

EVANSVILLE CAMPUS NOTES

ISSUE

February 24, 1969

Notes for faculty and staff will be distributed on Monday of each week, if news items are available. Please give notices which should appear in a particular issue of CAMPUS NOTES to Duffie Barton prior to 4:00 p. m. on Thursday.

1. Social Science's Party of the Year
Don't forget this is the last day that is scheduled for making your reservations for the "Harold's Club" party sponsored by the Social Science Division. Be sure to see Wanda Kirchoff and leave your \$3.00.
2. Announcement from Registrar's Office
February 26 is the last day for students to drop classes and receive an automatic "N" grade and a 60% refund. After February 26 there will be no refund and the grade (N or F) will be determined by the Instructor.
3. Bids for Construction of the Dam and Lake
Bids for the construction of the dam and lake will be opened Friday, March 14, at 2: p. m.

Any faculty member wishing to attend is welcome.
4. Mrs. Mabel Lene Hamman - Spanish Classes (non-credit)
Mrs. Mabel Lene Hamman, Coordinator of Southern Indiana Educational T.V. is teaching an evening course in Spanish. All mail and messages dealing with this subject or personal messages for Mrs. Hamman, should be left in her mail box in the business office, or call and leave a message for her at Channel 7 TV - 422-1121.
5. Annual Parke County "Maple Fair"
The annual Parke County maple fair is at hand. There will be Square dancing and barn dancing, weaving, wool shearing, potter and candle-making, spinning, etc., but the piece de resistance is to enjoy some of that delicious syrup or tree molasses on steaming hot cakes. There will be buses with guides to take visitors to the camps in the country to see the sap being transformed into syrup. Besides this the same bus trips will take visitors to some of the covered bridges for which Parke County is famous as having more than any other county in the world.
6. "Costs of 'Cheap Education' High"
This very interesting article written by Dr. Rice and Dr. Bennett appeared in the Winter 1969 issue of Indiana Teacher. Since we have had so many requests to read this article, a copy is appended to this issue of CAMPUS NOTES.
7. Weekly Calendar of Events
Each week there will be space on the bulletin board in the main office to list all meetings scheduled for the week. If your group plans a meeting please be sure it is listed.
 1. Monday 24 - Noon: Student Newspaper Meeting - Room 35
 2. School Spirit Dance - Feb. 26, 8:30-11:30 - I.S.U.E. Lounge
(Music by 'The Koinmen)
 3. Division Chairmen Meeting - Wednesday, Feb. 26, 1:30 p.m. Rm. 28
 4. Faculty Council Meeting, Friday, Feb. 28, 12:00 noon, Rm. 36
 5. Student Affairs Committee, Feb. 24, 2:00 p.m. in the Gymnasium.

THE DEAN'S HONOR ROLL - FALL SEMESTER 1968

<u>Distinguished Cumulative</u>			<u>Cumulative Honor</u>		
<u>Name</u>	<u>GPR</u>	<u>Total Hrs. Earned</u>	<u>Name</u>	<u>GPR</u>	<u>Total hrs Earned</u>
Mary E. Bastine	3.78	20	James A. Adler	3.63	12
Jerry L. Damm	3.75	12	George M. Barton	3.52	44
Melinda M. Davidson	3.93	23	Rosemary Beane	3.50	12
Keith Allen Gish	3.91	16	Joyce A Berendes	3.50	31
Richard C. Hammond	4.00	15	Paul W. Bivens	3.62	13
Jerry E. Kuykendall	3.79	29	Joyce C. Crabtree	3.64	21
N. Kathleen Liffick	4.00	14	James G. Devlin	3.63	73
Stephen F. Manger	3.77	58	J. Lynn Franks	3.60	15
Gary W. McFarron	3.75	12	Pamela J. Glaubenskleee	3.72	16
Thomas E. Morinee	3.80	15	Janice M. Grossman	3.50	15
James A. Potts	3.85	43	Patricia W. Houghland	3.73	33
Norman L. Schwartz	4.00	18	Phyllis A. Hunt	3.72	47
Lawrence Allen West	3.79	14	Robbie L. Isonhood	3.72	34
			Maxine K. Johnson	3.57	62
			Loryl Wm. Lackey	3.66	73
			Elbert A. Lynch	3.54	53
			Virgil G. Mesker	3.65	31
			Carlene M. Mitchell	3.50	12
			Sandra M. Overfield	3.68	31
			Harry H. Powell	3.50	12
			Margaret Lois Rapp	3.73	77
			Sharon R. Thompson	3.67	42
			Brenda S. Villines	3.62	43
 <u>Distinguished Semester</u>					
Billie Jean Davis	4.00	12			
Thomas C. Embrey	3.75	12			
James E. Fuquay	3.90	15			
Pamela K. Milan	3.93	14			
Keith A. Meier	3.88	12			
Mary Ruth Shaw	3.77	13			
Elizabeth Sutherland	4.00	12			
 <u>Semester Honor</u>					
Ruth Arlene Conrad	3.60	15			
Joseph Elliott	3.50	16			
Richard M. Hyslop	3.69	13			
William G. Maine	3.63	12			
Pamela A. Martin	3.71	14			
Patricia A. McCoy	3.60	15			
Mona L. Mitchell	3.63	12			
Maria L. Nelson	3.54	14			
Mary E. Richards	3.50	12			
Alvin J. Schiff	3.70	15			
Steve E. Whitsell	3.69	13			
Kathy Jo Will	3.57	14			
Linda K. Wunderlich	3.67	15			

