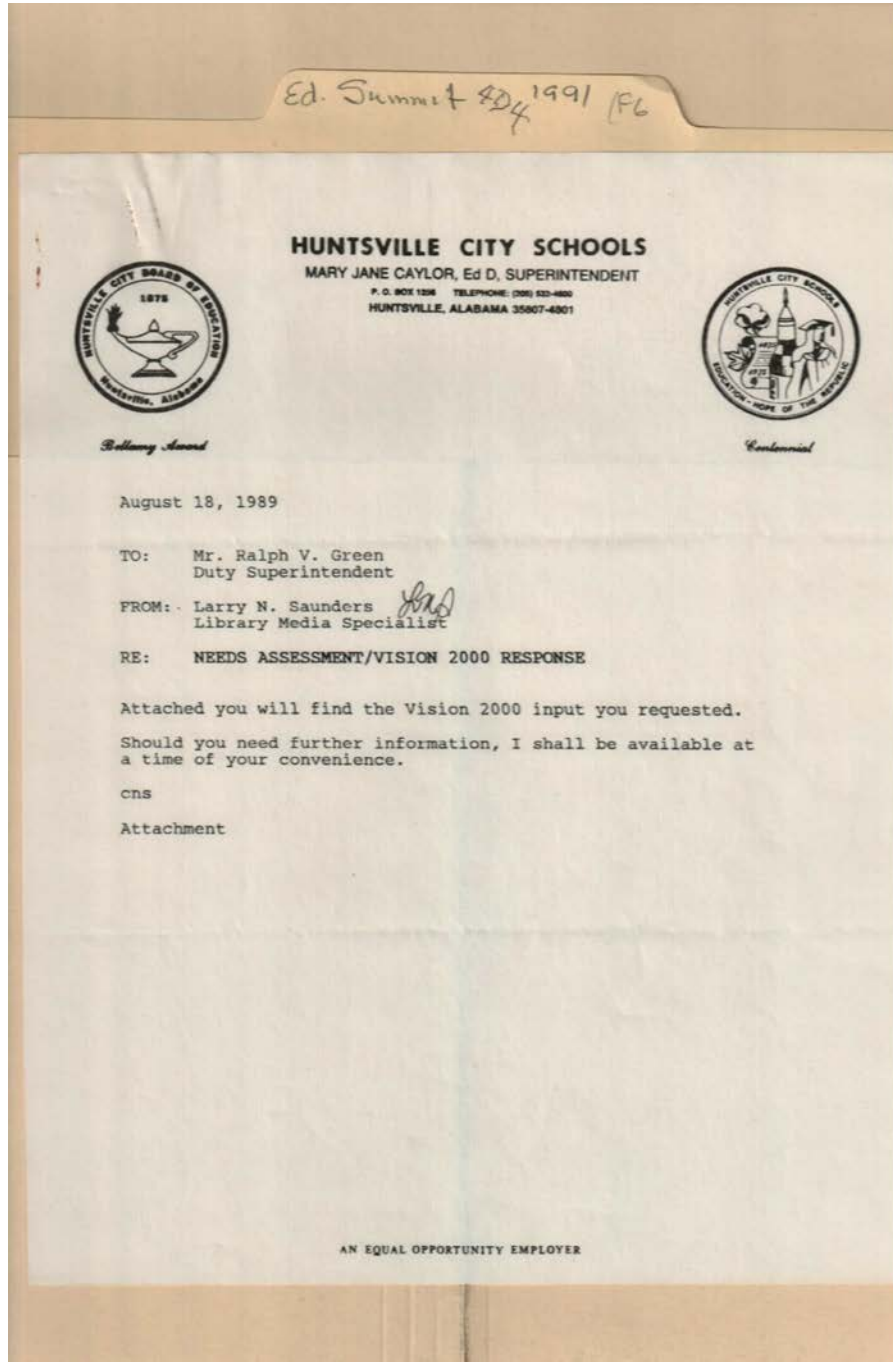
Image 16 r04d04-06-000-0179 [Contents](#) [Index](#) [About](#)



Types:
essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 17 r04d04-06-000-0180 [Contents](#) [Index](#) [About](#)



Names:

Caylor, Mary Jane

Green, Ralph V.

Saunders, Larry N.

Places:

Huntsville, AL

Types:

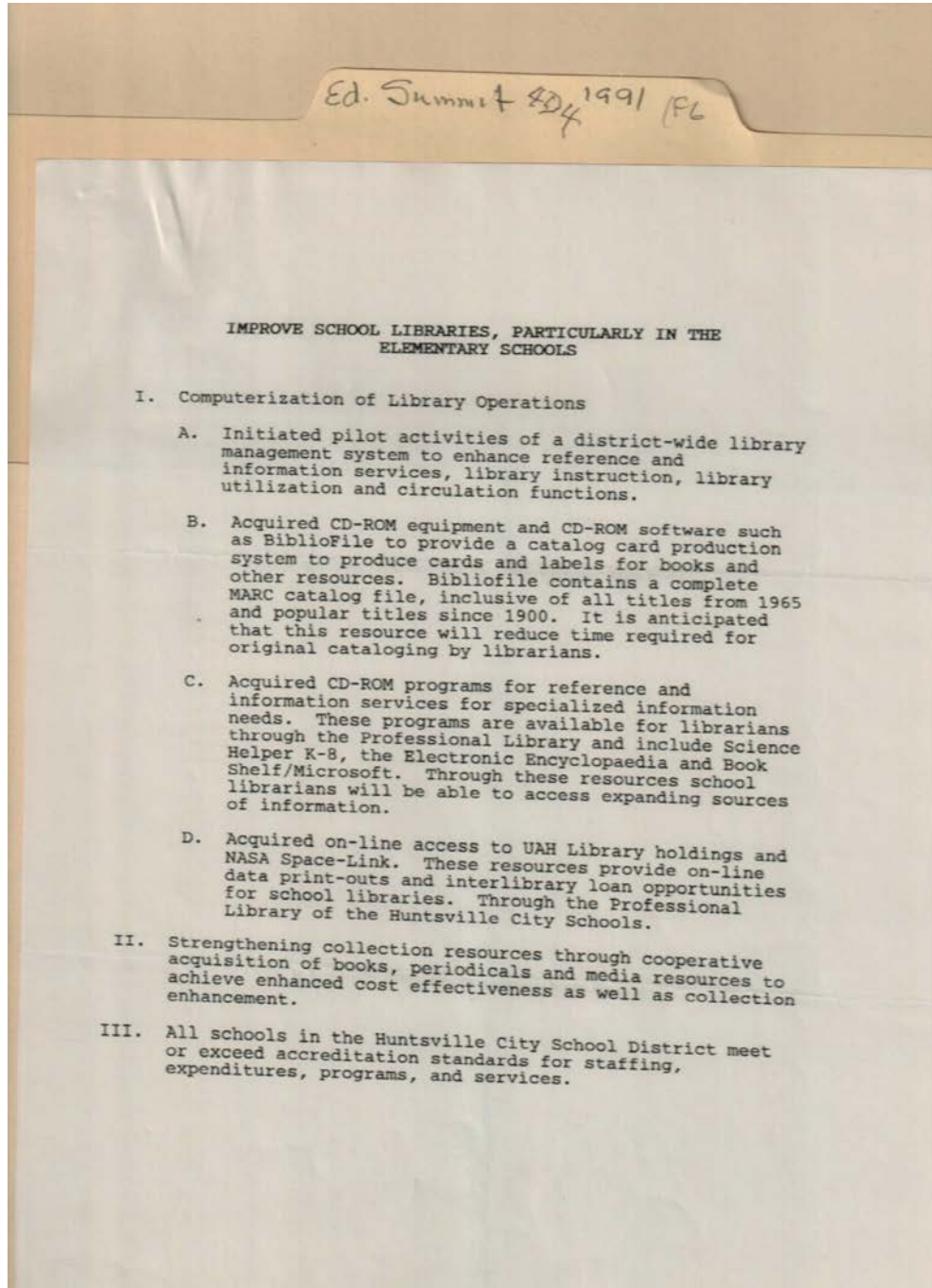
correspondence

Dates:

Aug 18, 1989

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 18 r04d04-06-000-0181 [Contents](#) [Index](#) [About](#)



Names:

Improve School
Libraries

Types:

essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
 Educational Summit Materials, 1991

Image 19 r04d04-06-000-0182 [Contents](#) [Index](#) [About](#)

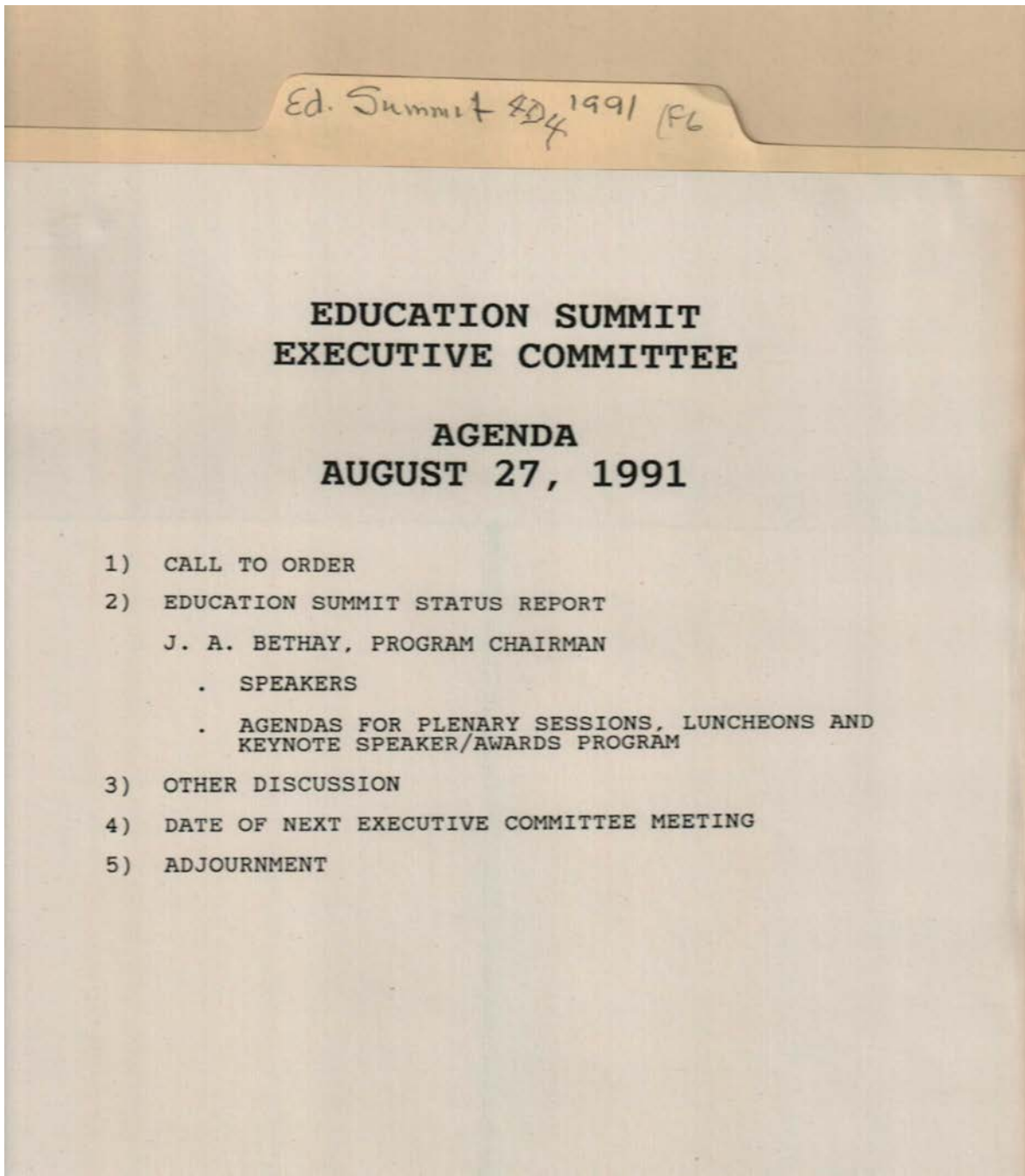
VISION 2000 CITIES SURVEYED FOR PUBLIC LIBRARY RESOURCES

CITY	POPULATION	VOLUMES	VOLS. PER CAPITA	FTE STAFF	REGIS. BORROWERS	% OF POPULATION	TOTAL BUDGET	PER CAPITA
Colorado Springs, CO	282,800	156,910	0.6	229	118,336	41.8	\$7,059,406	\$24.96
Orlando, FL	525,000	1,302,181	3.3	276.2	175,777	33.5	\$12,076,484	\$23.00
Gainesville, FL	179,715	270,633	1.5	65	39,741	22.1	\$4,115,687	\$22.90
Spokane WA	173,349	643,869	3.7	101.2	107,030	61.7	\$3,891,159	\$22.45
Raleigh NC	161,625	326,574	2	95.8	62,092	38.4	\$3,571,159	\$22.11
Lexington, KY	226,528	389,733	1.7	89.5			\$4,926,687	\$21.75
Charlotte NC	460,340	1,011,084	2.2	187.5	220,134	47.8	\$7,205,659	\$15.65
Greensboro, NC	317,767	670,062	2.1	85.2	88,121	27.7	\$4,303,920	\$13.54
Little Rock, AR	283,460	489,976	1.7	74	50,081	17.7	\$3,722,671	\$13.13
Wichita KS	283,496	589,318	2.1	106	103,759	36.6	\$3,722,671	\$13.13
Huntsville, AL	233,000	312,000	1.3	81.3	112,000	48.1	\$2,690,025	\$11.55
Waco TX	180,100	302,640	1.7	31.5	33,000	18.3	\$1,037,507	\$5.76
Columbus, GA	215,086	431,118	2	58				

Ed. Summit 804 1991 PC

Names:
 Vision 2000 Survey

Types:
 chart



Names:

Bethay, J. A.

Education Summit

Types:

agenda

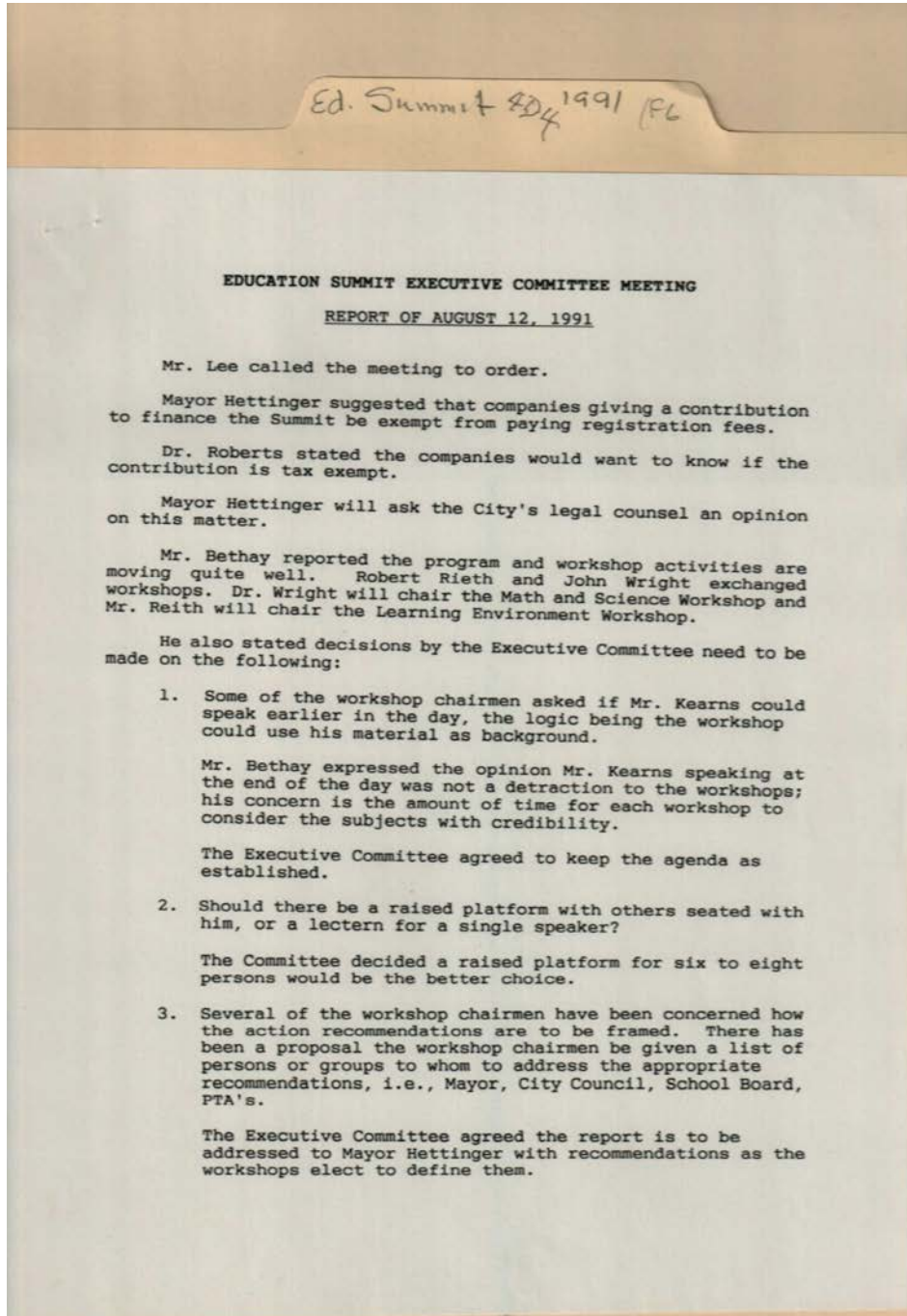
report

Dates:

Aug 27, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 21 r04d04-06-000-0184 [Contents](#) [Index](#) [About](#)



Names:

Bethay,
Education Summit

Hettinger, Mayor
Kearns,

Lee,
Rieth, Robert

Roberts, Dr.
Wright, John

Types:

report

Dates:

Aug 12, 1991

City's first education summit will be Oct. 3-4

Nearly 500 community members to tackle crucial issues such as math and science education

By KATHLEEN CURTHOYS
Times Staff Writer

Nearly 500 community members will roll up their sleeves and ink out new plans for the classroom at the city's first education summit this fall.

The summit, planned for Oct. 3-4 at the Von Braun Civic Center, sprang from the city's "Vision 2000" report published last September. In the report, the community took stock of itself as it enters a new decade and looks ahead to a new century.

One plan for action was to have summits every year or two to monitor how Huntsville scores in edu-

cation, a prime area in the city's strategy for development.

Delegates from business and industry, the city school system and universities will be invited to participate in the summit to tackle crucial issues such as math and science education and school funding.

Last week, the city sent out letters to local businesses informing them of the summit and asking them to send delegates. Each firm in Huntsville with 100 or more employees was asked to send one delegate.

Late this month, invitations and registration forms will be sent out in hopes that all those invited will respond. *Aug 30 Huntsville Times*

J.A. Bethay, summit program chairman and associate director of

Marshall Space Flight Center, stressed the importance of community involvement.

"We hope the best of the ideas from all of the different sectors will be put into the forum," Bethay said. "Each of the eight workshops will be a melting pot."

The letter sent to businesses and industry told them it was critical that they have a significant voice in planning, along with school administrators, teachers, parents and students.

Each city school is expected to send two teachers, one administrator and two PTA members as delegates. Two students will be invited from each high school and each of the local universities. Preferably the college students will be those

who are interested in a future in education and who have attended Huntsville city schools, Bethay said.

Mayor Steve Hettinger and speakers of "national reputation" will address the delegates at lunch and evening gatherings, Bethay said.

The committee planning the summit is chaired by Dr. Frances Roberts, professor emerita of history, and T.J. Lee, director of the Marshall Space Flight Center. The group has set some objectives for the summit, among them to:

- 1) Publicize the important role and critical needs of public education in Huntsville.
- 2) Foster dialogue about education issues among educators, busi-

ness people, parents and elected officials.

- 3) Develop ideas and methods to reach education goals.

Delegates will meet in workshops to come up with goals and recommendations for action by the community.

The delegates will work in groups of about 60, with each group taking one of eight workshop topics and devoting its two days solely to that topic.

- 1) Each workshop will be led by a facilitator with some expertise in the area. The workshops and subject-matter experts for each will be: preschool preparation with Helen Taylor, student performance with

See CITY'S, page B3

City's

Continued from page B1

Debbie Ferguson, math and science education with Bob Lipscomb and Judy Kirk, at-risk students with Helen McAlphine, teaching/learning environment with Mary Ruth Yates, school/business partnerships, with Doris McHugh, funding with city schools director of finance Ronnie Burlison and parental involvement with Ann Roy Moore.

Concurrent workshops will be held each morning and afternoon, with speakers at lunch and at an evening program.

"It's a very ambitious project, and one of our concerns is that there will be enough hours to cover all of it," Bethay said. "It's a real challenge for the facilitators to work through all the areas."

Delegates will consider not only local but state and national goals for their workshops' areas of education. Six of the workshops will focus on education goals endorsed by President Bush in what he hopes will be accomplished by the year 2000. The Alabama State Board of Education published its own seven goals for education improvement this spring, citing literacy, equal opportunity and student performance among them.

After the summit, a report on the delegates' conclusions will be compiled and handed to Hettinger. All participants will receive a copy of it.

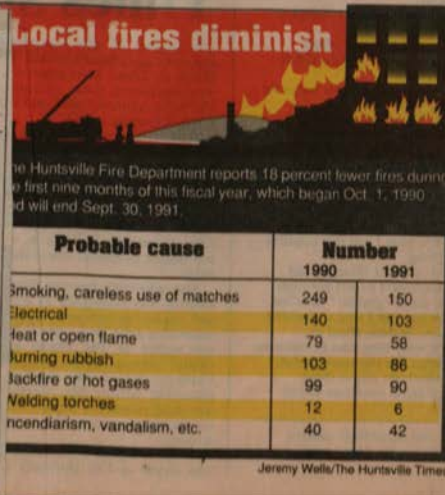
Officials then would have the option of acting on the delegates' recommendations, depending on what education budgets will allow, Bethay said.

"Of course, recommendations can go beyond the official structure," he said. "PTAs and others can tickle up on some things."

He said it's also hoped that the summit will stimulate more partnerships between school and industry. The number of senior members of industry involved in the summit reflects local industry's willingness to be involved, he said.

Summit committee members include Hettinger, his administrative assistant Brenda Martin; Joe Valley, director of governmental relations; Dr. Ralph Green, assistant superintendent of city schools; William C. Green Jr., publisher of *The Huntsville Times*; Robert Hager of Boeing; Dr. Jesse C. Brown II, Dr. William R. Lucas and Dr. Ernst Stuhlinger.

No public forum is planned during the summit, but citizens who want to have some influence may do so through the delegates. Delegates from the schools may be contacted through the principal's office at each school once the delegates have been selected.



Ed. Summit 7 804 1991 PC

Names:

Bethay, J. A.
Brown, Jesse C., Dr.
Burlison, Ronnie
Bush, President
Education Summit
Ferguson, Debbie

Green, Ralph, Dr.
Green, William C., Jr.
Hager, Robert
Hettinger, Mayor
Kirk, Judy
Lee, T. J.

Lucas, William R.,
Dr.
Martin, Brenda
McAlphine, Helen
McHugh, Doris
Moore, Ann Roy

Roberts, Frances, Dr.
Stuhlinger, Ernst, Dr.
Valley, Joe
Yates, Mary Ruth

Types:

newspaper

...wrappers has the eye-catching headline about the ceremony.

Your mainstream paper's going to say "Liz Taylor marries" while your supermarket tabloid's coming with something like "Robbing the cradle: Taylor takes a toddler!"

Which sounds most interesting to you?

Probably the best all-time single issue any tabloid ever published was Nov. 1, 1988 when *The Star* headline writers turned out a front page for all headline writers to shoot for.

Here were the featured headlines from that issue:

"Circus midget shot from cannon flies thru tent roof and disappears forever."

"Man excited over wrestlers on TV bursts into flames."

"Elvis Presley is my guardian angel, says racing driver."

"Male-girl makes self pregnant — is mom and dad to 3 kids."

"Man's sight is restored by eyes from a corpse."

"Golden oldies: Magic jukebox saves dozens of bad marriages."

"Brave mom fights Satan for baby's life — and wins."

"LFO aliens save farm by rebuilding burned barn."

"Last, but certainly not least, 'Dead dad speaks to son, 6, through Halloween pumpkin.'"

All this on one front page! Can you imagine the clamor to find the stories inside? Now, that's what I call real headline writing.

Actually, I think it's sad mainstream papers have lost the art of "grabber" headline writing, and I wish something could be done about it.

Even if they have to make up tabloids like the supermarket tabloids do just so those wonderful headlines will fit.

Bill Easterling's column appears five days a week.

crime. Anonymous telephone callers can receive cash rewards for giving information leading to the arrest of those involved in crime by calling 53-CRIME, or 532-7463.

THE CRIME: At 12:20 a.m. Friday July 26, two men armed with a pistol robbed a Huntsville

A Scot Food Store employee at 1600 Jordan Lane let a man in the front door. After several minutes the employee became suspicious and tried to call police. The robber jumped over the counter, pointed a small pistol at the clerk and demanded money from the register. A second man entered the store

identified as black males, one slim, about six feet tall and has a dark complexion. He was wearing tan pants and a yellow shirt with black writing that spelled "Strike Force." He was wearing tennis shoes and a jungle cap.

The other robber was a black male about five feet eight inches

THE REWARD: Anyone with information about the robbery is urged to call Crimestoppers. Crimestoppers pays up to \$1,000 for information leading to the arrest and indictment of persons involved

See ROBBERY, page B8



Tony Triolo



Michael Mercier



Melinda Joiner



Judi Moon



Patricia Dedrick



Kathleen Curthoys

Times staffers take new assignments

A number of new supervisory and staff assignments within *The Huntsville Times*' news department were announced today by Patrick McCauley, editor-in-chief, and Bob Ward, managing editor.

Tony Triolo was named to the new position of photo editor, staff photographer Michael Mercier was named to succeed Triolo as chief of photography, and staff writer Melinda Gorbam Joiner was named as editor of the Life sections, succeeding Judi Moon, who was named as special newsfeatures writer.

Also, education reporter Patricia Dedrick was reassigned as courts and county government reporter, succeeding John Peck, who in May was named as *The Times*' state capital correspondent. Kathleen Curthoys succeeds Ms. Dedrick as education writer. Ms. Curthoys was most recently a feature writer for the newspaper's weekly *Leisure* section.

In her new post Ms. Moon, 43, who served as *Life* (formerly *Ex-*

tra) sections editor since 1979, will concentrate on special local and area newsfeature coverage. A native of Madison County, an English honors graduate of the University of Alabama, and an employee of *The Times* since 1973, she has won numerous state feature-writing awards.

Ms. Joiner, 33, who most recently has been a feature writer in the *Life* section, joined the paper in 1980 as its Jackson County reporter and news bureau chief and later worked as a copyeditor on the news desk. After graduating in journalism and political science from the University of North Alabama in 1979, she was a feature writer at *The TimesDaily* in Florence and city editor of *The Daily Sentinel* in Scottsboro before coming to *The Times*.

The new editor of the *Life* sections, which include *The Times*' daily and Sunday *Life* features sections, the Entertainment section on Sunday, and the Food section on Wednesday, has received many

feature-writing awards in state competition.

Triolo, 42, who joined the newspaper's photographic staff in 1974, has been chief of photography for five years. A native of Staten Island, N.Y., and holder of a degree in architecture from Clemson University, he has won numerous photography honors over the years. As photo editor, he will guide the selection and display of feature and news photos throughout the paper.

Mercier, 33, a member of the paper's photo staff since 1987, will now direct that staff. He is a native of Michigan, an alumnus of Huntsville's Randolph School, and holder of degrees in communications and cultural anthropology from the University of Alabama. Employed by *The Columbus (Ga.) Ledger-Enquirer* and *The Space & Rocket Center* here before joining *The Times*, he also has received a number of photo awards.

Beginning as a general assignment reporter with this newspaper in 1986, Ms. Dedrick, 29, has cov-

ered education in most recent years. A native of Sawyerville, Ala., and journalism graduate of the University of Alabama, she served newspaper reporting internships in Michigan, New Jersey and Texas. She lived and worked in Germany for almost a year before coming to *The Times*. Her professional honors include state awards for reporting on Huntsville's devastating 1989 tornado and on medical services.

Ms. Curthoys, 33, joined *The Times* in 1989 as a copyeditor after working as a writer and editor for *The Mesa (Ariz.) Tribune*, a U.S. Army paper in Germany, and *The Columbus (Ga.) Ledger-Enquirer*. A native of New York who grew up in Arizona, she received a bachelor's degree in journalism from Arizona State University and her master's from the University of Arizona. She was honored for editorial writing in the Army paper in a Europe-wide competition. She has been a feature writer in *The Times'* *Leisure* section since early in 1990.

Ed. Summit 8/24/91 PC

Names:

Curthoys, Kathleen
Dedrick, Patricia
Easterling, Bill

Joiner, Melinda
McCauley, Patrick
Mercier, Michael

Moon, Judi
Peck, John
Triolo, Tony

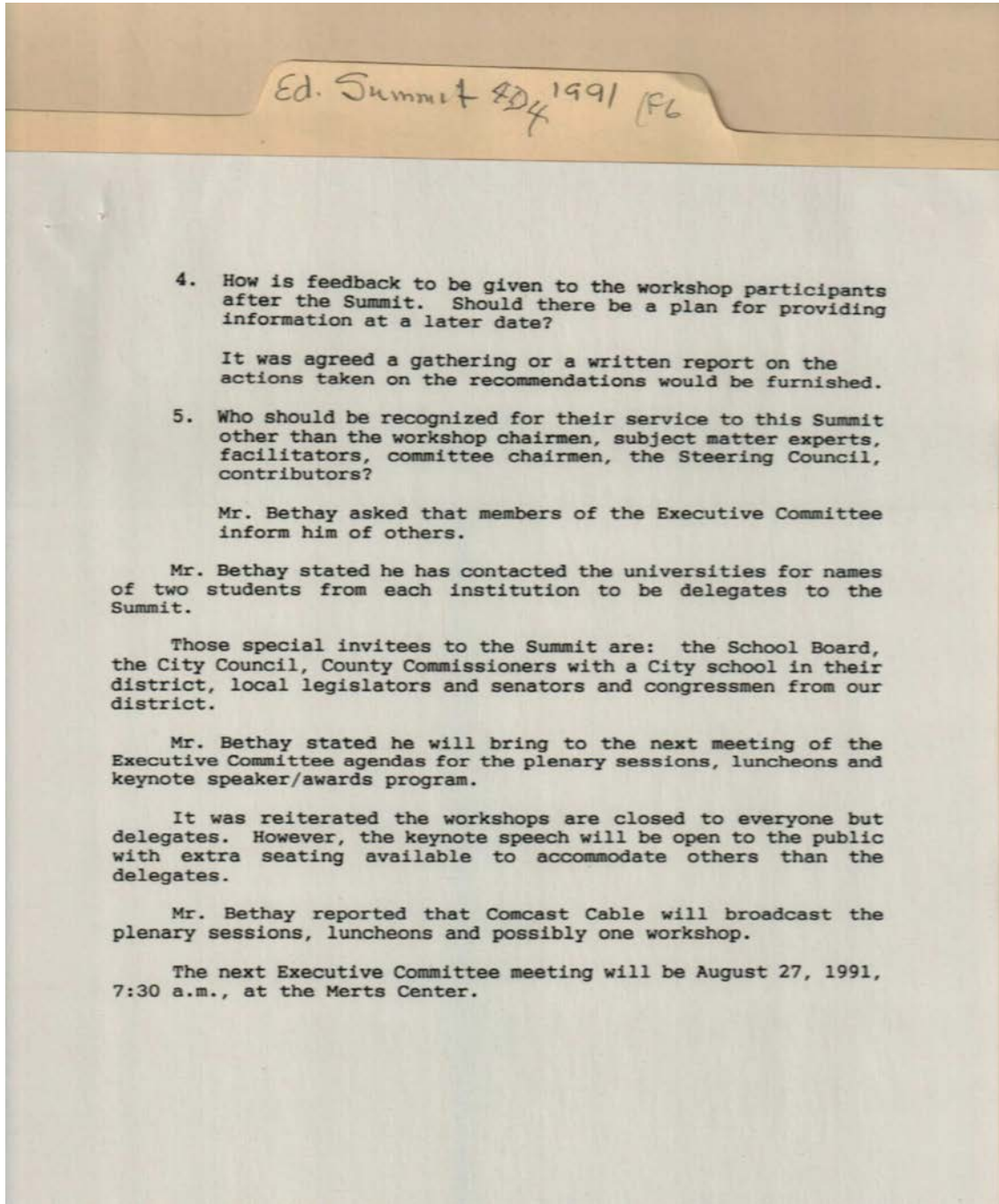
Types:

newspaper

photograph

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 24 r04d04-06-000-0187 [Contents](#) [Index](#) [About](#)



Names:
Bethay,

Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6

Educational Summit Materials, 1991

Image 25 r04d04-06-000-0188 [Contents](#) [Index](#) [About](#)

EDUCATION SUMMIT PLAN - CITY OF HUNTSVILLE 5/13/91

	JAN		FEB		MAR		APR		MAY		JUN		JUL		AUG		SEP		OCT		NOV		DEC	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Steering Council Meetings							▲		▲		▲		▲		▲		▲		▲					
Coord Mtgs - Pgr/Cmte Chairmen									▲		▲		▲		▲		▲		▲					
Formal Public Announce of Summit									▲															
Budget Rqmnts to Budget Cmte											▲													
Budget & Finance Pln to Exec Cmte													▲											
Spkr List/Topic to Pub & Doc Cmte															▲									
Data Pkg to Pub & Doc Cmte																▲								
Issue Invitations to Delegates																▲								
Registration Due date																	▲							
Delegate Assignment																		▲						
Data Package to Delegates																			▲					
Summit																				▲				
Draft of Summit Report Complete																							▲	

Ed. Summit + 404 1991 PL

Names:

Education Summit
Plan

Places:

Huntsville, AL

Types:

chart

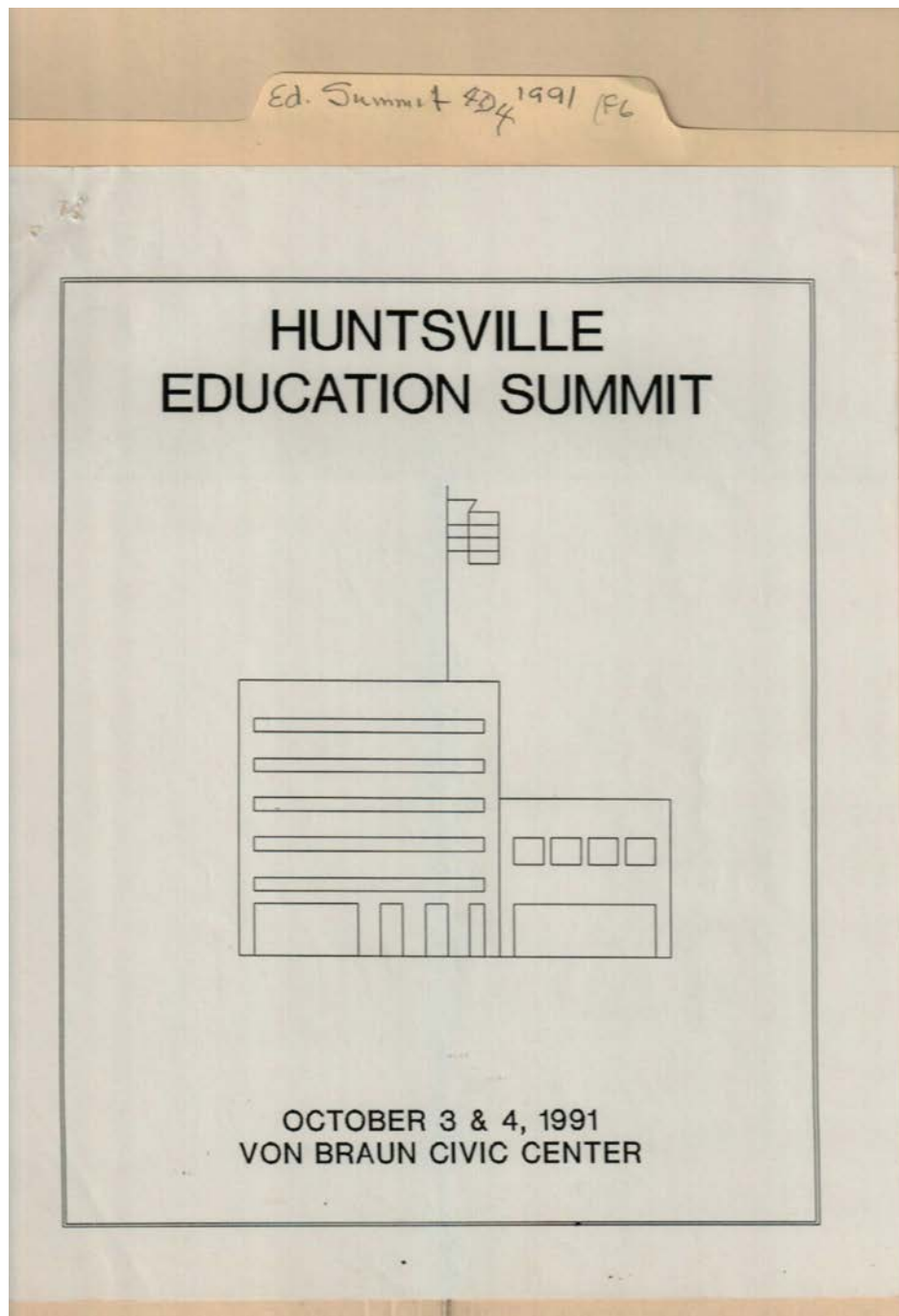
Dates:

May 13, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6

Educational Summit Materials, 1991

Image 26 r04d04-06-000-0189 [Contents](#) [Index](#) [About](#)



Names:

Huntsville Education
Summit

Places:

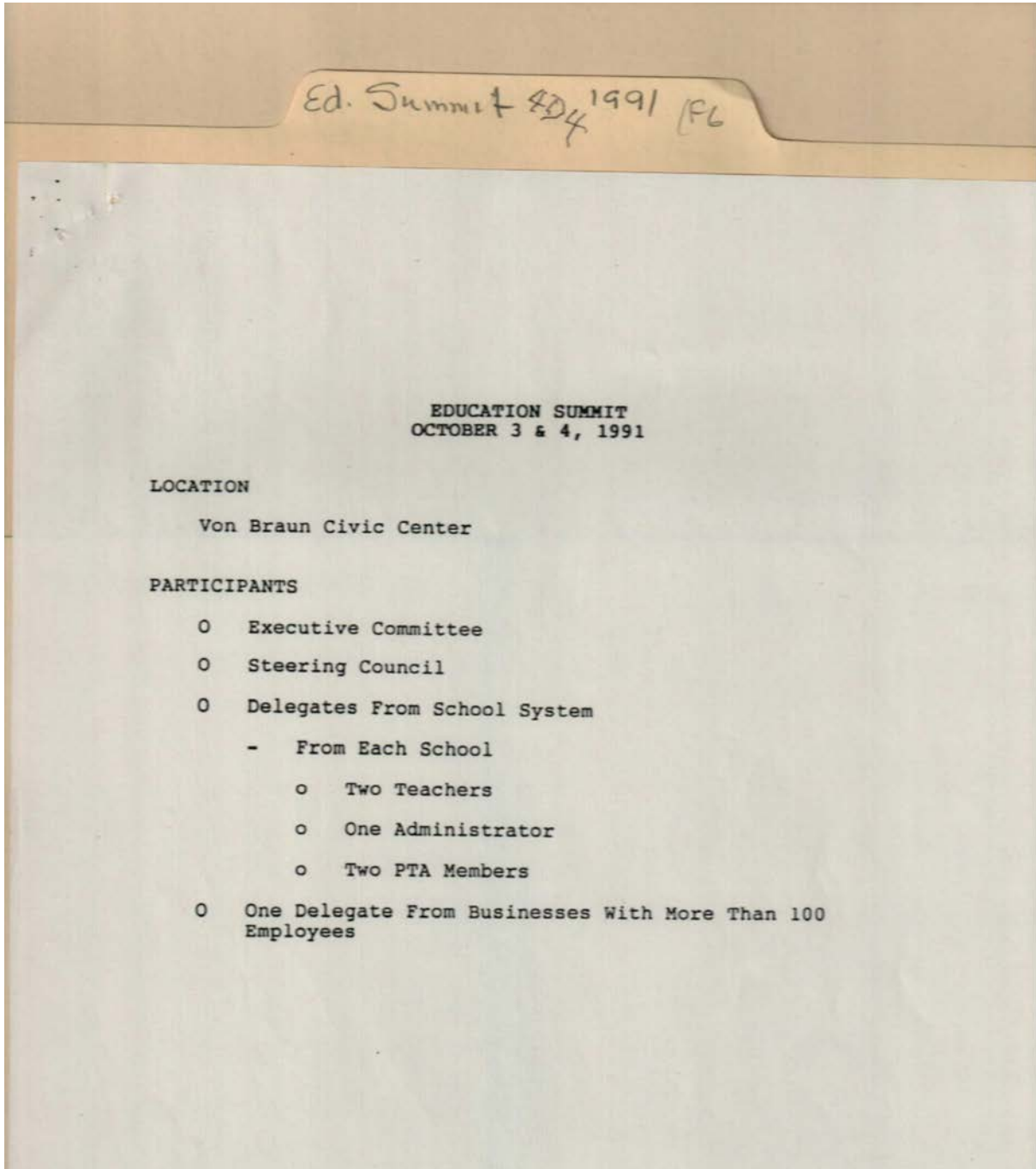
Huntsville, AL

Types:

program

Dates:

Oct 03, 1991



Types:
program

Ed. Summit #4 1991 (P6)

May 13, 1991

Arrangements Committee

Functions

Acquisition of all facilities and equipment for conduct of the event

Arrangements for meals

Arrangements for social on October 3

Arrangements for coffee or refreshments during event

Scheduling of workshop work areas

Chairman: Mr. Gary Pledger

Members:

Mr. Denver Anderson

Dr. Katie Blanding

Ms. Lynne Hereford

Ms. Nancy Novell

Ms. Larrienne Simon

Dr. Laj Utreja

Names:

Anderson, Denver

Blanding, Katie

Hereford, Lynne

Novell, Nancy

Simon, Larrienne

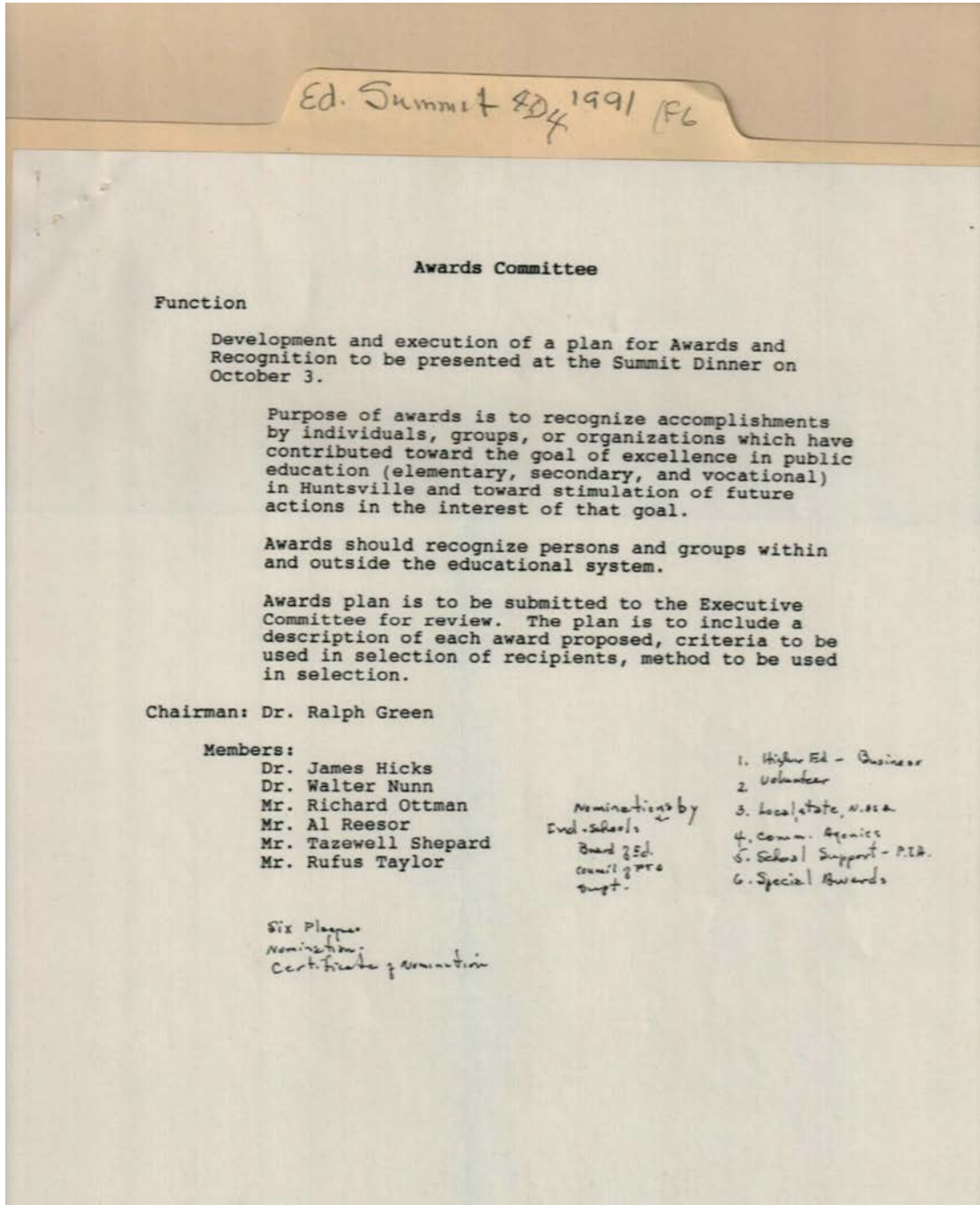
Utreja, Laj, Dr.

Types:

program

Dates:

May 13, 1991



Names:

Green, Ralph, Dr.
Hicks, James, Dr.

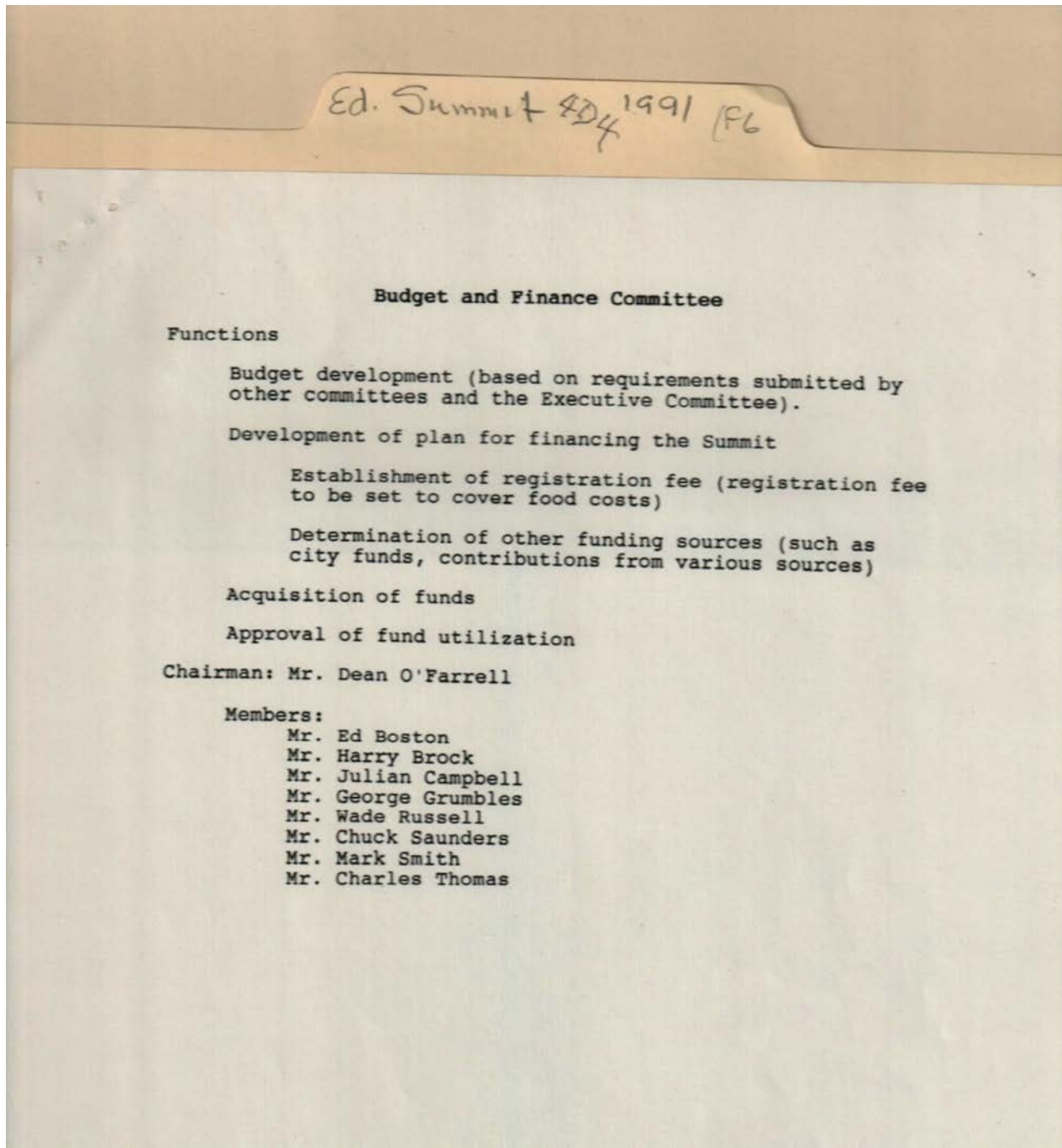
Nunn, Walter, Dr.
Ottman, Richard

Reesor, Al
Shepard, Tazewell

Taylor, Rufus

Types:

program



Names:

Boston, Ed
Brock, Harry
Campbell, Julian

Grumbles, George
O'Farrell, Dean
Russell, Wade

Saunders, Chuck
Smith, Mark
Thomas, Charles

Types:

program

Ed. Summit 4D4 1991 PL

Publication/Documentation Committee

Functions

Development and execution of a plan for documentation of the proceedings and results of the Summit

Coordination with Recorders for each workshop to assure appropriate recording of workshop recommendations

Provision for video recording of plenary sessions

Chairman: Mrs. Helen McAlpine

Members:

Dr. Jess Brown

Mr. Bill Holbrooks

Mr. John Irby

Dr. Mary L. Piersma

Mr. Arthur Porter

Names:

Brown, Jess, Dr.
Holbrooks, Bill

Irby, John

McAlpine, Helen,
Mrs.

Piersma, Mary L., Dr.
Porter, Arthur

Types:

program

Ed. Summit 4D4 1991 (PL)

Publicity Committee

Functions

Development and execution of a Publicity Plan for the event

Communication to the public of purpose, goals, plans for the Summit

Stimulation of public support for continuing improvement in education in Huntsville

Communication of results of the Summit to the public

Chairman: Mr. Bill Green

Members:

Mr. Lee Brantley (Pending)
Mr. Robert Browning
Mr. Bill Dean
Mr. M. D. Smith (Pending)
Mr. Bob Wilkinson
Ms. Patsy Williams

Names:

Brantley, Lee
Browning, Robert

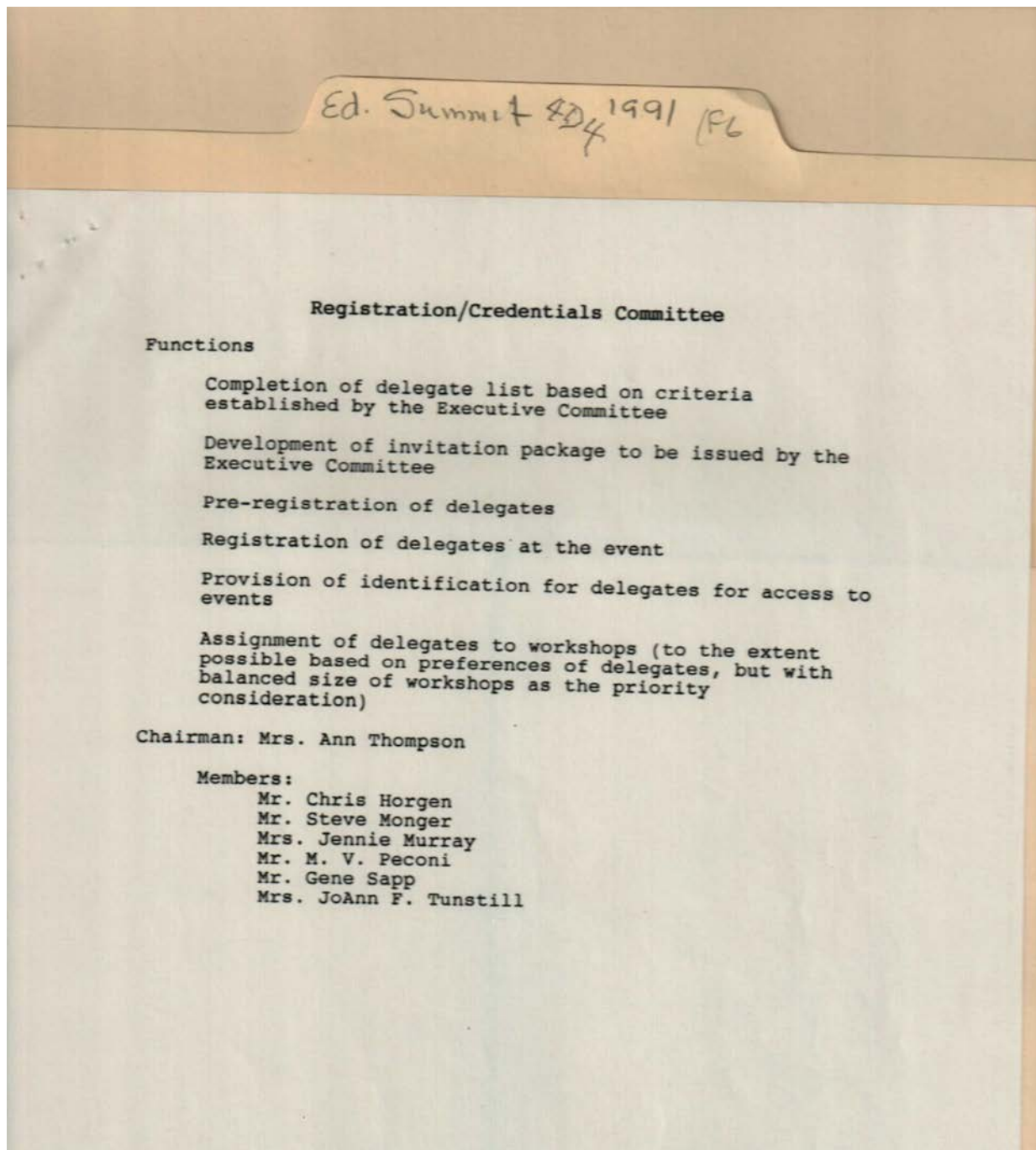
Dean, Bill
Green, Bill

Smith, M. D.
Wilkinson, Bob

Williams, Patsy

Types:

program



Names:

Horgen, Chris
Monger, Steve

Murray, Jennie, Mrs.
Peconi, M. V.

Sapp, Gene
Thompson, Ann, Mrs.

Tunstill, JoAnn F.,
Mrs.

Types:

program

Ed. Summit #24 1991 (F6)

Speakers Committee

Function

Coordination of arrangements for dignitaries who will speak to the Summit gathering

Provision of transportation, support, and courtesies for visiting dignitaries

Arrangements for corollary activities by visiting dignitaries as required

Chairman: Mr. John Stap

Members:

Dr. Anita Buckley

Mrs. Laura Hall

Mr. John Hathaway

Mrs. Evalyn Humphrey

Mrs. Martha Miller

Names:

Buckley, Anita, Dr.

Hall, Laura

Hathaway, John

Humphrey, Evalyn

Miller, Martha, Mrs.

Stap, John

Types:

program

Ed. Summit #D4 1991 PL6

5/13/91

WORKSHOP CHAIRMEN AND SUBJECT MATTER EXPERTS

<u>WORKSHOP SESSION</u>	<u>CHAIRMAN</u>	<u>SUBJECT MATTER EXPERT</u>
Pre-School Preparation	Mrs. Jane Mabry	Mrs. Helen Taylor
Student Performance	Mr. Russell Brown	Ms. Debbie Ferguson
Math & Science Education	Mr. Robert Rieth	Mr. Bob Lipscomb Ms. Judy Kirk
At Risk Students	Mr. Henry Everitt	Mrs. Helen McAlpine
Teaching/Learning Environment	Dr. John Wright	Ms. Mary Ruth Yates
School/Business Partnerships	Mr. Robert Hager	Ms. Doris McHugh
Funding	Mr. Joe Carden	Mr. Ronnie Burlison
Parental Involvement	Mr. John Hartin	Ms. Ann Roy Moore

Names:

Brown, Russell
Burlison, Ronnie
Carden, Joe
Everitt, Henry
Ferguson, Debbie

Hager, Robert
Hartin, John
Kirk, Judy
Lipscomb, Bob
Mabry, Jane, Mrs.

McAlpine, Helen,
Mrs.
McHugh, Doris
Moore, Ann Roy
Rieth, Robert

Taylor, Helen, Mrs.
Wright, John, Dr.
Yates, Mary Ruth,
Mrs.

Types:

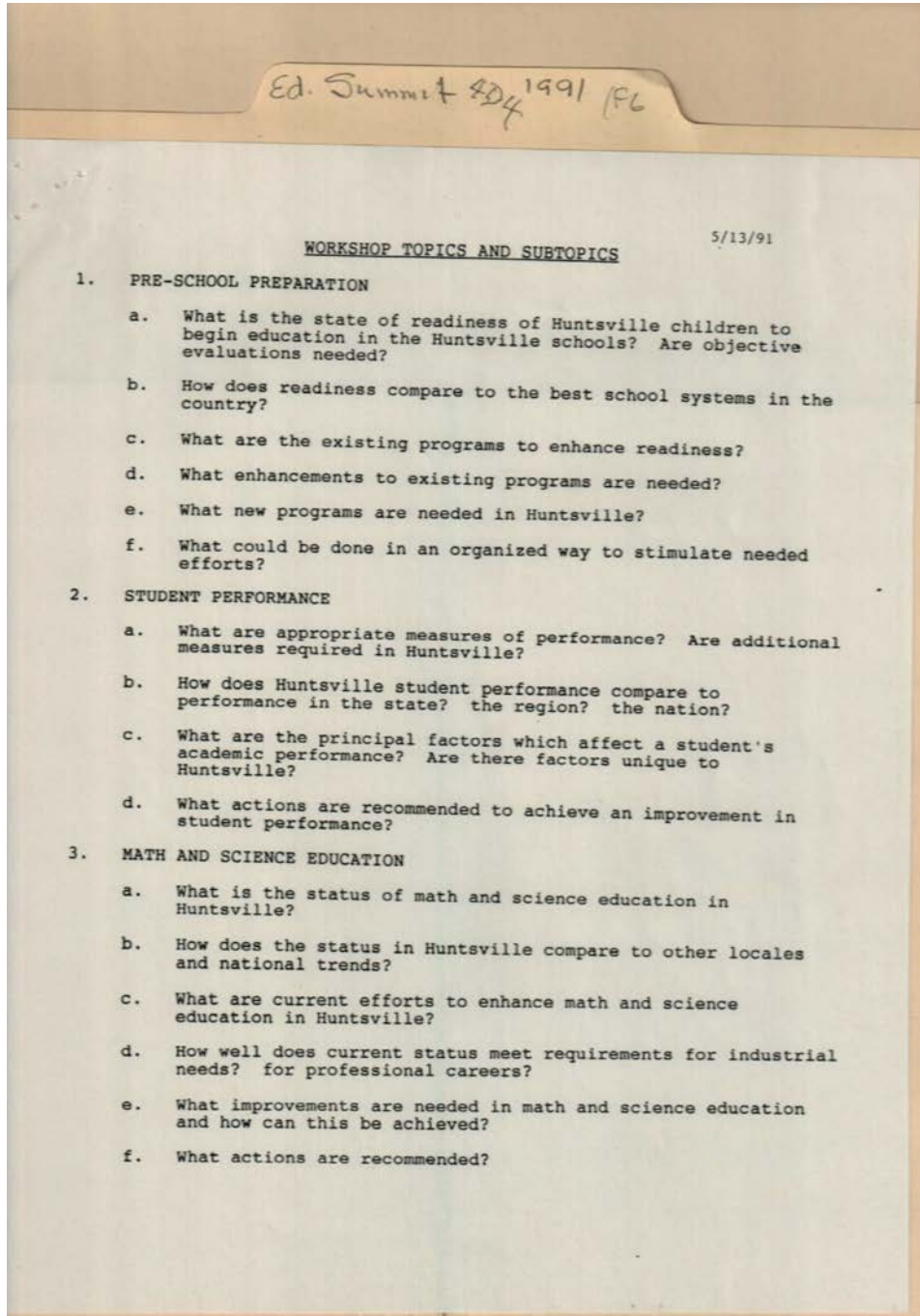
program

Dates:

May 13, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 36 r04d04-06-000-0199 [Contents](#) [Index](#) [About](#)

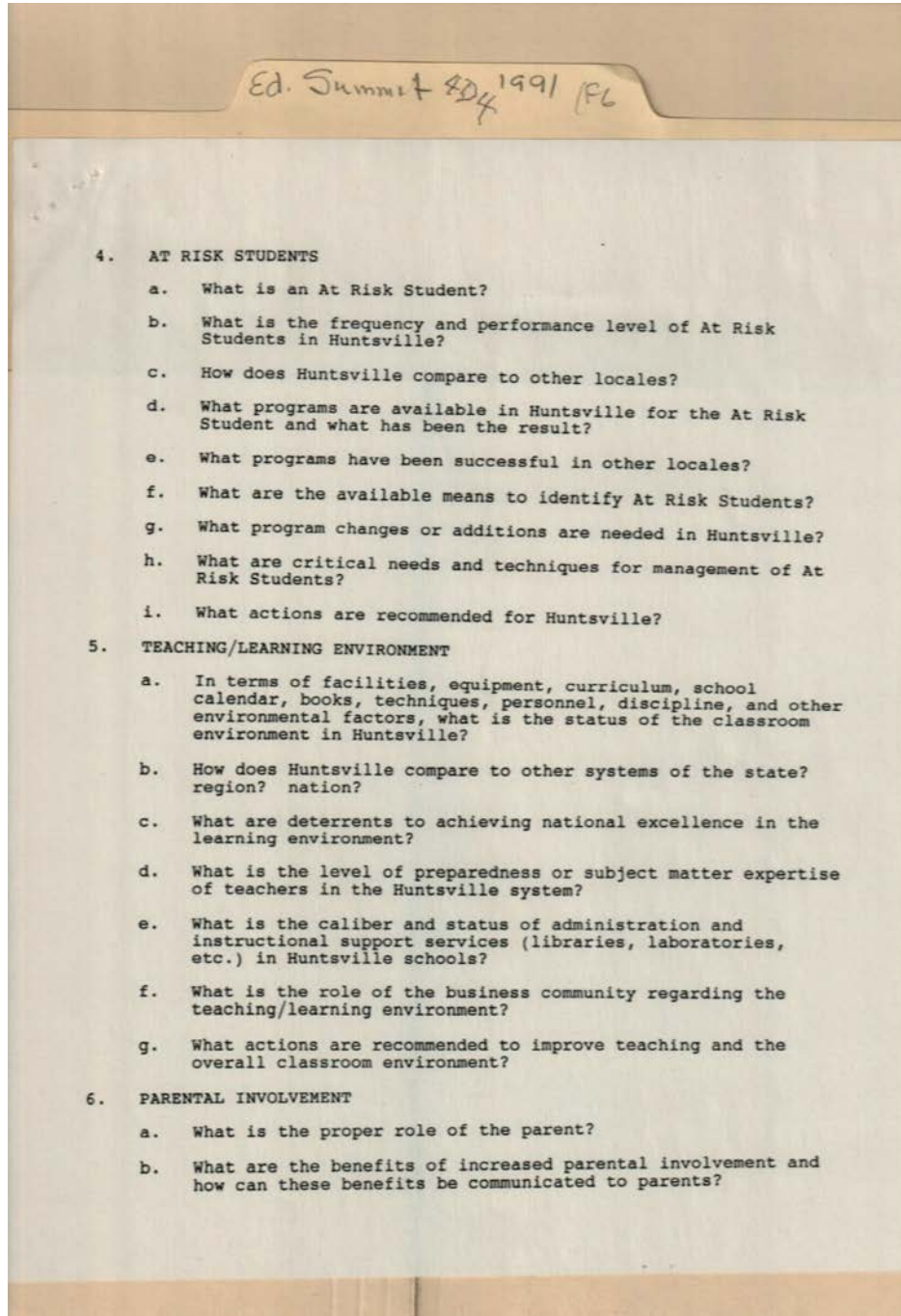


Types:
program

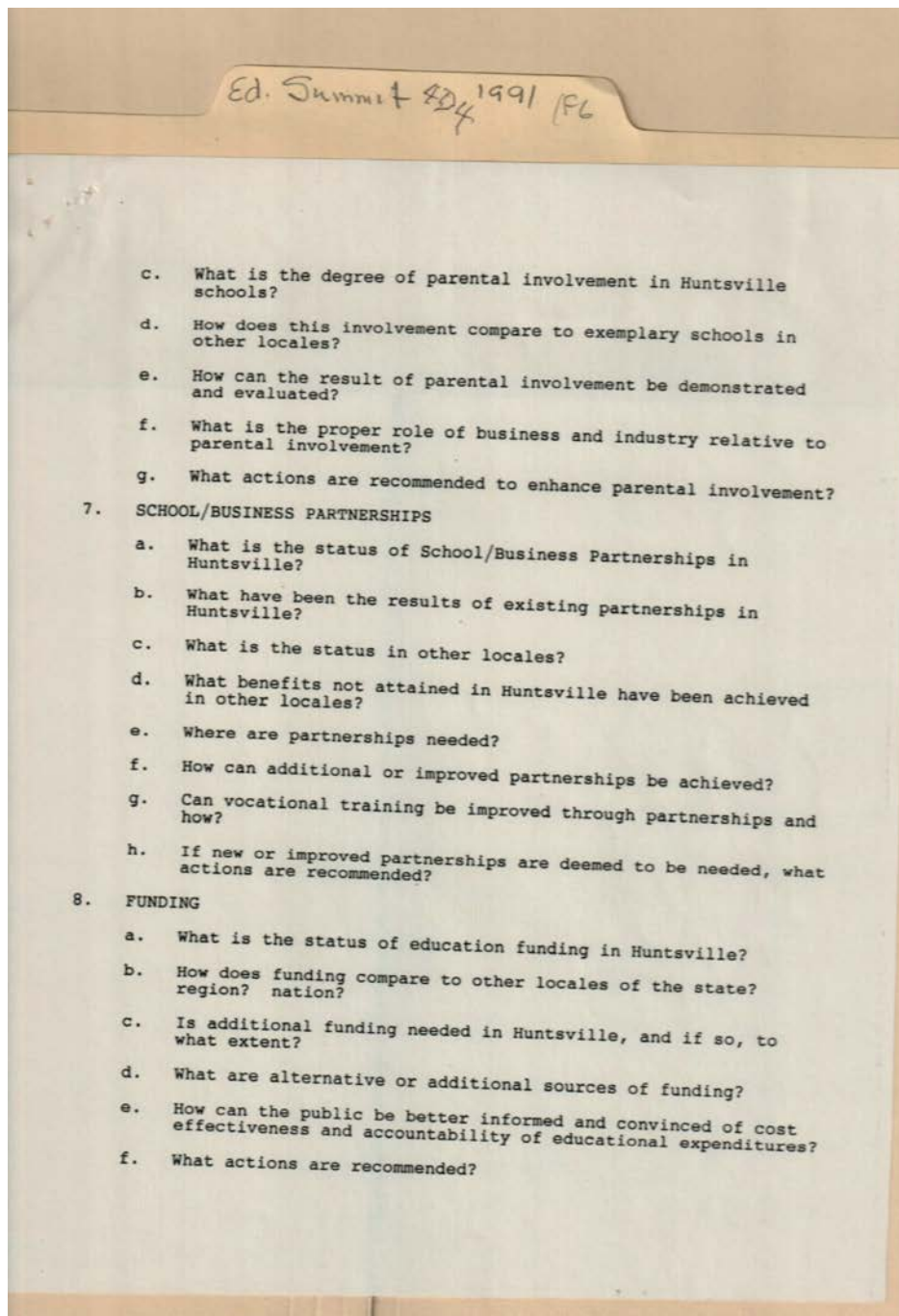
Dates:
May 13, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 37 r04d04-06-000-0200 [Contents](#) [Index](#) [About](#)



Types:
program



Types:
program

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6

Educational Summit Materials, 1991

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		EDUCATION SUMMIT PLAN - CITY OF HUNTSVILLE												5/13/91																							
CY		JAN			FEB			MAR			APR			MAY			JUN			JUL			AUG			SEP			OCT			NOV			DEC		
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Steering Council Meetings								2 ▲						13 △						11 △						9 △			7 △			10 △					
Coord Mtgs - Pgr/Cmte Chairmen														24 △						25 △						23 △			20 △			24 △					
Formal Public Announce of Summit														TBD																							
Budget Rqmnts to Budget Cmte														10 △																							
Budget & Finance Pln to Exec Cmte																										15 △											
Spkr List/Topic to Pub & Doc Cmte																										1 △											
Data Pkg to Pub & Doc Cmte																													20 △								
Issue Invitations to Delegates																													20 △								
Registration Due date																													6 △								
Delegate Assignment																																13 △					
Data Package to Delegates																													20 △								
Summit																																3/4 △					
Draft of Summit Report Complete																																			1 △		

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July 24 - 2:30

Names:

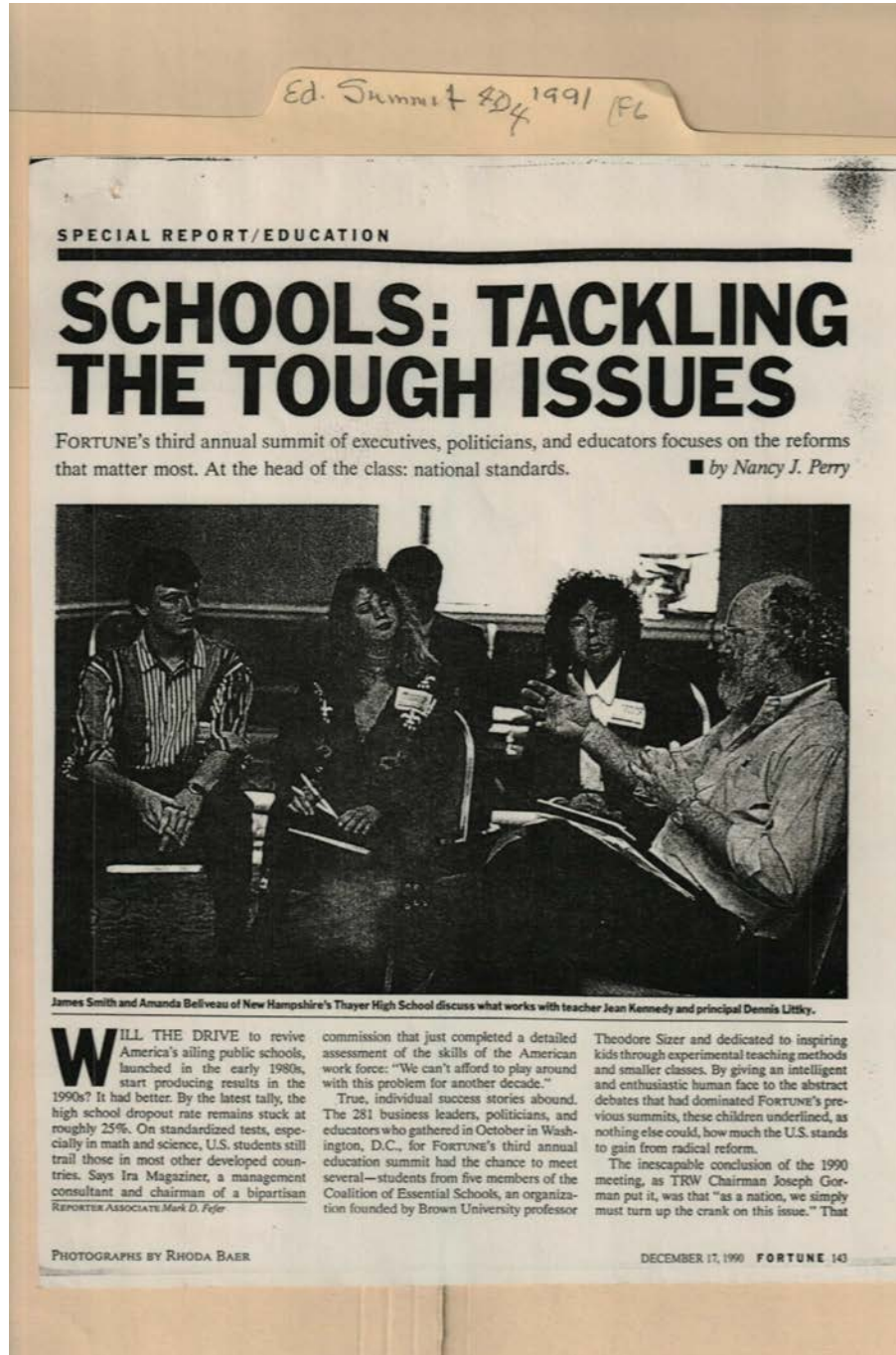
Education Summit
Plan

Types:

chart

Dates:

May 13, 1991



Names:

Baer, Rhoda
Beliveau, Amanda
Gorman, Joseph

Kennedy, Jean
Littky, Dennis
Perry, Nancy J.

School Tough Issues
Smith, James
Fortune

Types:

magazine

photograph

Dates:

Dec 17, 1990



Ed. Summit 404 1991 PL

EDUCATION



FORTUNE THE EDUCATION SUMMIT



Reformers (clockwise from top left): Dillon Read's Flanigan, Chevron's Willis Price, Honeywell's Renier, and TRW's Gorman (left, with ex-P&G chairman Brad Butler and Fortune's Jim Hayes).

means, as Gorman and other speakers observed, that companies cannot settle for merely adopting a local school, underwriting college scholarships, or getting executives involved as instructors or mentors. Instead, they must steel themselves to tackle the really tough issues. Here are five where business can make a difference.

DEMAND HIGHER STANDARDS

The essential first step is to help formulate a set of minimum standards that all schools and students must meet. Says Vartan Gregorian, president of Brown University: "We spend \$200 billion a year on education in this country without a national consensus on what we expect in return from our schools."

Critics argue that national standards, if set too high, would damage students' self-esteem or be unfair to minorities. Bunk says Al Shanker, president of the American Federation of Teachers. He points out that in the mid-Seventies several states, including Florida, began to require that students

prove they had achieved at least a minimum level of competency in reading, writing, and arithmetic before graduating from high school. Immediately an outcry went up. Since a 1975 assessment of black 17-year-olds found that 80% were illiterate or semiliterate, opponents of such state tests said that they would be discriminatory and that dropout rates would soar. Besides, solving the social problems that held these kids back was the more important priority.

Well, guess what? Minority students made the grade. Not overnight. Though 80% to 90% of them failed the first time around in Florida, Barbara Lerner, a psychologist and lawyer, found that after more rigorous preparation all but 10% of the group eventually passed. Given those results, Shanker believes, it's time to demand even more from America's high school graduates. Says he: "Right now we make believe that 50% of our kids qualify for college. Then we make believe that spending four years getting what should have been their high school education gives them a college

education. We've been able to fool ourselves in the past, but world competition won't let us do so much longer."

For the U.S., with its 16,000 independent school districts, the trick is to push for national goals and state standards without losing the benefits of local control and creativity. That's a trick American business knows something about. Faced with the need to decentralize and push decision-making down to the shop floor, its solution, in part, has been to craft corporate mission statements: documents that define a company's objectives and ensure that all divisions march, by diverse routes, toward the same end.

Of course, not all school districts are created equal. In New Jersey, Governor Jim Florio has signed controversial legislation that will take state money away from richer school districts, some of which allot up to \$14,000 per pupil, and redistribute it to poorer ones, whose spending can be as low as \$4,000 per pupil. (Local property tax revenues, obviously much higher in wealthy neighborhoods, account for the difference.) Superintendents and parents from some of the roughly 200 districts that stand to lose revenue accuse Florio of sacrificing excellence for equity. California has been working on this issue since the mid-1970s, when it adopted a school finance plan that allowed funds to be redistributed gradually among districts. Now, according to superintendent of public instruction Bill Honig, 95% of schools are within \$250 of one another in per student spending.

President Bush defined six broad goals for American education in his State of the Union address last January. These included increasing the high school graduation rate to a minimum of 90% by the year 2000 and assessing student performance in critical subjects in the fourth, eighth, and 12th grades.

Too ambitious? Not for Jerry Hume, chief executive of Basic American Inc., a privately held food processor based in San Francisco. Hume would like schools to develop report cards that would show how students' test scores stack up against national and international standards. Says he: "As a businessman, I'd like to see standards for K-12 education that are superior to those in countries with which we compete."

The other virtue of standards is that they give taxpayers a way of assessing the return on their education investment. Says John Chubb, a senior fellow at the Brookings Institution: "Voters want some guarantee that they are not being asked to throw money down a rat hole." Standards are one way to

Names:

Bush, President
Butler, Brad
Chubb, John
Flanigan,

Florio, Jim, Governor
Gorman,
Gregorian, Vartan
Hayes, Jim

Hume, Jerry
Lerner, Barbara
Price, Willis
Renier,

Shanker, AL

Types:

magazine

photograph

Ed. Summit 404 1991 PL

EDUCATION

provide accountability. By the rough measures that now exist, those returns have been lousy: While annual spending per U.S. pupil rose 27%, after inflation, from 1980 to 1989, the average SAT scores of college-bound seniors remained virtually unchanged. Legislators in Massachusetts and New Hampshire recently voted to cut education spending. But in New Mexico, Governor Garrey Caruthers got more education money from his legislature by promising to assess all 88 school districts in his state. The first report card, ranking the districts from the best to the worst, was published in November.

