# Minutes of Meetings of the Board of Directors

March 6, 7, and 11, 1971
St. Louis, Missouri

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Presiding: John D. Greene, President, ASCD, March 6 and 7, 1971, meetings
Alvin D. Loving, Sr., President, ASCD, March 11, 1971, meeting

The Board of Directors of the Association for Supervision and Curriculum Development convened in the Chase Club Room of the Chase-Park Plaza Hotel, St. Louis, Missouri, Friday evening, March 5, 1971, and was called to order at 7:20 o'clock by President John D. Greene.

A LOOK TO THE COMING YEAR

Alexander Frazier, Past President, presented to the Board the list of 12 priorities that the Executive Council framed for the survey. He reviewed the action of the past three or four years, beginning with Muriel Crosby's presidency, tracing the efforts of the Executive Committee (now Executive Council) to move into a more resolute pursuit of program development. Out of the presidency of Miss Crosby came "The Generation of New Understanding"; in San Francisco the document entitled "The Quality of Life and Society in the United States" was presented to the Board and accepted for implementation by the Executive Council.

From these documents, continued Mr. Frazier, the Executive Council drew the 12 topics for presentation to the Board by Mrs. Frances Link. Mr. Frazier then asked President-Elect, Alvin Loving, to give the Board a sense of the continuity that the Council is trying to achieve in planning for ASCD.

"Mr. Loving reviewed the programs of the past two or three years in an endeavor to activate the Association—we became involved in 'modifiability' then 'generating new understanding' and last year, "Quality of Life and Society," which became the theme for the National Study Day.

It has been the pattern in the past, said Mr. Loving, that each president comes forth with his own theme which he develops and when he leaves the scene so does his theme. What I have tried to say, he stated, is generating new understanding of quality of life and society...and possibly as a title for next year, "Beyond St. Louis—a Continuity in Terms of What We Are Planning To Do."

PRIORITIES FOR ACTION SURVEY

Mrs. Frances Link reported for the subcommittee appointed by President Greene to clarify the direction of the ASCD. This subcommittee composed of Joyce Cooper, Frances Link and Delma Della-Dora prepared a Priorities for Action survey to sample a large and small state in each region of the country from the membership point of view. The states selected were: Alabama, California, Florida, Kansas, Maine, Michigan, Nevada, New Mexico, New York and Texas. This survey was also sent to each member of the Board who was a member from about mid-December, and all committee chairmen.

Each questionnaire, said Mrs. Link, was analyzed by an outside person who knew nothing about ASCD and had no bias about the returns. A total of 1,000 surveys were mailed to the membership of the above named states with a return of 250 and a total of 227 mailed to the Board of Directors and committee, commission and council chairmen with a return of 74, explained Mrs. Link.
Elementary school carried the day in membership, as a main concern of the respondents; college-level members constituted less than a quarter; the membership is quite young, 56 percent having been involved in ASCD only up to five years, Mrs. Link summarized. She continued: The board feels that supervision and curriculum development should constitute the fundamental concern under the category. They also want services, greater clarification of where American education is going, more and better coordination of programs and more leadership and guidance from the top, more information and research to enrich the teaching and learning of each member.

The membership listed as most important the same six items as the Board; however, in somewhat different order. More dissemination of information regularly and a need for services was the response from the membership.

The Board felt that the crucial topics facing education today were, listed in order of their preference, educational accountability, supervision and curriculum development, pace of change, value issues, instruction related to classroom environment and learner, relevancy issues, public school administration and community involvement and teacher improvement and education; however, the membership put public school administration and community involvement first with teacher improvement and education, educational accountability, value issues, instruction related to classroom environment and learner and educational finance to follow in preference.

Certain topics and activities were listed, continued Mrs. Link, and they were asked to rate them as the respondent saw the need for them to exist. The Board placed greatest importance on "teacher decision-making in curriculum and instruction" and "instruction for individuals" and the membership placed greatest importance on "curriculum models in new schools", "teacher decision-making in curriculum and instruction" and "instructions for individuals".

On the ratings of ASCD activities the Board listed as most important the Annual Conference, Educational Leadership, yearbooks and pamphlets and booklets. The membership listed as most important Educational Leadership, yearbooks and pamphlets and booklets.

Mrs. Link concluded her report by saying that publications, as she sees it, are the umbilical cord to the membership in many respects; cut this down and ASCD may lose many more members and perhaps even another disruptive national conference.

Mr. Della-Dora talked to the Board about some of the dimensions of the study that the subcommittee had worked on that will be contained in the document proposed for the National Study Day. He explained that the question "If there were no ASCD and you were going to help establish it, what would you want to set as its major goals and major activities?" arose in part out of the San Francisco Board meeting and the subsequent meeting of the Executive Council. Mr. Della-Dora thought that the response to this question, and the analysis and digestion of this information would be of importance.
A second question asked of the Board and selected membership, said Mr. Della-Dora, was "What are some other crucial topics facing education which you would like to see included?"; that is, beyond the thirteen listed by the subcommittee. He indicated that two other questions asked were: "What are some other crucial topics facing education which you would like to see included?" and "What other working groups are needed?" Finally, they asked the question, "Now write anything you like about ASCD, how it could be improved to help you personally, and what you would like it to be."

These replies, along with the Publications Committee readership survey and the membership study done by Ron Stogdhill, requires careful and thoughtful study in terms of the things ASCD will be doing from here on, continued Mr. Della-Dora.

PRIORITIES FOR ACTION

Past President Alexander Frazier invited the attention of the Board to the paper entitled "Priorities for Action," stating that the list of priorities which begins at the bottom of the first page is the result of putting together the items from both the Board and the sample of the membership, noting that all are important, but some are seen by the Council as more pressing than others.