COSTS OF 'CHEAP EDUCATION' HIGH

By Dr. David L. Rice and Dr. Donald D. Bennett.

An inadequate education in today's youth not only will set the stage for future turmoil and problems, but the hidden costs to our technological society loom monstrous, increasingly expensive to our working world.

The finances necessary for good school facilities and school programs; professional, well-qualified teachers, and effective education relevant to reality cannot be postponed. The costs of a cheap education are high - a double-cost burden to society.

Education has historically played a central role in the American Dream and the American Promise. Yet in our society, education is only part of the total environment.

Schools Center of American Dream

Wouldn't it seem, therefore, unrealistic to expect education, no matter how good, or how equally available to correct all the injustices inherent in any imperfect social organization of imperfect human beings? Despite these realizations, schools still remain the center of the American Dream. They're also the center of evaluative analysis as to whether they are fulfilling their responsibilities and expectations.

Some critics say that public schools can unwittingly become powerful forces in the consolidation and intensification of distinctions among social classes. They also note that the growing evidence of the high relationships between economic status and quality of schools in communities suggests that this tragic evolution has already occurred.

Others view the results of efforts by schools to retain the American Dream. They talk about renewed efforts and special educational programs which are focused upon an element of American society formerly forgotten, the culturally deprived.

Special Programs Successful

Professor Edward Gordan of Yeshiva University in New York City notes, for instance, that recent fund increases have financed between 285 and 500 of these special programs. He further summarizes results which show:

- . That the programs seem to be invariable successful
- . That all students can learn if efficiently taught
- . That cumulative evidence indicates that intellectual potential can be salvaged effectively at various levels.
- . That early and sustained efforts are critically important.

Other summaries of such programs point out their effectiveness and stress the need for additional finances, both locally and nationally.

Others stress the necessity of more funds added now to already "good" school operations, which ultimately will result in saving money. A commitment to do things already known to bring substantial results is a necessary ingredient of a good school. Such a commitment requires economic resources for:

1. Highly capable, competent professional teachers and administrators.
2. Adequate facilities
3. Effective programs
4. Appropriate materials and learning resources.

Effective and relevant education is a must. It can be persuasively argued with available evidence that the "cycle of pathology," which afflicts and constricts the functioning of many, begins with inferior, non-imaginative educational opportunities. The cumulative effect of such inadequacies contributes substantially to the inherent costs to society, either hidden or exposed in:

- . Unemployment and underemployment
- . Low motivation, despair, defeatism, and personal deterioration
- . Chronic and acute eruptions of violence, excessive crime and delinquency
- . Unsanitary, overcrowded, and deteriorated housing
- . The chronically dependent
- . The wastage of human resources through undeveloped potential for constructive contributions to society
- . The loss of productive power
- . The loss of consuming power
- . The need for compensatory and remedial education

What is the relationship between inadequate education and poverty? This question has drawn the spotlight recently, including the relationship to unemployment and underemployment, and to unnecessary social and political unrest.

More than 30 factors, it is known, do affect income and contribute to poverty, but estimates are that almost 25 percent of the persons in the poverty group in our country are there primarily because of lack of proper schooling.

No Jobs for the Under-Educated

These poverty-stricken persons are unprepared for jobs - and the many productive jobs that are now available on the labor market are not available to them.

The problems of poverty require greater educational investments. The President's Council of Economic Advisors report states:

"For the children of the poor, education is a handicap race; many are too ill-prepared and ill-motivated at home to learn at school, and many communities lengthen the handicap by providing the worst schooling for those who need the best."

