

Educators support statutory goals

By TODD ENGDahl
of The Oregonian staff

SALEM — "Statutory goals are good; statutory techniques aren't" was the message educators brought to the Senate Education Committee Wednesday night.

The committee held its first hearing on SB1, which would outline missions and goals for education in Oregon, and SB2, which would define basic education.

Representatives of the Oregon State System of Higher

Education said they agreed with the legislative goals, but that SB1 went too far in attempting to mandate some administrative and educational methods.

"SB1 in some instances goes beyond goals in attempts to make management decisions. The appropriateness of putting them into statutory form is questionable," said Chancellor Roy E. Lieuallen.

Dr. Leonard Rice, president of Oregon College of Education, said "the goals strike me as tremendously sound," but he cautioned the committee against writing educational techniques into law.

The administrators especially objected to provisions of the bill which would establish uniform hourly requirements for similar degrees at all state schools, promote fulltime teaching professors solely on the basis of teaching performance, and provide a uniform system of pupil evaluation for all school districts.

Committee members asked how the Legislature could make its wishes known without putting them into law.

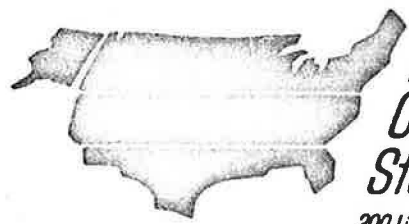
"I don't think we've been unresponsive," Lieuallen said.

He said the Legislature can express its concerns when it reviews college and university budgets.

Sen. Victor Atiyeh, R-Beaverton, who was chairman of the legislative interim committee which drafted SB1, said he agreed with much of what the administrators said. But he complained that there was still inadequate communication between the Legislature and state education boards.

Representatives of the State Department of Education and several educational organizations also were scheduled to testify.

6A Copy



*Education
Commission of the
States*

*300 Lincoln Tower - 1860 Lincoln Street
Denver, Colorado 80203 (303)893-5200*

November 14, 1972

The Honorable Victor Atiyeh
Senate Republican Leader
Oregon Legislative Assembly
Salem, Oregon 97310

Dear Senator:

Just a brief note to express my deep appreciation for the copy of the Oregon Interim Education Committee study which I received in the mail this morning. I found it of particular interest since the questions approached by your committee in large part are the questions that many of the states are attempting to grapple with now. As a result of the effort made by your committee, I should think the State of Oregon would be well ahead.

If we can be of assistance to you in any way in the coming session of legislature please do not hesitate to get in touch.

Warm regards,

Sincerely,

A handwritten signature in cursive script, appearing to read "Bob McCall".

Robert B. McCall
Deputy Director

RBMc:pcg

Legislative Interim Committee on Education

Members:

Senator Victor Atiyeh, Chairman
Representative Carrol Howe, Vice Chrm.
Senator Jason Boe
Senator Wallace Carson
Representative Howard Cherry
David Green
Senator Richard Groener
Senator Tom Hartung
Representative Fred Heard
Representative Robert Ingalls
Representative Mary Rieke
Jim Sullivan
Representative Leo Thornton

Staff:

Glenna Hayden, Committee Clerk
Wilson Hulley, Executive Secretary
Nita Sandner, Asst. Committee Clerk
John Works, Research Assistant

#1 - Personnel Practices and Laws Affecting Education Subcommittee:

Representative Howard Cherry, Chrm.
David Green
Senator Richard Groener
Senator Tom Hartung
Representative Fred Heard
Representative Mary Rieke
Representative Leo Thornton

#2 - Basic Education Subcommittee:

Senator Victor Atiyeh, Chrm.
Senator Jason Boe
Senator Wallace Carson
Representative Carrol Howe
Representative Robert Ingalls
Jim Sullivan

EDUCATION COMMISSION OF THE STATES

"The Education Commission of the States has come of age. Its information and services are sought by the member states. Its influence on federal legislation is felt. Its policy alternatives are used. Its uniqueness of combining in one organization both political and educational leadership has opened new doors to problem solving techniques. Its commitment to the federalist system is assisting in clarifying roles of local, state and federal government activities in education.

The ECS program has expanded from information furnished through COMPACT Magazine, the ECS Bulletin and intermittent studies to a steady flow of information and service such as Legislative Review, Higher Education in the States and other specialized publications. Services are rendered to states on assessment, education of the handicapped, early childhood education, technology, finance, consumer education, information systems and management techniques for higher education, problems of student residency, numerous task force reports and special reports on cutting-edge issues."

Robert B. McCall
Deputy Director, ECS

In response to the current nationwide crisis in funding public education, the Commission has turned its efforts to the questions raised by Serrano and other similar court cases. The sixth annual meeting of the Commission, held May 17 through 19 in Los Angeles, was a concentrated workshop seeking answers to education's financial dilemma. The discussions of that meeting will be carried on in and among member states until such time as answers begin to emerge.

SEN. VICTOR ATIYEH
CHAIRMAN
REP. CARROLL HOWE
VICE CHAIRMAN



EDUCATION INTERIM COMMITTEE

311 STATE CAPITOL
SALEM, OREGON 97310
378-8176

MEMBERS:
SEN. JASON BOE
SEN. WALLACE CARSON
SEN. RICHARD GROENER
SEN. TOM HARTUNG
REP. HOWARD CHERRY
REP. FRED HEARD
REP. ROBERT INGALLS
REP. MARY RIEKE
REP. LEO THORNTON

PUBLIC MEMBERS:
JIM SULLIVAN
DAVID M. GREEN

STAFF:
WILSON HULLEY, ADM. ASST.
GLENN HAYDEN, COM. CLERK

The Legislative Interim Committee on Education wishes to have your considered thoughts on the concept of "total" education within the State of Oregon, i.e. pre-school through college, including extension, continuing education and involving public, private and proprietary institutions.

The Committee wishes to identify what you believe to be the goals of education by age groups, and to identify those problems, with possible solutions, relating to social, physical, fiscal and political impacts. Out of this the Committee will hope to define "education" and then proceed to establish goals for the direction of education.

This Committee is unique in that it is in a position to become a significant force in planning the educational future of our state. I believe that there is sufficient dedication and talent to accomplish this with your assistance.

We would like you to consider our program and to come up with your best efforts in helping us to determine meaningful answers.

We will invite people from time to time to speak to our Committee.

In the meantime, we would like to have you communicate any thoughts you have to us. Your thoughtful consideration to this letter will be appreciated.

Sincerely,

Victor Atiyeh, Chairman
VA/gh

"TOTAL EDUCATION" in-put letter sent to:

*John Smith
3919 Southshore Blvd
Lake Oswego 97034*

Oregon Board of Education:

John Herbert
Mr. Warren
Mr. Deich
Mr. Maxwell
Mr. Fisher
Mrs. Beard
Mr. Smith
Dr. Parnell

Nonpublic Secondary Schools:

Marish High	Salem College & Academy
Jesuit High	Oregon Episcopal School
Laurelwood Academy	Sacred Heart (2)
Concordia High	Portland Union Academy
Central Catholic	Regis High School
Academy of Holy Child	St. Mary's (3)
Milo Academy	
Marycrest High	

Independent Colleges

Western Baptist Bible College
Columbia Christian College
Concordia College
George Fox
Judson Baptist
Lewis & Clark
Linfield
Maryhurst
Mt. Angel
Museum Art School
N.W. Christian College
Pacific University
Reed College
University of Portland
Warner Pacific College
Willamette University
Columbia Christian College

Teachers Standards and Practices Commission:

Zola Dunbar
Ray Klappenbach

Oregon Assn. School Administrators:

Milt Baum (O.B.E.)
Lawrence Fish
Jesse Fasold

Division Continuing Ed:

Dr. Andrew

Oregon Board of Higher Ed:

Ed. Westerdahl	Bob Holmes
Loran Stewart	George Corey
John Masser	John Snider
Philip Joss	George Layman
Mrs. Sam Johnson	Roy Seeborg

Oregon State System of Higher Education:

Oregon Tech. - Winston Purvine
Eastern Oregon College - Dr. Rempel
Southern Oregon - Dr. Sours
U. of O. Dental School - Dr. Terkla
Oregon College of Ed. - Dr. Rice
U. of O. Med. School - Dr. Holmes
Portland State University - Dr. Wolfe
University of Oregon - Dr. Clarke
Oregon State Univ. - Dr. MacVicar
Oregon Grad Center - Dr. Scott
Lewis and Clark - Dr. Howard

Educational Coordinating Council:

Floyd Stearns

Oregon Community Colleges:

Rogue Community
Umpqua Community
Treasure Valley
S.W. Oregon Community
Mt. Hood Community
Linn Benton
Lane Community
Clatsop Community
Clakamas
Chemeketa
Central Oregon
Blue Mountain
Portland Community

Oregon Congress of Parents & Teachers:

Mrs. Farr

Oregon School Employees Assn:

Mr. Anderson

Oregon School Activities Assn:

Mr. Rasmussen

Oregon Elementary School Principals Assn:

Mr. Hakanson

Oregon Educational Assn:

John Danielson

Oregon School Board Assn:

Tom Rigby
Stan Jobe
Blair Pruess
Charles Schmidt

Oregon Board of Higher Ed:

Dr. Lieuallen

Student:

Larry Salmony

ASB President's"

Roger Hediger
Iain More
Ron Wildenson
Jim Boldtd
Al Holland
Bob Goergen
Sarah Edelson
Greg Woods
Mia Gingen
Stan Morse
Tom Fletcher
Archie McAdoo
Peter Casarella
Barbara Kiekhans
Douglas Dornbecker
Christopher Lovelace
Perretz Whittman
Mike Temple
Bay Cotton
Joe Fuiten
Tim Mabry
Phil Hamm
R.M. "Skip" Palma
Roy Osborne
Steve Widmer
Dave Hudson
Paul Carrier
Omar Barbarosa
Harvey Scott
Milt Dennis
Randy Schmidt
Rudy Seehawer
Mr. Dean Wilson
Wally Lien
ASB Pres. - Rogue Community

35

*Every single newspaper
All newspapers
All newspapers
AOI
All donated
Exclusivity of Publishers*

Division Continuing Ed:

Dr. Andrew

Oregon Board of Higher Ed:

Ed. Westerdahl	Bob Holmes
Loran Stewart	George Corey
John Masser	John Snider
Philip Joss	George Layman
Mrs. Sam Johnson	Roy Seeborg

Oregon State System of Higher Education:

Oregon Tech. - Winston Purvine
Eastern Oregon College - Dr. Rempel
Southern Oregon - Dr. Sours
U. of O. Dental School - Dr. Terkla
Oregon College of Ed. - Dr. Rice
U. of O. Med. School - Dr. Holmes
Portland State University - Dr. Wolfe
University of Oregon - Dr. Clarke
Oregon State Univ. - Dr. MacVicar
Oregon Grad Center - Dr. Scott
Lewis and Clark - Dr. Howard

Educational Coordinating Council:

Floyd Stearns

Oregon Community Colleges:

Rogue Community
Umpqua Community
Treasure Valley
S.W. Oregon Community
Mt. Hood Community
Linn Benton
Lane Community
Clatsop Community
Clakamas
Chemeketa
Central Oregon
Blue Mountain
Portland Community

Oregon Congress of Parents & Teachers:

Mrs. Farr

Oregon School Employees Assn:

Mr. Anderson

Oregon School Activities Assn:

Mr. Rasmussen

Oregon Elementary School Principals Assn:

Mr. Hakanson

"TOTAL EDUCATION" in-put letter sent to:

Oregon Board of Education:

John Herbert
Mr. Warren
Mr. Deich
Mr. Maxwell
Mr. Fisher
Mrs. Beard
Mr. Smith
Dr. Parnell

Nonpublic Secondary Schools:

Marish High	Salem College & Academy
Jesuit High	Oregon Episcopal School
Laurelwood Academy	Sacred Heart (2)
Concordia High	Portland Union Academy
Central Catholic	Regis High School
Academy of Holy Child	St. Mary's (3)
Milo Academy	
Marycrest High	

Independent Colleges

Western Baptist Bible College
Columbia Christian College
Concordia College
George Fox
Judson Baptist
Lewis & Clark
Linfield
Maryhurst
Mt. Angel
Museum Art School
N.W. Christian College
Pacific University
Reed College
University of Portland
Warner Pacific College
Willamette University
Columbia Christian College

Teachers Standards and Practices Commission:

Zola Dunbar
Ray Klappenbach

Oregon Assn. School Administrators:

Milt Baum (O.B.E.)
Lawrence Fish
Jesse Fasold

Oregon Educational Assn:

John Danielson

Oregon School Board Assn:

Tom Rigby
Stan Jobe
Blair Pruess
Charles Schmidt

Oregon Board of Higher Ed:

Dr. Lieuallen

Student:

Larry Salmony

ASB President's"

Roger Hediger
Iain More
Ron Wildenson
Jim Boldtd
Al Holland
Bob Goergen
Sarah Edelson
Greg Woods
Mia Gingen
Stan Morse
Tom Fletcher
Archie McAdoo
Peter Casarella
Barbara Kiekhans
Douglas Dornbecker
Christopher Lovelace
Perretz Whittman
Mike Temple
Bay Cotton
Joe Fuiten
Tim Mabry
Phil Hamm
R.M. "Skip" Palma
Roy Osborne
Steve Widmer
Dave Hudson
Paul Carrier
Omar Barbarosa
Harvey Scott
Milt Dennis
Randy Schmidt
Rudy Seehawer
Mr. Dean Wilson
Wally Lien
ASB Pres. - Rogue Community

*Germe Martin (Teacher of
Quality Joe Yli)*

- = MAKE-UP & ORGANIZATION of COMM.
- = LETTER TO INTERESTED PERSONS OR GROUPS & LIST
- = EDUCATIONAL COMM. OF STATES
- = SINGLE THREAD - PROGRAM of COURSE GOALS

SB 2 - (VIABLE - RELEVANT) -

SB WHO'S LIST (AL. SPK. FOOTBALL TEAM)

OREGON FEDERATION of TEACHERS

811 N. W. 23rd Avenue
Portland, Oregon, 97210



February 14, 1973

STATEMENT TO SENATE EDUCATION COMMITTEE

Re: Senate Bills 1 and 2

By: Shirley Gold, President

The Oregon Federation of Teachers considers Senate Bills 1 and 2 a radical departure from current and past educational philosophy and practice in Oregon. Therefore, we urge caution on the members of the Senate Education Committee in coming to any conclusions at this point in time.

Throughout the nation, research is still in progress on these matters. This research is involving teachers, students, administrators, boards of education, and lay people. A specific example of this effort is the Multi-State Consortium on Performance-Based Teacher Education which is occurring in conjunction with the American Educational Research Association's annual conference in New Orleans at the end of February. I am honored, as one of nine state federation presidents to have been invited to participate in this major effort to develop additional material in this field, that should prove useful to citizens throughout the nation. It is my understanding that the federation presidents are being sponsored under the auspices of the Teacher Corps. The Oregon State Department of Education is involved in this state in facilitating the effort as well.

It is my intention to share with you on my return any and all relevant information to assist you in your deliberations. However, the Oregon Federation of Teachers sees many very serious problems developing out of the possibility of passage of Senate Bills 1 and 2. Although the New Orleans conference and others may provide new insights, we do not foresee solutions this year. Let's permit everyone the time to complete their research tasks. WE URGE MOST EMPHATICALLY THAT YOU DEFER ANY ACTION AT ALL ON SENATE BILLS 1 and 2.

With me this evening is Mr. David Mesirov, who is the OFT State QuEST Chairman and also a member of the AFT National QuEST Advisory Board. He also is a teacher at Adams High School, Portland. His statement is relative to Senate Bill 1, and is made on behalf of both the OFT and the AFT.

Thank you for your interest. We will be pleased to answer questions upon completion of Mr. Mesirov's statement.



OREGON

FEDERATION of TEACHERS



811 N. W. 23rd Avenue
Portland, Oregon 97210

February 14, 1973

STATEMENT ON SENATE BILL NO. 1

Senate Bill No. 1 is an ambitious undertaking. Its central purpose seems to be that in education people should say what they do and do what they say, and that what is done should be desirable for individuals and society. It seeks the development of a radically new era of precision in education, but, like any proposal for something new and precise, it contains items that appear to need sensitive attention.

Specifically SB 1 requests that

- (a) all educational outcomes be measurable
- (b) whereas administrators, faculty, students, employers and residents are responsible for setting educational goals, teachers are solely responsible for seeing to their achievement.

In the case of (a), this legislation assumes that the educational field has developed a variety of measurement instruments that are valid and reliable at a time when most professional journals are expressing the gravest doubts about such an assumption.

In the case of (b), the legislation seems to recognize that there is a "delivery system" in education and understands that the teacher stands at the end of that delivery system. However, there does not seem to be a recognition that what can be delivered is controlled, in largest part, by what resources are provided at the beginning of the delivery system -- a feature over which the teacher has no control.

Consequently, one of the greatest and most reasonable fears on the part of teachers is that failure to reach educational goals will be attributed to teacher incompetence rather than to poor testing procedures or to lack of resources necessary to achieve educational goals. Teachers do not want to be nor will they tolerate being scapegoats.

David Mesirov
AFT National QUEST Advisory Board
OFT State QUEST Chairman

LINDSAY, NAHSTOLL, HART, DUNCAN, DAFOE & KRAUSE
ATTORNEYS AT LAW

DENNIS LINDSAY
R. W. NAHSTOLL
ALLAN HART
ROBERT B. DUNCAN
GARMIE R. DAFOE, JR.
DONALD G. KRAUSE
WM. H. POOLE
CARL R. NEIL
JERARD S. WEIGLER
ROBERT C. SHOEMAKER, JR.
RICHARD WM. DAVIS
JONATHAN A. ATER
ROBERT B. GONKLIN
JAMES H. BEAN
CAROL ANN HEWITT
ROBERT E. BABCOCK
WESLEY W. KIRTLEY
JAMES W. KASAMEYER
DANIEL H. SKERRITT

Student achievement levels shall be subject to

THE GARRIAGE HOUSE
1331 S. W. BROADWAY
PORTLAND, OREGON 97201

GUNTHER F. KRAUSE 1895-1967
ALFRED C. VEAZIE, OF COUNSEL
CABLE ADDRESS: "GARRIAGE"
TELEPHONE (503) 226-1191

January 18, 1973

Mr. Wilson Hulley
6120 SW Erickson
Beaverton, Oregon 97005

Dear Mr. Hulley:

Enclosed as requested are the following:

1. Resolution unanimously adopted by the Schools for the City Board on January 10, 1973.
2. Draft of an alternative to Senate Bill 2 fulfilling part 2 of that resolution.

I have made a note to send to you other work by Schools for the City regarding basic education.

Sincerely,

Robert C. Shoemaker, Jr.
Robert C. Shoemaker, Jr.

RCS:c1
Enclosures

cc: Mrs. David H. Newhall

VIC
THIS DRAFT WAS MENTIONED TO ME
AT THE CHAMBER MEETING.
IT'S DIFFERENT - & SOMEWHAT
OVER-REACTIONARY
Wilson

SCHOOLS FOR THE CITY

RESOLUTION UNANIMOUSLY ADOPTED BY THE BOARD ON JANUARY 10, 1973

~~including the use of~~ SUBJECT: BASIC EDUCATION

A. Schools for the City opposes legislation establishing basic education requirements and delegating to the State Board of Education the establishment of grading standards. To do so:

- (1) Deprives local school boards of desirable control;
- (2) Limits flexibility for public education to adjust to changing needs of society; and
- (3) Presents the danger that state support of public education will be limited to funding only a basic curriculum.