What this document is set up to do, continued Alexander Frazier, is to enable the membership to turn its energies to consideration of action ideas both to assist the National Association in program development and also to inspire action in the affiliated units and possibly in the personal professional lives of members themselves.

At this time President Greene asked the Board members to break into table groups for discussion concerning some of the things that might be considered for National Study Day. A second objective would be to add to the Priorities for Action. Then, he stated that he would ask for authorization to use the reports as a basis for programming, for budgeting and for the future direction of ASCD.

The Priorities for Action to be considered were as follows ...

As this Association moves into increasingly vigorous program development, it needs the broadest possible base of involvement, both of its members and of others that may support like ends.

With this conviction in mind, the newly expanded Executive Council at its October meeting defined a list of priorities for action and also agreed to present the list to a sample of the membership and to the leadership group of the Association for reaction.

The present document sets forth the list of priorities in the order determined by the response. All of the items are important, of course, but some are seen as more pressing than others.

What faces us now is to move on our priorities with as much strength as we can summon up. The Council believes, again, that a broadened base is essential to effective implementation as well as for relevant planning. Thus this document is set up to enable
the membership to turn its energies to consideration of action ideas, both to assist the national Association in program development and also to inspire action in the affiliate units and possibly in the personal professional lives of members themselves.

Following last year's example, the Executive Council proposes the setting of May 15 as a national study day. At that time, groups of ASCD members across the country are urged to turn their thoughts to the implementation of Priorities for Action (1971).

Groups that find it possible to observe the study day are invited to send a copy of their ideas to the national office. From the ideas so collected, the Executive Council expects to be able to add to the scope of its own thinking and thus to better promote the work of the Association.

Readers of the document will find a final section on strengthening relationships with ASCD. It is hoped that some time will be spent on this section by participants in the study day so that ideas will be contributed here as well as on priorities of other kinds.

*1. Teacher decision-making in curriculum and instruction

The movement toward decentralization of power in the schools, the increase of teacher militancy and the spread of provisions for bargaining and negotiation, differentiated staffing and the professionalization of teaching, and the rise of experimentalism in individual schools -- all have combined to give teachers more control over what goes on in the schools as well as in their classrooms. And the extension of the range of decision-making by teachers continues, as evidenced by the number of new aspects of curriculum and instruction that come under contract every year.

New functions for central and regional supportive personnel seem to be in the process of definition. New kinds of instructional specialists may be developing in individual schools. In-service needs may be altering. Certainly we have many problems of role and relationship to be considered as a result of the growth of teacher decision-making.

*Note: Priority items are listed in approximate rank order by combining rankings of membership sample and "leaders" (Board members and CCC chairmen), who were queried by the Executive Council. The same kind of combined ranking is shown in listing of groups under "Association relationships."
2. Instruction for individuals

Instruction for individuals can mean many things -- meeting individual needs as they arise, providing for the stimulation of interests and the cultivation of talents, teaching each student in a way that makes him feel unique, organizing and regulating instruction so that every student can proceed at his own rate, and providing for the maximum of self-selected activity in working toward common goals.

The need for attention to learners as individuals has never been felt more keenly than it is today. We have come to believe that we can succeed with every learner if we but find the way that works best for him. We are also convinced that the humaneness of intimate person-to-person relationships, of which teaching can be one, is all that may be able to save us from the de-personalization and anonymity of a growing mass society.

3. Curriculum models in new schools

Over the past two decades, a great deal of ingenuity has gone into the development of new ways of organizing students and staff, planning space for learning, and scheduling the use of available facilities. Yet until very recently relatively little energy has gone into the creation of really new curriculum models.

Today's new schools are found in widely separate places -- downtown store-fronts and warehouses, suburban basements and church school buildings, perhaps under the trees in a country commune. Their purposes vary, and they look to different forebears. They are alike only in turning away from schools as they have been and mostly still are. The number of new schools seems to be on the increase -- and with it our interest in what such schools may have to show us about new possibilities in the realm of curriculum design.

4. Multi-cultural curriculums

For many years the existence of minority ethnic and racial sub-cultures in the United States was overlooked or ignored by members of the majority culture, partly from a desire to forward national unity and partly no doubt from a bias in favor of Anglo-Saxon and Western European ways of life. But now at long last the fact of our cultural pluralism has been acknowledged.

The schools are thus faced with the development of new content and new courses. Additions need to be made to the story of how we have developed as a multi-cultural people. Minority members may need more opportunity to become better acquainted with the history and achievements of their forebears. Where a home language other than English has been maintained, children may profit from opportunities to study and perfect it and also to explore its literature as part of their bicultural heritage.
5. **Teaching reading better**

A good deal of the demand for greater accountability seems to have focused itself on the better teaching of reading. We find ourselves no longer able to account for the failure of a good many children to learn to read well by reference to anything other than our own failure to teach.

But at the same time we may be finding ourselves professionally hampered by an older rationale that placed the blame elsewhere and caused us to think of the problem in terms of various deficiencies about which we could do little. We need to rework our old ways of viewing the problem, this we know. We also need to be vigorous and inventive in trying for a new level of success in the initial teaching of reading to all the children of all our people.

6. **Differentiated staffing**

Our interest in differentiation of staffing arises from and encompasses a good many comparatively recent emphases and experiences. We have now had a considerable experience with lay aides. We have been close observers and analysts of changing teacher roles in the face of the new technology of teaching. We have noted the assumption by teachers of greater responsibility for self-direction as the concept of shared power has developed.

At present, the impact of differentiated staffing is being felt in the re-shaping of some pre-service programs, changes in internship experiences in many places, certification changes, and revision of some salary schedules to provide for different kinds of service. Doubtless there will be other changes if the movement continues.