BUST UP THE BUREAUCRACY

■ On average, only 60 cents of every dollar spent on education makes it to the classroom. The rest goes to capital spending, maintenance, and, worst of all, that yawning black hole known as the board of education. Since 1980, administrative costs for U.S. schools have climbed nearly twice as fast as spending on teachers.

Should business play a role in the bare-knuckle politics that busting up this empire of paper pushers requires? Yes, says Ohio's outgoing governor, Richard Celeste: "Business leaders must be willing to speak out, even though it is controversial, about how the system can be reformed." Despite all the rhetoric about corporate involvement, the number of executives serving on local school boards has actually declined in recent years.

One political cause that corporate America increasingly endorses is public school choice: giving families the freedom to pick the school for their kids, no matter where it is. The idea is that competition for students will force schools to either shape up or shut down. Says Peter Flanigan, managing director at Dillon Read: "With choice, children and their parents, not the state, make the final decision on whether a school is good or bad."

Critics, many of them school administrators, claim the pro-choice crowd oversells its benefits. In Minnesota, for example, where a statewide choice plan was introduced in 1989 after four years of hard lobbying by local business executives, only 0.4% of students have changed districts. But in Cambridge, Massachusetts, and other places where choice plans have been around longer—and where, unlike rural Minnesota, there are more schools to choose from—the participation rate and the improvement in test scores are striking.

In his recent book, *Politics, Markets, and America's Schools*, Brookings' John Chubb concludes that the common trait shared by all effective schools is lack of bureaucracy. To Deborah Meier, principal of Central Park East High School in East Harlem, that's what choice is all about—putting power and responsibility back into the hands of teachers and principals. "I'm for choice," she says, "not because it provides competition but because it's the only way I know to explore the kind of fundamental restructuring our schools need."

STOP DEVALUING HIGH SCHOOL DIPLOMAS

■ By the year 2000, according to the Commission on the Skills of the American Workforce, more than 70% of jobs in the U.S. will not require a college education. Yet typical high schools continue to concentrate on getting most students ready for college.

As technology advances and companies push employees to assume more responsibility, continued neglect of those who end their formal education with high school is likely to be disastrous. You want proof? Ponder this abbreviated description of the position of manufacturing production operator at Motorola, an entry-level job: "Analyze computer reports and identify problems through experiments and statistical process control. Work with technicians and engineers to improve the process. Communicate manufacturing performance metrics to management, and understand the company's competitive position."

Since high schools aren't teaching these skills, corporations have increasingly been forced either to pay higher wages to those with at least a year or two of college or to hire unskilled workers and train them. The Workforce Commission reported that 90% of the companies interviewed pay high school graduates the

Texas legislator and education activist Wilhelmina Delco: "It's a tragedy when a football player gets more recognition than a merit scholar."

Al Shanker, Ira Magaziner, Motorola VP James Burge, and FORTUNE's Nancy Perry agreed on the need to make high school diplomas valuable again. So did the Carnegie Foundation's Ernest Boyer (left) and Brown University's Gregorian.

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Names:

Boyer, Ernest
 Burge, James
 Caruthers, Garrey,
 Governor

Celeste, Richard,
 Governor
 Chubb, John
 Delco, Wilhelmina

Flanigan, Peter
 Gregorian,
 Meier, Deborah
 Perry, Nancy

Shanker, AL

Types:

magazine

photograph

Ed. Summit 404 1991 PL

Today We Saved A Life..

Today a child who had been blind from birth saw the love in her mother's smile.

Today a woman who had been told she could never have a child, gave birth to a beautiful little girl.

Today a man once haunted by depression was able to conquer his sadness and despair.

Today a man was given a new kidney and a whole new life.

Today a little boy, born without legs, walked home from school.

Today an elderly woman, deaf from early childhood, heard the sound of her voice.

And, most precious and wonderful of all, today we saved a life.

Give so that we can do more. And more. And more. Give to your local non-profit hospital.

Give To Life

National Association For Hospital Development



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same wages as non-high school graduates. If that's the case, why not drop out?

Unable to find enough skilled entry-level workers, the Arizona Business Coalition—a group of top managers from Arizona's biggest companies—has launched a drive to make a high school diploma worth something again. In July it persuaded legislators to pass a bill that adds four business repre-

Right, Goodyear VP Jesse Williams with Ohio Governor Celeste. Below, New Jersey Governor Jim Florio—flanked by former San Antonio Mayor Henry Cisneros (left) and Joseph Fernandez, chancellor of New York City schools.



sentatives to the state's Board of Vocational and Technological Education and that boosts spending on vocational education by \$2 million, despite a statewide budget crunch. The coalition has also proposed raising business taxes by \$40 million over the next five years—provided the state government matches that sum and spends it on restructuring vocational education.

Why are Arizonans so gung-ho? Three years ago the Business Coalition formed task forces in electronics, hospitality, machining, and other key state industries. They reshaped curriculums and provided teacher training, as well as donated employees, technology, and money. The task forces also launched a number of pilot vocational programs. These start by giving seventh- and eighth-graders exploratory courses in careers such as lasers, robotics, and desktop publishing. As the kids advance, the technical training becomes more hands-on, so that by 12th grade, students can work as apprentices in local companies.

The results, according to Arizona's Department of Vocational Education: not a single dropout among the 2,000 students in

the 36 pilot programs, compared with the state average of 37%. In addition, businesses report that graduates of the pilot sites, some of which have been running for three years, are far superior to past hires.

But doesn't the job market change so often and so quickly that it's difficult—even risky—for schools to prepare students for specific careers? Yes. That's why in Fort Worth the chamber of commerce and the local school district have devised something called Project C³ (the Cs in question are community, corporations, and classrooms). To better match work force supply with demand, executives from the city's largest businesses—among them, American Airlines, General Dynamics, and Tandy Corp.—as well as smaller companies, are trying to identify what skills will be most in demand over the next three to five years and to advise the schools on how best to prepare students for jobs.

A final way business could make high school matter would be to start checking high school transcripts and refusing to hire dropouts. In Florida the Educational Testing Service is hoping to make additional in-

Names:

Celeste, Governor

Cisneros, Henry, Mayor


Fernandez, Joseph Florio, Jim, Governor

Williams, Jesse

Types:


photograph

Ed. Summit #4 1991 PL



It's up to American business to make sure that our most valuable resource flourishes.

Children are America's most precious resource. A resource we're in great danger of not developing to its fullest potential. Our kids are becoming the nation's neglected, undereducated and undervalued. And without them, we simply cannot compete in a worldwide economy. We can't let that happen. American business must fight to protect our children's future by initiating an all-out effort to bolster our educational system. For if we all take stock in our children's future, we'll all profit when they mature.

 Pitney Bowes

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EDUCATION

formation about school performance available by developing a database that contains attendance records and written assessments as well as grades. Employers using this resource would send a message to students that hard work and graduation count.

HELP KIDS BEFORE THEY START SCHOOL

■ In more and more American cities, teachers are no longer just educators. "They are missionaries," says Honeywell Chairman James Renier. A school superintendent in Minnesota lists 52 nonacademic issues his schools are now responsible for, ranging from day care to suicide prevention.

Can business do anything about the 28 babies born each day in New York City addicted to crack? Or the 41% of infants in Minneapolis—yes, Minneapolis—born to single mothers? Or the fact that there are more black males in jail in the U.S. than in college? Not alone and not right away. But it can start by doing what companies do best: analyzing the problem, identifying needs, and marshaling community resources to meet them. Says Renier: "To get education back on track, our whole society sooner or later will have to participate."

Several studies indicate, for example, that poor children who are successfully prepared for kindergarten stand a far better chance of staying in school than their peers. But the U.S. still spends far less on educating children 5 years old or younger than on those older than 5.

To help close this gap, Honeywell last year joined with United Way of Minneapolis and other community social service groups to start an organization called Success by Six. Under its pilot Way to Grow program, volunteers from business, government, and non-profit agencies recruit workers who live in poor areas of the city and train them to help new and expectant mothers take advantage of available social services.

Honeywell's Renier is even more excited about a recent Success by Six venture called New Vistas. Every day some 3,000 American teenagers get pregnant. To care for their children, many of these young mothers are forced to join the army of dropouts, perpetuating the vicious cycle of ignorance and poverty.

New Vistas, housed on the first floor of Honeywell's Minneapolis headquarters, will eventually provide 30 mothers or mothers-to-be with the academic courses they need to earn a high school diploma, as well as counseling in child care, health care, and so-

Names:

Renier, James

Types:

magazine

Ed. Summit #4 1991 (F6)

EDUCATION

PARTICIPANTS AT FORTUNE'S EDUCATION SUMMIT III

DOMITRY ACKERMAN, Consumer Insights Supervisor, Young & Rubicam; ANNE ALEXANDER, Vice President, Education Programs, AT&T; ROBERT ANDERSON, Executive Assistant, Mayor's Youth Leadership Institute; RICHARD W. ANTHONY, Executive Officer, Business Roundtable; ALICIA D. ANTEA, Program Manager, Corporate Education, IBM; RICHARD M. BARSON, Vice President—Sales, ServiceMaster; SANDRA BATTISMAN, K-12 Public Relations Manager, Apple Computer; CYNTHIA E. BEEZLEY, Director of Scheduling & Briefing, U.S. Dept. of Education; ALAN F. BENEDECKI, Corporate Relations Director, Adobe Systems; ROBERT F. BENNETT, Vice Chairman/CEO, Franklin International Institute; BRUCE BENTLEY, First President, National Association of State Boards of Education; MICHAEL BERNY, Corp. Contributions Manager, Hershey Foods; SUE BERRYMAN, Director, Institute on Education & Economic Teachers College, Columbia University; MARY V. BICOVARIK, 1989 Teacher of Year, Fairfax High School; HENTLEY H. BLOOM, Manager, Economic Analysis & Forecasting, Mississippi Power; DONALD K. BLACK, Vice President, National Executive Service Corps; DAN BLANDIN, Director, Business-Higher Education Forum; LOU ANN BLYWICK, Director, Corporate Relations, TechCity of New York; JACK E. BOWSER, Consultant, Anderson Consultants; RICHARD A. BOTT, Executive Director, Martha Holden Jennings Foundation; EDNEER BOYER, President, Carnegie Foundation; RICHARD K. BRACK, Chairman, President & CEO, Time Warner Publishing; TONY BREXNER, Director, Educational Relations, New York Telephone; WILLIAM E. BROCK, Former Senior & Secretary of Labor, Brock Group; DEWE BROWN, Founder & President, The American Dream; LAURE BROWN, Vice President, The American Dream; LAWRENCE BROWN, President, 7000 Training & Employment Institute; GENE A. BUNNOR, Superintendent of Schools, Elmer County, Tennessee; JAMES D. BURGE, Corporate Vice President/Director of Government Affairs, Motorola; PATTY BURNER, Executive Assistant, California Department of Education; ROBERT A. BURNHAM, Director, Center for Education Technology & Economic Productivity, N.Y.U.; LAMAR M. BURT, President, M.R. Communication Consultants; TAMRA BUSCH-JOHNSON, Executive Director, Business Education Compact, Washington County; BRAD BUTLER, Chairman, Committee for Economic Development; RAYMOND I. BYRNE, Educational Affairs Manager, Ford Motor; JOHN R. CAMPBELL, President, Oklahoma State University; BEN CANADA, Superintendent of Schools, Jackson Public Schools; CYNTHIA T. CANDIARO, Manager, Education Outreach, Electronic Data Systems; LESLIE CABANISS, Executive Director, Accuracy in America; PETER CALIVATI, Director, American Institute of Banking, American Bankers As-

sociation; GABRIEL CARROTTERS, Governor, New Mexico; JOHN CASTELLAN, Vice President, Government Relations, TRW; EMILIDA M. CATTICANI, Director of Corporate Contributions, Time Warner; RICHARD F. CELESTE, Governor, Ohio; JOHN E. CHIRBA, Senior Fellow, Brookings Institution; HENRY CINCEROS, Chairman, General Asset Management; MERYL COOPER, Vice President, Communications Development, U.S. Chamber of Commerce; BRIAN CONROY, Vice President, Government Affairs, Time Warner; ALTON C. CREW, Director, Leadership Academy, Southeastern Regional Education Board; ELLEN T. CROWLEY, President & Chief Operating Officer, Actos Foundation; WILHELMINA DELCO, State Representative, Texas House of Representatives; ELLEN DEMPSEY, President, Impact II—The Teachers Network; JAMES C. DINDENY, President, Demco & Associates; JOANN F. DIGERONIMO, President, Center for Excellence in Education; DOROTHY DALYDIN, Chairman, Delegate, Edward Donley, Chairman, Executive Committee, Air Products & Chemical; JOHN DOORLEY, Executive Director, Corporate Communications, Merck; GLENN DOUGUTHY, Vice President, Takeoff Video Educational Excellence; ANNE T. DOWLING, Director, Corporate Contributions, Philip Morris; JEAN DROTT, Governor's Office, Ohio; PAUL J. DULLIE, Board of Directors, Education Research Development Institute; LORNA EDUCATION, Manager, Community Relations, Fannie Mae; MORT EGOLO, Former, Arthur Andersen; EUNICE ELLIS, Director, Book by Program, Pizza Hut; ROBERT C. EMERY, President, Abell Foundation; LAURA EISEBAUGH, Vice Chairman, White Communications; THOMAS EVANS, Former, Multi-Rate Outlets Alexander & Fandora; BRATRICE J. FARR, Research Technical Applications, Army Research Institute; JOSEPH A. FERNANDEZ, Chancellor, New York City Schools; CHESTER E. FINN, Professor, Education & Public Policy, Vanderbilt University; PETER FLANNIGAN, Managing Partner, Dillon Read; KARL FLEISCH, President & CEO, Junior Achievement; JAMES J. FLODIN, Governor, New Jersey; BARBARA FLYNN, Editorial Vice President, Scott Foresman; FRED W. FRISVOLD, Edward R. Murrow Professor Emeritus, Columbia University Graduate School of Journalism; GALE FOUNDATION; CHARLES FROELICHER, Executive Director, Child Foundation; DONALD GALZEA, Superintendent, Austin Independent School District; CARYER C. GAYTON, Corporate Director, Training & Education Relations, Boeing; GEORGE M. GALZEA, Associate Dean of Research, University of Georgia; COLLEGE OF EDUCATION; KETTS GREENE, President, National Education Association; ROBERT GIBSON, Manager, Educational Solutions, IBM; ROBERT M. GINN, Chairman, Cleveland School-

ship Program; BRUCE GOLDBERG, Co-Director, American Federation of Teachers; JOSEPH T. GORMAN, Chairman, President & CEO, TRW; DAVID GOTTLEB, Vice President, Bloodline; PATRICIA GRANOKER, President/CEO, UTAC America; ADELEENNA A. GRAY, Program Manager, IBM; NANCY H. GREEN, Senior Vice President, Equitable Life Assurance Society; RICHARD GREEN, Director, Community Programs, Honeywell; DONALD R. GREENE, President, Coca-Cola Foundation; VARTAN GREGORIAN, President, Brown University; W. GRANT GREGORY, Chairman, Gregory & Horanmeyer; BARBARA B. GROOMAN, President, Western Industrial Constructors; THOMAS GUTTAPORE, Speaker, Florida House of Representatives; ANTHONY HART, Executive Director, Durham Public Education Fund; SHARON E. HARRIS, Editorial Affairs, In Focus; SANDRA KESSLER HAWKING, Director of Education Studies, Committee for Economic Development; CLEMENT E. HANBARIAN, Director, UPS Foundation; PETER HARBER, Vice President, Education, Junior Achievement; CHARLES H. HARTMAN, Executive Director, American College Health Association; DAVID HASELROD, Executive Director, Recruiting New Teachers; ROBERT S. HATFIELD, Chairman, National Executive Service Corps; BARBARA R. HATTON, Deputy Director, Education & Culture Program, Ford Foundation; ELLEN T. HAYDEN, Vice President for Education, South Carolina Chamber of Commerce; DON HELMS, Superintendent, Connecticut; DON HELLAS, Superintendent, Connecticut; VICE PRESIDENT, PIONEER & GAMBLE; DAVID B. HICKERSON, Washington Representative, Human Resources Affairs, Eames Kozak; MEXE HILL, Security Agent to Governor, New Mexico; WILLIAM F. HOBBS, Lt. Governor, Texas; WILLIAM HONG, Superintendent of Public Instruction, California Dept. of Education; JEFFREY P. HOWARD, President, Efficacy Institute; ELIZABETH HOWLAND, Vice President, Contributions & Community Affairs, Citicorp; WILLIAM J. HUME, Chairman of the Board, Basic American Inc.; LADONNA HUNTLEY-JAMES, Vice President, Corporate Communications, Lincoln National; WILLIAM J. HYSL, Chairman & CEO, El Tower Foundation; RUDY T. IRWIN, Associate Director, Business-Higher Education Forum; JERRE A. JACOBEL, Assistant Vice President & Deputy Chair, California Business Roundtable Education Year Force; BARBARA JAY, President, Learning Power; RONALD M. JONES, President, Fitness Communications; SHARON JONES, Executive Assistant to Governor, New Mexico; SHELLA D. JONES, Systems Integration Executive, Applied Learning; SUEAN L. KEPPER, Senior Vice President, Media Management Services; EUGENIA KEMBLE, Educational Incentive, American Federation of Teachers; LATHRAN L. KENNEDY, Partner, Cooper & Lybrand; DOUGLAS R. KING, President, Challenger Center for Space Science Education; WENDY S. KOPE, President,

cial services. During class hours, specialists at the school care for the students' infants and toddlers. Does it make a difference? Ask Angela Lyons, 18, who dropped out last December because she didn't have anyone to watch her two kids. Now a junior at New Vistas, Angela plans to go to college.

To supplement Honeywell's contribution, the Minneapolis public school system provides money and instruction; the Minneapolis Children's Medical Center and Minneapolis Public Health Department supply medical services; and the city's Big Brother and Big Sister organization sends social workers. Success by Six is such a textbook case of how a whole community can pull together that United Way hopes to rep-

licate the program in Houston, Pittsburgh, Milwaukee, Phoenix, and many other cities. Says Renier: "There's tremendous latent support for this kind of approach. Business's role is to act as a catalyst."

INVEST FOR THE LONG TERM

The problem with instant gratification, says the character played by Meryl Streep in the current film *Postcards From the Edge*, is that "it takes too long." Might U.S. business, notorious for its obsession with quick payoffs, prove about as flaky in its commitment to education reform?

No way, says TRW's Joe Gorman: "We must do much, much more. We simply cannot allow ourselves to tire or despair of this

task." One year ago, he and 171 other chief executives on the Business Roundtable signed a pledge committing ten years of their time and their companies' resources to improving elementary and secondary education.

Under the Roundtable's scheme, each chief executive adopts a state—Gorman chose Ohio, TRW's home base—where he can influence education policy. To do that in Connecticut, Union Carbide CEO Robert Kennedy heads up a broad-based business coalition of 24 chief executives. In Minnesota, Honeywell's Renier is pushing the Minnesota Business Partnership, which has long been involved in education, to work even harder.

continued

Names:

Gorman, Joe
 Kennedy, Robert

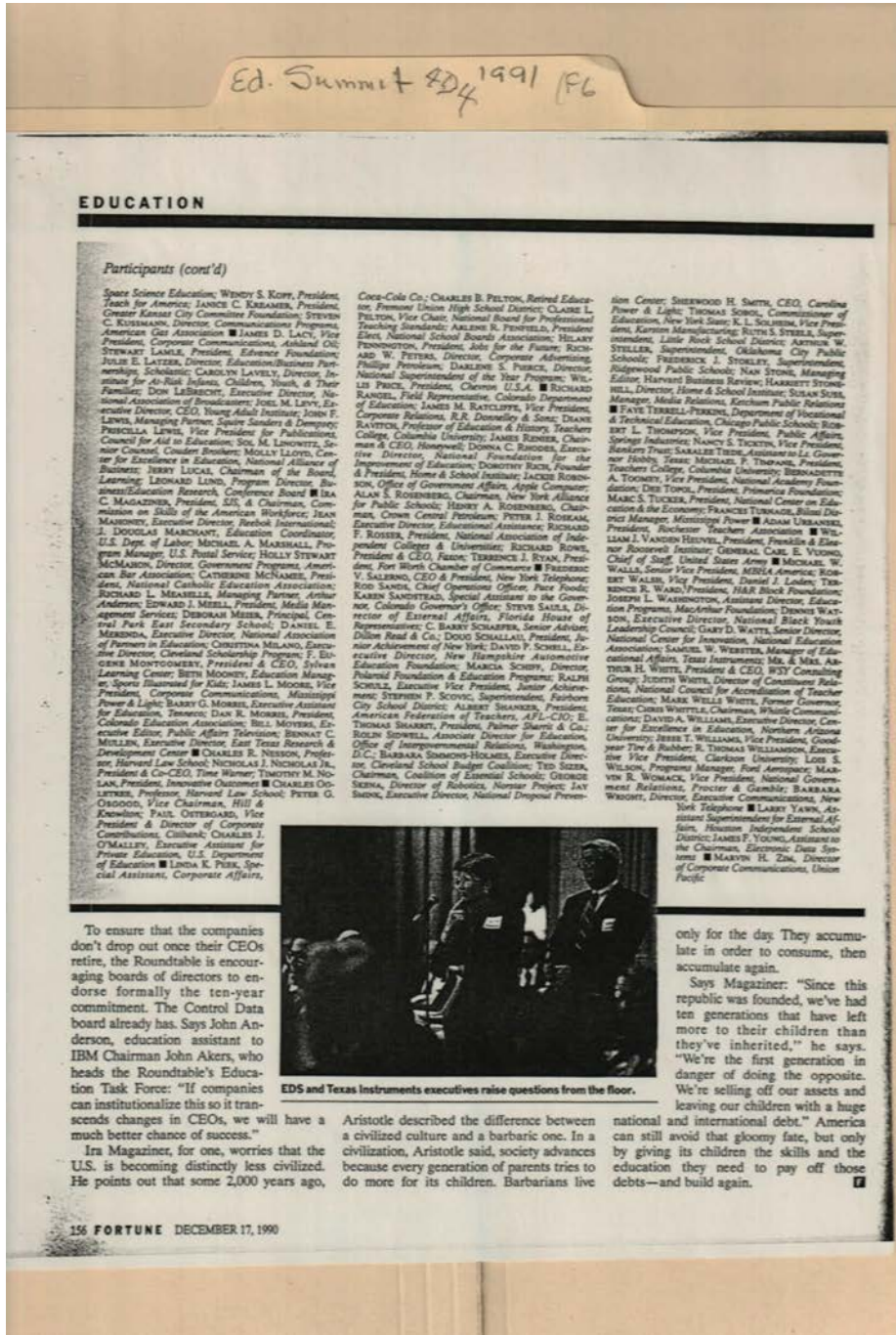
Lyons, Angela
 Renier,

Streep, Meryl
 Summit Participants

Types:

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magazine



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EDUCATION

Participants (cont'd)

Space Science Education; WENDY S. KOFF, President, Teach for America; JANCIE C. KRAMER, President, Greater Kansas City Committee Foundation; STEVEN C. KUSHMAN, Director, Communications Programs, American Gas Association; JAMES D. LACY, Vice President, Corporate Communications, Ashland Oil; STEWART LAMLE, President, EdSource Foundation; JULIE E. LATZER, Director, Education, Business Partnership, Scholastic; CAROLYN LAVELY, Director, Institute for At-Risk Infants, Children, Youth, & Their Families; DON LEHRICH, Executive Director, National Association of Broadcasters; JOEL M. LEVY, Executive Director, CEO, Young Adult Institute; JOHN F. LEWIS, Managing Partner, Spire Sanders & Dempsey; FRANCESCA LEWIS, Vice President for Publications, Council for Aid to Education; SOU, M. LINOWITZ, Senior Counsel, Consider Education; MOLLY LLOYD, Center for Excellence in Education, National Alliance of Business; NERY LUCAL, Chairman of the Board, Learning; LEONARD LIND, Program Director, Business/Education Research, Conference Board; IRA C. MAGAZINER, President, SIS, & Chairman, Commission on Ethics of the American Workforce; JEAN MARIGNY, Executive Director, Notebook International; J. DOUGLAS MARCHANT, Education Coordinator, U.S. Dept. of Labor; MICHAEL A. MARSHALL, Program Manager, U.S. Postal Service; HOLLY STEWART-McMAHON, Director, Government Programs, American Bar Association; CATHERINE McNAMEE, President, National Catholic Education Association; RICHARD L. MEARLES, Managing Partner, Arthur Andersen; EDWARD J. MEYER, President, Media Management Services; DEBORAH MEIER, Principal, Central Park East Secondary School; DANIEL E. MERENDA, Executive Director, National Association of Partners in Education; CRISTINA MILANO, Executive Director, Cleveland Scholarship Program; F. EUGENE MONTGOMERY, President & CEO, Sylvan Learning Center; BETH MOONEY, Education Manager, Sports Illustrated for Kids; JAMES L. MOORE, Vice President, Corporate Communications, Mississippi Power & Light; BARRY G. MORRIS, Executive Assistant for Education, Tenness; DAN R. MORRIS, President, Colorado Education Association; BILL MOYERS, Executive Editor, Public Affairs Television; BUNNAT C. MULLIN, Executive Director, East Texas Research & Development Center; CHARLES R. NEESON, Professor, Harvard Law School; NICHOLAS J. NICHOLAS JR., President & Co-CEO, Time Warner; TIMOTHY M. NOELAN, President, Innovative Outcomes; CHARLES OLLIVER, Professor, Harvard Law School; PETER G. OSGOOD, Vice Chairman, Hill & Knowlton; PAUL OTTERGARD, Vice President & Director of Corporate Contributions, Citicorp; CHARLES J. O'MALLEY, Executive Assistant for Private Education, U.S. Department of Education; LINDA K. PEEK, Special Assistant, Corporate Affairs,

Co-Com Co.; CHARLES B. PELTON, Retired Education Primary Union High School District; CLAUDE L. PELTON, Vice Chair, National Board for Professional Teaching Standards; ARLENE R. PENFIELD, President Elect, National School Boards Association; HILARY PENNINGTON, President, Jobs for the Future; RICHARD W. PETER, Director, Corporate Advertising, Phillips Petroleum; DARLENE S. PIERCE, Director, National Superintendents of the Year Program; WILLIS PERCE, President, Chevron U.S.A.; RICHARD RANGEL, Field Representative, Colorado Department of Education; JAMES M. RATCLIFFE, Vice President, Corporate Relations, B. F. Goodrich & Sons; DAVID RAVITON, Professor of Education & History, Teachers College, Columbia University; JAMES REINER, Chairman & CEO, Home Depot; DONNA C. RINGOLD, Executive Director, National Foundation for the Improvement of Education; DONOVAN EICH, Founder & President, Home & School Institute; LARRY ROBINSON, Office of Government Affairs, Apple Computer; ALAN S. ROSENBERG, Chairman, New York Alliance for Public Schools; HENRY A. ROSENBERG, Chairman, Crown Central Petroleum; PETER J. ROSEAM, Executive Director, Educational Assistance; RICHARD F. ROSSER, President, National Association of Independent Colleges & Universities; RICHARD ROWE, President & CEO, Faxon; TERRANCE J. RYAN, President, Fort Worth Chamber of Commerce; FREDERIC V. SALERNO, CEO & President, New York Telephone; ROD SANDS, Chief Operations Officer, Pace Foods; KAREN SANDSTREAD, Special Assistant to the Governor, Colorado Governor's Office; STEVE SAILA, Director of External Affairs, Florida House of Representatives; C. BARRY SCHAEFER, Senior Advisor, Dilson Road & Co.; DOUG SCHALLAL, President, Junior Achievement of New York; DAVID V. SCHILL, Executive Director, New Hampshire Automotive Education Foundation; MARCIA SCHEFF, Director, Polaroid Foundation & Education Programs; RALPH SCHULZ, Executive Vice President, Junior Achievement; STEPHEN P. SCOVIE, Superintendent, Fairbairn City School District; ALBERT SHANKS, President, American Federation of Teachers; AFL-CIO; E. THOMAS SHARRK, President, Palmer Shantz & Co.; BOLIN SIDWELL, Associate Director for Education, Office of Environmental Relations, Washington, D.C.; BARBARA SIMMONS-HOLMES, Executive Director, Cleveland School Budget Coalition; TED SIZER, Chairman, Coalition of Episcopal Schools; GEORGE SKENKA, Director of Robotics, Novera Project; IAN SIMON, Executive Director, National Dropout Preven-

tion Center; SHERWOOD H. SMITH, CEO, Carolina Power & Light; THOMAS SOROK, Commissioner of Education, New York State; K. L. SOLIMON, Vice President, Kartron Manufacturing; RUTH S. STELLER, Superintendent, Little Rock School District; ARTHUR W. STELLER, Superintendent, Oklahoma City Public Schools; FREDERICK J. STOKLEY, Superintendent, Ridgewood Public Schools; NIAN STONE, Managing Editor, Harvard Business Review; HARRIETT STRONG HILL, Director, Home & School Institute; SUSAN SOBE, Manager, Media Relations, Ketchum Public Relations; FAYE TERRELL-PENKON, Department of Vocational & Technical Education, Chicago Public Schools; ROBERT L. THOMPSON, Vice President, Public Affairs, Springs Industries; NANCY S. TICKTIN, Vice President, near Hobbs, Texas; MICHAEL F. THORPE, President, Teachers College, Columbia University; BERHADETTE A. TOOMEY, Vice President, National Academy Foundation; DEB TOPOL, President, Primarcus Foundation; MARC S. TUCKER, President, National Center on Education & the Economy; FRANCES TURNAGE, Plant District Manager, Mississippi Power; ADAM URBANSEL, President, Rochester Teachers Association; WILLIAM J. VANDON HELVES, President, Franklin & Eleanor Roosevelt Institute; GENERAL CARL E. VUONO, Chief of Staff, United States Army; MICHAEL W. WALLS, Senior Vice President, METRO Bank Foundation; JOSEPH L. WASHINGTON, Assistant Director, Education Programs, MacArthur Foundation; DENNIS WATSON, Executive Director, National Black Youth Leadership Council; GARY D. WATTS, Senior Director, National Council for Innovation, National Education Association; SAMUEL W. WEBSTER, Manager of Educational Affairs, Texas Instruments; MS. & MRS. ANTHONY H. WHITE, President & CEO, PSY Consulting Group; JUDITH WHITE, Director of Community Relations, National Council for Accreditation of Teacher Education; MARK WELLS WHITE, Former Chairman, Texas; CHRIS WHITTELL, Chairman, Whistle Communications; DAVID A. WILLIAMS, Executive Director, Center for Excellence in Education, Northern Arizona University; JESSIE T. WILLIAMS, Vice President, Good-year Tire & Rubber; R. THOMAS WILLIAMSON, Executive Vice President, Cleveland University; LOIS S. WILSON, Program Manager, Ford Ampere; MARVIN R. WIMACK, Vice President, National Government Relations, Procter & Gamble; BARBARA WRIGHT, Director, Executive Communications, New York Telephone; LARRY YARD, Assistant Superintendent for External Affairs, Houston Independent School District; JAMES F. YOUNG, Assistant to the Chairman, Electronic Data Systems; MALVIN H. ZIM, Director of Corporate Communications, Union Pacific.



EDS and Texas Instruments executives raise questions from the floor.

To ensure that the companies don't drop out once their CEOs retire, the Roundtable is encouraging boards of directors to endorse formally the ten-year commitment. The Control Data board already has. Says John Anderson, education assistant to IBM Chairman John Akers, who heads the Roundtable's Education Task Force: "If companies can institutionalize this so it transcends changes in CEOs, we will have a much better chance of success."

Ira Magaziner, for one, worries that the U.S. is becoming distinctly less civilized. He points out that some 2,000 years ago,

Aristotle described the difference between a civilized culture and a barbaric one. In a civilization, Aristotle said, society advances because every generation of parents tries to do more for their children. Barbarians live

only for the day. They accumulate in order to consume, then accumulate again.

Says Magaziner: "Since this republic was founded, we've had ten generations that have left more to their children than they've inherited," he says. "We're the first generation in danger of doing the opposite. We're selling off our assets and leaving our children with a huge national and international debt." America can still avoid that gloomy fate, but only by giving its children the skills and the education they need to pay off those debts—and build again. ■

Names:

Akers, John

Anderson, John

Magaziner, Ira

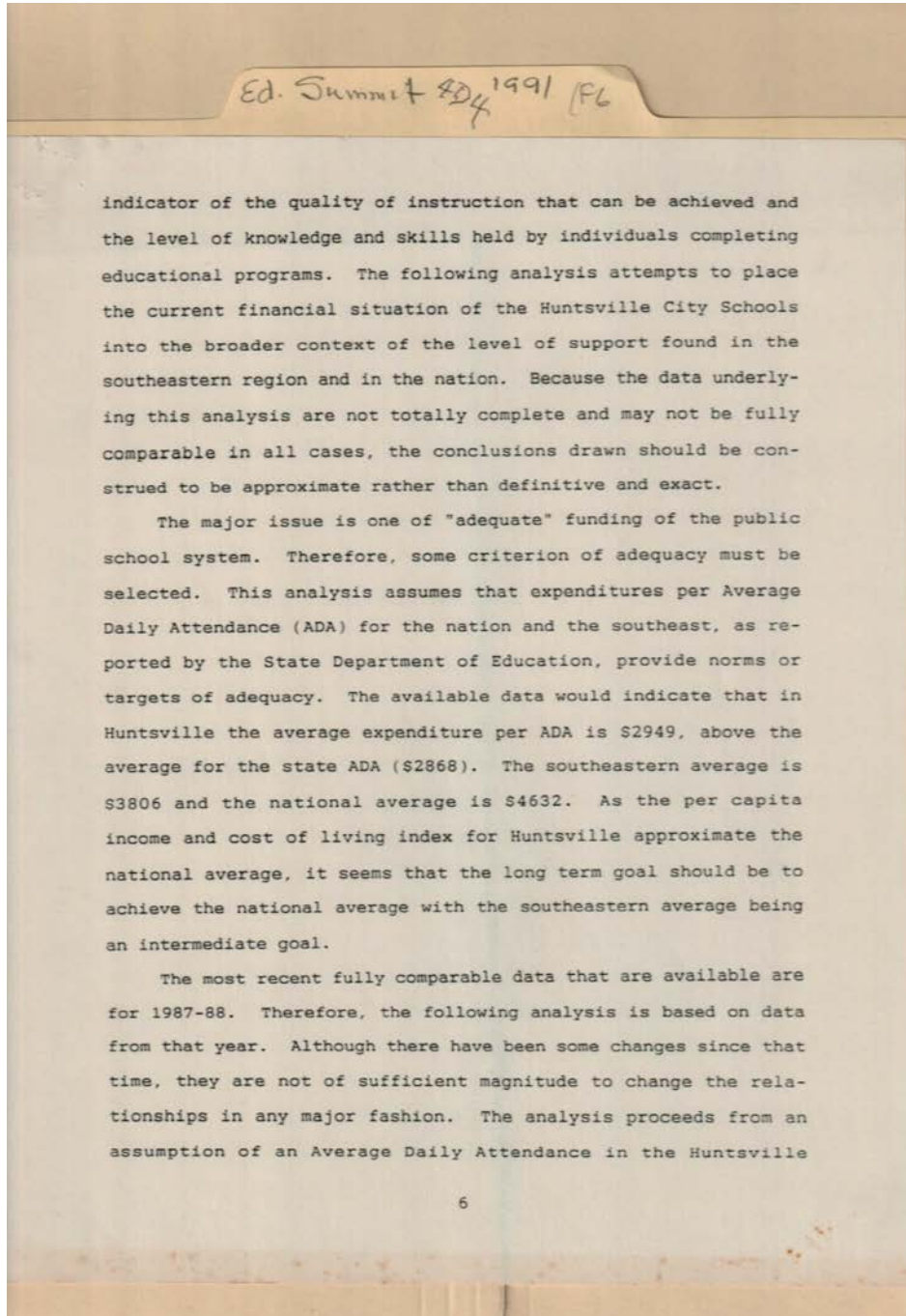
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Educational Summit Materials, 1991

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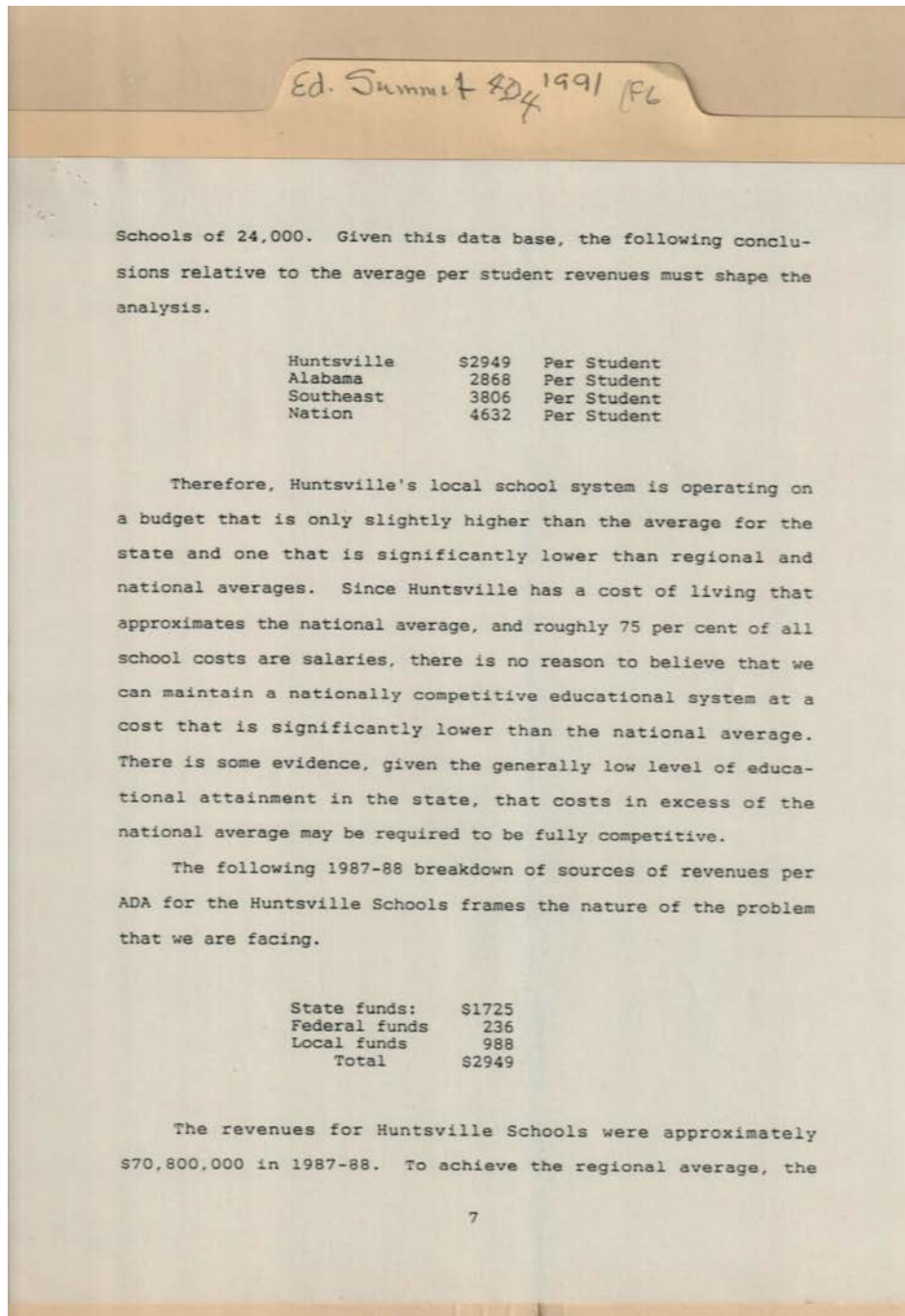


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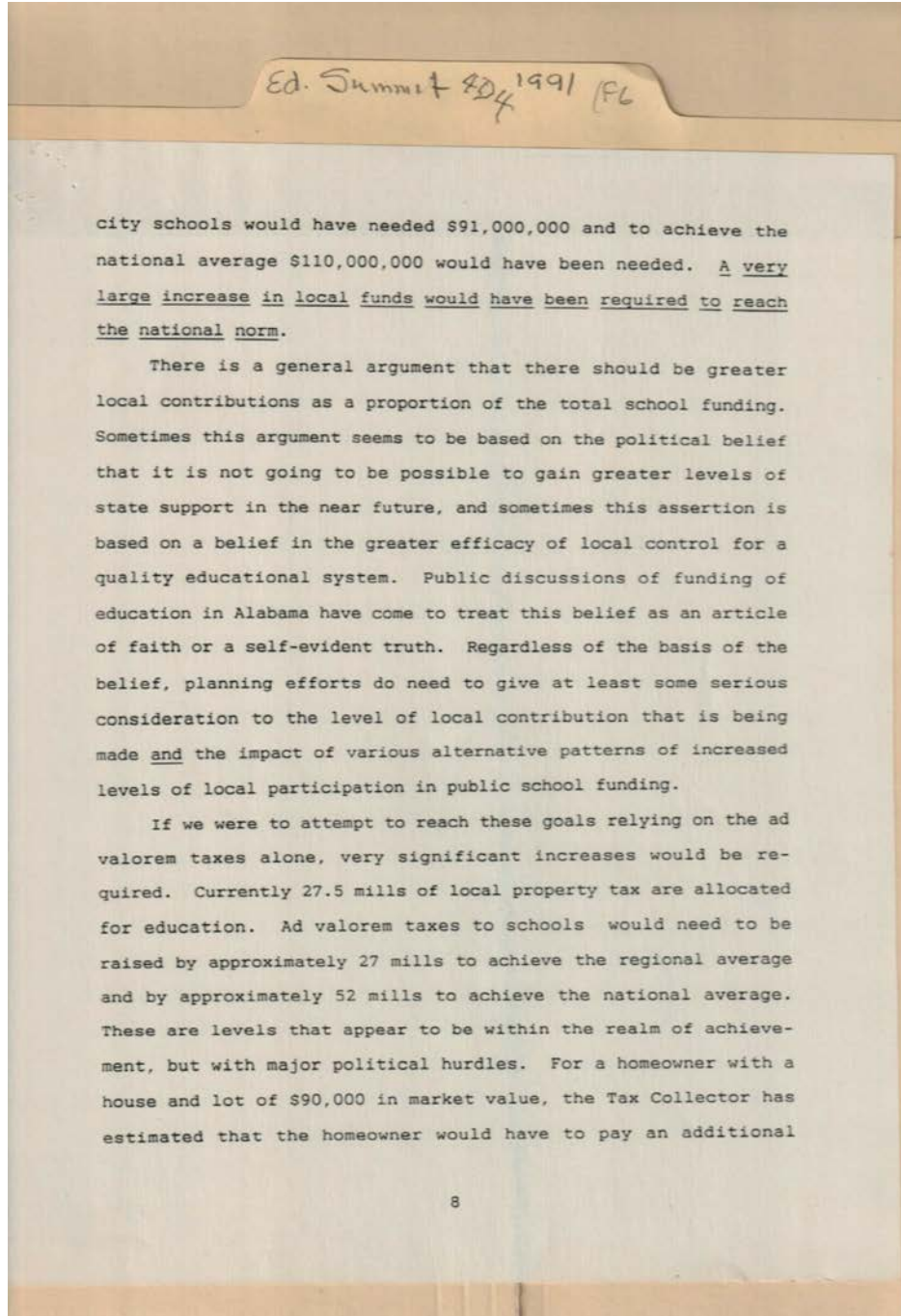


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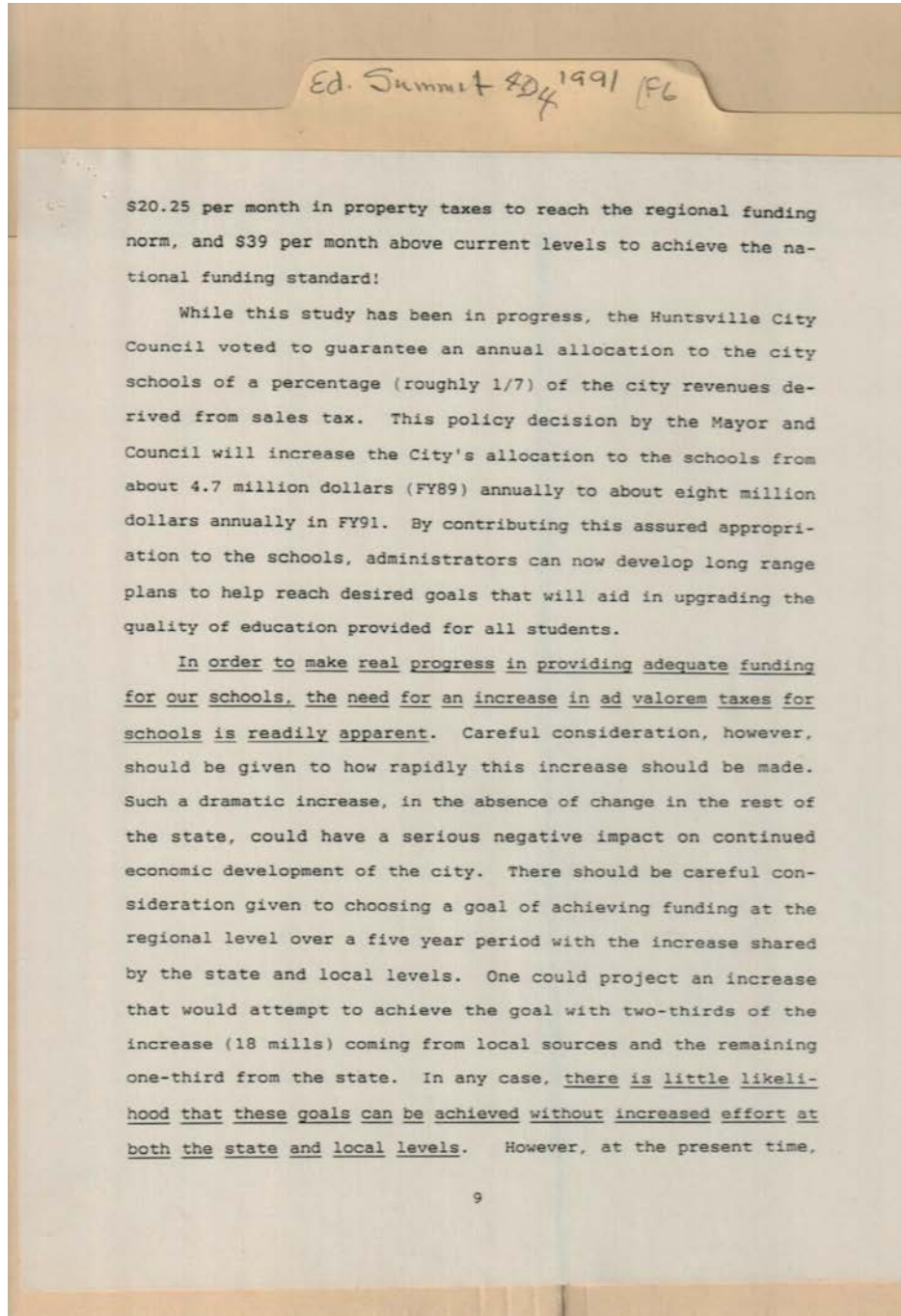
School Funding

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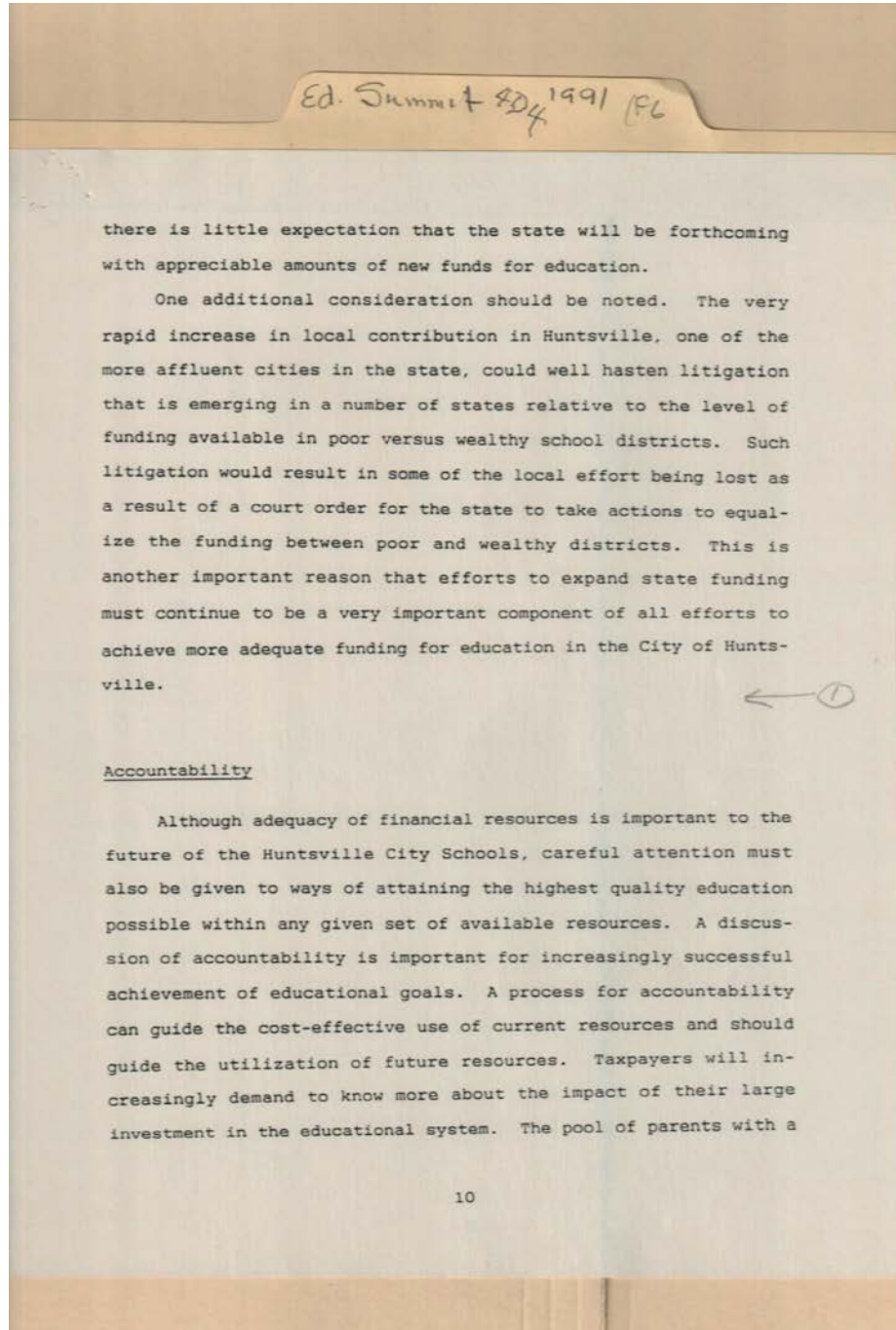
School Funding

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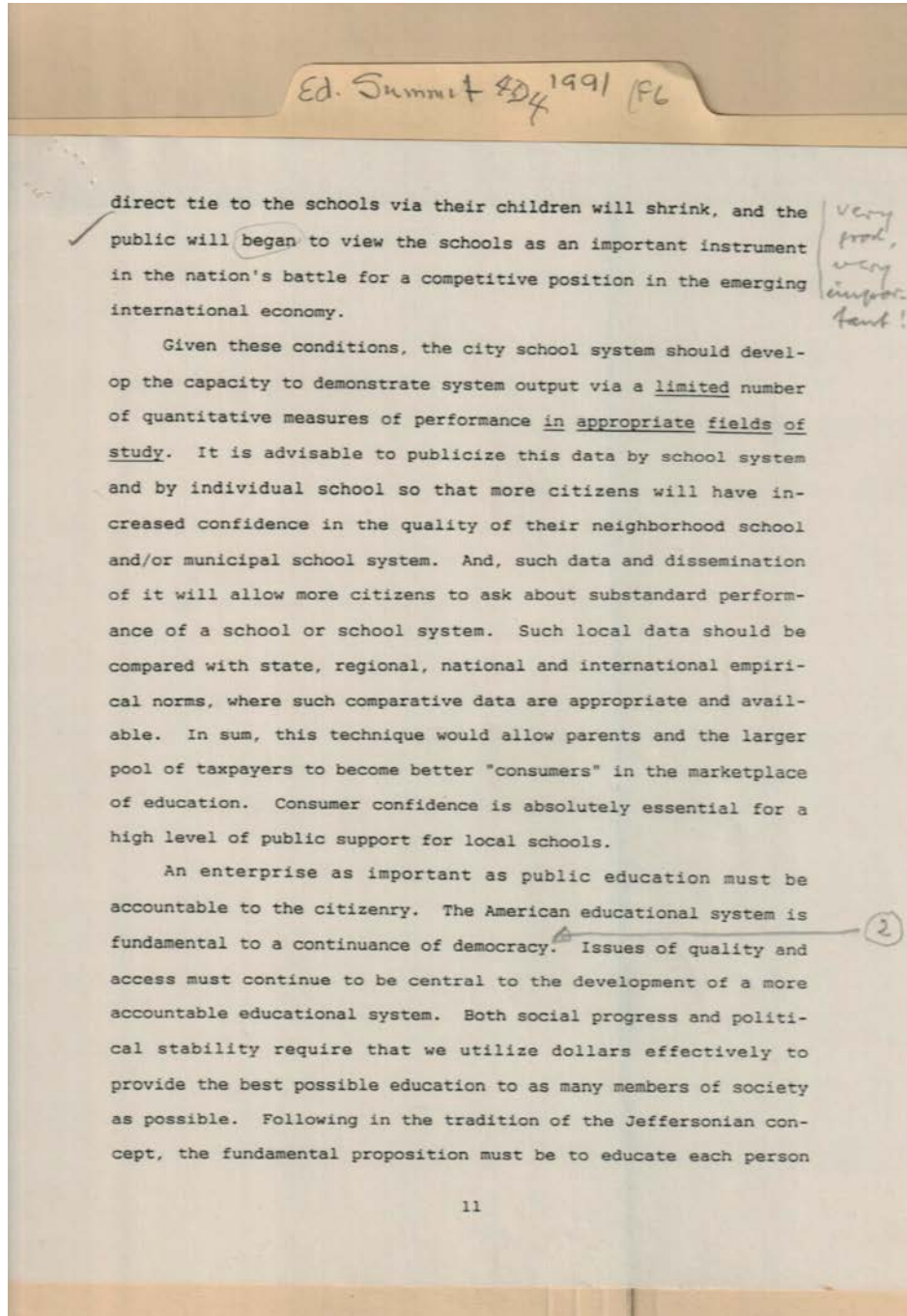
School Funding

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✓ direct tie to the schools via their children will shrink, and the public will began to view the schools as an important instrument in the nation's battle for a competitive position in the emerging international economy.

Very good, very important fact!

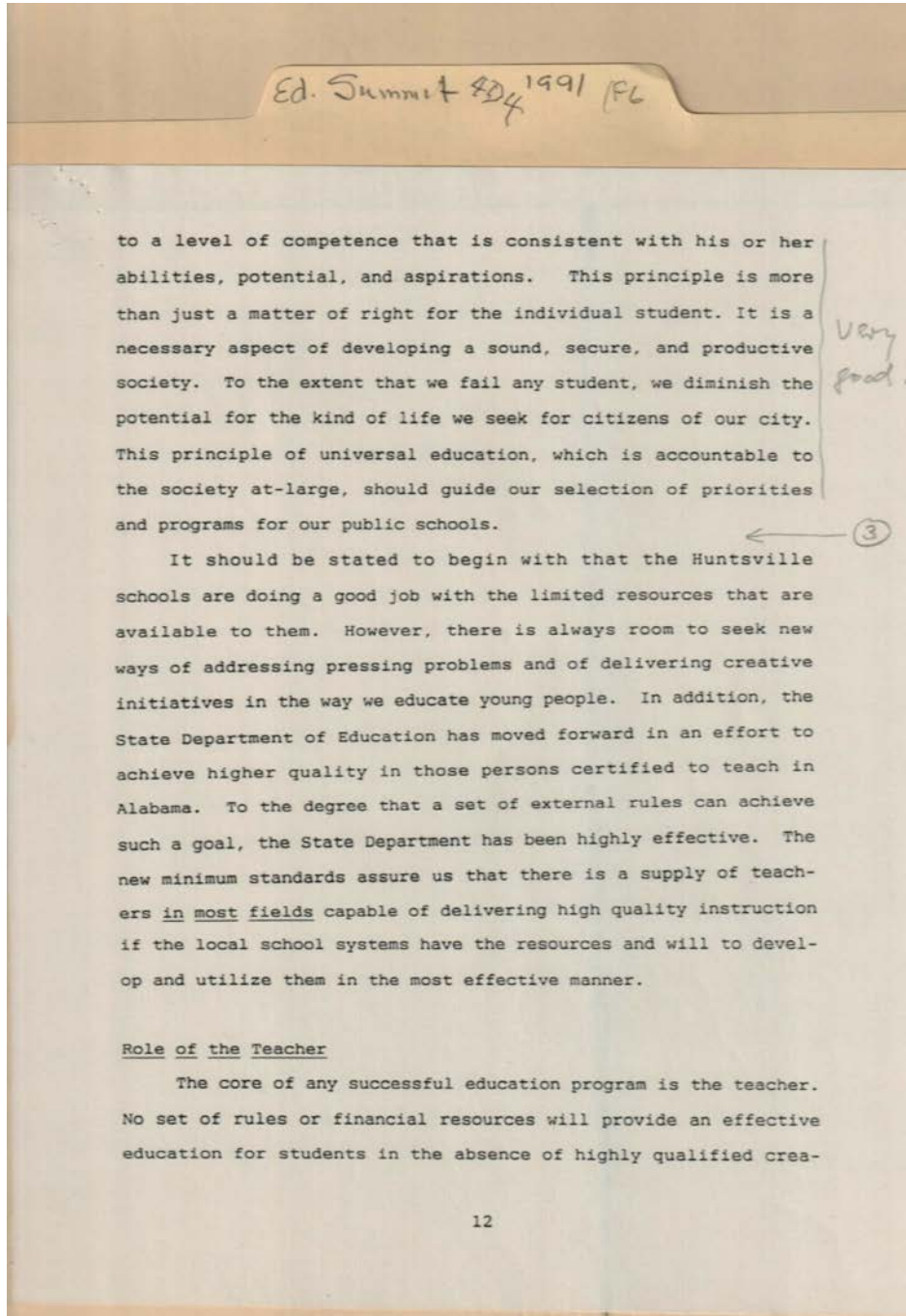
Given these conditions, the city school system should develop the capacity to demonstrate system output via a limited number of quantitative measures of performance in appropriate fields of study. It is advisable to publicize this data by school system and by individual school so that more citizens will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

2

Names:
School Funding

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Names:

Role of Teacher

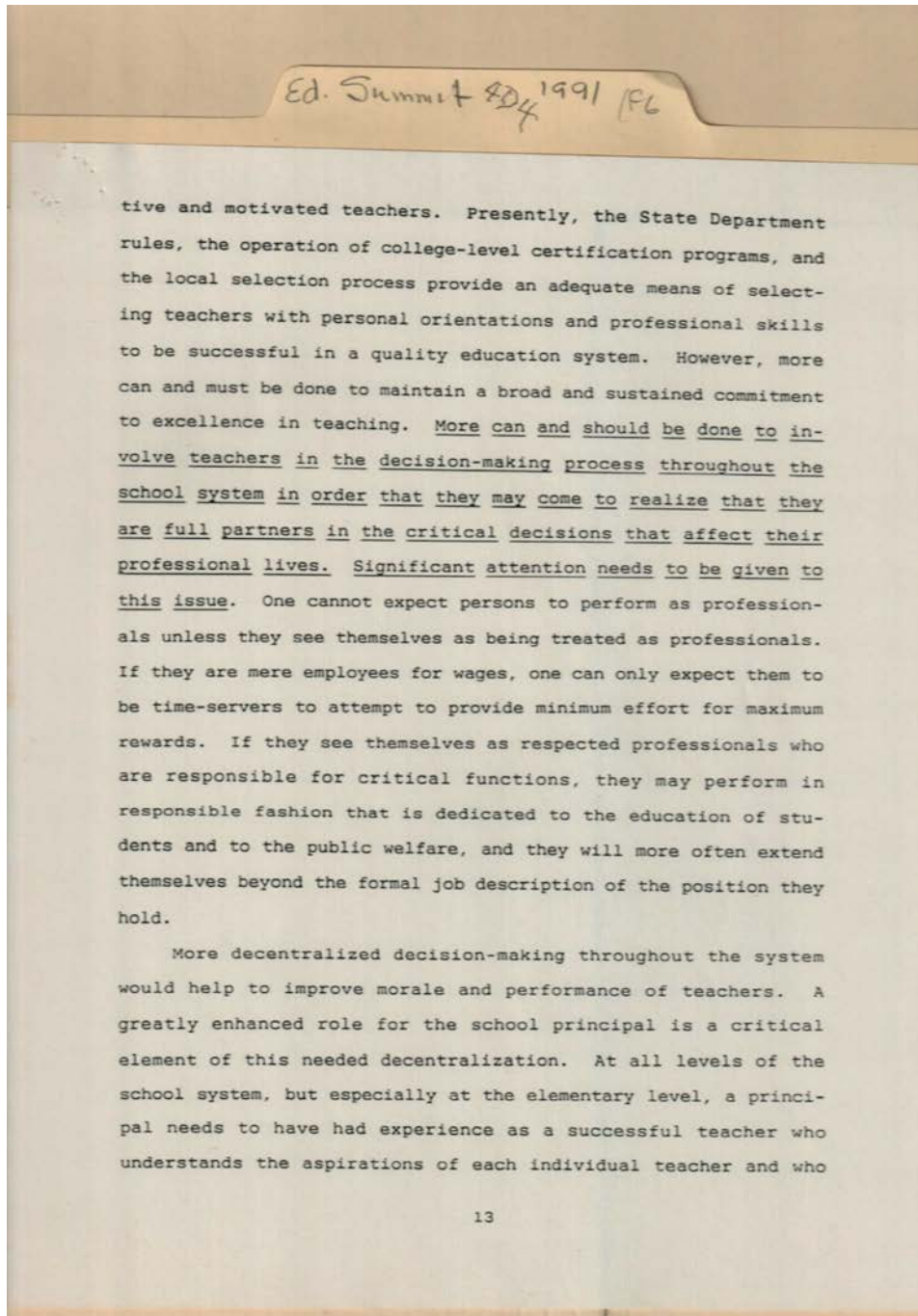
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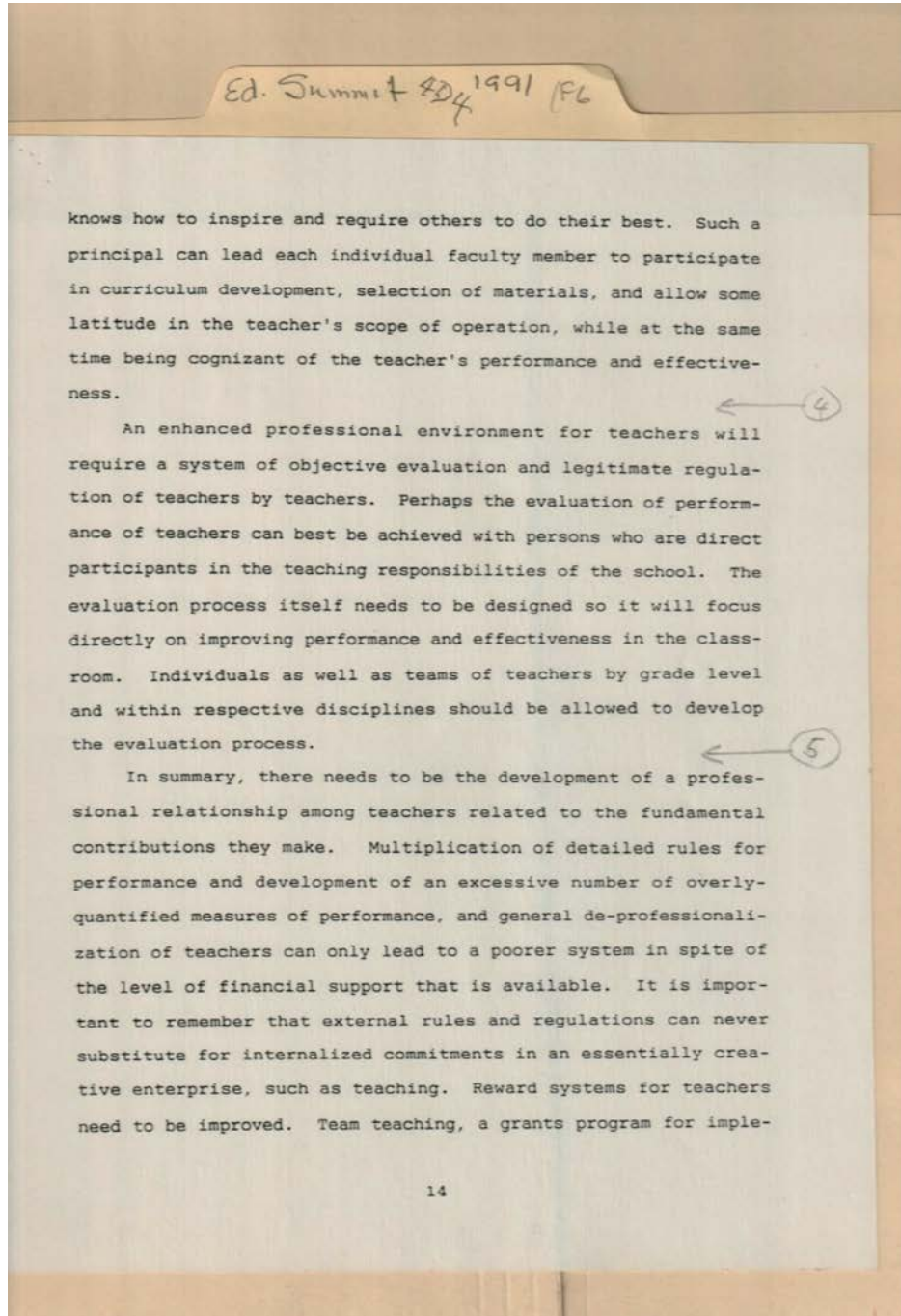
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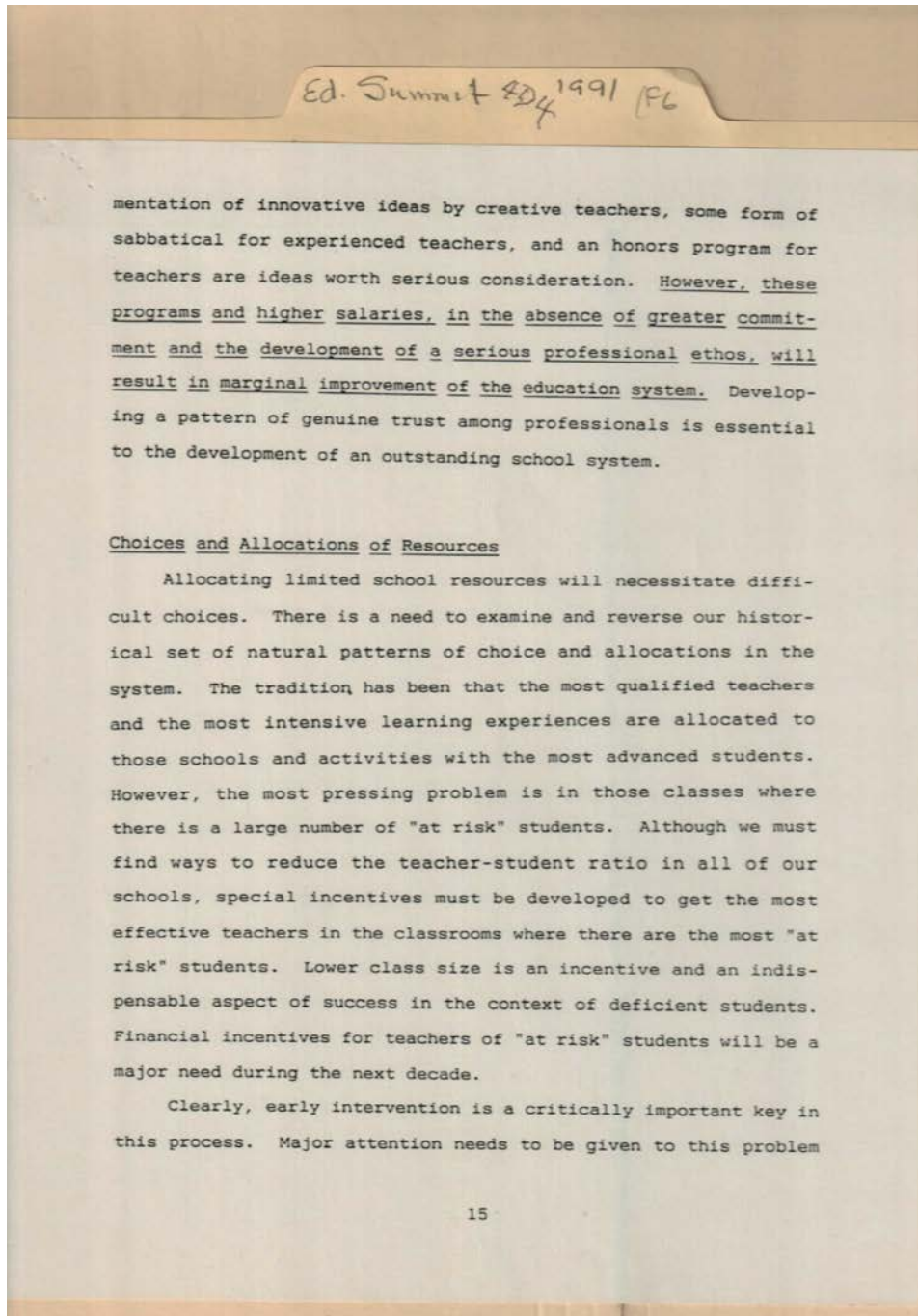
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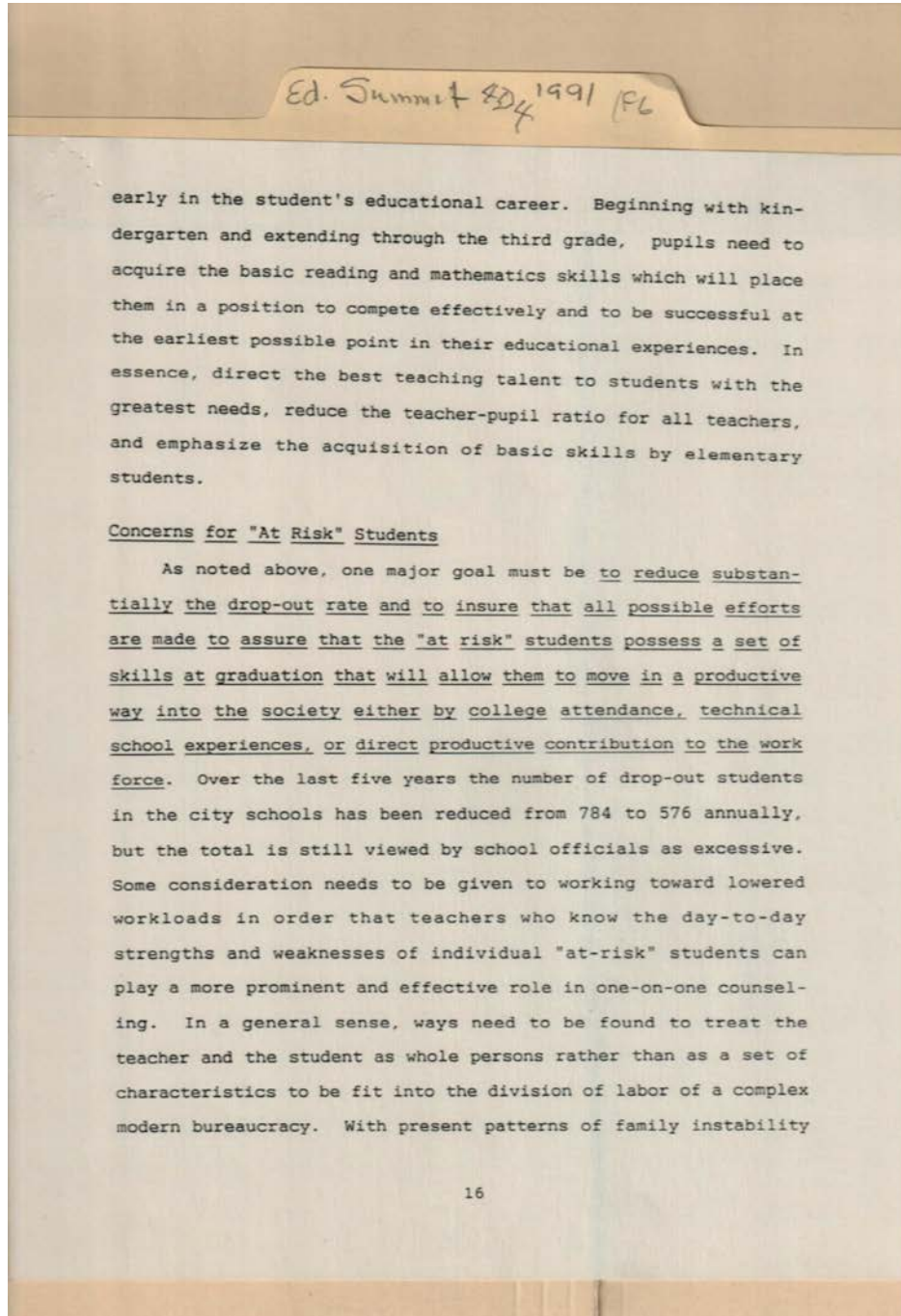
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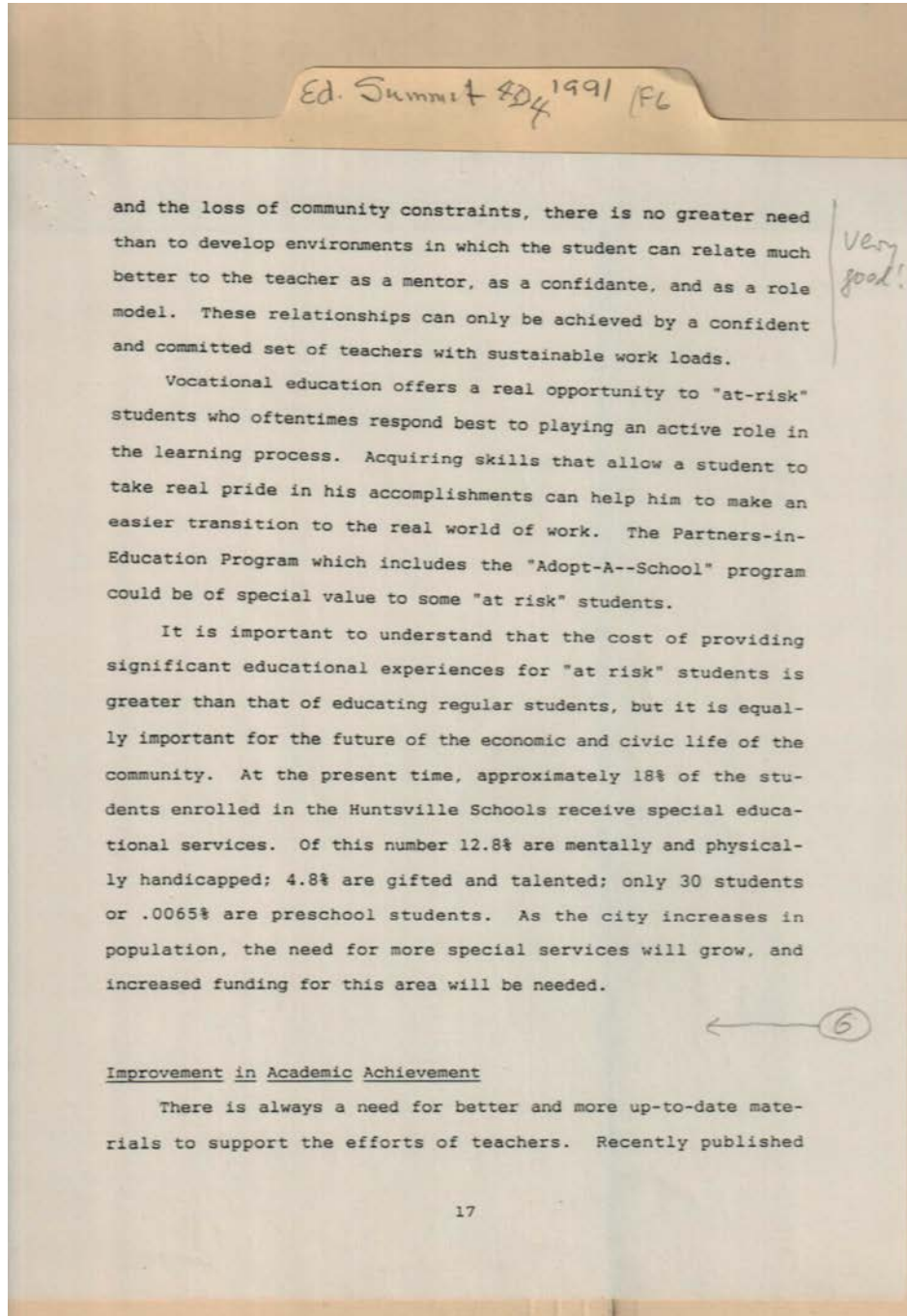
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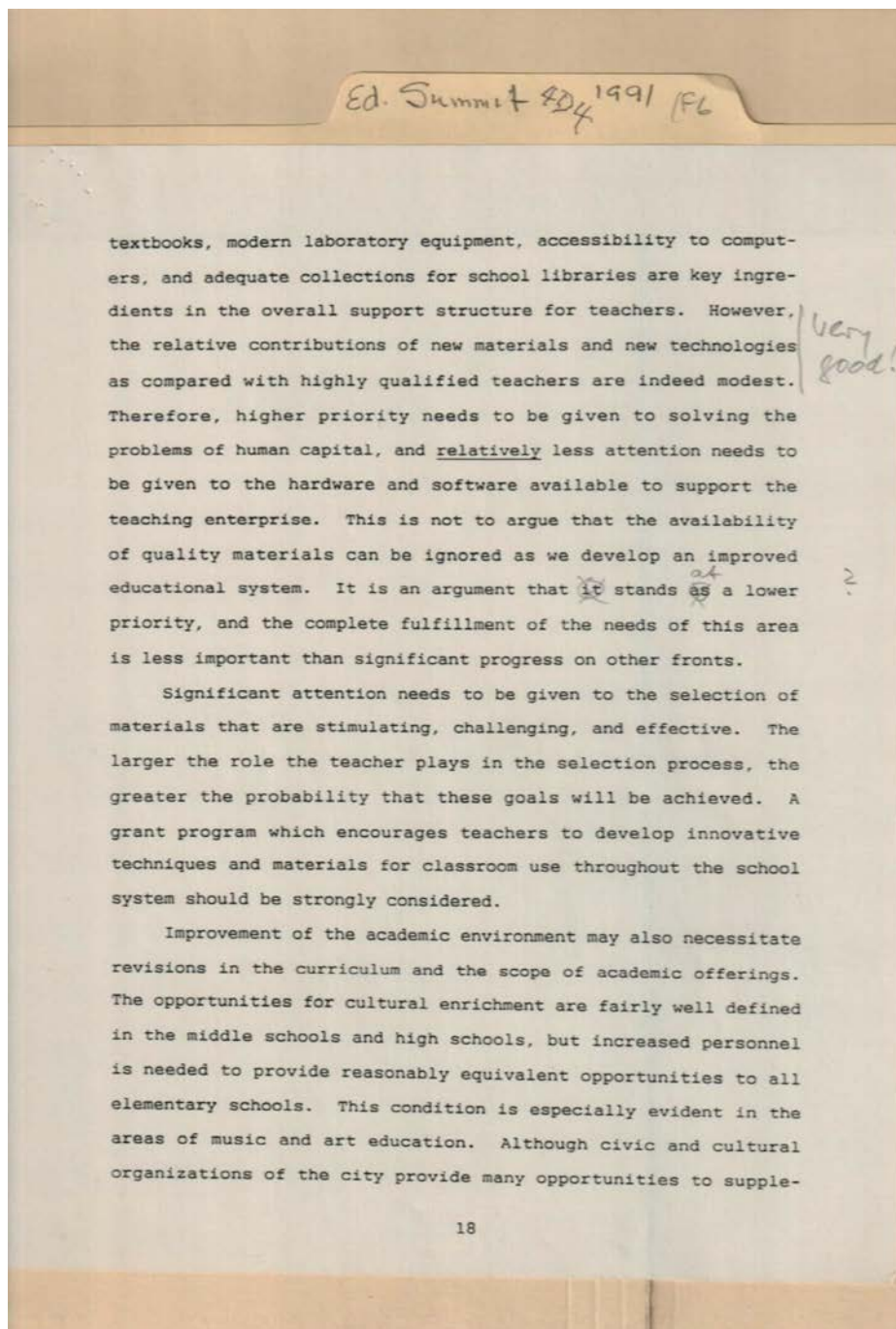
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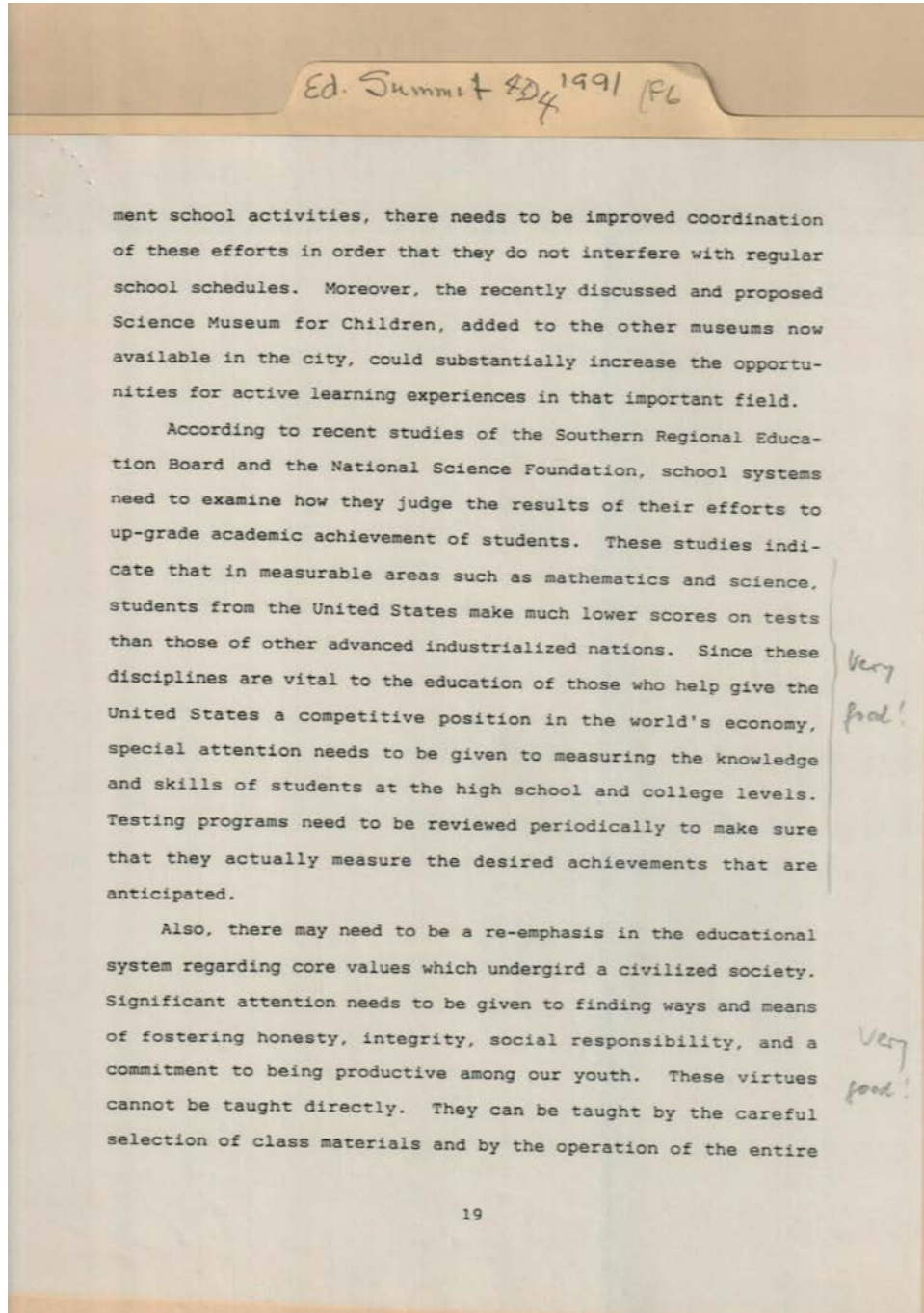
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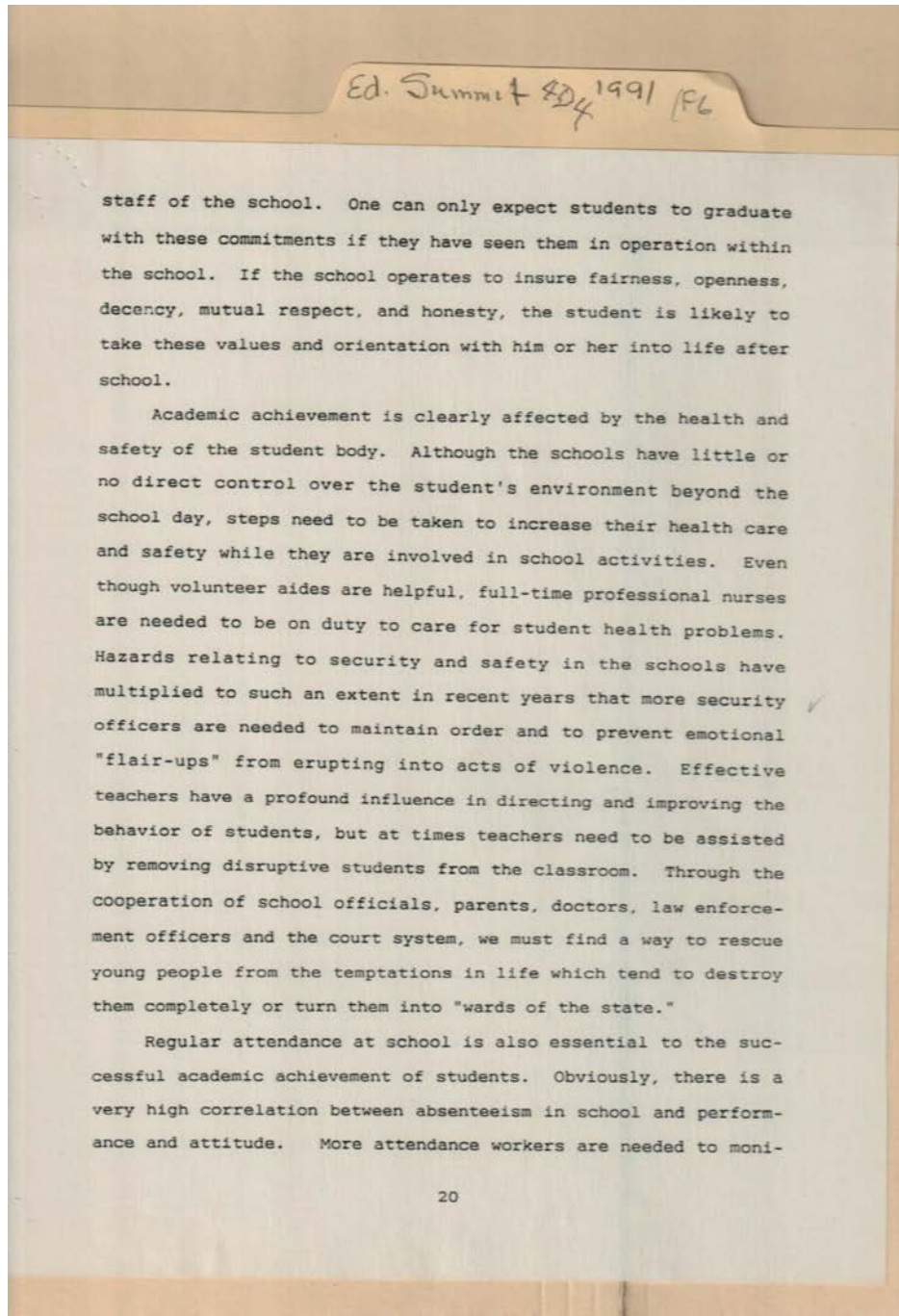
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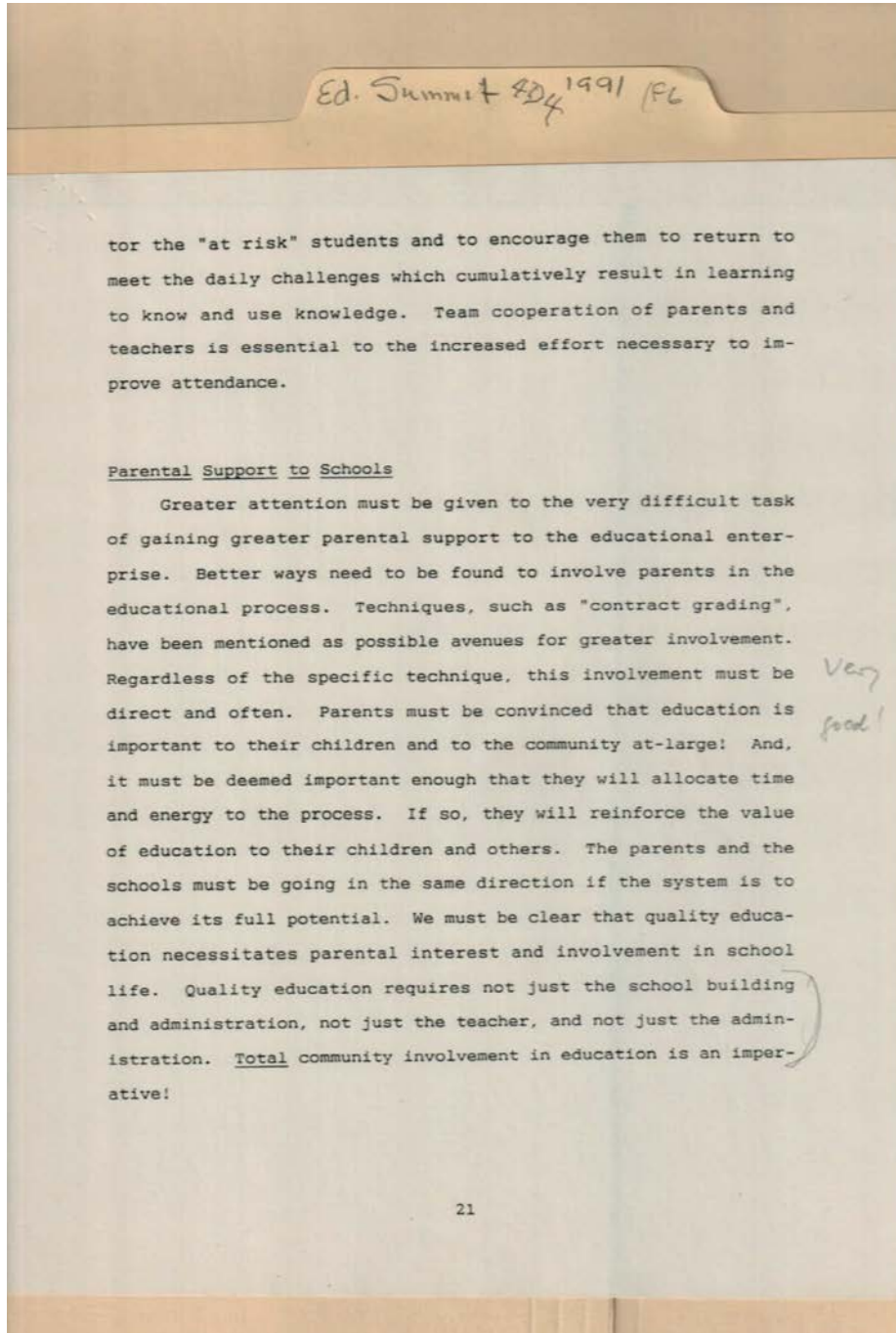
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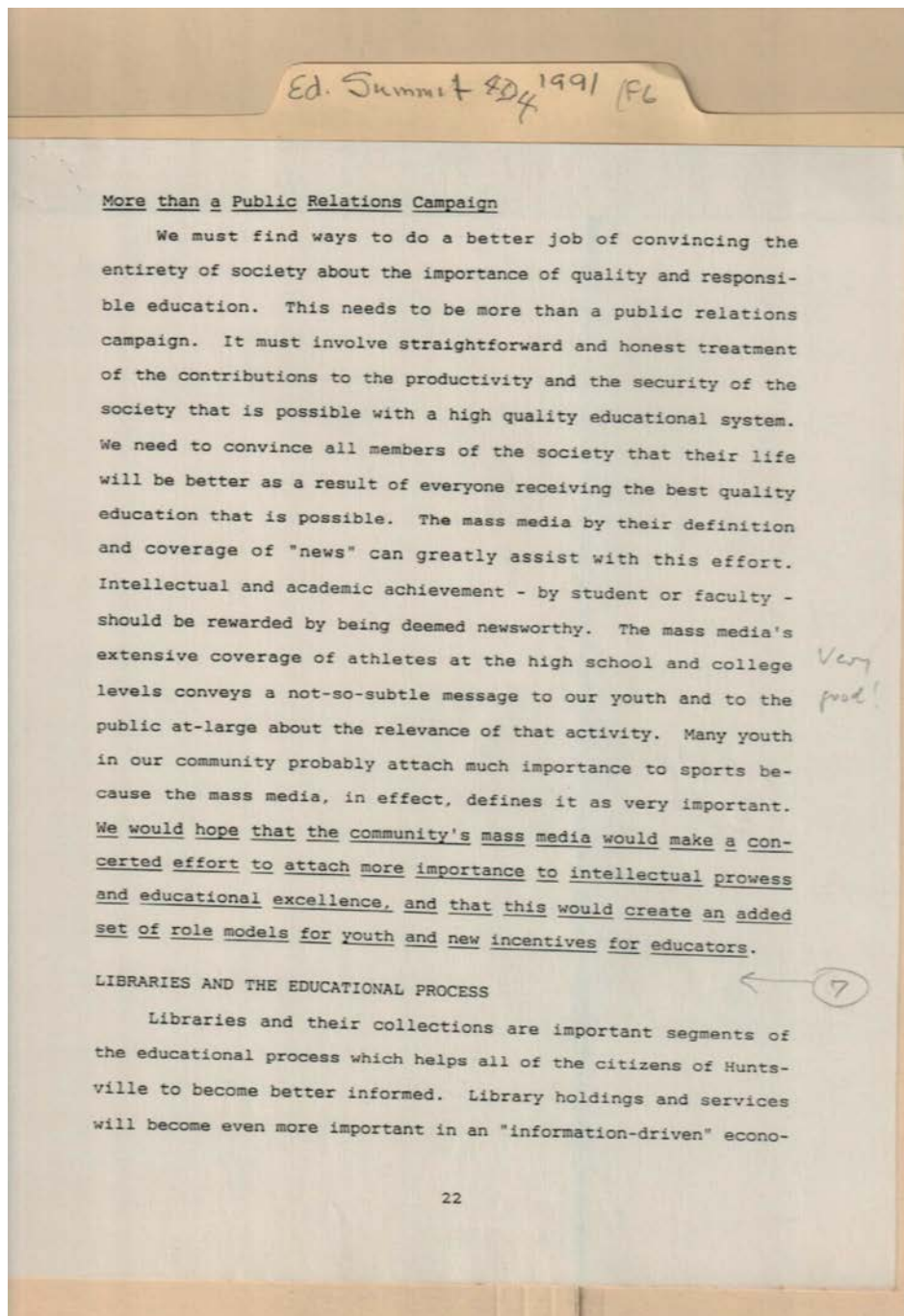
Parental Support to
Schools