B. If there must be legislation in these fields, Schools for the City recommends that it not be more limiting of local control than as follows:

- (1) The State shall establish guidelines for scholastic development in the areas of basic education.
- (2) Each school district shall make available to all students the basic education programs as well as courses and programs of its own choosing.
- (3) The State Board of Education shall establish for the guidance of school districts minimum standards for acceptable achievement.

(4) Each school district shall establish criteria to measure the achievement of students against State standards, in accordance with individual capabilities.

(5) Student achievement levels shall be subject to evaluation by local school boards and by the State Board of Education, including the use of fractions, decimals, and percents.

(6) Basic education shall include programs in at least the following areas:

- (a) Arts and humanities
- (b) Language arts
- (c) Reading
- (d) Writing
- (e) Mathematics
- (f) Science
- (g) History
- (h) Citizenship
- (i) Career opportunities
- (j) Health
- (k) Physical education.

MEASURE SUMMARY

SB 2

Defines and describes basic education for elementary and secondary education. Allocates responsibility between the state and the local school districts in achieving the basic education of the student.

A BILL FOR
AN ACT

Relating to basic education.

Be It Enacted by the People of the State of Oregon:

Section 1. (1) The total education of the elementary-secondary student results from the combined efforts of the home, school and community. The state recognizes that it must share with the home and community institutions responsibility for physical, emotional, cultural and ethical-moral development of students. The state assumes responsibility to establish guidelines for the scholastic development of all students in the areas identified and defined in this Act as Basic Education.

(2) Each common school and union high school district (hereinafter called "District") shall:

(a) Make available to all students courses designed to fulfill the Basic Education requirements and

(b) Add the educational activities, programs and courses necessary to attain the local goals of the District that are beyond the scope of Basic Education.

(3) (a) The State Board of Education shall establish for the guidance of Districts minimum standards for acceptable achievement in each Basic Education program.

(b) Each District shall establish criteria by which achievements of students shall be measured against such standards in accordance with individual capabilities.

(c) Student achievement levels in all areas of Basic Education shall be subject to evaluation by local school boards and by the State Board of Education.

Section 2. The elementary and secondary Basic Education programs of each District shall include the following programs and shall be designed to enable each student (within the limits and potential of his individual ability) to demonstrate the following competencies upon completion of the appropriate program:

(1) Upon completion of the basic program in the arts and humanities:

(a) knowledge of important literary works; and

(b) knowledge of the basic contributions of the fine arts to society.

(2) Upon completion of the basic language arts and reading program:

(a) the ability to read with speed and comprehension;

(b) the ability to write legibly, to express thoughts clearly and effectively in writing, to think analytically, to spell and punctuate accurately, to use appropriate grammar, and to employ an adequate vocabulary;

(c) the ability to speak effectively and to listen with comprehension; and

(d) knowledge of and ability to use information sources.

(3) Upon completion of the basic mathematics program:

(a) the ability to compute accurately and make practical use of mathematical skills;

(b) the ability to employ accurately the fundamental number skills: addition, subtraction, division and multiplication; including the use of fractions, decimals, and percentages;

(c) the ability to understand and use graphs, tables, charts, statistics, weights and measures; and

(d) the ability to translate computation problems into mathematical terms.

(4) Upon completion of the basic science program:

(a) knowledge of elementary scientific assumptions, theories, principles, laws, and facts including an understanding of the impact of science and technology on human life; and

(b) the ability to employ the processes of scientific inquiry in systematic problem solving.

(5) Upon completion of the basic citizenship program:

(a) knowledge of personal, societal, governmental and consumer economics and the ability to apply this knowledge in solving problems;

(b) knowledge of individual rights and responsibilities necessary to a self-governing people; and

(c) knowledge of local, state and federal governments and their organization, functions and services.

(6) Upon completion of the basic history program:

(a) knowledge of the histories of Oregon, the United States, and world civilization; and

(b) the ability to interpret contemporary events in the perspective of historical developments.

(7) Upon completion of the basic program of studies in career opportunities:

REFERRED CLASS (a) knowledge of the existence and value of many types of work;

(b) knowledge of occupational fields, the requirements for entry, the skills and abilities needed and sources of training available; and

(c) the ability to identify the learning experiences and personal qualities needed to continue toward career goals.

(8) Upon the completion of the basic health and physical education program:

(a) knowledge of the health, functions, structure and nutritional needs of the human body; and

(b) the ability to engage in activities which contribute to strength, coordination and agility.

Section 3. Sections 1 and 2 of this Act are added to and made a part of ORS 336.

My name is Frances Wolfe and I represent the National Council of Jewish Women, Portland Section, with a local membership of 750 women. Our National Resolutions supported by 100,000 members nationally states: "The National Council of Jewish Women believes that American democracy depends on a strong system of public education to develop the highest potential of the individual."

We recognize that Senate Bills 1 and 2 are companion bills. Our efforts will be directed mainly toward Senate Bill 2.

We recognize the need for accountability and for basic guidelines, but we do not see the need to legislate these. Laws are easier, many times, to pass than they are to change. Once curriculum becomes part of the law, future legislatures may not be willing to fund important programs not on the list of goals. The needs of society are changing rapidly; our ever expanding knowledge would be indeed hampered by legislative restrictions. What is fiction today could be fact tomorrow.

We feel that it is the job of the Boards of Educations, and local districts, not the legislature - to set standards and review curriculum. Does this bill imply that we have lost faith in the State Boards of Education and our local School Districts?

Other criticisms we have of Senate Bill 2 are: -

1. The term "Basic Education" means many things to many people. The goals listed as basic education appears to be maximum rather than minimum. Some, not even attainable, such as Page 2 lines 28 thru 34 and line 1 on page 2, and another example page 3 lines 19 thru 32. Not even Charles Beard, were he alive today, could accomplish these goals in 12 years of education.
2. On page 2 line 19 you state "Achievement levels in all basic education programs must be attained and evaluated." This statement appears to be asking for uniform state examinations. This contradicts lines 21 thru 24 - - the key words here are "peer-group ranking." Uniform evaluations are by their nature competitive. Standardized testing leads to uniformity of teaching and lack of creativity. Examples of this can be found in New York and Provinces of Canada, where state examinations are used. Teachers were found, many times, to base their curriculum on the students necessitating of passing state exams. Will such examinations lead to standardized entrance exams to get into colleges and universities? Such regimentation could stratify society. This bill asks for uniformity and standardization. It ignores differences in individual human potential and differences

(Page 2 continued)

in local school needs throughout the state.

Where will the child go who can't pass the necessary criteria established by the legislature; the late bloomer, the child with emotional or physical problems, the child from a deprived background, the exceptional child with advanced "I Q's" and other special areas of need. There is not enough room allowed for the human variable. In fact, we see no place where the word "human" is used at all!

3. You ask for legislative review/ We feel that this is not a job for the legislature. It will tend to restrict and confine the school administrations, teachers, and most of all - the student.

4. You tend to list a "potpourri" of goals and objectives of learning such as consumer economics, history of world civilization, nutritional needs, understand graphs and charts, elementary scientific assumptions, etc., - but - ignore other important subject matter such as foreign languages, art, music and drama. As Alfred North Whitehead states in his speech "The Aims of Education" - "Culture is activity if thought, and receptiveness to beauty and humane feeling. Scraps of information have nothing to do with it. A merely well informed man is the most useless bore on God's earth."

5. Then can we discuss goals of education without discussing how achieving these goals will and can be funded?

We ask you not to allow yourselves to be panicked into an action you will regret for years to come. We recognize again the need for some form of accountability but not legislative restriction put on education by codifying learning. Our children and future children are not educated to be only marketable subjects in the world, but, feeling and thinking human beings.

*** **

To: House Education Committee
Senate Education Committee

February 9, 1973

Dear Sirs:

We would like to submit the following statement to make clear our position on Senate Bill 1 and its implications for higher education in Oregon. We are a group of faculty at Portland State University who are all Assistant Professors, or, at most, new Associate Professors. Until recently we had assumed that our faculty groups and our administrations spoke to the issues that this and similar bills raise regarding our work and its effectiveness, and we did not feel it necessary to add our voice to their testimony. However, we have come to doubt the completeness of the picture of higher education presented to you, and as a group of working faculty who will be seriously affected by the provisions of Senate Bill 1 we would like to express our views on the matter.

In our opinion, Senate Bill 1, if enacted, would hamper our work and our attempts to improve it by imposing a top-heavy administrative structure and by specifying procedures of accountability which are so vaguely worded that they are potentially destructive to teaching. We see nothing in the new administrative structure which this bill envisions that will improve our work; it suggests to us a further remove of policy decision from the teaching staff, another layer of separation between the classroom, student, and teacher where education happens, and from administrative offices where policies and procedures are established. Because of the sheer size of the university, our administration is already too far removed from us; this separation was made most plain to us when the Pacific Rim Studies program was established without our evaluation or consent. Most of the significant innovations occurring in higher education here originate at the departmental level where they can be freely discussed, criticized, and influenced by student and faculty input. We tend not to think in terms of "programs," but, instead, in terms of whether or not a departmental requirement is still pertinent, of ways of circumventing large class sizes so as to get students actually involved in subject matter and method, of practical teaching approaches and their effect on the quality of education students are getting. We tend to think of specific changes and solutions within our sphere because the machinery for establishing new programs and curricula is now so cumbersome, often, that by the time it provides a solution, the problem it attempted to solve has altered. As we see it, better quality in our work can best be achieved by changes within the institution, by stronger faculty voice in decisions that affect teaching, and by rapid, flexible means of solving the problems that come to us in our daily contact with a broad spectrum of students.

No one knows better than we the need to gear compensation to teaching effectiveness, and no one considers its problems more. For two years or more now, the departments at Portland State have been trying various methods of faculty appraisal in addition to those

traditionally used, that is, judgement by one's colleagues and by institutional criteria; many of these methods--student evaluation, work distribution forms, current departmental files on each staff person's activities--are currently in use, while others are developing. We have had enough experience with evaluation of teaching effectiveness to know that the wording of SB 1 regarding it is vague and suspect. Since you have heard testimony on the difficulties of the kinds of evaluations the bill proposes (testimony with which we would agree), we will limit our comments to the practical effects of the procedures indicated in the bill upon our work.

Our practical objection to the evaluation procedures outlined in the bill is that the forms generated by them--even if they could be reliable, sophisticated instruments that truly measure--would have the effect of channeling instruction into primarily the considerations emphasized by the forms. The forms might well allow the merely competent teacher to look quite good, while they would very likely work against the innovator. Consciously or not, we would find ourselves playing a game of satisfying criteria, irrespective of the impact of the game on a particular group of students, course content, quality of thought and idea, or our success as teachers. We fear the effect of the forms would be to flatten instruction and to crimp us at a time when teaching demands resiliency and inventiveness. For the possible advantages of uniform evaluation--implementation of goals, a healthy reminder of the need for evaluation and improvement--we might have to pay dearly in actual quality of instruction, flexibility of approach, and the ability to meet new demands placed upon us.

This last point touches upon the wider implications of SB 1 which are disturbing to us, for the tenor of the bill is repressive and seems to involve distorted assumptions about what we do and how we do it. The bill takes the position of attempting to supply control of the state's educational product, implying that the value now received by Oregonians is not equal to the cost of supporting colleges and universities, that the college teacher is not quite doing his job. We think we are doing our jobs, in fact more than is required of us and more than we are paid for. It all depends upon what values are placed on education. We can no longer guarantee graduates employment, nor can we guarantee them the social prestige that once went with a college degree, but we doubt that higher education was ever meant to guarantee these things. The goals of higher education expressed in SB 1 seem to us a fair statement of the purposes and operational concerns of higher education at this time; these goals are as varied as the interests of students in our classes, as varied as our methods of presentation and approaches to subject matter, and, like our day-to-day work, they reflect the profound changes in student motivation now occurring. Ironically, we work under conditions of austerity and negation at a time when the demands of teaching require more and more energy and commitment, more flexibility and open-mindedness than were required a decade ago when the college student had fairly defined interests and personal goals, and more patience with requirements than he now has.

The conditions under which we teach are, partly, our own fault, but not substantially, not mainly. Those of us who have been teaching as long as ten years have seen a gradual, steady increase of class sizes and of our work. For example, in the late fifties and early sixties a class of from 15 to 20 students was considered to be the maximum size for the effective teaching of writing, and is still considered so; in the last three years at Portland State writing classes have regularly accomodated 28 to 30 students, with less effective learning than either the students or teachers want. Overall, in virtually every field of study, the student-teacher ratio has climbed steadily in the past decade, until this last year when it fell off slightly. But the reduction in class size has not come soon enough, nor has it been large enough, to regain the quality of instruction we have lost over the years.

So far as we know, the still swollen class sizes have come about by what we refer to as "the numbers game," a line of argument legislators know well: the institutions have more students, classes are overloaded, we need more money. However, somehow the classes never got smaller; more students were admitted, and the same argument was used at the next legislative session. The student-teacher ratio climbed steadily while academic salaries in the lower ranks barely kept up with the cost of living, or lagged behind it, and fell behind comparable salaries for comparable work elsewhere. Not only have class sizes remained large, with a consequent loss of teaching effectiveness, not only have we taken on more work without commensurate pay, but the demands of students for a genuine remedy to the class situation have been directed mainly at us; their concerns, their attempts to establish student rights long overdue, their wish to participate in their education have all created more pressures on our time and energies: more paper, more forms, more committee meetings and sub-committee meetings. In short, we find ourselves, along with students, in a situation not really of our own making, attempting under the pressures of our day-to-day work to bring about changes intelligently while handling students in numbers that work against the quality of education they want and that we would like to give them.

Seen in this light, SB 1 only aggravates our situation. Instead of getting at actual problems, instead of bringing some relief and help to those who work hardest to achieve the goals set forth in the bill, SB 1 attempts to introduce controls that have every sign of hindering our efforts.

Respectfully,

Name

Department or Field

<u><i>[Signature]</i></u>	<u><i>English</i></u>
<u><i>McNouell</i></u>	<u><i>For Lang.</i></u>
<u><i>Susan K. Boles</i></u>	<u><i>History</i></u>

Name	Department or Field
Gregory F. Bauljian	English
Robert L. Kelly	"
Rupert Buchanan	Philosophy
Thomas Daulis	English
Milan Lopusal	Foreign Languages
Herrie Lyns.	F. L.
Elaine E. Lumbough	English
Elliot Benouant	History
Donald W. Tyree	English
Gerald M. March	Psychology
James A. Paulson	Psychology
Hugo Maynard	PSYCHOLOGY
Ray C. Rint	Sociology
David Holloway	English.

Joyce RE. SB 2

MCKENZIE // = CONCERNED ABOUT FINANCING THROUGH THINGS NOT IN BASIC
= NO EXPRESS DEFINITION OF ARTS & HUMANITIES

DAVE GIBSON } NOT OPPOSED TO ACCOUNTABILITY
DAVID DOUGLAS, EA. } "KEEPING KIDS IN SCHOOL LONGER (THAN 1987) & GIVING THEM A HIGHER DEGREE OF EDUC."

JERRY NGWANAN
"CITIES FOR SCHOOLS"
BOB SHERMAN
1. ADDRESS FUNDING
2. MANAGE EDUCATION
3. SCHOOL/COMMUNITY RELATIONS // OPPOSE "MINIMUM" EDUCATION - URGE EDUCATIONAL LEADERSHIP.

BON O'NEIL - PG 2 (LINE 21) DEVELOPMENT AS SOUND AS POSS.

AND LOCAL STATE CERTIFIED COUNSELING

SB 2 GUIDANCE & COUNSELING - PG. 4 LINE 13 USE OF ADEQUATE
(APPROX 550) GUIDANCE & COUNSELING BY CERTIFIED^{STATE} COUNSELING^{SCHOOL}

PHIL
MCLAIN - V.C. ORE. CITY SCHOOL BRD -

NANCY
RUEZ L.O. EA - OBJECTIVE, CREDITABLE SYSTEM BY

IMP 7 - 1 a ... PR. CL - 1100 -

THE VISUAL ARTS AND BASIC EDUCATION

Speaking in behalf of the Arts In Oregon Association, the Oregon Art Education Association, and the Oregon College of Education Art Department, I would like to argue for the significance of learning in the visual arts as a necessity in any basic education. In addition, I shall argue that visual learning is one of the basic types of learning and supplies the foundation for almost all other types of human learning.

Fact: It is estimated that 85 to 90% of all human learning is through the eyes.

Now stop and think - How many of you had difficulty with chemistry, didn't understand physics, couldn't see the application of geometric theorems? It was not because you lacked scientific talent. It was because you couldn't see. You couldn't think visually. You couldn't visualize atomic and molecular structures and their interrelationships in chemistry. You couldn't see the visual evidence that supported Newtonian mechanics in physics. You couldn't see the space, line, and shape relationships in geometry. So, you memorized abstract symbols, formulas, and postulated theorems in hopes that they would get you through the test often realizing that they would soon be forgotten. On the otherhand, if you had been provided significant opportunities for learning how to see and to think visually about yourself and the world around you, many of these difficulties would not have occurred and these subjects may have been far more meaningful to you, both then and now. It is this visual learning and thinking that is one of the primary responsibilities of art education, especially at the elementary and certainly at the secondary level

of public education.

Implicit in this argument is an underlying assumption that the basis of all human knowledge is feeling, that which we gather through our senses, those things we call "experiences," what we feel with our eyes, our ears, and other senses plus what we feel within ourselves as sensitive, creative individuals.

In relation to this, we often tend to think of basic education as reading, writing, and arithmetic. But again, if we stop and think, we can see that writing and mathematics are the two most abstract, most sophisticated, arbitrary or deductively postulated, symbolic systems that the human mind has created. It should be obvious that if these, or any of the other disciplines of human knowledge, are to make any sense or be meaningful to an individual, whether a first grader or a graduate student, he must be able to see or to visualize, both objectively and subjectively in terms of human feelings and senses, the evidence upon which these disciplines are based. If the student does not have the opportunity to develop his visual abilities, to develop an intense sensitivity to his environment and his experiences with it, the majority of learning in the diverse disciplines will simply remain as symbolic, abstract information with little meaning or practical application in his daily life. We must keep in mind that that which is abstract has been abstracted out of human experiences. For abstractions to be meaningful, they must be placed back into the context of human experience. And for human experiences to be meaningful, the individual must be sensitive to the qualitative and quantitative diversity of his unique experiences. This qualitative sensitivity to human experience has been a primary function of the arts and

the artist from the cave paintings to the abstract expressionists. In this regard, art can only be seen as pre-eminently practical, even in its most sophisticated forms, for it is a basic tool for understanding, describing, and expressing the rich dimensions of human experiences, personal or collective, day-to-day or generation-to-generation, fantasy or factual. Art education is the process of learning to become more sensitive to ourselves and the world around us, of developing and utilizing to its fullest potential the human eye so that it can see within ourselves as well as what surrounds us, and to develop the motor skills necessary for creating visual images that best communicate our visual and visualized knowledge.

Is visual learning pre-eminently practical? Look around this room or any other human environment. Everything you see that men have made has been a product of visual thought. Someone had to visualize their possible existence; someone had to create drawings of what these things might look like, and the drawings were necessary for their construction. All man-made things could not exist without visual thought and the visual arts.