7. **Use of mass media in education**

The apparent success of *Sesame Street* in achieving its objectives, limited as they may be thought to be, seems to have revived interest in the effectiveness of instructional television. Schools may also be recognizing that the federally subsidized and growing system of public television promises to make superior educational programming more available than it has been in the past.

No doubt there are other aspects of the mass media that concern the schools. The long-distance control of computer-assisted instruction may be one. Another may have to do with the impact on the young of commercial television.

8. **Planning with students**

Ten years ago concern for the relevance of curriculum content centered on the issue of up-dating key concepts within subject fields. Today evaluation of content is equally vigorous but comes out of another kind of concern. Relevance is judged by whether what is proposed for study bears on that which matters most in personal and social living.
Among the sources through which this kind of demand is expressed, none seems harder for us to deal with than students themselves. Many of us are inventing and trying out new ways of working with students — or reviving and re-testing older ways. While we are agreed that we can use all the help we can get in determining curriculum relevance, we wish we knew better how to elicit and how to act on ideas from students as well as from other sources.

9. Performance contracting

The public demand for greater accountability has taken a number of forms. Perhaps the most surprising is the support of competition with the schools by new commercial outfits that offer instructional services to be paid for only if and when the promised results are obtained.

While performance contracting may have yet to prove itself, its example is already moving some school systems to ask whether established education is trying as hard as it should. In a few places, contracts are being drawn up with faculties or principals in which bonuses of one kind or another are offered for better results. The reexamination of tenure laws taking place across the country may be affected by the pressure of this new phenomenon.

10. Racism

Racism describes specified practices of major institutions of American society today which result in systematic discrimination toward members of minority racial groups. Racism reflects a belief, whether fully conscious or not, that persons of other races are more or less inferior in kind. By such a definition, many if not most whites in our society can be said to suffer to some extent from the affliction of racism.

What the schools can do to eradicate or reduce racism deserves closer study than has been given it even in recent years. Emphasis on the multi-culturalism of our society would seem to be to the good. Working for integration of the races also should help. But doubtless there are still other approaches through which this dread affliction can be attacked.

11. Political education

The nature of what is needed to perform effectively as a citizen of a democratic mass society is perhaps not as easy to agree on today as it would have been 15 or 20 years ago. But with the rise of militancy among formerly passive segments of our population (including both students and teachers) and by the lowering to 18 of the age for federal voting, we seem confronted by a new sense of urgency for adequate attention to the political education of our young.
No doubt new curriculum content and experiences are needed in pursuit of this end. The schools also have many partners in the political education enterprise. Perhaps part of the challenge is to find ways to relate or coordinate the efforts of these partners.

12. Women's rights

The extent to which our society suffers by the under-education of women and their exclusion from full or effective participation in politics and many lines of work would be hard to estimate. The re-birth of feminism is causing us to think again about this loss, as it affects both society and women themselves as human beings.

As a result, the schools may need to reconsider a variety of their present practices, such as the goals of sexual socialization, the assumptions that underlie guidance programs, and the established criteria for entering some pro-vocational or vocational sequences.

TABLE REPORTS

Ron Doll: We decided that a Study Day was, indeed, badly needed. But it was needed on the real priorities in education. This group was quite critical of this list of priorities. It said, for instance, that the priorities are closed, ingrown, they look professional, they look as though they had not involved the community, that there is negative connotations in many of the priorities as listed, that one of the major categories which needs attention is the need for change and innovation.

We need, they said, to place priorities on the "why" of pressures and not merely the "fact" of pressures. They said that items are here of different orders, and the ordering needs to be straightened out; that there is superficiality here, that they wondered what the priorities would be in a National Study Day if you really went back to the states and the regions and the localities and asked what the priorities are.

So the real priorities would be the theme. And then, they added a whole list of further possibilities. They said that if you are going to random list as we have done here you would add: The image of education; early childhood education; the affective domain; more accountability; voucher plans; free schools; teaching better in general and not just teaching reading better; the right to read; humanism, the great theme of ASCD; multi-grading; drug abuse; sex education, and so on ad infinitum.

Deborah Wolfe: The first thing we felt about this list is that it lacked the emphasis on long-time goals and values which after all, should be the very basis on which any change or any kind of activity would be engaged.

We feel that the list has a lack in terms, of goals, of content and of context. Rather, the emphasis tends to be on "how to do it" rather than "why to do it" and "why it is important to do it."

We have taken each one of these priorities and attempted to put down some of the concerns and some possible ASCD actions relating to these concerns.
Under the first priority item, which has to do with the teacher decision-making in curriculum and instruction, we think there is not enough emphasis given and we would like to see added as a concern the effect of the changing role of the teacher in the whole line of governance so the line of demarcation between the administration and the teacher is a very important part as it affects the process of curriculum development. Where are curriculums developed and who are the ones doing it.

And, along with that, include not only the school but the other agencies that educate, in the process of development of such curriculum materials and development. We feel that ASCD could serve a very important role as a coordinator with these other groups that are involved in this process, of relating such groups as the American Federation of Teachers, the NEA, and the Association of Classroom Teachers, as well as the book publishers, and so on.

Under Number Two, "Instructions for Individuals," we added these concerns: The fear of depersonalization through programming and the analysis of such utilization of adamant kinds of approaches in the process of preserving individual differences in respect for these differences.

We felt that the statement as now given does not emphasize rate of learning as well as differences in content and recognition of interest as it relates to the development of individual differences. We felt that ASCD, under the actions, could show how individualization can increase the total contact and the relationship of the individual and his growth.