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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 because 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 would create an added set of role models for youth and new incentives for educators.

Very good!

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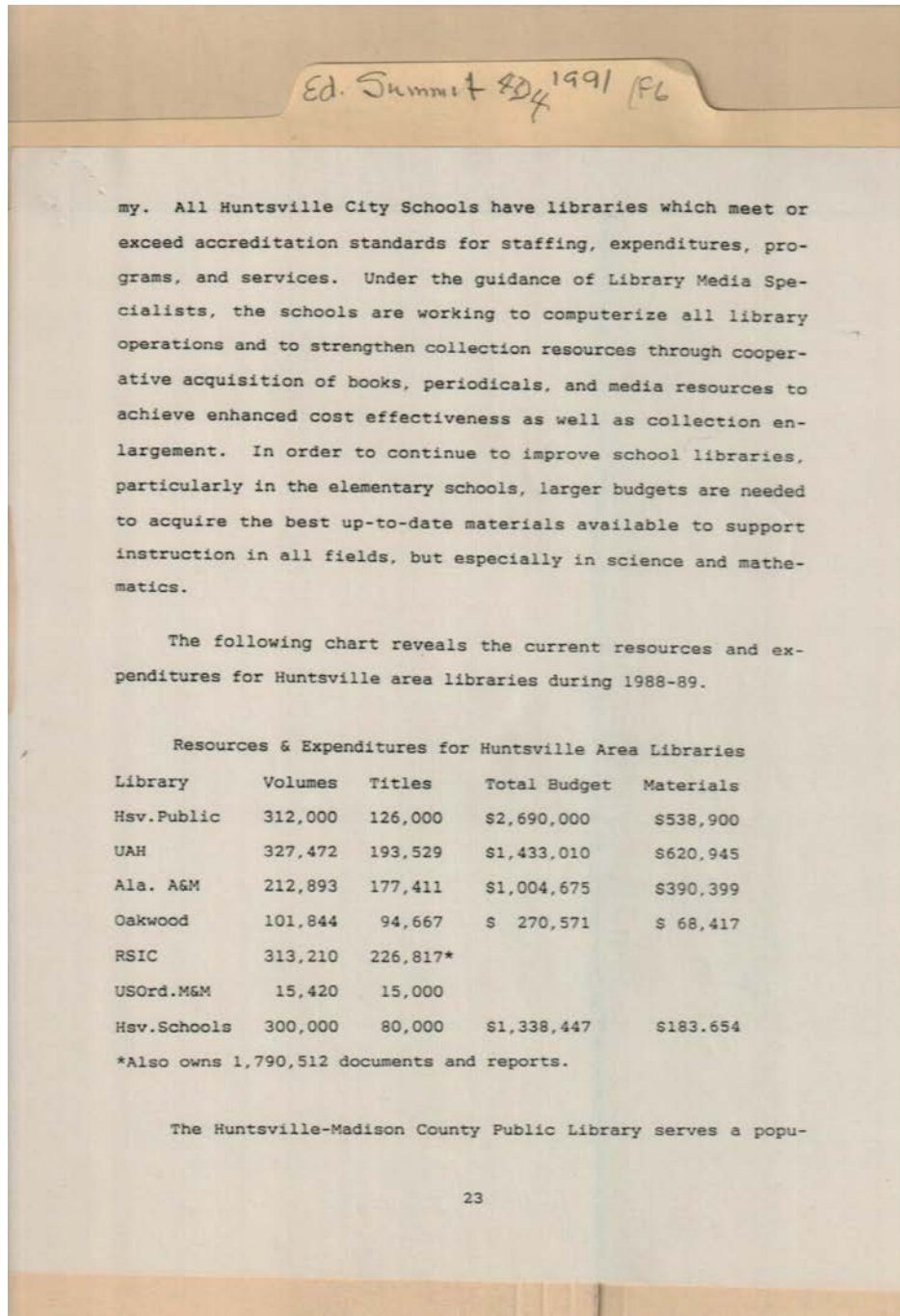
LIBRARIES AND THE EDUCATIONAL PROCESS

Libraries and their collections are important segments of the educational process which helps all of the citizens of Huntsville to become better informed. Library holdings and services will become even more important in an "information-driven" econo-

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Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

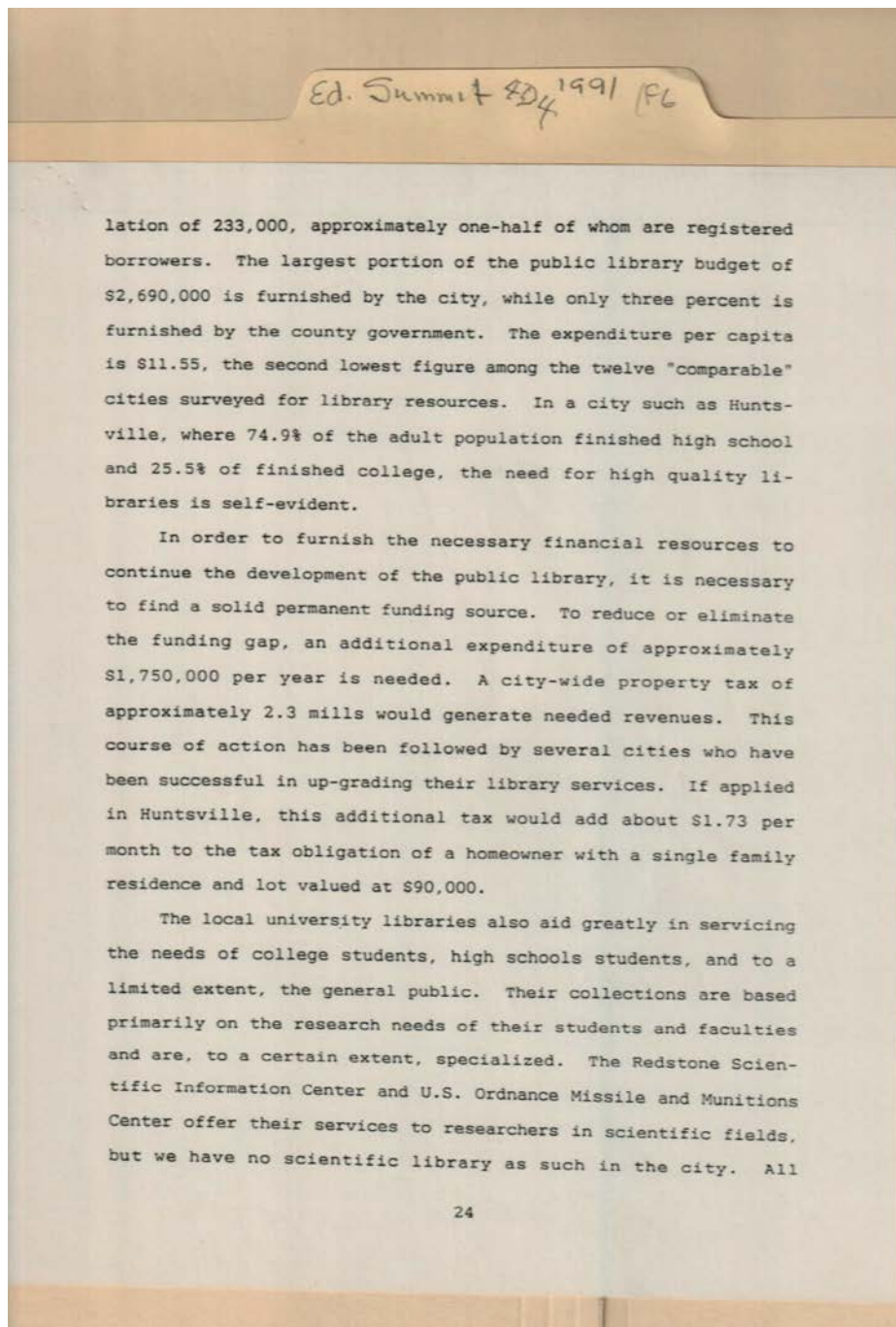
Image 64 r04d04-06-000-0227 [Contents](#) [Index](#) [About](#)



Types:
essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 65 r04d04-06-000-0228 [Contents](#) [Index](#) [About](#)

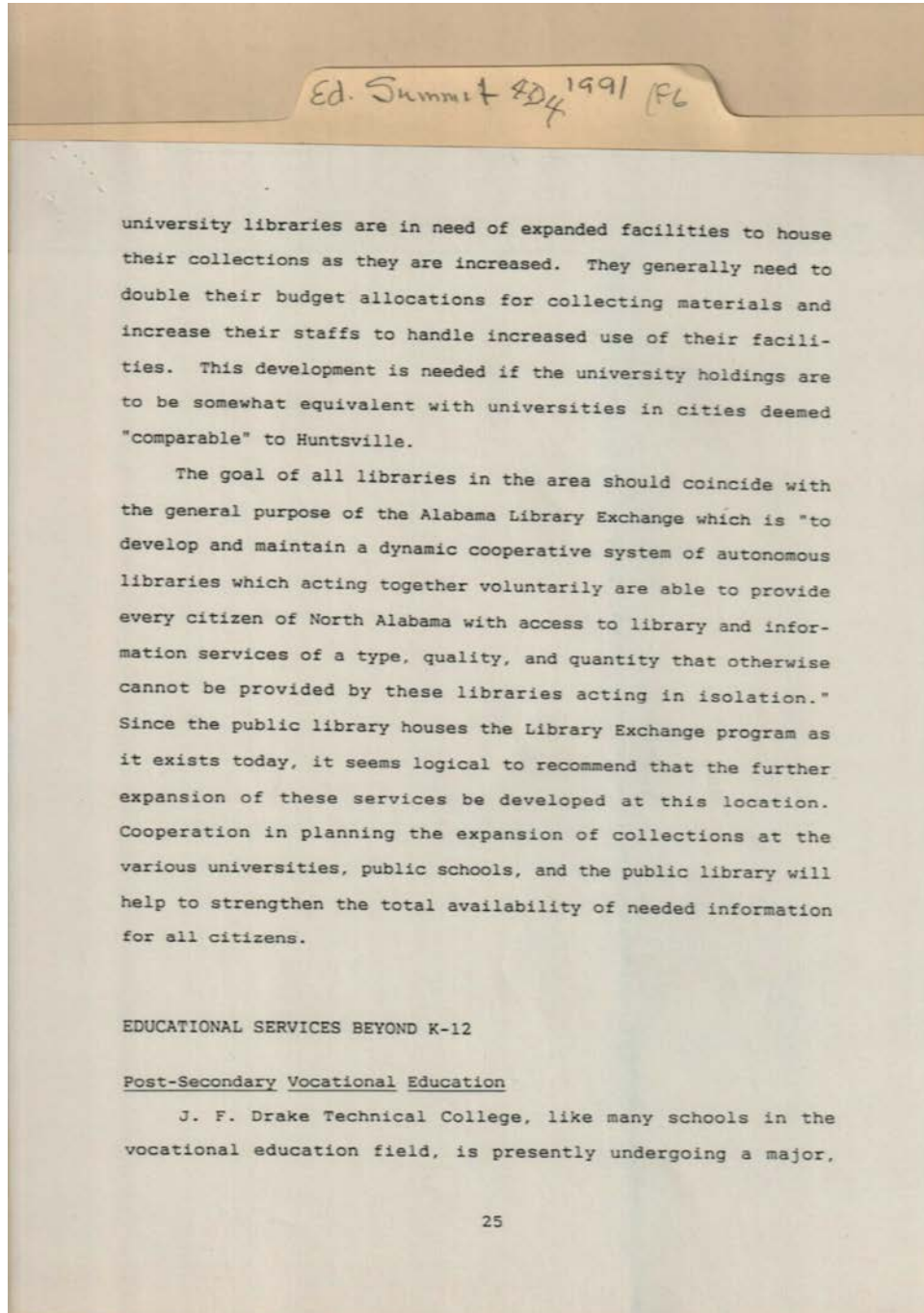


Names:
Resources

Types:
essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

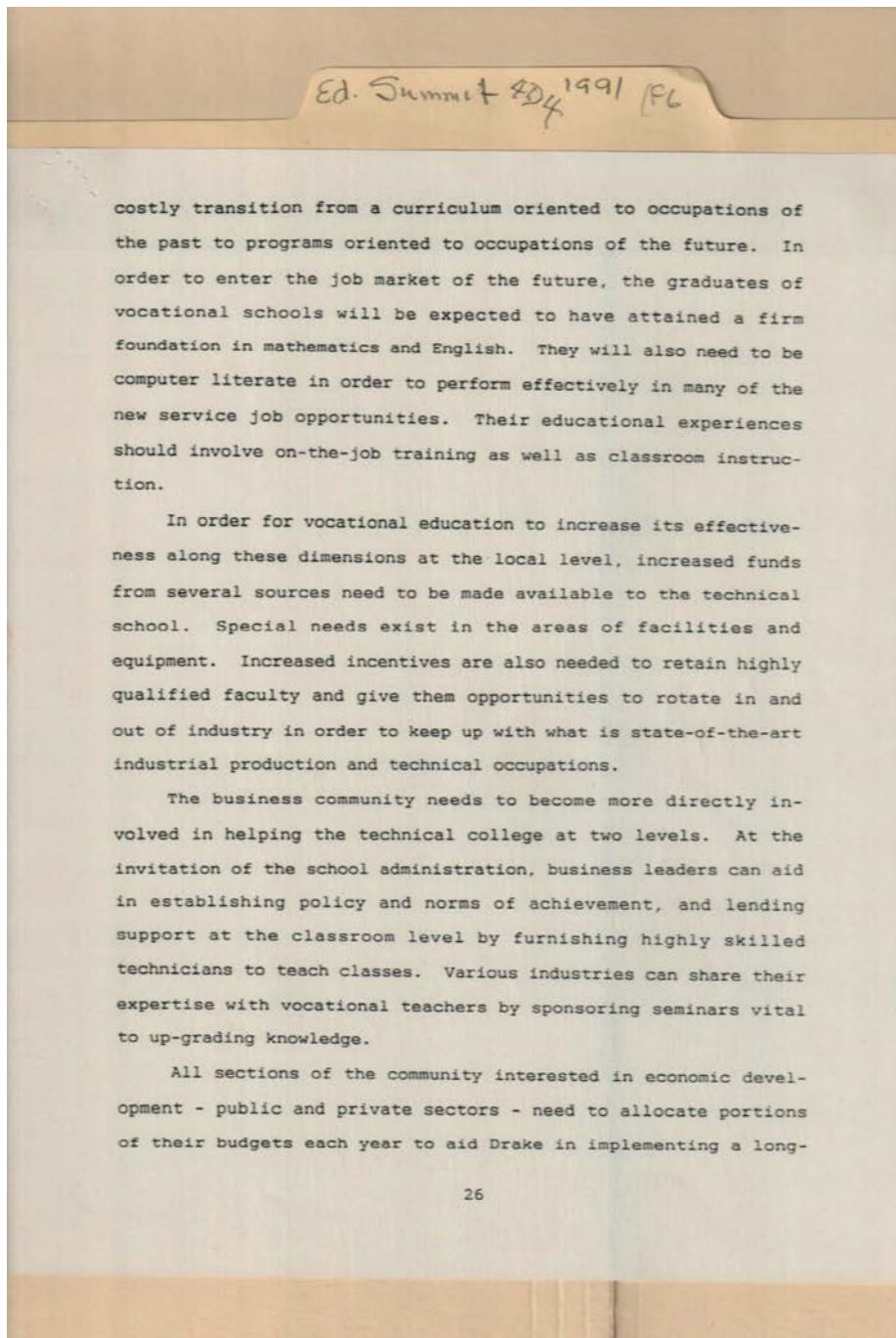
Image 66 r04d04-06-000-0229 [Contents](#) [Index](#) [About](#)



Types:
essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

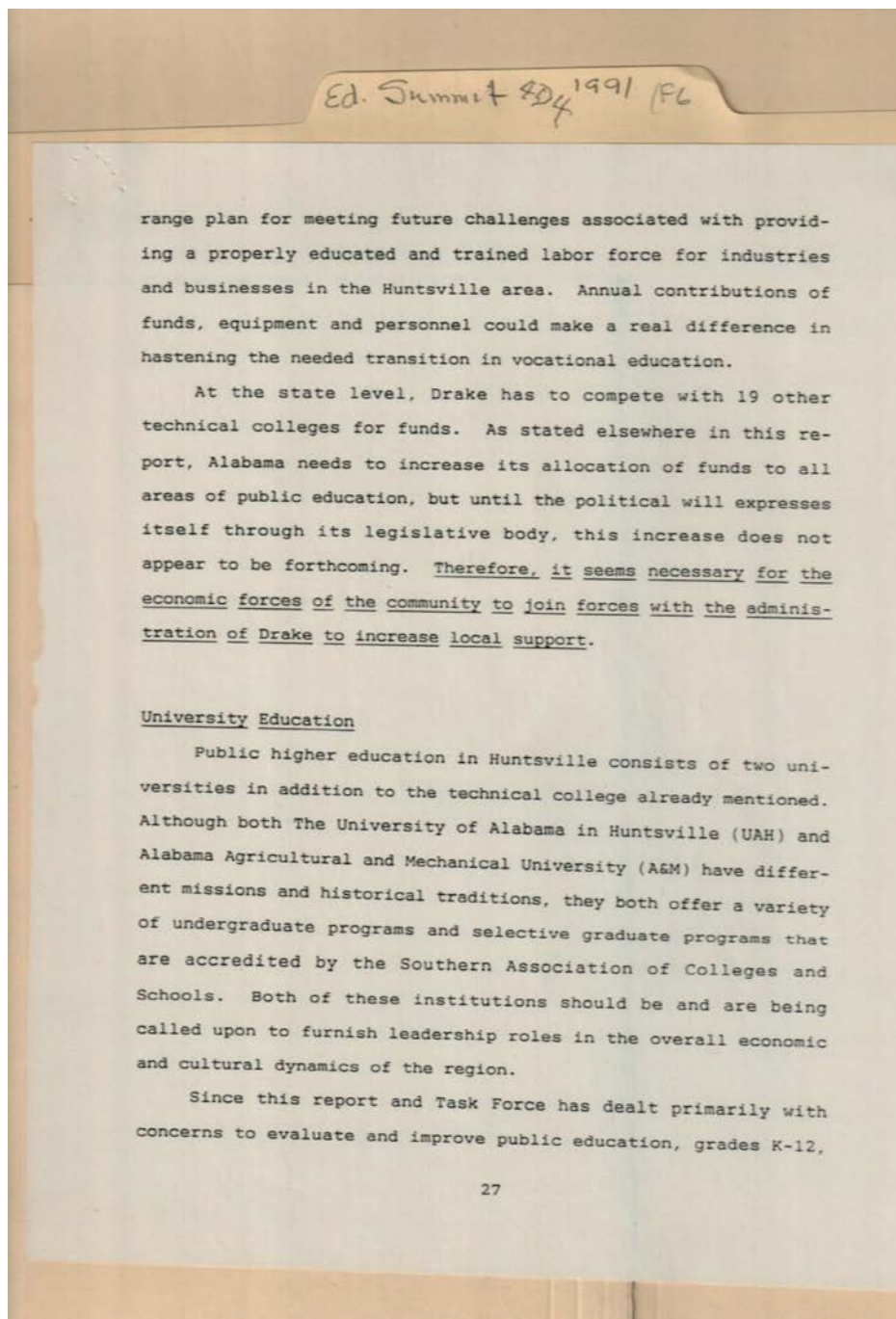
Image 67 r04d04-06-000-0230 [Contents](#) [Index](#) [About](#)



Types:
essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 68 r04d04-06-000-0231 [Contents](#) [Index](#) [About](#)



Names:

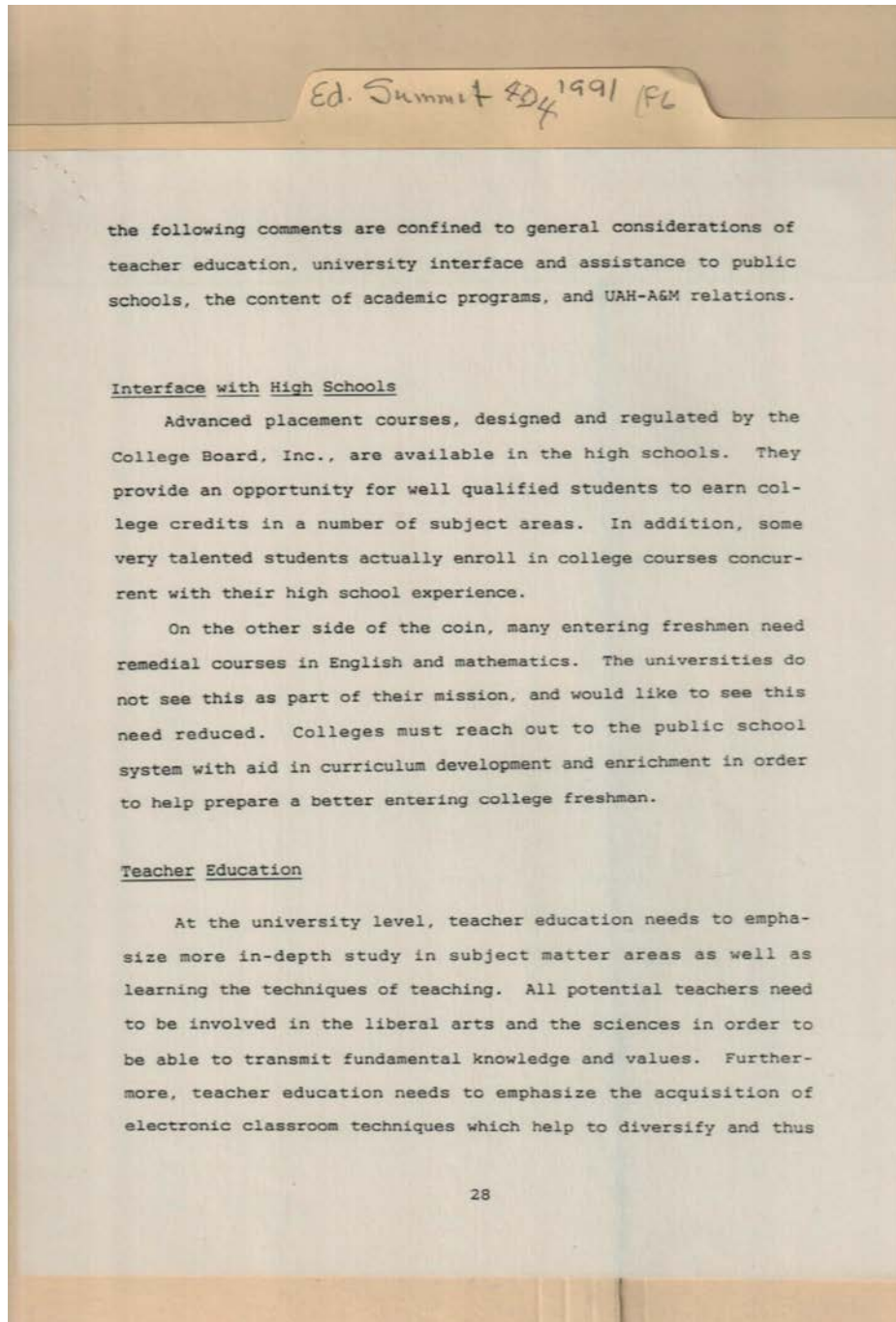
University Education

Types:

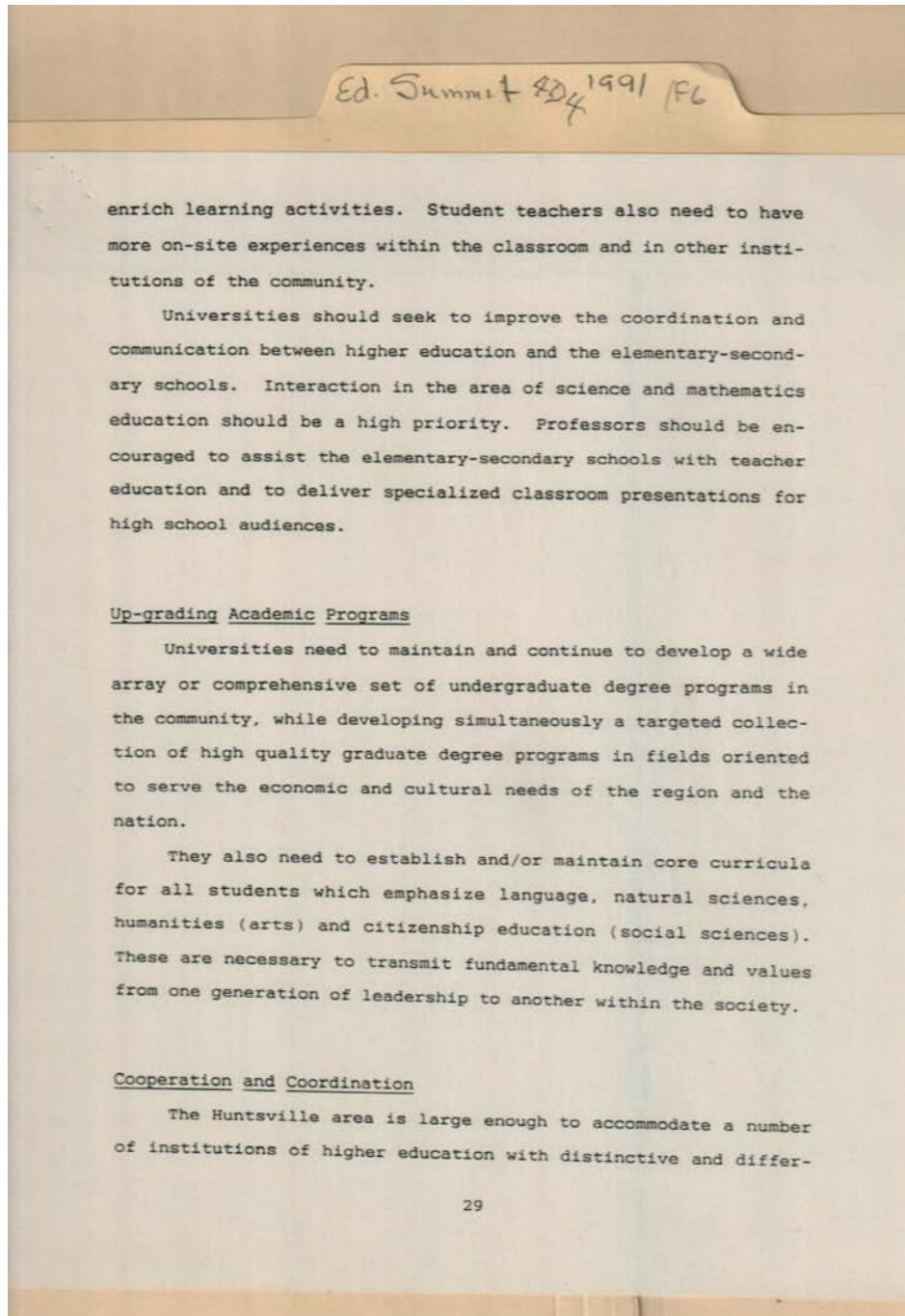
essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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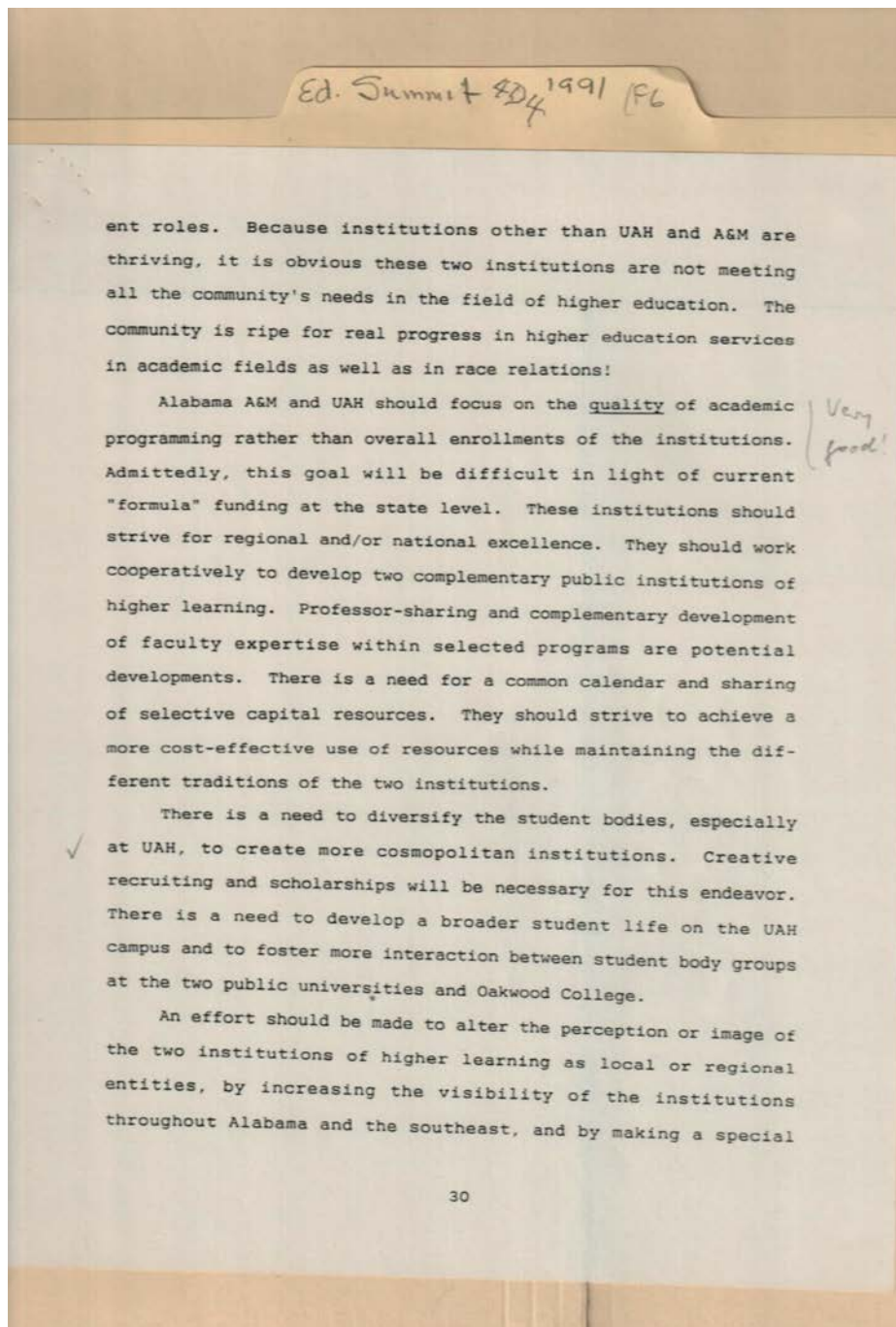
Types:
essay



Types:
essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

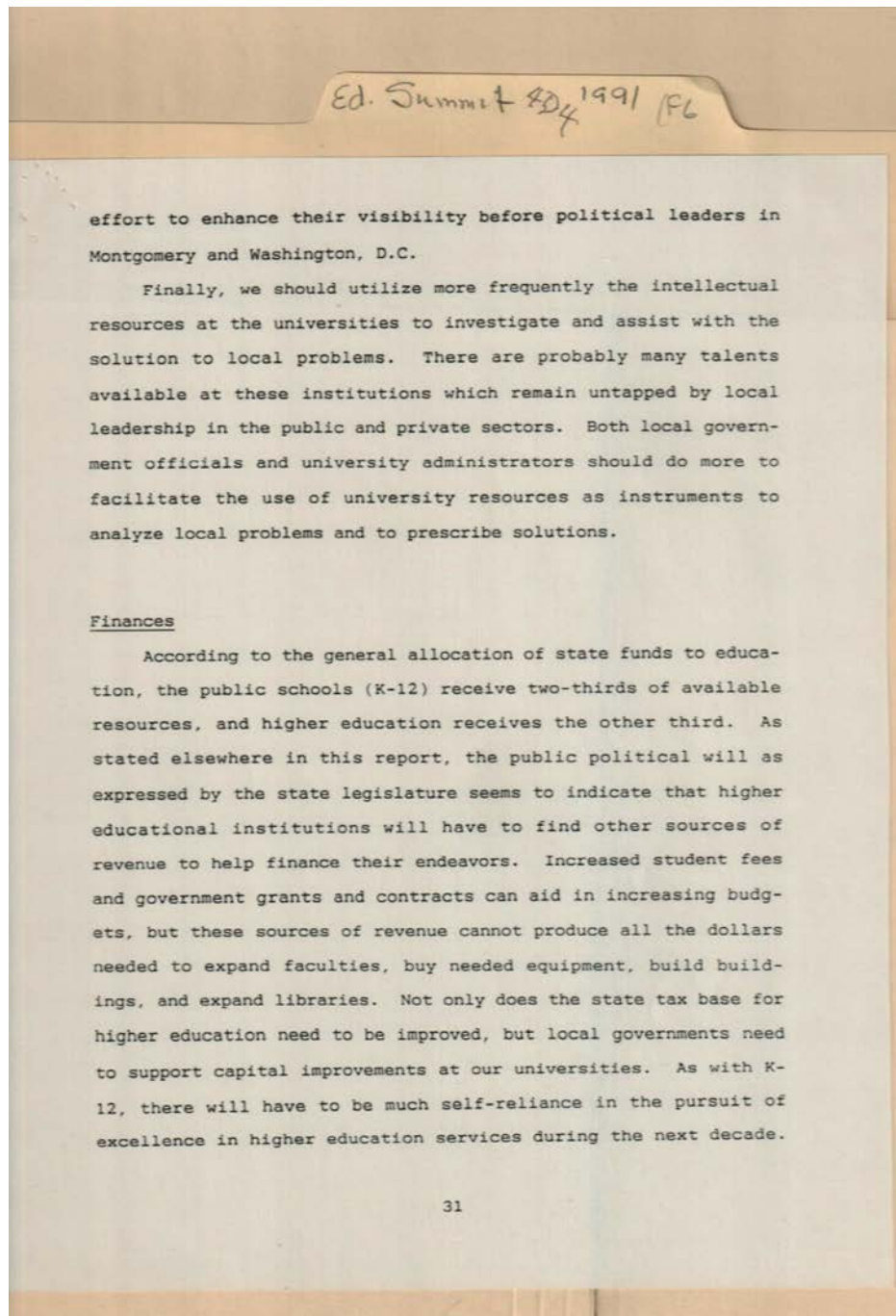
Image 71 r04d04-06-000-0234 [Contents](#) [Index](#) [About](#)



Types:
essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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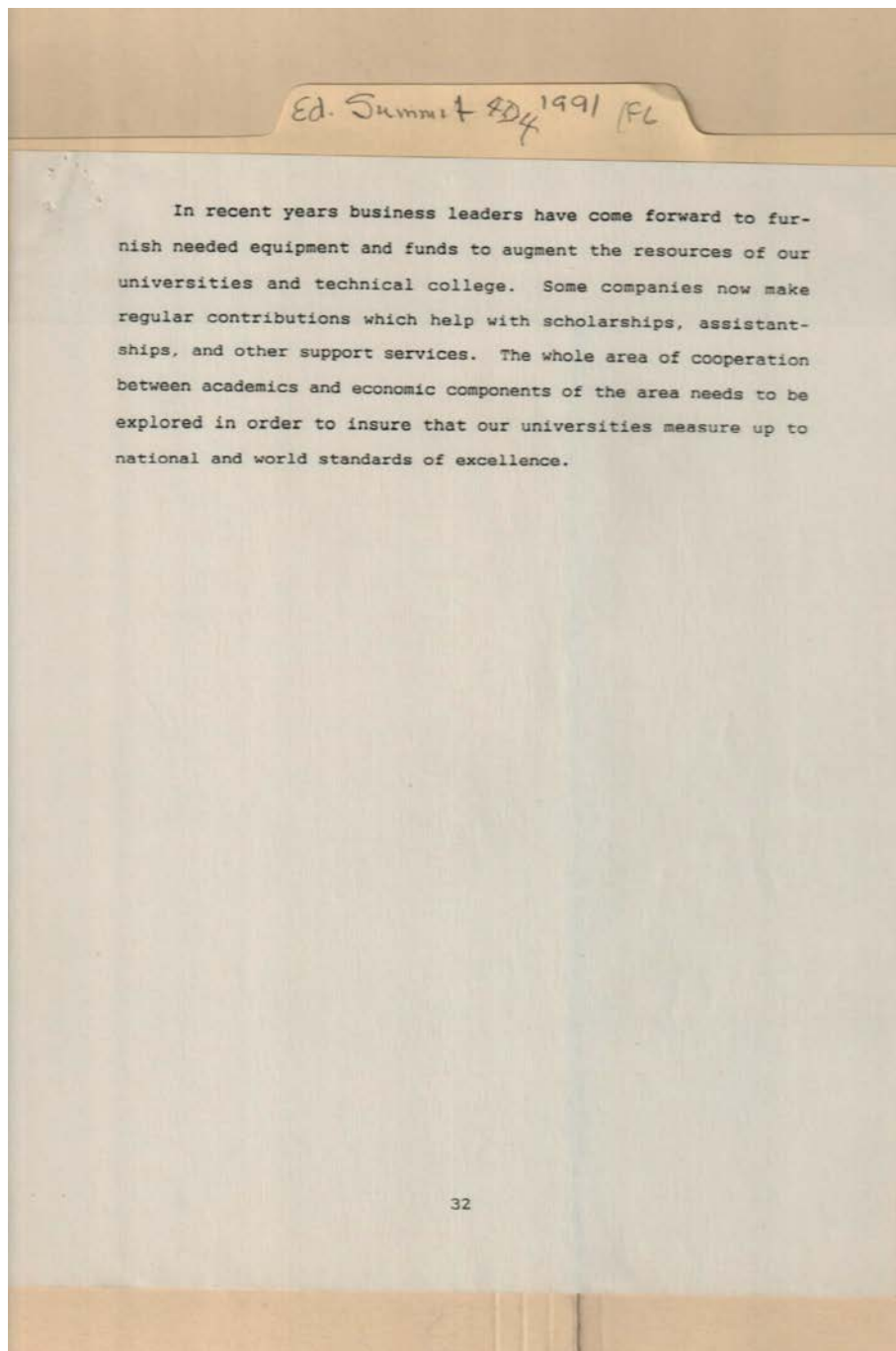


Names:
Finances

Types:
essay

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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Types:
essay

8/27/91

EDUCATION SUMMIT PLAN - CITY OF HUNTSVILLE

	JAN			FEB			MAR			APR			MAY			JUN			JUL			AUG			SEP			OCT			NOV			DEC		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6
Steering Council Meetings										▲																										
Coord Mtgs - Pgr/Cmte Chairmen																																				
Formal Public Announce of Summit																																				
Budget Rqmnts to Budget Cmte																																				
Budget & Finance Pln to Exec Cmte																																				
Spkr List/Topic to Pub & Doc Cmte																																				
Data Pkg to Pub & Doc Cmte																																				
Issue Invitations to Delegates																																				
Registration Due date																																				
Delegate Assignment																																				
Data Package to Delegates																																				
Summit																																				
Draft of Summit Report Complete																																				

Ed. Summit 8/27/91 PC

Names:

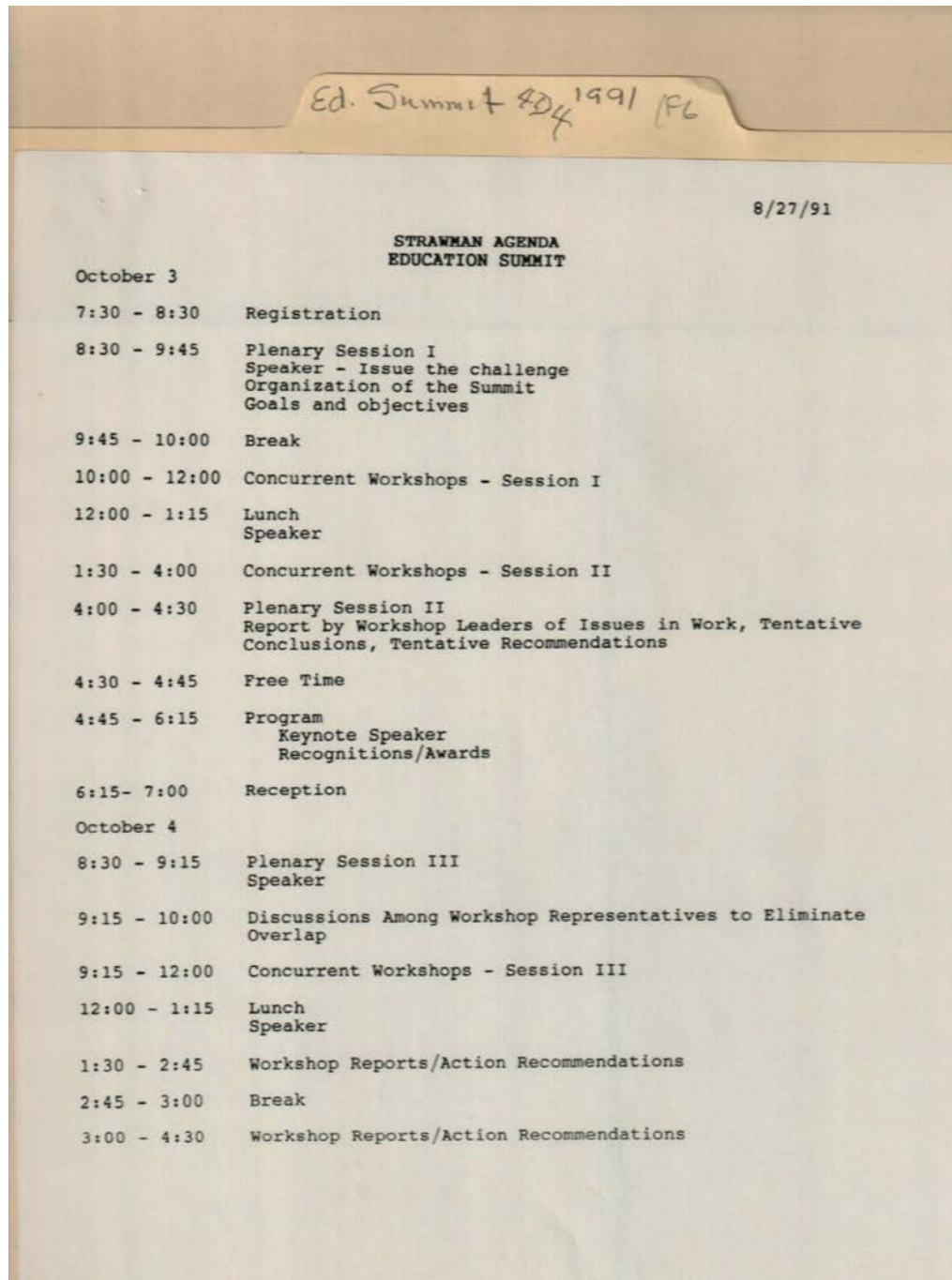
Education Summit
Plan

Types:

chart

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 75 r04d04-06-000-0238 [Contents](#) [Index](#) [About](#)



Names:

Education Summit

Types:

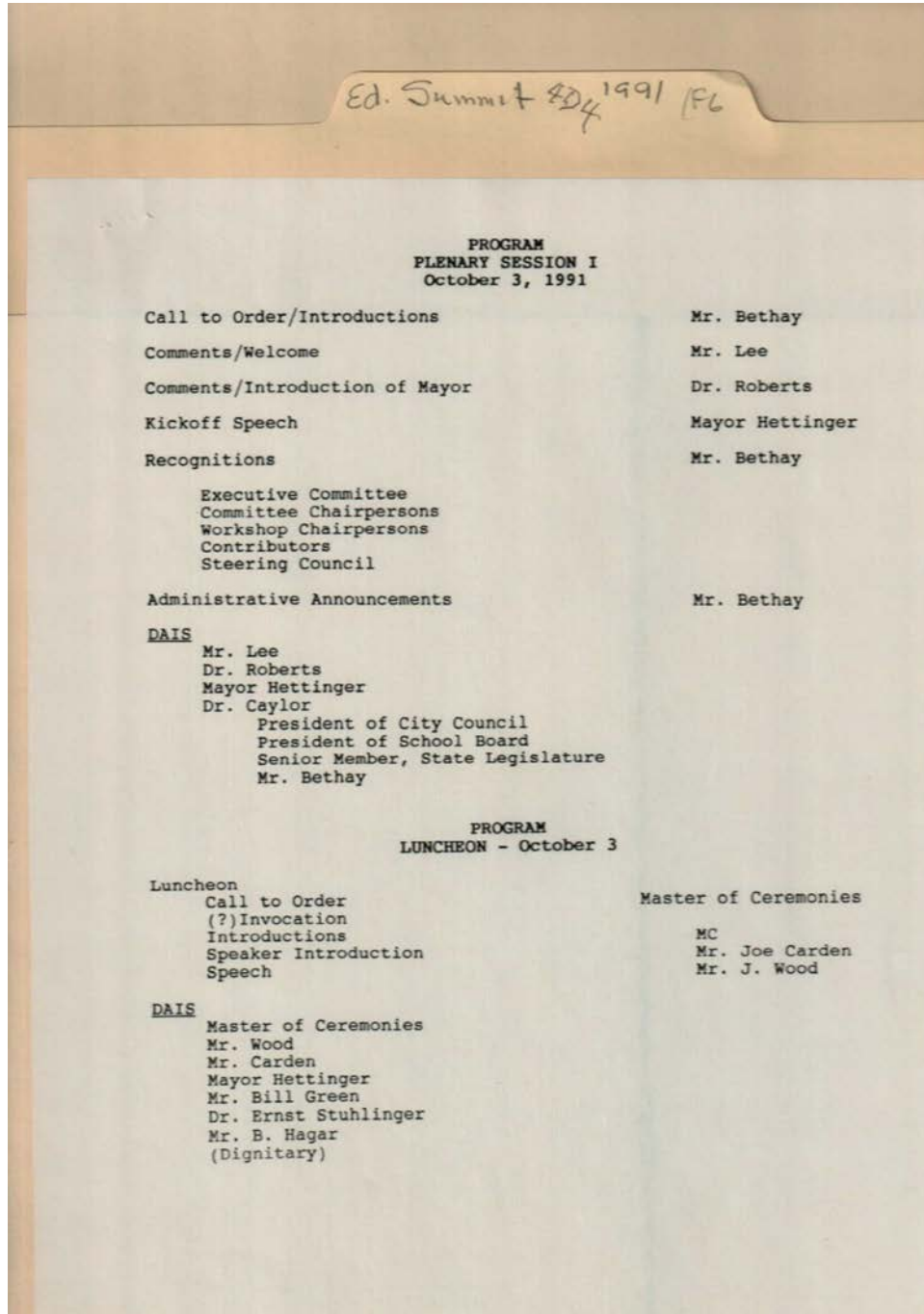
agenda

Dates:

Aug 27, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 76 r04d04-06-000-0239 [Contents](#) [Index](#) [About](#)



Names:

Bethay,
Carden,
Caylor, Dr.

Green, Bill
Hagar, B.
Hettinger, Mayor

Lee, T. J.
Roberts, Dr.
Stuhlinger, Ernst, Dr.

Wood, J.

Types:

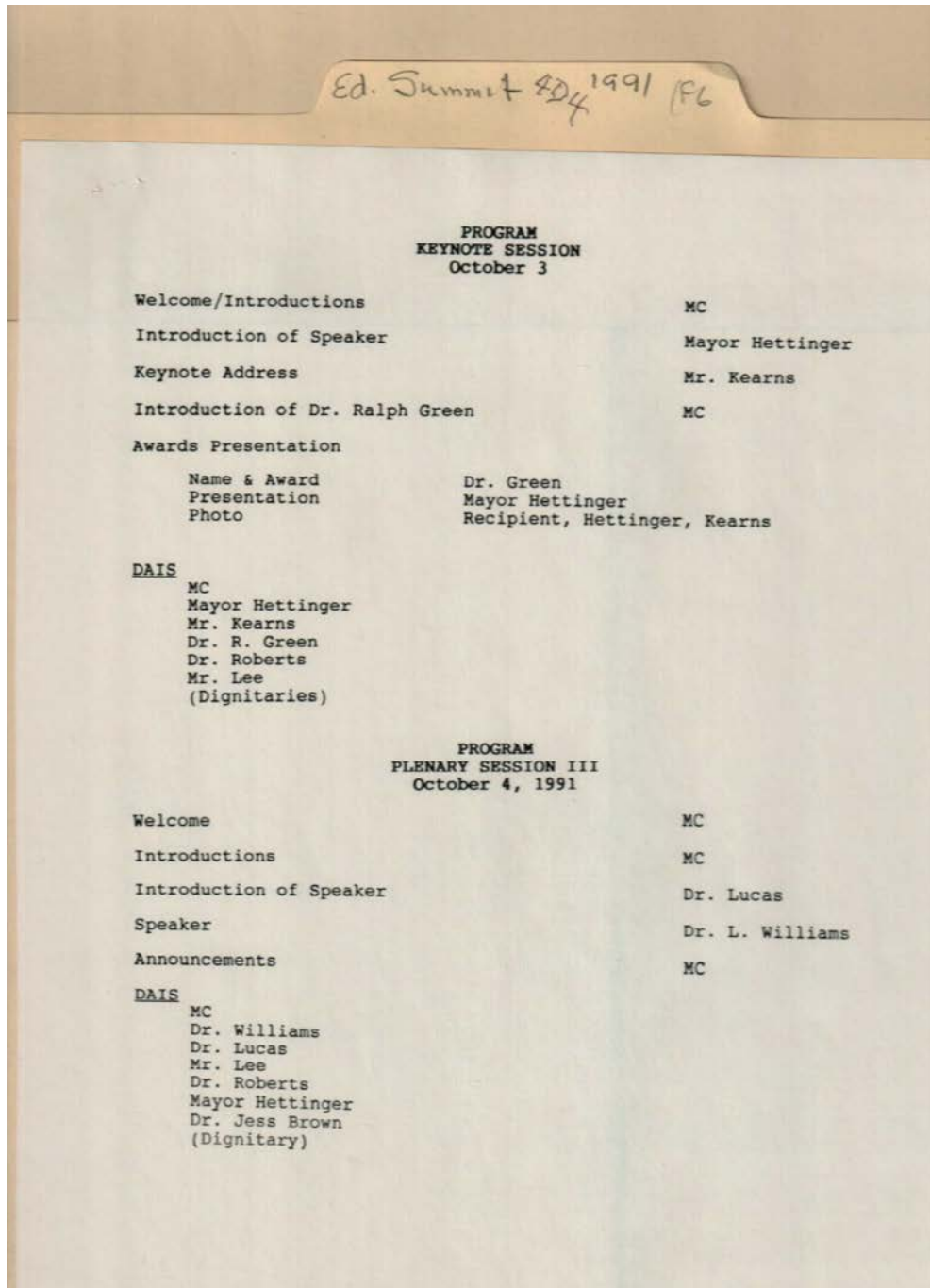
program

Dates:

Oct 03, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 77 r04d04-06-000-0240 [Contents](#) [Index](#) [About](#)



Names:

Brown, Jess, Dr.
Green, R., Dr.
Green, Ralph, Dr.

Hettinger, Mayor
Kearns,
Lee,

Lucas, Dr.
Roberts, Dr.
Williams, L. Dr.

Types:

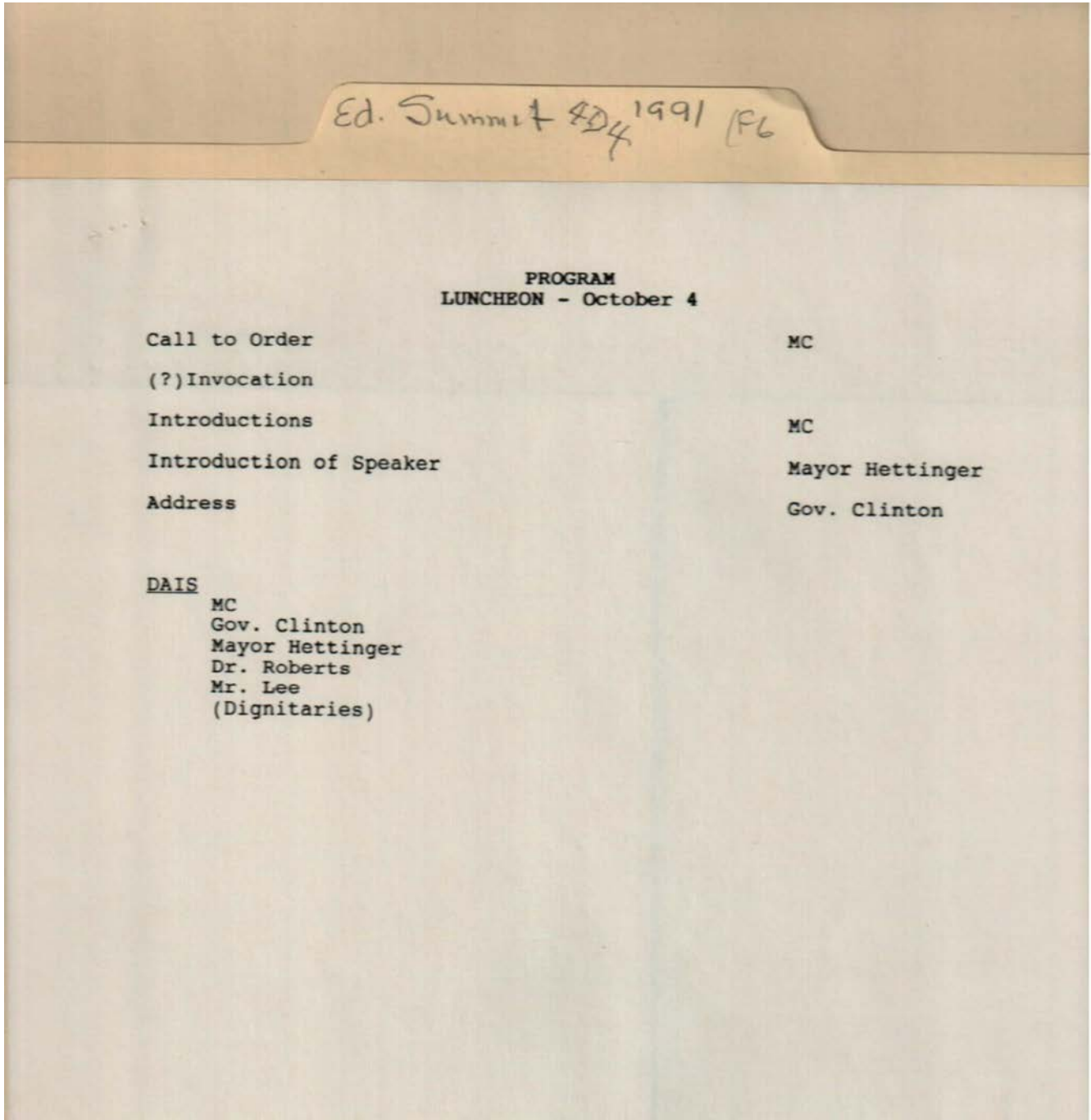
program

Dates:

Oct 03, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 78 r04d04-06-000-0241 [Contents](#) [Index](#) [About](#)



Names:

Clinton, Gov.

Hettinger, Mayor

Lee,

Roberts, Dr.