But visual thinking is important beyond just the making of things. Einstein said that his General Theory of Relativity was visualized in a dream. The DNA molecule was not understood until it was visualized in a 3-dimensional helixic form and a model built which could be studied. The benzene ring in chemistry was a problem for many years until it too was visualized in a dream. Darwin saw the structural relationships among the diverse species. Men of Vision - Yes, and not in any metaphorical sense but in a very practical, literal sense.

Are we, who are responsible for learning, providing the

opportunity for our students to become men of vision, not necessarily in terms of the genius that was Darwin, Einstein, or Frank Lloyd Wright, but citizens of vision, creatively sensitive to the quality of their visual environment, their homes, communities, and the natural beauty that is so much of Oregon? We should keep in mind that a litter bug is a visually illiterate person, insensitive to visual pollution whether trash along the streets or giant ugly signs along our highways. Pollution laws can be a temporary negative deterrent, but only significant visual education will produce positive, long-lasting effects.

This leads me to the final question I would like to confront you with - What did you learn in your public school art experiences? What kinds of visual learning skills were developed? Most of us would have to admit that we learned very little. Clorox bottle piggy banks, cut-out brown construction paper turkeys for Thanksgiving, valentine boxes and all those other cute "artsy-craftsy" things that you took home to mother to be taped to the ice box door and then to mysteriously disappear somehow didn't contribute significantly to your learning. Indeed, after six required years of it in elementary school, it probably had an extremely negative influence on your self-concept, your attitude towards your own art abilities, and an extremely limited and damaging concept of what art actually is.

Why? Because your teachers had about the same kind of experiences you did, except possibly for an additional three-hour requirement in college which, in the course of ten weeks, was supposed to miraculously turn them into visually thoughtful, aesthetically sensitive, knowledgeable, competent art teachers who can turn the approximately fifty minutes a week required in art (usually on

Friday afternoon and often only if the kids have been good) into a significant and lasting learning experience.

Fifty minutes a week for visual learning which is the basis for almost 90% of all human learning. It is rather an odd paradox for a nation that prides itself on pragmatism. In the state of Oregon, I find another interesting paradox: A state that appears to be sensitive to the visual quality of its environment, that created and allocates thousands of dollars to the Oregon Arts Commission yet does not have a visual arts curriculum consultant for the State Board of Education.

Is this pragmatism? By way of example, the Russians are far more pragmatic. They require an hour a day in art in their schools. They are profoundly aware of the significance of art in daily life, the importance of visual learning, and the power of art as a propaganda tool. But propaganda is not just of their world. A typical hour or two of American television, particularly on Saturday morning, should be evidence enough for the extremely low level of propaganda that we and our children are continually being bombarded with. This is something that a visually sensitive, intelligent adult or child finds insulting.

Let me end now for I realize that I too have been doing some pretty heavy bombarding these past few minutes but hopefully you can understand the sense of urgency behind these statements. If we do not reassess the significance, indeed, the basic necessity, of visual and artistic learning and create opportunities for the appropriate teacher education in the visual arts, then we must face the responsibility of possibly condemning many students to being functionally blind and visually illiterates for the rest of

their lives, and the responsibility for propagating visual ignorance in an ever changing and challenging environment, visually and otherwise.

Therefore, on behalf of the organizations I represent, I would like to propose the following amendments to Senate Bill #1 and #2:

Amend Senate Bill #1, Section #1, Paragraph #2 by adding:

(a) Individuals visually literate and aesthetically aware to meet the demands of an ever-changing environment, both natural and man-made.

Amend Senate Bill #2, Section #2, Paragraph #1 by adding:

Upon completion of the visual arts program, students will have demonstrated:

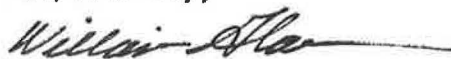
(a) Ability to identify a visual field and discuss it in terms of the basic visual elements,

(b) Ability to visually describe 3-dimensional objects through 2- or 3-dimensional representation, and

(c) Ability to distinguish between aesthetically satisfying and dissatisfying visual fields or objects.

Thank you.

Respectfully,



William Glaeser
Board of Directors, Arts In Oregon
Board of Directors, Oregon Art Education
Association
Acting President, Monmouth/Independence
Community Arts Association
Assistant Professor of Art, Oregon
College of Education

Victor Atiyeh Rm 205

LINDSAY, NAHSTOLL, HART, DUNCAN, DAFOE & KRAUSE

DENNIS LINDSAY
R. W. NAHSTOLL
ALLAN HART
ROBERT B. DUNCAN
GARRETT R. DAFOE, JR.
DONALD G. KRAUSE
WM. H. POOLE
CARL R. NEIL
JERARD S. WEIGLER
ROBERT C. SHOEMAKER, JR.
RICHARD WM. DAVIS
JONATHAN A. ATER
ROBERT B. CONKLIN
JAMES H. BEAN
CAROL ANN HEWITT
ROBERT E. BABCOCK
WESLEY W. KIRILEY
JAMES W. KASAMETER
DANIEL H. SKERRITT

ATTORNEYS AT LAW

THE CARRIAGE HOUSE

1891 S. W. BROADWAY

PORTLAND, OREGON 97201

February 8, 1973

GUNTHER F. KRAUSE 1895-1967
ALFRED C. VEAZIE, OF COUNSEL

CABLE ADDRESS: 'CARRIAGE'
TELEPHONE (503) 226-1191

Subject: Senate Bills 1 and 2
Schools for the City Position

To the Senate Education Committee:

Enclosed are:

1. A resolution from Schools for the City of legislation which that organization would support regarding elementary and secondary education goals and the establishment of grading standards.
2. Suggested amendments of sections 3 and 5 of Senate Bill No. 1 which we believe will accomplish the foregoing.
3. A Schools for the City resolution setting forth its opposition to Senate Bill No. 2.
4. Suggested amendments of Senate Bill No. 2 if the legislature is determined to define, by statute, a basic education curriculum.

Schools for the City applauds the work of the Legislative Interim Committee on Education and agrees with its aim to develop a means whereby all levels of the public education system will be enabled to cooperate in defining common problems, developing common goals and creating a common system to measure student performance. We think the Committee's report and its suggested legislation go a long way toward these ends. We believe, however, that at this time, a lesser degree of centralization of authority is desirable.

February 8, 1973
Page 2

Schools for the City strongly believes that it would be premature to adopt basic education requirements in legislative form. We believe that to do so presents a substantial risk that local school boards will lose an important degree of authority and presents the danger that State support of public education may be limited to funding only a basic curriculum. Schools for the City also believes that such legislation would limit flexibility for public education to adjust to the changing needs of society. If it is desirable to establish basic education requirements for local school boards, we think that it is important that there be a period of time to experiment with such requirements before enacting them into law. We hope and believe that criteria for basic education, if established by the Oregon Board of Education, would be sufficient to cause local school boards to develop goals, programs of instruction and course objectives which meet these requirements. If this proves to be true, no legislation should be necessary. If this proves to be untrue, there will be time enough to enact such legislation in the future. Several instances can be cited where the Oregon Board of Education has met its responsibilities in this regard:

(a) By 1971 legislation, the Board of Education was instructed to develop student conduct codes. These have been developed and are in effect throughout the state.

(b) In the summer of 1972, the Board of Education adopted high school graduation requirements which are now in effect and which should prove effective.

We also believe that the development of grading standards in precise form is best left to the local school boards, subject to direction and oversight by the Board of Education. The reasons for this are much the same as mentioned above regarding basic education requirements.

We agree with the Board of Education that evaluating individual student progress and assessing overall, statewide student performance are two different functions and that the latter function should be delegated to the Board of Education.

February 8, 1973

Page 3

We also agree with the Board of Education that it is inappropriate to have a statutory requirement that local school boards adopt program goals and course objectives.

Our suggested amendments of Sections 3 and 5 of Senate Bill No. 1 are intended to accomplish the foregoing objectives as follows:

(a) Legislation should define the basic needs of society to be met through public education. We believe that Section 1 of Senate Bill 1 moves in this direction, and we hope we may work with the Education Committee in developing this section in its final form.

(b) The Board of Education should develop policies which will include guidelines for the scholastic development of students in basic areas of education. We would expect that these policies would be consistent with the expression of basic education requirements now found in Section 2 of Senate Bill 2.

(c) The Board of Education should require local school boards to (1) adopt educational goals consistent with the State's broad goals and the Board of Education basic education policies, (2) provide local school boards models and guidelines for measuring student performance, (3) provide local school boards a standard system for assessing overall student performance on a statewide basis and (4) evaluate and report biennially to the legislature on progress toward these ends.

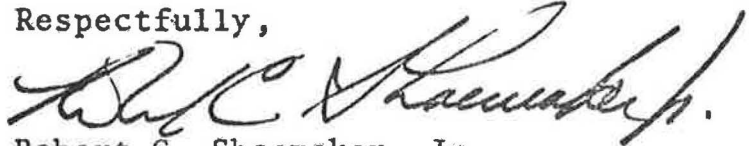
(d) Local school boards should be required by legislation to (1) adopt educational goals consistent with Board of Education policies and educational goals of the State and which meet local needs, (2) establish minimum standards for acceptable achievement in its programs of instruction and (3) establish criteria by which the achievement of students may be measured against such standards in accordance with their individual capabilities.

LINDSAY, NAHSTOLL, HART, DUNCAN, DAFOE & KRAUSE

February 8, 1973
Page 4

The foregoing is the primary thrust of the proposed legislation which Schools for the City supports.

Respectfully,

A handwritten signature in cursive script, appearing to read "Robert C. Shoemaker, Jr.", written in dark ink.

Robert C. Shoemaker, Jr.
Chairman, Basic Education Committee
Schools for the City

RCS:c1
Enclosures

SCHOOLS FOR THE CITY

RESOLUTION UNANIMOUSLY ADOPTED BY THE BOARD ON JANUARY 10, 1973

SUBJECT: BASIC EDUCATION

A. Schools for the City opposes legislation establishing basic education requirements and delegating to the State Board of Education the establishment of grading standards. To do so:

- (1) Deprives local school boards of desirable control;
- (2) Limits flexibility for public education to adjust to changing needs of society; and
- (3) Presents the danger that state support of public education will be limited to funding only a basic curriculum.

B. If there must be legislation in these fields, Schools for the City recommends that it not be more limiting of local control than as follows:

- (1) The State shall establish guidelines for scholastic development in the areas of basic education.
- (2) Each school district shall make available to all students the basic education programs as well as courses and programs of its own choosing.
- (3) The State Board of Education shall establish for the guidance of school districts minimum standards for acceptable achievement.

(4) Each school district shall establish criteria to measure the achievement of students against State standards, in accordance with individual capabilities.

(5) Student achievement levels shall be subject to evaluation by local school boards and by the State Board of Education.

(6) Basic education shall include programs in at least the following areas:

- (a) Arts and humanities
- (b) Language arts
- (c) Reading
- (d) Writing
- (e) Mathematics
- (f) Science
- (g) History
- (h) Citizenship
- (i) Career opportunities
- (j) Health
- (k) Physical education.

Senate Bill 1

SCHOOLS FOR THE CITY
AMENDED BILL

By order of the President of the Senate
(at the request of the Interim Committee on Education)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Provides for allocation of responsibility for achievement of educational goals among State Board of Education, local district school boards, community colleges, State Board of Higher Education, state colleges and universities and Educational Coordinating Council. Defines functions of these organizations and requires them to adopt set of goals consistent with state education goals and specified guidelines.

NOTE: Matter in bold face in an amended section is new; matter [italic and bracketed] is existing law to be omitted; complete new sections begin with SECTION.

1 A BILL FOR AN ACT

2 Relating to the goals of education; creating new provisions; and amending
3 ORS 351.270.

4 Be It Enacted by the People of the State of Oregon:

5 SECTION 1. Because it is in their own best interests and because it
6 is the most effective way to realize the ultimate from their human re-
7 sources, the people of Oregon are committed to the support of education
8 and educational opportunity. Therefore, consistent with the rationale
9 specified in this Act, the following goals are to be sought:

10 (1) Individuals equipped with the skills and knowledge essential in a
11 complex society.

12 (2) Lives enriched by the arts and humanities.

13 (3) Individuals able and willing to accept their responsibilities as citi-
14 zens.

15 (4) Individuals qualified for entry into occupations leading to economic
16 self-sufficiency and able to provide society with qualified manpower.

17 (5) The generation and dissemination of knowledge acquired by re-
18 search.

19 (6) Individuals physically healthy to meet the demands of society.

20 (7) Provision for a lifetime of learning.

21 SECTION 2. Section 3 of this Act is added to and made a part of ORS
22 chapter 326.

23 SECTION 3. The mission of the State Board of Education is to direct
24 the Department of Education and to provide policy direction to community
25 college district boards, intermediate education districts and local school
26 boards. In developing policies, the state board shall consult the local
27 officials with responsibility for the actual conduct of the educational pro-
28 gram. These policies shall include guidelines for the scholas-
29 tic development of students in basic areas of education.
30 ~~ance in the educational system. The state board shall adopt a set of goals~~
~~in carrying out its mission:~~
~~consistent with state educational goals and these guidelines:~~

31 (1) The state board shall require that each agency, school district and
32 department under its jurisdiction adopt a set of goals consistent with
33 state board ~~policy~~ ^{policies} and the educational goals of the state.

31 (2) The state board shall develop guidelines for the establishment of

1 program goals in community colleges and local school districts which
 2 state expected learner outcomes.

3 (3) The state board shall provide to local school districts ~~a uniform~~ (a) models and guide-
 4 ~~standard system for measurement of learner performance and evaluation~~ lines for measuring learner performance and (b) a standard system for assessing
 5 ~~of progress toward achieving basic skills.~~ overall student performance on a statewide basis in achievement of the educa-
 6 tional goals of the state. biennially

7 (4) The state board shall evaluate and report ~~annually~~ to the legis-
 8 ~~lature progress toward achieving its specified goals.~~ the educational goals of the state.
 9 ~~overall student performance on a statewide basis i~~
 10 ~~include assessment of local school district and community college reports~~
 11 ~~achievement of these goals.~~
 12 ~~on learner performance, together with aggregate results of learner per-~~
 13 ~~formance measurement.~~

14 (5) The state board shall work with all agencies presently engaged in
 15 teacher preparation, public and independent higher education, post-
 16 secondary education, and local school districts, to insure that programs
 17 provide a continuing supply of educational personnel with competencies
 18 to achieve goals established by the State of Oregon and by local school
 19 districts and community colleges. The state board shall promote excellence
 20 in teaching and encourage the development of criteria based upon teach-
 21 ing performance for retention and promotion of faculty. The state board
 22 shall assist local school boards in developing incentive programs which
 23 encourage faculty members to upgrade their teaching skills and profes-
 24 sional competencies.

25 (6) The state board shall develop and implement:

26 (a) Information systems which provide uniform planning and bud-
 27 getary data; and

28 (b) Systems of budgeting which clearly identify the costs of specific
 29 programs.

30 **SECTION 4.** Section 5 of this Act is added to and made a part of ORS
 31 chapter 332.

32 **SECTION 5.** The mission of ~~each~~ local school boards is to ~~provide oppor-~~ establish and manage
 33 ~~tunities to elementary and secondary school students to develop the~~ programs of elementary and secondary education that meet the educational goals
 34 ~~attitudes, skills and knowledge necessary to become socially responsible,~~ of the state and the goals of that board. In carrying out its mission:
 35 ~~self-directed learners.~~

36 (1) Each local school board shall adopt a set of educational goals, con-
 37 ~~sistent with State Board of Education standards, which contribute to the~~ policies and the educational goals
 38 of the state and which meet local needs.

1 attainment of the educational goals of the state and to meeting local needs-
 2 Administrators, faculty, students, ^{parents} employers of high school graduates and
 3 residents of the district shall participate in the development of ^{these} educational
 4 goals.

5 ~~(2)~~ Each local board shall insure that student learning goals are de-
 6 veloped for all programs of instruction conducted by schools within its
 7 jurisdiction. Program goals statements shall include but are not limited
 8 to those outcomes defining basic education, and shall identify those out-
 9 comes as priority items.

10 (2) (a) establish minimum standards for acceptable achievement in each of its programs of instruc-
 11 tion and (b) establish criteria by which the achievements
 12 courses of instruction. These course objectives shall be stated in terms of
 13 of students shall be measured against such standards in anticipated learner outcomes. Outcomes shall be measurable. Information
 14 about course objectives shall be available to students and parents prior to
 15 each course of instruction.

16 (3) ~~(4)~~ Each local board shall insure that evaluation and testing procedures
 17 are implemented which directly relate to ^{standards for acceptable achieve-} course objectives in the basic
 18 education curriculum. The purposes of such evaluation are to provide in-
 19 structors with information about individual learner needs, to assist in
 20 diagnosis of learning problems and to provide ^{information} feedback to individual
 21 students and their parents about their progress toward ^{anticipated} expected perform-
 22 ance objectives.

23 (4) ~~(5)~~ Each local school board shall ^{overall} annually report the aggregate re-
 24 sults of learner performance evaluations to and as required by the State Board of Education.
 25 in a format approved by it.

26 (5) ~~(6)~~ Each local school board shall supply planning and budgetary data
 27 and as required by the State Board of Education, in a format approved by it.

28 (6) ~~(7)~~ Each local school board shall promote excellence in teaching and
 29 aid in developing criteria based upon teaching performance for retention

30 and promotion of faculty. Such boards shall also encourage development of
 31 incentive programs which encourage faculty members to upgrade their teaching

32 SECTION 6. Section 7 of this Act is added to and made a part of skills and pro-
 33 ORS chapter 341. professional com-
 34 SECTION 7. The mission of community college district boards is to
 35 insure opportunities for students to advance their skills and knowledge

SCHOOLS FOR THE CITY

RESOLUTION UNANIMOUSLY ADOPTED BY THE BOARD

FEBRUARY 7, 1973

SUBJECT: BASIC EDUCATION LEGISLATION

Schools for the City would support legislation which accomplishes the following:

(a) Defines the basic needs of society to be met through public education.

(b) Defines the missions of all public educational agencies, including among others the Oregon Board of Education and local elementary and secondary school boards.

(c) Directs the Oregon Board of Education:

(1) To develop policies which include guidelines for the scholastic development of elementary and secondary students in basic areas of education.

(2) To require each local school board to adopt educational goals consistent with the State's broad educational goals and Board of Education policies.

(3) To provide to local school boards models and guidelines for measuring student performance.

(4) To provide to local school boards a standard system for assessing overall student performance on a state-wide basis.

(5) To evaluate and report biennially to the Legislature progress toward achieving the educational goals of the State.

(6) To promote excellence in teaching and encourage the development of criteria based upon teaching performance for retention and promotion of faculty.

(7) To develop and implement information systems which provide uniform planning and systems of budgeting which clearly identify the costs of specific programs.

(d) Directs local school boards:

(1) To adopt educational goals consistent with Oregon Board of Education policies and the educational goals of the State and which meet local needs.

(2) To establish minimum standards for acceptable achievement in its programs of instruction and to establish criteria by which the achievement of students shall be measured against such standards in accordance with their individual capabilities.

(3) To insure the development and implementation of evaluation and testing procedures which relate to their standards for acceptable achievement and criteria for measuring student achievement.

(4) To report regularly to the Oregon Board of Education the aggregate results of learner performance evaluations.

(5) To supply planning and budgetary data to the Oregon Board of Education.

(6) To promote excellence in teaching and aid in developing criteria based upon teaching performance for retention and promotion of faculty.