Under Number Three, "Curriculum Models in New Schools," we feel that the whole system analysis should be added to our concerns and interest in curriculum models. We feel that we also ought to include under that the evaluation (not only of the design) of the context, the input in the product as well as -- rather than all of the emphasis being on the product itself.

We also think that ASCD can serve an important role in helping to be sort of a clearinghouse in gathering the data of what is already happening. Unfortunately, there is a duplication and overemphasis on some areas and not enough in others.

Under the "Multi-cultural Curriculums," instructional materials for all ages, recognizing that this must be a process from birth to death, and a possible action for ASCD would be planning study tours which provide opportunities for first-hand multi-cultural experiences, and also the pushing for multi-racial standing in all areas, in all places, in all times.

Under Number Six, "Differentiated Staffing," we added not only the development of the kinds of courses and the extra courses and/or experiences for educating paraprofessionals and various other people, but more importantly, developing more complete models and disseminating information about the models which already exists in attempts to differentiate staffings.

Skipping over to Number Nine, under "Performance Contracting," we added under the concerns objective goals and values being downgraded.
Under Number Eleven, "Political Education," an area that some of us feel quite strongly about, we think there ought to be added to that concern, the developing a sense of responsibility along with the desire for privilege in the participation of political action. ASCD should engage in providing the kind of models for Legislative workshops on the local and national levels so that we can really develop a kind of literacy that is so obviously lacking among our membership in political education.

Helen James: We are in agreement with the previous two reports in that we feel that the issues to be the priorities ought to be on the cutting edge, the forefront. We wanted to add two that might be thought about: One is probably "old hat" but we think it is "top priority," ...

learning human relations skills, or improving the quality of human interaction.

Secondly, another one might be the topic of our last Educational Leadership issue on alternatives to present forms of education.

We had three suggestions about the priorities themselves:

We felt that we were behind the times talking about teacher decision-making in the context that it's described, and thought we wanted to see student involvement in decision-making, parents involvement, community-wide. We would recommend changing that to "Cooperative Decision-Making," with particular emphasis on student involvement.

We had a comment also about Number Two ... like the phrase, the teacher organizing and regulating instruction." We were not quite in harmony with that view. As another kind of illustration, we feel that "paraprofessionals" should be added to Number Four. We need to consider the use of aides in terms of what we have to learn from them and also the problems in the selection of them, etc.

Or Number Five, we were quite vehement about being too limited in scope. We also discussed building on youngsters' assets rather than thinking about curriculum building as being a remedial, or looking at the defects, the down valleys rather than the peaks.

We like the idea of a National Study Day. We, however, would like to suggest or recommend that the day might be in the last half of October rather than in May. We felt that the time from now until May 15 was not much time, particularly if some preparation needed to go into perfecting the document to work from.

We like the idea of having a document like "The Quality of Life and Society in the United States." We talked about the importance of cross-fertilization of discussions. I think some of us at our table, when we first thought about National Study Day, thought of a large conference with lots of people. And, we discussed meeting in homes, 20 of us, 25 of us, talking informally, This could be done all over the state. We could then pool our written reactions and feed them back to National. In these discussions let's include student people, parent people, Board member people, and other community people, too.
Lillian Davies: We have here what looks like solutions when what we may really need to look at are the problems that face us today. Such problems as the split between communities and the school, as shown by the large attendance at school board meetings. There are many problems, real problems.

Perhaps we ought to consider the opinions not only of other professional and lay groups, but one important omission seems to be that we haven't been working with lay persons in the community. Many times these are not the same as the organized groups.

Dale D. Ratey: We do like the first one because the decision-making in education, if it goes to the teachers, and it very well may since the teachers are becoming more of a strong group, they may negotiate away some good curriculum concerns that we have.

We need to have all people involved in these curriculum concerns. We are a little bit concerned that so much of the curriculum comes from packaged national programs where the teacher has no ability to say this. What ASCD could do would be to clarify good channels in negotiations; strike a good note in communities by identifying actual cases of positive negotiation proposals, workings, procedures and models.

We did have several members who questioned the ability of individual teachers with their workload and the time they have given to them, having a chance to make a good, clean decision on our curriculum issues.

We felt that "Instruction for Individuals" is not very definitive. Sometimes individualized instruction is very narrow. We ought to really, as ASCD people, take a stand and say we either do believe this or we do not believe this; and when we determine what we believe then let's do something about it. Let's make individualized instruction definitive so we can work with it.

We do support the models in education. We think that is good. Too often in these models the issues are not very well clarified before we go into them. And we should know why a model becomes a model and what it definitely intends to do.

Our group suggested longitudinal studies on this, and possibly ASCD could identify some longrange effects of certain models and identify research about these, even identify goals of each model so we are clear on this when we start out.

We would hope that ASCD would work for more funding for models. We are sure that on a national level we do not have enough money for that.

Barbara Day: This group felt that the list of priorities should be perhaps changed into a different frame of reverence, trying to bring them all into a negative connotation or a positive connotation.

The second point was to expand Number Nine. We are concerned with performance contracting. We are also concerned with the voucher system; how about making that accountability?
Third, ASCD has always felt that humanizing education was very important. Let's stay with that, and have another area such as "assessing human values in education."

"Curriculum Models in New Schools" (item 3) should be broader and perhaps encourage support of innovative or exemplary programs. We are talking a lot about multi-age classes, open schools, etc., so perhaps we could expand this one a little bit.

"Teaching Reading Better" (item 5). How about "Improving Reading Instruction," or "New Approaches to Learning Through Reading?"

J. L. Davis, Jr.: On Number One of the priorities, some of the concerns were the accountability of teachers in decision-making; and, too, a greater participation of the curriculum specialist, such as budget making, working with the business manager, the assistant superintendent in charge of business.