Types:

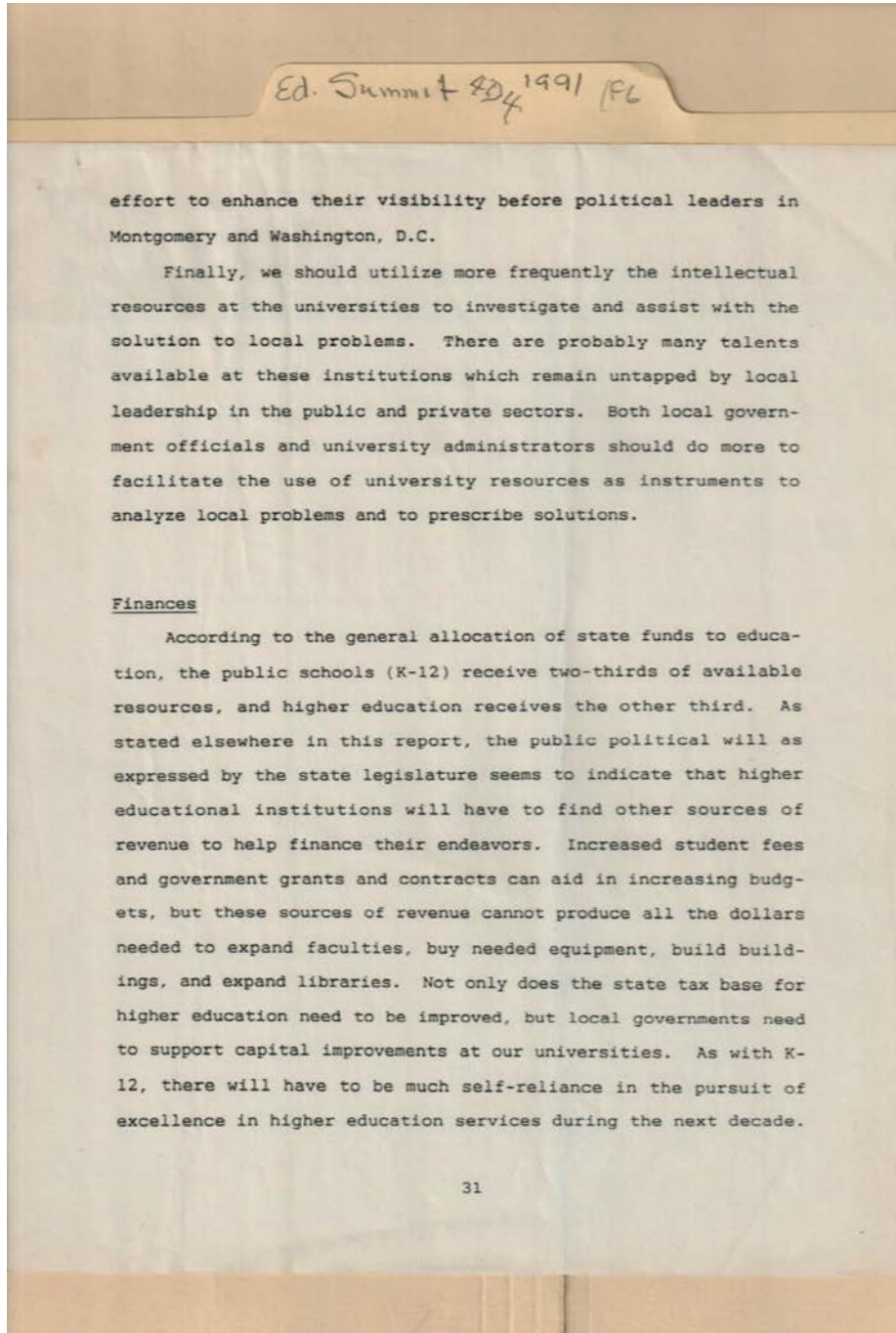
program

Dates:

Oct 04, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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Names:

Vision 2000 Task
Force Report on

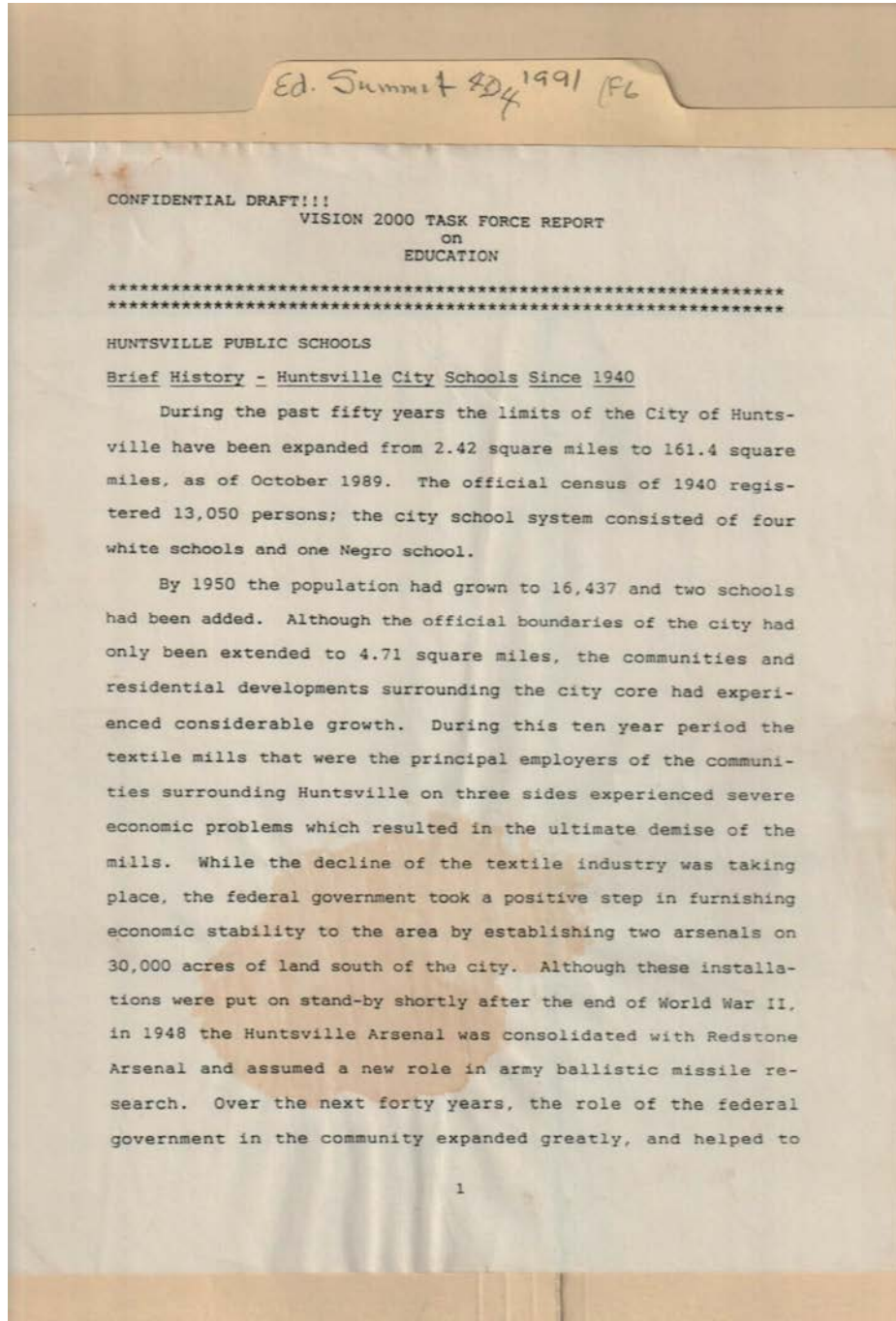
Education

Places:

Huntsville, AL

Types:

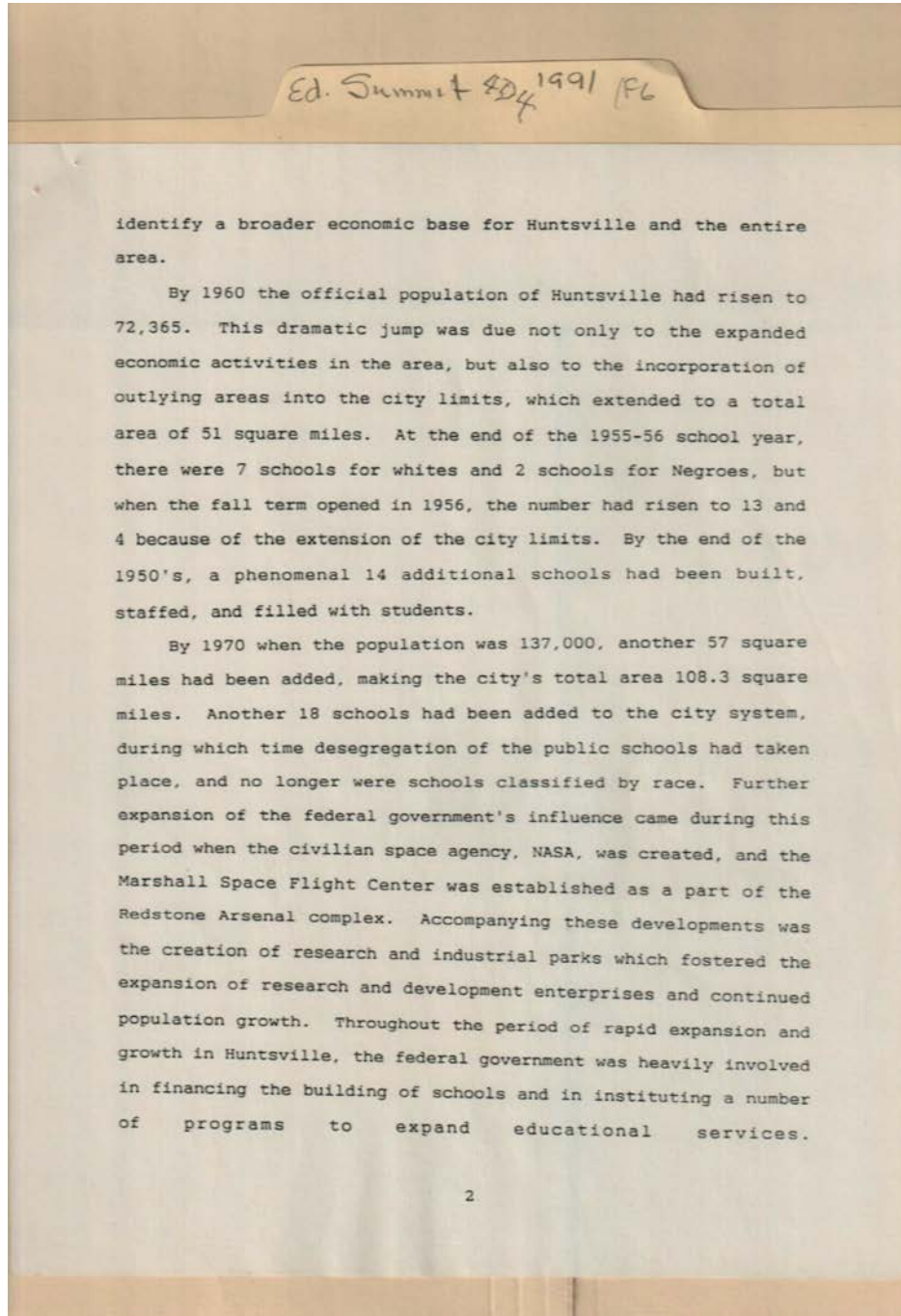
report



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

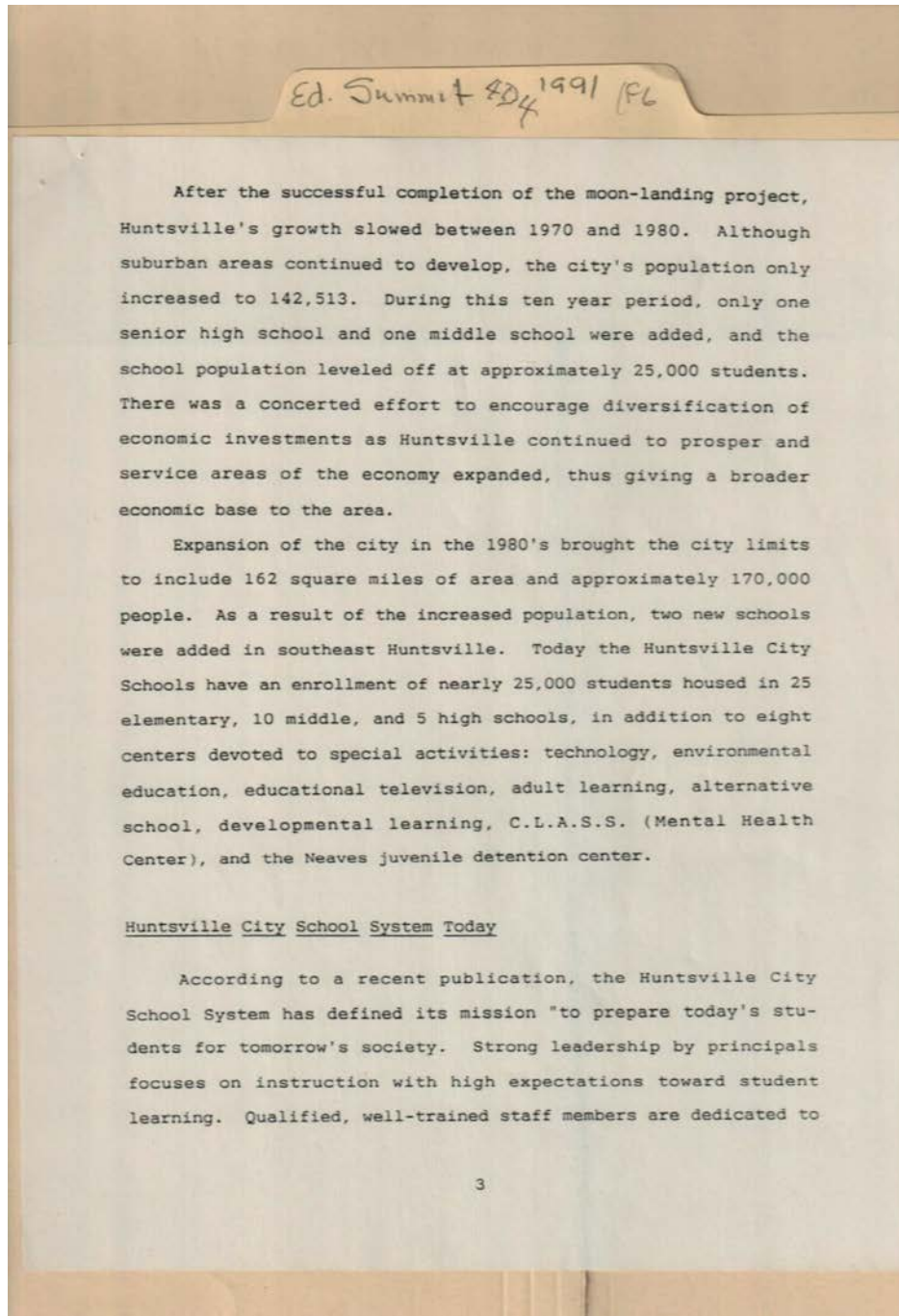
Image 81 r04d04-06-000-0244 [Contents](#) [Index](#) [About](#)



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

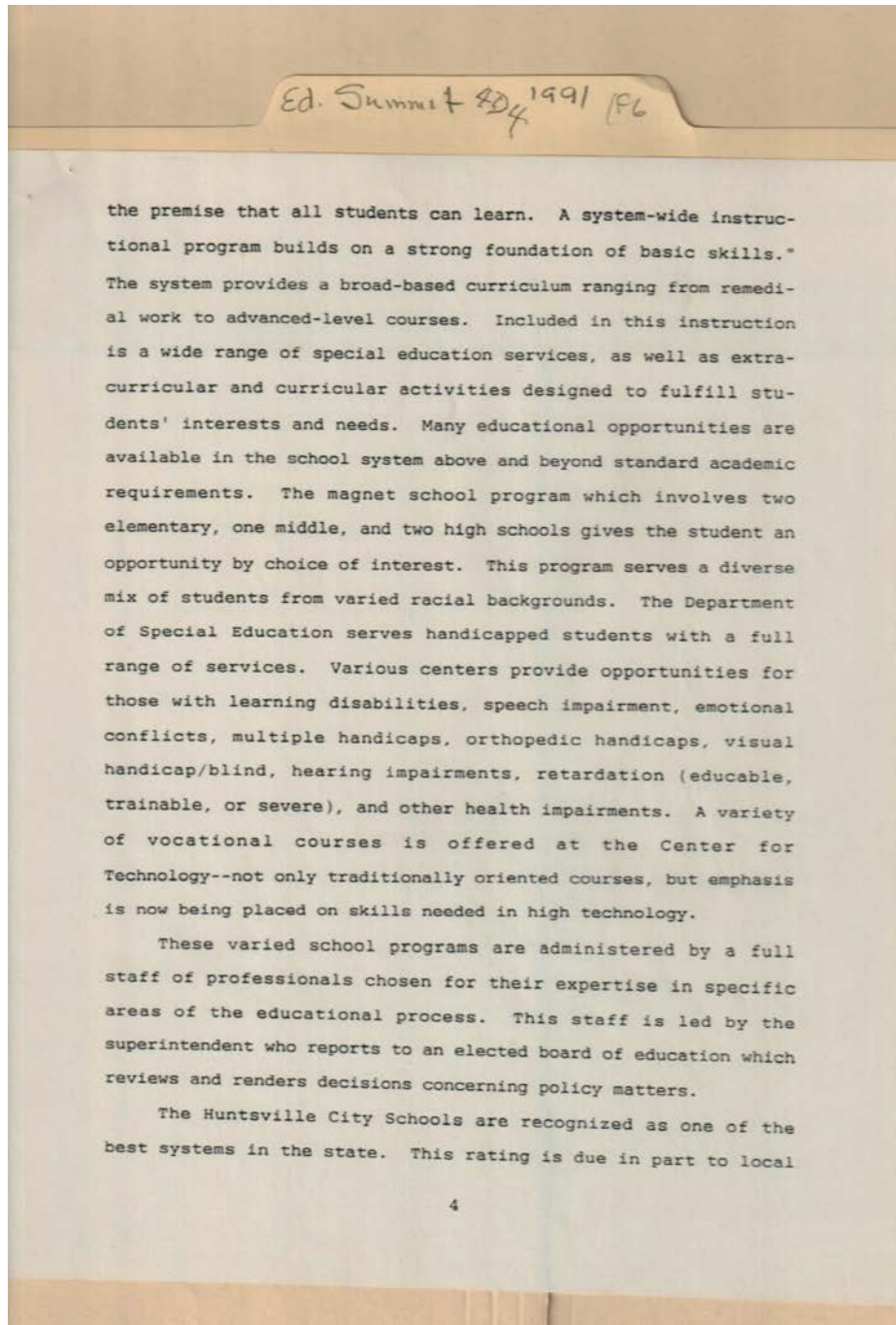
Image 82 r04d04-06-000-0245 [Contents](#) [Index](#) [About](#)



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

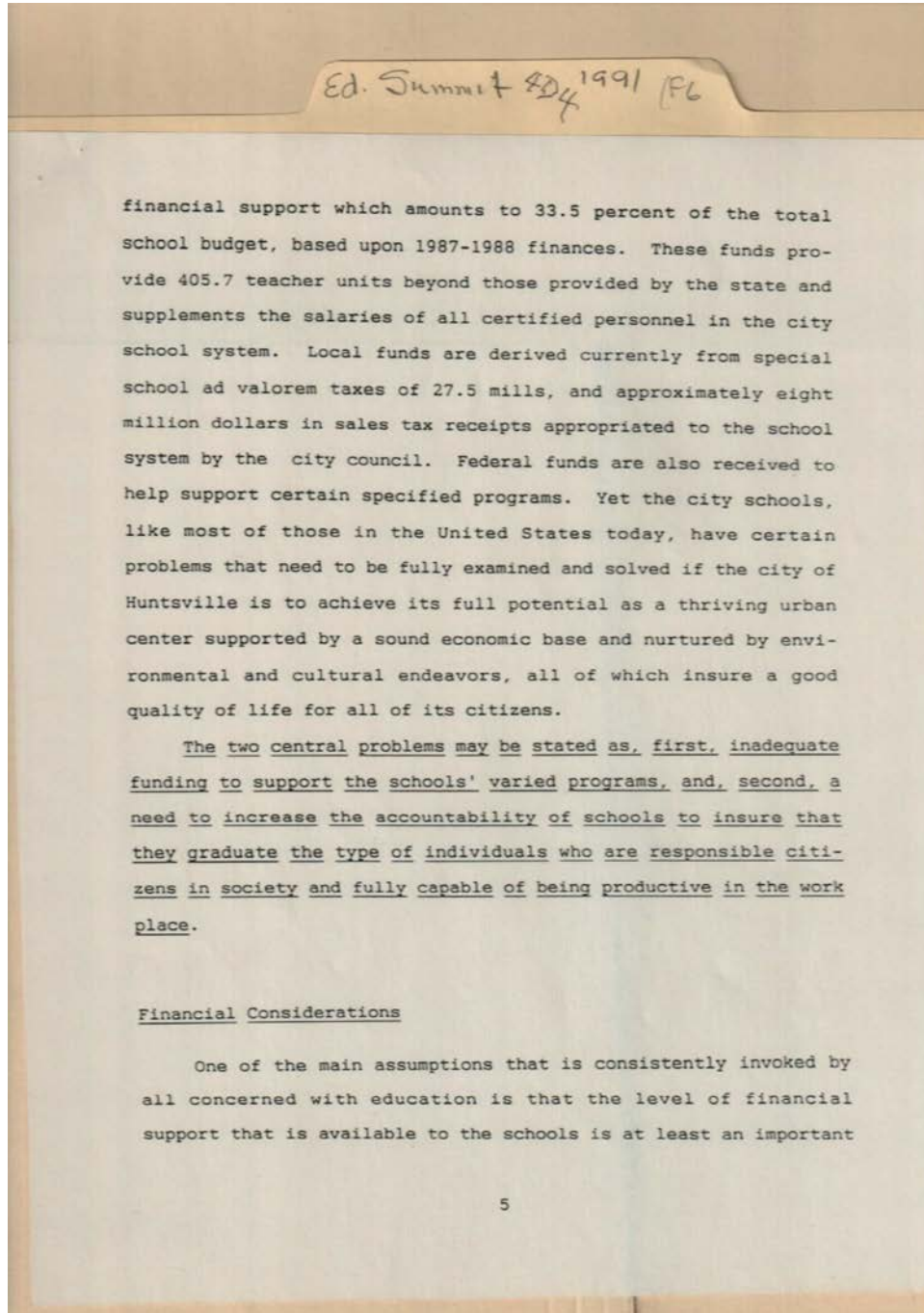
Image 83 r04d04-06-000-0246 [Contents](#) [Index](#) [About](#)



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

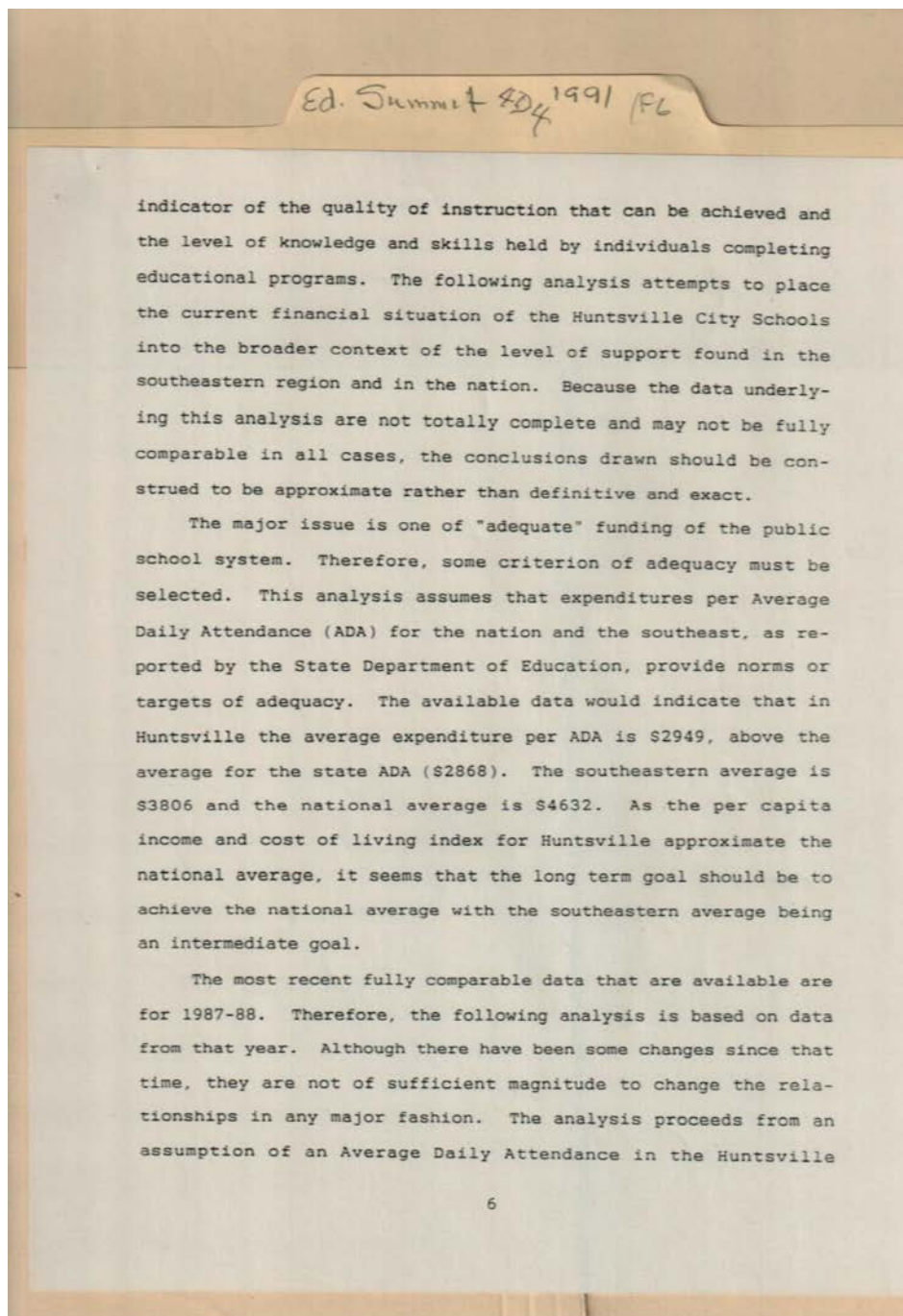
Image 84 r04d04-06-000-0247 [Contents](#) [Index](#) [About](#)



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

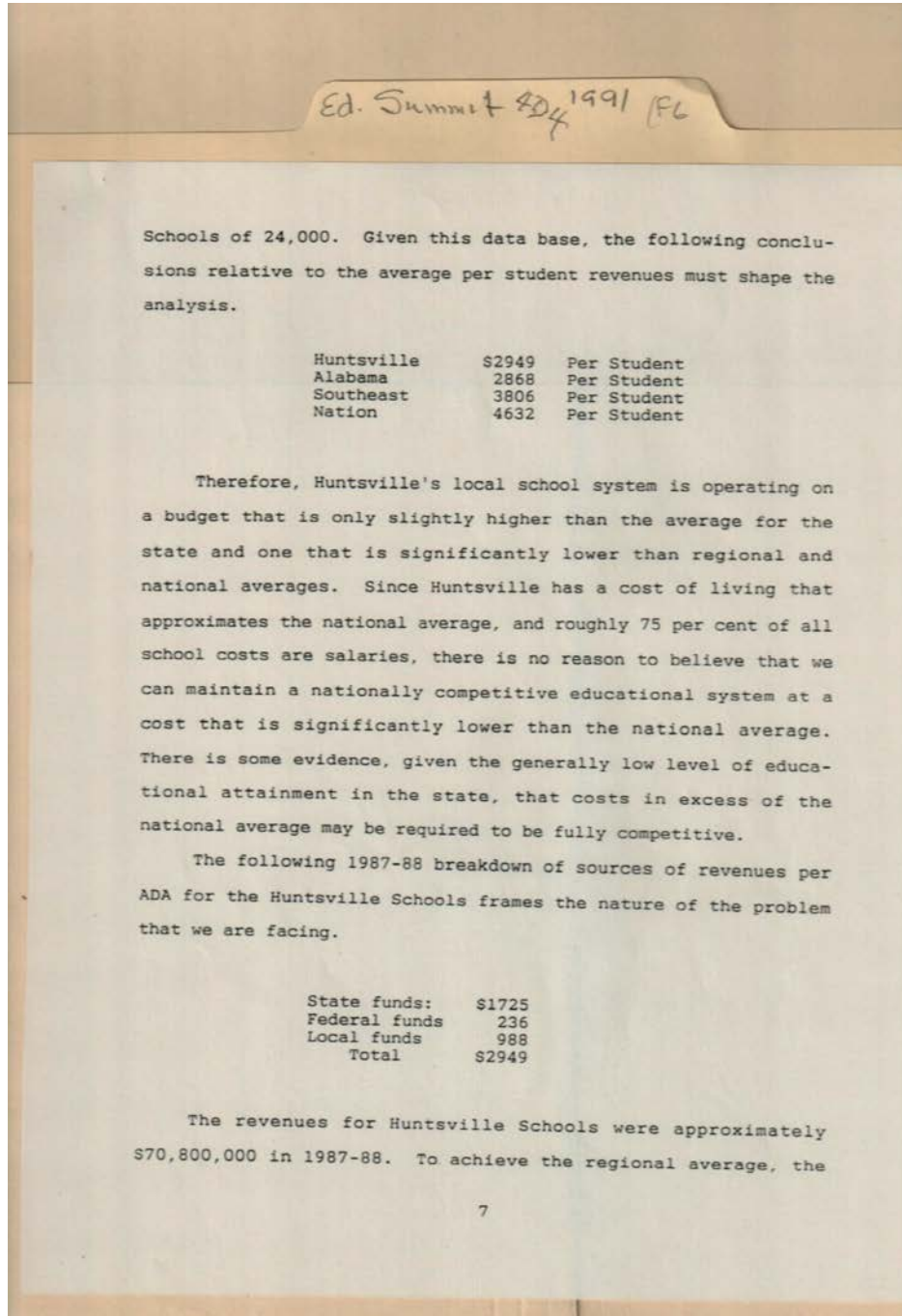
Image 85 r04d04-06-000-0248 [Contents](#) [Index](#) [About](#)



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

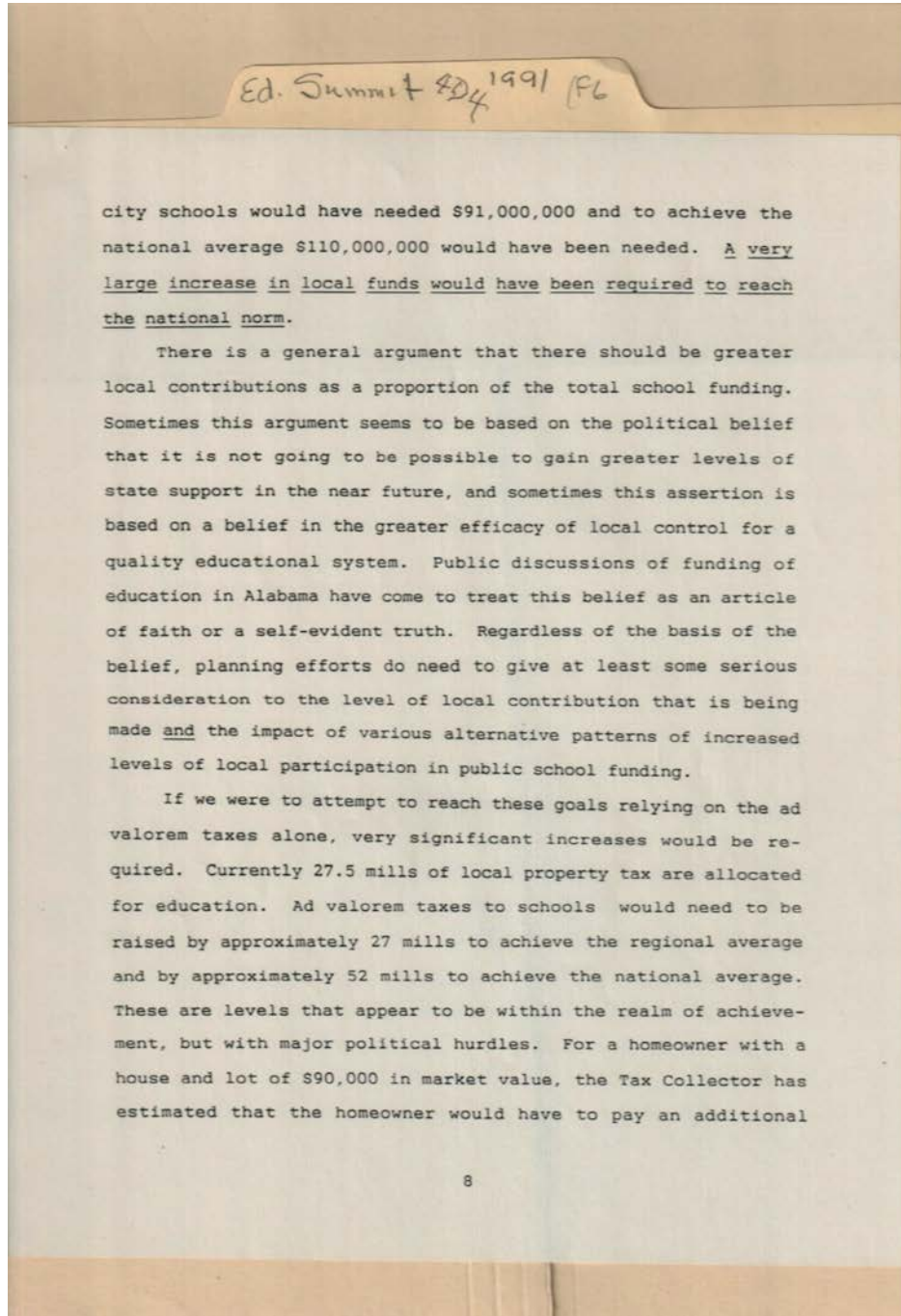
Image 86 r04d04-06-000-0249 [Contents](#) [Index](#) [About](#)



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

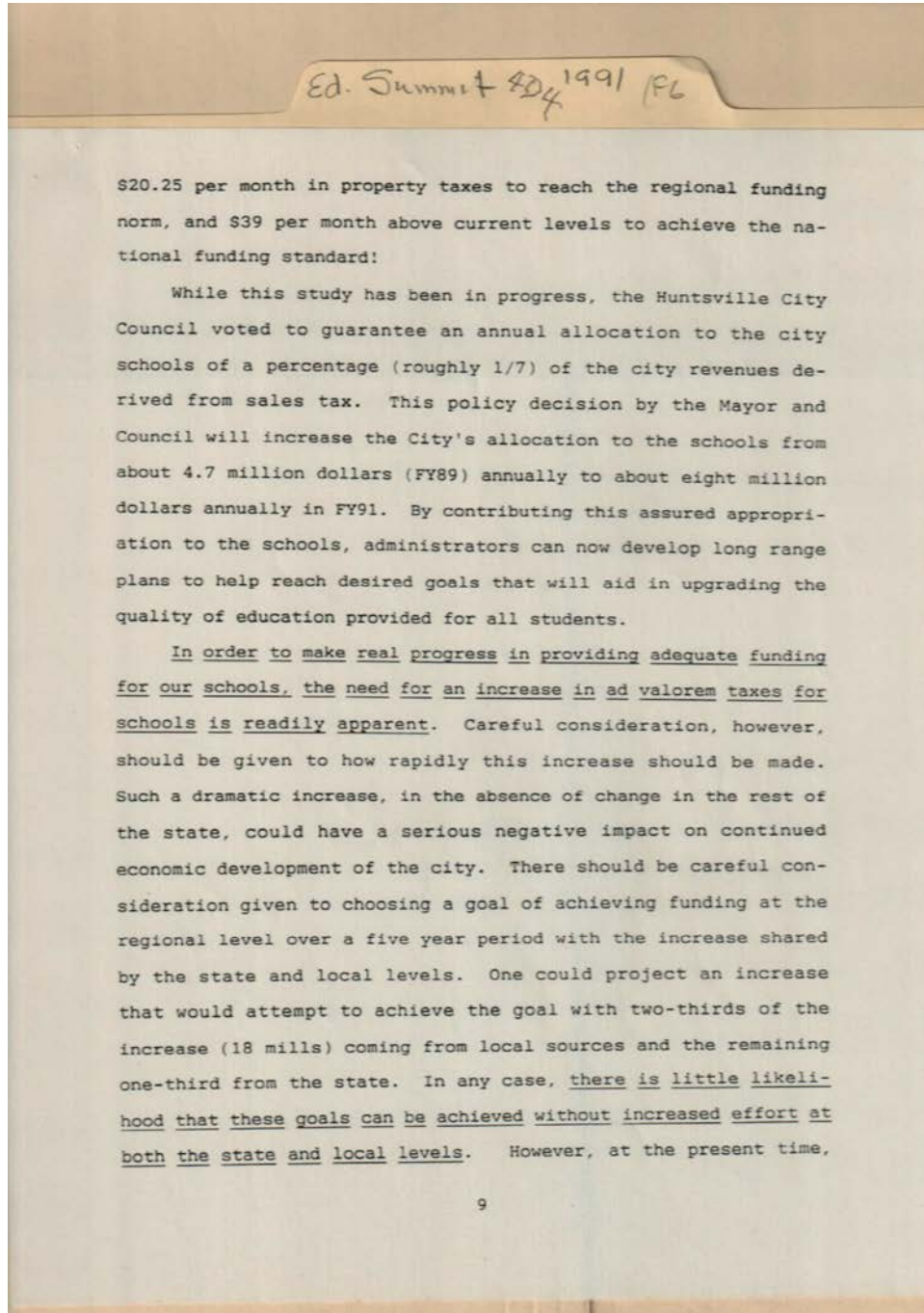
Image 87 r04d04-06-000-0250 [Contents](#) [Index](#) [About](#)



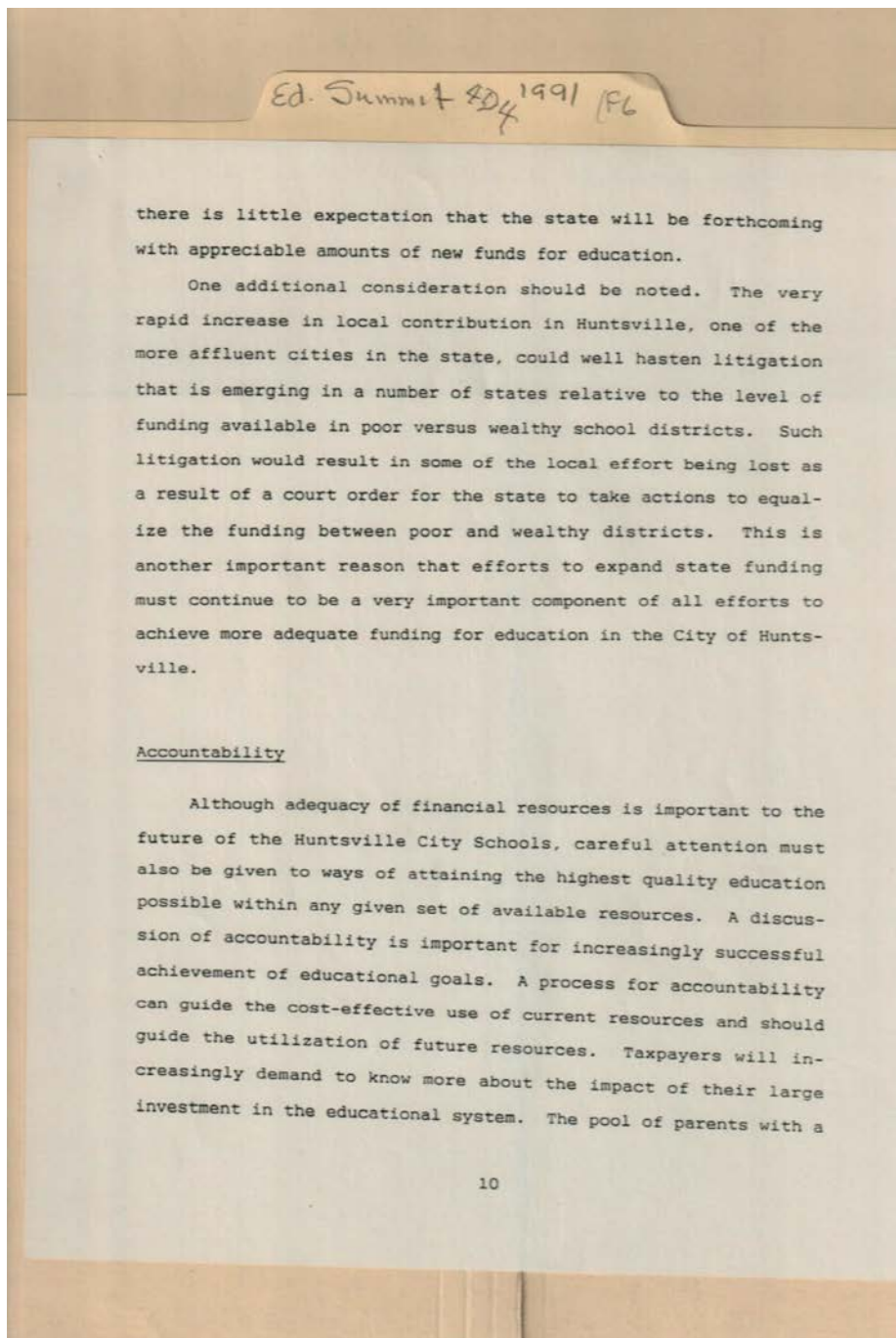
Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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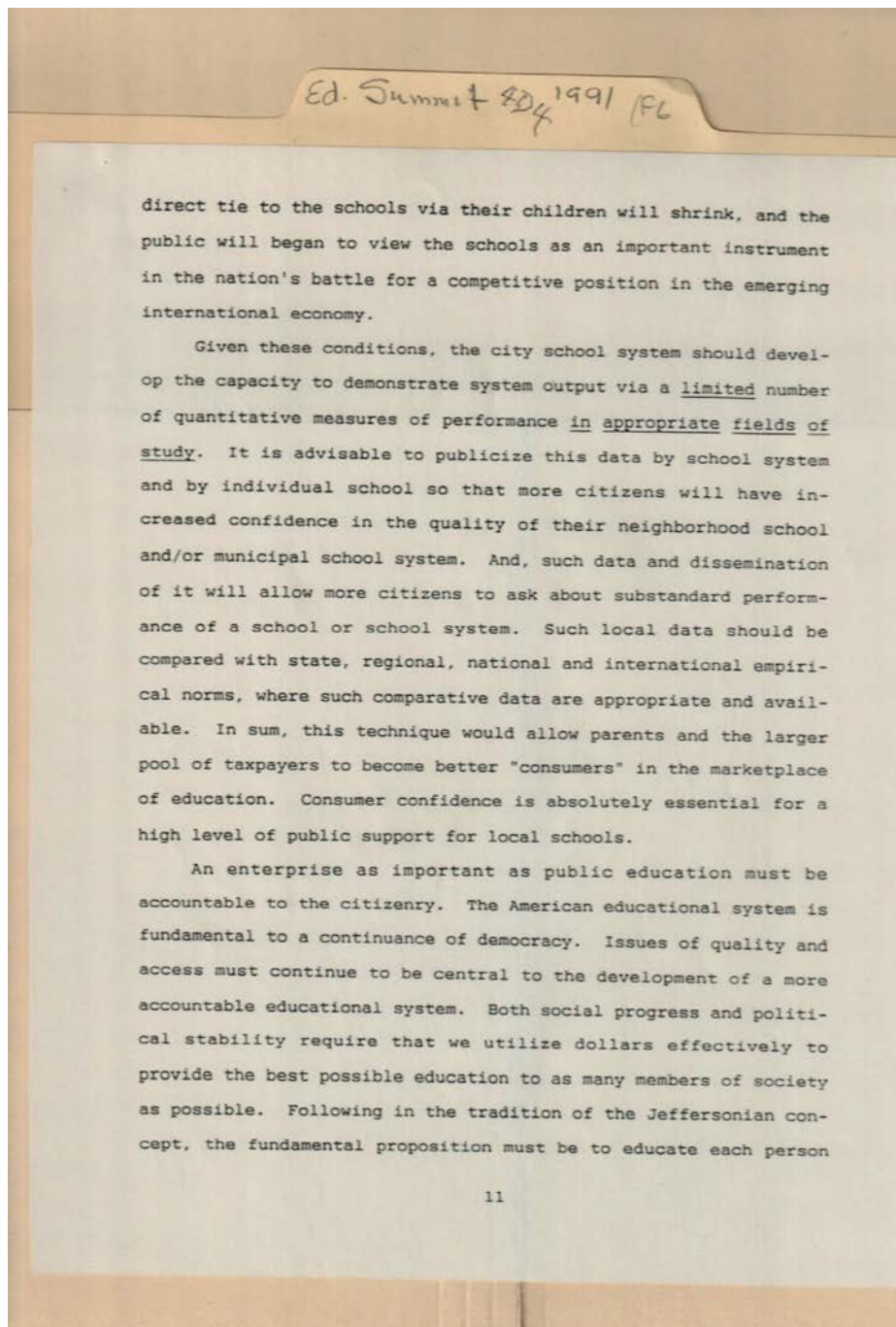
Types:
report



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

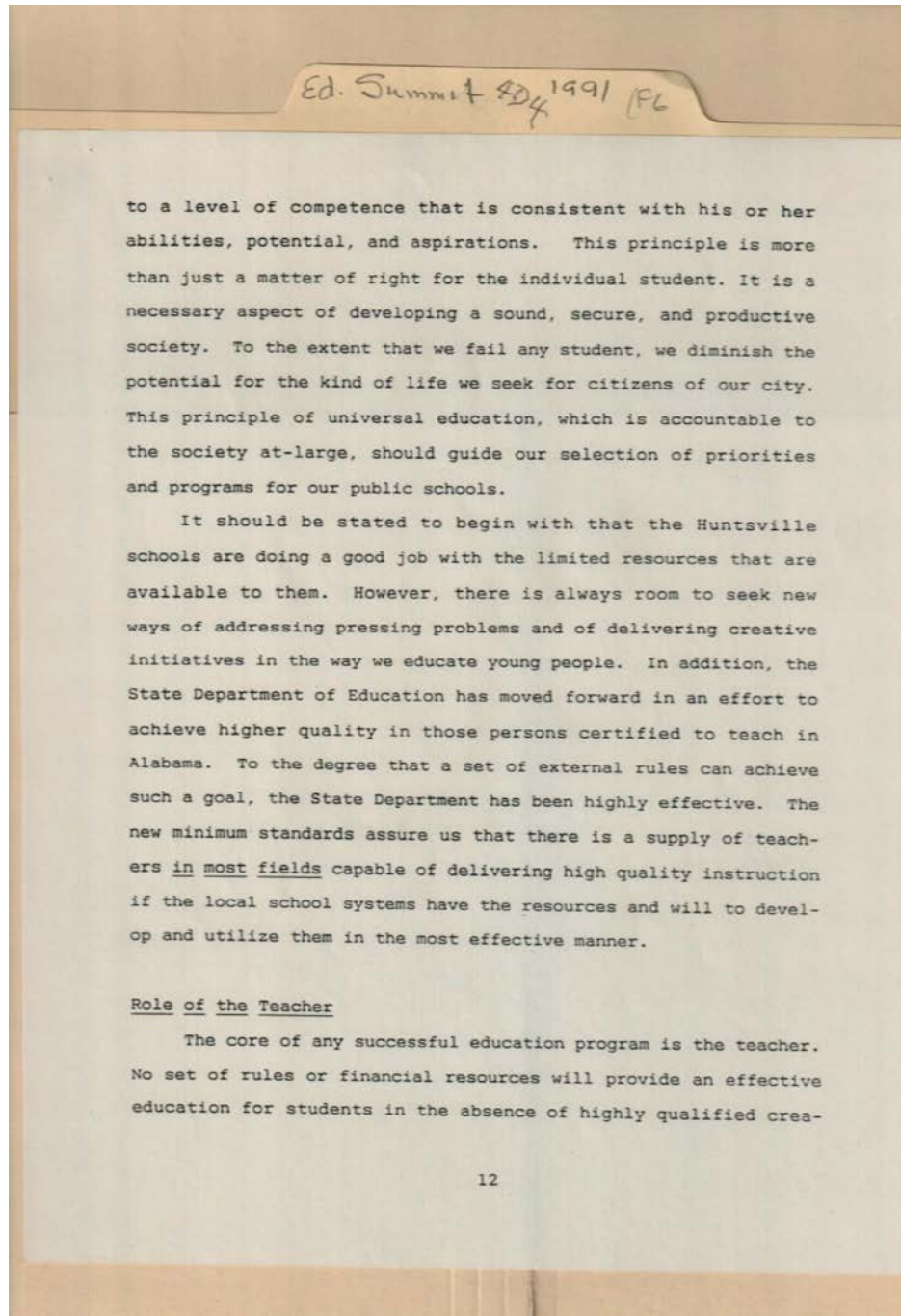
Image 90 r04d04-06-000-0253 [Contents](#) [Index](#) [About](#)



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

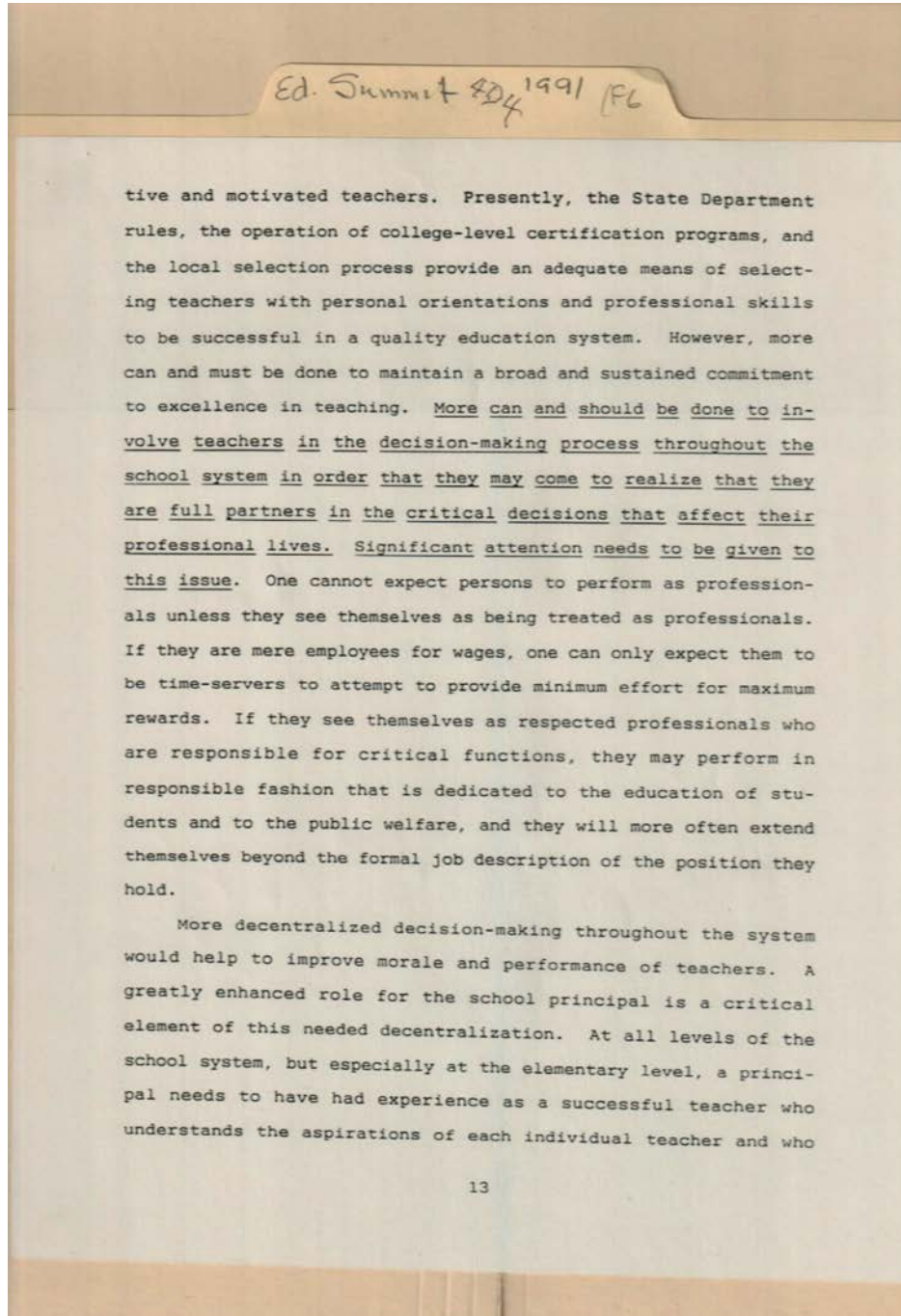
Image 91 r04d04-06-000-0254 [Contents](#) [Index](#) [About](#)



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

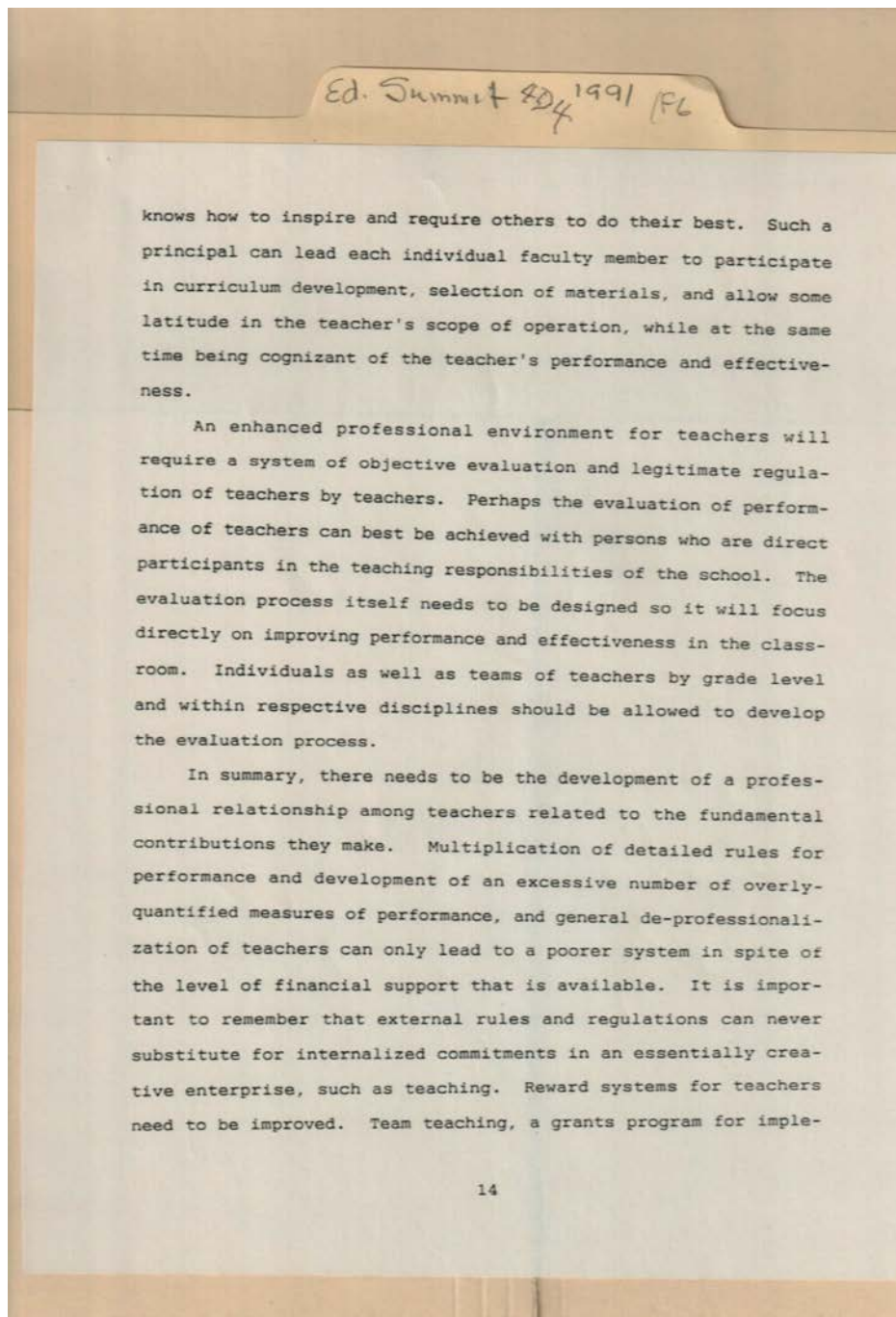
Image 92 r04d04-06-000-0255 [Contents](#) [Index](#) [About](#)



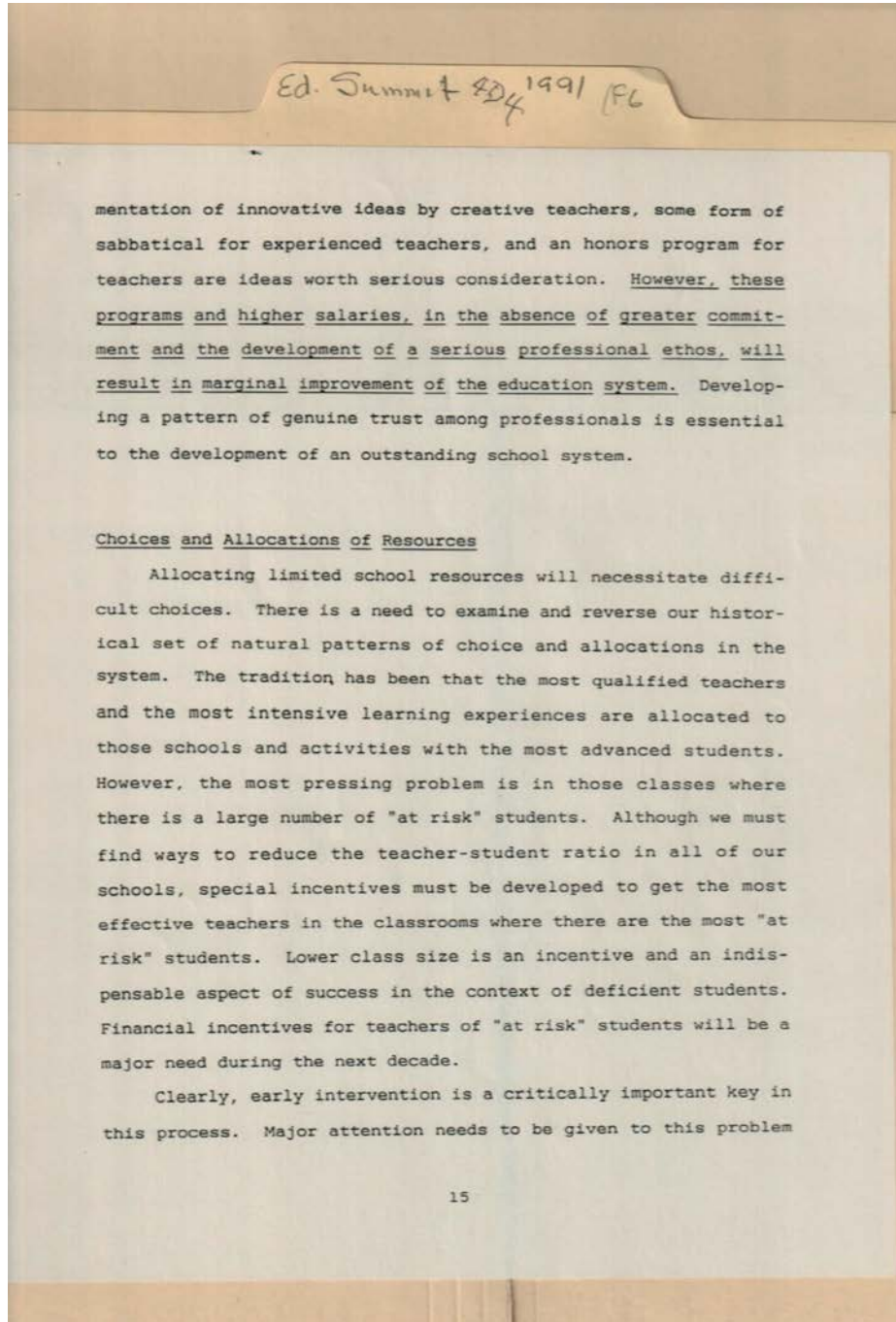
Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

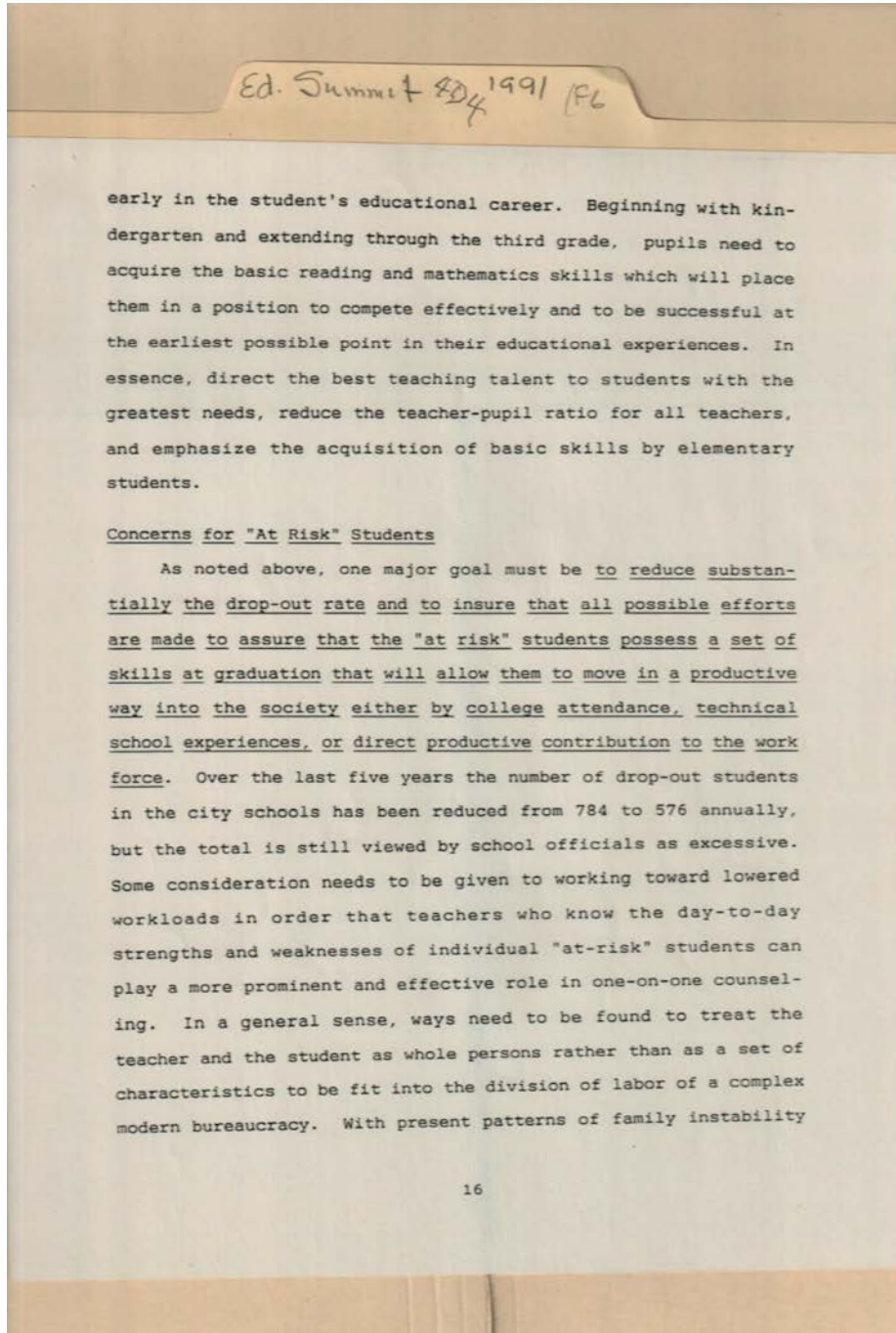
Image 93 r04d04-06-000-0256 [Contents](#) [Index](#) [About](#)



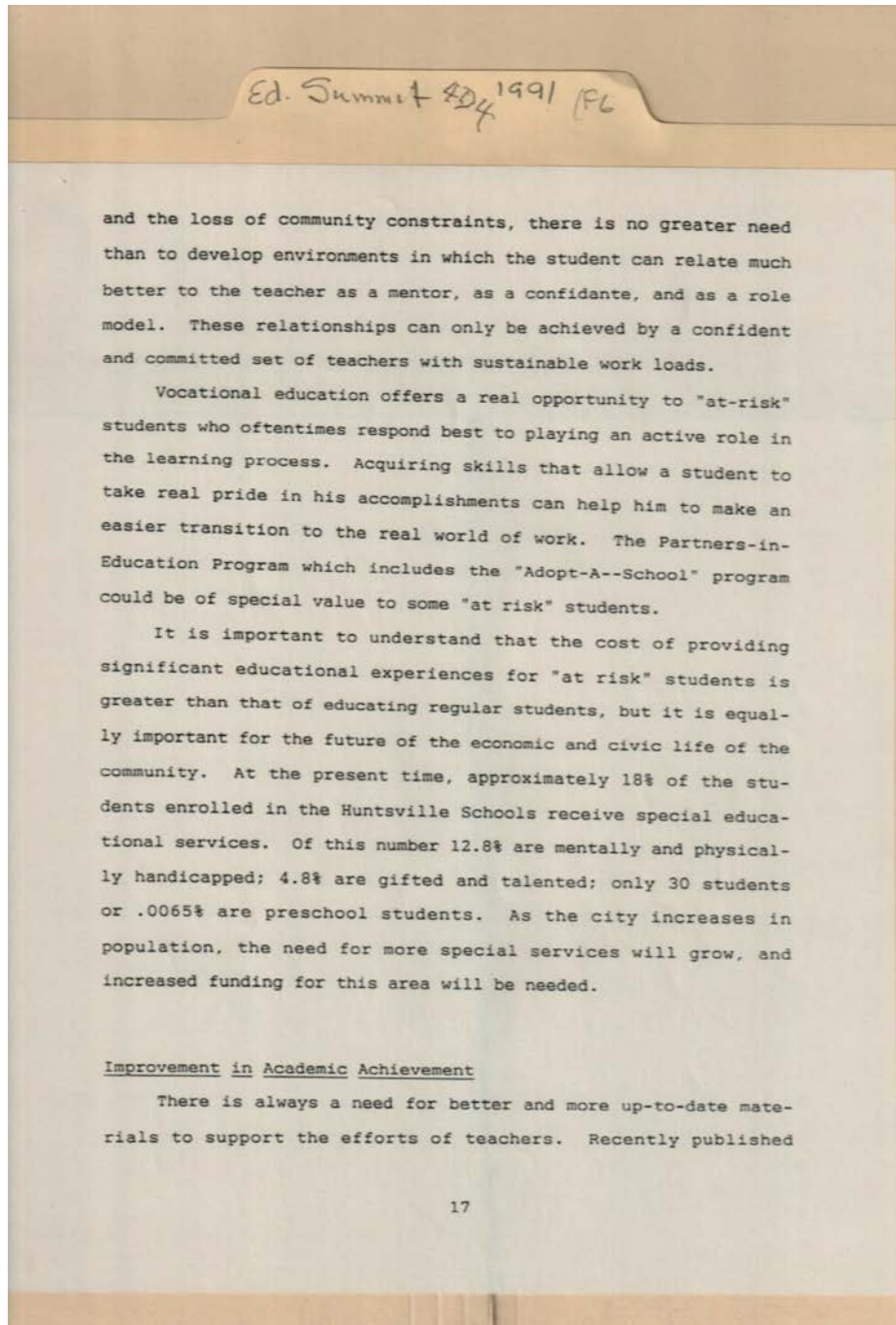
Types:
report



Types:
report



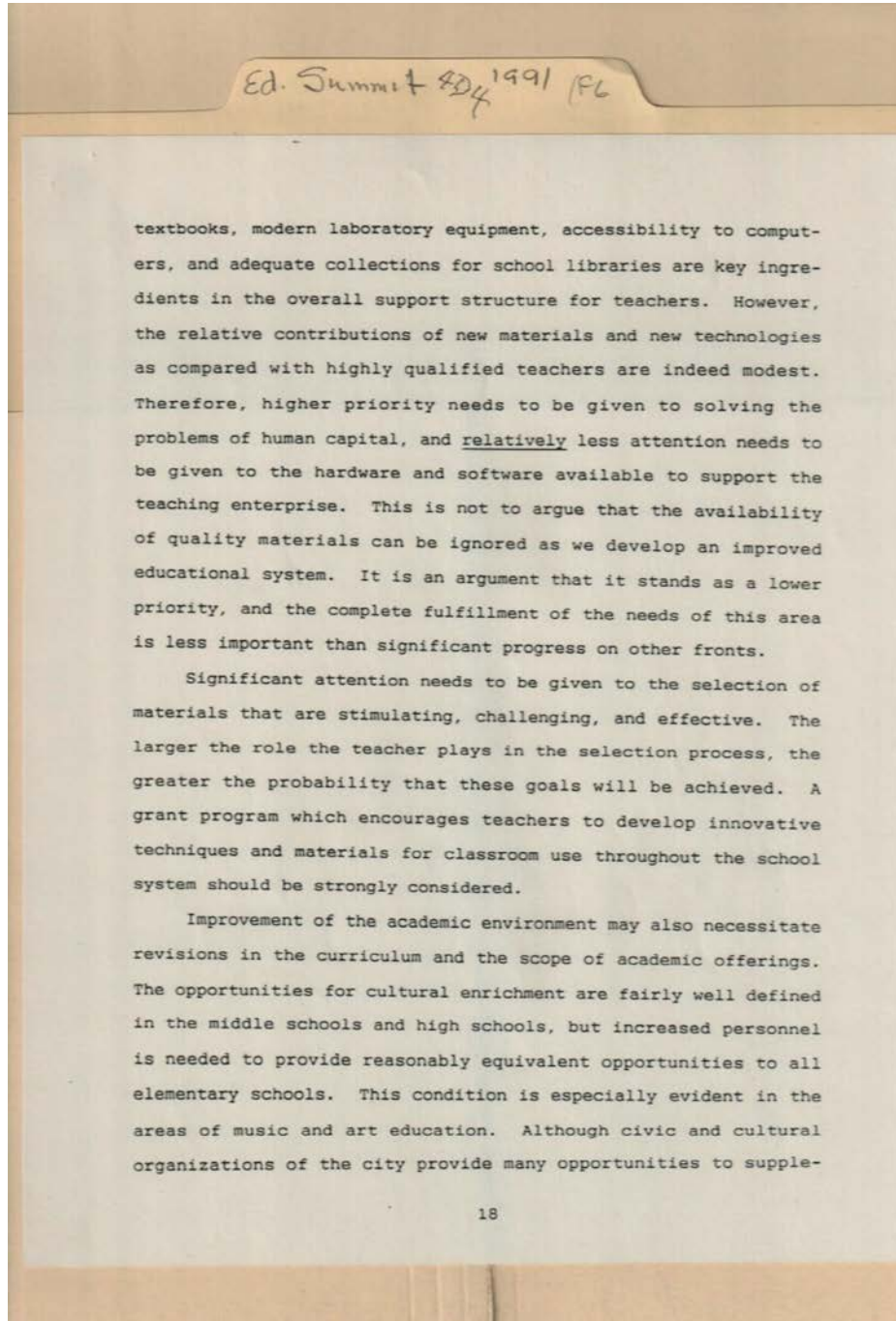
Types:
report



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

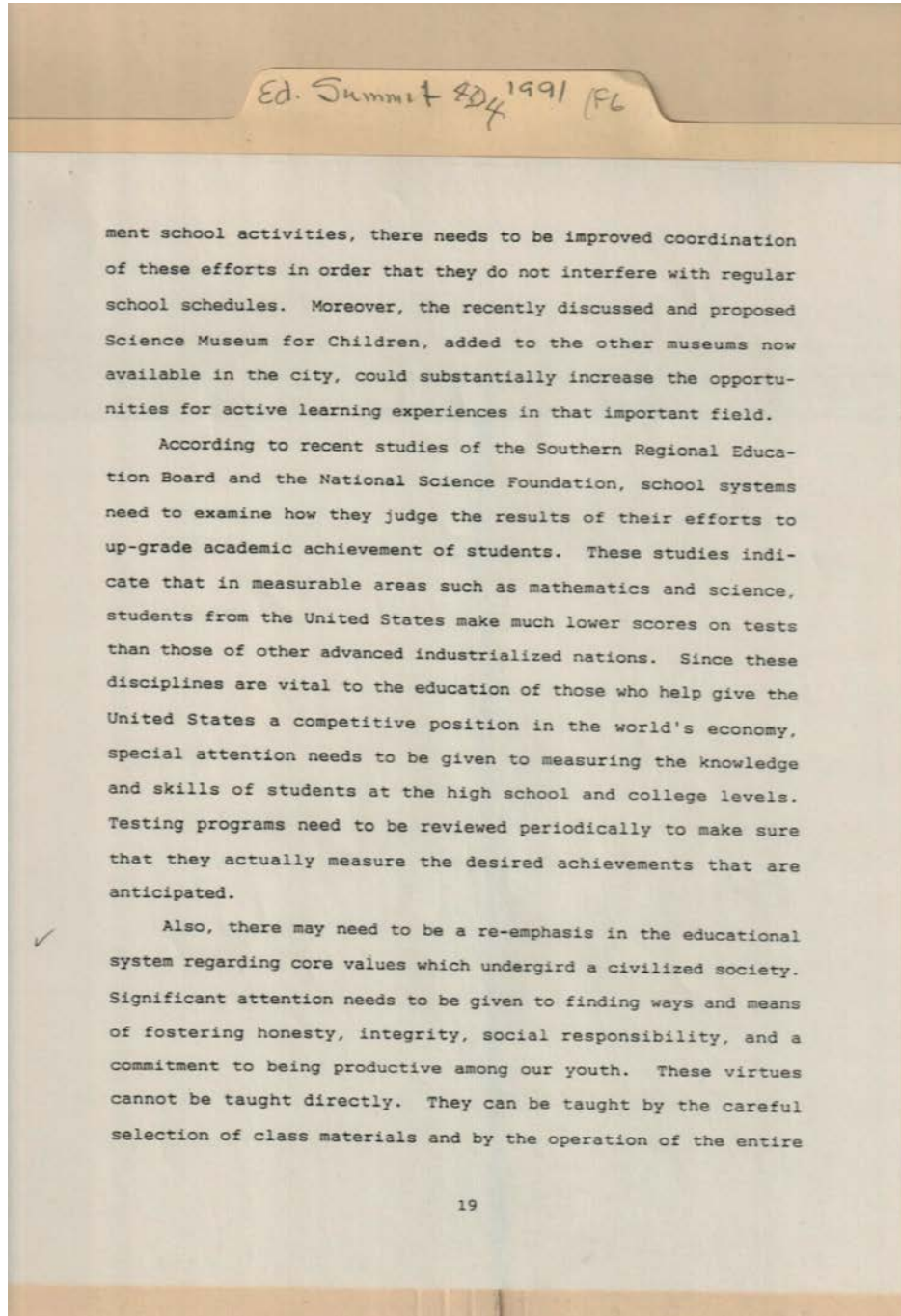
Image 97 r04d04-06-000-0260 [Contents](#) [Index](#) [About](#)



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

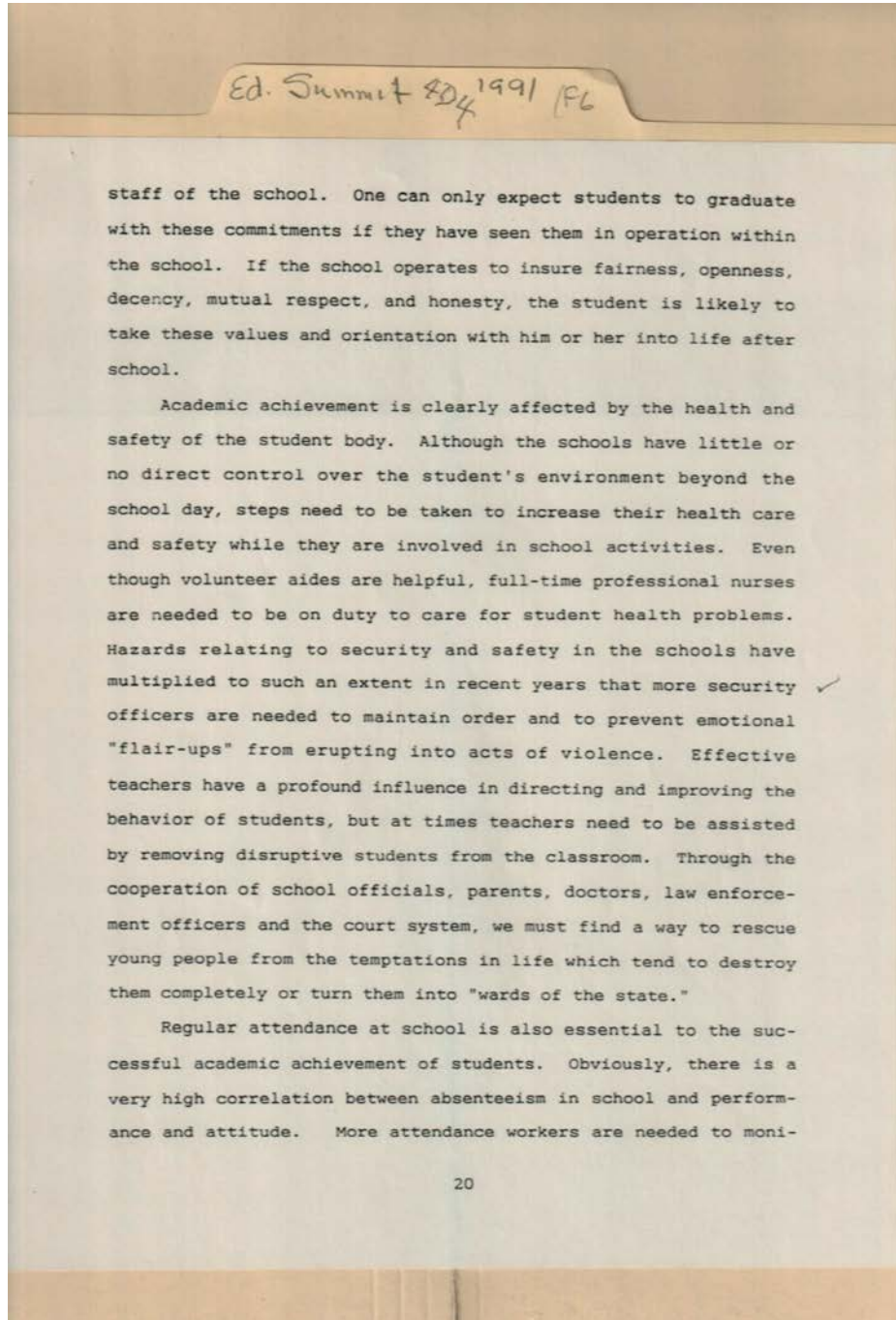
Image 98 r04d04-06-000-0261 [Contents](#) [Index](#) [About](#)



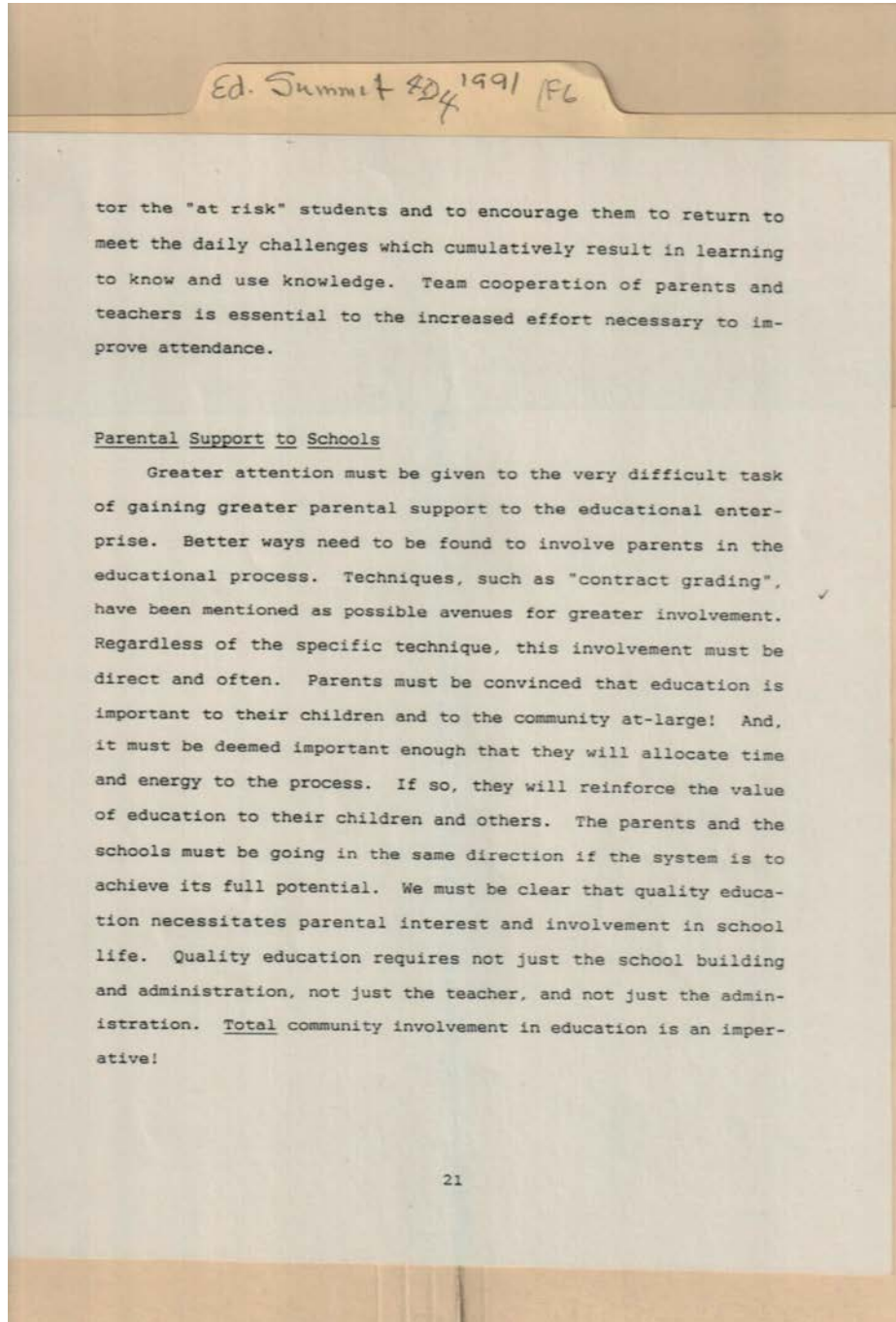
Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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Types:
report



Types:
report

Ed. Summit 804 1991 FL

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 because 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 would create an added set of role models for youth and new incentives for educators.