Numerous studies note that economic status is a significant factor in lower achievement and that in general, average achievement scores vary directly according to income levels. A study of the urban public school systems in the North revealed that in those schools where the mean family income was above \$7,000, students tended to achieve above grade level while in those schools with below \$7,000 income, children achieved below grade level. (An NEA 1968 report indicates that 31.2 percent of Hoosier households have incomes under \$5,000 a year.)

What conclusions can be drawn from these studies? Giving financial support to poor people, while making only feeble efforts to educate them, is not solving the problem, but only tends to perpetuate such conditions. Evidence has demonstrated beyond a doubt that it is possible to raise the academic performance of culturally deprived students by manipulating the educational process controlled by schools.

The Banneker Project in St. Louis under Dr. Samuel Shepard Jr. demonstrated this fact. So does data from the Junior High School 43 Project in New York. With this program:

- . 39 percent more students finished high school
- . 2-1/2 times as many students completed an academic course
- . 3-1/2 times as many students went on to some type of post high school education upon completion school.
- . Behavior problems practically disappeared.

This project later demonstrated how costly it was NOT to continue with a successful program. The impact came, when, rather than using the results and findings to upgrade the quality of their education program, they substituted a diluted, ineffectual "Higher Horizons Project."

Evidence indicates that the most direct answer to poverty is jobs. Education, however, linked with freedom of entry into the job market, and freedom for competitive opportunities for advancement are key features in the successful operation of a free market.

Saleable Skills Are Needed

In a technological society, education increasingly determines personal productivity. If he's going to escape the poverty group, an individual is going to find it difficult (or impossible) if he can't read or write. He must possess basic skills; must possess saleable skills needed in the market place; must be able to work with different kinds of people; must be proficient and produce quality work; must be able to keep his skills and competencies up to date.

Data confirm the increasing need for education in today's world of work. Unemployment rates increase for those with 12 or fewer years education, while declining for those with 13 or more years of education.

Inferior and irrelevant education which does not help accomplish the above goals is expensive. We spend about a fourth of new tax dollars for the support of public schools. Business and industry also invest approximately \$15 billion a year for training. Federal programs provide approximately \$2 billion per year for job-oriented education and training programs.

To the extent that support is inadequate to provide capable teachers and administrators, adequate facilities and teaching resources, and effective programs, a double-cost burden is placed on society through:

1. Initial taxes
2. Compensatory and remedial instruction needed to make people ready for pre-job or on-the-job training or apprenticeships.

The consequence of persistently denying equality of opportunity in education and in employment has been estimated to be equivalent to squandering more than 10 percent of our potential labor force and budding management personnel, researchers, and technicians.

Perhaps even a more critical concern is the threat of founding a caste system of poverty founded on under-education and under-productive people. How much has inadequately financed and ineffective education contributed to unnecessary social and political unrest dominant in the United States in the last few years?

Public education in the United States was established on the premise that regardless of economic birth, every child should have equal opportunity for educational fulfillment. This concept placed education in the role of a great equalizer of opportunity, and education has become an indispensable instrument for self-advancement in our society, an American promise ever increasing in value.

Poor Education Generates Unrest

Social and political unrest has been generated by those who have found, or felt that they had found, the gates of educational opportunity restricted because of unqualified teachers, inadequate facilities, and obsolete educational programs.

Schools need competent teachers with positive, constructive, and unbiased attitudes toward the educability and motivations of students. Many students pay a heavy penalty because of tests -- poorly administered with results misinterpreted yielding data reinforcing misconceptions about performance norms and even non-educability. The cumulative impact of such experiences has even led to the

deterioration of many a student's measured I.Q.

Students in overcrowded classrooms, in schools where specialists are not there to conduct tests, where unqualified and unprofessional teachers are assigned classes, will continue to pay a penalty.

No one can measure exactly the extent to which inadequate education contributed to the frustrations which erupted into violence in more than 50 incidents of civil disorder in which property damage alone was estimated to be approximately \$750 million in 1967.

But this "shock treatment" gave American society a message it hasn't forgotten. Poverty, through this unrest and the disorders, was recognized. Funds became available for a growing number of developments and for the testing of new and successful approaches to educational problems. Educational programs are showing under-privileged citizens that their rising expectations can, with training, be fulfilled.

On the American horizon there's disagreement in a concerted effort to give all American youth a better education and to eliminate poverty. What are the proper remedies? What can be postponed?

The costs of "cheap education" are high. The problem of financial need of our public schools is neither debatable nor postponable.