Possible ASCD actions suggested were the development of a model. We had a report here on models but we would like to get specific and say develop a model or models for teacher involvement in decision-making. And then the second item under that, the delineation of the new roles of the teachers in the decision-making and the relationship between the teachers and the curriculum specialist—under the Association relationships, we feel that there should be a close relationship between curriculum specialists, national school boards, and state school boards.

We would like to recommend that National Study Day be one day in American Education Week.

James E. House: We would add to this priority list "Clarifying Goals in America: Education"—which way we should go still needs to be clarified—the whole issue of humanization—dehumanizing the effect of education.

We think that a number of these priorities are probably not going to survive unless we take a clear look at the whole fiscal issue. Most local districts across the United States are indeed experiencing some kind of financial problems. We think that maybe ASCD should form a coalition of others who are interested in finding means of financing education.

There is something to be done in the whole area of assessment and evaluation. However, we don't know—tied very closely with accountability, can we help the public to accept it and can we provide some things for them that are real meaningful.

One person at the table thought that probably we should figure out a way of restructuring teacher education programs. There is an area for improvement there.

We think there needs to be a fewer number of priorities to really have a national impact. Perhaps we need to zero in on a fewer number of priorities. We might cluster some of the topics that are listed rather than attacking them as individual topics.
We also think that perhaps a "Theme of the Year" is a better approach than a "National Study Day." When you do something for a day, it says something like you are doing something for a day and quitting. Maybe if we concentrate on one, put our finances, our human resources behind that one and have the impact --I guess what we are trying to say is that the kinds of problems we have in education today are uniquely different. We cannot pull upon past experiences and we have got to be willing to take some risks to try to do some things that are different.

Mitsuo Adachi: Our group thought probably that "Multi-Cultural Curriculums" is too broad a perspective, that we can zero in on our problems much better if we change the type to "Multi-ethnic Curriculums."

On Number Three, the group felt that the description was not too clear because of the inclusion of too many things. "Teacher Growth and Responsibility" would be an addition to the list of topics here. And we wrestled with "Teaching Reading Better"; we preferred "Teaching Better."

Also, since we noted that Number Six, Seven, Eight and Nine related to teaching better, we decided that maybe "Teaching the Art of Communication Better" might be included here.

Barbara Hartsig MOVED that the Executive Council take the suggestions given from Board members resulting from table discussions and those written, pool them together and use as a basis for programming, for budgeting and future direction of the Association. Margaret "Peeters SECONDED and the motion CARRIED with one "no."

NATIONAL STUDY DAY

James House thought there needed to be a fewer number of topics to really have a national impact; that perhaps we needed to zero in on a fewer number of topics; that we might make some sense to cluster some of the topics that are listed rather than attacking them as individual topics.

Some thought that perhaps a "Theme of the Year" would be a better approach than a National Study Day.

Deborah Wolfe MOVED the authorization of a National Study Day; not necessarily stipulating a particular day; by individual units in particular ways that they see fit; that it be more of a theme as well. Barbara Hartsig SECONDED and the motion CARRIES.
Saturday, March 6, 1971

AGENDA

Ray Arveson MOVED adoption of the following agenda. Mrs. Minnie Fields SECONDED and the motion PASSED.

1. Teller Report of Board to Executive Council
2. Nominations Committee for Association
   Nominations Committee for Board
3. Appointment of Executive Secretary
4. Budget Presentation
   a. Conference Fee
   b. Institute and Small Conference Fee
   c. Student Membership Fee
5. California ASCD
6. Proposed New Affiliate
7. Review Council Report
8. Survey Reports - membership
   Readership
9. Reston Headquarters
10. Open Board Meetings
11. ASCD Orientation

BOARD ELECTION, Report of Teller

Mrs. Bessie Etheridge of the D. C. ASCD Unit served as teller to count the ballots of the Board election. She certified the results as follows:

Executive Council (3-year term)
   Benjamin P. Ebersole
   Mrs. Minnie R. Fields

Review Council
   Karl Openshaw (5-year term)
   John E. Owens (3-year term)

NOMINATING COMMITTEE FOR THE NATIONAL ELECTION OF THE ASSOCIATION

Chairman and Committee

Barbara Hartzig, speaking as chairman of the committee representing the Executive Council and the Board of Directors, presented the following slate:

Drew Tinsley, Chairman (Texas)
Jerry Bellon (Tennessee)
Helen James (California)
Hilton Kappson (South Carolina)
Caithren McConnell (Louisiana)
George K. McInerney (New York)
Donald Morales (Washington, D. C.)
Ruth Roberts (New Mexico)
John Prowlowski (Washington)
Also serving on this committee with Barbara Hartsig were Raymond Arveson, Arthur Costa, John Greene and John Michaels.

"Miss Hartsig MOVED the nomination of the above slate; Arthur Costa SECONDED and the motion CARRIED."

Executive Secretary

Alvin Loving announced that Fred Wilhelms had asked to be relieved of the Executive Secretaryship before his termination date during the summer. Mr. Loving MOVED that the Board of Directors ratify the appointment of Mr. Neil P. Atkins as Executive Secretary for a period of three years, officially beginning July 1, but moving that date back to April 12, and having therefore the full term of three years following June 30, but really beginning officially on April 12. Deborah Wolfe SECONDED and the motion PASSED.

Senior Associate

Past President Alexander Frazier explained the new position being assumed by retiring Executive Secretary Fred T. Wilhelms. This new position is in response to the question as defined by the Executive Council: "What organizational structures in deployment of human and financial resources will do most to help ASCD identify its proper work and get it done?": he will explore new possibilities in relationships in program development and action, implementation as well as idea definition.