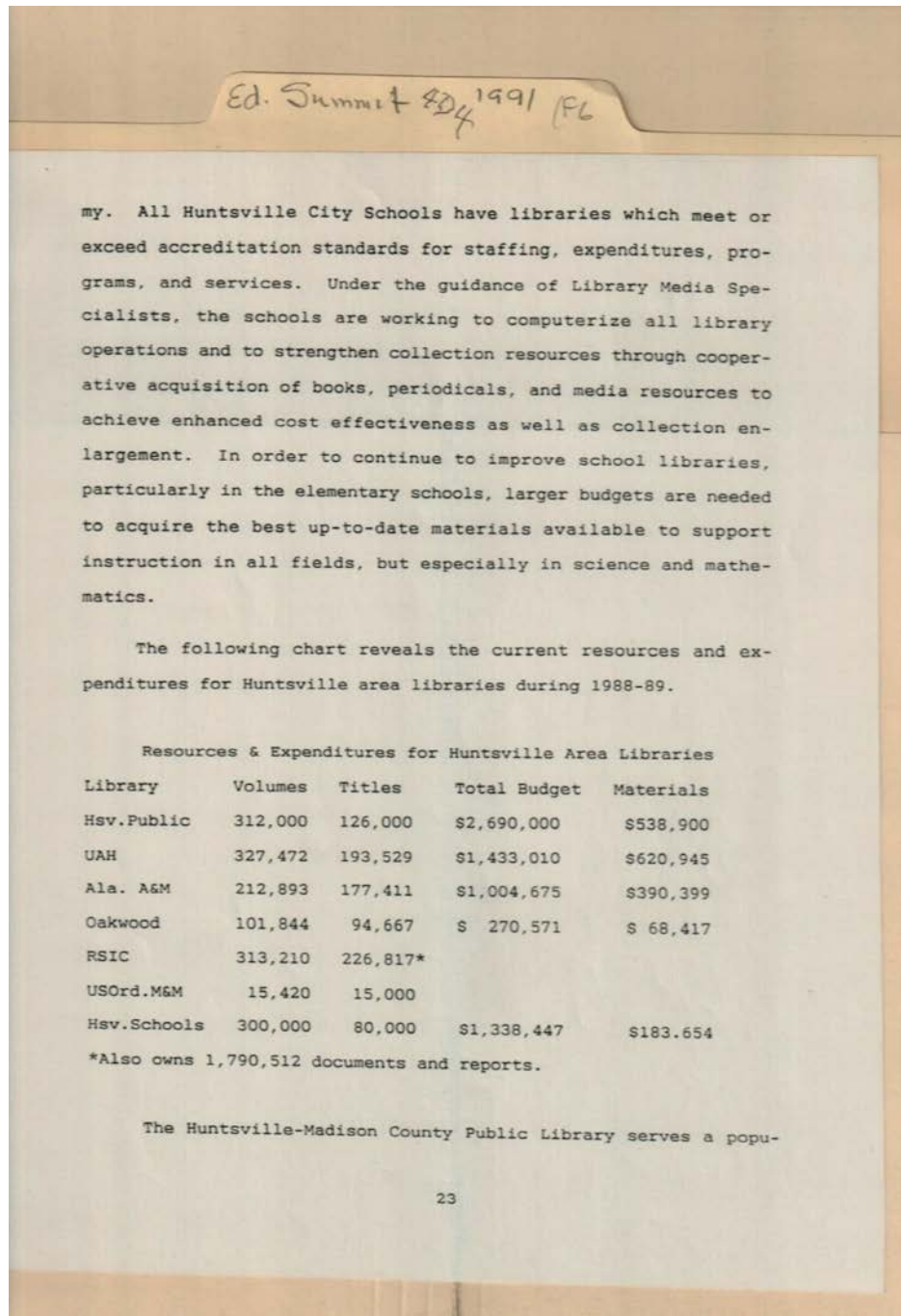
LIBRARIES AND THE EDUCATIONAL PROCESS

Libraries and their collections are important segments of the educational process which helps all of the citizens of Huntsville to become better informed. Library holdings and services will become even more important in an "information-driven" econo-

Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

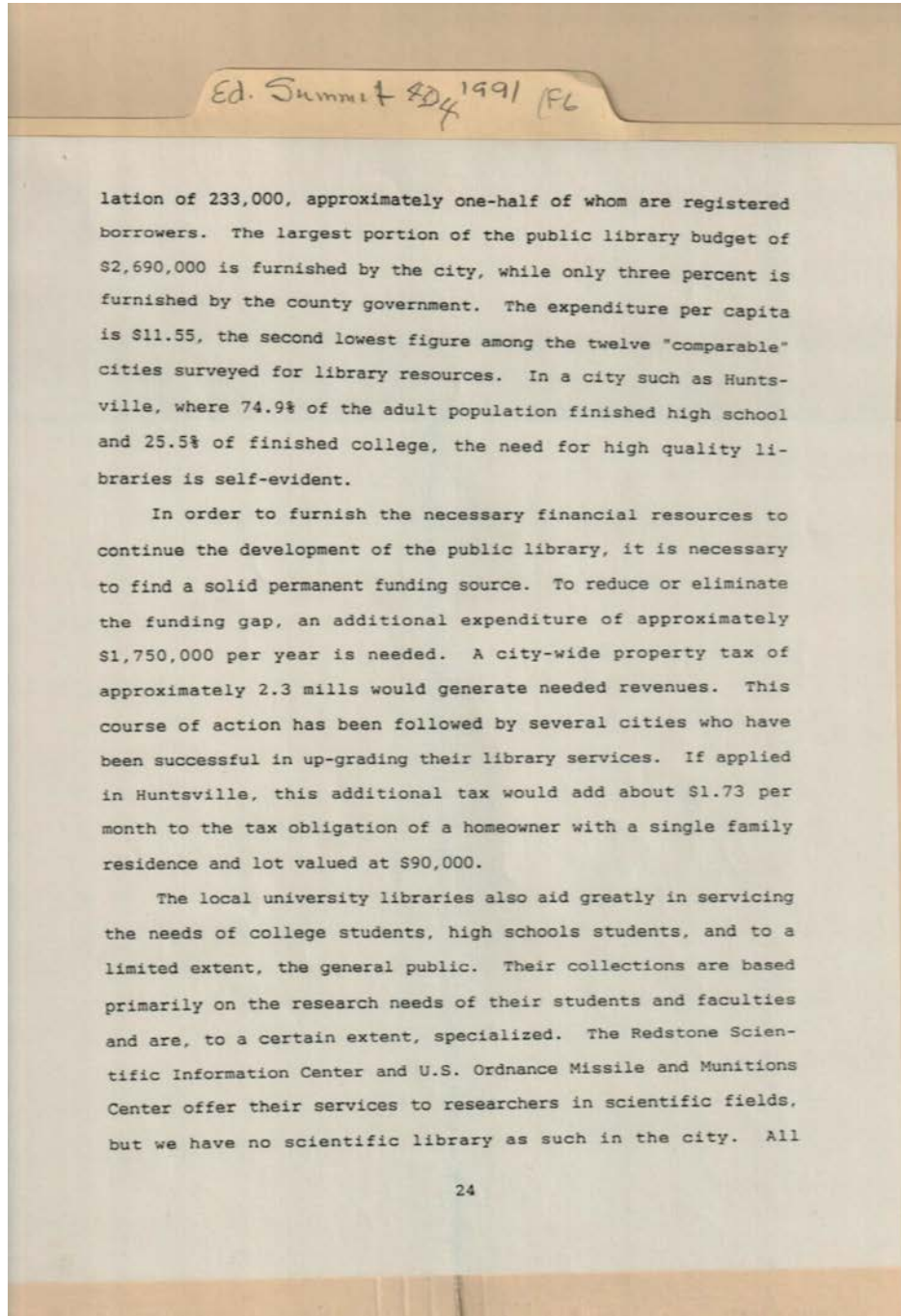
Image 102 r04d04-06-000-0265 [Contents](#) [Index](#) [About](#)



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

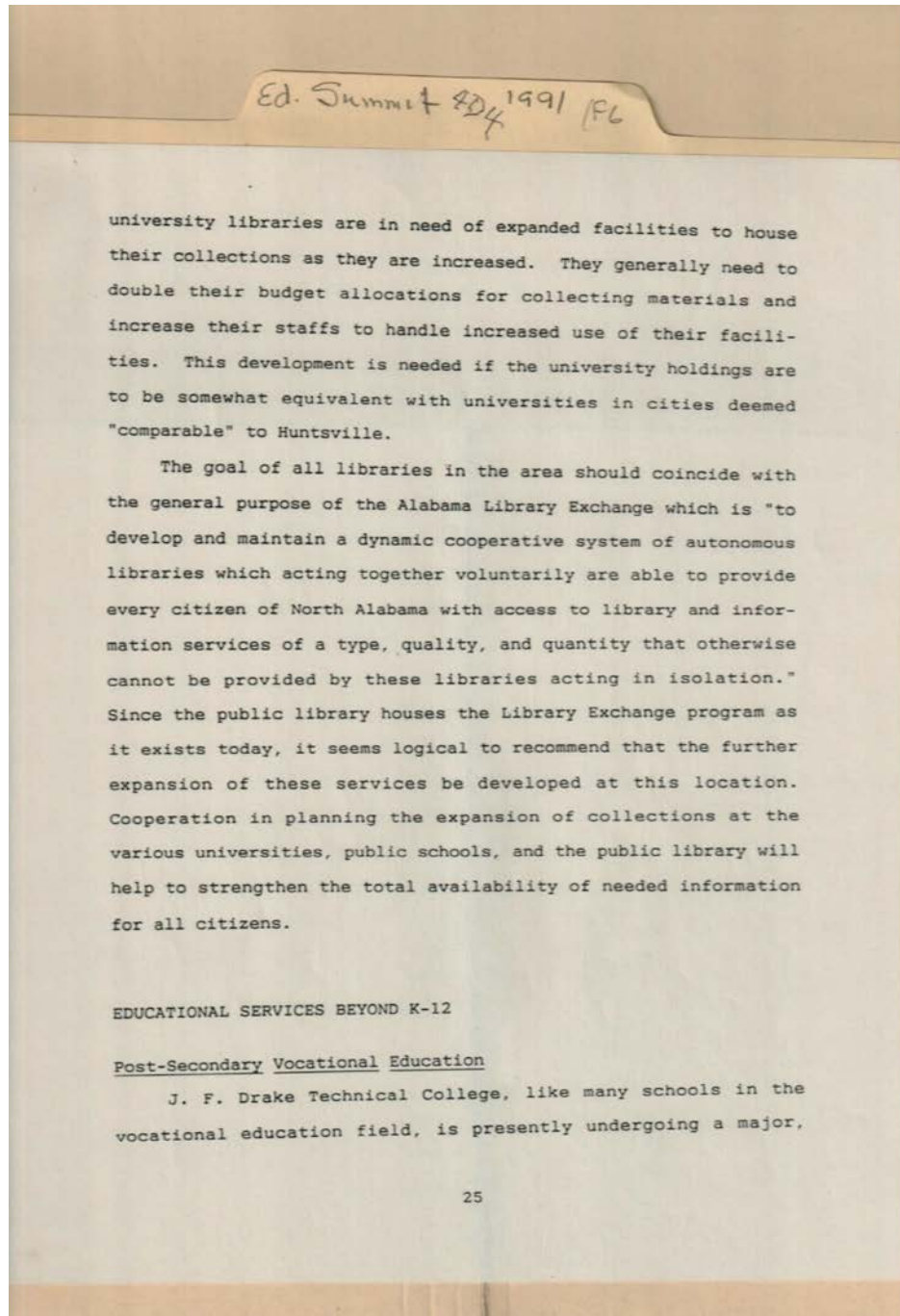
Image 103 r04d04-06-000-0266 [Contents](#) [Index](#) [About](#)



Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

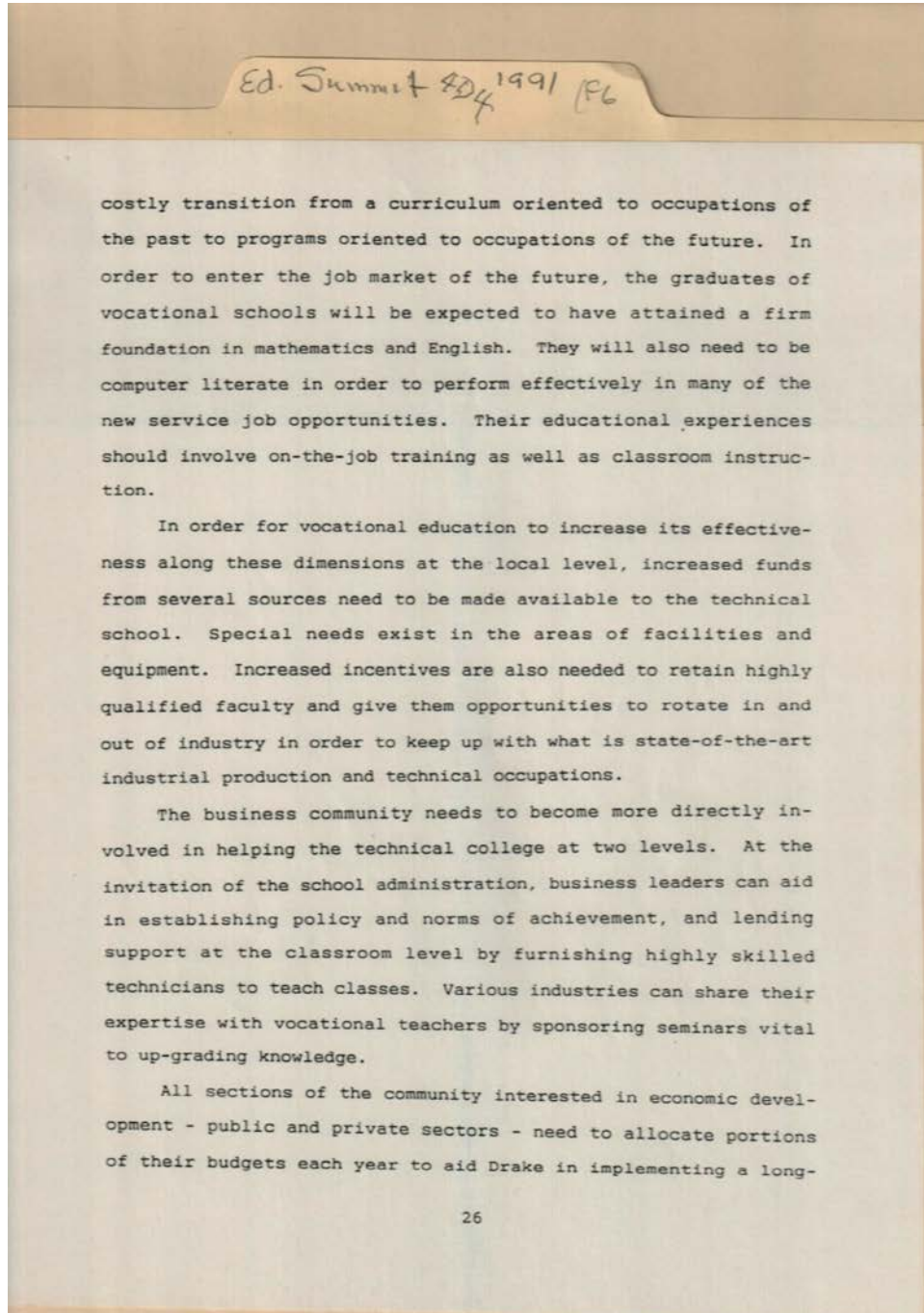
Image 104 r04d04-06-000-0267 [Contents](#) [Index](#) [About](#)



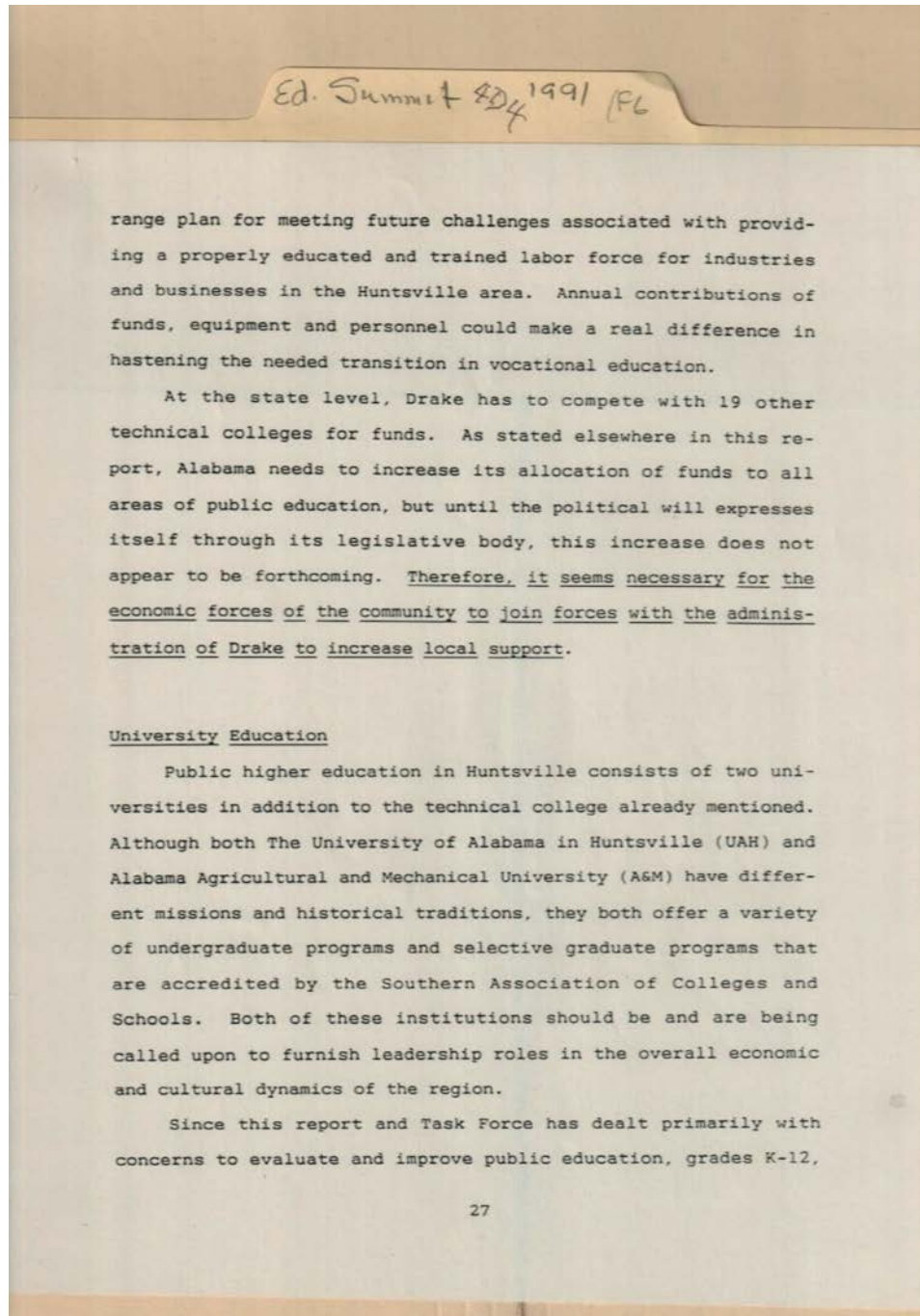
Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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Types:
report



Types:
report

Ed. Summit 804 1991 PL

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

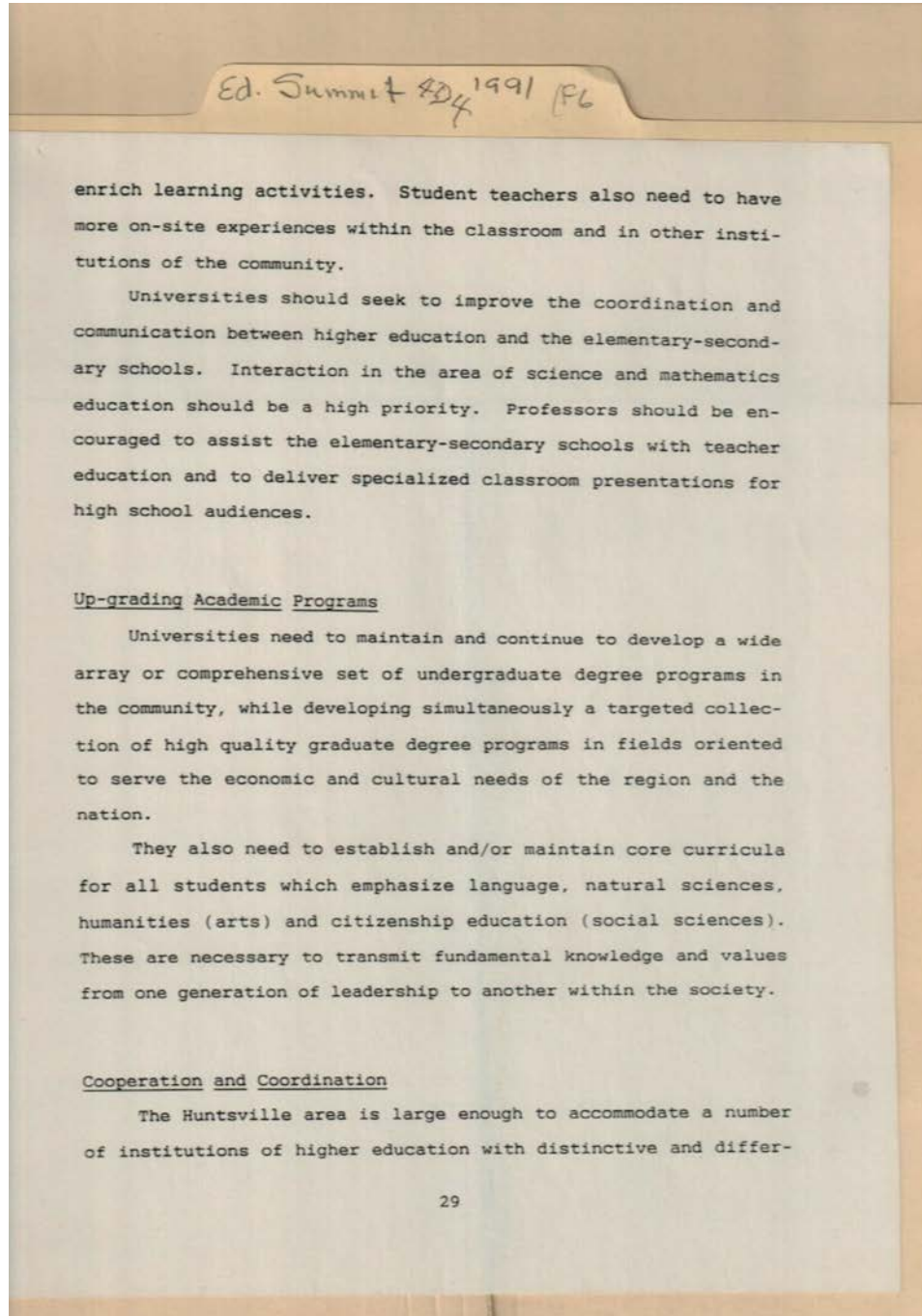
Advanced placement courses, designed and regulated by the College Board, Inc., are available in the high schools. They provide an opportunity for well qualified students to earn college credits in a number of subject areas. In addition, some very talented students actually enroll in college courses concurrent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

On the other side of the coin, many entering freshmen need remedial courses in English and mathematics. The universities do not see this as part of their mission, and would like to see this need reduced. Colleges 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.

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

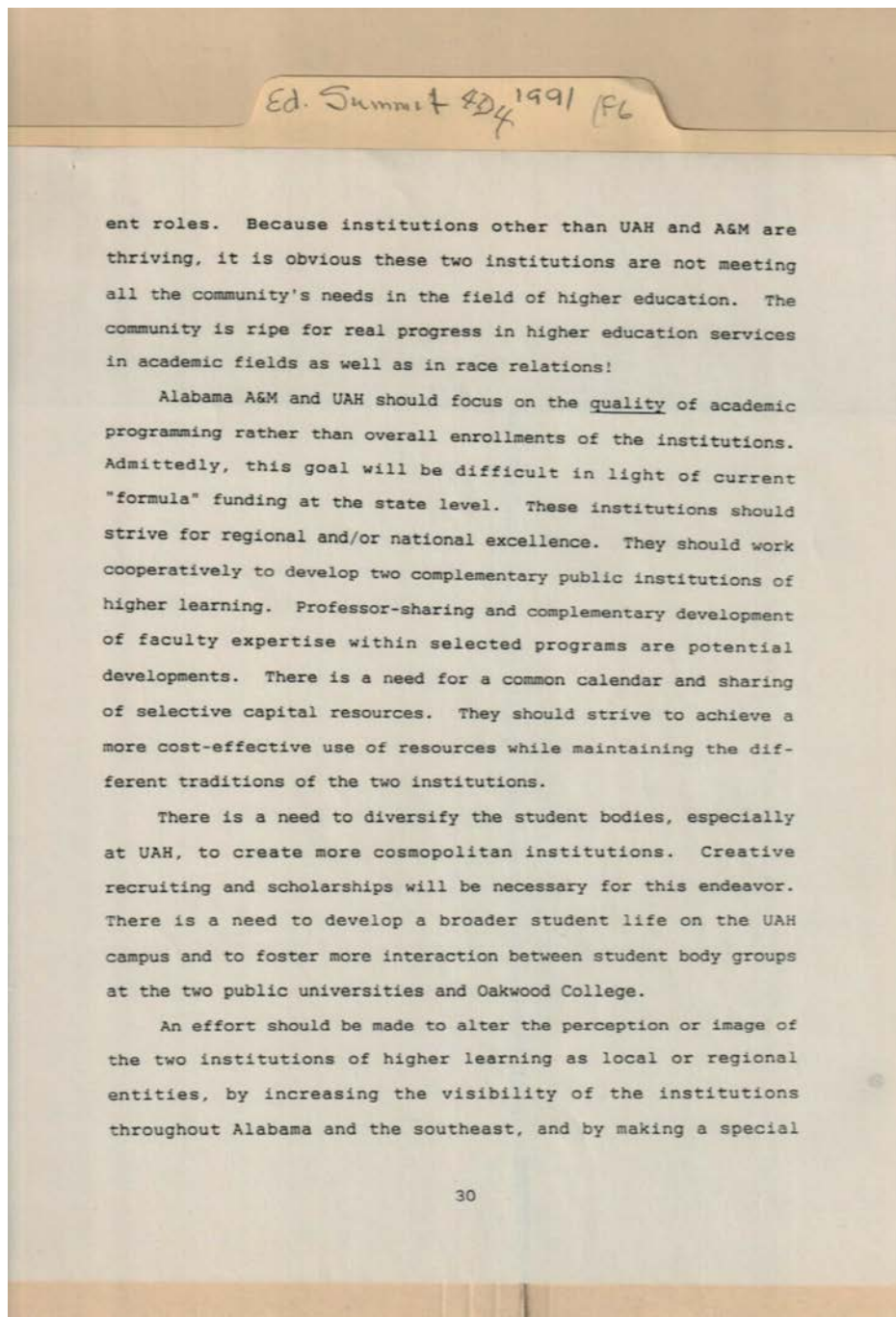
Types:
report



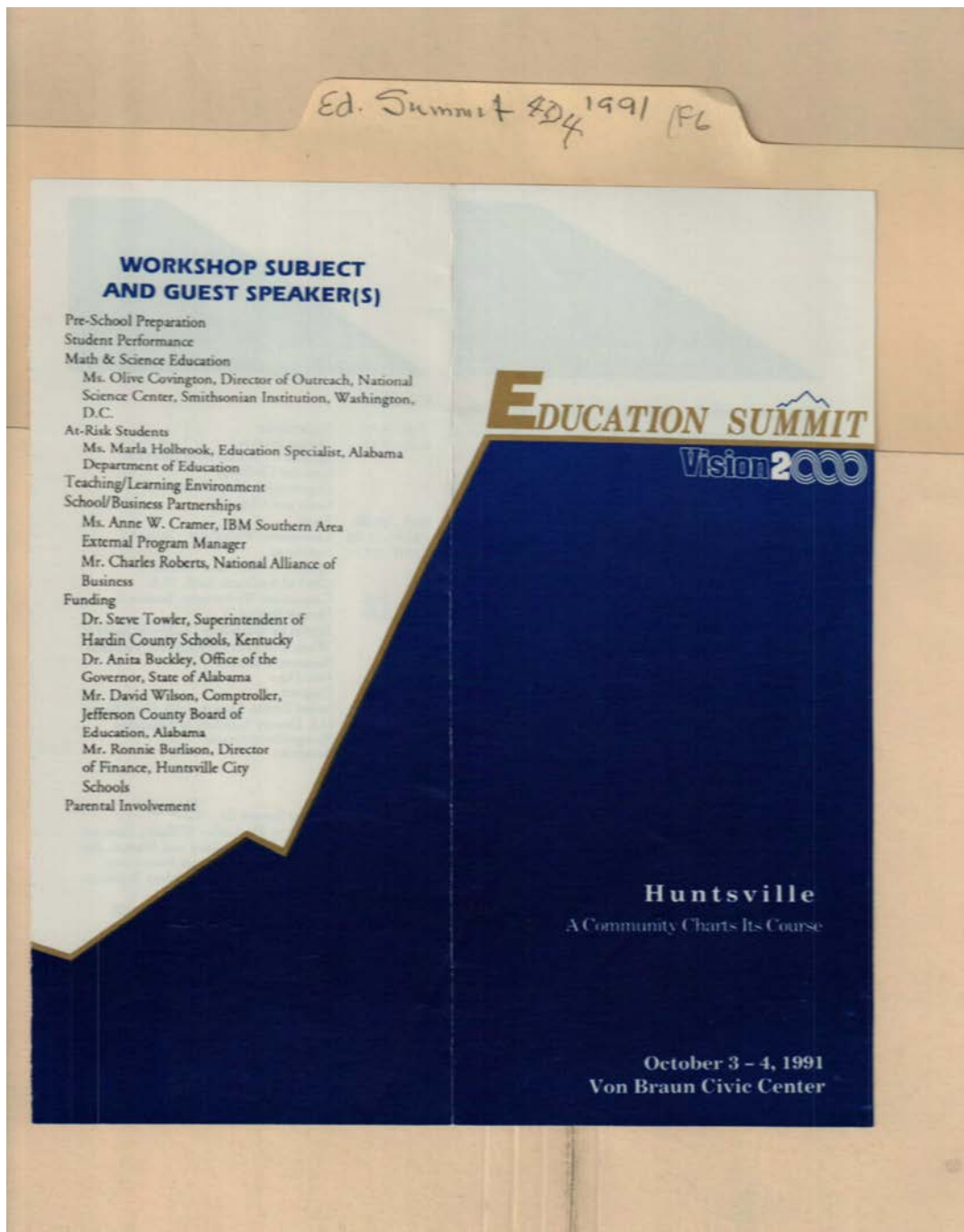
Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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Types:
report



Names:

Buckley, Anita, Dr.
Burlison, Ronnie
Covington, Olive

Cramer, Anne W.
Holbrook, Marla
Roberts, Charles

Towler, Steve, Dr.
Wilson, David

Education Summit
Vision 2000

Places:

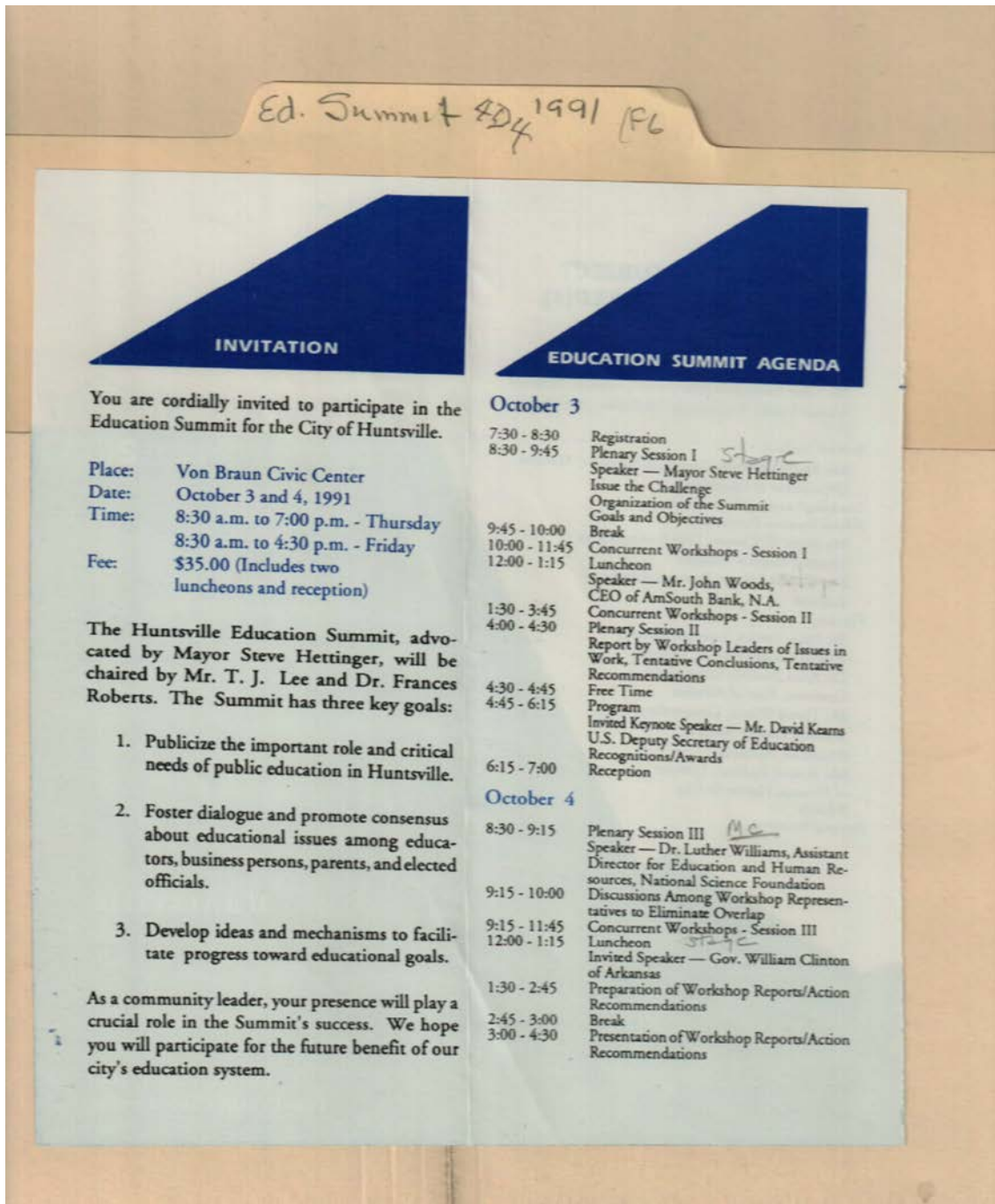
Huntsville, AL

Types:

brochure

Dates:

Oct 03, 1991



Names:

Clinton, William ,
Governor

Hettinger, Steve,
Mayor
Kearns, David

Lee, T. J.
Roberts, Frances, Dr.
Williams, Luther, Dr.

Woods, John

Places:

Huntsville, AL

Types:

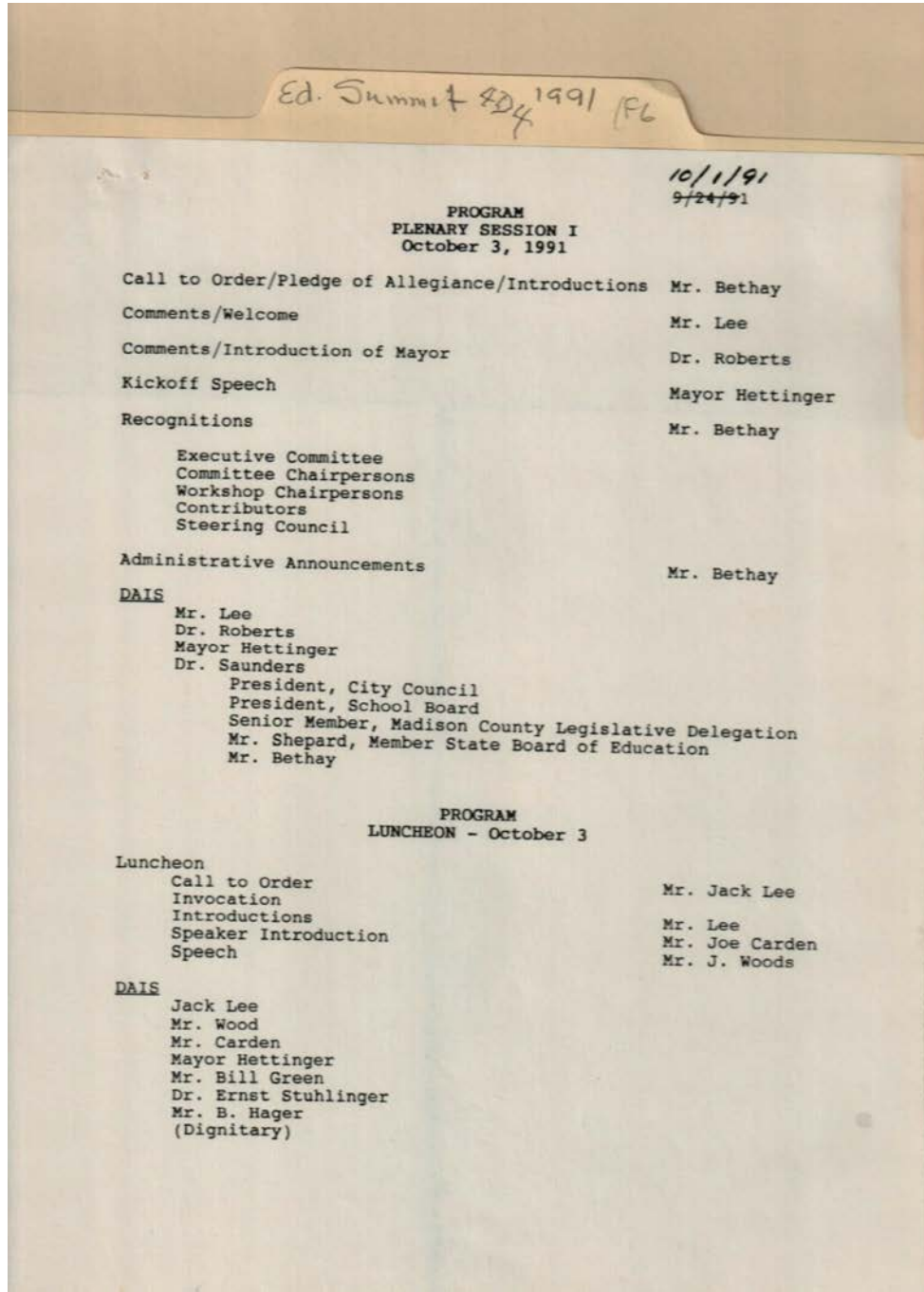
brochure

Dates:

Oct 03, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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Names:

Bethay,
Carden, Joe
Green, Bill

Hager, B.
Hettinger, Mayor
Lee, Jack

Roberts, Dr.
Saunders, Dr.
Stuhlinger, Ernst, Dr.

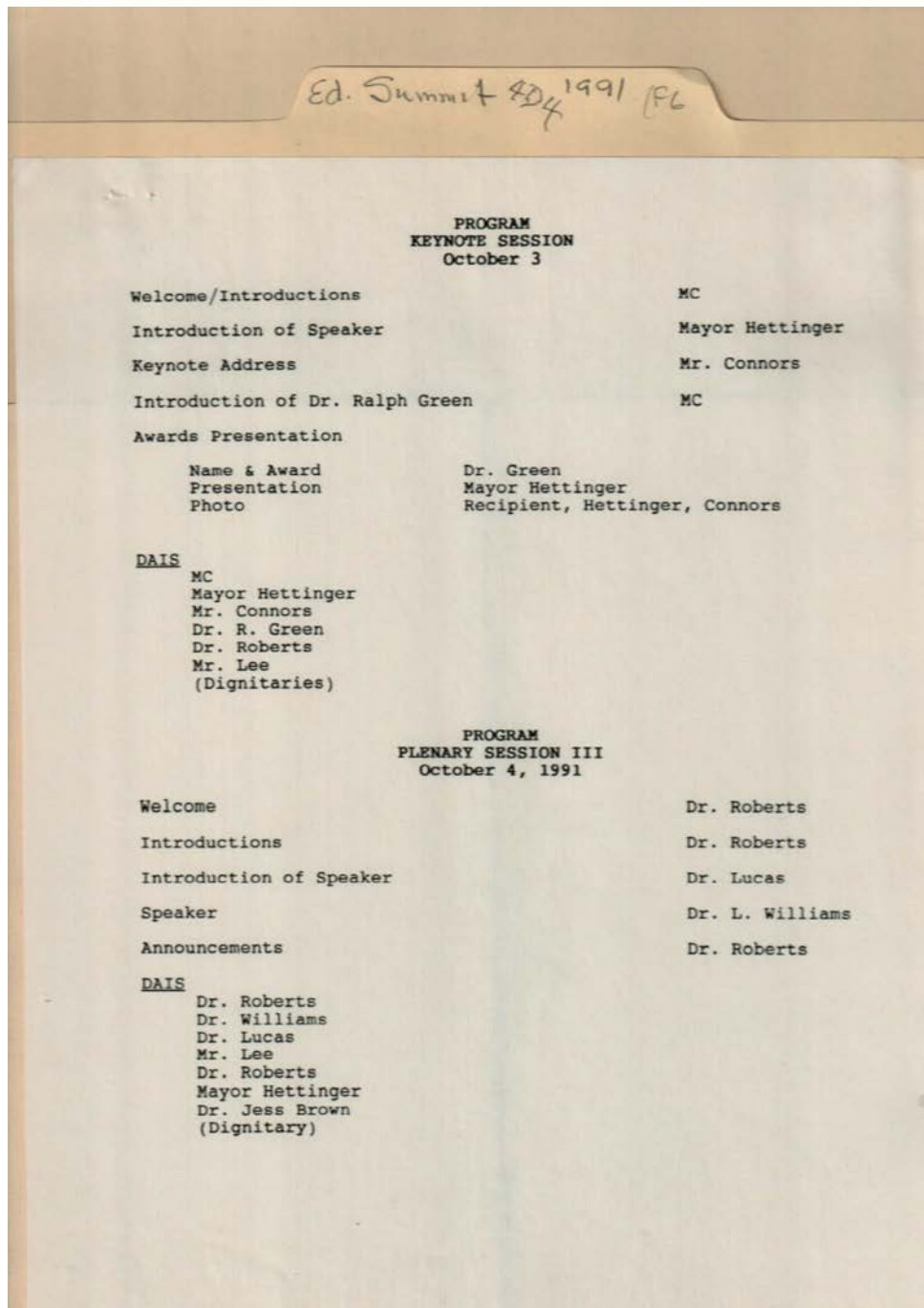
Woods, J.

Types:

program

Dates:

Oct 03, 1991



Names:

Brown, Jess, Dr.
Connors,

Green, Ralph, Dr.
Hettinger, Mayor

Lee,
Lucas, Dr.

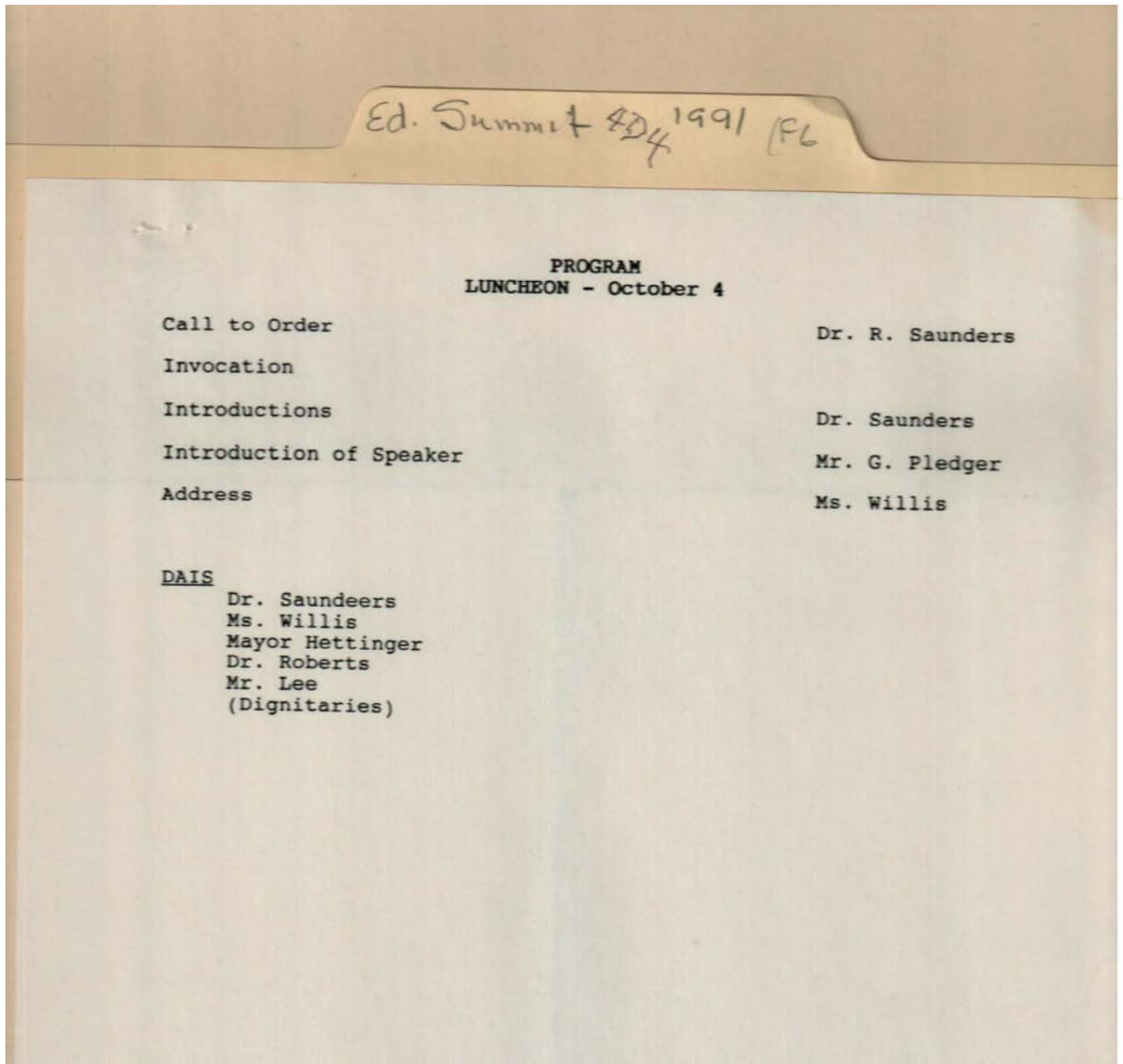
Roberts, Dr.
Williams, L. Dr.

Types:

program

Dates:

Oct 03, 1991



Names:

Hettinger, Mayor

Lee,

Pledger, G.

Roberts, Dr.

Saunders, R., Dr.

Willis,

Types:

program

Dates:

Oct 04, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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Ed. Summit #4 1991 PL

NOTES FOR DR. ROBERTS *Dr. Roberts*

HUNTSVILLE EDUCATION SUMMIT
STEERING COUNCIL MEETING
SEPTEMBER 10, 1991

TOPIC	REPORT (OR COMMENT)
Registration	(Gail Phillips will provide an up to date status for you to present to the Council). <ol style="list-style-type: none">1. Encourage Steering Council Members to get their registration in.2. Remind Steering Council that \$35 registration applies to them, i.e., they must pay unless to be delegate from a contributing company.3. Remind Steering Council that contributors (financial) are entitled to a delegate at no further charge.4. Should there be slots available after invited delegates have an opportunity, people who have called in wishing to participate may be invited. Final decision will be based on total delegates who register.
Finances	(Gail Phillips will provide an up to date status for you to give the council)
Preparation Meeting of Facilitators	Facilitators for all workshops will meet on September 18 for coordination of preparation.
Coordination Meeting - Workshop Chairman and Committee Chairman	Next meeting on September 24.

100'3674 FROM MSFC DIRECTOR SEP 10 1991

Names:

Phillips, Gail

Roberts, Dr.

Places:

Huntsville, AL

Types:

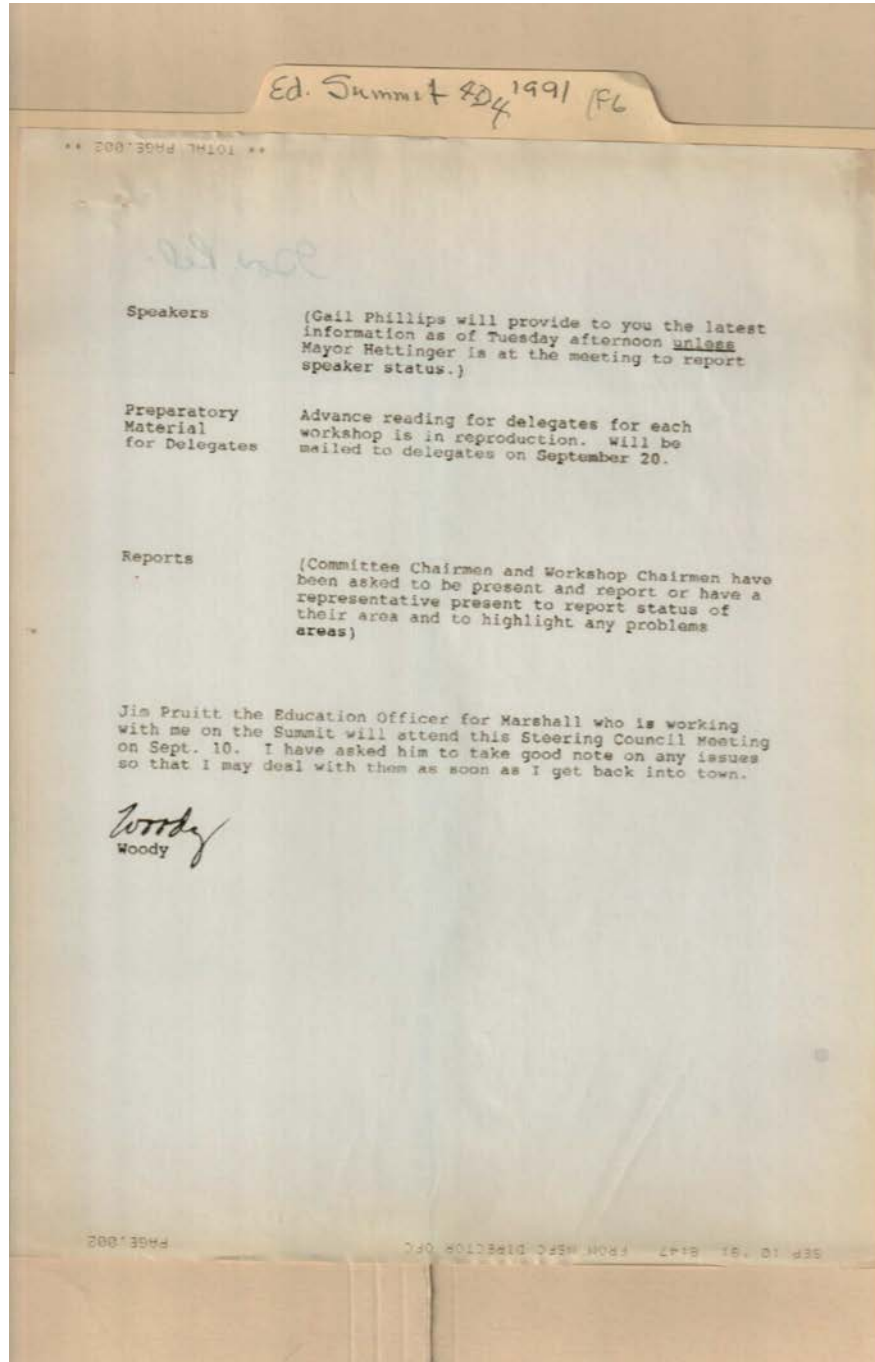
notes

Dates:

Sep 10, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 116 r04d04-06-000-0279 [Contents](#) [Index](#) [About](#)



Names:
, Woody

Hettinger, Mayor

Phillips, Gail

Pruitt, Jim

Types:
notes

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6

Educational Summit Materials, 1991

Image 117 r04d04-06-000-0280 [Contents](#) [Index](#) [About](#)

Ed. Summit # 404 1991 [96]

Donations received:	
Alvin Blackwell Realty	\$ 100.00
AmSouth Bank	\$ 1,000.00
Beason, Cutter & Nalley, P.C.	\$ 250.00
The Boeing Company	\$ 1,000.00
COLSA, Inc.	\$ 250.00
EER Systems Corporation	\$ 200.00
First Alabama Bank	\$ 1,000.00
Garrett & Assocs. Appraisals, Inc.	\$ 500.00
General Dynamics	\$ 500.00
Huntsville Ford Tractor Sales, Inc.	\$ 100.00
Huntsville Hospital	\$ 1,000.00
Huntsville Times	\$ 1,000.00
Lockheed Missiles & Space Co.	\$ 1,000.00
Nichols Research Corporation	\$ 500.00
Dr. Pat R. Odom (personal ck.) PRC, Inc.	\$ 50.00
Remtech, Inc.	\$ 250.00
Mr. Charles S. Roberts (personal ck.) Elemental Corporation	\$ 1,000.00
Dr. Frances Roberts (personal ck.)	\$ 500.00
Mrs. Martha Simms (personal ck.)	\$ 50.00
SCI Technology, Inc.	\$ 500.00
SouthTrust Bank	\$ 500.00
Summa Technology, Inc.	\$ 200.00
Total as of 9/10/91	\$11,450.00

Names:

Beason,
Blackwell, Alvin
Cutter,

Donations
Garrett,
Nalley,

Nichols,
Odom, Pat R., Dr.
Roberts, Charles S.

Roberts, Frances, Dr.
Simms, Martha, Mrs.

Types:

list

Ed. Summit 4D4 1991 P6

REGISTRATIONS RECEIVED AS OF TUESDAY, SEPTEMBER 10, 1991:

A total of 186 registrations has been received. This includes Executive Committee, Steering Council, Schools and PTAs.

The two workshops with the largest registration are Math and Science Education and At-Risk Students with 27.

Registrations received from City schools include:

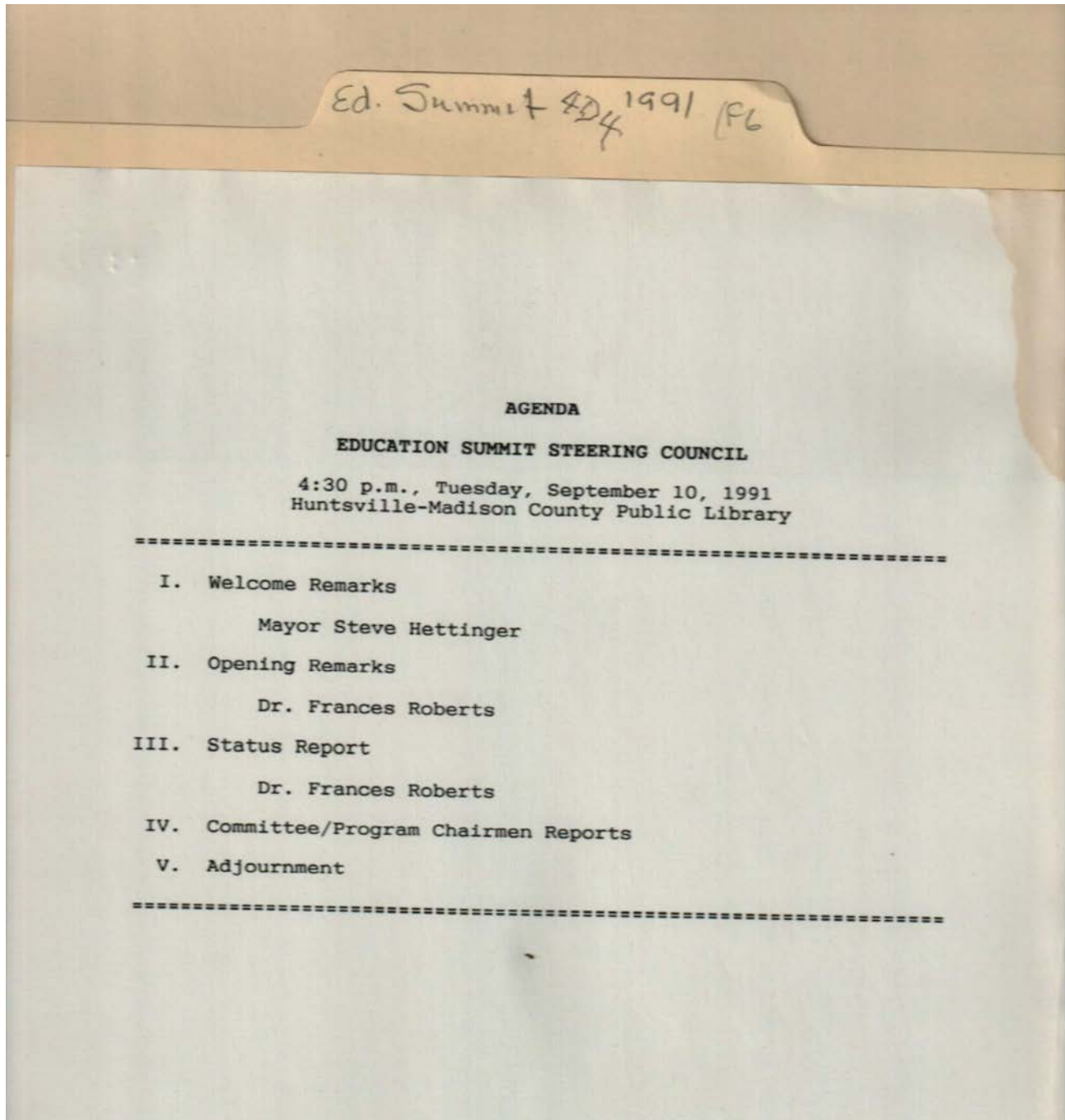
22 of	27	elementary schools
6 of	9	middle schools
3 of	5	high schools
10		from the Centers for Technology and Developmental Learning
16 of	42	PTAs
33 of	62	Steering Council members
13 of	176	companies with over 100 employees

Types:

program

Dates:

Sep 10, 1991



Names:

Hettinger, Steve,
Mayor

Roberts, Frances, Dr.

Types:

agenda

Dates:

Sep 10, 1991

Ed. Summit #D4 1991 PL

IMPORTANT - PLEASE NOTE

WORKSHOP PREFERENCE

Each delegate to the Education Summit will be assigned to one of the eight workshops. Each delegate will be expected to participate in all sessions of that workshop. Movement of delegates from one workshop to another will not be permissible.

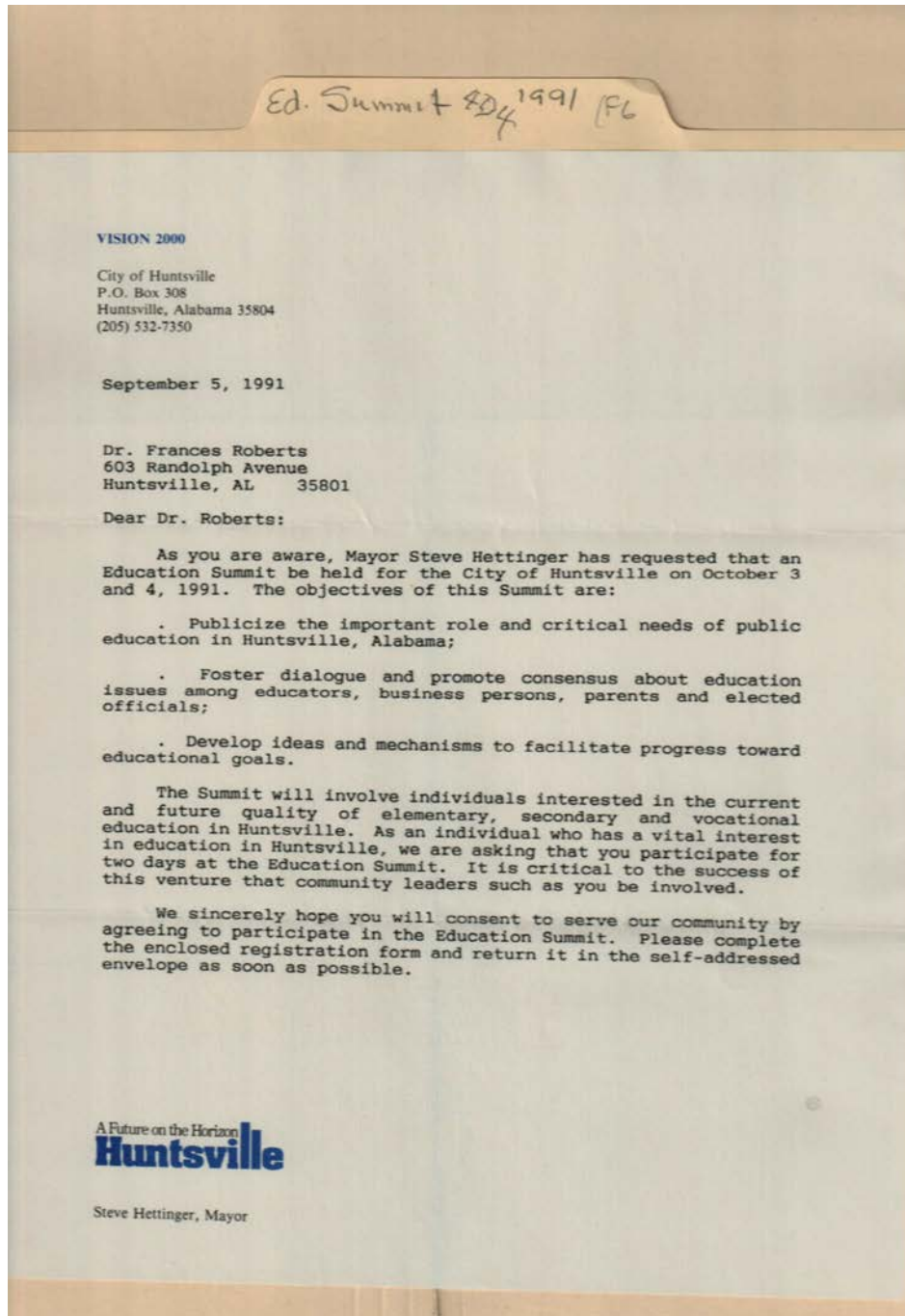
To the extent possible, while keeping a balanced size for the workshops, delegates will be assigned based on his/her preferences. Therefore, completion of the workshop preference blocks on the registration form is extremely important. Please give the preference list careful consideration and indicate your preference (1 for most preferred through 8 for least preferred).

Delegates will be notified of their workshop assignment and will receive a packet of preparatory information on the topic prior to the Summit.

Types:
program

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 121 r04d04-06-000-0284 [Contents](#) [Index](#) [About](#)



Names:

Hettinger, Steve,
Mayor

Roberts, Frances, Dr.

Places:

Huntsville, AL

Types:

correspondence

Dates:

Sep 05, 1991

Ed. Summit #4 1991 PL6

September 5, 1991
Page 2

We look forward to seeing you at the Education Summit on
October 3 and 4, 1991.

Sincerely,

Frances Roberts

Frances Roberts, Co-Chairman
Education Summit

T. J. Lee

T. J. Lee, Co-Chairman
Education Summit

Names:

Lee, T. J.

Roberts, Frances

Types:

correspondence

Dates:

Sep 05, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6

Educational Summit Materials, 1991

Image 123 r04d04-06-000-0286 [Contents](#) [Index](#) [About](#)

9/9/91
Sep. 25

EDUCATION SUMMIT PLAN - CITY OF HUNTSVILLE

	CY																																												
	JAN			FEB			MAR			APR			MAY			JUN			JUL			AUG			SEP			OCT			NOV			DEC											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12			
Steering Council Meetings										2			13						11			9			6						10														
Coord Mtgs -																28			25			23			20						24														
Board Chairmen																																													
Formal Public Announcement of Summit										13																																			
Budget Rqmnts to Budget Cate																																													
Budget & Finance Plan to Exec Cate																																													
Agenda List/Topic																																													
Pub & Doc Cate																																													
Issue Invitations to Delegates																																													
Registration Due date																																													
Delegate Assignment																																													
Data Package to Delegates																																													
Summit																																													
Draft of Summit Report Complete																																													

Ed. Summit + 404 1991 PL

Names:

Education Summit

Places:

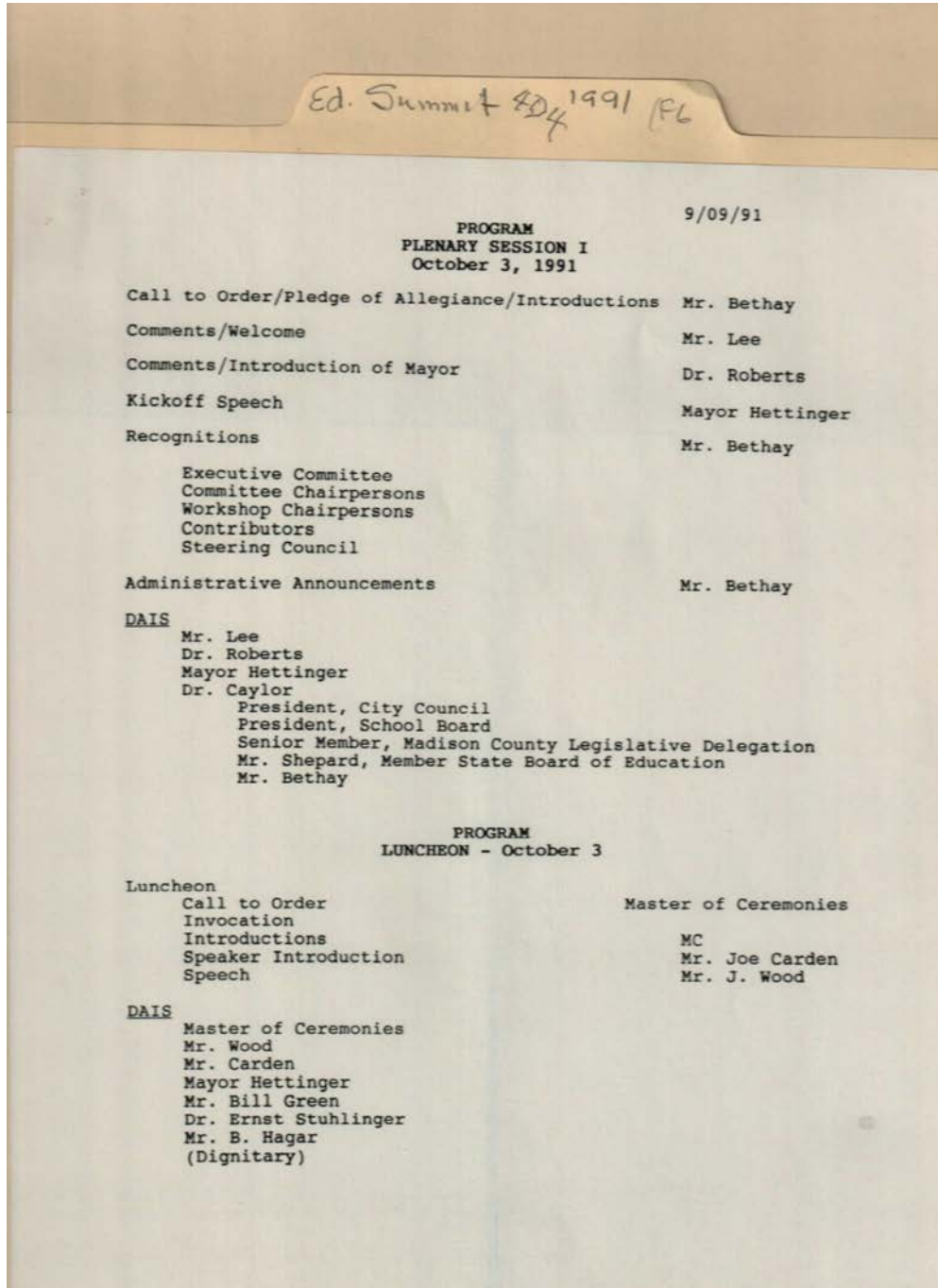
Huntsville, AL

Types:

chart

Dates:

Sep 09, 1991



Names:

Bethay,
Carden, Joe
Caylor, Dr.

Green, Bill
Hagar, B.
Hettinger, Mayor

Lee,
Roberts, Dr.
Shepard,

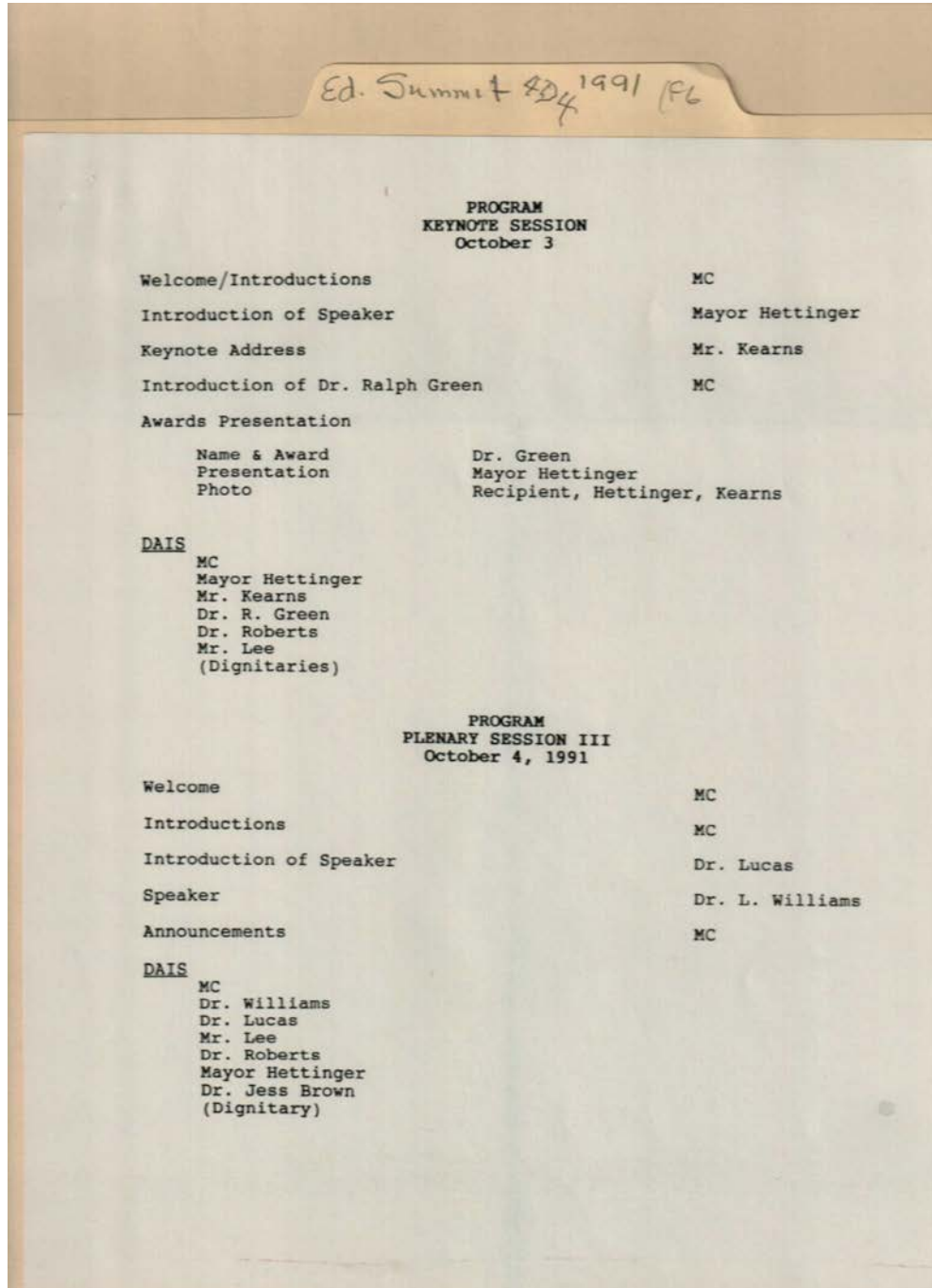
Stuhlinger, Ernst, Dr.
Wood, J.

Types:

program

Dates:

Oct 03, 1991



Names:

Brown, Jess, Dr.
Green, Dr.
Green, R., Dr.

Hettinger, Mayor
Kearns,
Lee,

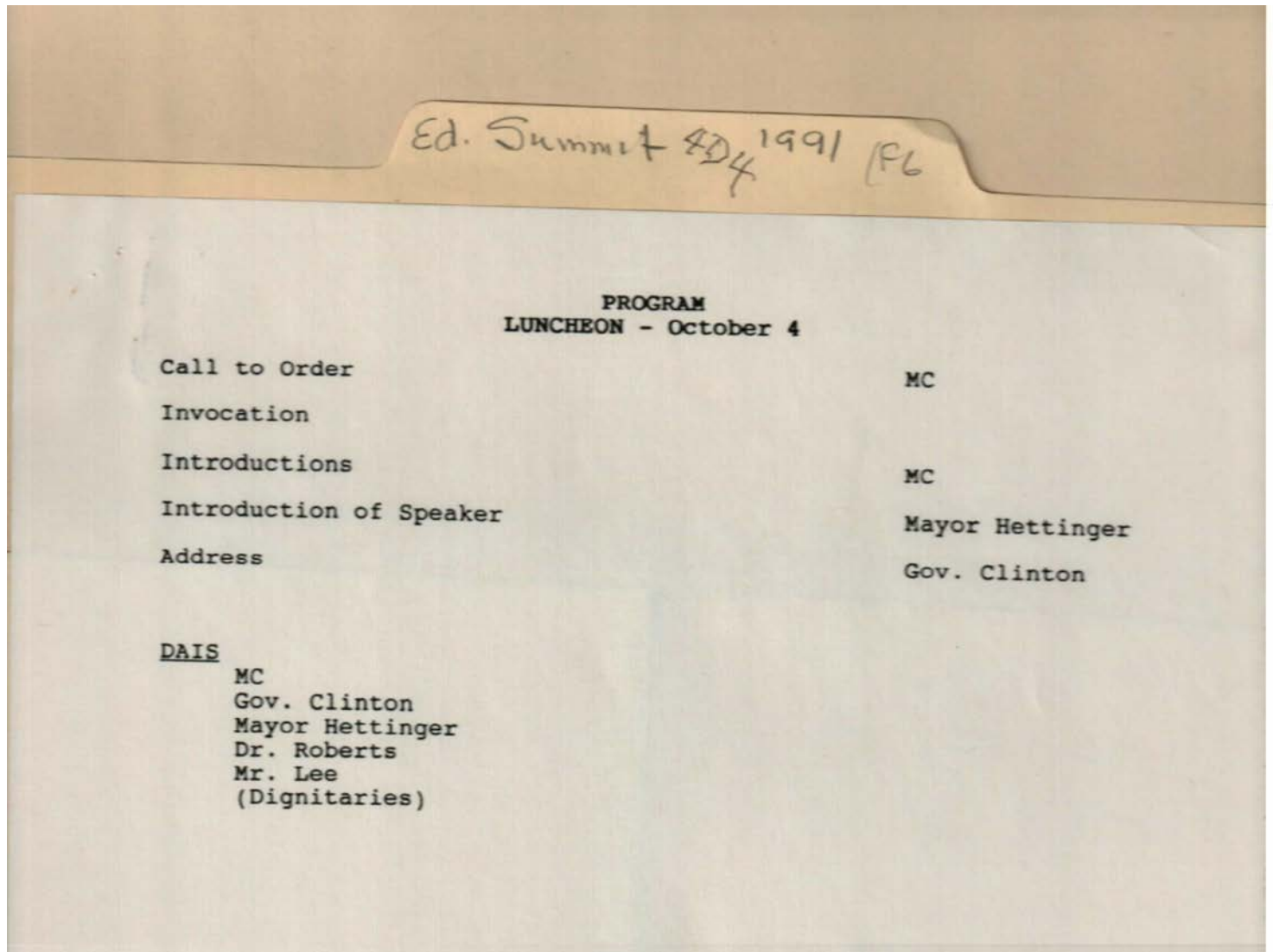
Lucas, Dr.
Roberts, Dr.
Williams, L. Dr.

Types:

program

Dates:

Oct 03, 1991



Names:

Clinton, Gov.

Hettinger, Mayor

Lee,

Roberts, Dr.