Senate Bill 2

SCHOOLS FOR THE CITY
AMENDED BILL

By order of the President of the Senate
(at the request of the Interim Committee on Education)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Defines and describes basic education for elementary and secondary education. Allocates responsibility between State Board of Education and local school district to establish standard to achieve basic education of student.

NOTE: Matter in bold face in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted; complete new sections begin with **SECTION.**

1

A BILL FOR AN ACT

2 Relating to basic education.

3 Be It Enacted by the People of the State of Oregon:

4 SECTION 1. (1) The total education of the elementary-secondary stu-

5 dent results from the combined efforts of the home, school and community.

6 The state recognizes that it must share with the home and community

7 institutions responsibility for physical, emotional, cultural and ethical-

8 moral development of students. The state assumes primary responsibility to estab-

9 lish guidelines for

10 ~~for the direction of the scholastic development of all students in the areas identifie~~

and defined in this Act as Basic Education. (2) Each common school and union

11 ~~identified as basic education. Common school and union high school~~

high school district (hereinafter called "District") shall: (a) make available

12 ~~to all students courses designed to fulfill the Basic Education requirements~~

and (b) add the educational activities, programs and courses necessary to attain

13 ~~the local goals of the District that are beyond the scope of Basic Education.~~

14 (2) Elementary and secondary school students shall be provided with

(3) (a) The State Board of Education shall establish for the guidance of Dis-

15 ~~tricts minimum standards for acceptable achievement in each Basic Education pro-~~16 ~~gram. (b) Each District shall establish criteria by which achievements of stu-~~17 ~~dents shall be measured against such standards in accordance with individual~~18 ~~abilities. (c) Student achievement levels in all areas of Basic Education~~19 ~~shall be subject to evaluation by local school boards and by the State Board of~~20 ~~Education.~~21 ~~(c) Local district school boards shall establish criteria by which~~

SECTION 2. The elementary and secondary Basic Education programs of each

22 ~~District shall include the following programs and shall be designed to enable~~23 ~~each student (within the limits and potential of his individual ability) to demo-~~24 ~~strate the following competencies upon completion of the appropriate program:~~

25 SECTION 2. (1) The arts and humanities shall be used for enrichment

(1) Upon completion of the basic program in the arts and humanities:

26 ~~of all basic subject areas to provide comprehensive understanding of their~~

(a) knowledge of important literary works; and (b) knowledge of the basic con-

27 ~~tributions of the fine arts to society.~~

28 (2) Upon completion of the basic language arts and reading program;

29 ~~students will have demonstrated:~~

30 (a) Ability to read with speed and comprehension;

31 (b) Ability to write legibly, to express thoughts clearly and effectively

32 in writing, to think analytically, to spell and punctuate accurately, to use

33 appropriate grammar, and to employ an adequate vocabulary;

34 (c) Ability to speak effectively and to listen with comprehension; and

- 1 (d) Knowledge of and ability to use information sources.
- 2 (3) Upon completion of the basic mathematics program; ~~students will~~
- 3 ~~have demonstrated:~~
- 4 (a) Ability to compute accurately and make practical use of mathe-
- 5 matical skills;
- 6 (b) Ability to employ accurately the fundamental number skills: Ad-
- 7 dition, subtraction, division and multiplication, including the use of frac-
- 8 tions, decimals and percentages;
- 9 (c) Ability to understand and use graphs, tables, charts, statistics,
- 10 weights and measures; and
- 11 (d) Ability to translate computation problems into mathematical terms.
- 12 (4) Upon completion of the basic science program; ~~students will have~~
- 13 ~~demonstrated:~~
- 14 (a) Knowledge of elementary scientific assumptions, theories, prin-
- 15 ciples, laws and facts including an understanding of the impact of science
- 16 and technology on human life; and
- 17 (b) Ability to employ the processes of scientific inquiry in systematic
- 18 problem solving.
- 19 (5) Upon completion of the basic citizenship program; ~~students will~~
- 20 ~~have demonstrated:~~
- 21 (a) Knowledge of personal, societal, governmental and consumer eco-
- 22 nomics ^{and} with the ability to apply this knowledge in solving problems;
- 23 (b) Knowledge of individual rights and responsibilities necessary to a
- 24 self-governing people; and
- 25 (c) Knowledge of local, state and federal governments and their or-
- 26 ganization, functions and services.
- 27 (6) Upon completion of the basic history program; ~~students will have~~
- 28 ~~demonstrated:~~
- 29 (a) Knowledge of the history^{ies} of Oregon, the United States and world
- 30 civilization; and
- 31 (b) Ability to interpret contemporary events in the perspective of his-
- 32 torical developments.
- 33 (7) Upon completion of the basic program of studies in career oppor-

1 tunities; ~~students will have demonstrated;~~

2 (a) Knowledge of the existence and value of many types of work;

3 (b) Knowledge of occupational fields, the requirements for entry, the

4 skills and abilities needed and sources of training available; and

5 (c) Ability to identify the learning experiences and personal qualities

6 needed to continue toward career goals.

7 (8) Upon the completion of the basic health and physical education

8 program:

9 (a) ~~Students will have demonstrated~~ knowledge of the health, func-

10 tions, structure and nutritional needs of the human body; and

11 (b) ~~Students will have participated in~~ activities which contribute to

12 strength, coordination and agility.

13 SECTION 3. Sections 1 and 2 of this Act are added to and made a part

14 of ORS chapter 336.



Sen. Atiyeh
Rm. 205

March 16, 1973

Senator Edward Fadeley, Chairman
Senate Education Committee
State Capitol Building
Salem, Oregon 97310

Dear Senator Fadeley,

Enclosed are the suggestions that I spoke with you about concerning amendments to Senate Bill 2. I regret I was unable to attend your last hearing, but I would be pleased to answer any questions at the committee's convenience.

I believe the points needing clarification in SB 2 are:

- What is the legislative assignment to schools?
- What are the objectives?
- Who has major major responsibility and in what areas?
- What are the items of priority?
- How shall they be evaluated?

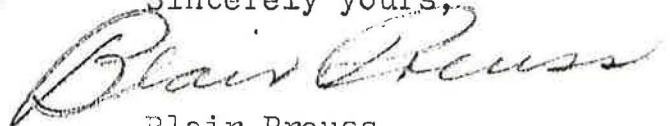
Since these amendments are essentially a matter of re-wording the original concept with a few additions, I have written them as in an engrossed form.

It has seemed to me that testimony against phases of the bill have been generated from either misintrepratation, or fear of interpretation of generalities.

My reason for change in some terminology is to remove pedagogical language for clarity to the layman, and to prevent possible confined interpretation by staff.

I hope these suggestions will prove helpful to your committee.

Sincerely yours,



Blair Preuss
9100 S.W. Westhaven Dr.
Portland, Oregon 97225
292-3136

SENATE BILL 2
(Suggestions for amendments)

SECTION 1. The state recognizes that the total education of children results from the combined efforts of the home, school and community; and that the schools must share with the home and community institutions responsibility for physical, emotional, cultural and ethical-moral development of students. The state assumes primary responsibility for the direction of the scholastic development of all legal school age children through the public school system. Other governmental agencies have primary responsibility for providing health and social services and adult education. In cooperative effort, each agency shall assume responsibility for and proper jurisdiction of their respective areas of primary concern. For clarifying lines of accountability within the public school system, the state hereby establishes educational priorities and delineates the nature of responsibilities for each level of operation.

(1) The primary objectives of public education are to provide children the opportunity to develop the abilities and to acquire the skills and knowledge necessary to pursue life-long learning, to be concerned citizens, skilled consumers and effective producers in our society. The State Board of Education shall establish requirements and procedures for the direction of local district school boards designed to promote the development of these competencies for all students according to individual ability.

(2) Secondary objectives for which the local district school shares responsibility with the home and community are to increase the child's ability for self-discipline, to be a responsible family member and to develop the capacity for an enriched life in other than vocational pursuit.

SECTION 2. Basic subject areas. Basic to achievement of the educational objectives of section 1 of this Act are the skills, and the understanding use of skills in the subject areas of: means of communication, mathematics, health, citizenship, history, career opportunity and science. First priority shall be given these basic subject areas in the public school curriculum.

(1) (as written in section 2 of the bill, or alternate section 2 attached)

SECTION 3. Student evaluation. (1) Each compulsory school age student within the state shall have within each two year period an in-depth evaluation of his performance level. The evaluation shall consist of a series of both oral and written reviews by more than two (2) certificated teachers over a period of not less than one month for the purpose of a determination by the group of the student's level of accomplishment.

(2) A progress chart which includes in-depth evaluations shall accompany each student transferred within a school district, between school districts within the state, or to or from a privately-operated school or tutor offering academic training to compulsory school age children.

(3) (See page 2 of attached)

SB 2 Alternate Section 2

SECTION 2. Basic subject areas. Basic to achievement of the educational objectives in section 1 of this Act are the skills, and the understanding use of skills in the subject areas of: means of communication, mathematics, health, citizenship, history, career opportunity and science. First priority shall be given these subject areas in the public school curriculum.

(1) The arts and humanities shall be used for enrichment of all basic subject areas to provide a comprehensive understanding of their relationship to cultural heritage and developmental change.

(2) Demonstrated abilities to be obtained for means of communication shall include the abilities:

(a) To read with comprehension and reasonable speed;

(b) To write legibly, analytically and with continuity of thought using accurate punctuation, spelling and grammar, and employing an adequate vocabulary for the subject to which it is appropriate;

(c) To speak effectively and listen with comprehension; and

(d) To effectively use library facilities, and various other informational sources necessary for independent learning.

(3) Abilities to be obtained for mathematics shall include the demonstrated ability:

(a) To employ accurately the fundamental number skills of addition, subtraction, division and multiplication including the use of these skills in the application of fractions, decimals and percentages to graphs, tables, charts, statistics, weights and measures and practical problems encountered in normal personal need; and

(b) To translate computation problems into mathematical terms, compute accurately and make practical use of mathematical skills for both personal need and career application.

(4) Upon completion of the basic health program, students will have demonstrated knowledge of functions, structure and nutritional needs for health of the human body and the deterrents to health; and will have participated in activities which contribute to strength, agility and coordination.

(5) Upon completion of the basic citizenship program, students will have demonstrated knowledge of:

(a) The responsibilities and rights necessary to a self-governing people;

(b) Local, state and federal governments and their organization, functions and services; and

(c) Personal, societal, governmental and consumer economics with the ability to apply this knowledge in solving problems.

(6) Upon completion of the basic history program, students will have demonstrated knowledge of the history of Oregon, the United States, world civilization and contemporary events; and to have acquired the ability to interpret contemporary events in the perspective of historical developments.

(7) Upon completion of the basic career opportunity program, students will have demonstrated a knowledge of the existence and value of many types of work including various occupational fields, the requirements for entry, the skills and abilities needed, the sources of training available; and the ability to identify personal qualities and the learning experiences necessary to continue toward career goals.

(8) Upon completion of the basic science program, students will have demonstrated knowledge of elementary scientific assumption, theories, principles, laws and facts including an understanding of the impact of science and technology on human life; and have acquired the ability to employ the process of scientific inquiry in systematic problem solving.

(3) The evaluation of individual student progress shall be made without reference to peer-group ranking, grade placement or physical facility assignment.

SECTION 4. With the cooperative effort of local school districts, the State Board of Education shall establish the criteria for levels of accomplishment to be used in the evaluation of individual student progress required in section 3 of this Act.

SCHOOL DISTRICT 6

451 NORTH 2ND STREET

TELEPHONE 664-3341

CENTRAL POINT, OREGON 97501

BOARD OF DIRECTORS

J. DALTON STRAUB, Chairman
RICHARD P. DUNN, Vice Chairman
JOE B. ESTREMADO
DR. MILTON R. SNOW
HOWARD B. WILSON
MRS. MERLE OBENCHAIN, Deputy Clerk

CHARLES A. MEYER, SUPERINTENDENT - CLERK

February 28, 1973

PRINCIPALS

ARTHUR L. STRAUB,
CRATER HIGH SCHOOL
JOHN L. MCCOY,
SCENIC JUNIOR HIGH SCHOOL
CHARLES E. FRISK,
CENTRAL POINT ELEMENTARY SCHOOL
ALLEN W. HILL,
H. P. JEWETT ELEMENTARY SCHOOL
GEORGE A. JOHNS,
MAE RICHARDSON ELEMENTARY SCHOOL
GILBERT A. MACK,
HANBY AND PATRICK SCHOOLS,
GOLD HILL
WALTER DOHERTY, VICE PRINCIPAL
A. J. HANBY JUNIOR HIGH SCHOOL
ROLAND E. GRIFFITH,
SAND VALLEY ELEMENTARY AND
PRIMARY SCHOOLS

ADMINISTRATION

JAMES L. TACCHINI
Director, Secondary Education
WILLIAM B. BREWSTER
Director, Elementary Education

FROM: Jim Tacchini

TO: Richard Dunn

SUBJECT: Comments on Senate Bill 2

In general I feel that this bill is a step in the right direction with an effort to identify what is to be taught and in this way to move in the direction of increased accountability. "However, I have some reservations about the bill's current wording. It is my feeling that the wording is at once too general and too specific. For instance, how can criteria developed at the local level meet achievement standards set by the State Board? It seems to me that the Local Boards or the State Boards should do both, thus the criteria and standards for success would be more in line with one another. Another example has to do with reading. What is reading with speed and comprehension? Does the 180 IQ read at the same rate as the 100 IQ? Perhaps the wording should best be: ability to read with speed and comprehension comensurate with his innate ability.

The second reservation I have has to do with relegating the Arts and Humanities to a second rate position by stating they shall be used as an enrichment of all basic subject areas. I feel these areas should be considered as basic to human survival as any of the other skills listed. Modern man simply doesn't live by Math, Social Studies and Career Ed alone; He must understand the place of Music, Art, Literature and Dance as an intergral part of his everyday life. If there is any question about this check the box office at the theaters and show places of the United States alone.

My final reservation has to do with the creation of a monster. Will this plan become so difficult to administer that it will pose an undo hardship on districts to accomplish the job. Eventhough the local district sets the criteria and hopefully has options in how this is done, is the actual evaluation of such a program going to bog down the ultimate good it has to offer?

Obviously the strength of this bill is the effort to ensure every student in Oregon a basic education but this is also its' weakness if provision isn't made to take into consideration individual differences of students. If this bill is not the place to do this then make certain that it clearly defines this need for the local districts to consider as they develop the criteria for evaluation.

Finally I feel it is a good beginning effort and I hope that the future development will clarify some of my concerns.

SCHOOL DISTRICT 6

451 NORTH 2ND STREET

TELEPHONE 664-3341

CENTRAL POINT, OREGON 97501

CHARLES A. MEYER, SUPERINTENDENT-CLERK

February 26, 1973

BOARD OF DIRECTORS

J. DALTON STRAUS, Chairman
RICHARD P. DUNN, Vice Chairman
JOE B. ESTREMADO
DR. MILTON R. SNOW
HOWARD S. WILSON
MRS. MERLE OBENCHAIN, Deputy Clerk

ADMINISTRATION

JAMES L. TACCHINI
Director, Secondary Education
WILLIAM B. BREWSTER
Director, Elementary Education

PRINCIPALS

ARTHUR L. STRAUS,
CRATER HIGH SCHOOL
JOHN L. MCCOY,
SCENIC JUNIOR HIGH SCHOOL
CHARLES E. FRISK,
CENTRAL POINT ELEMENTARY SCHOOL
ALLEN W. HILL,
H. P. JEWETT ELEMENTARY SCHOOL
GEORGE A. JOHNS,
MAE RICHARDSON ELEMENTARY SCHOOL
GILBERT A. MACK,
HANBY AND PATRICK SCHOOLS,
GOLD HILL
WALTER DOHERTY, VICE PRINCIPAL
A. J. HANBY JUNIOR HIGH SCHOOL
ROLAND E. GRIFFITH,
SAMS VALLEY ELEMENTARY AND
PRIMARY SCHOOLS

I have been asked to comment on Senate Bill 2. The following is my position on the matter.

I am in basic agreement with this attempt. It is a good effort at defining some tangible knowledge and process goals in education which should move us in the direction of increased accountability. It should improve the evaluation efforts of our public school system.

At the same time it seems to avoid the major problems that have arisen in states where such "state wide testing" laws have been dismal failures. Section 1,C leaves options to local school boards and also insists upon individual measurement without peer group ranking.

The items identified in Section 2 seem to be a balance of the knowledge aspect of curriculum in performance-oriented terms. This will improve the quality of evaluation.

Perhaps one additional aspect of Ballot Measure 2 would be inclusion of a statement regarding the affective domain. This is the problem area for evaluation, but needs to be included somewhere in the bill. If the framers of the bill would refer to some of the "goals of education" as stated by the world's leading philosophers of education, perhaps a strengthening of SB-2 in this respect could be made. (For example, Abraham Maslow says the overriding goal of education is to develop an individual's self respect, another prominent educator says the goal of education should be to move a person from dependence to independence, another says to teach democracy by creating it in schools, another talks of employability goals, etc.)

I would urge the passage of this bill. Then, after two years it needs some modification, adjust it further. But for now, it represents needed definitive effect concerning education in Oregon.

William B. Brewster
Director of Secondary Education

WHAT TO DO, ABOUT SB-1 AND SB-2?

As an engineer approaching this problem, I say, "Let's analyze the problem and then, using well-established problem solving techniques, work our way to a solution."

Reading SB-1 and SB-2, a similar approach shows through, which, to that extent, is laudable. SB-1 seeks to establish "missions," or responsibilities, that will effect necessary changes. SB-2 seeks to establish what constitutes something we can call "basic education."

But

The inputs for these bills have been essentially derived from the educational system as it is. Let us take an outside look

What are the major criticisms that education faces today?

- 1 It is not relevant. More specifically, while students spend 12 or 13 years "learning" a tremendous lot, most of which they forget not long after learning it, they emerge with very little capability applicable to their future careers, because the masses of curriculum content taught have little bearing on anything they will need after they leave school.
- 2 Inversion of Outcomes. A closer observation shows that "successful" students are those who get good grades, by learning to retain what they "learn" just long enough to respond correctly to tests. They do not understand any of it: time does not allow that; students whose native intelligence wants to understand things mostly get failing grades, because they do not acquire the art of negotiating these spurious tests.
So we are giving credits to those whose true learning is close to nil, while rejecting those with capability to really learn.
- 3 "Brainwashing." The whole picture gives an impression of a system designed to produce zombies. Because of this, certain conservative groups identify the process as a communist plot, while those with socialist or liberal leanings reverse the compliment! The real deficiency is not deliberate, but systemic.
- 4 Tragedy of Timing. When man's advancement in technology promises to release the entire race from menial or chore-like activities why allow the system to program creativity out of most of our people? Production line workers, who repetitively perform the same operation without thought will not much longer be needed. They too should be able to enjoy creative activity.
- 5 Cost! The way outsiders see it, children are learning less and less, at ever escalating cost.

So how can we correct the system?

- 1 The primary objective of schools should be, not the cramming of millions of facts into heads, in the foolish hope that a few percent will "stick," but the training of human beings to use their *innate* learning capabilities, as preparation for life.
- 2 To do this, what they learn [curriculum content] would best be determined by non-educators, by people more closely connected with the real world - the needs graduates will meet after they leave school.

3 The function that teachers and school would serve best, would be that of helping students to find out how to learn these needed things. To do this, teachers would *not need to know all that the students need to learn*: they need to know how learning happens. They need to be experts in the different learning styles that suit various individuals.