Mr. Frazier reported that the Executive Council had outlined the responsibilities of this position as follows:

- Help the Association identify action needs and develop ways to move effectively on them;

- Work to increase our influences as an Association in shaping the school of the future by finding out what is most promising, developing preliminary critiques, and organizing dissemination in such matters for the use of teachers, students, and lay persons in planning patterns of instructional improvement, models of curriculum, and school organization;

- Help us as an Association analyze probable long-range effects of projected legislation or other forms of social policy;

- Get around actively among the members and locate and work with individuals or small teams with forceful ideas, thus developing statements of concern, papers of position, summaries of the state of the art, and plans and whatever else may best serve us in developing an ever-stronger program;

- Seek to catch the public eye and ear for such Association ideas and purposes and step-up our influence on the agenda of American education by breaking out of the cycle of talking to ourselves.
Seek out funds and grants, working with members of this Association who have proved their ability in this line and, in general, helping the executive secretary, the Executive Council, and the Board to generate creative new program ideas.

BUDGET

Preliminary Budget

J. L. Davis, Jr., the Executive Council member assigned to work with the Executive Secretary on budgetary matters, moved that the following working budget be adopted, under the rules of five percent leeway either way as the final budget is made up. Phil Robinson seconded and the motion carried.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>A. Membership</td>
<td>$339,500.00</td>
</tr>
<tr>
<td>B. Publications</td>
<td>$309,200.00</td>
</tr>
<tr>
<td>C. Annual Conference</td>
<td>$237,000.00</td>
</tr>
<tr>
<td>D. Institutes and Small Conferences</td>
<td>$36,000.00</td>
</tr>
<tr>
<td>E. Miscellaneous</td>
<td>$14,000.00</td>
</tr>
<tr>
<td>F. Investment Income</td>
<td>$6,500.00</td>
</tr>
<tr>
<td><strong>TOTAL RECEIPTS</strong></td>
<td><strong>$942,500.00</strong></td>
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<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Publications Production</td>
<td>$215,000.00</td>
</tr>
<tr>
<td>2. Publications Handling</td>
<td>$73,700.00</td>
</tr>
<tr>
<td>3. Promotion of Publications and Membership</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>4. Annual Conference</td>
<td>$75,500.00</td>
</tr>
<tr>
<td>5. Institutes and Small Conferences</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>6. Association Committees and Meetings</td>
<td>$47,300.00</td>
</tr>
<tr>
<td>7. Program Development</td>
<td>$54,500.00</td>
</tr>
<tr>
<td>8. Field Services</td>
<td>$7,300.00</td>
</tr>
<tr>
<td>9. Salaries and Related Expenses</td>
<td>$333,015.00</td>
</tr>
<tr>
<td>10. Operating Expenses</td>
<td>$66,950.00</td>
</tr>
<tr>
<td>11. Equipment</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>12. Miscellaneous</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>13. Projects and Special Program Development</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>14. Building Fund</td>
<td>$42,992.00</td>
</tr>
<tr>
<td><strong>TOTAL DISBURSEMENTS</strong></td>
<td><strong>$1,093,268.00</strong></td>
</tr>
</tbody>
</table>
In reply to Mr. Laurence Walker's query about the differences in the auditor's figures in the Executive Secretary's report as opposed to the actual expenses listed in the above budget, Neil Atkins stated that the auditor's figures contained in the Executive Secretary's report is the official audit of the fiscal year which ended on May 31 and since last year the Board authorized the change of the fiscal year from June 1 to May 31 to September 1 to August 31, there is no discrepancy but just the fact that the auditor's report does not fit the year itself. What we are really operating on this year is a 12-month budget, and the auditor's report reflects a 12-month budget.

Student Membership

Mary Mill thought that maybe student dues needed to be raised. It was the four-year undergraduate that she was interested in ASCD getting and holding, but she was not sure that she wanted ASCD to subsidize graduate students. At this time it was pointed out that students accepted for student membership have to be full-time students.

Mr. John Michaelis moved that the student membership fee be set, effective at the beginning of the next fiscal year, at one-half the regular membership fee. Barbara Hartsig seconded. The motion carried.

California Affiliation

Mr. Ray Arveson gave the background of what is happening in California and why it is of concern to the ASCD Board of Directors. He explained that for the past eight to ten years a number of the large administrative organizations in California have been meeting to look at the process of getting together and unifying their efforts in many fields, but presently in the primary one of advancing education and educational leadership.

CASCD was invited, he continued, some years ago to join in these deliberations and the Board of CASCD at that time carefully considered it and decided that whereas they might want to become an affiliate, they did not want to lose their identity and merge into the organization. In September of 1969, a number of factors were brought to the attention of the governing Board of CASCD which caused them to make some changes in their thinking. He stated that in the ballot mailed to their membership the change was ratified by a 12 to 1 vote.

Dr. L. Davis, Jr., moved that CASCD retain its affiliation for the present and that on July 1, 1971 the ACSA be affiliated in its place, such affiliation to be studied, and the recommendation concerning continuing affiliation be made to this Board of Directors in Philadelphia next year; Barbara Hartsig seconded and the motion carried.

Discussion following the second

Dr. L. Davis, Jr.: The idea here is that CASCD will have its normal membership on the ASCD Board and will probably reelect some people to replace others prior to July. There are a lot of ASCS members in California. I would like to see us have a chance to work out the details of a very, very new kind of arrangement in American Education in professional associations. In the future, we understand the prospects are very real for organizations like this springing up in other states.
One uncertain thing is the relationship of the ASCD members in California and their participation in this new group. This is something that we will not know until after July 1. Rather than wipe a group out for the time being and the representation from one of our largest affiliated groups and largest groups of members in the nation, my proposal is that we work during this year to come up to Philadelphia with a firm recommendation with respect to affiliation.