Types:

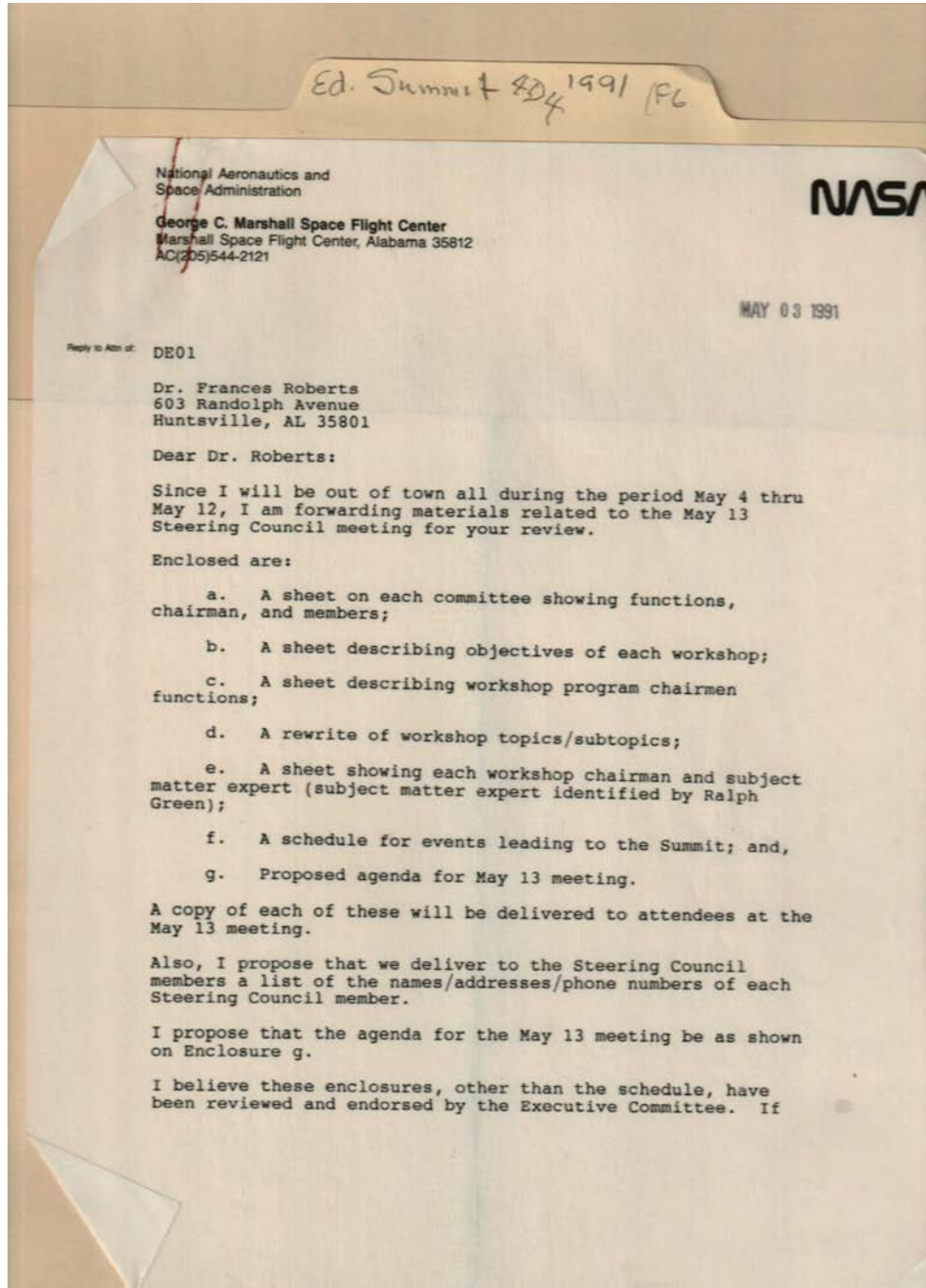
program

Dates:

Oct 04, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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Names:

Green, Ralph

Roberts, Frances, Dr.

Places:

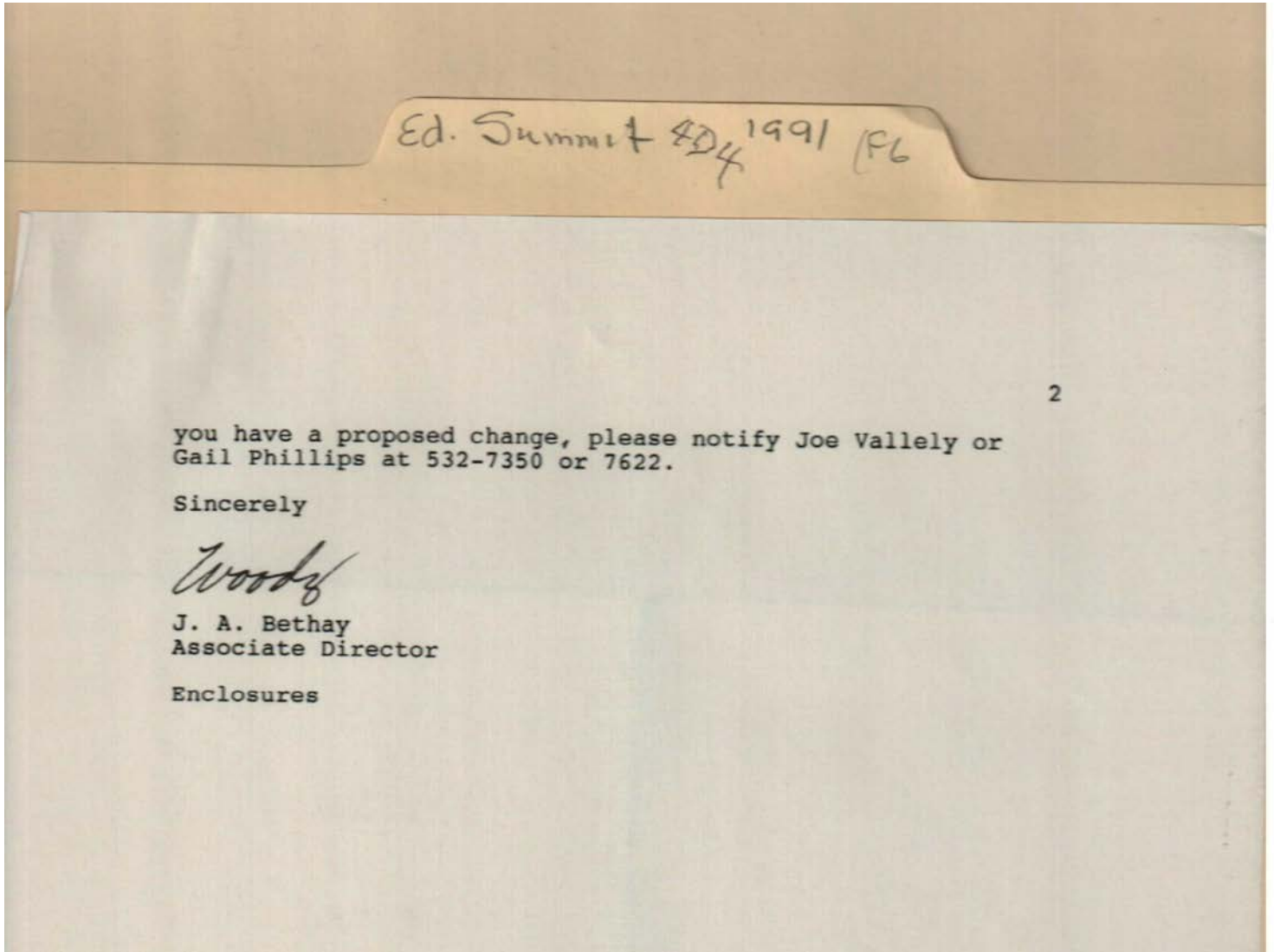
MSFC, AL

Types:

correspondence

Dates:

May 03, 1991



Names:

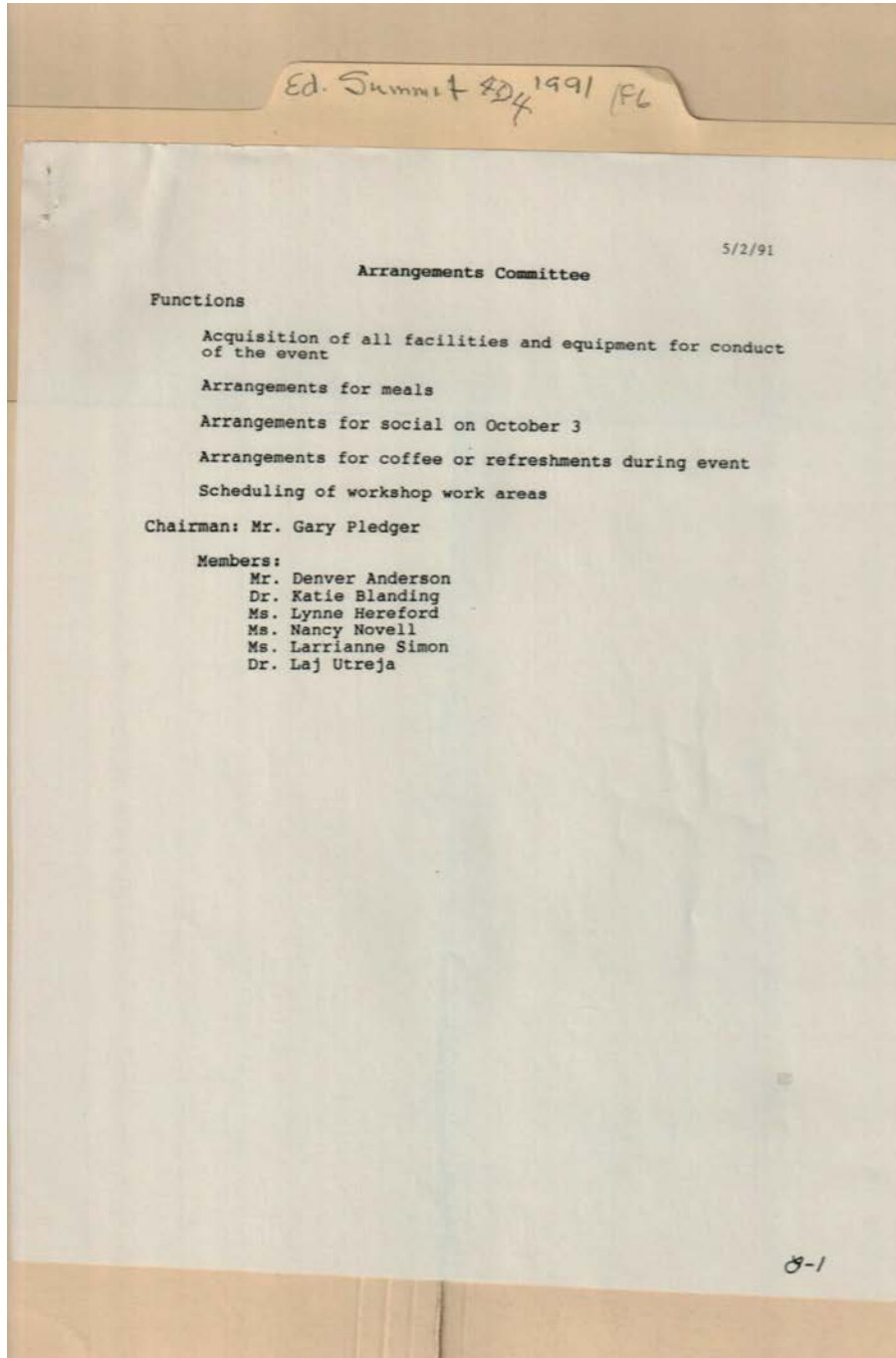
Bethay, J. A.

Phillips, Gail

Vallely, Joe

Types:

correspondence



Names:

Anderson, Denver
Blanding, Katie, Dr.

Hereford, Lynne
Novell, Nancy

Pledger, Gary
Simon, Larrienne

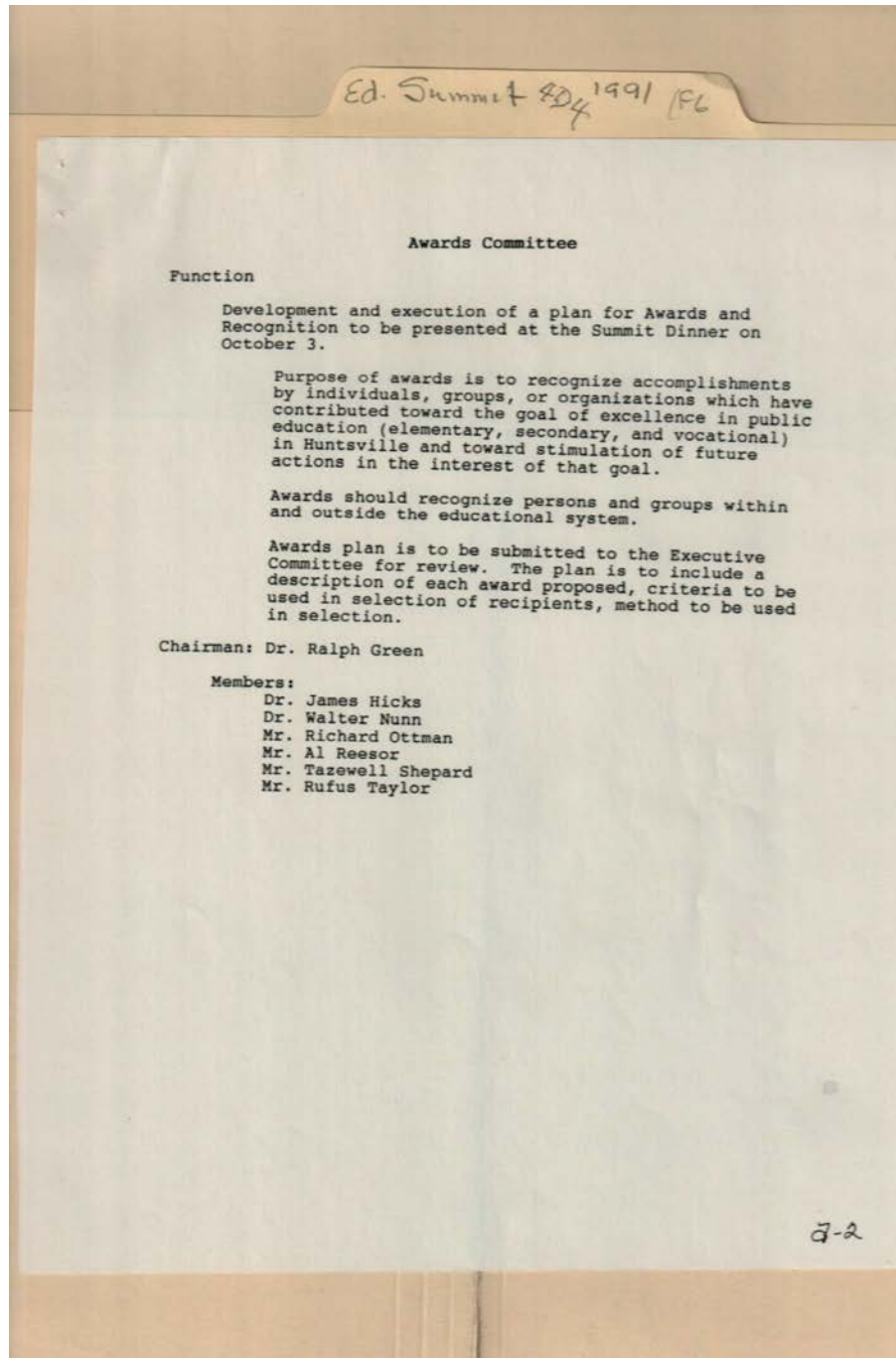
Utreja, Laj, Dr.

Types:

program

Dates:

May 02, 1991



Awards Committee

Function

Development and execution of a plan for Awards and Recognition to be presented at the Summit Dinner on October 3.

Purpose of awards is to recognize accomplishments by individuals, groups, or organizations which have contributed toward the goal of excellence in public education (elementary, secondary, and vocational) in Huntsville and toward stimulation of future actions in the interest of that goal.

Awards should recognize persons and groups within and outside the educational system.

Awards plan is to be submitted to the Executive Committee for review. The plan is to include a description of each award proposed, criteria to be used in selection of recipients, method to be used in selection.

Chairman: Dr. Ralph Green

Members:

Dr. James Hicks
Dr. Walter Nunn
Mr. Richard Ottman
Mr. Al Reesor
Mr. Tazewell Shepard
Mr. Rufus Taylor

2-2

Names:

Green, Ralph, Dr.
Hicks, James, Dr.

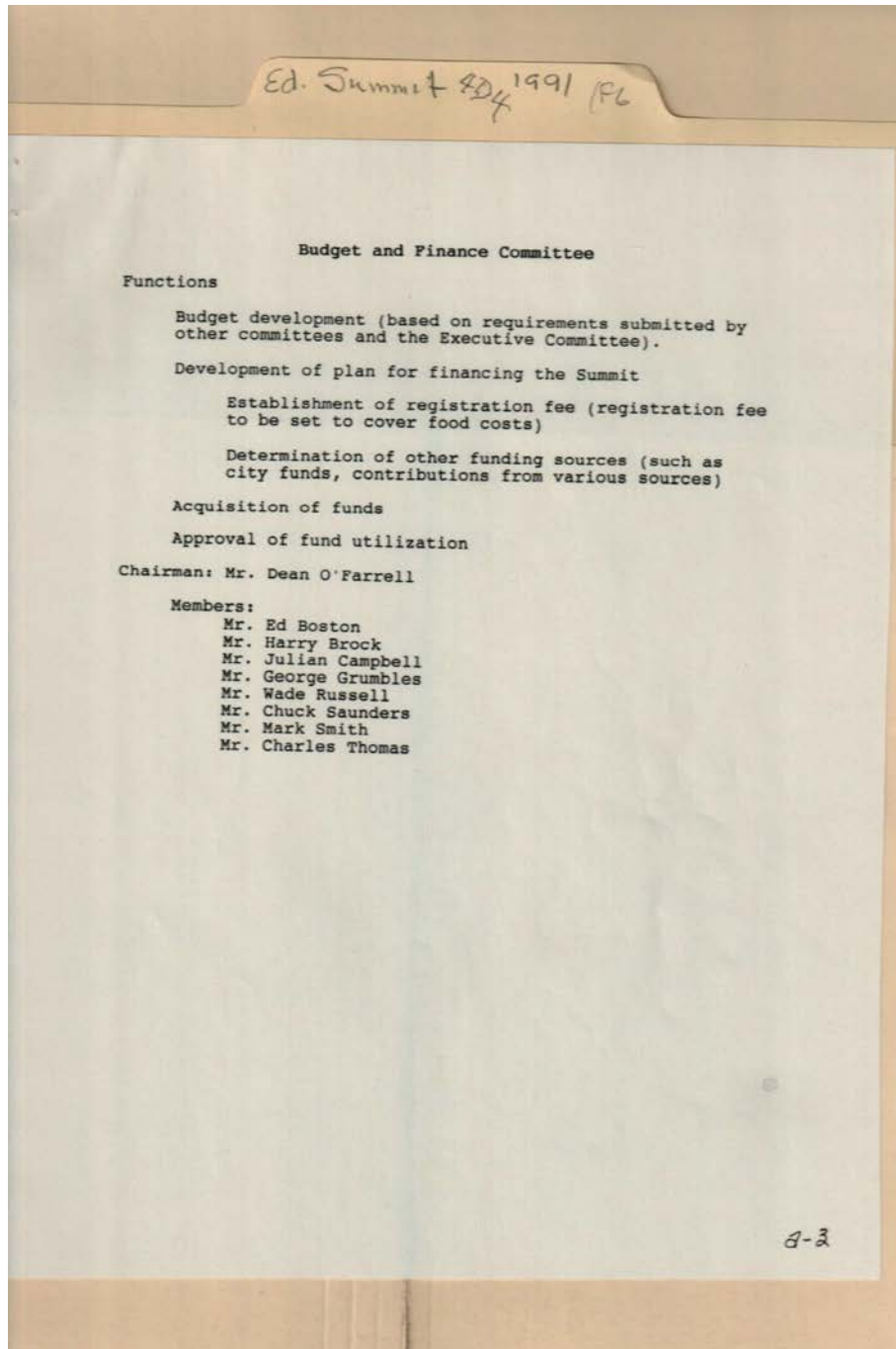
Nunn, Walter, Dr.
Ottman, Richard

Reesor, Al
Shepard, Tazewell

Taylor, Rufus

Types:

program



Names:

Boston, Ed
Brock, Harry
Campbell, Julian

Grumbles, George
O'Farrell, Dean
Russell, Wade

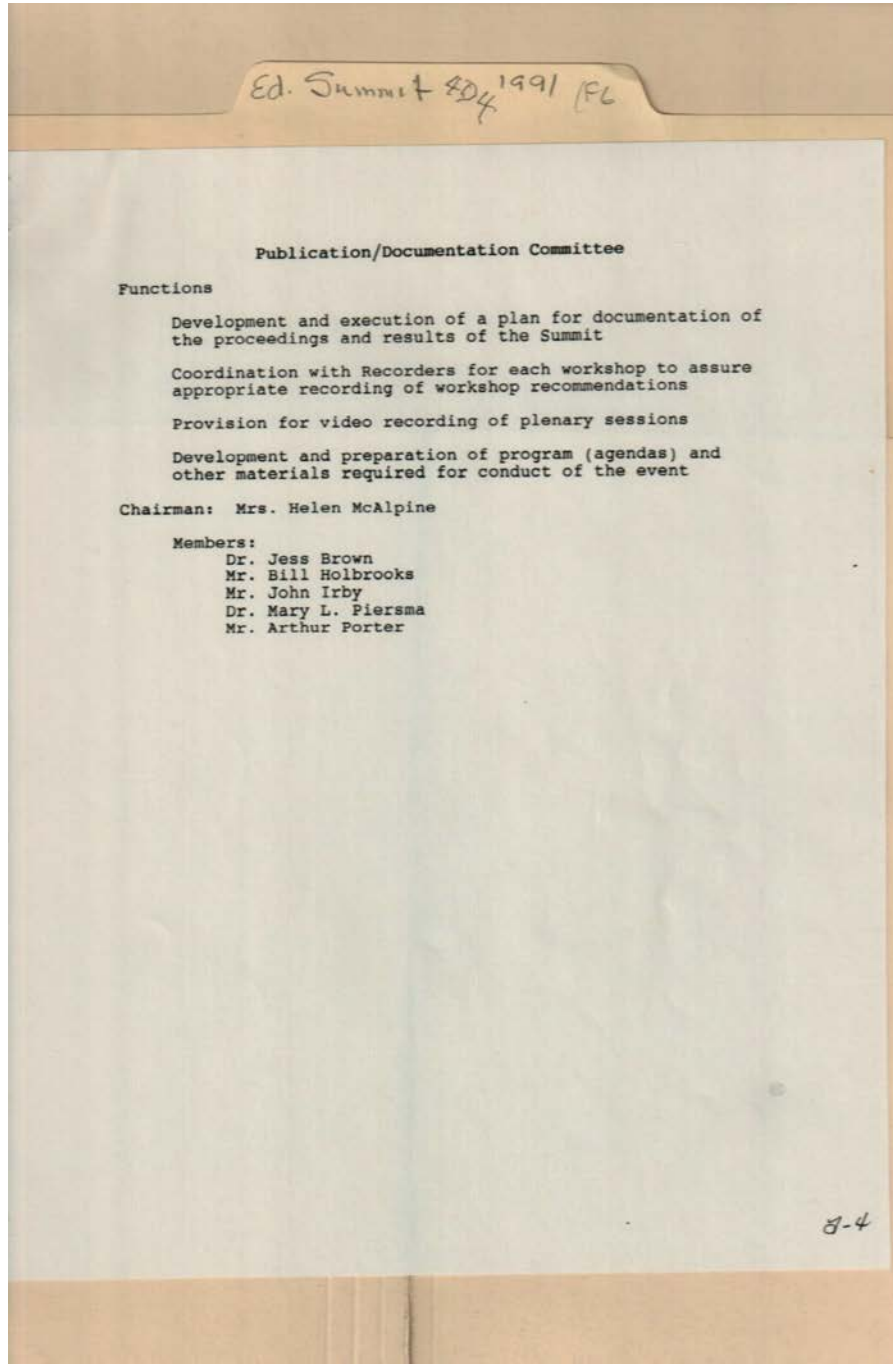
Saunders, Chuck
Smith, Mark
Thomas, Charles

Types:

program

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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Names:

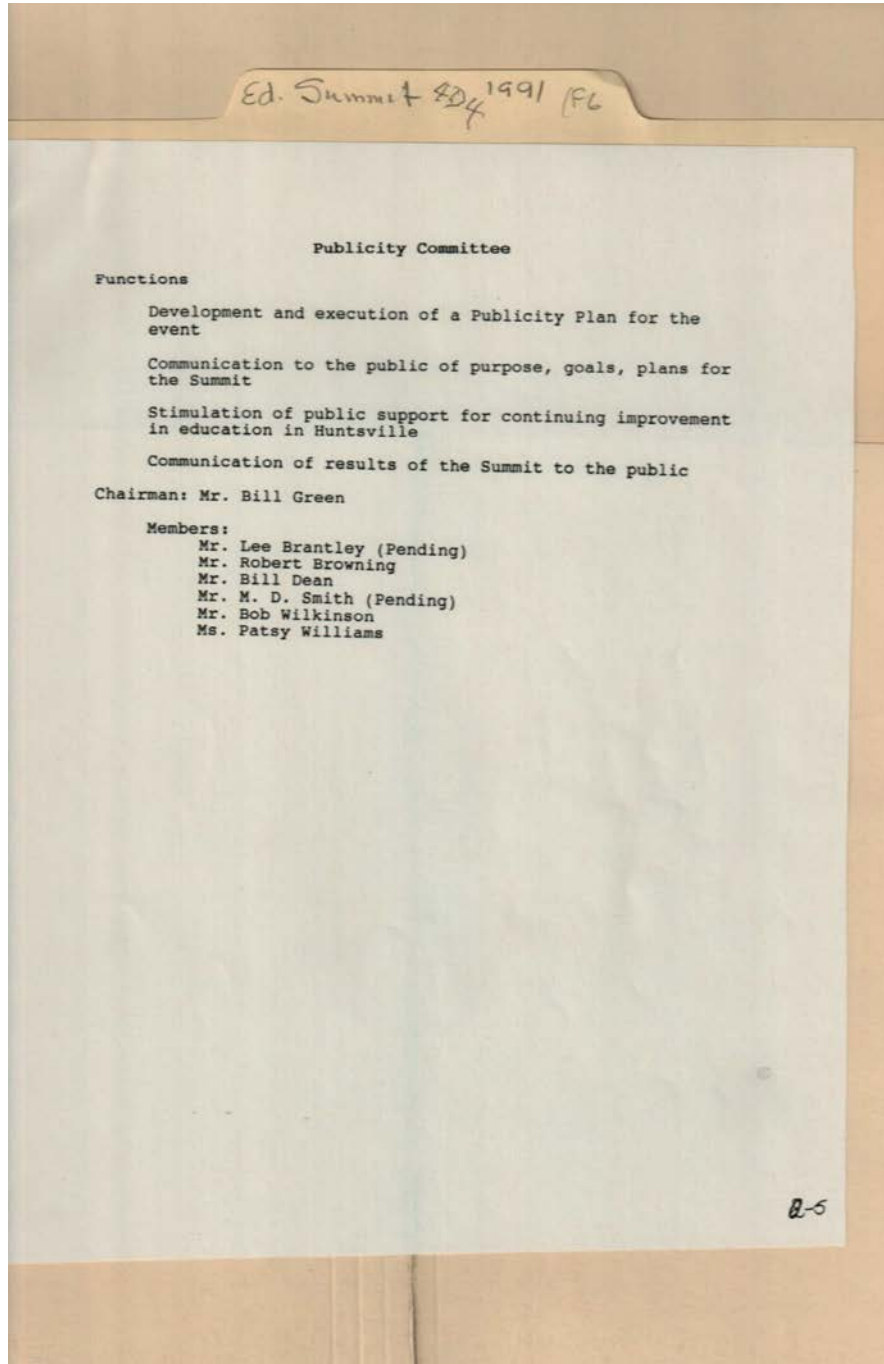
Brown, Jess, Dr.
Holbrooks, Bill

Irby, John
Piersma, Mary L., Dr.

Porter, Arthur

Types:

program



Ed. Summit 404 1991 (FL)

Publicity Committee

Functions

Development and execution of a Publicity Plan for the event

Communication to the public of purpose, goals, plans for the Summit

Stimulation of public support for continuing improvement in education in Huntsville

Communication of results of the Summit to the public

Chairman: Mr. Bill Green

Members:

Mr. Lee Brantley (Pending)

Mr. Robert Browning

Mr. Bill Dean

Mr. M. D. Smith (Pending)

Mr. Bob Wilkinson

Ms. Patsy Williams

2-5

Names:

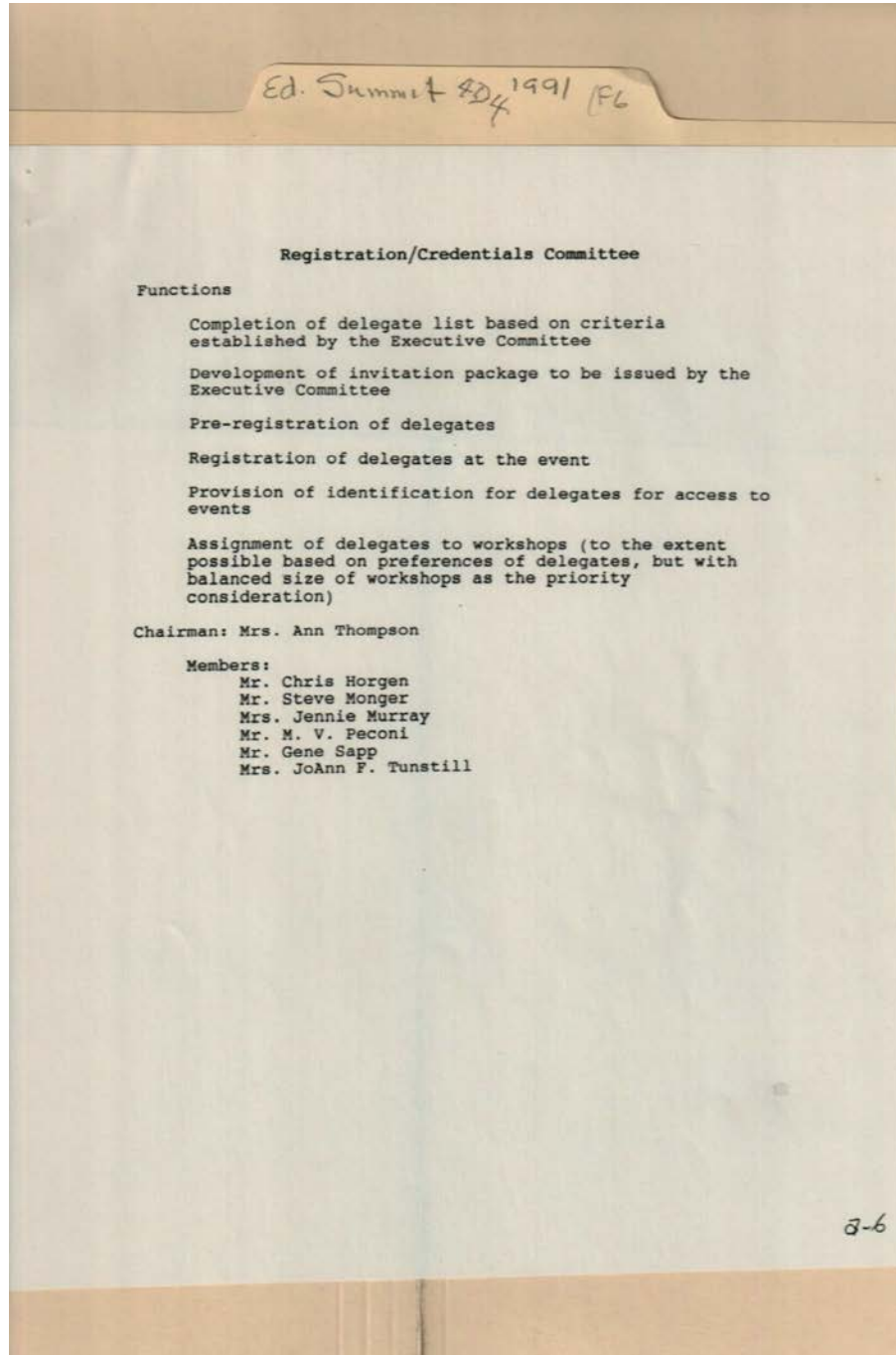
Brantley, Lee
Browning, Robert

Dean, Bill
Smith, M. D.

Wilkinson, Bob
Williams, Patsy

Types:

program



Registration/Credentials Committee

Functions

Completion of delegate list based on criteria established by the Executive Committee

Development of invitation package to be issued by the Executive Committee

Pre-registration of delegates

Registration of delegates at the event

Provision of identification for delegates for access to events

Assignment of delegates to workshops (to the extent possible based on preferences of delegates, but with balanced size of workshops as the priority consideration)

Chairman: Mrs. Ann Thompson

Members:

Mr. Chris Horgen
Mr. Steve Monger
Mrs. Jennie Murray
Mr. M. V. Peconi
Mr. Gene Sapp
Mrs. JoAnn F. Tunstill

Names:

Horgen, Chris
Monger, Steve

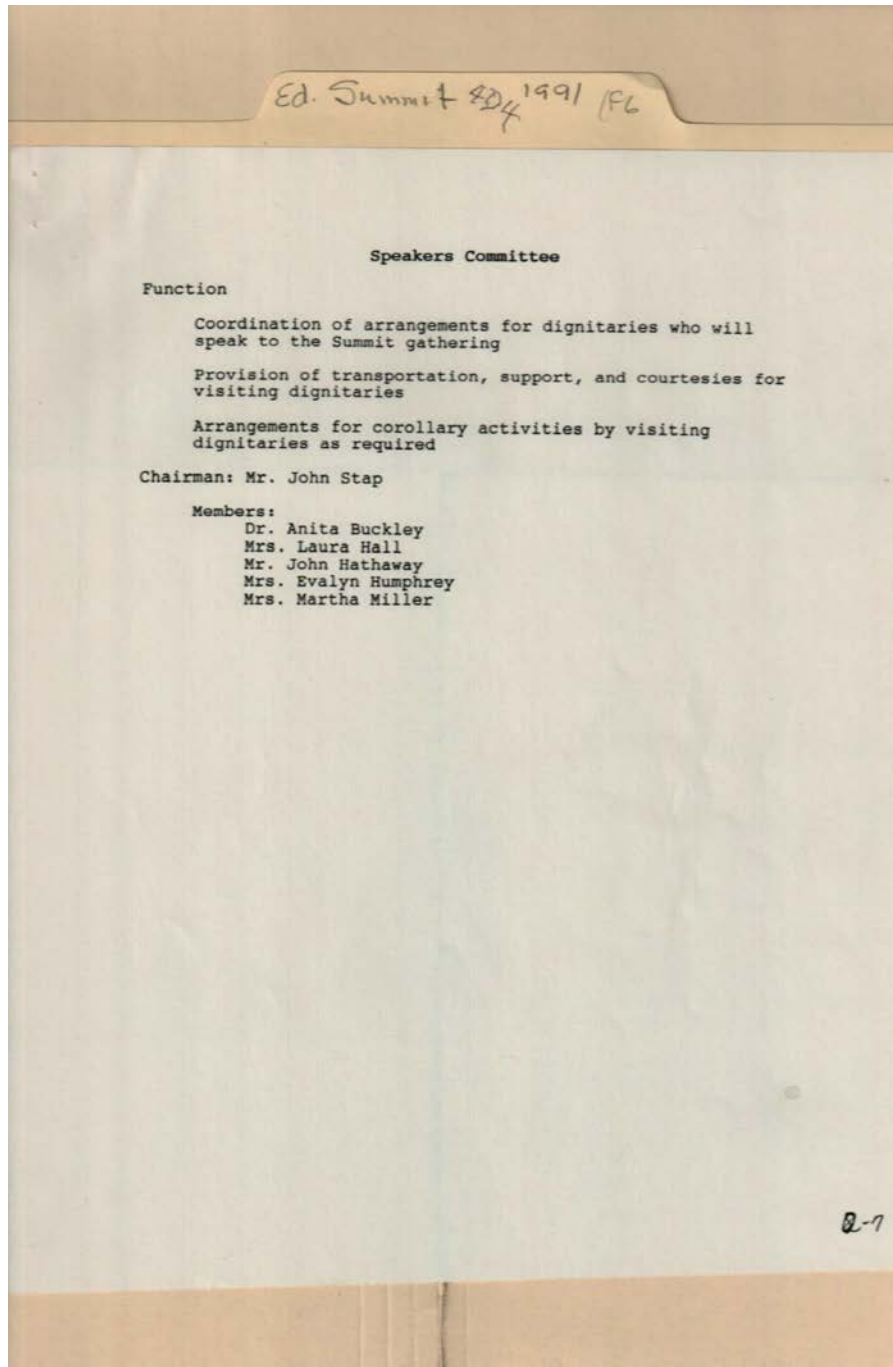
Murray, Jennie, Mrs.
Peconi, M. V.

Sapp, Gene

Tunstill, JoAnn F.,
Mrs.

Types:

program



Names:

Buckley, Anita, Dr.
Hall, Laura

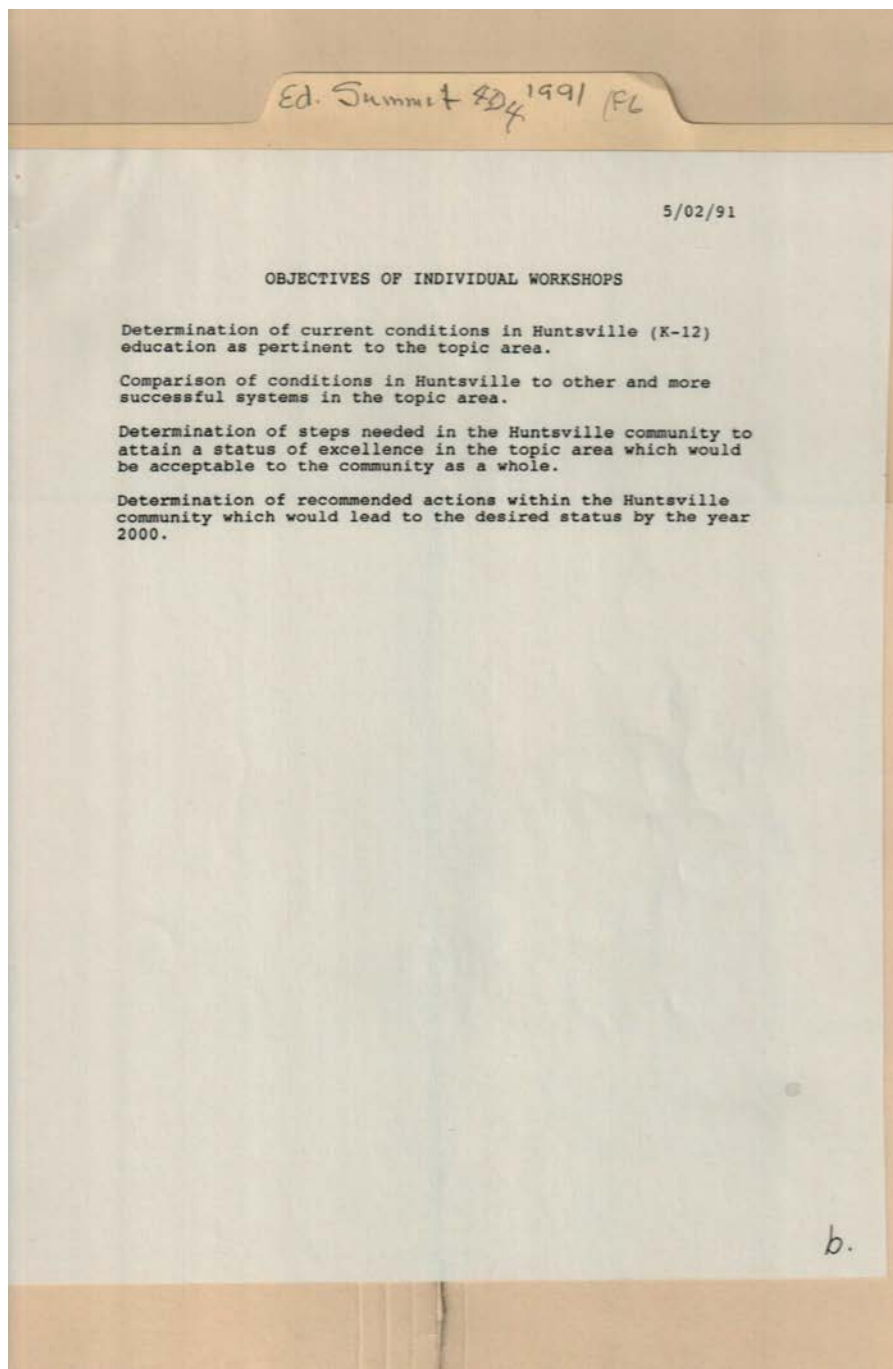
Hathaway, John

Humphrey, Evalyn,
Mrs.

Miller, Martha, Mrs.
Stap, John

Types:

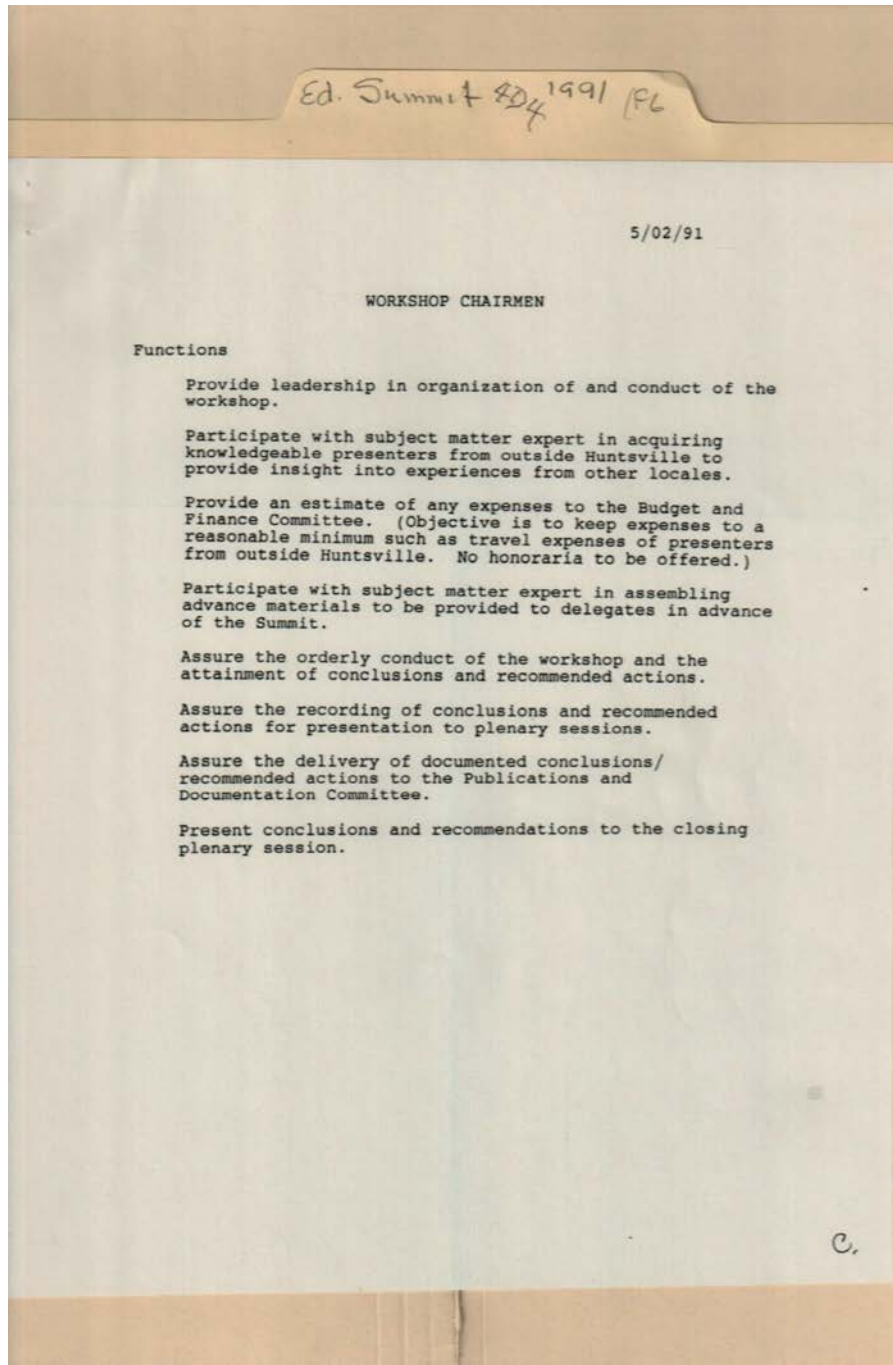
program



Types:
program

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

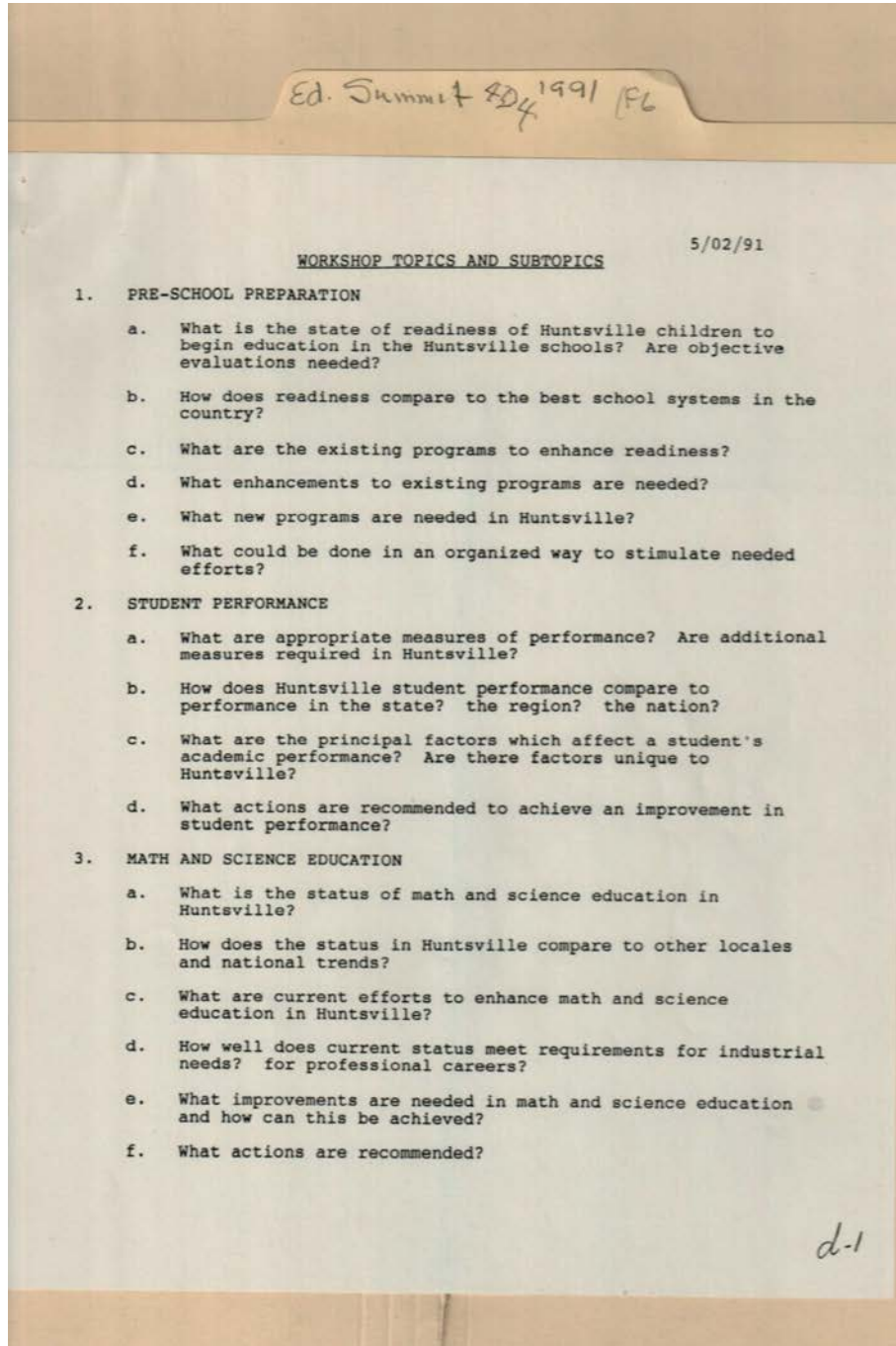
Image 137 r04d04-06-000-0300 [Contents](#) [Index](#) [About](#)



Types:
program

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

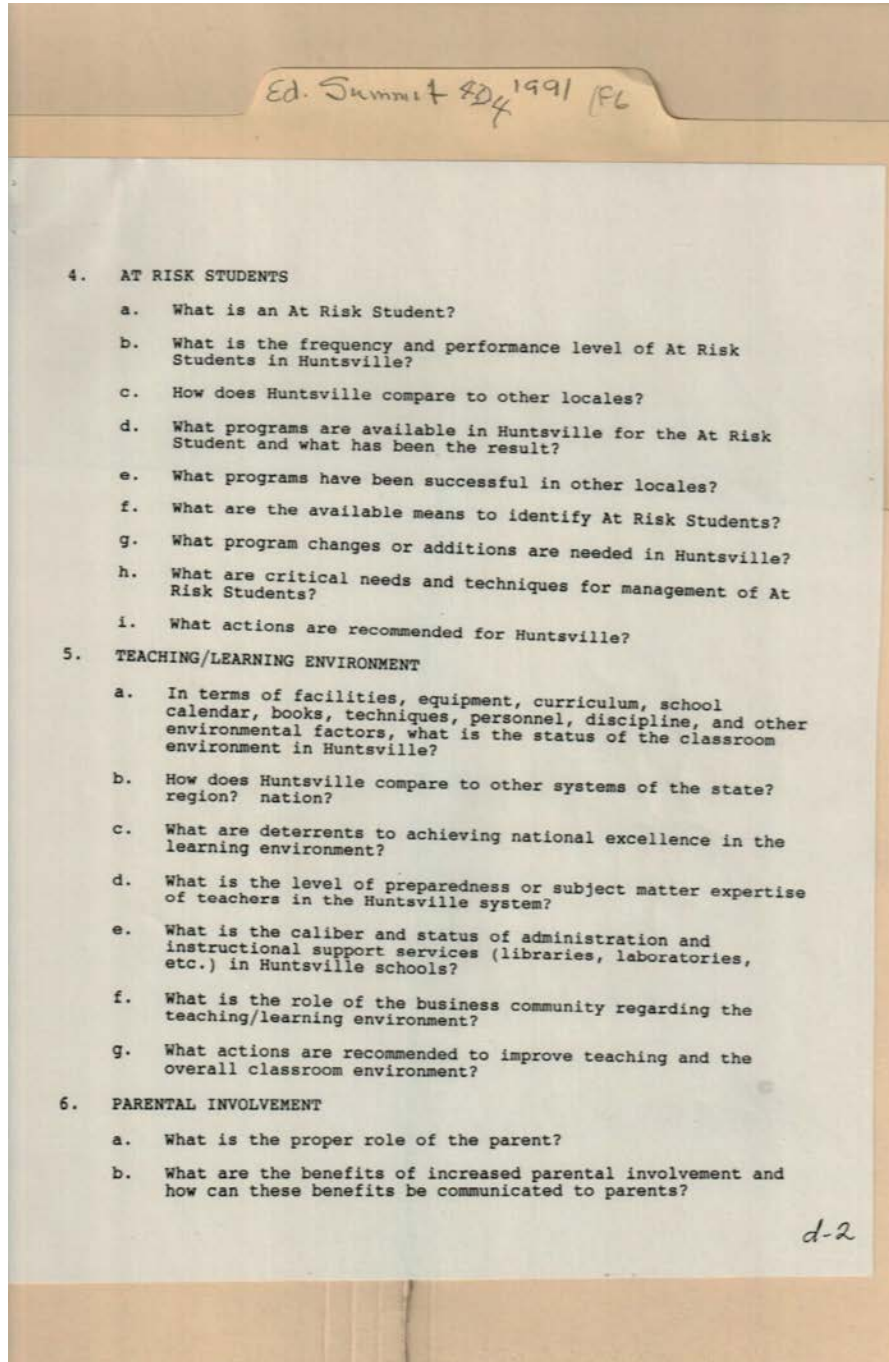
Image 138 r04d04-06-000-0301 [Contents](#) [Index](#) [About](#)



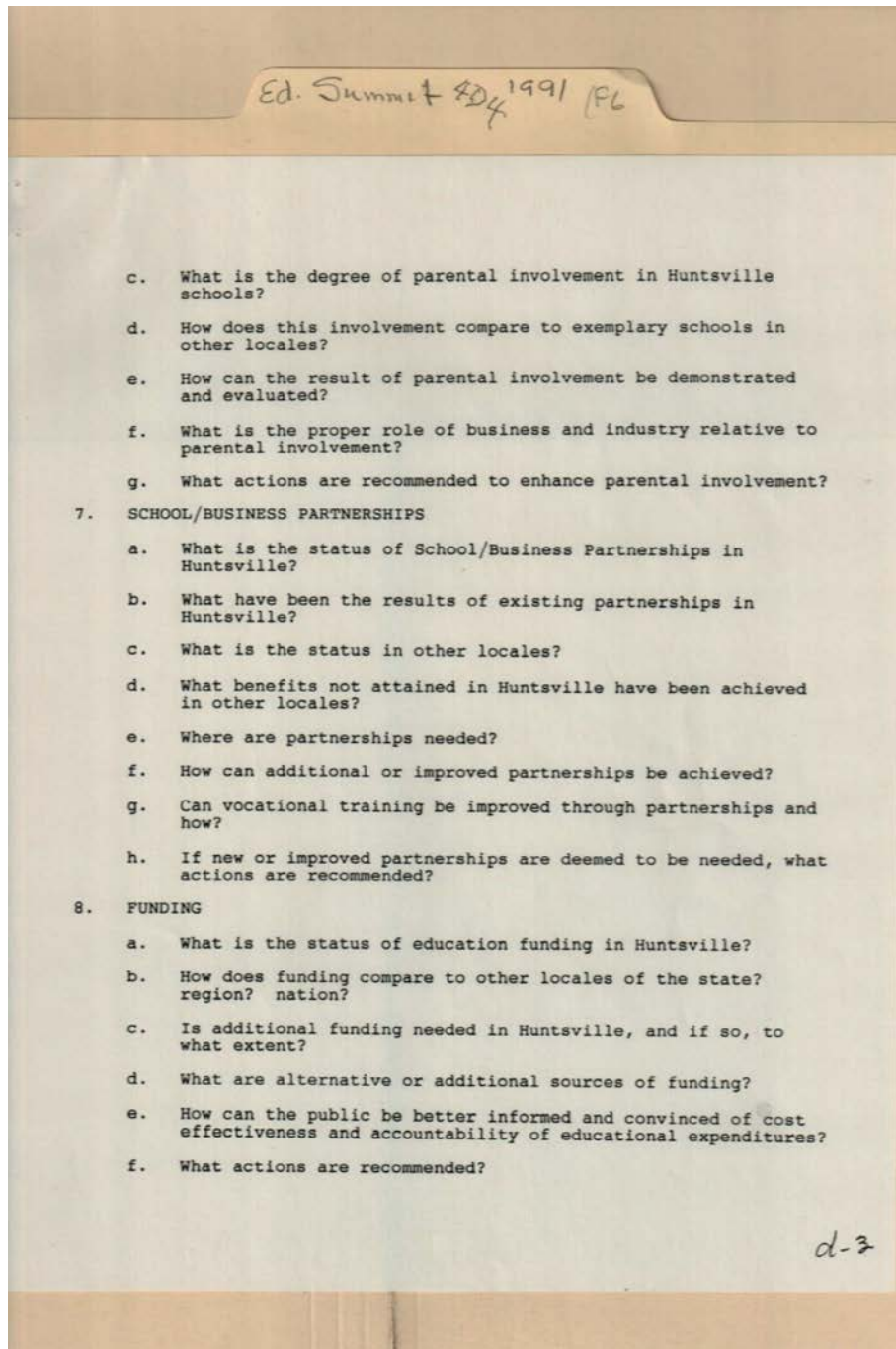
Types:
program

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 139 r04d04-06-000-0302 [Contents](#) [Index](#) [About](#)



Types:
program



Types:
program

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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Ed. Summit 4D4 1991 PL

5/01/91

WORKSHOP CHAIRMEN AND SUBJECT MATTER EXPERTS

<u>WORKSHOP SESSION</u>	<u>CHAIRMAN</u>	<u>SUBJECT MATTER EXPERT</u>
Pre-School Preparation	Mrs. Jane Mabry	Mrs. Helen Taylor
Student Performance	Mr. Russell Brown	Ms. Debbie Ferguson
Math & Science Education	Mr. Robert Rieth	Mr. Bob Lipscomb Ms. Judy Kirk
At Risk Students	Mr. Henry Everitt	Mrs. Helen McAlpine
Teaching/Learning Environment	Dr. John Wright	Ms. Mary Ruth Yates
School/Business Partnerships	Mr. Robert Hager	Ms. Doris McHugh
Funding	Mr. Joe Carden	Mr. Ronnie Burlison
Parental Involvement	Mr. John Hartin	Ms. Ann Roy Moore

e.

Names:

Brown, Russell
Burlison, Ronnie
Carden, Joe
Everitt, Henry
Ferguson, Debbie

Hager, Robert
Hartin, John
Kirk, Judy
Lipscomb, Bob
Mabry, Jane, Mrs.

McAlpine, Helen
McHugh, Doris
Moore, Ann Roy
Rieth, Robert
Taylor, Helen, Mrs.

Wright, John, Dr.
Yates, Mary Ruth

Types:

program

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6

Educational Summit Materials, 1991

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EDUCATION SUMMIT PLAN - CITY OF HUNTSVILLE																																							
	JAN			FEB			MAR			APR			MAY			JUN			JUL			AUG			SEP			OCT			NOV			DEC					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9
Steering Council Meetings																																							
Coord Mtgs - Pgr/Cmte Chairmen																																							
Formal Public Announce of Summit																																							
Budget Rqmnts to Budget Cmte																																							
Budget & Finance Pln to Exec Cmte																																							
Spkr List/Topic to Pub & Doc Cmte																																							
Data Pkg to Pub & Doc Cmte																																							
Issue Invitations to Delegates																																							
Registration Due date																																							
Delegate Assignment																																							
Data Package to Delegates																																							
Summit																																							
Draft of Summit Report Complete																																							

Ed. Summit 7/27/91 1991/92

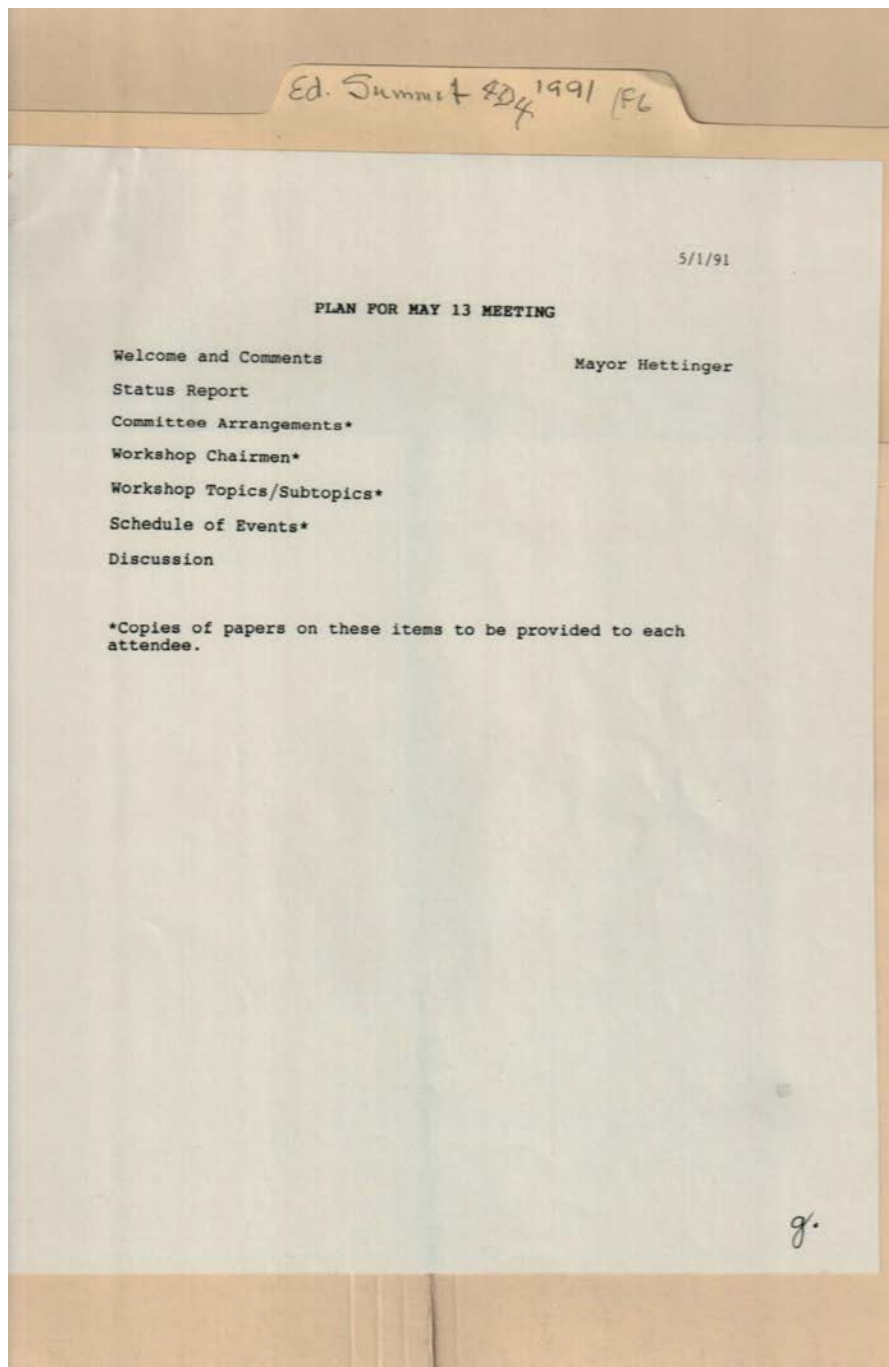
Names:
Education Summit

Types:
chart

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6

Educational Summit Materials, 1991

Image 143 r04d04-06-000-0306 [Contents](#) [Index](#) [About](#)



Names:

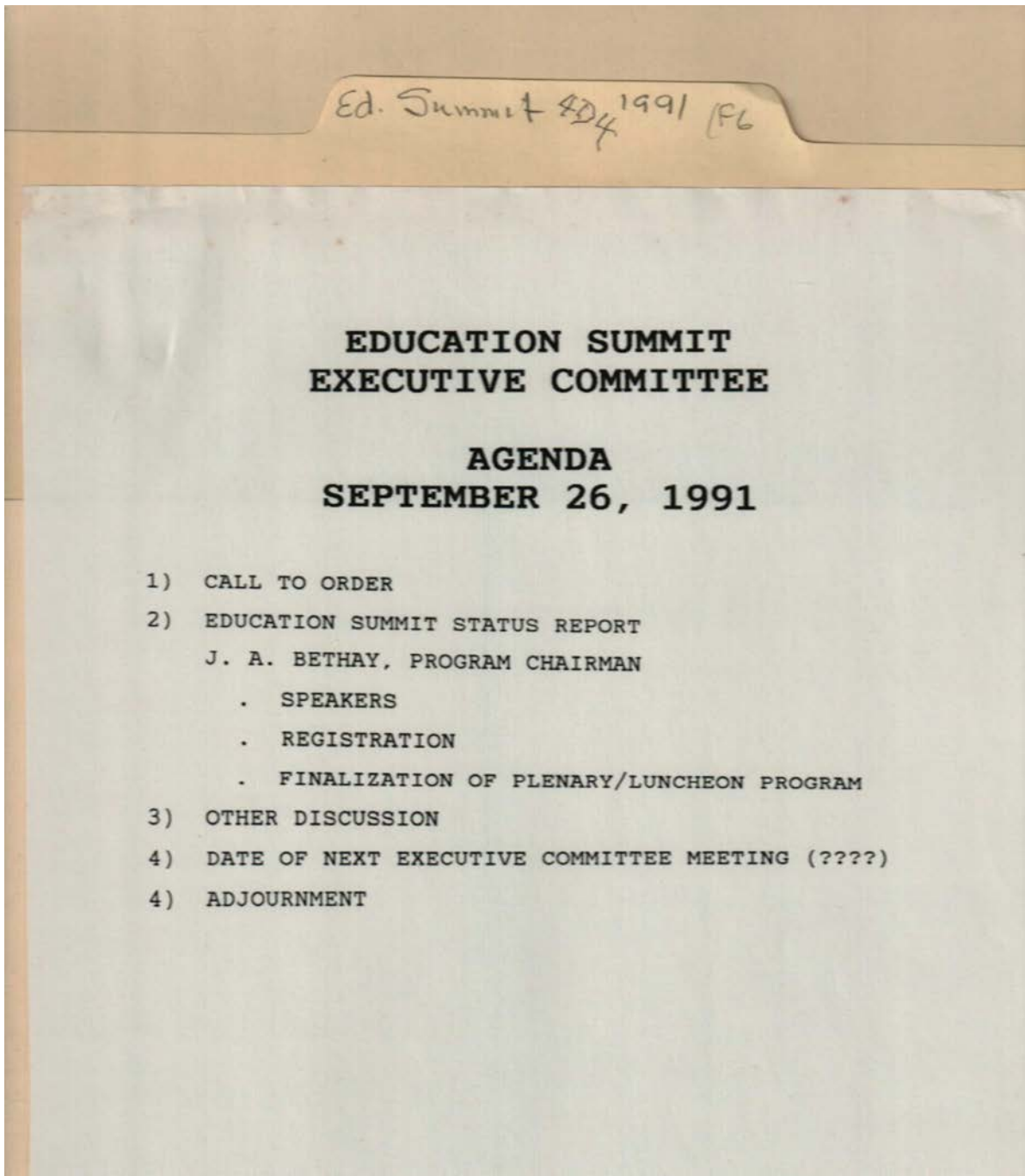
Hettinger, Mayor

Types:

program

Dates:

May 01, 1991



Names:

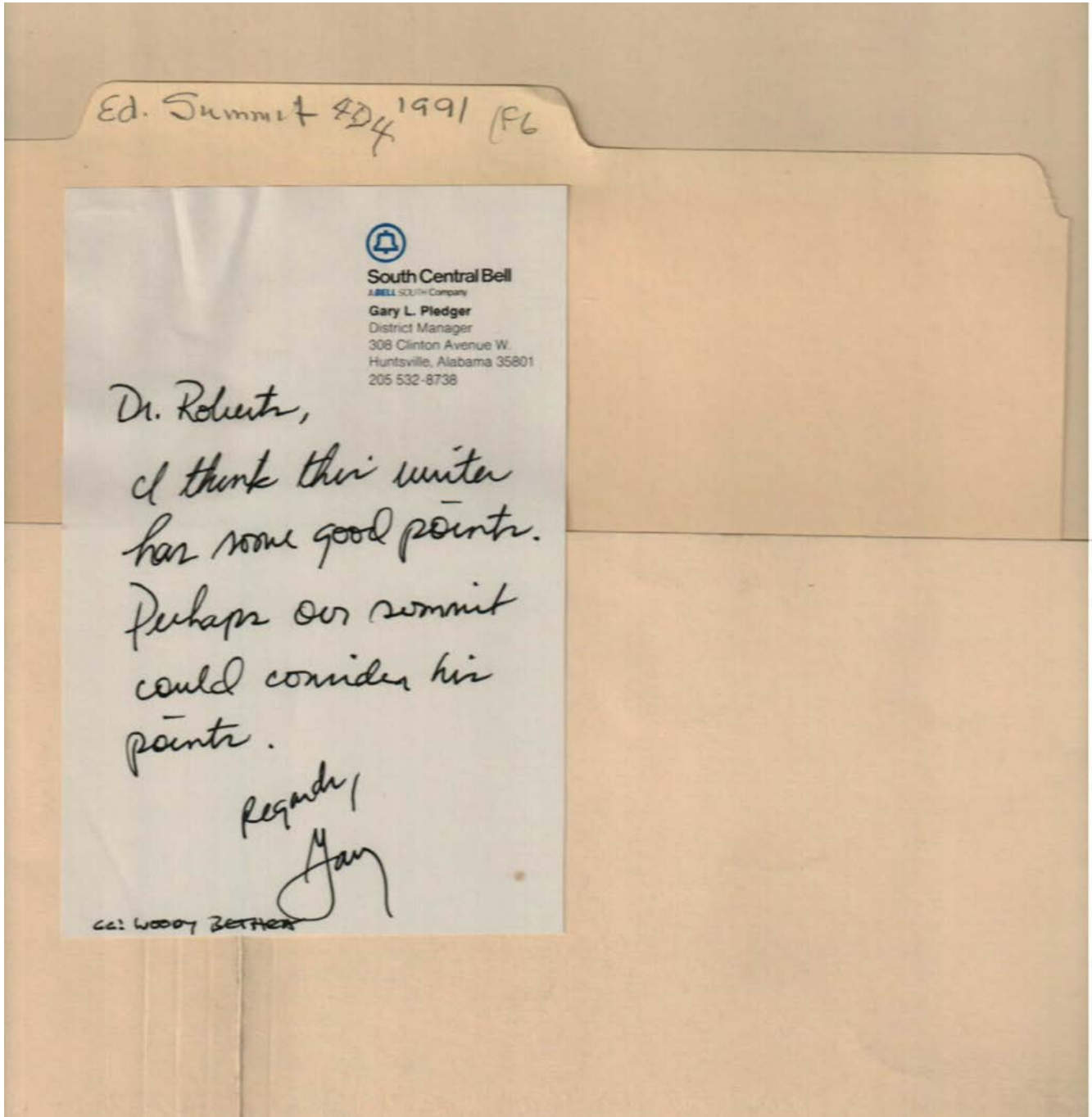
Bethay, J. A.

Types:

program

Dates:

Sep 26, 1991



Names:

Bethea, Woody

Pledger, Gary L.

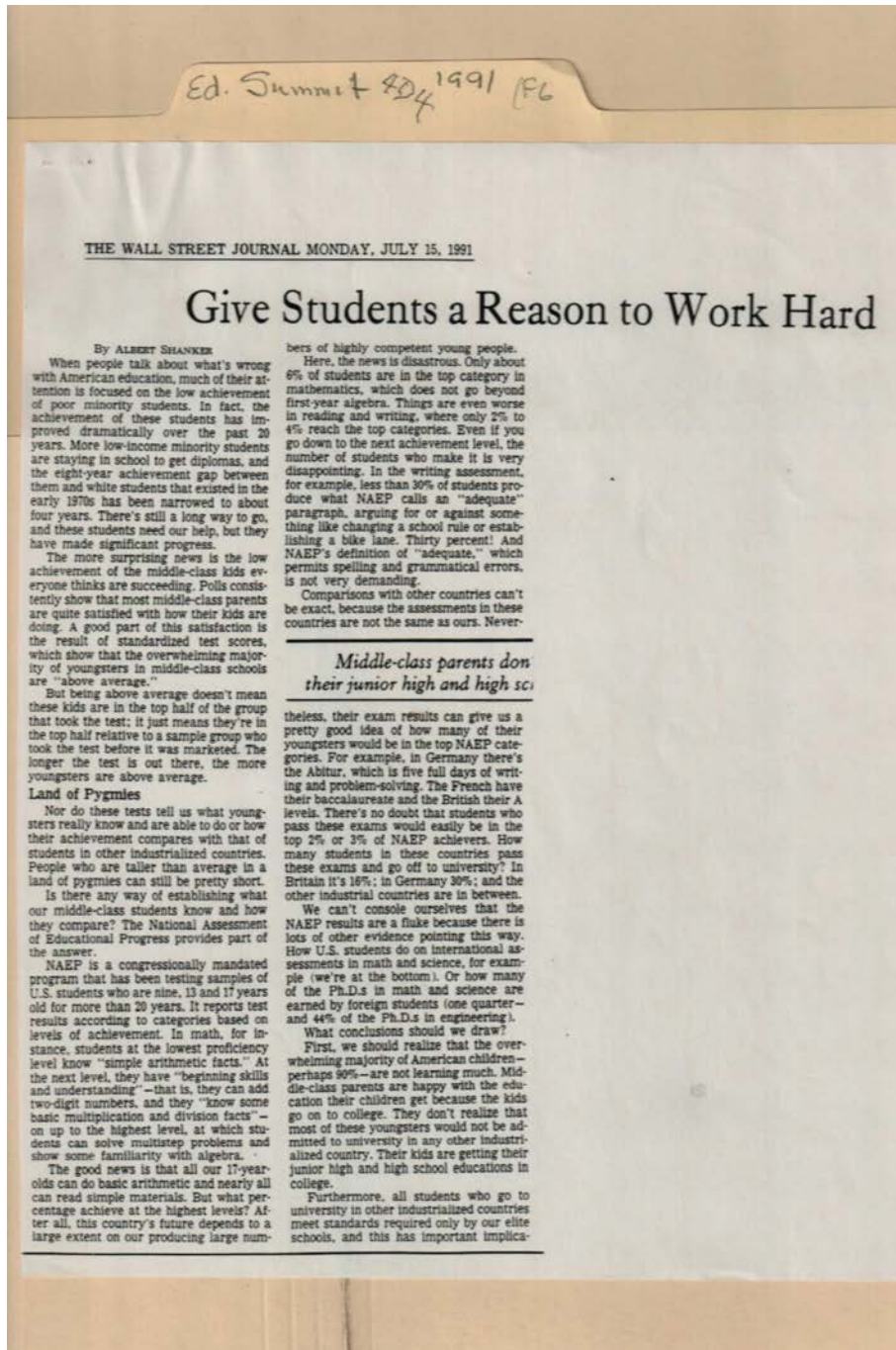
Roberts, Dr.

Places:

Huntsville, AL

Types:

correspondence



Names:

Shanker, Albert

Wall Street Journal

Types:

newspaper

Dates:

Jul 15, 1991



Names:

Lerner, Barbara

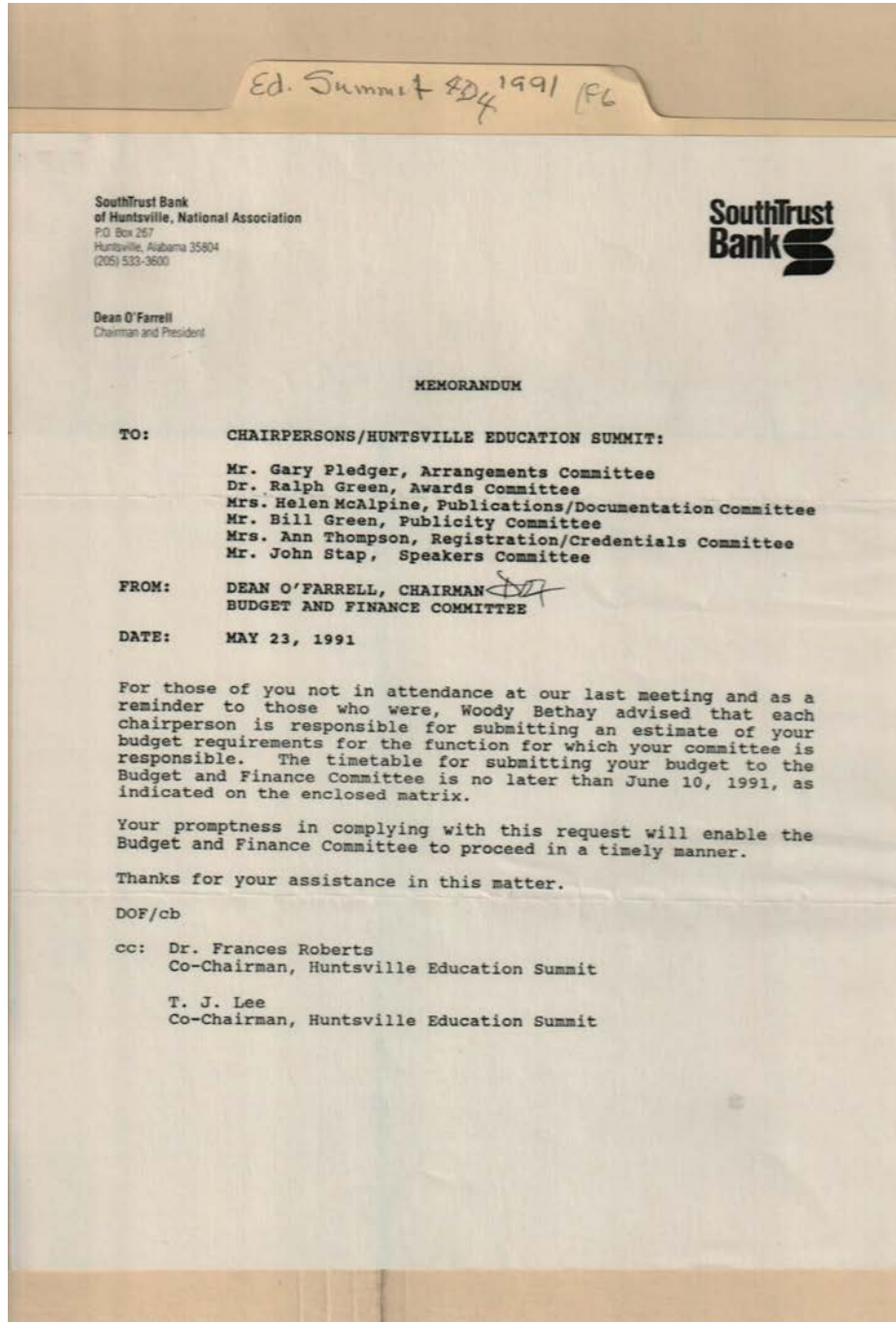
Shanker,

Types:

newspaper

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 148 r04d04-06-000-0311 [Contents](#) [Index](#) [About](#)



Names:

Bethay, Woody
Green, Bill
Green, Ralph, Dr.

Lee, T. J.
McAlpine, Helen,
Mrs.

O'Farrell, Dean
Pledger, Gary
Roberts, Frances, Dr.

Stap, John
Thompson, Ann, Mrs.