4 Present "standardized tests" tend to inhibit change [at all, much less such a major change as this]. We need, not new tests, but new test *methods*, that will put the focus where it belongs. To elaborate on this concern, "Some Comments about Measurements of the New Kind of Objective," dated March 2, 1973, is attached.

What about the Bills?

1 In line with this necessary change in orientation, defining what is basic, SB-2 needs redrafting, to remove the specific curriculum divisions, and orient the definitions to realistic criteria. Comments and suggestions relative to this are elaborated in an attachment dated March 1, 1973.

2 To enable such changes to come about, the missions of the various existing agencies need changing. This is addressed in "Proposed Revisions for SB-1," dated March 2, 1973, also attached.

Of particular note are the following points, threaded through the proposed revisions:

1. Specific provision for establishing the changed roles, by using Learning Coordination Councils, at the level of individual, local schools.

2. The use of people from outside the existing educational system, to initiate the changes in roles, which are so "cast in cement" that it would be impossible for educators to do it themselves. These are described as Extra Educational Consultants.

3. An essential part of this whole operation is a *true improvement in efficiency*, to achieve which incentives are provided that will, *at the same time*,
(i) improve learning through the school,
(ii) reduce its cost to the district (and thus to the taxpayer, however levied),
(iii) reward participating teachers and other staff for their part in such such improvements.

This can happen *only* by using roles so changed as to make these improvements possible.

Recommendation:

That the content of bills SB-1 and SB-2 be redrafted in such a way as to set in motion the changes that can solve all of education's problems.

Some Comments about Measurements of the New Kind of Objective

Existing standardized tests are extremely content-specific, which is largely responsible for the prevalent practice of training for tests, and for the associated emphasis on retention⁴, as the apparent primary purpose of education.

The new type tests for improved capability in learning also have to be content referenced². However, they do not concern themselves primarily with what is learned or retained, but rather with measuring, based on what the student being tested already knows, or skills he already possesses, his capability to acquire as part of the test, appropriate additional knowledge or skills, not possessed prior to the test.

This method of testing calls for standardized test method, which is quite different from existing standardized test content. Making such a change calls for new concepts of dimension in testing². The writer has sufficient experience¹ in using tests designed this way, to know

- (a) that designing them is not difficult, using the parameters spelled out in the previous paragraph, and
- (b) that the method is transmissible.

Because the method must use content appropriate to each individual test, the present type of test, available as a package³, will no longer be relevant, although in some instances some of that material may be usable, with some revision of method. In general, once the method is understood, teachers will find it easier, and even less time consuming, to generate better tests "on the spot." These new tests will thus be non-repetitious, thereby avoiding the temptation to continue employing the existing retention mode³.

The writer's experience¹ also shows that students engaged in this kind of learning experience, when given the associated kind of test, never suffer from "exam phobia" as do so many with existing types of test. Those who already have a deeply imbedded case of exam phobia may take a little while to lose it, but this depends only on their coming to the realization that they are "in a different ball game."

A side advantage of the new method of inducing learning⁵, is that students using it outperform students who were taught under the traditional method^{1,2}, even on the old type standardized tests, for which the new students had been given no specific preparation.

[For significance of reference numbers, see last page of attachments]

Comments and Suggestions Relative to SB-2.

The crux of this criticism is based on the fact³ that measurement of achievement in the domain of the content-oriented specific curricula enumerated in Section 2 of this bill, is incompatible with the needs of a rapidly advancing world. In Section 1 the first two sentences provide an acceptable starting point, but the remaining sentences of that introductory paragraph need revising to suit a new set of definitions for basic education. It is to clarifying what this new set should be that these comments and suggestions are addressed.

Section 1.

Subsection (2-a): reference to "acceptable achievement" could be applied to the new definition set, *provided* the word "level" is not there implied. However, the concept implicit in "each basic education program," here and as defined in later subsections, needs changing completely.

Subsection (2-c): "without reference to peer-group ranking": if criteria are changed to conform with the more meaningful concept here set forth, achievement measurement can never have any possible reference to peer group ranking, making this specification redundant.

An analogy that will illustrate this point, would liken measurement of achievement [as currently used] to placing individual participants at any instant during a race. Such placement inevitably involves peer group ranking, whatever superficial efforts may try to ignore the implicit sense of order in position.

Measuring *rate of progress* [proposed here] is equivalent to clocking the speed at which a particular individual runs. This measures each individual student's *change* of position, over time. Position relative to others is irrelevant to this measurement without having to be ignored. In a track race, if two runners happen to be "neck and neck," the result usually makes each achieve better time than running alone. In the analogous situation, a quite incidental form of peer comparison may occur, which would certainly not injure the individuals involved.

Section 2.

In a few of this section's subheadings, can be detected a semblance of the dynamic correlation that we here suggest should become the *central organizing scheme* to define what is basic, rather than using the proliferated curricula currently proposed. Specifically:

Subsection (1): "their relationship to cultural heritage and development": this aspect can tie, much more effectively and dynamically, with the words following "including" in subsection (4-a), as well as in virtually every other curriculum area.

Subsection (2-b): "to think analytically": this may or may not include the concept we would propose, according to whether such thinking is instructed or stimulated.

Subsections (2-a) and (2-c): "comprehension": should also include concepts of building and interacting.

Subsection (2-d): not sufficiently explicit. Could imply merely "how to" without intelligent involvement of student.

Subsection (3): this whole subsection applies to the present rote-learned math, needs reorienting to an approach that builds student's ability to develop progressively more effective and easier ways to solve progressively harder or more complicated problems.

Subsection (4-b): if the word "learning" were substituted for "problem solving," this comes close to providing a basis for all the rest.

Subsections (5) and (6-b): the whole subject of interpersonal relationships could and should be treated in close parallel with the above comment on subsection (1).

Proposed Revisions for SB-1

To make it easy to see how the proposed revisions differ from the existing draft SB-1, the same format will be followed, omitting any reference to modification of existing statutes for the sake of clarity.

SECTION 1. Properly developed human resources have basic capabilities that can provide everyone with a degree of creativity never before possible. With such a change, our society can change, and the whole population participate actively in that advancement, as never before.

On the other hand, the advancing technology that has made this possible, also makes it possible for machines - computers and automated equipment of all kinds - to assume most [eventually all] of the menial or repetitive tasks formerly assigned to human beings of "lower IQ," for which they needed preparation in schools.

These changes mean that all of us need to have our innate creativity developed, rather than preparing some for menial tasks as formerly, so that everyone can utilize to the full the expanding resources provided by machines. The people of Oregon commit themselves to adapting education to meet these new needs. Consistent with this rationale, the following goals will be sought:

- (1) The primary goal, for every student, will be the acquisition of self-learning ability that forms the basis for various kinds of creativity. Curriculum content, to which the system has thus far devoted itself exclusively, will serve a purpose essentially secondary to this primary goal.
- (2) Creativity and learning ability are intangibles that must be measured by learning outcomes. Curriculum content necessary for this should be determined by those closest to the needs to be served. Appropriate local people will be formed into Learning Coordination Councils, who will serve school boards in designing desirable learner outcomes, while the budget committee continues to monitor cost of the local system.
- (3) Because acquisition of self-learning capabilities is the primary goal, the teaching role will change to one of concentrating on developing ways to stimulate and motivate self-learning, rather than endlessly fragmenting curriculum, as at present.
- (4) Measurement of learning effectiveness and increasing capability will require new methods. These will be developed using principles introduced to the schools and local Learning Coordination Councils by the services of Extra Educational Consultants.
- (5) The state will provide the initial year's operation of Extra Educational Consultants. In subsequent years these services will be recompensed on a basis derived entirely from the improvement in learner outcomes and savings in school operating costs that result from their previous activity. School staff will receive permanent benefits based on a similar formula derived from improvement in efficiency: better learning for reduced cost.
- (6) This systemic improvement should extend upward through the system to various post-secondary levels of education, always coupling acquired learning ability to the needs of, the profession or vocation served by the institution.
- (7) Federal Titles have been subject to political tactics, and have also been largely responsible for the unnecessarily high degree of fragmentation that has evolved. The present shift to set responsibility on states and local authorities makes it particularly propitious to initiate the foregoing changes to enable schools to fulfil their total purpose and commitments more effectively at reduced overall cost.

SECTION 3: The mission of the Oregon Board of Education in this will be to:

- (1) Provide procedural guidelines for initiating these changes by responsible people at various local levels.
- (2) Provide a coordinating center to enable standardization of the new methods of measurement and curriculum handling that will be adopted.
- (3) Report to the legislature, and thus to the people of Oregon, on the progress made toward meeting these revised goals.
- (4) Provide guidance to vocational institutions (community colleges) as basis for compatible updating of their goals in similar manner. This will involve much less modification to their approach, because these institutions are already more tightly coupled to realistic needs than are primary and secondary schools. However, as schools change, the community college approach to teaching vocational subjects can improve, becoming less content specific, more dynamic to the continually changing needs of the vocations served.
- (5) Provide similar information to the State Board of Higher Education and to the institutions within its domain, more specifically with reference to evolving new bases for teacher training that will meet new needs derived from the aggregate experience from local level developments within schools under this new plan.
- (6) Provide the maximum possible interchange of information about successful achievements in improving efficiency at individual schools, whereby better education is provided for the communities served, at lower cost.

SECTION 5: The mission of the local school boards will be to:

- (1) Organize a Learning Coordination Council, with the assistance of Extra Educational Consultants. The function of the Council will be to determine desirable learning outcomes to be used in developing student ability, which will be the "output" counterpart corresponding to the function of a budget committee in determining financial "input."
- (2) Have the Learning Coordination Council develop local curriculum goals and supervise coordination of these goals with teaching methods and facilities at the school(s).
- (3) Monitor the learning ability goals and measurement methods developed and applied by school personnel, for which the content goals of the Learning Coordination Council serve as vehicles.
- (4) Establish realistic parameters of basic education, in terms of learning ability to be acquired by students, as substantiated by *measurements designed for the purpose of measuring learning outcomes and productivity of the school(s)*. This change in measurement procedure will eliminate the prevailing emphasis on retention and training to meet tests, and will measure the acquired capability of individual students at various kinds of learning [ways of learning, as distinguished from content learned].
- (5) Monitor application of the various incentive plans, so that personnel responsible for improving learning outcomes and/or reducing costs receive proper benefits under the plan.

SECTION 7: The mission of community college district boards will be similar to that of local school boards, except that districts will in general be larger, the areas of curriculum goals covered somewhat wider. The basic concept and mechanism for its implementation will follow the same progressive development plan.

SECTION 9: The mission of the State Board of Higher Education will follow lines similar to those outlined for the Board of Education (Section 3), but with reference to the professional levels involved, and to cooperation with the State Board of Education in matters relating to revised teacher training.

SECTION 11: The mission of institutions of higher learning, when revised in line with this overall change of emphasis, will alter the significance both of teaching and of research and development. The presently designated discrimination between teaching duties and research or development duties will largely vanish. Concepts of improved efficiency and of incentives to participating staff are equally relevant, and will be more easily applied when the inhibitory distinctions are removed by the change in focus.

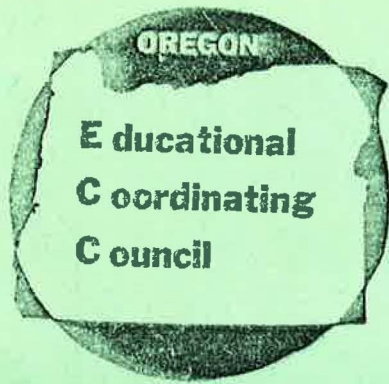
SECTION 13: The mission of the Educational Coordinating Council spelled out in the existing draft is based entirely on the existing concept of the system. In the new functional arrangement and roles, much that is presently described as within the mission of the ECC, intended to be administered from the top, will be more effectively handled by local Learning Coordination Councils⁵ at various levels. A function that will be state-wide, and in that sense in some measure correspond with the present ECC, will be fulfilled by Extra Educational Consultants. The following substitution is suggested [it may need elaboration, the points stated merely outline intent]:

The mission of Extra Educational Consultants will be to:

- (1) Respond to local district boards and other agencies needing assistance in various aspects of the set of role changes here specified and initiated.
- (2) Provide guidance to personnel in assuming their new roles. As more Extra Educational Consultants are needed and become available, they will be able to specialize in specific avenues of guidance to individual districts, at various levels.
- (3) Extra Educational Consultants will be compensated by the state only in the initial year of their operation, so their work can get started.
- (4) Subsequently, their compensation will be strictly derived from the improved learning outcomes and reduced costs resulting from their efforts in districts they serve⁵. This will make their incentive, on a short term basis, with individual districts, the same as that of district staff with whom they work. District staff will receive similar benefits on a continuing basis.

References in the foregoing attachments:

1. "Constructive Comments on Education, A Report for the Special Subcommittee on Education of the Congressional Committee on Education and Labor," Sept. 1966
2. "Toward Productivity in Education," April 26, 1972. This summarized many intervening documents.
3. "What's Wrong with Education - Some Thoughts on How to Change It," Dec. 7, 1972. An analysis of the mechanism in its various dimensions.
4. "Educational Personnel Development - An Alternative Proposal," Presented before the Oregon Board of Education, Jan. 22, 1973.
5. "An Overall Proposal for Meaningful Improvement of Education," Feb. 15, 1973.



SENATOR VICTOR ATIYEH
STATE CAPITOL
SALEM, OREGON 97310

A STAFF REPORT

1971 HIGH SCHOOL FOLLOW-UP SURVEY
STUDENT COMMENTS

FEBRUARY, 1972

COUNCIL MEMBERS

Mrs. John C. Cotton, Chairman
Lloyd Anderson
Victor Atiyeh
John Howard
Carrol Howe
Harry Jacoby
R. E. Lieuallen
Dale Parnell
Cleighton Penwell
Elizabeth Waletich

COUNCIL STAFF

Executive Director - Floyd Stearns
Assistant Director - George Mitton
Assistant Director - Robert Peck
Planning Specialist - Michael Lincicum
Program Administrator - John Rude
Research Associate - John Westine
Program Specialist - Bernie Saalfeld
Program Specialist - Gene McIntyre
Research Assistant - Becki Berg
Research Assistant - Don Choate

1971 HIGH SCHOOL FOLLOW-UP SURVEY

STUDENT COMMENTS

A Staff Report to the
Educational Coordinating Council

Prepared by

Michael S. Lincicum
Program Specialist

and

Chuck Baker
Student Intern

State of Oregon
Educational Coordinating Council
4263 Commercial Street, S.E.
Salem, Oregon 97310

PREFACE

The comments included in this publication were elicited in response to one question on a follow-up survey of Oregon high school graduates which was conducted during the Fall of 1971. The Oregon Educational Coordinating Council undertook this survey as a part of its effort to develop a comprehensive data base for statewide educational planning in Oregon. The primary purpose of the follow-up survey was to gather statistical data concerning the experiences of Oregon high school graduates after leaving high school. The final question in the survey asked the students how they would improve the services which were provided by their high schools and provided space for the student to make comments in addition to checking specific categories. The responses to this question are included in this report.

Approximately ten percent of the students who returned questionnaires took the time and effort to make extended comments about their high school experiences. The staff of the Educational Coordinating Council felt that the concerns expressed by these students are an important source of information which should be made available to decision-makers, in addition to the quantitative results of the survey itself. It was determined that the most accurate and efficient way to present information available would be to let the students' comments speak for themselves by reproducing them in this report.

The student comments contained in this report are reproduced as written by the students to the extent possible. Some minor editing was

done, but in most cases no changes have been made. The student comments have been broken down into several subject areas according to the primary emphasis of the writer. The selection of the subject areas was based on an analysis of the content of the entire group of comments. Many student comments deal with more than one subject area, and in these cases, comments were placed in the section which seemed most appropriate.

TABLE OF CONTENTS

	Page
PREFACE	i
GENERAL ADMINISTRATION OF HIGH SCHOOL	1
QUALITY TEACHING	7
COLLEGE PREPARATORY CURRICULUM	12
VOCATIONAL CURRICULUM	15
COUNSELING	19
MISCELLANEOUS COMMENTS	24

GENERAL ADMINISTRATION
OF HIGH SCHOOLS

I believe that the administration should re-evaluate their priorities which they set. To them, it is more important to have that cup of coffee or go to that meeting than it is to be in the office assisting students with troubles. I found this especially true with counselors. I believe this should be dealt with quickly.

Sixty-minute classes are just too long and dull. I prefer modular scheduling over the present system. Our school is way behind in modernization, and it was myself and my lower classmates which are being affected from this. My children will never enter this system as it stands now. I want my children to have the best they can get!

The school was more interested in making sure the halls were clear and you were in assigned places during "independent" study time. Five teachers patrolling the hall was a waste of time for them and the taxpayers. It alienated the students and through undue harrassment caused much unrest with the student body.

Should be larger emphasis on classes like drama and human relation-type classes instead of all the push with money in the direction of sports. Kids need to be involved in something and not all kids want to be "jocks." Try to open the campus -- give the kids responsibility. You would be surprised at how much more they will respect their teachers with this in force.

Improved faculty-student-administration relations. This would be possible by better faculty and administration understanding of themselves and students. The fact that our schools are for the students is often ignored by faculty and administration.

I think, or rather believe, that the school which I attended could prepare its students better by doing the following: A teaching staff which is as intelligent as the more intellectual students of the school. There is nothing more disheartening than being more intelligent than someone who is being paid to teach you. Another improvement might be made in placing less emphasis on athletics and a little more on academics.

Maximum individual freedom, elimination of irrelevant restrictive "rules." Student involvement in school policy-making, better quality of administration.

I felt that my high school was too worried about deportment and not about scholastic achievements. The few teachers I had who were worried about me as an individual and preparing me for future education were too cramped by the administration to operate to their full capacity.

High schools should place more responsibilities on the student, such as attendance, etc., because college places more responsibility on you than you ever get in high school.

Stronger and stiffer codes. School was too lenient. Classes too crowded. Not much individual help.

More activities for students -- dances, clubs, etc.

Less administrative rules concerning students. High school is a poor academic school because the administrators stress conformity to set standards and values instead of working for an educational system where the individual has the freedom to pursue an education he feels is worthwhile and enjoyable.

Need more and varied shops with modern equipment. Longer shop hours with less students per class. More interrelated classes, i.e., students not wishing further education can take vocational math and English. Need a slackening of discipline from freshman to senior year in a steady, progressive manner -- like grade school discipline during the first part of the freshman year to nearly complete freedom during the senior year -- allows students to gradually assume responsibility and maturity.

Open up the schools -- allow the type of self-discipline that one needs to know once he is gone from that environment where there was everything to fall back on. Don't force it but make it possible for a student to know a little about everything. Don't limit them because of the grades they get or because they dislike gym class or mathematics. Give them the chance to learn all the library, teachers, and parents in the area have to offer.

A general lack of respect for students on the part of administration brings about situations not conducive to a learning atmosphere. I realize many students do not respect the administration's public schools, but I think it is unrealistic to treat a mass of 16-18 year olds as children. Depriving people of certain rights and activities at an institution they are forced to attend reflects immature attitudes in the higher circles of "educational" planning and administration, and don't think students aren't aware of being treated as something less than a citizen of America.

Persons who are employed because of their coaching capabilities are often poor teachers, but are hired because they are good coaches. Also, there are virtually no classes for vocationally minded students, and many academically poor students find themselves, upon graduating from the school with a diploma, with no hopes of making college, and jobless. THE SCHOOL FAILED THESE STUDENTS!!!

Library is good, except students are not allowed to use it freely. Students had to have a destination slip or library pass with an expressed reason for going.