**Gerald Newton:** If I am a college professor, where do I fall into these seven categories? Or, if I am a high school physics teacher, where do I fall into these seven? Mr. Arveson replied: "They accepted the fact that college professors and people in positions of higher education should be eligible for membership in this organization without any question. The wording at the present time says that the persons to be eligible for membership should have some administrative responsibility in education."

**Ray Arveson:** The California ASCD will, as of July 1, 1971, cease to be an entity entirely. It will be merged then, incorporated with the other seven organizations into an entirely new organization. The thrust of ASCD's program will be carried on through a standing committee under the title of "Curriculum Instruction" in the new organization.

**Earl Dieken:** Illinois, this past week, also met with the superintendent's and principal's groups, the same sort of umbrella group. We have not taken any action at this time. I am not sure what the action is going to be, but I would imagine that many of the states will be following in the direction of California.

I think this is something that has to be recognized as a reality right now. Again talking to the motion, I think perhaps to take a year to look at it, and there will be problems, I can anticipate many of them, I think the motion calls for recognition for the year and for study purposes to see what the implications are.

**Ray Arveson to J. L. Davis, Jr.:** Inherent in your motion would be that the affiliation that is there now would continue as an interim affiliation. Mr. Davis replied in the affirmative.

**Neil Atkins:** All I am arguing for is on this interim affiliation, that it give us a chance to work out as many different possibilities for affiliation under these very, very varying developments in the states, so that we maintain our contact with these people while we work out the details.

**COUNCIL OF UNITED PROFESSIONS**

President John Greene explained that CUP is an organization composed of classroom teachers, superintendents, principals and ASCD looking at kinds of ways in which all could complement one another. Each group is entitled to five participants, continued Mr. Greene, each time they meet. The present ASCD representatives are Robert Anderson, Sarah Lou Leener and Robert Hills.

Robert Hills reviewed the short history of CUP. It was authorized a year ago by the Board. Originally it was thought to represent the four supervisory and administrative groups of NEA. Since then the Association for Classroom Teachers has joined the group. There are no minutes taken. The format of the
meeting is very informal with most of the time spent in addressing themselves to problems that are of concern to the profession.

Sarah Lou Decker described the changed attitudes since the opening meeting, which is probably due to a number of factors, one of them being the opening of communication channels between groups and their concern about what may come out of Con-Con, the Constitutional Convention of NEA. A subgroup was asked to formulate a statement for the group relative to relationships within the educational profession which reads...

Through all of the time of the development of the educational associations, a kind of friction has tended to prevail. NEA is still the all-inclusive body and the affiliated groups are mere adjuncts of the parent body.

The members of CUP are loyal to that set of associations which is often spoken of as the NEA family. CUP wants to see that set of associations grow in strength and unity. Furthermore, CUP is thoroughly cordial to NEA itself.

Nevertheless, CUP believes that it is important that we examine these relationships. Therefore, CUP calls for a reorganization of the complete professional association system. The Council for the United Professions, or CUP, proposes to members of the Williamsburg caucus, which Dr. Loving will discuss, that it is time to strike for a new and different alignment of relationships among professional associations in education.

And, we believe that consideration should be given to a confederation of independent membership organizations, including the NEA, in which none is subordinated to another but all bring their independent strength to a free, autonomous association.

Confederation of National Education Associations

Alvin Loving reported on the confederation of 31 groups which originated at the Williamsburg caucus with a purpose to provide a unified voice for its member organizations to promote the improvement of education, educational services and association relationships. The NEA associated organizations, national affiliates and departments with separate dues are eligible for membership in the Confederation.

There are, he stated, four kinds of groups. There are those who have remained in NEA and dues are paid annually; e.g., Association of Classroom Teachers. Then there are groups who have remained in NEA as departments, but pay separate dues, so they are not a part of that group. Then there are the affiliate groups who are completely autonomous and pay rent to NEA; e.g., ASCD. Then there are those associated groups who have moved entirely out of the NEA and really have very little communication going on; e.g., High Education. Applications from other organizations shall be considered. Any organization in America with an educational emphasis and concerned about education can become a part of the Confederation.
He continued by saying that each organization is entitled to three delegates: the president, executive secretary and one other person. Each organization shall be entitled to one vote which is to be cast by the president or his representative. Mr. Loving reviewed the progress of the Confederation to date.

COMMISSION ON WORLD COOPERATION IN EDUCATION

Louise Berman, Chairman of the Commission on International Cooperation in Education, moved that the Board of Directors authorize the creation of a Commission on World Cooperation in Education with a charge similar to the one given to the present Commission but with the added responsibility of a followup of the World Conference on Education. Lloyd Bull seconded and the motion carried.

STUDY OF A PROPOSED INTERNATIONAL ASCD UNIT

Louise Berman, on behalf of the Commission on International Cooperation in Education, moved that the Board of Directors authorize the creation of a study of a proposed international unit of ASCD in the nature of its affiliation with the present organization. Benjamin Ebersole seconded and the motion carried.

MEMBERSHIP SURVEY

Ronald Stodghill, Associate Secretary, reviewed the results of the recent membership survey which the Board had requested via a motion at San Francisco. The staff was asked to find out the kind of individuals who joined the organization, the kind who renew their membership and the kind who do not renew their membership.

Mr. Stodghill explained that the implication from the survey is that there is a preponderance of public school administrators in the membership. The survey results were distributed at the Board meeting. (Anyone unable to attend and would like a copy, please write to the ASCD office.)