Places:

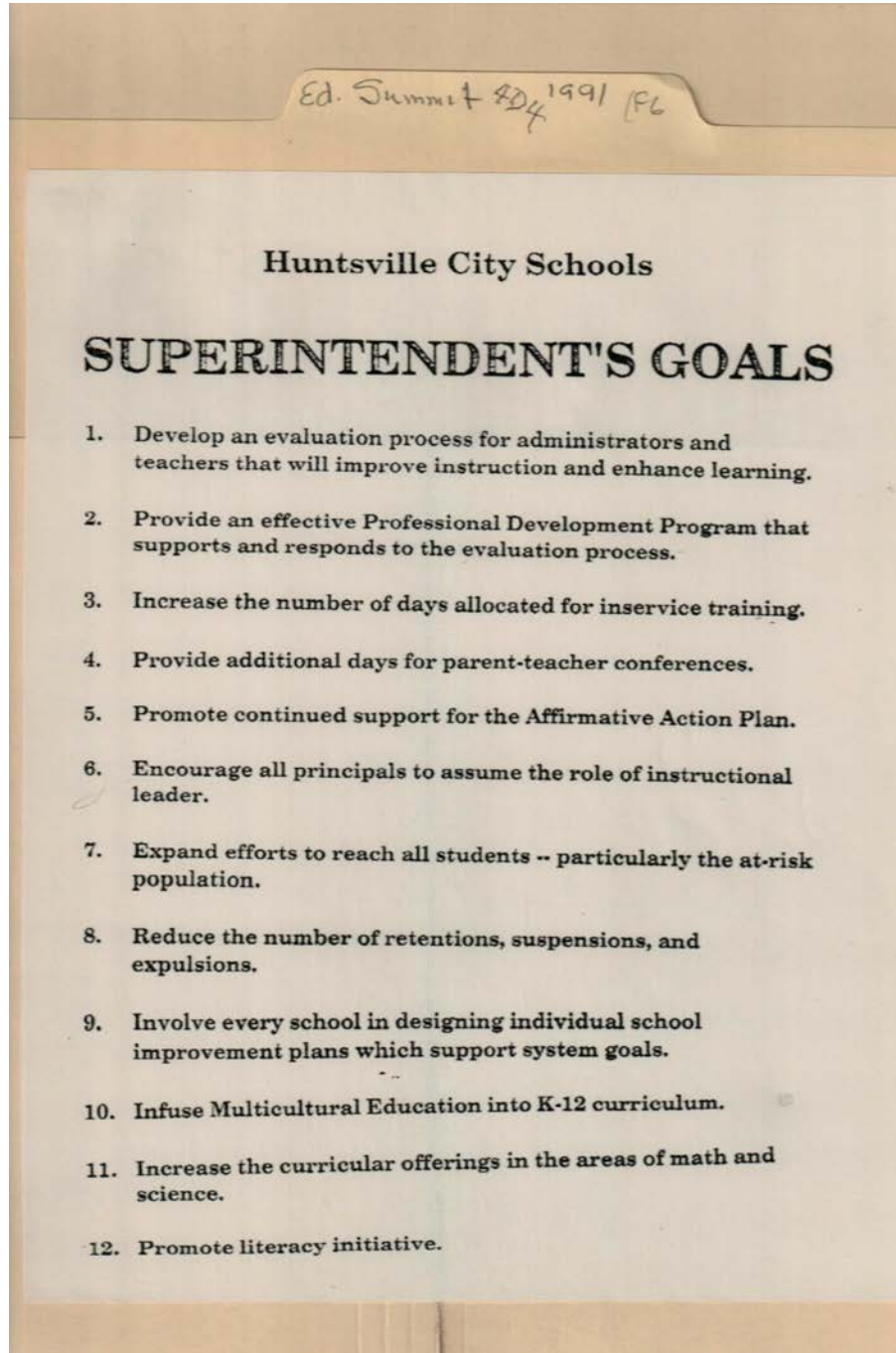
Huntsville, AL

Types:

correspondence

Dates:

May 23, 1991



Names:

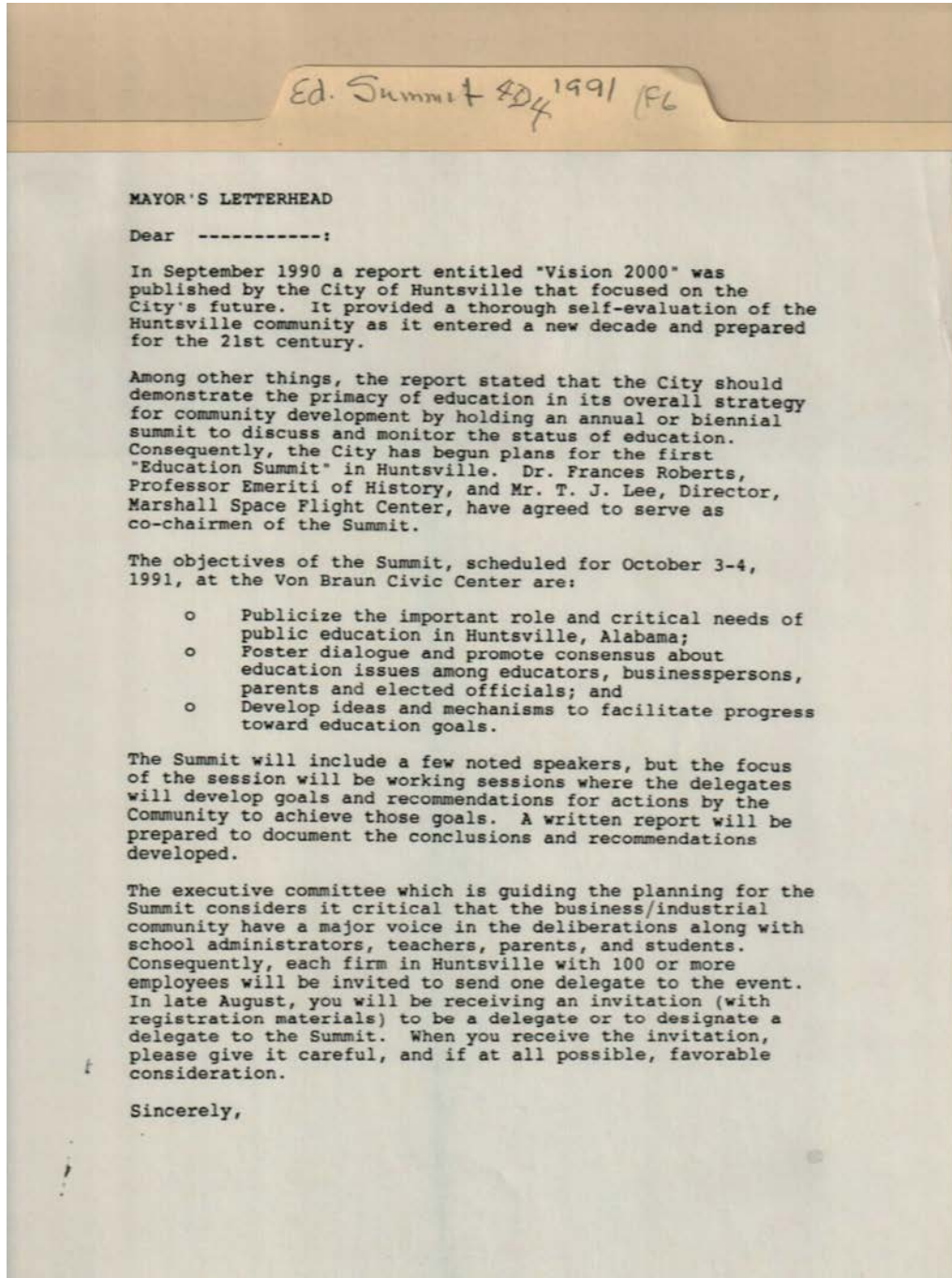
Superintendent's
Goals

Places:

Huntsville, AL

Types:

poster



Names:

Lee, T. J.

Roberts, Frances, Dr.

Types:

correspondence

Ed. Summit #D4 1991 P6

EDUCATION SUMMIT STEERING COUNCIL
COMMITTEE PREFERENCE INDICATOR

The following committees will be established to execute the Education Summit. Please indicate your preferences for committee assignment. In the space beside the committee, place 1 for your first preference, 2 for your second preference and 3 for your third choice.

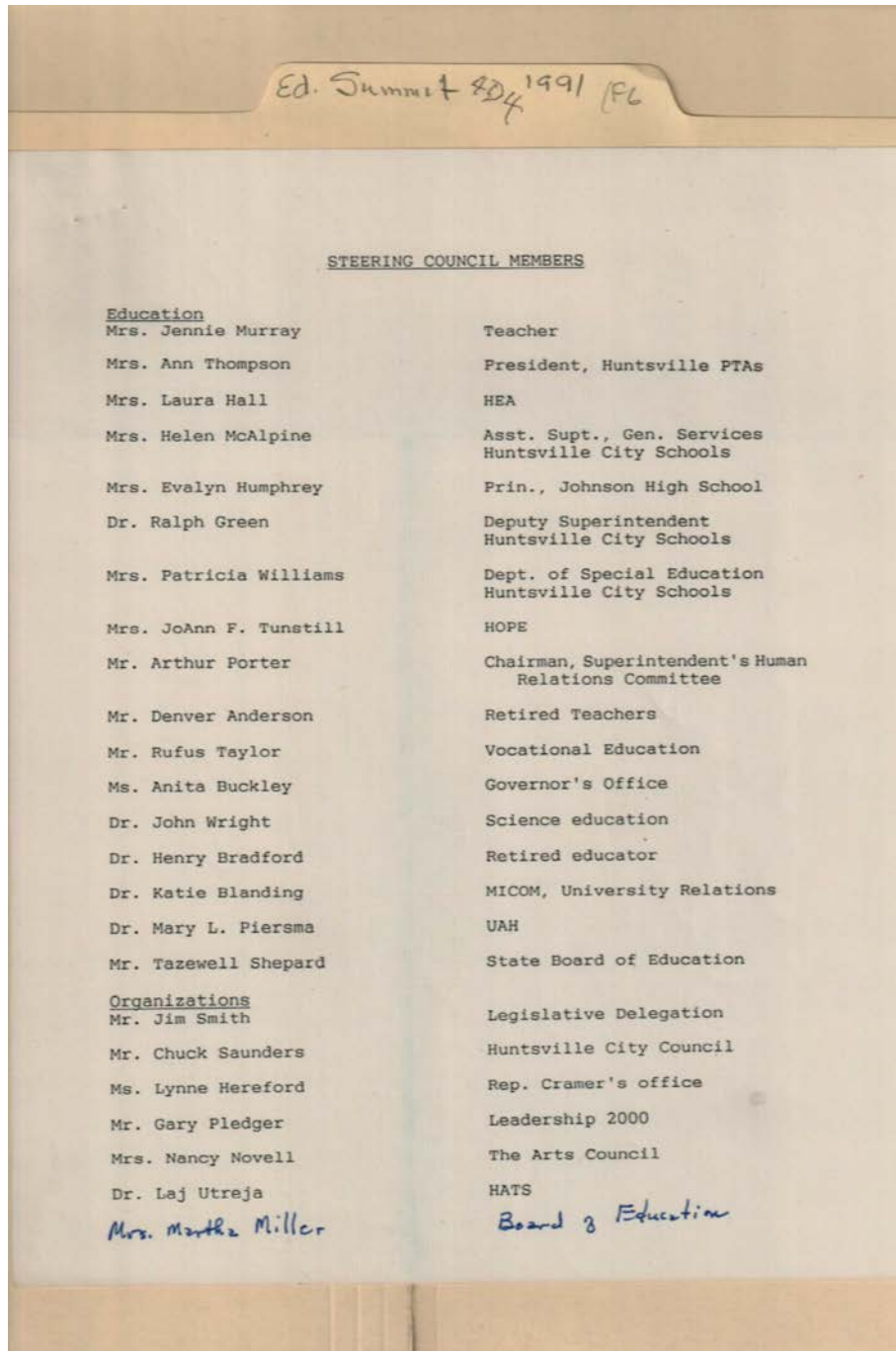
Budget and Finance	___
Arrangements	___
Awards	___
Publicity	___
Publications/Documentation	___
Speakers	___
Program	___
Registration/Credentials	___

Thank you for your assistance in this important endeavor.
Please leave this form as you depart the meeting today.

NAME: _____

Types:

program



Names:

Anderson, Denver
Blanding, Katie, Dr.
Bradford, Henry, Dr.
Buckley, Anita
Green, Ralph, Dr.
Hall, Laura, Mrs.
Hereford, Lynne

Humphrey, Evalyn,
Mrs.
McAlpine, Helen,
Mrs.
Miler, Martha, Mrs.
Murray, Jennie, Mrs.
Novell, Nancy, Mrs.

Piersma, Mary L., Dr.
Pledger, Gary
Porter, Arthur
Saunders, Chuck
Shepard, Tazewell
Smith, Jim
Taylor, Rufus

Thompson, Ann, Mrs.
Tunstill, JoAnn F.,
Mrs.
Utreja, Laj, Dr.
Williams, Patsy, Mrs.
Wright, John, Dr.

Types:
list

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

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Ed. Summit 804 1991 PL

Dr. Julius Scruggs	Ministerial Alliance
Dr. Walter Nunn	Huntsville Ministerial Assn.
Mr. Edwin Hill	Community Action Agency
Mrs. Jennie Blair	NEALC
Police Chief Richard Ottman	D.A.R.E. representative
<u>NASA and Aerospace Firms</u>	
Mr. T. J. Lee	NASA
Mr. J. A. Bethay	
Mr. Mike King	Acustar
Mr. James Meadlock (Mr. Robert Glasier)	Intergraph Corporation
Mr. William W. Holbrook	Wyle Laboratories
Mr. Sidney Bourgeois	Lockheed Corporation
Mr. George Grumbles	Universal Data Systems, Inc.
Mr. James Garret	IBM Corporation
Mr. William Stender	CAS, Inc.
Mr. William H. Gurley	BDM Corporation
Mr. John Stap	Martin Marietta Corporation
Mr. Robert Reith	Teledyne Brown Engineering
Mr. Chris Horgen (Mr. Roy Nichols)	Nichols Research Corporation
Mr. Frank Collazo	COLSA
Mr. James Odom	Applied Research, Inc.
Mr. Julian Campbell	Aerojet
Mr. Alvin Reeser	USBI
Dr. Willard Olson	McDonnell Douglas Company
Mr. Henry Everitt	Corps of Engineers
<u>Local Businesses</u>	
Mr. M. V. Peco	PPG Industries, Inc.
Mr. John Irby	TRW

Names:

Bethay, J. A.
Blair, Jennie, Mrs.
Bourgeois, Sidney
Campbell, Julian
Collazo, Frank
Everitt, Henry
Garret, James
Glasier, Robert

Grumbles, George
Gurley, William H.
Hill, Edwin
Holbrook, William
W.
Horgen, Chris
Irby, John
King, Mike

Lee, T. J.
Meadlock, James
Nichols, Roy
Nunn, Walter, Dr.
Odom, James
Olson, Williard, Dr.
Ottman, Richard
Peco, M. V.

Reeser, Alvin
Reith, Robert
Scruggs, Julius, Dr.
Stap, John
Stender, William

Types:

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Mr. John Hartin	Sverdrup Technology, Inc.
Mr. A. E. Sapp	SCI Systems, Inc.
Mr. Russell Brown	D. P. Associates, Inc.
Mr. John Hathaway	Wild Boys Land & Cattle Co.
Mr. Fred Wessell	Burger King
Mr. Hundley Batts	Hundley Batts & Associates
Mr. Ed Boston	Huntsville Hospital
Mr. Mark Smith	ADTRAN
Mr. Richard Hartman	Hartman and Associates
Mr. Robert Wilkinson	Big Springs, Inc. (Coca Cola)
Mr. Rick Tantum	Pepsi Cola
<u>Banks</u>	
Mr. Joe Carden	AmSouth Bank
Mr. Harry Brock	Central Bank
Mr. William Dean	Colonial Bank
Mr. Steve Monger	First Alabama Bank
Mr. Dean O'Farrell	SouthTrust Bank
Mr. Charles Maner	Citizens Independent Bank

Names:

Batts, Hundley
Boston, Ed
Brock, Harry
Brown, Russell
Carden, Joe

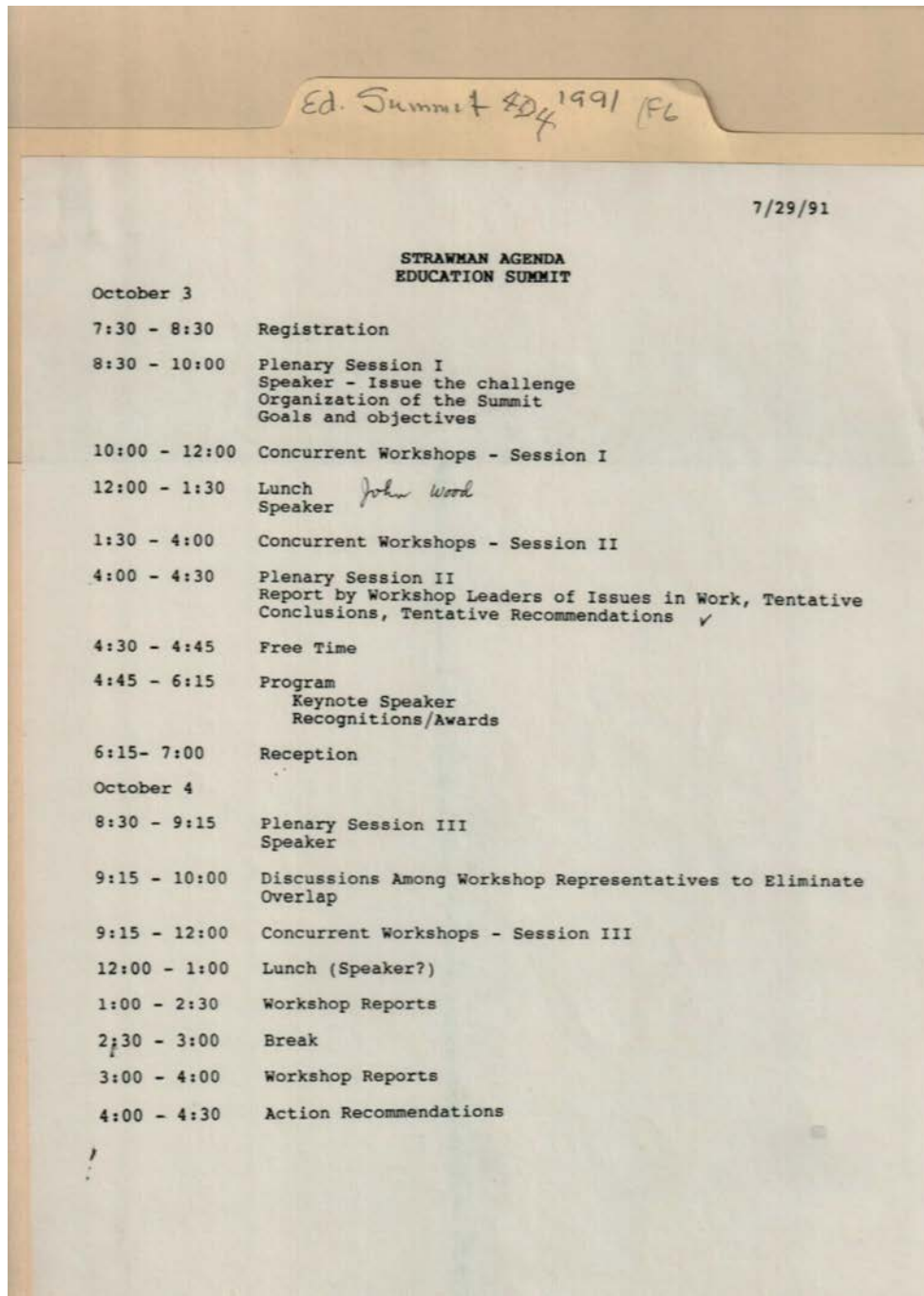
Dean, William
Hartin, John
Hartman, Richard
Hathaway, John
Maner, Charles

Monger, Steve
O'Farrell, Dean
Sapp, A. E.
Smith, Mark
Tantum, Rick

Wessell, Fred
Wilkinson, Robert

Types:

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Names:

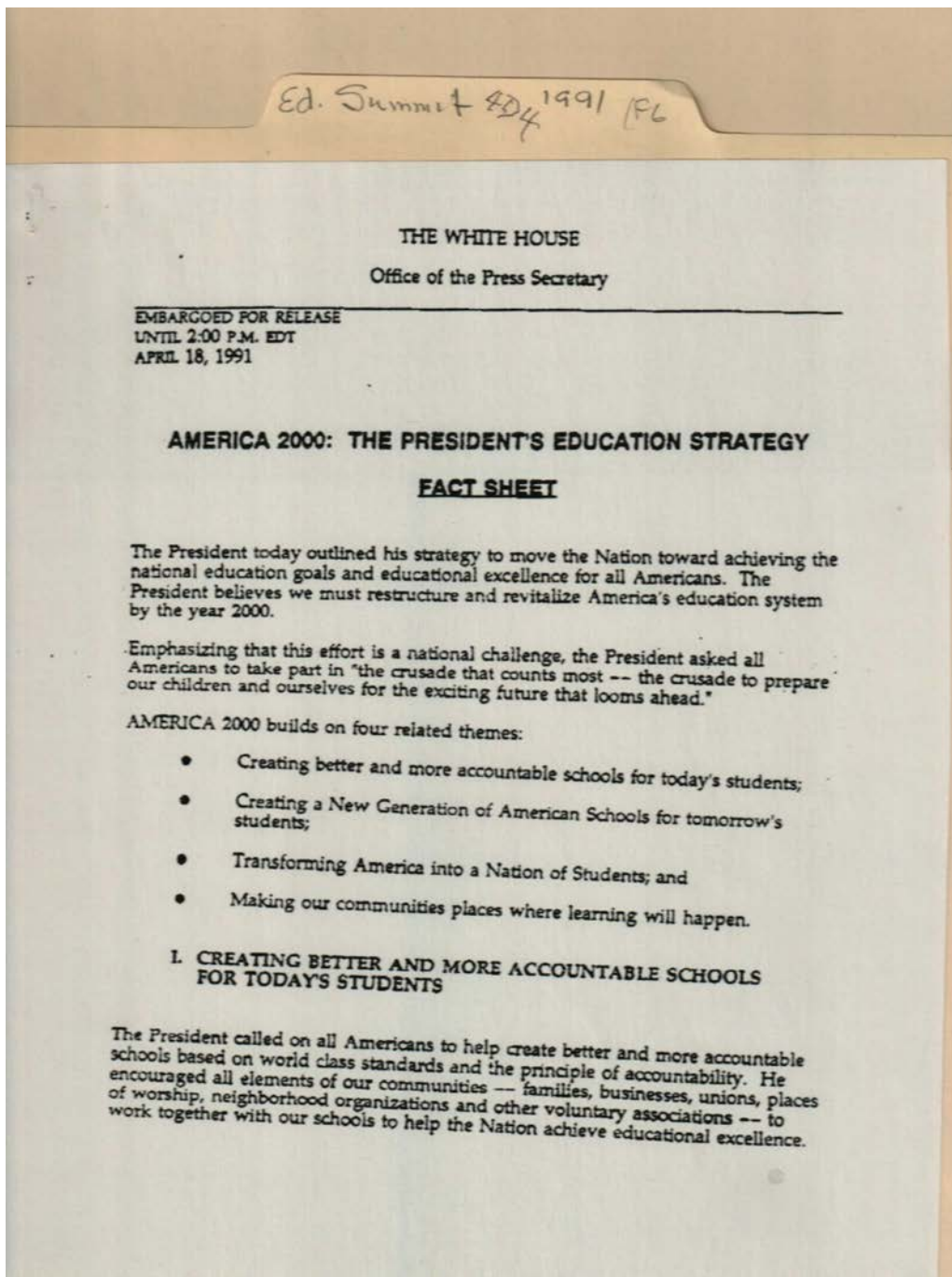
Wood, John

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Dates:

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President's Education
Strategy

Places:

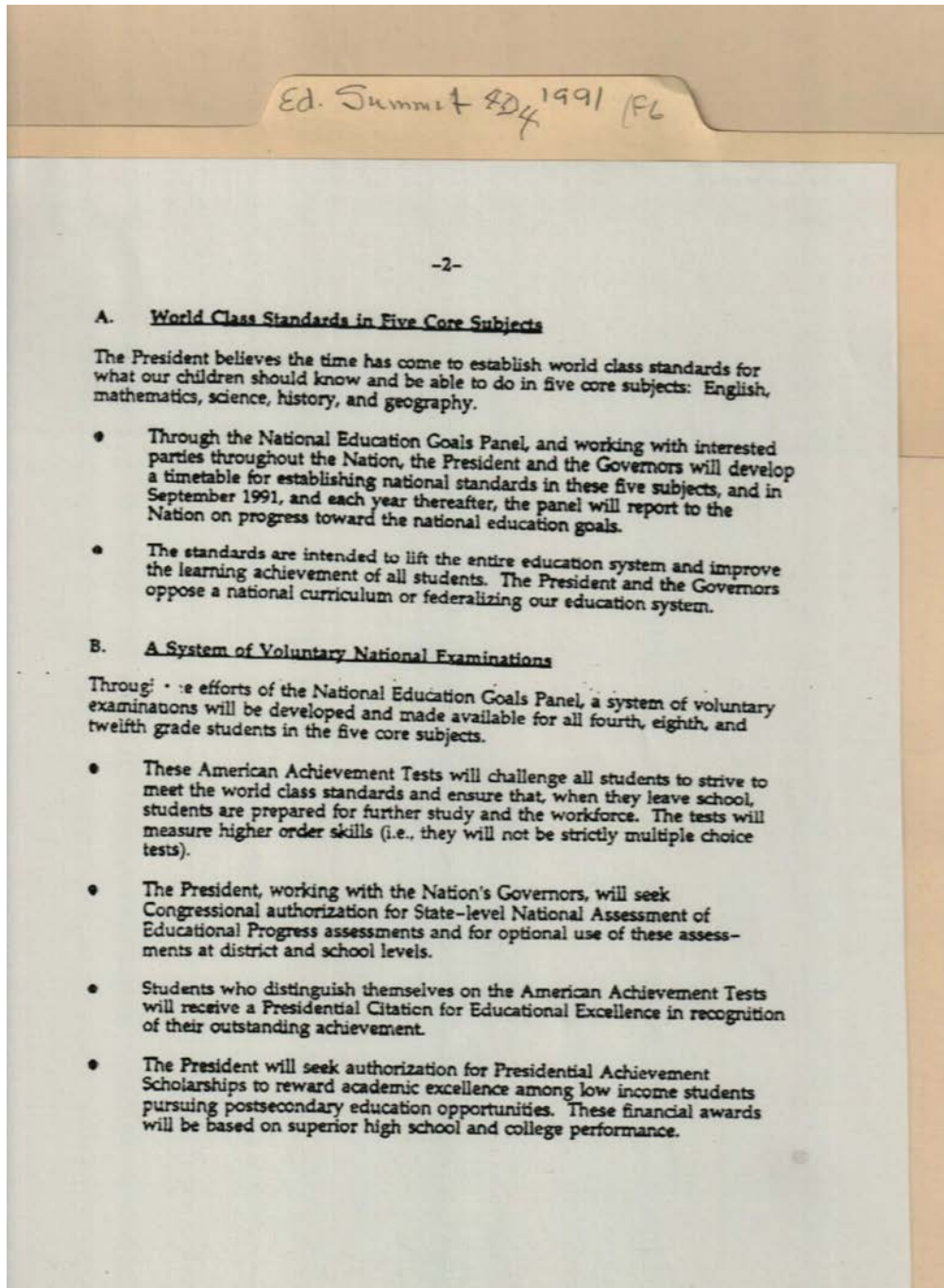
White House

Types:

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Dates:

Apr 18, 1991



Names:

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Strategy

Places:

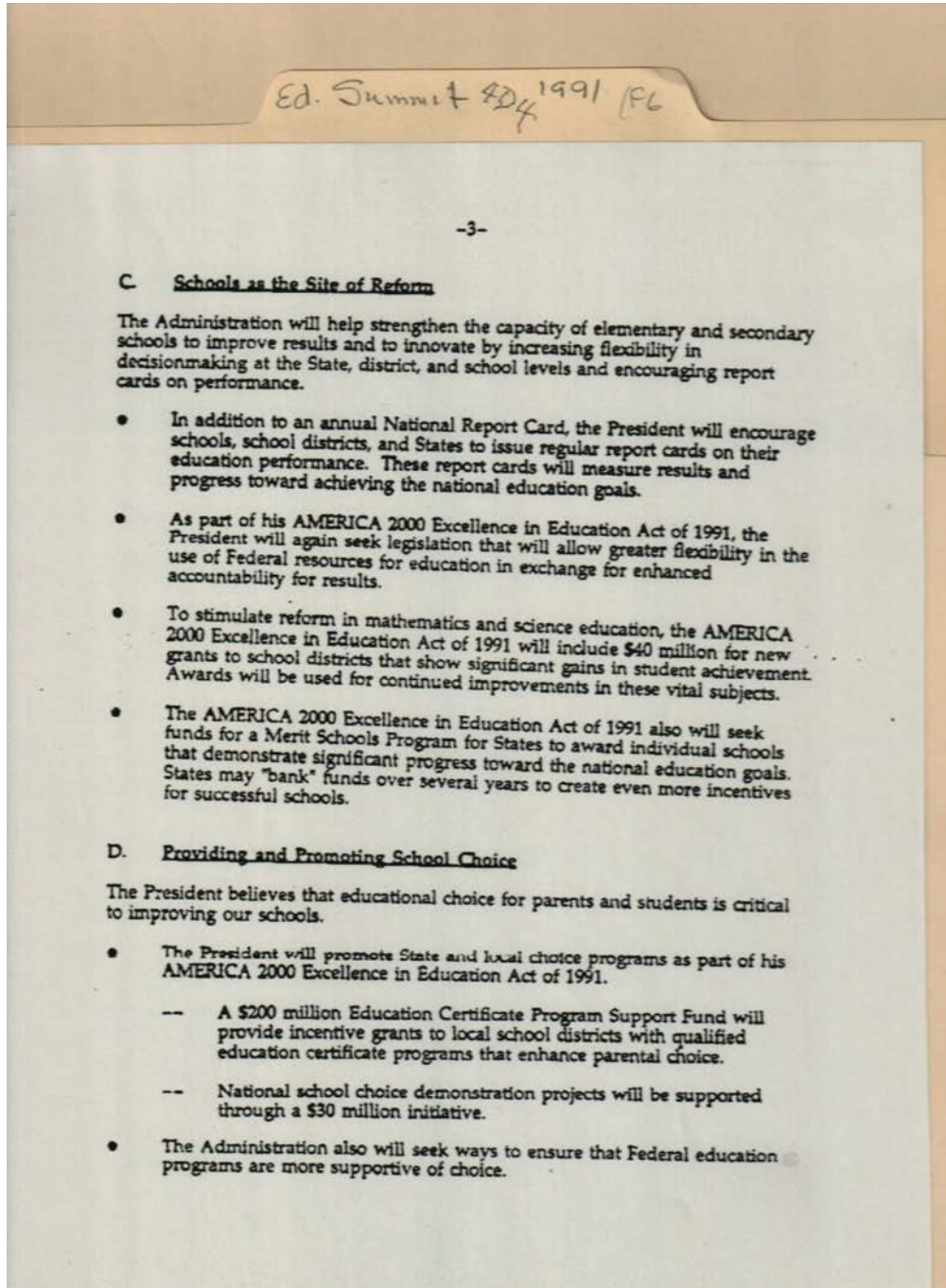
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Dates:

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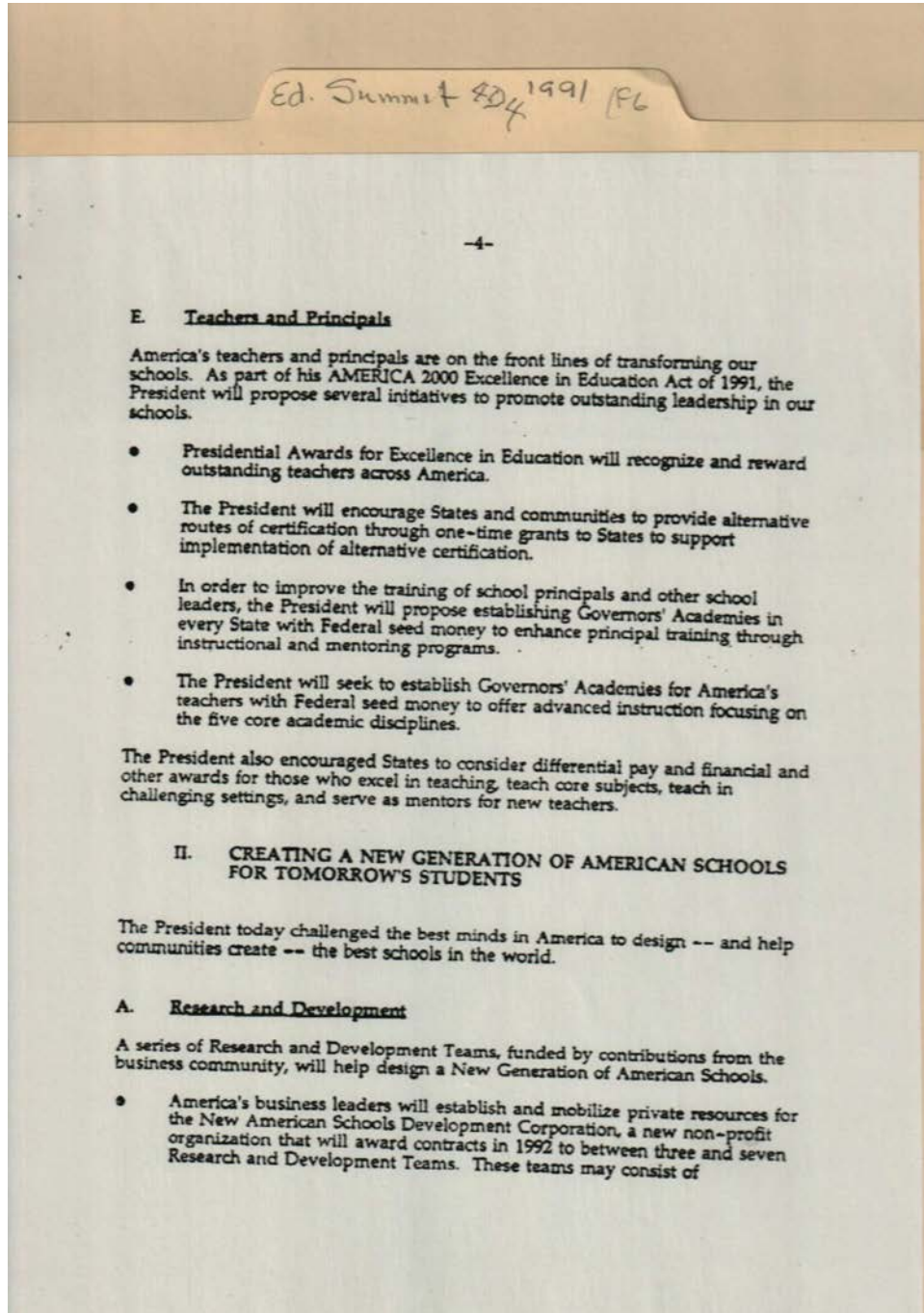
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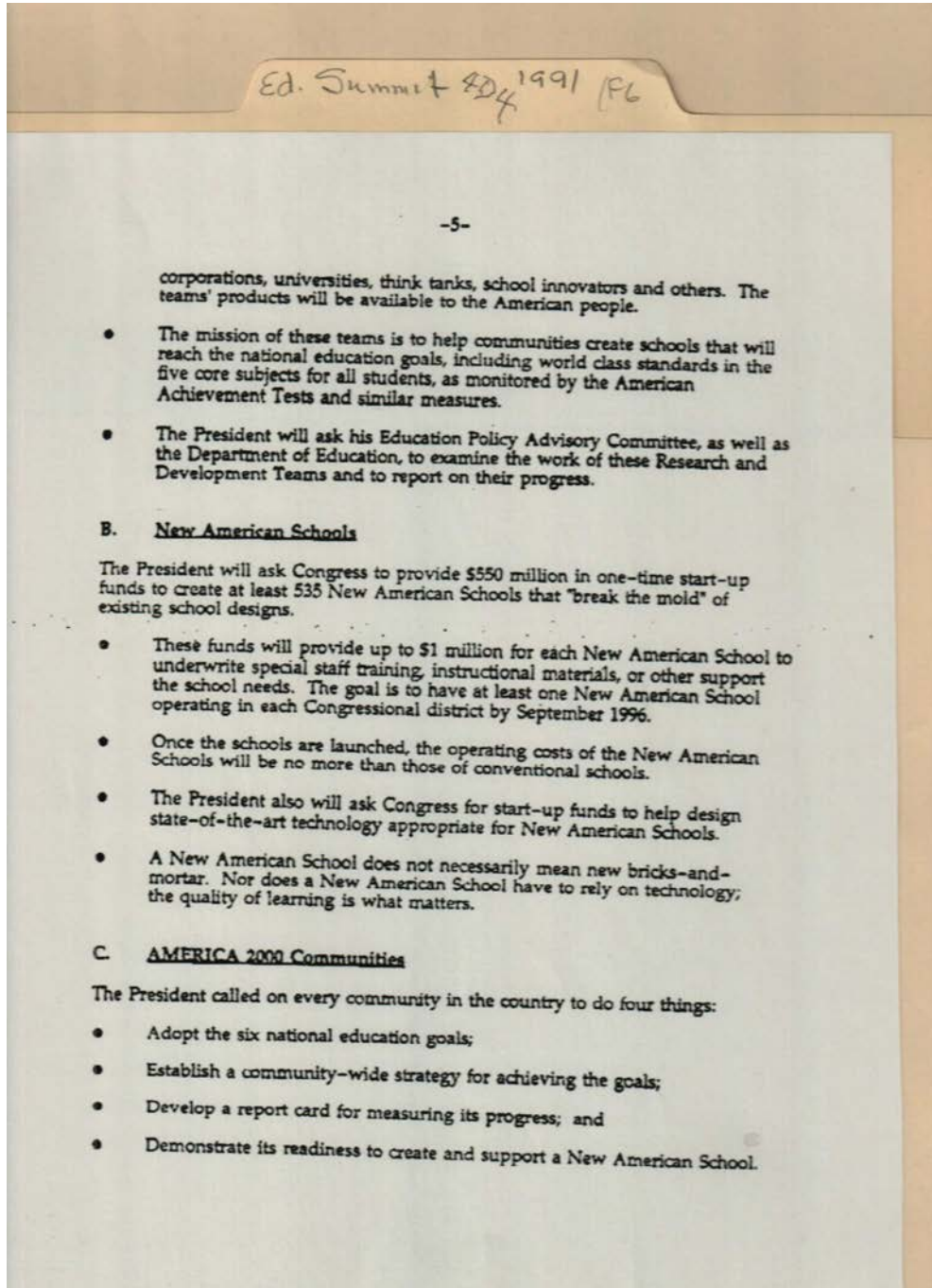
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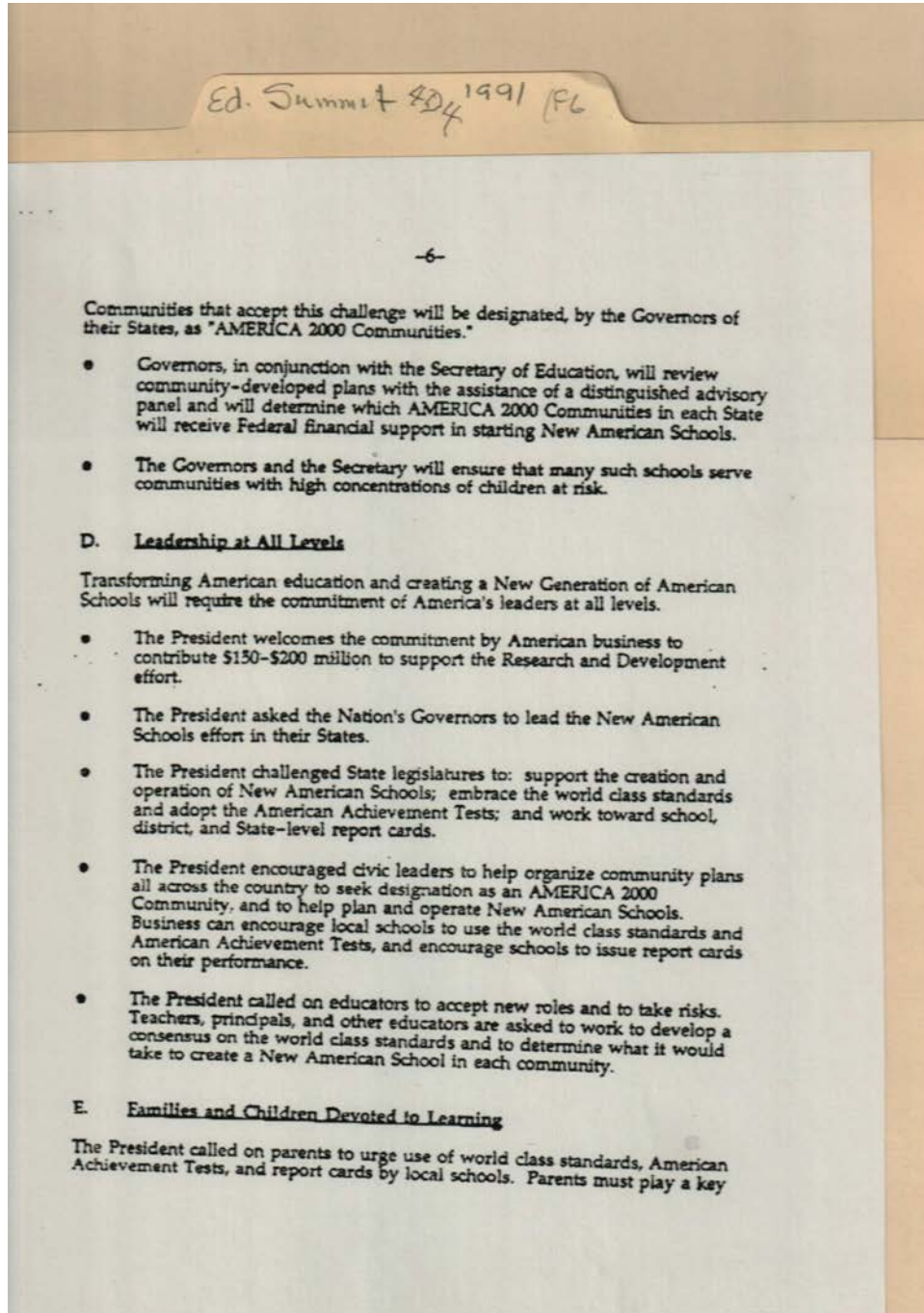
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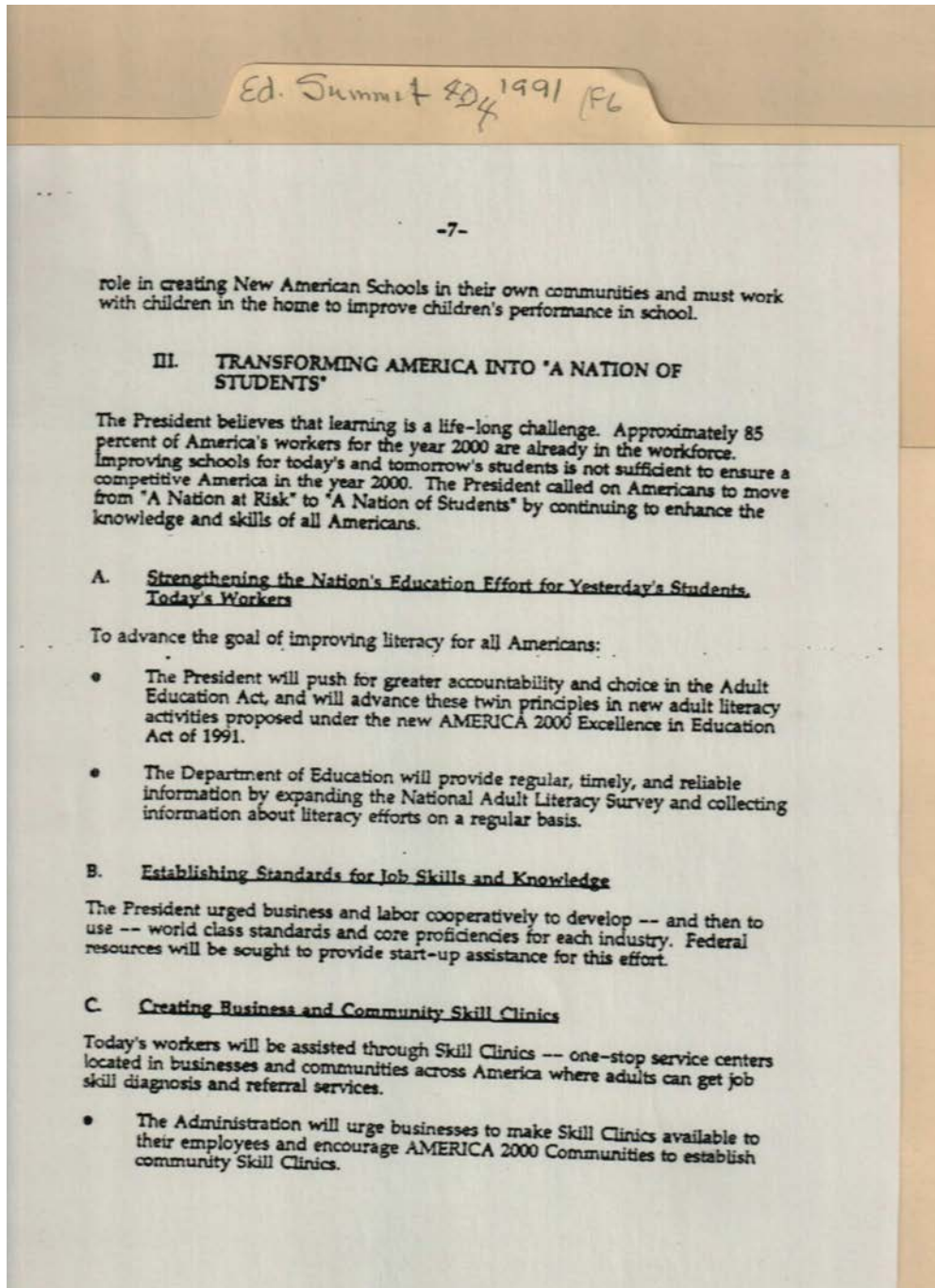
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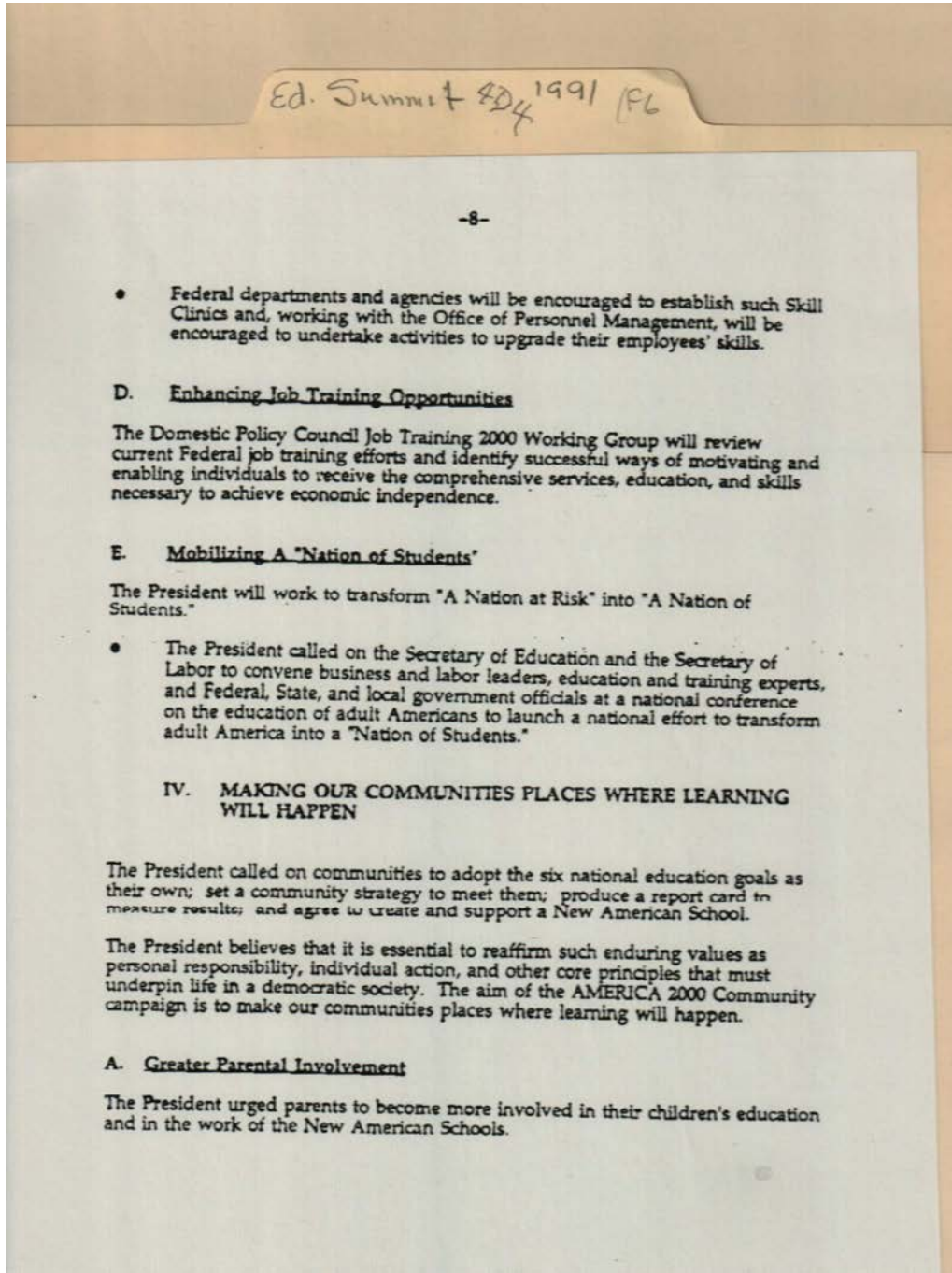
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Apr 18, 1991

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- Parents and teachers should encourage children to study more, learn more, and strive to meet higher academic standards.
- The President encouraged parents to read aloud daily to their children, especially their younger children.

B. Enhanced Program Effectiveness for Children and Communities

The President is committed to making government work better to improve programs for America's children and communities.

- Working through the Domestic Policy Council Economic Empowerment Task Force and with the Nation's Governors and other officials, the Administration will undertake better coordination of existing Federal programs with corresponding State and local activities.
- As part of this effort, existing program eligibility requirements will be reviewed in order to streamline them and reduce Federal red tape. Wherever possible, States will be afforded maximum flexibility to design and implement integrated State, local, and Federal programming.

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EDUCATION

Education

...society's mechanism for enlightenment...

Educational services at all levels constitute an essential component of community development. Education - kindergarten through graduate programs - is society's mechanism for enlightenment. It is at school that citizens must become literate, develop capacities for interpersonal communications, learn about the social institutions of their culture and other cultures, challenge ideas of the past with ideas of the future, "think" analytically by applying abstract notions to concrete problems, and develop the intellectual foundations for life. If, as a community, Huntsville invests less in this process of enlightenment than other cities, then it will be

mortgaging opportunities in many areas of community life!

...a very strong foundation of lingual and mathematical skills for every student...

The essential mission for educational institutions, especially at the elementary-secondary level, has been and should remain to prepare citizens for tomorrow's world. This preparation should be grounded in a very strong foundation of lingual and mathematical skills for every student at the elementary grade level, should include an introduction to science, and should be supplemented by a broad-based curriculum ranging from remedial work to advanced studies. Students should be sensitized to the "global community" through instruction about environmental issues and geography. Also, the school system should

seek to promote personal maturity via a wide range of extracurricular activities to fulfill the diverse needs of students.

In general, the Huntsville City School System provides elementary-secondary offerings which are superior to the state standard and generally comparable to a southeastern norm. However, in the area of education policy, there is no doubt that national excellence is the community's expectation and a realistic goal for the year 2000. Ultimately, the community desires a large reduction in the drop-out rate and continued improvement in scores on standardized tests at all grade levels.

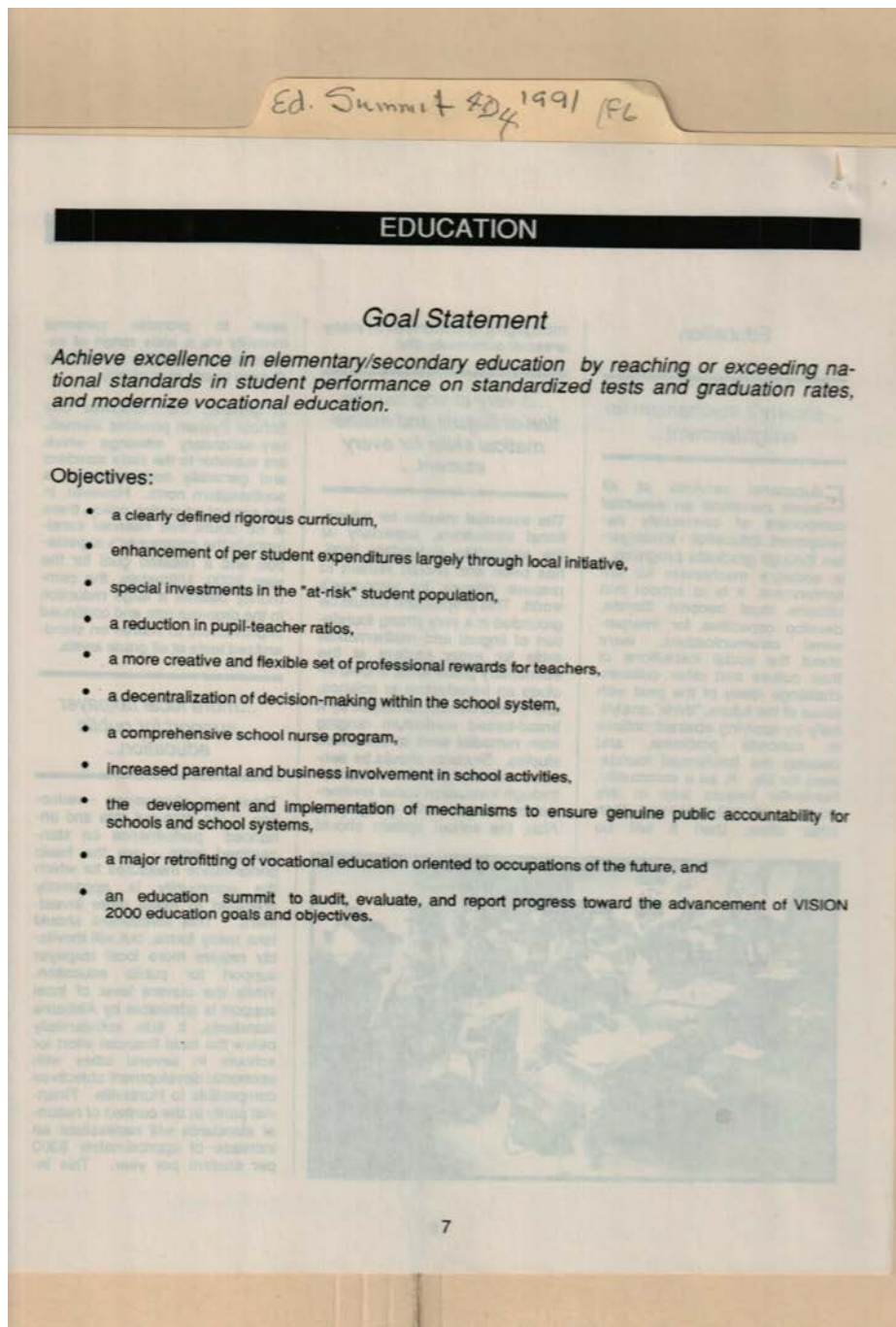
...more local taxpayer support for public education...

These two phenomena - reduction of the drop-out rate and enhanced performance on standardized tests - are the basic performance measures for which the community is apparently prepared to make more investment. This investment should take many forms, but will inevitably require more local taxpayer support for public education. While the current level of local support is admirable by Alabama standards, it falls substantially below the local financial effort for schools in several cities with economic development objectives comparable to Huntsville. Financial parity in the context of national standards will necessitate an increase of approximately \$300 per student per year. This in-

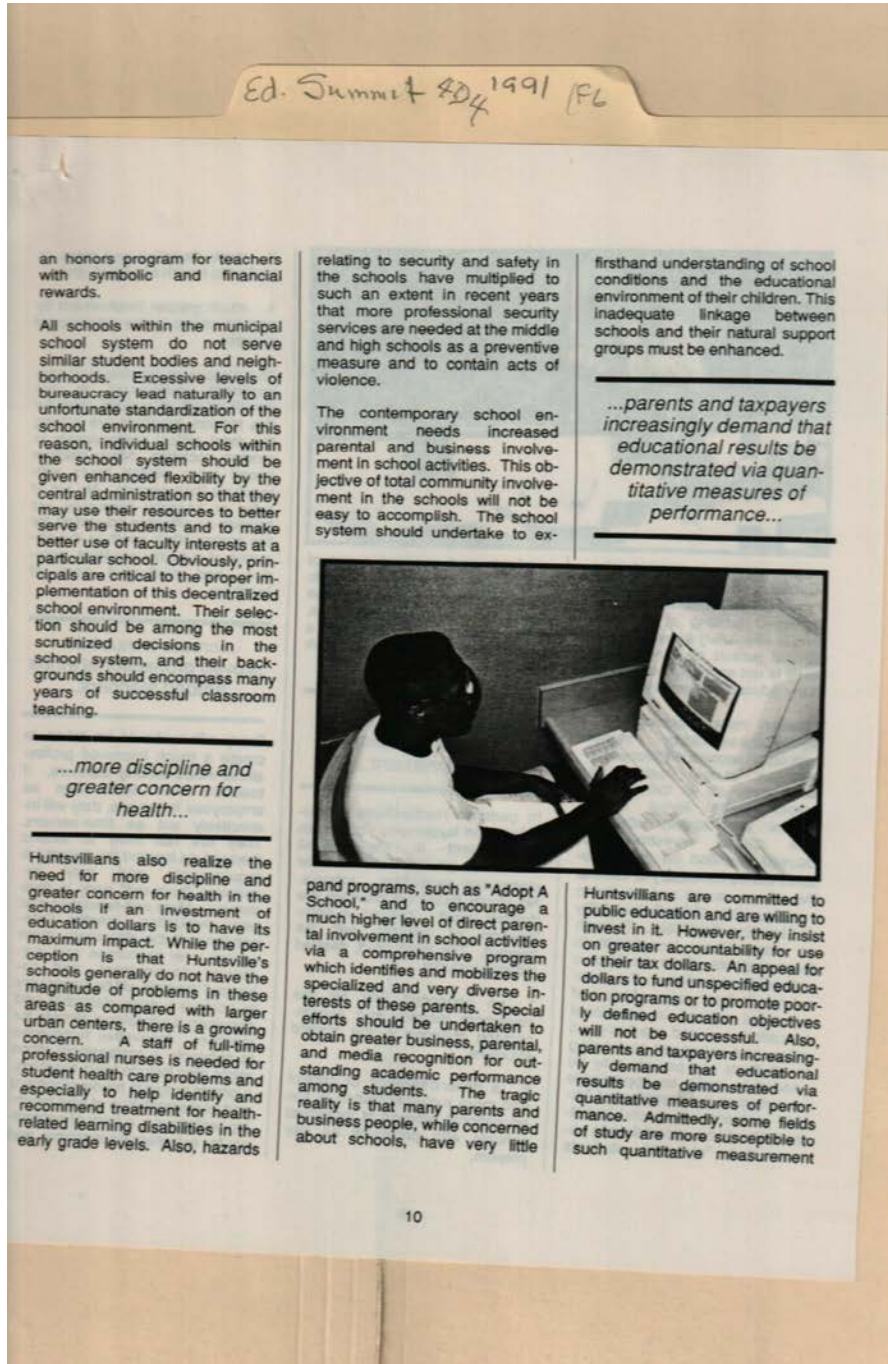


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crease equates to approximately 10 mills of additional property tax. It must be emphasized that while increased funding at the local level is absolutely essential to the rational pursuit of excellence, it alone is not an adequate solution to our educational problems.

Although many sectors of the elementary-secondary student population warrant additional support, the "at-risk" students and those generally in the pre-high school grade levels should receive very special attention. This special investment or focused attention on these students will be necessary to combat the adverse social and academic consequences of family instability and learning disabilities. Through an extraordinary investment in these students, there should be a noticeable reduction in the drop-out rate in later years. New and expanded options in vocational education, reduced teacher-pupil ratios, and enhanced counseling for students and parents may be needed to make an appreciable impact upon the complicated "at-risk" problem. A special investment should be undertaken to ensure that "at risk" students

graduate and possess a set of skills which will allow them to move in a productive way into the society by college attendance, technical school experience, or a direct contribution to the work force.

...improvement in the overall academic environment...

In general, Huntsvillians - educators and laypersons - prefer an improvement in the overall academic environment at the elementary-secondary schools. No single factor will produce the desired result. Instead, a combination of reforms will be needed. The most cited, desired reforms include:

1. an enhanced role for the classroom teacher and accompanying changes in the reward structure.
2. a decentralization of control and more experimentation in the educational process at individual schools with principals as key players,
3. more discipline and more attention to health at school, and
4. much greater involvement by non-educators in the educational process.

The classroom teacher is a very important component in the development of a child, and for this reason, teachers are among the most critical professionals in modern societies. Many children spend more waking hours with teachers than parents. No set of rules or financial resources will provide an effective education for the community's youth in the absence of a highly qualified, creative, and motivated pool of teachers.

...create a much improved professional ethos among teachers...

Every effort should be taken to create a much improved professional ethos among teachers. If teachers view themselves as employees for wages, they will instinctively act as time-servers. They are not likely to extend themselves beyond the formal job requirements and may experience "burn-out" early in their careers. More self-regulation and peer evaluation, greater independence in the classroom, more control over resources and curriculum development, and enhanced rewards will be necessary to achieve a more desirable and genuinely professional climate for teachers. Innovative techniques to enhance a professional ethos might also include team teaching, a grants program for development and implementation of new teaching techniques, a form of sabbatical for experienced teachers, and

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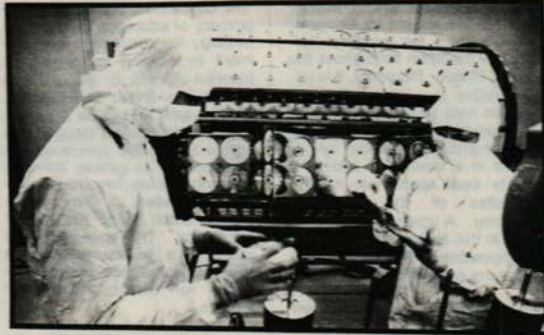
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than others, but where appropriate, such empirical assessments should be utilized and publicized for the individual school. This technique will allow parents and taxpayers to become better consumers in the marketplace of education. Such consumer confidence will be absolutely necessary for a high and sustained level of public support for local schools as the proportion of voters with children in school declines.

...vocational education should become a major agenda item for leaders...

Serious and perhaps critical deficiencies exist in one component of education services with very direct and potentially negative consequences for the local economy. That component is adult vocational education. Given the desire of business leaders to diversify the local economy, this deficiency in vocational education should become a major agenda item for leaders of government and education during the next



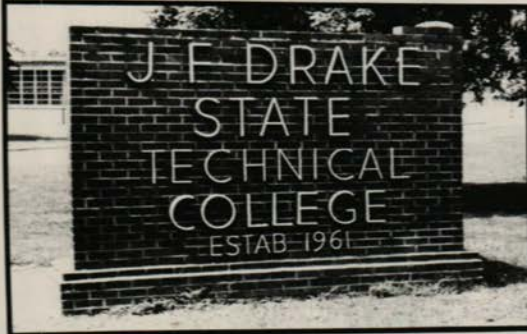
decade. Current shortcomings in those programs designed to train skilled workers for the local/regional labor pool have had and will have a very detrimental impact on current and prospective manufacturers.

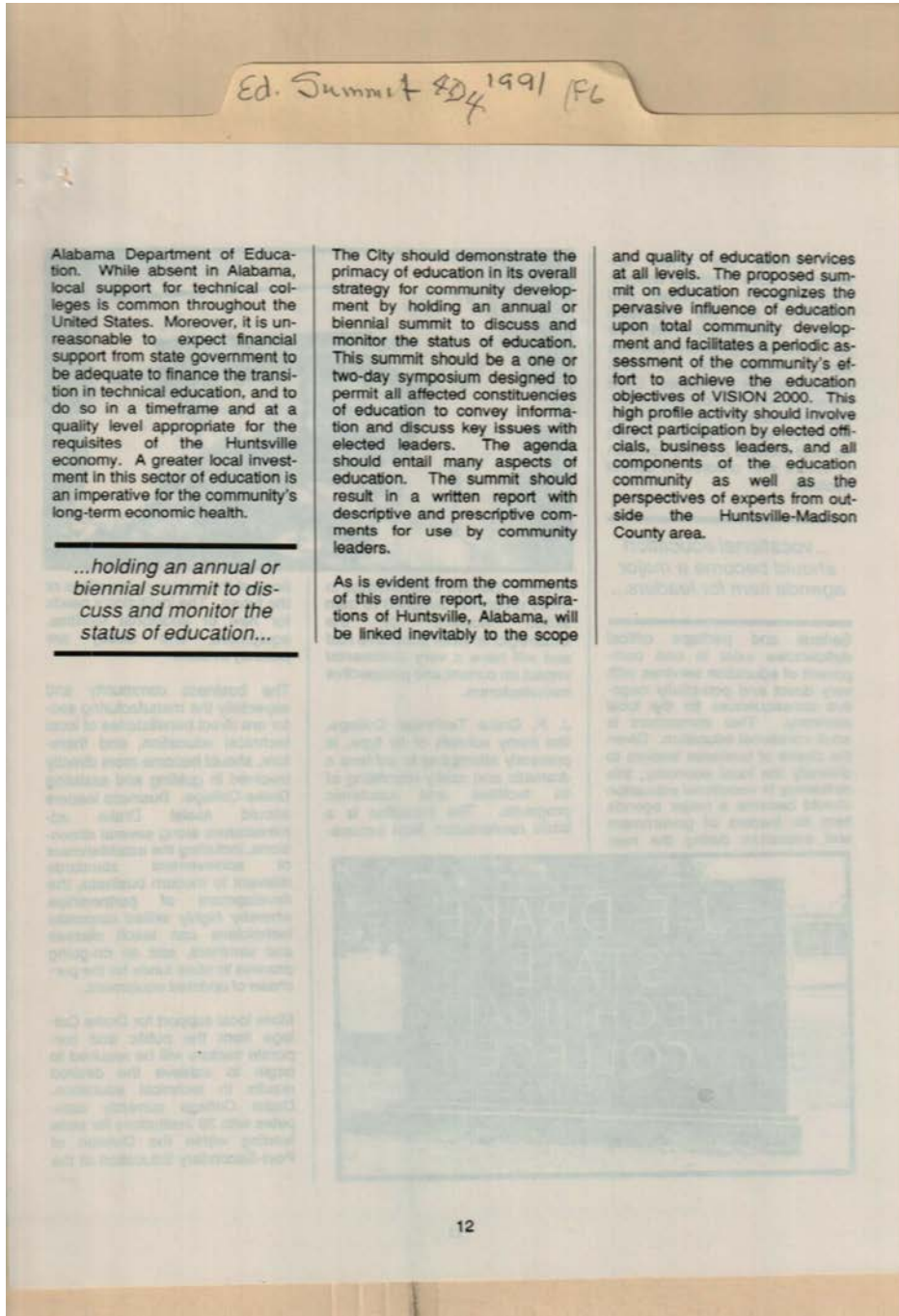
J. F. Drake Technical College, like many schools of its type, is presently attempting to achieve a dramatic and costly retrofitting of its facilities and academic programs. The transition is a basic reorientation from occupa-

tions of the past to occupations of the future. The institution's needs for new or additional facilities, equipment, and faculty are patently evident.

The business community and especially the manufacturing sector are direct beneficiaries of local technical education, and therefore, should become more directly involved in guiding and assisting Drake College. Business leaders should assist Drake administrators along several dimensions, including the establishment of achievement standards relevant to modern business, the development of partnerships whereby highly skilled corporate technicians can teach classes and seminars, and an on-going process to raise funds for the purchase of updated equipment.

More local support for Drake College from the public and corporate sectors will be required to begin to achieve the desired results in technical education. Drake College currently competes with 39 institutions for state funding within the Division of Post-Secondary Education of the





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Alabama Department of Education. While absent in Alabama, local support for technical colleges is common throughout the United States. Moreover, it is unreasonable to expect financial support from state government to be adequate to finance the transition in technical education, and to do so in a timeframe and at a quality level appropriate for the requisites of the Huntsville economy. A greater local investment in this sector of education is an imperative for the community's long-term economic health.

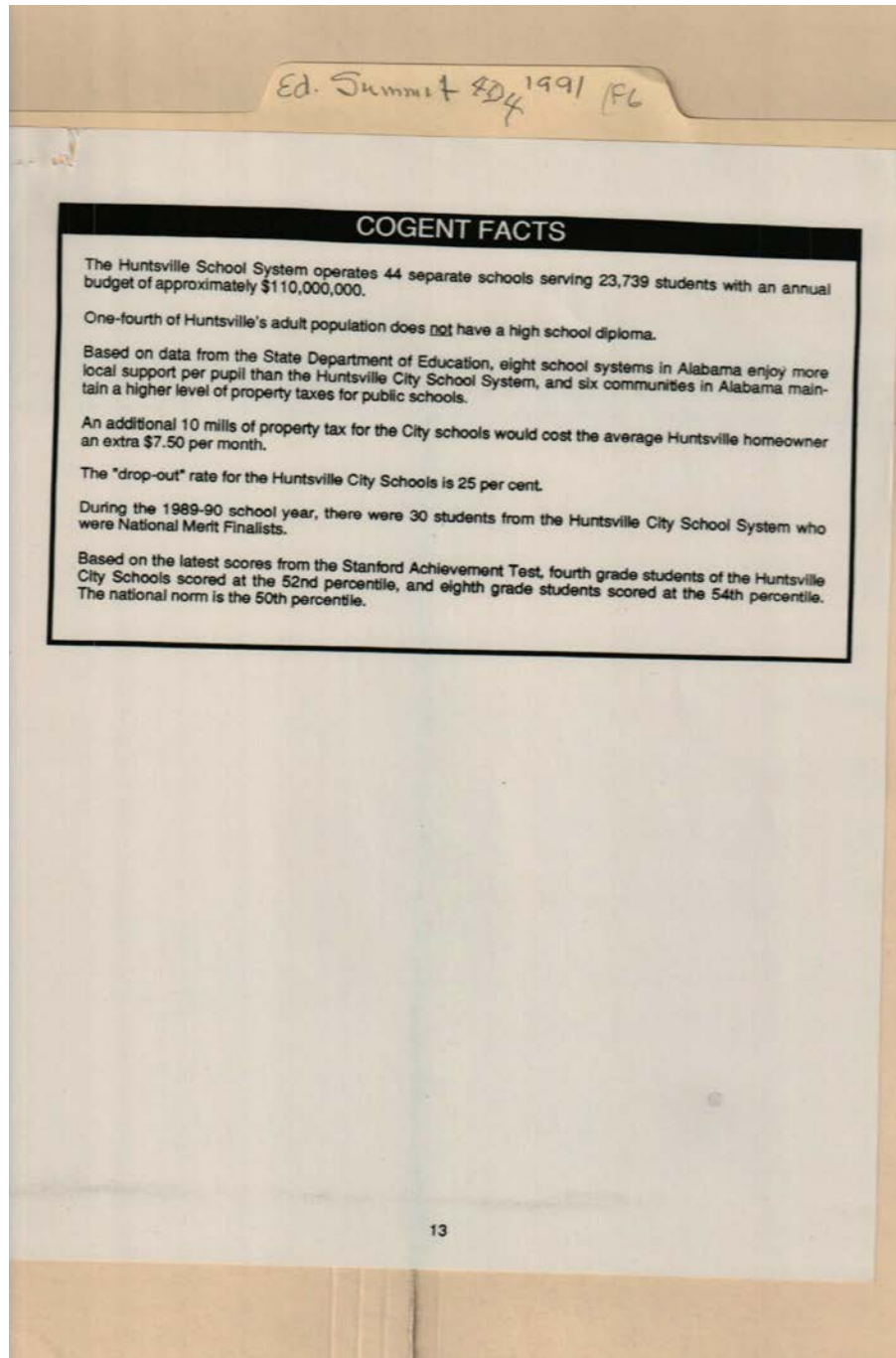
...holding an annual or biennial summit to discuss and monitor the status of education...

The City should demonstrate the primacy of education in its overall strategy for community development by holding an annual or biennial summit to discuss and monitor the status of education. This summit should be a one or two-day symposium designed to permit all affected constituencies of education to convey information and discuss key issues with elected leaders. The agenda should entail many aspects of education. The summit should result in a written report with descriptive and prescriptive comments for use by community leaders.

As is evident from the comments of this entire report, the aspirations of Huntsville, Alabama, will be linked inevitably to the scope

and quality of education services at all levels. The proposed summit on education recognizes the pervasive influence of education upon total community development and facilitates a periodic assessment of the community's effort to achieve the education objectives of VISION 2000. This high profile activity should involve direct participation by elected officials, business leaders, and all components of the education community as well as the perspectives of experts from outside the Huntsville-Madison County area.

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Huntsville, AL

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Huntsville City Schools

SUPERINTENDENT'S GOALS

1. Develop an evaluation process for administrators and teachers that will improve instruction and enhance learning.
2. Provide an effective Professional Development Program that supports and responds to the evaluation process.
3. Increase the number of days allocated for inservice training.
4. Provide additional days for parent-teacher conferences.
5. Promote continued support for the Affirmative Action Plan.
6. Encourage all principals to assume the role of instructional leader.
7. Expand efforts to reach all students -- particularly the at-risk population.
8. Reduce the number of retentions, suspensions, and expulsions.
9. Involve every school in designing individual school improvement plans which support system goals.
10. Infuse Multicultural Education into K-12 curriculum.
11. Increase the curricular offerings in the areas of math and science.
12. Promote literacy initiative.

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THE PARCA REPORT

Improving Alabama's Public Schools

The Alabama State Board of Education, the Alabama Education Study Commission, and an Ad Hoc Committee on Education Reform convened by the Governor have presented plans for changes in the state's public school systems. The changes suggested in all these plans are similar. They are intended to help Alabama meet broad goals for better educational performance by the year 2000, and they will require both financing and program improvements. This report focuses on the financial requirements.

Public schools exist in all fifty states to provide young people with a basic educational foundation for life. The significance of this task, the amount of money involved, and the shared responsibility for its success, all make public school improvement a great challenge. The schools are governed jointly at the state and local levels, to balance equal educational opportunity with local choice in education. They also are financed jointly and, in all states, require more money than any other state and local governmental effort. The condition of a state's schools indicates the commitment its people have made to the future.

Improving the schools requires providing adequate resources and using them effectively. The reform plans address three kinds of financial questions: How much money is adequate? How should financial responsibility be divided between the state and local school systems? Finally, how can taxpayers be sure that their investment in the schools is used effectively?

PROVIDING ADEQUATE RESOURCES

Alabama, like most states, establishes a "minimum foundation" instructional program. The state sets a minimum level for spending on teacher salaries and is implementing minimum pupil-to-teacher staffing ratios. Except for a small deduction, state funds cover these minimum teacher costs

plus allowances for other current expenses, capital outlay, and transportation; state funds also pay the employer's share of fringe benefits for all school employees. The law requires local school systems to raise the equivalent of ten property tax mills to qualify for state minimum program funds.

The three reform plans all suggest that Alabama's minimum program does not provide an adequate level of resources. One of them recommends as a target the funding of Alabama's schools at the southeastern average by the year 2000. To evaluate these recommendations, it is important to look at what can be done with the money now provided to Alabama's schools.

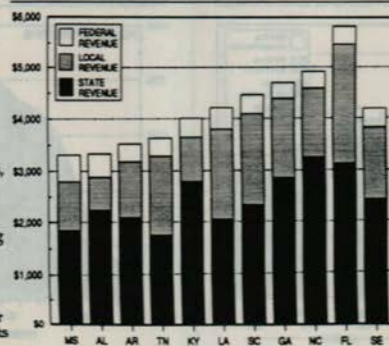
• How does Alabama compare?

Chart 1 shows 1990 public school revenues per pupil in ten southeastern states. Alabama's schools fared slightly better than Mississippi's but worse than all others. About \$650 million would have been required to bridge the gap between Alabama and the ten-state average, and about \$750 million for Alabama to reach the average of five neighboring states with which we might want to compare favorably (Tennessee, Kentucky, South Carolina, Georgia, and North Carolina). Meeting a more-inclusive, 15-state southeastern average would raise the cost to almost \$900 million.

• What does the money buy?

Chart 2 shows 1989 spending per pupil in four activities that represent the

CHART 1
1990 PUBLIC SCHOOL REVENUES PER PUPIL



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educational operation of a public school system:

- compensation of teachers and aides (pay and benefits).
- other instructional expenses for books and materials, school administrators, and staff who work to improve student learning and the instructional program.
- operation and maintenance of a physical plant.
- central administrative functions such as accounting and personnel.

Four groups of Alabama school systems are compared with the results of nationwide surveys conducted by the Virginia-based Educational Research Service (ERS). The comparison shows how different levels of money affect the components of the school program.

- The nationwide ERS average for operating expenditures totaled about \$4,000 per pupil. About \$2,500 was spent to provide teachers for the schools, and another \$750 to buy books, materials, and staff to support instruction. The remaining \$750 went to operate the physical plant and provide central administration.
- The southeastern ERS average totaled about \$3,300 per pupil, including \$2,075 for teachers, \$575 for instructional support staff and materials, and \$640 for the physical plant and administration.
- Each of the top five Alabama school systems in 1989 spent more than \$3,500 per pupil on school operations. They spent it much like the nationwide ERS average, except that administrative expenses were much lower in Alabama.
- Twenty-two other Alabama school systems were in a "high" operating group that spent between \$2,900 and \$3,400 per pupil. Average instructional expenditures in this group were close to the southeastern ERS figures, but only about 80% of the southeastern level for physical plant and administrative expenses.

- Sixty-six Alabama school systems formed a broad "middle" operating group that spent from \$2,500 to \$2,899 per pupil. Here spending in the instructional areas typically fell below 90% of the southeastern ERS level; physical plant and administrative expenses averaged less than 70% of the southeastern level.
- Thirty-six Alabama school systems fell in a "low" operating group that spent less than \$2,500 per pupil. In comparison with the southeastern ERS average, expenditures in these systems totaled 80% for teachers and 65% for other instructional expenses; expenditures for physical plant operation and administration were half the southeastern ERS average.