I believe high school should be a place to grow up. I believe students should have more freedom coupled with responsibility. Many teachers and administrators and counselors in today's schools are preoccupied with superficial education (haircuts, procedures, attitudes) than with the real purpose of a high school; to make available to a teenager a chance to develop himself (a) physically; (b) mentally; (c) emotionally (spiritually); and (d) able to make decisions (mature) as to how he will live his life and what he will do to be a happy individual in life.

Students cannot or are not being made to use their capabilities fully. Grading is far too easy! Not enough challenge. Facilities and faculty were EXCELLENT, I thought, but MOST IMPORTANT is the fact that students aren't getting the best possible education because the administration can't enforce needed disciplinary rules.

Improve the attitudes in schooling. Develop atmosphere more conducive to independent study. Loosen the atmosphere -- make curriculum more unstructured. Give students room to grow with studies -- not to be stifled by them. Give students room for emotional growth. Give students experiences that will broaden their lives -- don't make them waste four years of their lives with biased teachers and narrow-minded administrators.

All teachers, counselors, and administrators should rid themselves of the old-fashioned notion that they are supposed to mold students to fit into the existing culture. They should recognize the ever accelerating speed of change. They should facilitate creative thinking and motivate students desire to learn and to be themselves as individuals.

More and better student government. One thing I lack, as many of my graduating class, is a feeling of having accomplished graduation with more direction and control instituted on my own. I believe more student power in the Student Council is necessary.

No modular classes. Have all seven classes a day. I think there should be more math, history, and English. I feel that I have forgotten everything I learned from some of my classes. Kids in my school were more interested in working than in going to school!

I think more actual freedom of mind and body would be useful at the high school I attended. By mind and body I mean freedom of expression in posting signs, etc., and serious consideration of open campus.

I attended a private church school and due to the fact its budget was short because of unexpected costs, I think the government should support private schools in a much better way financially.

Different extra-curricular activities. More freedom in moving around the campus and through the school.

A general change in the high school atmosphere is necessary. More trust in the student as a human being capable of just decisions is needed. The high school student is more mature and capable of handling more freedom or decision-making that most parties would like to believe.

The high school I attended was old and vastly in need of improvements. More students were enrolled than the capacity could properly and adequately teach. The general feeling throughout the student body and faculty was that no one cared about anything, themselves, the school, the activities, or the quality of education. This attitude was reflected in the services provided.

The school is beautiful, but the kids ruin it by the smoking and drug problem which goes on in the rest rooms and on the grounds. Teachers need to be more strict with the kids, and we need a better school administration.

I found the schools to be more interested in trivial matters, such as tardiness, rather than important growth problems. Teachers generally aren't interested in the pupil other than minimum requirements. They did not seek to instill in the student a sense of discovery or offer to help in outside interests. Teachers don't care. Curriculum is generally unchallenging.

Let the kids grow up. Too many stupid little rules, regulations, and punishments. These may or may not be services, but they are important in developing positive attitudes towards education, the school, and other people.

Less conservative rules, more freedom as in no closed campus. More or less what is needed is a whole new system -- one with less force, less punishment, and more accomplishments. The system they now have is very much like the prison system, only of course not as harsh.

More freedom. In college it is your own responsibility to attend your classes, and the teachers don't care. High school is planned all out for you, and in college, you pick your own schedule, classes, and teachers. Quite a few students probably are not prepared for all of the new responsibilities.

The over-all structure of the system. There are too many restrictions. I'm not saying to abolish all the school rules, but if high school is supposed to prepare you for the rest of the world, it should let -- or better -- help you to understand how to cope with yourself and others in such a "non-sheltered" environment which the high school seems not to be.

The high school I attended had a nick-name, "_____ Prison." I feel if the high school students were more free to do things, they would feel it is a privilege to learn -- not a must (order). I feel high school should be almost a college (as far as freedom goes). Students would not be sick of going to school but would, maybe, like it better (skip classes less). I know this works, because I was in a German high school, and this system worked beautifully. We learned a lot more -- it was interesting.

I feel the high school I attended had a poor relationship between administration and students. I definitely feel communications should be more free and open.

Less structured academic program -- more room to move in relation to student freedoms and responsibilities. School was overly disciplined which contributed to lack of spontaneous learning experiences. Student was stifled by rules and regulations. Student government was completely ineffectual. Students had absolutely no say in planning the course of their own education. Overbearing and nonunderstanding administrators. Something better happen soon or you're going to have some trouble in our high schools.

Less restrictions about leaving campus at lunch -- less favors for athletes. They are normal students who partake in sports. They should not receive any less punishments, or more chances to skip, etc.

I would not put such an emphasis on state required courses and let the student take more courses that will help him reach his goals.

An administration of educators rather than business men and police!

Less faculty involvement in student government. More courses dealing with immediate social involvement instead of an emphasis on courses which have been dominant for the past centuries.

Less sports and support for them. How about some support for the music programs and the drama classes. Get the emphasis off of sports and P.E. How about some personal counseling? A majority of our schools are really cheating the school children.

Kids get bored with nothing to do -- like bad quality or boring teachers and no curricular activities to do during or on weekends; so there is nothing to do but cut class.

The atmosphere of the school I attended was generally good. There were things that the school should change. These things were repressive to student individualism and expression (dress code, hair code). The school was attempting to mold the student's appearance, much to the dismay of a

lot of students. In attempts to make students "good citizens," the district failed in the basic principles of good citizenship, i.e., freedom of expression and responsibility. This was its basic failing.

Less rules governing appearance and behavior of students. Less focus on athletics. More focus on academics, cultural etc.

I think that a change in high school atmosphere is badly needed. The school is too enforcing of rules and regulations which make it undesirable to the student. _____ schools are too large for the student to feel at home in. Many students tend to alienate themselves and feel that they are only one in a multitude, but what can be done?

The classes are much too crowded. Teachers have neither the time nor inclination to help students individually. The students are never asked to put out anything, and as a result, never are able to live up to their potential.

Most school districts need a change in the school board and officials because the new teachers who do come, who are good and have new ideas, cannot carry out their ideas because the board and higher officials will not let them change to new and better ideas.

QUALITY OF TEACHING

I feel that those teachers that are really bad or not teaching their subject or are causing many problems with the people involved should be watched and evaluated very closely, and maybe dismissed. I really enjoyed my high school.

More emphasis on getting a high grade of teacher who really knows how to teach, rather than one who just knows his subject but doesn't really know how to teach it.

Teachers need to be more carefully selected. The purpose of a teacher is to teach -- not to get students involved in controversial matters.

Although I had some very good teachers, I also had some that didn't know what they were doing. I suggest a very close screening of prospective teachers on their knowledge and, equally important, their capability of conveying this knowledge.

I think younger teachers get down on the level with the student, making learning more interesting. The coaches who taught classes acted like you should kiss their feet -- this makes classroom situations very difficult! No one likes to study under a put down.

I probably would limit the amount of newly graduated teachers. I believe experience is the main qualification for a teacher.

I think teachers are most vital to the influence of students. Some teachers I've met, I really enjoyed and thus created a determination to please the teacher. Others are no fun and create a lack of determination in the students. Very few teachers have the quality of doing this. I understand that you can't "stock" a school with great teachers of a lot of influence, but I think that you should look for this quality more than anything else in selecting your teachers.

Regarding the better quality of teaching, I was referring to the older teachers who are being protected by the 10 year [sic]. Too many don't ever go back to college for refresher courses or else they don't even try anymore. I think something should be done about this.

There is so much a school can be that my high school isn't. Teachers are terribly important. There are some good teachers, but so many poor teachers that a great deal of my time was wasted. Tenure is ridiculous. Young teachers with less than three years experience are threatened by it, and it inhibits their creativity. Old teachers find security in it and their job becomes merely a job.

Younger teachers, students can better relate things to a teacher more his own age. Basic interests are more closely related.

The teachers should be observed and rated after each year. If they are too old or can no longer teach in a qualified manner, they should be dismissed.

This is related to "better quality of teaching" -- I feel that too much emphasis is placed on sports and related extra-curricular activities. High school, or any level of school for that matter, should be primarily concerned with academics -- not nursing "pep assemblies" and football players.

More emphasis on independent study -- instilling personal motivation -- get rid of teacher/student authority complex -- teachers should take on more of an advisory role.

During senior or even junior year, teachers should conduct classes as though they were college classes. I think it would prepare the students if they plan to attend and give them responsibility.

English teachers should work more on grammar, essays, term papers. The teachers should give students more practice on taking notes for lectures and teach students how to study.

The teaching quality was fine, but the way the teachers taught was not understood well. You were never taught how to study! Teachers were too lenient with grades and homework! (You notice these things quite easily when you go to college or some other type of school or vocational school.)

Genuine concern on the teachers part to provide an atmosphere of academic learning and not a baby-sitting service. All homework should be done outside of the classroom. Teachers should teach -- not sit. Provide a realistic training program for college. More discipline in the classroom and in the assigned work.

Give back the power to the teachers to punish the kid for bad grades and all other wrong things done.

I felt that the teachers catered to the minority groups. They also did not make or enforce them to follow the rules they expected others to follow.

High school was good until my senior year. The seniors got somewhat lazy, and the teachers did not do much to counteract this. In other words, they said, "Oh, it's their last year and we can slack off a bit." I got lazy and lost many of the good study habits I once had and, consequently, have had a difficult time adjusting to studies at college. The main guilty party are the seniors. The teachers, though, just accepted our laziness and geared their courses accordingly. In other words, I feel I would have been better off academically if I attended college after my junior year, which was most productive.

Teachers that know what is required of you in college now, not 10 years ago, so that they will be able to prepare students better for college. The teachers should be pushing you more the first three years of high school.

Getting teachers that will help the students learn instead of cramming a bunch of useless information and assignments (or "busy work") down their throats.

High school teachers need to be trained in the ability to interest and stimulate students. Teachers should work more seriously on approach as well as material.

There are certain teachers in the public school system whose worth should be re-examined. This is especially true in the health department where coaches seem to be placed.

Sometimes a teacher is needed for a certain subject and one is not hired. Then a much less qualified (if at all) teacher is thrown into having to teach this subject because he took a closely related class in college. He doesn't know too much about what he's teaching, and the kids don't learn much of anything.

They need teachers that know how to handle a class, instead of having the class entertain themselves for the period they are in that class. They need to crack-down on the students who get away with anything because of their race or background.

Better discipline. Teachers should be more willing to help those who need it -- or those who request it.

Teachers and counselors should not take it for granted that good students will be able to work things out on their own. Care should be taken to make sure that the teachers which are hired sincerely care about what happens to each and every student.

Except for a few classes, I think the teachers should care more about the students instead of quitting time and the "buck."

Schools need teachers who are concerned about the individual, NOT STATISTICS. Teachers need to help the student find his individuality and not program him into thinking the world is a big bed of roses. They should show students the TRUTH.

Students judged individually instead of as classes. More understanding teachers and counselors. There is too much indifference on the high school level with the teachers. They simply don't care or understand the problems most of us have. Instead of helping, we get hassled. Very disappointed I didn't finish high school.

Teachers need to set higher standards for their students and for themselves. They should spend more time talking with students, not at them, and also not discuss every little student problem in the teachers' room. I think if we could foresee how our high school studies are preparing us for future studies or work we would be more willing to "settle down" and work. It might be helpful if all students graded their teacher (in a confidential way) such as this questionnaire, and then the teacher who really wanted to improve his teaching practices could learn areas he's falling down in. I think some teachers must realize they are expendable. I resented wasting time in a classroom with a teacher who did not enjoy his job. I feel that classes where a student is working with his hands as well as his head should be at least 2 hour classes. Then we can really be involved.

The teacher and students should have a better relationship. In some classes you have to keep the teacher as a lecturer and boss all the time; but in English courses, art courses, etc., the student should be more free. Students should be able to go on certain trips to set a mood for a class such as poetry -- also in certain discussion classes, the students should discuss and the teacher should only try to make sure the work is done.

Individualize the teaching -- make it more relevant to today. What I learned in high school was not what exists in society today. The two worlds (high school and college or the outside) are completely unrelated! High school did not prepare me for the world!

Better student teacher relationships -- less favoritism -- more lecture than book work -- teachers concern for the students need much improvement (interest) less formal atmosphere.

More personal interest in the student rather than being the latest blank pages to be inscribed with what is accepted. Teachers need smaller class-loads and more aids for things like grading papers. Should should be voluntary, not compulsory. At least have a lower age level.

I think the most important thing is a good relationship between teachers and students. Teaching based more on an individual basis, where teachers are also treated as people and students treated the same. A more relaxed and equal attitude in the classroom.

There should not be such an "uptight" feeling between teachers and students. I learned best from the teachers that were my friends.

Teachers who take more interest in the students and realize that the kids are young adults who may have some outside problems. Not just another kid who doesn't know what he wants.

Better student-teacher relationships. I feel it is very important for the teacher to know and understand the student as well as the students know and understand the teacher.

I think our school needs a better teacher-student relationship. There were only a few teachers the students could talk to, and the rest of the faculty just seemed not to care.

COLLEGE PREPARATORY CURRICULUM

More preparation is needed for the college bound student and a better teaching of composition writing and test taking.

A type of program set up as college preparatory schedules classes, etc., to help get people interested in further education.

A modular scheduling system. An open campus system for students with a 2.00 or above. These would prepare the student better for college.

A better orientation of what one is going to be dealing with in college; Also to prepare students better for their coming life in the world.

I felt my high school training was not for the college bound student. Being a small school, around 600 total, it was probably better than most, but from what I have now learned, I could have been much better prepared in most all of the English and science courses I will take at college.

Possibly during a student's senior year a choice of a specific field or area could be taken -- like colleges. Sort of prep college year.

So far, I have found that the college level classes go so much faster. I have a very difficult time grasping the ideas. Example -- chemistry. In high school, I feel I had the best chemistry teacher in the world and we covered everything that has been covered in college chemistry. But, here we go so fast and nothing is explained so that it can be understood. I just don't feel that I am learning the material. Maybe if I had been used to this from high school it would be easier.

Being limited to five classes each year did not give me an opportunity to take as many courses as I would have liked. More courses would have given me a little better background and preparation for college.

High school should have been harder in greater preparation for college -- more abstract essay questions.

Classes which have something to do with college. By having them required -- I didn't take them because I didn't have to. Now I wish I had because I did go on to college.

Basically to create a much larger percent of the student body to learn study habits for college and to prepare the people how to live out on their own so when they move out of the parents home they are prepared.

Make the last year in high school closer in similarity to what one will experience in college. There is, or can be, too large a jump for some people to handle all at once.

Offer curricular studies which are up to college level. The classes which I take are of no comparison to high school studies. I feel the senior in high school should have the option of taking very accelerated courses in subjects such as math, English, foreign languages, etc. I took all of the most accelerated courses my high school offered in math and English, and when I began taking these courses at college, I really had to work to keep up. There was no comparison, and the jump was difficult.

High school does not prepare a student in any way for college. High school does not teach independence and does not turn out mature individuals. High school delays maturity by treating students like children. When high schools realize that people 14-17 years old are old enough to start taking on the responsibilities of their own education, then perhaps students will be better prepared for college.

As it is right now, there are only a few high school classes that are really relevant to someone once he gets to college. There is such a radical change between college and high school many students can't make it. I feel high school could better prepare its students for living outside of the "high school" world, whether going to college or to work, by making it more real life.

College preparatory classes should be related more to the type of work done in a college. High school is nothing like college, and student planning to attend college should know what to expect.

Students should be encouraged to look into colleges which offer something they are interested in. I believe they should become aware of the variety of fine higher education institutions in Oregon and the many advantages to out-of-state institutions.

The high school I attended provided facts on the different schools. What it needs are academic counselors that help plan your high school curriculum to prepare you for what you want to do, especially college bound students who have a major in mind.

As indicated, I feel that my high school career did little or no good for me in college. The help in areas checked was little or none. My personal feeling of high school is that it is but a mere place of "baby-sitting" until we are old enough to step out on your own. I feel I could have achieved more faster if the school would have recognized more individual skill, proceeded to help those interested in certain fields, and eliminate the strict ruling of getting to class on time and the other garbage which is now of no use to me.

The college prep courses should be planned directly with the requirements for freshman year with the State schools in mind.

More freedom to the student which in turn would prepare the student much better for the complete freedom found at college.

All through high school I never once had a required term paper. This winter I plan to attend college and major in art history. I'm really worried about making grades since my introduction class will consist mainly of essays.

I was not prepared for college work. High school was much too easy, and if the teacher didn't feel like teaching some days, we would have free class time. I am really having trouble getting used to one and a half-hour lectures and real studying!

I would like to see a "class cluster" program started in high schools that would be similar to college major clusters. In other words, have a group of classes for students interested in law, another for medicine, one for home economics, etc. This would give each student an orientation in his choice of a college major. This is already established for vocational training, but it would be a great help to college bound students.

Great use could be made of an initiative type study system to acquaint the prospective college student to the different emphasis of the university. Not only when to study, but how to study is a big problem in college after the "spoon feeding" you get in high school.

To me, college levels are needed very much in high school training. High school is too repeated from grammar school. It needs to advance to prepare us for college. High school becomes far too boring for the average student to cope with.

Try to prepare students more for the change to college life and to the study habits needed. The study habits have to be formed in junior high school. Have people tell students what it takes to go to college and how to prepare for it by taking certain courses and tests. Also, typing is a must for college. Counsel students as to what type of college and program would be best.

Prepare people for college. My professors seem to take for granted that we have learned all kinds of things that I know nothing about. When you tell the guy that you don't understand, he just says, "You were supposed to learn that in high school." However, we didn't.

High school seniors should be told what kind of class they will be required to take as college freshmen and sophomores, and if they prepare themselves in high school, they can eliminate taking some of these courses in college and have time for others, or be prepared for some of these classes so they will come easier.

Frankly, I think the curriculum at my high school was too easy and did not prepare me for college-level work.

I feel I didn't get to take what I was really interested in because there were not enough curricular offerings. I was not prepared enough for college.

VOCATIONAL CURRICULUM

There should be more vocational training so you will be able to get a job. High schools don't teach you anything that prepares you for life after you finish school.

Vocational training is needed a lot more because a lot of students don't want to go to college, and they need the same chance. The class levels should be brought up so that they are close to college levels.

I think they should have better vocational or trade school classes for those of us who know we have to work with our hands for a living -- more like a full-time trade school, so we would be better equipped for the job market.

More on the job training and let the student learn for himself.

More courses that would prepare people for a job when they leave high school.

Have on-job training -- get a class credit for it.

High school just needs better training classes in a shop or lab. I don't think that many people want to go to college.

It should be more of a vocational learning program in the senior year, and not courses I didn't need but were required. Should be a wider choice of classes to choose from, and to be able to choose what I would want to do for a senior year. Our school program is set up as a college bound student would want. I did not go to college, and so, I feel my senior year was wasted for what I got out of it. I wanted a choice in what I took.

There should be more classes directed towards vocations. Many classes in high schools aren't in the least relevant to jobs, and many more should be. Kids who aren't going to college would be better equipped for a job and not left completely unskilled.

Get better qualified teachers in vocational classes such as forestry, metal shop, and wood shop.

My high school is geared toward college preparatory students. This was good for me, but many students need vocational training and guidance. Not only was the high school lacking in course offerings in this area, it was de-emphasized and discouraged.

On the job training (such as student teaching, waitress work, automobile mechanic, etc.) would be good for seniors for about two or three weeks out of the year.