PUBLICATIONS READER SURVEY

James Cash, Chairman of the Publications Committee, reported on the survey stating that the thrust of the survey seemed to be that people like what is in Educational Leadership: that the magazine is used as a reference, which indicated a need to build up bibliographies. The "Book Review" received a rating, a fact that the Committee took into account and are trying to change to make them more timely and get more analytical reviews. He stated they were rather surprised at the percentage of young members and at the number of administrators.

RESTON EDUCATIONAL PARK ASSOCIATION (Future Home of ASCD)

Fred Wilhelms stated that there is a summary of the progress on this in his Annual Report to the Board of Directors and there is nothing to report since then. The group of representatives of the ten associations involved meet every two weeks for two hours. The Articles of Incorporation were distributed to the Board. The above title will be changed at a later date.

Mr. Richard Foster moved that ASCD take membership in the group now known as the Reston Educational Park Association and authorize the executive secretary to take the necessary steps to effect such membership at such time as the final name has been selected and the necessary legal documents are completed. John Codwell seconded and the motion carried.
Thursday, March 11, 1971

AGENDA

1. Call for additional agenda; adoption of agenda
2. Reports from informal Board hearings
4. Budget Proposal - MacDonald
5. 1972 Conference - Loving
6. Nominations Committee of the Association - Jelinek
7. Hold Board Directors' meeting earlier
8. Student Rights - Clute

Jack Frymier MOVED adoption of the above agenda including the additional items 7 and 8. Susie Wheeler SECONDED and the motion CARRIED.

ANNUAL CONFERENCE SOCIAL HOUR

Several Board members voiced their preference for the return of the Social Hour using state signs enabling people to get together early in the Conference.

Betty Menefee MOVED that some other type of reception be planned for next year. The motion CARRIED.

INFORMAL BOARD HEARINGS

After discussion concerning the low attendance at the Informal Receptions of the Board, yet realizing the need for this contact with the members ...

Hannie Fields MOVED that some form of meeting be established whereby there is an opportunity for the Board, possibly a selected group from the Board, to be available for hearings; Raymond Houghton SECONDED and the motion CARRIED.

Margaret McFeters thought there should be mention in the program that people should feel free to talk with Board members during the Conference. She felt that sometimes people are not so vocal in a big meeting, but personally they want to make a contact; that personal contact should be spelled out so they would feel free to approach Board members.

Frances Link suggested "Board Contact Coffees" or "Board Contact -- Total Session."

OPPRESSIVE PRACTICES

At the time of the introduction of the Review Council report, James MacDonald disagreed with the section of the Council's report that deals with the Radical Caucus's assertion on present oppressive practices and MOVED that the Board of Directors instruct the Executive Council, as the Review Council suggested in their document, to engage the Association in a large-scale study of oppressive practices in the schools. J. L. Davis, Jr., SECONDED.

After much discussion questioning the fairness of allowing the small number of members attending the Annual Business meeting to say that a resolution will not be submitted to the entire membership; questioning the procedure of not
allowing changes on the floor at the meeting, etc., Arthur Costa MOVED TO AMEND the motion by including a study of oppressive practices that seem to exist or are being viewed as existing, within the practice of our own business meeting and our own workings within ASCO.

Mrs. Macdonald, the mover of the motion, and Mr. Davis the seconder, agreed to the amended wording proposed by Mr. Costa.

Jack Frymier MOVED TO AMEND the motion as already amended to add that ... 

We report to the membership through the next issue of the News Exchange that the Board of Directors has taken whatever action it takes in this motion and that also it be included in James Macdonald's original motion that we charge the Executive Council to initiate some kind of positive action as a result of the use of the data in the study.

Florence Orvikt SECONDED and the MOTION TO AMEND CARRIED.

President Loving called for the question on the original MOTION AS AMENDED and the motion CARRIED.

REVIEW COUNCIL REPORT

After much discussion about the report distributed by the Review Council, Richard Foster MOVED that this body receive the report of the Review Council and recommend that the Council review, revise, amend, and modify its report in light or in view of its open hearings. When completed, it should be sent to all members of the Board and the Executive Council, that the Executive Council should take action on all of these items but should augment items that are concerned in the Review Council report. This motion was SECONDED by James Macdonald and after extensive discussion, the motion CARRIED.

PUBLICATIONS

James Macdonald MOVED that very careful consideration to the possibility of putting more money into the publications be given. When the budget is adjusted and submitted to the Board in June. Mrs. Annie Fields SECONDED and the motion CARRIED.

The above motion was made in light of the survey results received indicating the great impact the publications make in ASCO.

ASCO's BELIEF IN THE CITIZENSHIP OF ITS YOUTH

Korrel Clute MOVED that the Board of Directors of ASCO reassert its belief in the citizenship of its youth, and the constitutionality of that citizenship, and that, therefore, our youth have rights that cannot be abridged and that we direct the Executive Council to take whatever means necessary to publicly reaffirm our belief in students and their constitutional rights as citizens of this democracy.
Jack Frymier emphasized this motion by adding the following statement: "Denying students the rights of citizenship which are guaranteed to them under the U. S. Constitution (e.g., freedom of speech, right to refuse to testify against oneself, etc.) must be recognized as oppressive practices, and these practices cannot be condoned. Schoolmen have neither a legal basis nor the moral obligation to deny the rights of citizenship to young people, however positive the intents of these schoolmen might be. Citizenship is not limited according to age, sex, race, religion, educational attainments, or any other factor, and educators have absolutely no authority or prerogative to usurp those fundamental rights, even if a majority of the members of the community so demand."

Raymond Houghton SECONDED and the motion CARRIED.

NOMINATING COMMITTEE, Addition to

John Greene MOVED that Robert C. Haynes of Charlotte, North Carolina, be placed on the Nominating Committee for 1971-72. Evelyn Berry SECONDED and the motion was ACCEPTED BY ACCLAMATION.