Table 1 provides financial and operating details on these groups of school systems. Table 2 contains 1989 financial data for all school systems in the state.

These figures indicate that the top Alabama school systems in 1989 compared well nationally or regionally. Several school systems in the high operating group were competitive on a regional level. Less money was available in the remaining systems, and the dollar differences translated into fewer resources.

Measured against the 27 higher-spending school systems, a typical system in the bottom group had 9 fewer teachers for every 1,000 students and spent 30% less per student for books and instructional materials. Its physical plant contained 20% fewer square feet per student. The system spent over 40% less per square foot on maintenance and a fourth less per square foot on utilities. These resource differences almost inevitably affect the quality of programs and the adequacy of the learning environment.

More than 20% of the students in Alabama public schools in 1989 attended the 36 school systems that operated on less than \$2,500 per pupil, and 72% attended the 102 systems under \$2,900 per pupil (see

CHART 2
1989 PUBLIC SCHOOL SYSTEM OPERATING EXPENDITURES PER PUPIL

Category	Teacher Compensation	Other Instruction	Physical Plant	Central Administration
ERS AVERAGE (U.S.)	2,500	750	750	0
ERS AVERAGE (S.E.)	2,075	575	640	0
Top (21)	2,500	750	750	0
High (22)	2,500	750	750	0
Middle (96)	2,500	750	750	0
Low (26)	2,500	750	750	0

CHART 3
PERCENT OF ALABAMA STUDENTS BELOW VARIOUS OPERATING LEVELS IN 1989

Operating Level per Pupil	Percent of Students
\$2,500	20%
\$3,000	72%
\$3,500	90%
\$4,000	100%

Names:
Parca Report

Types:
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Chart 3). The problem for school finances in Alabama, therefore, is not simply to equalize a few "have-not" systems, but rather to increase the resources available to a large majority of students in the state.

The three education reform plans suggest improving the resources devoted to all areas of school system operation. Among the recommendations: continue the current program of reducing class sizes, lengthen the school year, improve teacher compensation, add instructional support staff to enhance student learning and the curriculum, improve building maintenance, enhance administrative capabilities, increase transportation funding, and meet the need for facilities and equipment. Making these improvements for large numbers of students will require a large investment.

• What would it cost to finance higher operating expenditures?

Chart 4 shows what would have happened in 1989 if minimum operating expenditures per pupil had been raised to successively higher levels, pushing the lower-spending school systems upward.

The bars show the approximate 1989 costs in millions of dollars to finance a given minimum. For example:

- \$90 million to finance \$2,700 per pupil, which would have brought all students to the 1989 Alabama average.
- \$420 million to finance \$3,300 per pupil, which would have brought all students to the 1989 ERS southeastern average.

The cost of meeting the southeastern average has grown since 1989 because Alabama's public school expenditures have not kept pace with those in the rest of the southeast. For example, southeastern public school revenues were almost 9% higher in 1990 than in 1989, while in Alabama they were no higher. Thus it is likely that in 1990 Alabama would have had to finance a \$3,600 minimum operating expenditure per pupil to raise all students to the ERS southeastern average; this would have cost over \$600 million, as shown in Chart 4.

If Alabama is to reach the southeastern average by the year 2000, then public school expenditures in this state will have to grow faster than in other southeastern states over that period. The added expenditures could be used to phase-in the resource improvements recommended in the education reform plans, just as class sizes in Alabama schools now are being reduced under a 1987 law that affects all grades, in turn, through the year 2000.

Additional requirements for auxiliary services and

capital needs. Two types of school system expenditures are not included in the analysis above because they do not relate directly to the size of the current educational program:

- transportation and food services for students.
- capital outlays for school facilities and equipment, plus debt service on borrowed funds.

A state formula exists to cover the costs of student transportation, but it generally is not fully funded. Similarly, federal funds and lunchroom revenues cover most, but not always all, of the cost of school food service programs. The net expenditure for these auxiliary services was about \$46 per student (\$31 million in total) for 1989, as shown in Table 1. The Education Study Commission recommends full state funding of the transportation formula.

Recent surveys done by local citizens for each school system found capital outlay requirements exceeding \$1.5 billion. Two of the three reform plans recommend funding of requirements for buildings and equipment, without specifying a method. All three plans recommend adding equipment that would advance education technologically. This includes increased use of interactive television and more computers to be used for instruction, for administration, and for pushing educational accountability down to the school level.

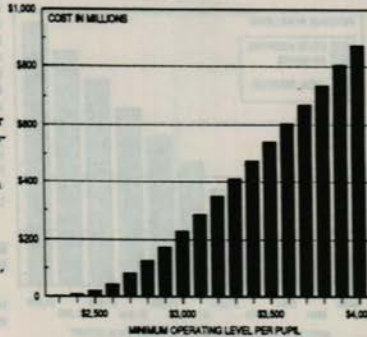
The average Alabama school system spent \$310 per pupil for capital outlay in 1989 (a \$220-million statewide total). This was larger than in previous years, in part because the state allocated about \$100 per student for capital spending needs. Local debt service payments averaged \$79 per pupil, and the state paid about \$74 per pupil to service statewide school debt.

DIVIDING THE FINANCIAL RESPONSIBILITY

Tax increases will be required to provide a competitive level of resources for all of Alabama's public schools. The target level sought by the Ad Hoc Committee on Education Reform ultimately would require taxpayers to provide new revenues in the range of \$650 to \$900 million. A key issue is how this financial responsibility would be divided.

The three education reform plans focus on increasing local taxing capability and effort in three ways: reducing restrictions on local power to raise property taxes, requiring more local tax effort, and adding state money to equalize the revenue raised by local school taxes. The most specific recommendation is that of the Education Study Commission, which would

CHART 4
1989 IMPACT OF INCREASING MINIMUM OPERATING EXPENDITURES PER PUPIL



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increase the required local effort to 20 property tax mills, or equivalent, and equalize with state dollars the revenue produced by any local school system which makes a 30-mill effort. The basis for this emphasis on local school taxes is clear.

• How is the responsibility for school finances now divided?

In practical terms, financial responsibility for public schools in Alabama lies mostly with the state. State revenues in 1990 provided more than three of every four school dollars generated in Alabama. On a per-pupil basis, these revenues ranked in the middle of the southeastern states shown in Chart 1 and totaled 86% of the U.S. average. Generally, state revenues are distributed to local school systems on a relatively equal basis per pupil (see Table 1), with better-funded systems having a slight advantage due to state funding methods for personnel costs.

Alabama's local revenues per pupil in 1990 were the lowest in the southeast. Even so, most local school systems raise more than twice the amount required by the state minimum program. They do so largely with property and sales taxes. All school systems have property tax support, which provides over 60% of all local school revenues; about three-fourths of the systems have local sales tax support, and this provides over 25% of local revenues. Local support is highly uneven, as shown in Table 1: the five top-spending school systems in 1989 had more than four times as much local revenue per pupil as the 36 low-spending systems.

The disparities in local revenues come from differences in local tax rates and in local tax bases. The average rate of property tax support among the five school systems with the highest operating expenditures in 1989 was 27 mills; among the 36 school systems with the lowest operating expenditures, the average property tax rate was 12 mills. The ten mills of required local effort raised 60% more, on average, in one of the top school systems.

The recommendations of the Education Study Commission were aimed at raising tax rates in certain school systems and at rewarding higher local effort with state "incentive payments" that would equalize the yield of those taxes.

• What would happen under the proposed school finance reforms?

Increasing the required local effort to 20 property tax mills, or equivalent, would have affected only 24 school systems in 1989; it would have raised local revenues by less than \$10 million.

If all school systems had raised the equivalent of 30 property tax mills in 1989, local support for the schools would have risen in 67 school systems by almost \$90 million above its actual level. The returns from these taxes would have varied widely. A few school systems would have received as little as \$300 per pupil from their 30-mill effort; most would have received less than \$750; and one would have received as much as \$1,850 per pupil (assuming they used the existing mix of property and sales taxes).

Chart 5 shows how state "incentive payments" could have reduced the differences by raising the minimum revenues received from a 30-mill effort, and the cost to local and state taxpayers in 1989 if all school systems had participated in such a program.

The bars show (in black) the amount of new local revenue raised by a statewide 30-mill effort, and (in gray) the amounts of state incentive payments needed to guarantee every school system a minimum level of return from those 30 mills. For example, a state-guaranteed return of \$1,200 per pupil on 30 mills of effort would have required about \$360 million in state payments on top of the \$90 million raised locally. All but about four school systems would have received some state "incentive" money for their 30-mill effort.

Given \$1,200 of state-matched local effort in 1989, any school system in Alabama would have been able to operate at the southeastern ERS average level, assuming a normal level of state and federal revenues and no extraordinary capital requirements. By 1990, the state guarantee for 30 mills of effort might have had to be set closer to \$1,500 in order to reach this goal.

State revenues would have supplied about 80% of the money required in 1989 for a 30-mill local effort with a state-guaranteed return of \$1,200 per pupil in every school system. The sources of any new state revenues for the public schools were not discussed in the education reform plans. Currently the public schools receive the bulk of state income and sales tax revenues, plus almost half the state's property tax revenues. A 15% increase in these tax revenues would have been required in 1989 to provide the state's share of such a program. Meeting a higher requirement in 1990 would have called for more than a 20% increase.

INSURING THAT THE INVESTMENT IS USED EFFECTIVELY

All three of the education reform plans recommend improved accountability for

**CHART 5
1989 REVENUE REQUIRED FOR A 30-MILL LOCAL EFFORT WITH STATE INCENTIVE PAYMENTS**

Minimum Revenue per Pupil (30-Mill Effort)	Local Revenue (Millions)	State Incentive Payments (Millions)
\$450	~\$100	0
\$600	~\$150	0
\$750	~\$200	0
\$900	~\$250	0
\$1,050	~\$300	0
\$1,200	~\$350	0
\$1,350	~\$400	~\$300
\$1,500	~\$450	~\$650
\$1,650	~\$500	~\$1,000
\$1,800	~\$550	~\$1,350
\$1,950	~\$600	~\$1,700

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the taxpayers' investment in public schools. To bring this about, they would change the methods by which schools are held accountable.

Under the existing minimum foundation program, school systems are primarily accountable to the State Board of Education and the State Legislature. Both of these entities are, in turn, directly accountable to the people. The idea has been that their guidance to the schools, which is expressed mainly in terms of rules, regulations, laws, and appropriation acts, would represent the public interest.

While accepting the idea of minimum statewide standards for schools, the reform plans propose that schools become much more responsive locally to students, parents, and taxpayers, and that they be held accountable mainly for the results they achieve. The state would monitor schools on the basis of educational and financial performance, assisting those at-risk of failing on either score.

The reform proposals differ in their details, but ideally the exchange would go something like this:

- School principals and teachers are given more control over how dollars are spent in their schools. In return, they are expected to tailor school programs to meet the educational needs of students, and their efforts are measured by the results achieved.
- State policymakers insure that funding is

distributed equitably and set minimum standards for educational programs. They give up detailed control over school operations, but they create measures of financial and educational performance to evaluate schools and assist school systems in trouble.

- The public provides more money, making it possible for the schools to have the resources needed to provide sound educational programs. In return, citizens and businesses benefit from a better-educated school product, have more opportunity to become directly involved in school operations, and receive periodic report cards grading the performance of the schools.

Movement in these directions already is underway in Alabama. The State board of Education adopted 20 "accountability resolutions" for local school systems in 1988. Among them were requirements for citizen committees to conduct needs assessments for the local school system every three years, and for the school system to present annual report cards on performance in each school. Both of these programs have been implemented. A performance-based accreditation system is being developed.

Achieving better accountability may call for increased investment in the schools. For example, the reforms call for financial and educational accountability

TABLE 1
1989 PUBLIC SCHOOL SYSTEM FINANCIAL AND OPERATING DATA PER PUPIL

	ERS		ALABAMA				
	AVG. U. S.	AVG. S. E.	AVG. (129)	TOP (5)	HIGH (22)	MIDDLE (66)	LOW (36)
Expenditures							
Teacher Compensation	\$2,463	\$2,078	\$1,831	\$2,403	\$2,039	\$1,808	\$1,869
Other Instructional Expense	757	575	460	678	563	458	376
Books & Materials	118	83	81	144	103	89	78
Instructional Support	609	482	389	532	450	369	298
Physical Plant Expense	501	384	244	451	317	243	175
Utilities	130	115	88	159	123	87	78
Maintenance	370	269	148	292	194	148	97
Central Administration	361	255	180	222	194	159	132
Operating Subtotal	\$4,072	\$3,290	\$2,895	\$3,752	\$3,103	\$2,886	\$2,352
Net Auxiliary Expense*			46	57	49	48	38
Capital Outlay	294	348	310	449	358	345	197
Instructional Equipment			37	84	49	35	27
Other			273	365	309	310	170
Debt Service	184	117	79	94	119	77	54
Net Revenues*							
State			\$2,199	\$2,380	\$2,314	\$2,200	\$2,101
Local			572	1,481	882	522	348
Federal			220	245	258	225	188
Operating Data							
Number of Students			684,034	34,820	151,960	355,748	141,875
Average Teacher Salary			\$24,895	\$27,152	\$25,320	\$24,474	\$24,377
Teachers/1,000 Students			58	86	62	57	54
Square Feet/Student			143	178	154	147	125
Maintenance/Square Foot			\$1.07	\$1.74	\$1.33	\$1.07	\$0.81
Utilities/Square Foot			\$0.71	\$0.93	\$0.83	\$0.70	\$0.53

* Net of state transportation funds, federal and local food service funds, and certain capital funds.

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beginning at the school level. This requires an information system that begins at the school level. The State of North Carolina has spent \$55 million over the last several years to put computers in every school, school garage, and school system office and to provide standardized software that would improve the management

of such activities as student attendance, scheduling, and test scores; school bus routes and fleet maintenance; food service operations; and school system payroll and accounting. The State of Alabama has started in this direction, as have many of the better-funded school systems in the state; but there is much more to be done.

TABLE 2
1989 NET REVENUES AND EXPENDITURES PER PUPIL FOR ALABAMA SCHOOL SYSTEMS (See note at end of table.)

SCHOOL SYSTEM COUNTY CITY	CURRENT EDUCATIONAL OPERATION						OTHER EXPENDITURES			NET REVENUE			
	PUPILS (AGE)	TEACHER COMPEN- SATION	OTHER PERSONAL EXPENSES	PHYSICAL PLANT EXPENSES	CENTRAL ADMINIS- TRATION	BUS TOTAL	NET SCHOOL EXPENSE	DEPT SERVICES	CAPITAL OUTLAY	STATE	LOCAL	FEDERAL	BUS TOTAL
Autauga	8,418	1,704	421	157	125	2,407	103	22	215	2,117	258	155	2,510
Baldwin	15,800	1,798	498	249	104	2,585	41	135	490	2,906	805	154	3,065
Barbour	2,128	2,124	448	215	209	2,996	81	102	292	2,494	402	353	3,249
Bibb	2,720	1,747	428	211	148	2,530	49	81	291	2,113	880	189	2,981
Blount	3,363	1,832	432	143	139	2,546	15	98	79	2,104	236	250	2,590
Blount	5,774	1,882	380	164	109	2,335	84	20	181	2,185	284	174	2,639
Oneonta	1,035	1,878	293	198	183	2,332	28	212	106	2,042	587	100	2,749
Bullock	1,858	1,731	481	261	221	2,694	87	0	118	2,185	348	333	2,866
Buler	4,329	1,764	386	170	127	2,447	2	0	101	2,151	275	223	2,649
Calhoun	10,462	1,579	395	216	88	2,278	87	20	150	2,097	361	194	2,643
Anniston	4,117	2,107	808	387	206	3,308	72	153	321	2,434	1,071	556	3,981
Jacksonville	1,570	1,950	522	200	162	2,834	39	13	18	2,218	308	227	2,753
Oxford	2,272	1,737	323	215	150	2,425	21	82	205	2,155	510	144	2,809
Piedmont	1,178	1,839	418	148	186	2,387	8	0	88	2,107	310	145	2,562
Chambers	4,907	1,813	500	253	146	2,712	108	40	124	2,162	502	148	2,812
Lanett	1,859	1,584	454	190	180	2,388	9	123	210	1,943	558	148	2,647
Cherokee	3,030	1,882	428	180	93	2,363	58	40	115	2,235	278	159	2,672
Chilton	5,793	1,785	368	284	135	2,602	90	31	354	2,233	382	184	2,778
Choctaw	3,164	1,885	340	142	133	2,300	132	377	196	2,178	486	213	2,877
Clare	4,360	1,498	411	153	157	2,217	59	106	0	2,011	247	215	2,473
Thomasville	1,485	1,835	389	148	142	2,314	7	0	528	1,985	383	183	2,421
Clay	2,850	1,801	334	185	148	2,569	82	99	83	2,290	288	174	2,732
Caldwell	2,288	1,879	407	150	117	2,402	36	50	112	2,287	273	183	2,703
Clay	1,828	1,840	582	178	245	2,825	78	81	480	2,265	512	319	3,196
Etowah	1,192	1,842	408	223	155	2,626	53	128	228	2,291	473	170	2,934
Enterprise	5,126	1,890	444	197	108	2,437	88	39	287	2,073	584	179	2,835
Colbert	3,498	2,036	589	296	175	3,109	92	138	204	2,444	1,344	280	4,067
Muscle Shoals	1,836	2,082	711	489	297	3,559	92	138	204	2,444	1,344	280	4,067
Shelby	1,503	2,280	868	489	217	3,814	18	24	138	2,452	848	438	3,738
Tallapoosa	1,333	2,078	578	378	286	3,298	19	84	137	2,484	640	349	3,473
Conecuh	2,537	1,861	586	207	154	2,787	39	118	525	2,349	401	298	3,048
Cook	1,903	1,759	464	201	155	2,579	91	1	129	2,149	240	206	2,595
Covington	2,744	1,752	483	248	178	2,661	77	42	151	2,149	432	235	2,816
Andalusia	2,060	1,924	506	283	119	2,832	10	0	69	2,173	583	236	2,992
Florida	243	1,769	372	223	255	2,619	0	0	103	1,899	544	287	2,770
Opp	1,807	1,940	387	228	180	2,736	1	24	113	2,329	479	102	2,910
Crenshaw	2,838	1,742	347	140	101	2,326	41	1	129	2,149	240	206	2,595
Culman	8,364	1,838	348	248	128	2,380	49	0	368	2,088	390	171	2,648
Culman	2,424	1,824	434	258	205	2,719	11	85	302	2,218	580	107	2,905
Dale	2,468	2,041	478	231	158	2,908	0	81	315	2,369	756	200	3,365
Daleville	1,414	1,792	425	172	188	2,555	9	122	202	2,105	395	290	2,790
Ozark	3,519	1,808	471	283	122	2,684	36	30	134	2,194	384	273	2,851
Dallas	4,885	1,817	448	182	133	2,359	15	0	180	2,134	181	328	2,623
Seale	5,873	1,731	480	280	149	2,840	18	7	138	2,071	414	270	2,754
DeKalb	7,286	1,785	418	128	85	2,412	151	8	114	2,203	172	275	2,651
Fl Payne	2,378	1,538	362	193	125	2,248	8	101	232	2,022	369	187	2,579
Elmore	7,309	1,875	340	182	74	2,271	21	103	279	2,080	363	179	2,622
Tallapoosa	1,375	1,558	402	185	184	2,309	3	0	178	1,832	319	182	2,413
Escambia	5,179	1,718	488	272	95	2,551	129	1	127	2,134	458	210	2,802
Etowah	1,481	1,806	439	275	166	2,688	39	0	138	2,046	644	148	2,835
Etowah	8,495	1,899	417	184	103	2,383	23	0	274	2,203	319	135	2,657
Atala	2,241	1,799	382	118	154	2,451	0	0	155	2,199	211	194	2,604
Gadsden	2,942	1,801	423	229	142	2,805	33	157	133	2,247	694	230	3,171
Franklin	3,036	1,784	388	188	192	2,528	128	90	127	2,218	414	218	2,847
Russellville	2,052	1,798	447	289	159	2,873	8	184	108	2,328	650	222	3,198
Genevieve	2,881	1,759	387	223	268	2,837	43	55	80	2,325	318	197	2,839
Genevieve	1,248	1,771	229	198	119	2,317	22	0	401	2,018	512	132	2,662
Greene	2,284	2,042	464	304	148	2,968	63	8	138	2,243	648	388	3,275
Hale	3,385	1,745	423	209	138	2,515	127	0	231	2,155	280	342	2,777
Henry	2,864	1,896	481	214	132	2,873	39	64	482	2,272	437	207	2,915
Houston	8,099	1,820	441	209	108	2,578	92	0	889	2,155	906	189	3,250
Dothan	8,388	1,702	408	289	118	2,515	21	200	194	2,187	1,225	189	3,581
Jackson	5,539	1,809	553	287	138	2,787	96	35	296	2,174	303	405	2,882
Scottsboro	2,877	1,959	548	418	158	3,079	83	91	129	2,243	647	380	3,270

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ABOUT THE DATA

The data in Chart 1 were derived from the National Education Association publication *Rankings of the States, 1990*. They include revenues used for state-level administration as well as those going to local education agencies.

The data in Chart 2 are intended to represent educational

operating expenditures of local school systems, excluding (1) auxiliary transportation and food service costs and (2) capital outlay and debt service costs. The figures were derived from three sources.

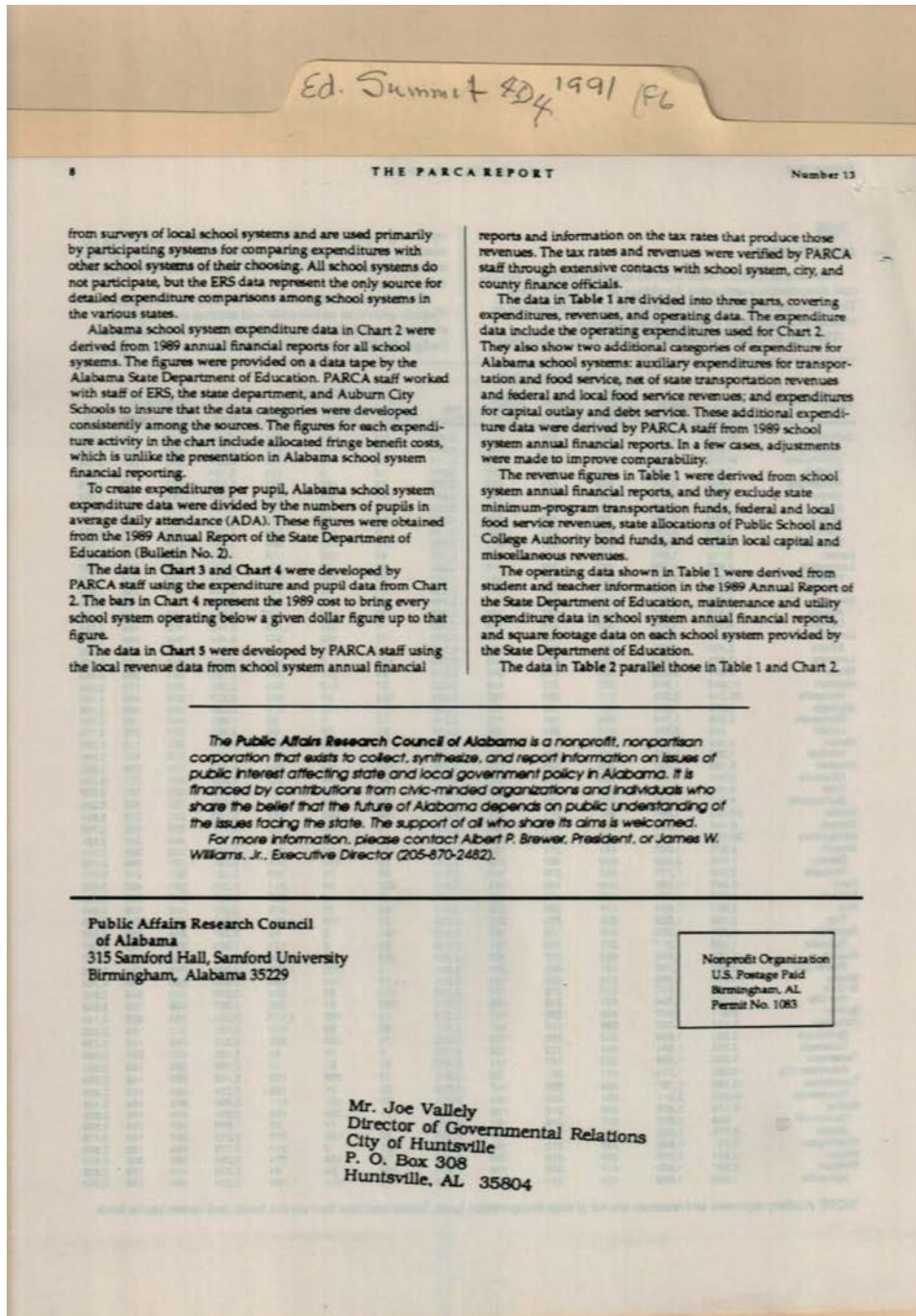
The Educational Research Service (ERS) of Arlington, Virginia provided nationwide and southeastern regional average expenditures per pupil from its ERS Local School Budget Profiles program for 1988-89. These data are gathered

COUNTY CITY	CURRENT EDUCATIONAL OPERATION					OTHER EXPENDITURES				NET REVENUE			SUB-TOTAL	
	PUPILS (1988)	TEACHER COMPEN- SATION	OTHER METHOD- TICAL EXPENSES	PHYSICAL PLANT EXPENSES	CENTRAL ADMIN- ISTRATION	SUB-TOTAL	AUXILIARY EXPENSES	DEBT SERVICE	CAPITAL OUTLAY	STATE	LOCAL	FEDERAL		
Jefferson	38,408	2,042	465	271	131	2,909	56	91	277	2,332	877	196	3,205	
Bessemer	4,892	1,992	577	279	196	3,044	19	0	270	2,272	583	273	3,128	
Birmingham	39,843	1,941	628	396	148	3,111	42	71	240	2,257	943	251	3,450	
Fairfield	2,256	1,753	633	338	180	2,884	19	0	223	2,184	711	191	3,086	
Homewood	2,844	2,195	623	348	202	3,388	73	198	931	2,258	1,861	78	4,178	
Hoover	4,999	2,678	589	410	196	3,851	122	106	324	2,199	1,792	37	4,027	
Madison	1,778	1,857	463	285	21	2,809	23	148	123	2,304	712	126	3,143	
Mid South	3,068	2,706	720	410	209	4,045	12	98	518	2,447	2,088	87	4,602	
Tarrant	1,503	2,019	545	318	294	3,178	0	0	318	2,368	827	177	3,263	
Vestavia Hills	3,548	1,995	522	304	211	3,052	47	123	487	2,137	1,518	65	3,720	
Lamar	3,110	1,836	454	190	148	2,598	68	78	289	2,223	552	221	2,997	
Lauderdale	7,805	1,720	467	286	118	2,581	88	100	202	2,304	1,157	246	3,707	
Flomona	4,921	2,211	612	397	181	3,381	66	100	137	2,230	323	298	2,848	
Lawrence	8,073	1,748	484	275	141	2,629	124	40	0	239	2,032	471	189	2,872
Lee	5,234	1,581	322	184	117	2,184	35	0	239	2,032	471	189	2,872	
Auburn	3,119	1,942	623	365	186	3,096	79	182	443	2,284	1,082	126	3,453	
Opelika	4,289	1,779	490	275	159	2,703	0	222	1,133	2,143	708	194	3,044	
Limestone	8,419	1,774	435	199	99	2,507	75	102	567	2,184	348	282	2,772	
Athens	2,705	2,066	523	384	185	3,187	42	201	158	2,181	1,058	225	3,465	
Loveland	2,801	1,819	531	270	155	2,775	125	0	120	2,205	278	402	2,883	
Macon	4,404	2,023	536	214	240	3,013	84	291	288	2,193	964	296	3,483	
Madison	11,940	1,843	387	270	145	2,625	37	242	733	2,099	325	175	3,089	
Huntsville	23,216	2,251	713	500	190	3,894	96	665	337	1,335	408	410	6,100	
Marion	2,358	1,848	421	178	165	2,808	72	140	978	2,230	469	469	3,168	
Demopolis	2,059	1,748	398	199	175	2,518	12	0	82	1,982	484	135	2,580	
Linden	755	2,010	611	234	188	3,043	84	72	68	2,552	347	275	3,175	
Manon	4,188	1,873	375	196	146	2,690	38	93	153	2,144	329	151	2,588	
Winfield	1,223	1,738	459	228	181	2,556	3	124	241	2,227	513	107	2,848	
Marshall	5,198	1,793	435	369	115	2,702	126	64	929	2,250	788	204	3,220	
Albertville	3,040	1,787	500	215	129	2,631	84	44	282	2,302	581	211	3,074	
Arab	2,487	1,775	349	182	128	2,434	65	0	96	2,122	385	151	2,658	
Guntersville	1,842	1,853	538	286	151	2,808	22	136	131	2,209	789	208	3,206	
Mobile	62,453	1,897	387	271	172	2,527	66	100	152	2,103	517	323	2,844	
Morroe	5,144	1,808	308	179	103	2,398	0	34	183	2,117	378	258	2,753	
Montgomery	33,527	1,813	482	287	131	2,863	37	0	387	2,117	498	206	2,821	
Morgan	8,628	1,883	481	271	191	2,778	123	86	244	2,228	532	333	3,094	
Decatur	7,965	2,003	609	438	215	3,363	33	175	274	2,291	1,121	296	3,708	
Hartselle	2,785	1,777	482	270	148	2,647	25	78	189	2,121	687	214	2,902	
Perry	2,547	1,788	486	199	226	2,897	202	46	211	2,250	281	435	3,026	
Pichens	3,959	1,724	428	183	146	2,481	45	0	203	2,227	318	247	2,790	
Pike	2,804	1,879	474	295	226	2,874	63	17	473	2,087	480	483	3,040	
Troy	2,138	1,859	556	278	287	2,958	22	179	1,034	2,303	770	234	3,306	
Randolph	2,283	1,850	448	178	183	2,659	131	0	52	2,287	354	195	2,896	
Roanoke	1,430	1,517	377	185	181	2,240	33	0	122	1,984	318	158	2,387	
Russell	3,382	1,808	482	217	153	2,880	125	0	199	2,212	589	247	3,047	
Phenix City	4,353	1,773	481	325	282	2,841	0	208	1,225	2,285	713	231	3,209	
Shelby	14,345	1,799	379	222	121	2,521	13	141	360	2,020	608	88	2,754	
St Clair	5,320	1,832	285	218	120	2,255	113	96	534	2,079	418	345	2,842	
Pat City	3,057	1,504	435	218	158	2,311	100	81	292	1,987	439	139	2,548	
Sumter	3,077	1,847	458	220	197	2,722	12	133	1,173	2,284	553	329	3,145	
Talladega	8,111	1,867	539	198	157	2,581	98	98	473	2,131	517	186	2,833	
Sylacauga	2,382	1,884	552	293	136	2,865	16	123	252	2,213	848	179	3,259	
Talladega	3,725	1,831	481	273	158	2,723	8	74	88	2,182	450	227	2,860	
Tetapooosa	3,385	1,856	283	157	141	2,437	58	21	72	2,163	296	180	2,651	
Alexander City	3,582	1,774	471	251	95	2,591	12	188	172	2,149	589	148	2,884	
Tuscaloosa	13,195	1,797	484	239	145	2,665	55	21	128	2,224	484	182	2,889	
Tuscaloosa	10,056	2,011	531	288	184	3,014	88	151	311	2,380	972	198	3,428	
Walker	8,179	1,809	405	248	148	2,809	39	138	158	2,204	449	170	2,823	
Carbon Hill	986	1,585	387	243	191	2,386	9	74	87	1,979	387	184	2,506	
Jasper	2,778	1,885	511	211	148	2,755	27	153	710	2,212	837	128	3,178	
Washington	3,731	1,840	368	212	132	2,582	135	0	348	2,173	468	182	2,853	
Wheat	2,824	2,048	390	205	238	2,879	78	132	774	2,289	290	350	2,930	
Winston	2,567	1,820	417	230	186	2,833	108	86	84	2,300	415	178	2,893	
Haywire	1,589	1,869	424	211	130	2,834	8	211	1,798	2,274	456	158	2,888	

*NOTE: Auxiliary expenses and revenues are net of state transportation funds, federal and local food service funds, and certain capital funds.

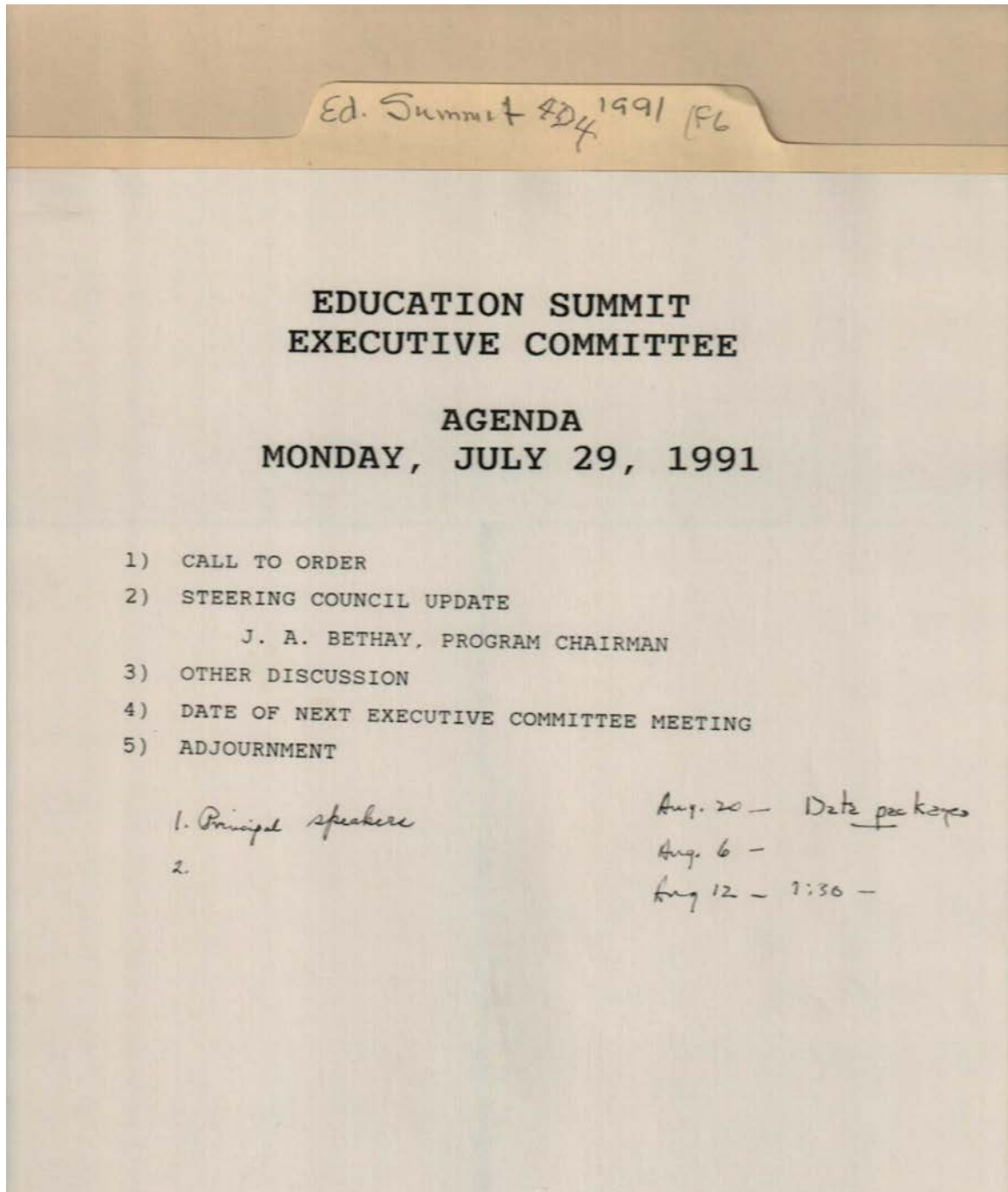
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Bethay, J. A.

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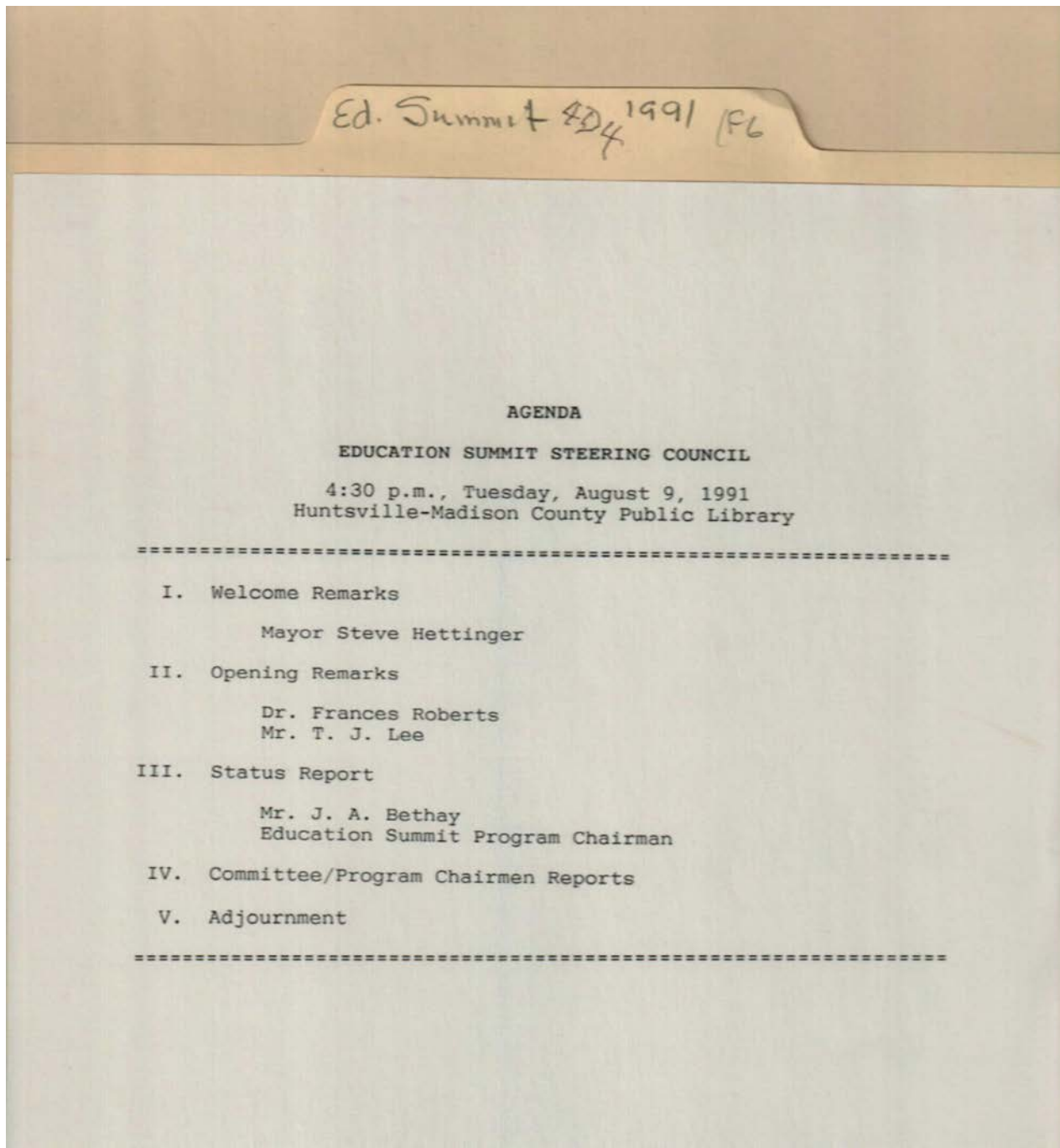
Jul 29, 1991

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Huntsville City Schools

SUPERINTENDENT'S GOALS

1. Develop an evaluation process for administrators and teachers that will improve instruction and enhance learning.
2. Provide an effective Professional Development Program that supports and responds to the evaluation process.
3. Increase the number of days allocated for inservice training.
4. Provide additional days for parent-teacher conferences.
5. Promote continued support for the Affirmative Action Plan.
6. Encourage all principals to assume the role of instructional leader.
7. Expand efforts to reach all students -- particularly the at-risk population.
8. Reduce the number of retentions, suspensions, and expulsions.
9. Involve every school in designing individual school improvement plans which support system goals.
10. Infuse Multicultural Education into K-12 curriculum.
11. Increase the curricular offerings in the areas of math and science.
12. Promote literacy initiative.



Names:

Bethay, J. A.

Hettinger, Steve,
Mayor

Lee, T. J.
Roberts, Frances, Dr.

Places:

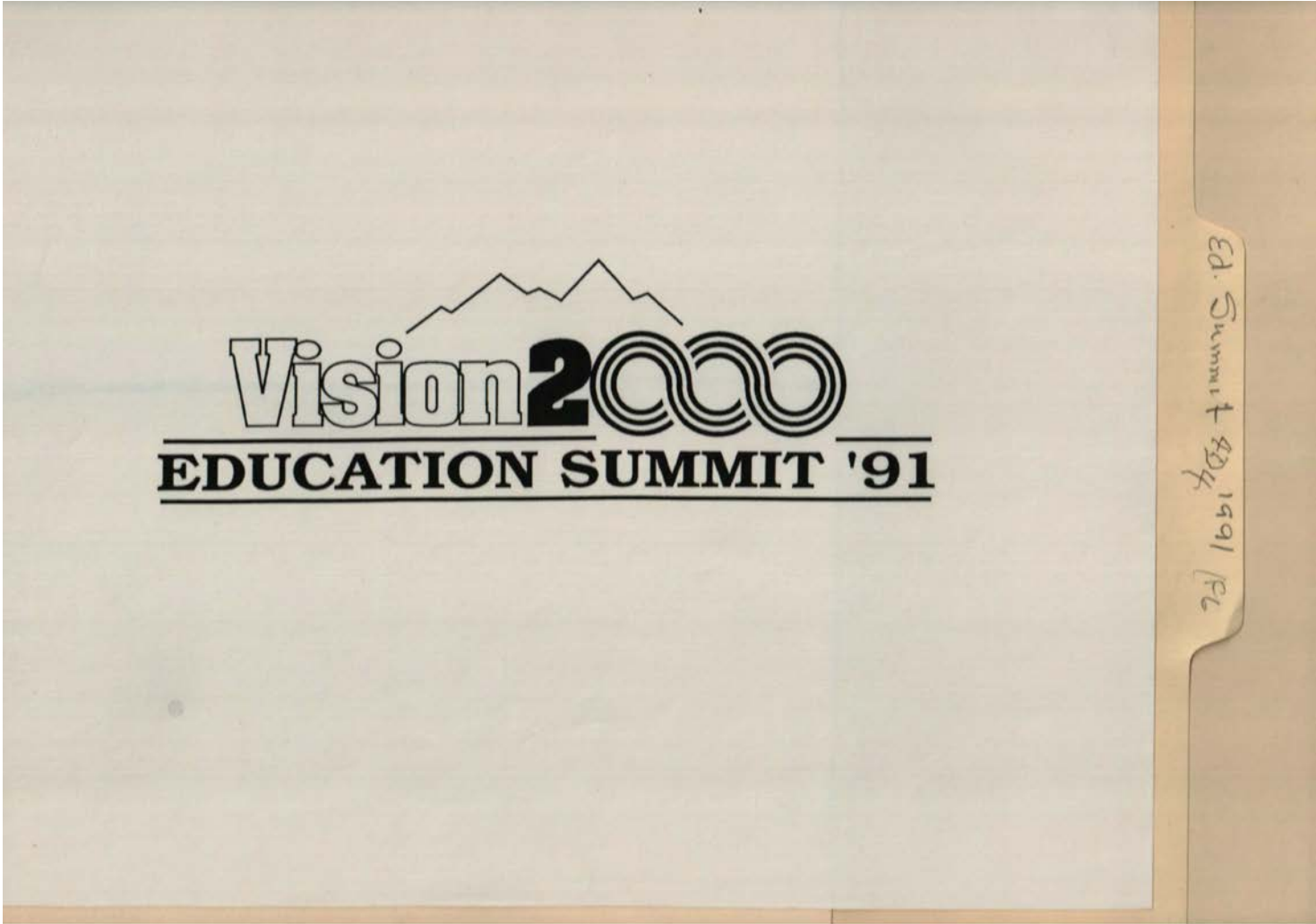
Huntsville, AL

Types:

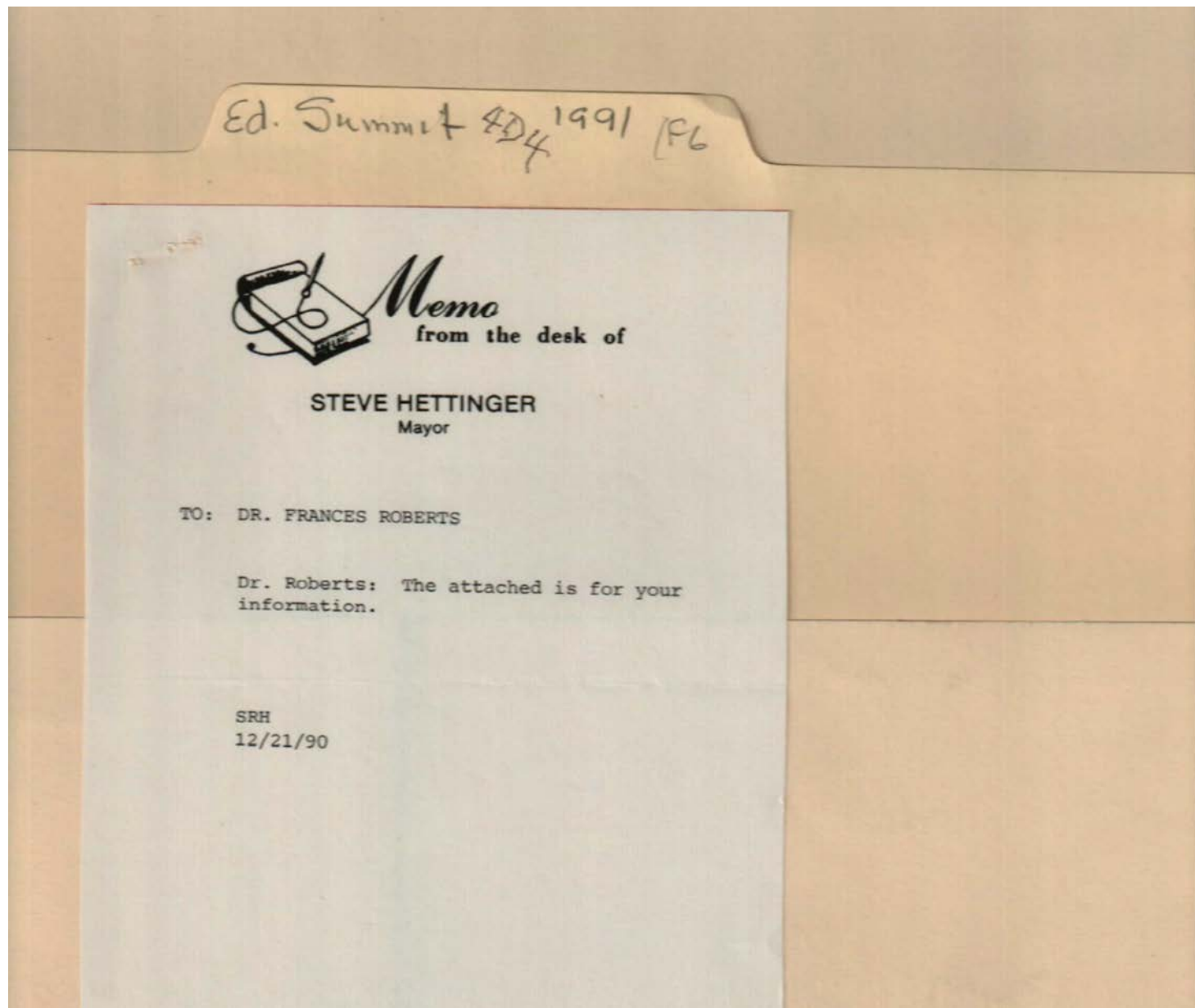
agenda

Dates:

Aug 09, 1991



Types:
program



Names:

Hettinger, Steve,
Mayor

Roberts, Frances, Dr.

Types:

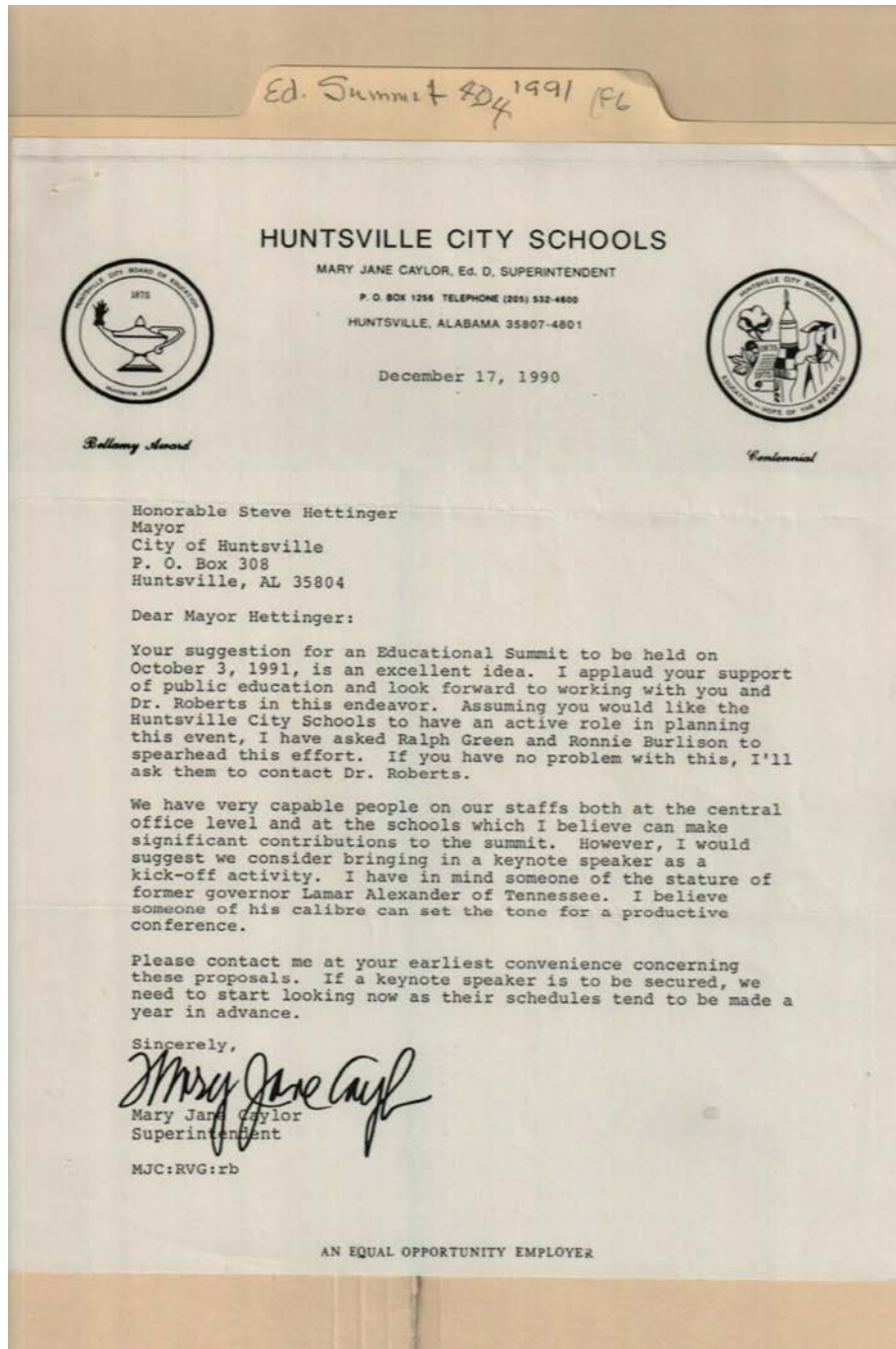
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Dates:

Dec 21, 1990

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6
Educational Summit Materials, 1991

Image 186 r04d04-06-000-0352 [Contents](#) [Index](#) [About](#)



Names:

Burlison, Ronnie
Caylor, Mary Jane

Green, Ralph

Hettinger, Steve,
Mayor

Roberts, Dr.

Places:

Huntsville, AL

Types:

correspondence

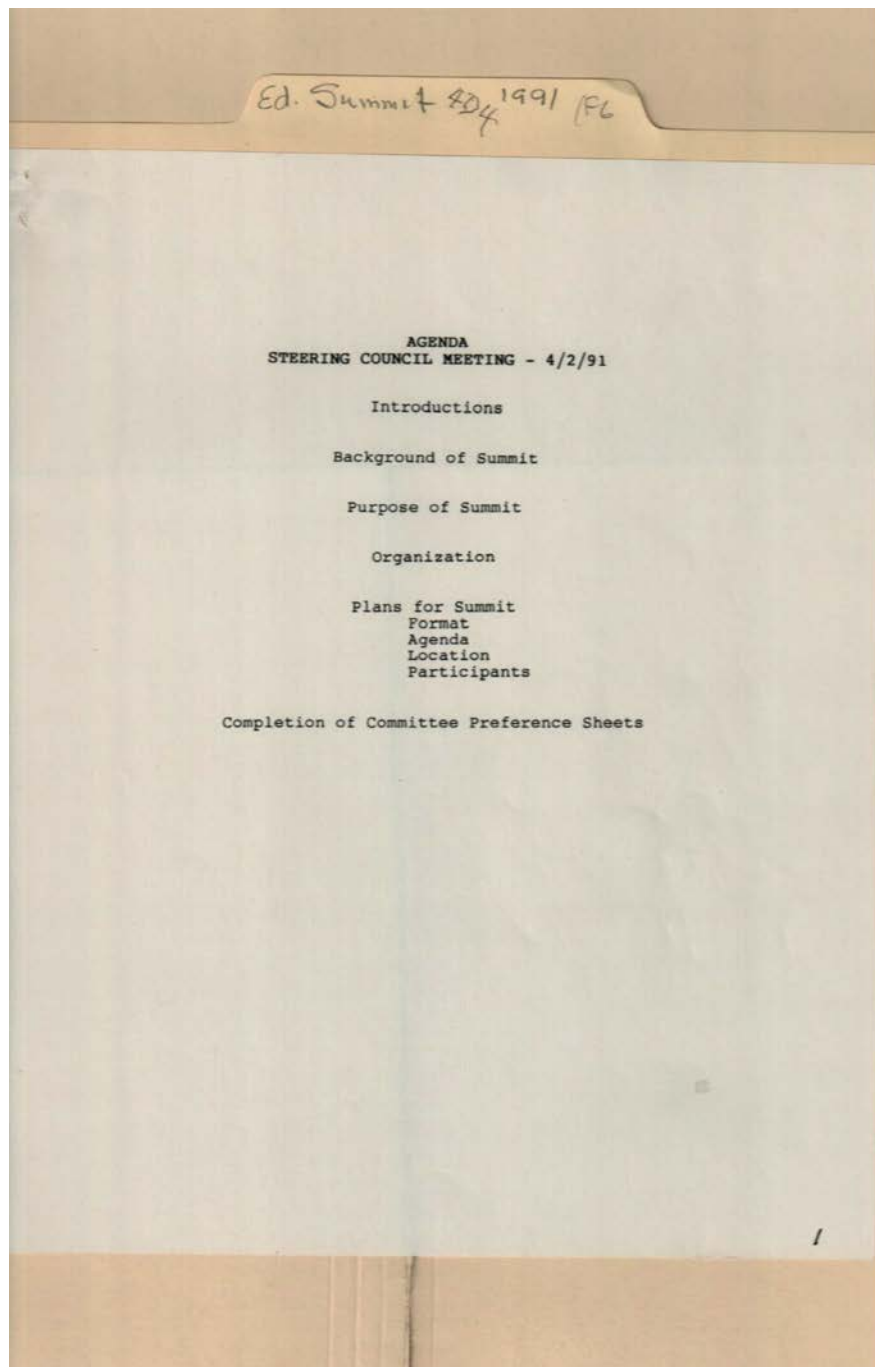
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Dec 17, 1991

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 6

Educational Summit Materials, 1991

Image 187 r04d04-06-000-0353 [Contents](#) [Index](#) [About](#)



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agenda

Dates:
Apr 02, 1991

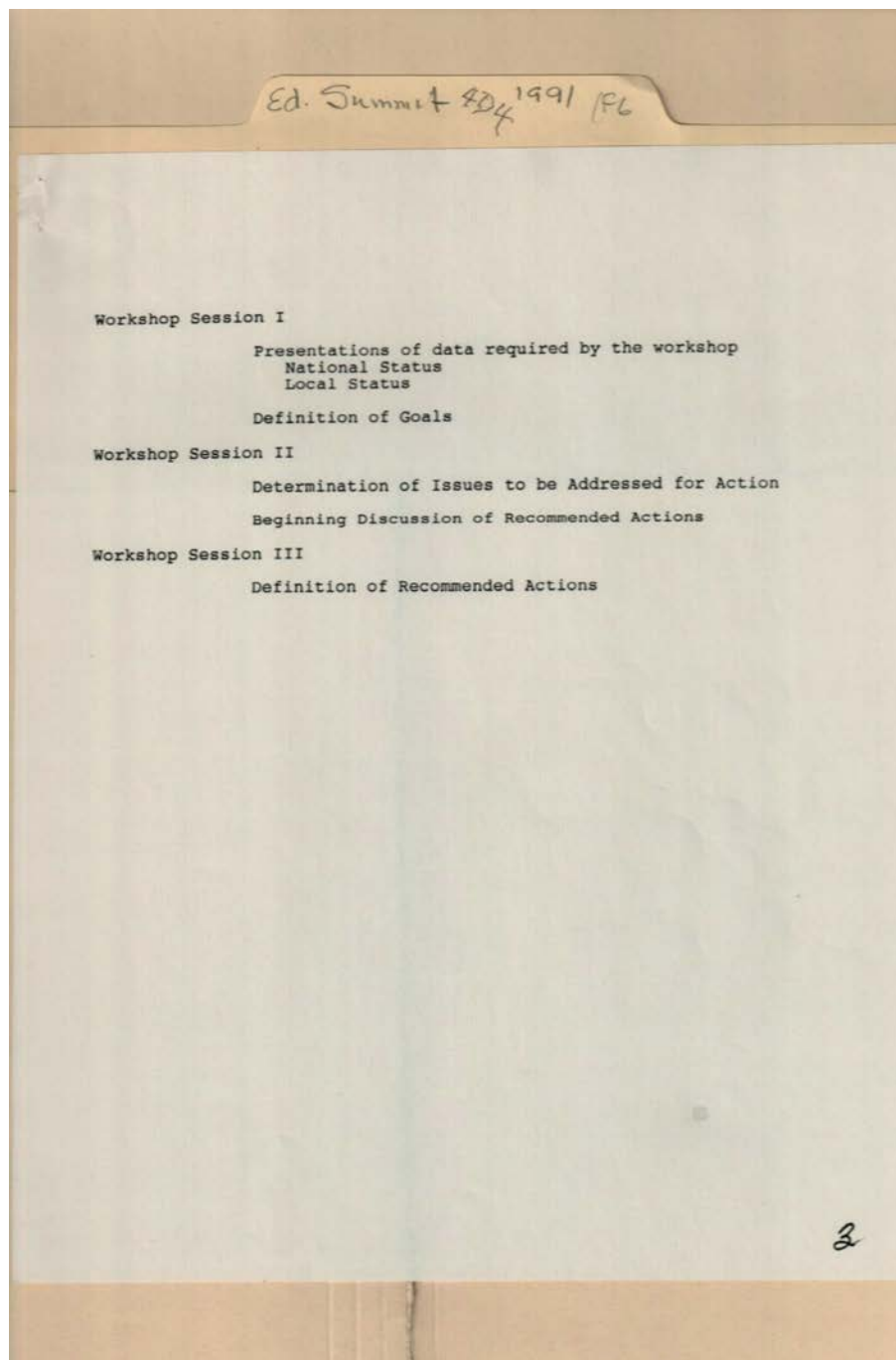
Ed. Summit 404 1991 PL

STRAWMAN AGENDA EDUCATION SUMMIT	
October 3	
0730 - 0830	Registration
0830 - 1000	Plenary Session I Speaker - Issue the challenge Organization of the Summit Goals and objectives
1000 - 1200	Concurrent Workshops - Session I
1200 - 1330	Lunch Speaker
1330 - 1600	Concurrent Workshops - Session II
1600 - 1700	Plenary Session II Report by Workshop Leaders of Issues in Work, Tentative Conclusions, Tentative Recommendations
1700 - 1800	Reception (Cash Bar)
1800 - 1900	Dinner
1900 -	Program Keynote Speaker Recognitions/Awards
October 4	
0830 - 0915	Plenary Session III Speaker
0915 - 1000	Discussions Among Workshop Representatives to Eliminate Overlap
0915 - 1200	Concurrent Workshops - Session III
1200 - 1300	Lunch (Speaker?)
1300 - 1430	Workshop Reports
1430 - 1500	Break
1500 - 1600	Workshop Reports
1600 - 1630	Action Recommendations

2

Types:
agenda

Dates:
Oct 03,

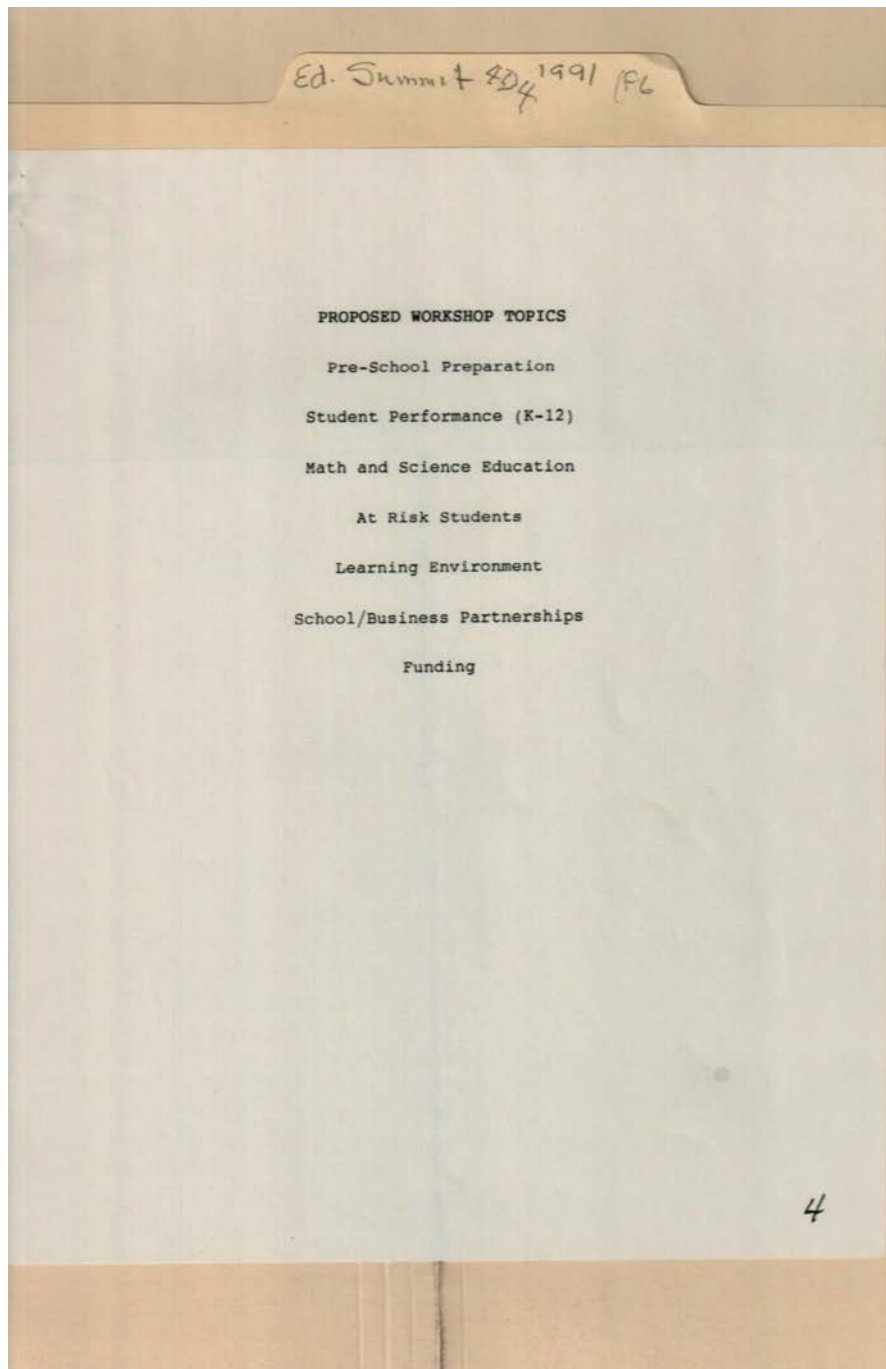


Types:
agenda

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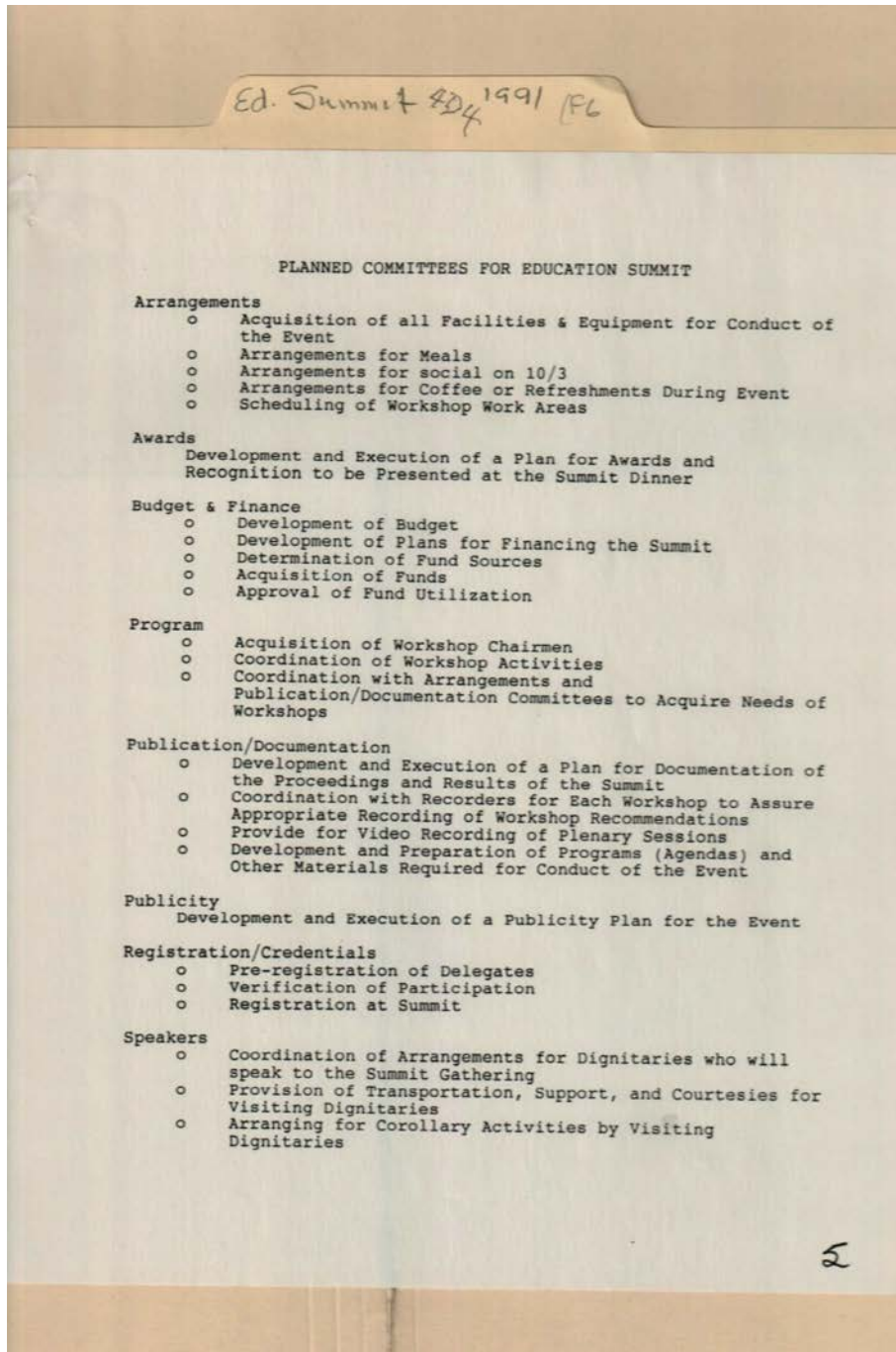


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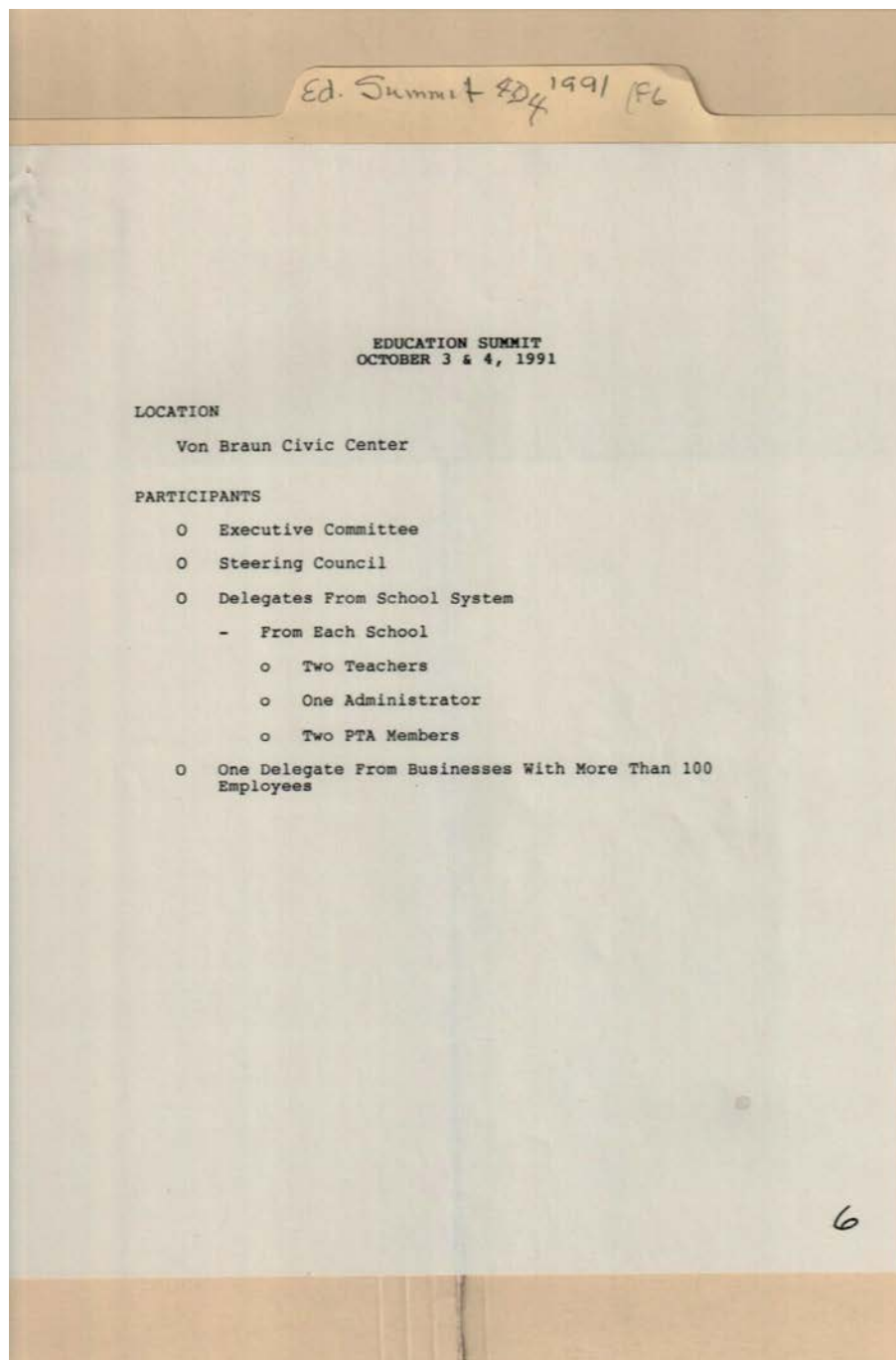
Workshop Topics

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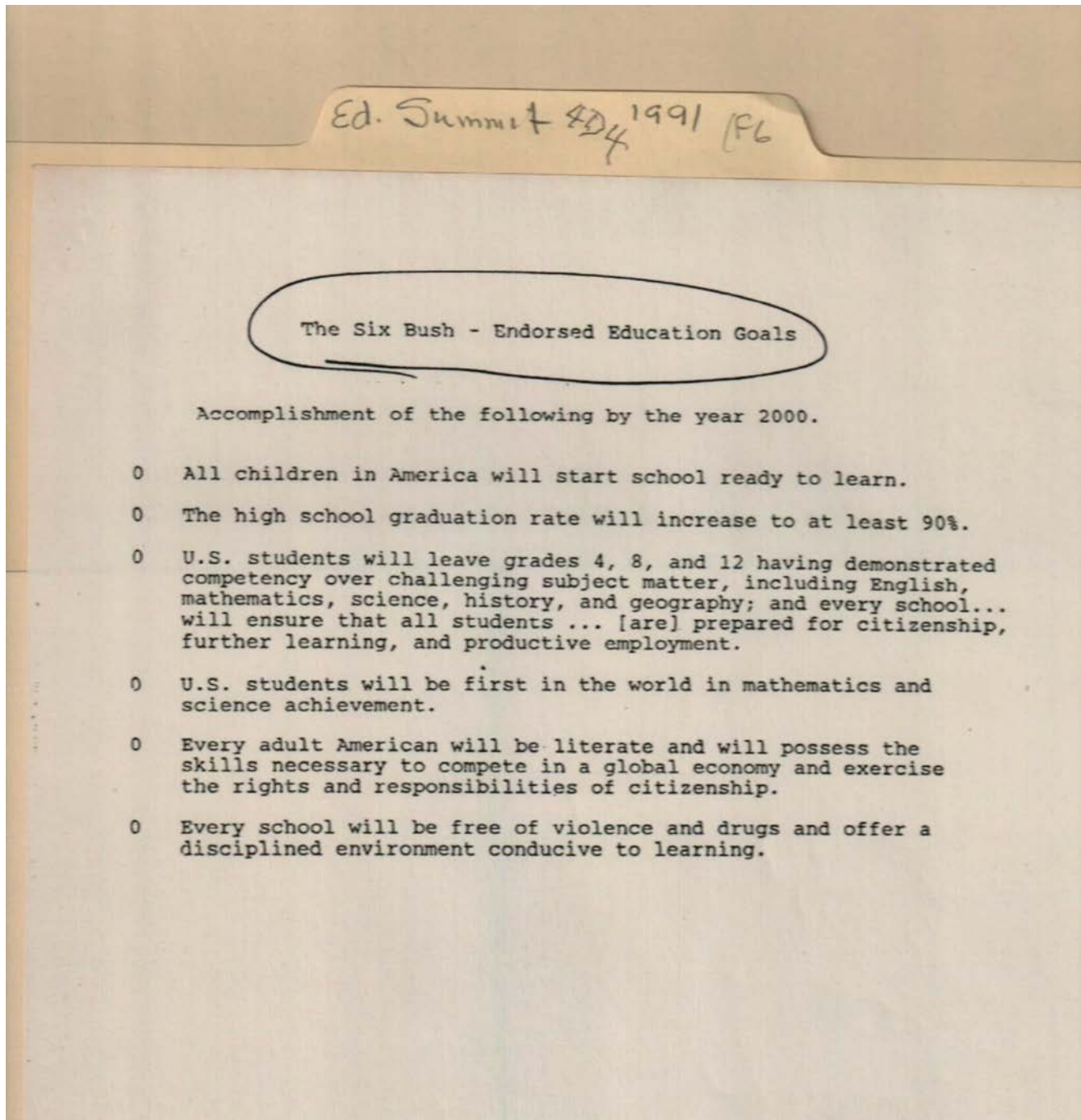
program



Types:
program



Types:
program



Names:

Bush Endorsed Goals

Types:

program

Ed. Summit 404 1991 PL

LOCAL REVENUES PER A D A 1988 - 89	
Troy	\$2,539
Mountain Brook	\$1,800
Huntsville	\$1,595
Homewood	\$1,505
Muscle Shoals	\$1,381
Bessemer	\$1,289
Dothan	\$1,191
Vestavia Hills	\$1,166
Athens	\$1,104
Florence	\$1,098
Decatur	\$1,095
Auburn	\$1,037
Tuscaloosa	\$1,034
Sheffield	\$ 960
Macon County	\$ 970
Madison County	\$ 958
Houston County	\$ 897

SOURCE: Alabama Department of Education

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Local School
Revenues

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Dates:

1988-89

Ed. Summit 804 1991 PL

SOURCES OF LOCAL REVENUE

<u>Madison County</u>	<u>1988-89</u>
5.5 Mill County-Wide Property Tax	\$1,858,001
One Half Cent County-Wide Sales Tax	2,662,597
10.5 Mill District School Tax	2,299,297
One Cent District Sales Tax	2,745,689
Tobacco Tax	286,392
Other - TVA In Lieu	1,793,154

<u>Huntsville City</u>	<u>1988-89</u>
5.5 Mill County-Wide Property Tax	\$3,412,743
One Half Cent County-Wide Sales Tax	5,344,608
• 22 Mill District School Tax	13,964,924
City Council Appropriation	6,036,000
City Board Issue of Behalf	11,081,213
Other - TVA In Lieu (1)	4,203,595

• 6.5 Mill Administered by City
(1) Included as Federal Revenue on Financial Statement

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