I would set up more classes dealing with a specific occupation -- electrician, secretary, etc.

My high school never taught me anything that would help me in any job that I am interested in or any job that I may try to seek. High schools should have better technical programs.

Better preparation of students for work even though they are going to go on to school -- a thorough background to be able to get good summer secretary jobs. Also, to prepare more students for college and have better teachers to teach the students the things they really need to know.

I feel that more information on vocational training would be helpful as to allow specific training for those in desire of less general college subjects and getting directly into their desired occupations.

Vocational training is not extensive enough. At the sophomore or junior year, students should decide for vocational or college preparatory. From then on, they should pursue appropriate training. Too many high school graduates don't intend to go to college and are lost because of little vocational training before graduation.

Some high schools are O.K. for preparing the student for college, but what about the student that does not go on to college? I think my high school could have done something for these students, also for the average student in my high school.

I feel that high school only prepares your mind or mentality when you need to be physically prepared for the outside world too. High school only prepares those who intend to go to college and leave those alone who do not. I feel they should have a better vocational education program in my high school.

School does not prepare us for the working world -- just the college one, so people go to school just because they don't want to work. I found that out and am planning to go back next year.

Make the occupational skills center a part of high school. Boys, particularly, are not equipped to work or get a job when they leave high school. Most do not know how to work with their hands. They are not taught useful skills -- they are BORED.

Better vocational and technical programs to help a student get a background in the program which he or she will be taking in college -- if the student takes such a program in college or a technical school.

I feel that 12 years of school should be able to prepare you for a job without going to college. I think the high school should go into different occupations and train the interested students so they would have a job right out of high school.

Better attitudes toward vocational training classes and the non-college bound student. Forty to fifty percent of the top students in my graduating class did not go on to college or are returning before the end of the term. College isn't the only answer, but it is the only one we had to go on.

I think each individual should know what it's like in this world when he is on his own. He should be taught the value of a dollar, how to plan his earnings. When in high school, they seem only concerned with students continuing on to college; they have no real concern for those who are not.

My school was lacking in vocational training as the school was too small -- it could not provide it. I think that a school for vocational training should be built for the county and that the kids from all over the county should go to it for, perhaps, two days a week and have academic courses at their school the other three days.

On the job training -- field trips -- more relaxed method of learning -- more meaningful courses that pertain to outside living. Thank you for asking.

Open the skills center to more and different fields -- things like heavy equipment operation. I really enjoyed taking the building construction course; it helped to keep me in school for the last two years.

Vocational training for kids who don't plan to go to college, because the majority of kids are poorly prepared for work.

The courses I took in high school were strictly college preparatory, and I feel it is better to offer courses to the job-oriented graduate because not everybody goes in and in that case, there is not a lot you can do with the preparation you've received at the high school.

I feel that high school should have classes for the average student who is not college bound. Classes for labor skills and centered around home life.

I went to _____ high school and I am very pleased with what was offered in the curriculum. The library services were excellent, and the teachers were all pretty good. But, the preparation for college or job and the outside world was very poor. All I ever heard was "go to college." I don't believe I was prepared for what would happen if I suddenly could not go to college and had no job counseling behind me.

My high school seemed to be more for the college bound students and did not focus enough attention on the students who had no interest in further education. Having teachers who know what they are doing in the vocational levels of high school would make a great significance in the outcome of their lives.

For the boys, especially, there should be more technical training such as mechanics, forestry, carpentry so that if they are not college material, they can learn a trade instead of a lot of classes preparing them for college.

Maybe there should be some on the job training for those students who would like to work instead of going to college. Something might be arranged between school and the merchants.

More classes should be offered so a student can get a substantial job upon graduating from high school. My school was very much college oriented, and some consideration should be given to students who are not going on to school.

COUNSELING

The only gripe I have is -- college and occupations counseling should have started when I was a freshman. There are just too many kids for only two counselors to see. More stress should be put upon future plans for students.

Scholarship counseling for students who are interested. There were not enough people qualified to give information, and some students didn't even have a chance because counselors did not follow through in sending records.

Better guidance counseling with regard to personal problems; better attitude towards school and learning on the part of students and teachers.

The counselors need to spend more time helping the students to decide which occupation would be best suited for them to pursue.

Better military counseling.

I view the greatest need in high school as in the area of counseling -- both personal, job, and college. Counselors are TOO OLD, out of touch, inclined to "pat you on the head." They are TOO BUSY, ill-prepared. High school kids need personal problem counselors. In addition, they need others who really know the job market, scholarship programs, etc. The present program is a waste!

I have delayed my education to go on to college due to the lack of counseling in my school.

The one thing I wish for students when sophomores would be better counseling. When I started looking for a college to attend, my counselor did not help me very much. She gave me little advice on where to go for what I wanted to major in.

Better counseling. This department did not help me in preparing for college at all. Also, I did not feel I could go in and freely talk to the counselors -- it seemed too formal.

Younger counselors. The counselors that are there now have been there too long and fail to understand they are too one-sided.

Allow for better individual counseling to students. Offer programs to enable each student to become aware of all the different areas of field concentration and the schools which are best qualified in this specific subject.

It seems that the counselors won't go out of their way to explain things, and they don't have some (or most) of the forms they are supposed to have.

If they did have the forms, they didn't know about it. No automotive shops or freedom as such. In college you must learn what to do with your time, and high school does not prepare you for this challenge.

I think we should have more college counseling at a younger age. The counselors at our high school did not deal with the students personally, and they did not talk to us at all about what we wanted to do and what to take to help us until the junior or senior years.

Better understanding of young peoples' problems. Talk to them about their problems. Find out the reason they quit, instead of encouraging them to, and help them to understand what they are up against.

Schools should have separate counselors for college counseling. In that way, counselors would be more aware of tests, dates for taking the tests, and college courses.

More counselors. I once waited two weeks after notifying a counselor I wanted to see him about college counseling. They haven't got the time -- when you talk to them they hurry you up -- and they favor the smart, popular students.

Have counselors (more of them) who are concerned primarily with what the student wants -- not so much college-oriented. College is not all important; what a person wants and needs are more important. Closer relationship between counselor and student.

I felt, in my high school, no one seemed to care or know about what I wanted to do in college. I feel that I received no counseling in high school. All my counselor was was nothing more than a person to get schedule changes from, and he did not seem to have any other cares than those purely secretarial aspects of his job. Any counseling for college was reserved for students with a GPA of 3.5 or higher, or a SAT score of 1300 or higher.

Better curriculum counseling and qualification procedures for high school courses. For example, I was out of phase with the normal math schedule all the way through high school because I did not qualify for algebra in my freshman year. I am doing well with my college math and will be starting calculus next term.

At my high school, everything is on a one-to-one base -- there are no group activities. It would be much better if there were more help to the kids that have personal problems -- not just going in to see a counselor, but groups where they can talk freely. Most kids just keep all their troubles to themselves or took them out later.

Better counselors -- ones that will understand and help the students instead of criticize and kick them out of school. The counselors jump to conclusions too fast.

More counseling should be provided for students who are seeking assistance and guidance in determining their future activities. The counselors should be more easily accessible (or available) for students. Three counselors for a student body of 1200 is not providing this service to the students.

We had very good facilities for teaching skills, but no follow-up in counseling or job placements. More job training is desirable in any high school. College counseling needs more complete information -- counselors don't have enough time to even see the average student. More information needed in volunteer groups.

I had no college counseling as well as my other class members. We did not understand a thing about college. The counselors were always too busy doing other things, rather than helping us.

I think the counselors should try to spend some time with the individual student to find out what he wants to do after graduation -- then show him some of the classes he should be taking. I should have been guided into more college preparatory classes than vocational training.

Not really better counseling, but earlier counseling.

I think we needed more counselors of every type because you rarely could see your counselor except during your senior year when you handed them your college recommendation papers.

It is important to know exactly what to expect when you enter college -- curriculum, grading systems, credit systems, and a knowledge of the classes that are transferable. Our counselor did not really tell me what to expect. He just helped me choose my college.

I found the hardest thing of all was to get some answers from your advisors at high school as to what subjects are available and how the classes are for my choice of major. I had to practically stand in line for hours-on-end just waiting to see someone for help, and when I finally did get help, I wasn't any better off than when I came in.

I feel the counselors in high schools are very poor. I had a counselor for four years before I knew her, and after I knew her, she never helped me with anything.

The counseling at my high school needs a great deal of improvement! The counselors only seem to take interest in those students who are going to "big name colleges" which require more preparation. I found that my counselor knew very little about a community college which is located only one mile from the high school. She really did more harm than good in "helping" me, for when I got to school, I found that she hadn't helped me with anything. I had to change my course of studies and just ended up taking general studies.

I wish I could have been exposed to a list of academic requirements needed in college for a four-year career. I feel that if I had known what was coming, I would have taken more math and physics.

I would want the teachers as early as my freshman year giving us information about college so in high school you could take courses for your career. I found out too late what I wanted to do. If I had known earlier, I would have taken quite a lot of courses so I could be better prepared for college.

The school I attended there were problems in that the girls' counselor would tell other girls the problems of a certain girl in the school. I don't think this is right. What is said to a counselor is to be confidential -- not blabbed to the school. This was one of the main problems of the school I attended.

I feel that the lack of counseling before the senior year of high school is one of the big problems in high schools. I feel that students need counseling in sophomore, junior, and senior years -- not just the senior year. This would eliminate a lot of these wandering kids who don't know what to do.

Better counseling as to a preparatory course for college. Some teachers in high school aren't good enough to prepare you for college professors. There should be a specific set of teachers for college professors. There should be a specific set of teachers for college bound students.

I feel if there were better (friendlier) relationships between the students and their counselors and the teachers, the quality of the student's education would be higher. Possibly if younger counselors who could better feel the student's problems, were hired, then there would be more student expression and more problems solved.

In regard to counseling, I find the students put into one of two categories, college bound or vocational, and fed the same line without quality consideration of each individual. General counseling is not kept confidential between student and counselor in some cases. However, I realize this is a matter of the quality of individual counselors.

I believe there is not enough occupational counseling from the time you start school. I think you need to be started in high school with a program that gives you the courses needed to leave school and be equipped to take a place in a community as a responsible citizen.

Our counselors, in my opinion, were incompetent in answering my questions about college courses and requirements. They were only interested in disciplinary actions. I am at the present time considering becoming a counselor and changing present conditions.

The emphasis should be taken off "going on to college." Not everyone is cut out for it. More emphasis should be placed on teaching a skill in high school that could be used for a career. The majority of high school seniors don't really know where they are headed, and more and better counselors would help.

MISCELLANEOUS COMMENTS

Emphasize hard work! Make us learn how to study. I don't mean types of curriculum -- I mean hard, consistent, and required thinking work, whether it means changes in the administration or faculty of the schools, do it!

More emphasis on individual work and achievement. Study techniques should be taught. Students who are college bound should be made aware of the types of classes they will experience in college. Keeping in mind that most people do not go on, or finish college, high schools should be more vocationally orientated. Possible splitting up of college bound and vocational students might be beneficial to both groups. Often students are required to take courses that they have no need to have, for example, why should the carpenter take biology?

It seems the high schools push everyone as a whole toward college, and if that isn't what you want, its too bad. There should be more consideration for personal interests. Personally, I've decided college is not for me, and I'm leaving it soon. If I hadn't been pushed, I wouldn't have begun here in the first place.

Several teachers (3 I had classed with) were incapable of teaching the level that they were supposed to have been teaching (namely juniors and seniors). Many more classes for those blacks and white who felt and knew they were wasting their time in school. I'm not sure what, but something that would give them a good reason to come to school besides threatening them with truency.

Many schools do not create an atmosphere where the student and teacher can meet on a common basis. The schools create an atmosphere high in competition for grades. I believe schools need to create an atmosphere where the student is not forced to "learn" because of a goal for a "good" grade.

More stress should be placed on time management. Also, more spiritual realms of life should be stressed. It is important for one to realize that there are three parts to oneself -- physical, psychological, and spiritual. High school emphasizes the development of the first two, but not the third. Since the third is equally important (if not more), it needs greater emphasis than it is now receiving.

After graduating from high school, I had absolutely no idea of what I might want to go into as a career or for further study. I think high school should present a better view of job options after graduation, and how much, if any, college training is necessary.

I feel the present high school system tends to stifle any creativeness and individuality a person may retain after his previous years of school. A definite change is needed in the high school philosophy of education.

We did not really receive an education -- we, as students, were fitted to a mold of indoctrination. Individual opportunities for learning would help greatly. The school should not be so afraid of offering the students freedom in which to learn. As a student I was extremely discontented with the "education" I received during my high school years. May I offer a word of warning: from the attitude of students last year (and this year) I must tell you that the school system must change radically or it is going to blow up as the colleges have done -- or students are going to become terrifyingly apathetic which would be worse because at least when they are revolting it shows they still care. The apathy I experienced was a complete lacking or caring about that high school. Please, please change it.

Although I am not at present making use of the vocational training I received, it was an excellent course. The only disadvantage was that if you're enrolled in such a program, you can't take any electives. So you really can't take advantage of the educational opportunities offered.

Wish students could take courses that could help later in life instead of having to take courses that are not beneficial after graduation. Think courses should be taught on self-defense, first aid, etc.

More freedom to pursue specific educational goals by eliminating required subjects and making them optional -- suggested courses important or useful to continuing education in a specific area. More opportunity to get out into field to observe and experience things as they are and occur. Less emphasis on social freedoms and individual expression at any cost. A more disciplined atmosphere provides for a more enhanced educational atmosphere essential to learning.

The high school education I received for 3 years was a pointless waste of time for me. A high school should be mainly concerned with helping a student realize his natural capabilities of thinking for himself, which in the end will be the only useful skill he will be able to carry with him throughout his whole life. A high school needs to be loose and adaptable to every individual attending, and the goal should be to help the student pursue his interests and think for himself.

They should have some type of class to help kids learn about life. I also think high schools should have a place for kids to go to at night -- a place where they can talk to someone who will listen and maybe help them with a problem. At my high school we had this during my senior year, and a lot of kids participated, but this year the faculty cut it out. They probably did not have the time!

Education in high school is not good to bring a person into the world. High school does not give a person what he needs to face life or get out on his own and work. It's like living in a make believe world where no responsibility is given to you and school doesn't relate to what you have to do to make a living or to just live. Subjects just don't apply to what life really is.

Give the students a better understanding of what is to come after they get out of high school -- like letting them know more about vocational schools and what it really takes to get to college and what you come out with.

THERE ARE NO JOBS FOR HIGH SCHOOL GRADS! I searched for a job -- five to six days a week for one month. I got a job as a motel maid for one and one-half months, seasonal. I searched for another job close to four months, everyday (five to six days per week) and finally got another seasonal job -- where I am now. I had my name in at five different employment departments. No one had or has come up with a single job offering.

High school did not really prepare one to handle many jobs after graduation. Maybe school should be pointed more towards a vocation or trade rather than academic. In the future, maybe it could be possible for students entering high school to choose between an academic high or a vocational high school.

The attitude of the students is one of the main things that needs improvement. In high school many students don't take study seriously enough. I now know that we could have made better use of the high school I attended.

More interaction with the community.

What needed improvement most at my school was the attitude of the students themselves; they did not want to really apply themselves to study.

I feel the high school I went to offered very good courses, important to the preparation for college. The reason I didn't get any special education from high school was because I wasn't mature enough to realize the importance of it. After paying my college tuition I realize.

More opportunity for student involvement with activities involving students future. Make known to new students all activities concerning students. I learned about some which would have helped me -- too late.

More interest from students. I found that high school has a very excellent teaching program, and a student can learn all he has the capability to learn.

The biggest problem I met in high school was not a lack of equipment or counseling, but a lack of discipline among the students. A good many of the teachers are very young and literally let the classes go, which resulted in chaos and very little quality teaching. High schools, at least mine, are too liberal and lack discipline of any sort. But other than that, the school was very good, and if the student wanted to learn he had every possible resource available.

Better organization of classes in relation to tests and study habits. High School does not prepare students for the pressure of Mid-Terms and Finals. Also high school tries to coddle students along instead of letting them learn on their own initiative.

I feel that high school is based too much on the social aspect of learning. There should be more choice in courses, with the English and history and math, still required, and less social guidance. Like attendance is stressed in classes that are absolutely unnecessary to what the kid will be doing. What I'm saying is that high schools should work toward college or job placement.

More encouragement for academic type students. Vocational programs and athletics are great, but some people are interested in academic subjects and it almost seemed at times that these people were completely forgotten.

College is frightening at first because then you realize that you're on your own. I like college a lot better than high school because I am treated as a person; an individual. High school is a security and it covers or hides a lot of what the outside is really all about. The classes and some of the teachers are more or less grade school level. How important it would be if someone could only get men and women right out of college to come into high school and talk to students. Try to tell them about college classes and get the kids to take rough classes, not easy ones.

Classes which prepare one to adapt to a changing world eg. speed reading, future planning, how to choose careers, how to motivate oneself. Students should be urged to work in community to add experience to idealism. Detailed games in which ideas can be tested to point out flaws and merits realistically. Lectures by specialists. Students must realize what is happening at the present time and what caused it. Trends must be pointed out. THESE ARE VITAL (or at least good)

More emphasis on learning. For the future instead of a social trip. Being more realistic in school teaching the basic facts instead of triviality. Giving the student more of a freedom of what she/he wants to pursue. My education was irrelevant and a waste of time.

More sex education, not just in sophomore Health but in later high school years. Because Sophomores are not confronted with sexual problems until later high school years.

In my school we had quite a range of subjects, especially in science and business. But they were very poorly coordinated. You would take a one semester subject, say oceanography, then go into another entirely unrelated science area. You never got any really complete, useful instruction, just spots of about anything.

More freedom. In college it is your own responsibility to attend your classes, the teachers don't care. High school is planned all out for you and in college you pick your own schedule, classes, teachers. Quite a few students probably are not prepared for all of the new responsibilities.

A little more humanity and kindness. A little more open mindedness and ability to allow humans to express themselves more acceptance of unconventionality and experimentation. More recognition and respect. Less emphasis on competition and more on individual growth. More emphasis on other sides of life than academic scholarship.

Preparing a student to face the world he is living in better by means of how to support himself, financially if the individual has a family, how to understand economics - voting, opportunities he is unaware of - insurance and many more things some kids are just never introduced to and which are important to survive.

Less rules to tie students down and force them to learn instead of let them learn. Students work much harder for personal satisfaction than when "forced" to learn for grades or expelling from school.

Courses that are pertinent. How to fill out income tax forms; what you can write offer what is required. Basic knowledge of insurance. Not the History but information that is helpful. More emphasis should be placed on public issues in the earlier grades. It should start in grade school.

For my job the school could not teach all the little things I do and the courses I took were fine and I feel could not be improved.

I don't know exactly how I would change the teaching and vocational services. The school I attended was up to date and I was very fortunate to be taking such good classes that were offered.

The greatest extent to which needed improvement was in the area of trust. The system failed to trust its students and so failed to give them any meaningful types of responsibility which would prepare them for the greater responsibilities they face as a valuable person.

Help the low income with the school fees. An encourage them to stay in school. So many low income kids drop out of school mainly because of this, and least it has happened in my High School.

I attended a Catholic School which is not state aided, and therefore was unable to afford better equipment and teachers, although most teachers were very good. Equipment, (such as typewriters, office machines art supplies) was limited and rather poor, therefore limiting my education somewhat. I resent other students in public schools having more opportunity, because all our parents pay the same taxes and they benefit.

This goes for all schools. Athletic programs should receive no support of the public taxes. Very few students are involved in these programs as compared to the total number of students attending the institution. Many of the taxpayers are paying for something they receive no benefit from.

GOALS AND ORGANIZATION
FOR POSTSECONDARY EDUCATION
IN OREGON

SECTION OF THE COMPREHENSIVE
EDUCATION PLAN

Prepared By The
JOINT PLANNING COMMITTEE
for the
OREGON EDUCATIONAL COORDINATING COUNCIL

Dr. John Howard, Chairman and
President, Lewis & Clark College

September 19, 1974

WORKING COPY

SENATOR VICTOR ATIYEH
STATE CAPITOL
SALEM, OREGON 97310

R E V I E W C O P Y

This draft version is for review
and comment by interested parties;
prior to action by the Educational
Coordinating Council.

JOINT PLANNING COMMITTEE MEMBERS

The Joint Planning Committee is advisory to the Educational Coordinating Council; its members are designated by the Educational Coordinating Council, the State Board of Education, and the State Board of Higher Education.

John Howard, Chairman	President, Lewis and Clark College
Eleanor Beard	Member, State Board of Education
Jane Carpenter	Lay Citizen
Margaret Carter	Counselor, Portland Community College
Carrol deBroekert	Associate Superintendent State Department of Education (Alternate for Mary Hall)
Richard Deich	Member, State Board of Education
Dawn Dressler	Faculty, Portland State University
Don Gilles	Career Education Coordinator State Department of Education
Mary Hall	Assistant Superintendent State Department of Education
Freeman Holmer	Vice Chancellor, Administration State System of Higher Education
Wilson Hulley	Executive Director, Foundation for Oregon Research in Education
Gene Itzen	Director of Work Experience Clatsop Community College
Elizabeth Johnson	Member, State Board of Higher Education
Robert Kingzett	Student Body President, Oregon State University
Jeffrey Lee	Executive Director, State Scholarship Commission
Francisco Martinez	Lay Citizen
N. C. McFadden	Administrative Assistant Interim Education Committee
Valerie McIntyre	Member, State Board of Higher Education
Fred Meikle	Board Member, Foundation for Oregon Research in Education
Walter Peterson	President, Oregon Career Institute
Miles Romney	Vice Chancellor for Academic Affairs State System of Higher Education
Eldon Schafer	President, Lane Community College
Sedley Stuart	Member, Mt. Hood Community College Board
Paul Waldschmidt	President, University of Portland

PREFACE

Context

On January 29, 1965, the Post-High School Study Committee was established by the Educational Coordinating Council to examine the increasingly complex problems of higher education in Oregon and to make recommendations for their resolution. The emphasis then, as now, was in cooperation and improved coordination as tools towards more effective management. The report was published in 1966, but little attention was given to updating the plan.

By the 1970's, the need for improved coordination had markedly increased. The growing complexity of society is often cited as one reason for giving more attention to planning. This complexity manifests itself in many ways. There are more people; these people are more affluent, more specialized, more interdependent, more conscious of their freedom, and more demanding of quality services.

To make it possible for the people of Oregon to benefit optimally from the educational resources of their state, the Joint Committee for Comprehensive Planning was formed by the Educational Coordinating Council to recommend means to alleviate problems which have continued to grow since the first study.

This plan is a result of the cooperation and the work of representatives of the public, independent and proprietary institutions, community colleges, primary and secondary education, faculty, students and lay citizens. They have endeavored to ensure that the plan continues to keep pace with educational change in Oregon by providing for input now and continuing revision on a year-by-year basis.

The Committee has looked not only to the 1966 study for background, continuity, and perspective, but to the comprehensive plans of other

states as well. Twenty-five states have completed statewide education plans. The Committee studied their approaches and recommendations as a stimulus to their own consideration of all possible alternatives. Although no one state's situation was exactly comparable to Oregon's, the California, Colorado and Connecticut plans were particularly useful as points of comparison and departure.¹

It would be desirable to offer Oregon's comprehensive education plan within the context of a fully-integrated plan for Oregon, accepted by its citizens, and used by its elected officials, voters, administrators, and agencies. If this plan is understood and supported by the people of the State and meticulously followed after its adoption, it may be considered an important beginning chapter for an overall plan for Oregon. It is the hope of this committee that its recommendations will be evaluated in light of the "quality of life" in Oregon, rather than the narrower concerns of education. The first phase, presented herewith, concerns itself primarily with postsecondary education. It is desirable that a completed plan speak to the roles of elementary and secondary education, and other public agencies.

Basic Approach

In order for a plan to be considered truly comprehensive, it must cover certain specific aspects of the system that it describes. Like most such plans, the postsecondary section of the comprehensive education plan for Oregon which follows, attempts to do the following things:

- state the goals and objectives for postsecondary education;
- establish the order of priority for attainment of the goals;

¹In several cases, specific language was adapted from the California Legislature's Report of the Joint Committee on the Master Plan for Higher Education. We wish to acknowledge our debt to the writers of this report.

- develop organization and procedures to implement the assignment;
- determine the resources necessary, including the size of staff necessary to carry out stated missions.
- recommend alternative ways to finance the postsecondary education;
- provide for monitoring and evaluation of the plan and its administration in order that it may be kept current and responsive.

In the following sections, emphasis has been given to goals, organizational procedures, and methods of monitoring and evaluating the entire structure of postsecondary education in Oregon. A large number of recommendations are included, but they are not assigned priorities, since they all will require equally thoughtful treatment.

While the content of these sections is of central importance, it should not be permitted to obscure the many other topics which will be ultimately included in the comprehensive education plan. Subsequent reports and recommendations will elaborate the planning responsibilities of all statewide educational agencies, detail the alternate methods of financing educational opportunities, and offer specific recommendations to deal with pressing problems of instruction and delivery of service. In many ways, the shaping of recommendations during later phases will be influenced by the discussion stimulated by this first set of recommendations. The final plan is expected to be issued in April of 1975.

**GOALS OF POSTSECONDARY
EDUCATION IN OREGON**

GOALS FOR POSTSECONDARY
EDUCATION IN OREGON

INTRODUCTION

The future of our State and society depends largely upon the quality of education available to our citizens.

In an age of automation, technology, and specialization, education beyond high school has become a practical necessity for an increasing percentage of our population who wish to participate fully and competently in modern society. The need will become greater in coming years.

We live in a time of remarkable uncertainties. We find ourselves challenged by profound and perplexing questions of peace and war, freedom and order, work and leisure, cooperation and competition, use of our environment and its preservation, exploration of space and expansion of our inner selves.

Amidst it all, changes are eagerly sought by some and eagerly fought by others. Some people envision the future as an extrapolation of the past, others foresee radical departures. Some want our educational institutions to prepare people to maintain our present society's values and institutions; others want education to prepare persons to change society.

The differences extend even to the learning process itself. Some conceptualize education as strictly the training of the intellect; others hold the view that education means training of the whole person, including feelings. Some

advocate traditional and disciplined structure; others emphasize innovative processes, such as independent study, experiential learning, and individualized instruction in a non-traditional structure.

As a committee we will propose neither one nor another of these views, but will attempt to develop a plan which makes available to Oregonians a wide diversity of approaches within its institutions.

General Values of Education

A number of basic assumptions about the general value of education underlie the development of a comprehensive education plan. It is assumed:

1. That education is a process which, once begun, is never completed; it continues throughout life, both within and beyond the formal systems of schooling;
2. That education confers tangible benefits upon individuals and society; it fulfills some of the essential needs of both the student and the community at large;
3. That with regard to the individual, education should provide for growth in social, intellectual, occupational, creative, aesthetic, spiritual and physical capacities; it should develop those personal resources that allow individuals to think clearly and critically, communicate effectively, make meaningful choices, solve problems, relate to other people and cultures, understand society, sustain themselves economically, and engage in continuous life-long learning;

4. That with regard to society at large, education should transmit the attitudes, values and understanding that make up our common and diverse culture; provide for economic stability and effective citizenship; develop the skills, attitudes and knowledge necessary to aid in solving our collective problems; expand human knowledge through research and scholarly discipline; and, through careful management of limited resources, establish models of social and institutional renewal.

Fundamental Obligations

With specific reference to postsecondary education, the drafters of this plan also make some assumptions about the fundamental obligations of the State and the various segments of postsecondary education in Oregon. It is assumed:

1. That all postsecondary institutions or agencies which receive public support are obligated to participate in the coordination, improvement, monitoring and evaluation of statewide postsecondary programs;
2. That those postsecondary educational systems which currently receive public support include community colleges, regional colleges, universities, graduate and professional schools, some proprietary and technical institutes, and independent colleges and universities in Oregon;
3. That postsecondary programs should extend learning opportunities to the whole society with special attention given to those whose diverse interests, needs and capabilities have not been well served in the past,

such as adults, women, ethnic minorities, and persons in correctional institutions.

4. That public, independent and proprietary postsecondary institutions are mutually obligated to recognize their interdependence and maintain a complementary public-private relationship;
5. That the agencies which are responsible for governing, managing, and coordinating postsecondary education are obligated to maintain an integrated, effective system for assessing public needs, clarifying the needs of institutions, and cooperatively planning to meet realistic goals and objectives.

GOALS

The Joint Planning Committee recommends the following broad goal for education in Oregon:

The state of Oregon should provide for its citizens appropriate educational resources, which are made available in an optimal environment, and are managed efficiently and effectively.

Oregon has made considerable progress toward the achievement of this goal. There are a variety of institutions available to citizens to meet their educational needs. More students from a variety of social, economic and geographical backgrounds are benefiting from postsecondary education.

These accomplishments, however, fall short of complete attainment of this goal. The Joint Planning Committee is concerned about present lack of opportunity for some citizens, as well as anticipation of future needs. The practical steps that must be taken to accomplish this broad goal and its related objectives are of immediate concern. It is essential that recommended policies and actions be related to a goal structure or, if they are not related, that the discrepancies be clearly shown.

Analyzing the effectiveness of postsecondary education in achieving its goals is a difficult but necessary task. In truth, this task is beyond the scope or ability of the Joint Planning Committee, although the Committee's recommendations will, as much as possible, be consistent with the goal structure

presented here. It falls upon the coordinating agency to develop measurable indicators of goal attainment, and review all educational activities in relation to the framework of goals and objectives.

To assist in this task and to clarify the meaning of "measurable indicators," the analytical framework used by the National Commission on the Financing of Postsecondary Education has been adapted for this goal statement. This method of analysis was suggested by one of the committee's national consultants, Dr. Ben Lawrence, and appears in A Framework for Analyzing Postsecondary Financing Policies.¹ In those cases where the committee's goals and subgoals parallel those which appear in the report, illustrative elements of measurement and data sources are included.

¹Daryl E. Carson, James Farmer, and George B. Weathersby, A Framework for Analyzing Postsecondary Education Financing Policies (Washington, D.C.: The National Commission on the Financing of Postsecondary Education, May, 1974), pp. 15-18.

Goals and Subgoals

1. To provide the people of Oregon with the intellectual and vocational resources necessary to sustain a satisfying quality of life in a complex society.

- Opportunity. Each individual should be able to readily locate an educational experience consistent with his or her needs, capabilities, and motivation.

Measurable Elements

Data Sources

- a) Program completion

- The percentage of program completions (number of degrees or certificates per number of students enrolled), classified by income quartile, ethnic group, sex, age, and type of institution. (This is not meant to imply that students who transfer to another institution or leave for other reasons may not have enjoyed a full measure of opportunity.)

- b) Counseling availability

- Expenditures per student for counseling classified by type of institution

- Diversity. Programs of instruction, research, service and informal learning should be sufficiently diverse and flexible to meet changing societal needs as well as the needs of a diverse clientele.

Measurable Elements

Data Sources

- a) The variety of programs available to meet the needs of individuals and society

- The number of different programs in each institution (or the average by institutional type)
-- The age distribution of students

Measurable ElementsData Sources

- | | |
|---|---|
| b) The availability of these programs in different institutional settings | -- Distribution of enrollment across institutional categories |
|---|---|

-- Access. Insofar as resources permit, financial, administrative, geographical and social barriers to postsecondary education should be eliminated.

Measurable ElementsData Sources

- | | |
|--|---|
| a) Student characteristics | -- The percentage of population enrolled, classified by income quartile, sex, age, ethnic group, and by institutional type |
| b) Level of program | -- The percentage of population enrolled by level of program -- lower division, upper division, and graduate/professional -- classified by institutional type |
| c) Institutional viability financial support | -- Number of institutions by type, number of programs by type and field |
| d) Revenue distributions financial support | -- Current fund revenues per student by type of student and type of institution. |

-- Career Preparation. Postsecondary learning experiences should enable students to perform in a creative and self-fulfilling manner in their chosen careers.

-- Citizenship Preparation. Postsecondary programs should develop in students the ability to make informed judgments about political and economic processes as well as the ability to participate effectively in democratic decision-making.

- Individual Growth. Postsecondary programs should expose students to cultural, artistic and intellectual traditions which are basic to the human experience, and provide outlets for creative expression.
 - Discovery. Research and scholarships are basic to postsecondary instructional programs; these research activities should contribute to the fund of useful knowledge, or help to sharpen the focus of truth.
 - Life-Long Continuity. Postsecondary programs should build upon earlier or informal learning experiences and stimulate students to pursue a lifetime of educational growth.
2. To assure an educational environment which achieves optimal personal and social benefits.
- Freedom. Postsecondary education should maintain freedom of inquiry and expression and, thereby, foster respect for these values in a free society.
 - Excellence. Each postsecondary institution should define standards of quality consistent with its own mission and objectives, and specify alternative forms of quality for different types of students.

<u>Measurable Elements</u>	<u>Data Sources</u>
a) Faculty	-- Surveys of faculty opinion
b) Facilities	-- Square footage per faculty member, dollars of capital per faculty member

<u>Measurable Elements</u>	<u>Data Sources</u>
c) Students	-- Success of graduates in obtaining employment
-- <u>Service.</u> Postsecondary institutions should make available to the surrounding community those facilities, personnel, and special skills which can contribute to the solution of problems in the larger society.	
-- <u>Integrity.</u> Postsecondary institutions should strive to maintain their independence and individual roles within the context of stated goals, systematic evaluation, and continuous revitalization.	

<u>Measurable Elements</u>	<u>Data Sources</u>
a) Source of funds	-- The percentage distribution of sources of funds classified by institutional type
b) Availability of funds	-- The average indebtedness on physical plant, classified by type of institution -- The ratio of revenues to plant indebtedness, classified by type of institution
c) Flexibility (the capacity to meet future needs in addition to continuing current services)	-- The distribution of institutions' income between restricted and unrestricted income (categorical aid vs. general institutional support)
3. <u>To manage efficiently and effectively the resources of postsecondary education.</u>	

- Efficiency. Postsecondary institutions and agencies should specify their objectives, roles and missions; eliminate unwarranted duplication; and make maximum use of existing resources.

- Accountability. Postsecondary institutions and agencies should state clearly the desired outcomes of educational programs, and use evaluative procedures which enable funders and beneficiaries to determine whether these outcomes are being achieved.

<u>Measurable Elements</u>	<u>Data Sources</u>
a) Financial accountability in the current time period	-- Current fund expenditures per student, classified by institutional type -- Current fund expenditures per degree granted, classified by institutional type
b) Financial viability	-- Number of institutions with revenues greater than expenditures, classified by institutional type
c) Reporting requirements	-- Compliance with major reporting requirements by institutional type

- Revitalization. Postsecondary institutions and agencies should participate in the planning process; specifically, they should periodically submit their goals, means of attainment and outcomes to public review, and be responsive to stimuli for change, whatever the source.

The above goals provide an essential framework for planning of all aspects of education in Oregon. The Joint Planning Committee recognizes that the value and relevance of education cannot be legislated. Nevertheless, these goals are recommended for serious review by all educational policy-makers within the State. Ultimately, the statewide planning and coordinating agency (whether it is the Educational Coordinating Council or some agency yet to be created) will need to review this, or some similar statement, and adopt a set of goals for use at all levels of educational planning.

ORGANIZATION OF POSTSECONDARY

EDUCATION IN OREGON

I. DIAGNOSIS OF THE PROBLEM

The present Oregon education system provides neither a comprehensive nor coordinated planning effort.

Planning responsibilities are divided among local institutions, state governing boards and agencies, and private institutions. As a result, a single overall state plan has not been developed. Instead, individual institutions or segments of the educational system plan from their own perspectives, leaving open the opportunity for overlapping and duplicative responsibilities. Present voluntary and advisory relationships do not adequately prevent such occurrences, nor do they provide a comprehensive plan within which competing interests can be coordinated.

Long-range directions and solutions are needed which will tie all educational institutions and segments together toward the fulfillment of a common goal: the best education of students within the available resources. This requires a coordinated effort by a body which is free of administrative and governing responsibilities. Unfortunately, long-range planning almost invariably gives way to pressing administrative details when a governing body is also responsible for planning. The problem is compounded by having planning responsibilities split up among various bodies with no structure in sharing coordination.

The present statutory responsibilities of the State Board of Education, the State Board of Higher Education, and the Educational Coordinating Council leave many important planning and coordination responsibilities

for postsecondary education unclear. The construction of new community college campuses, or the establishment of new four-year public colleges and universities, or providing educational access to underserved areas of the State in general pose serious questions for state policy-makers. Which unit of the educational system is best equipped to provide the new services? How is program planning to be coordinated with curricula available at existing institutions? How should final binding decisions be made? Answers to these questions become absolutely essential in a period of stable or moderate enrollment growth.

The State Board of Education and the Superintendent of Public Instruction are given major statutory authority for postsecondary planning as it applies to community colleges and adult education, as well as the authority to license private vocational schools. Specifically, ORS 341.009 states: "The State Board of Education should be responsible for coordinating the community college program of the State". ORS 326.310 gives the Superintendent authority to "administer and supervise adult education in the public institutions", and ORS 345.020 gives the Superintendent the authority to "enforce all laws, rules, and regulations relating to the licensing of vocational schools". These general responsibilities of the State Board of Education are shared with local district boards, who are given the prime management responsibility for ongoing operations. The community college statute (ORS 341.009) places the initiative for establishment of new community colleges, policy-making functions, and long-range planning for development of community colleges with the local board.

The State Board of Higher Education, as the major higher education authority, has statutory responsibility "for each institution, division and department under its control" (ORS 351.070[2]). The Board of Higher Education is given direct authority to "supervise the general course of instruction therein, and the research, extension, educational and other activities thereof". In addition, the Board of Higher Education prepares and submits a biennial budget request of the institutions, has authority to appoint and employ a president and requisite number of professors, teachers and employees, as well as to maintain records and information (ORS 351.070 and 351.085). In brief, the State Board of Higher Education possesses strong administrative and planning authority for the four-year public colleges and universities under its control.

Finally, the Educational Coordinating Council is given general authority to "develop, implement and monitor a comprehensive and standardized statewide data system, identify educational needs and policy objectives, approve programs for institutions of higher education, and evaluate the effectiveness of educational planning efforts" (Section 351.270). As presently defined, the Educational Coordinating Council does not possess discrete authority to adopt an overall comprehensive plan for post-secondary education, nor the administrative authority to coordinate its implementation.

The present fragmented nature of the public and private planning processes demonstrates the acute need for master planning in the establishment of a stronger or completely new coordinating agency. The State

needs an overall coordinating body, independent of individual institutional interests which can properly establish roles and missions for the various postsecondary institutions, successfully arbitrate between competing segments, and collect the analytical data essential for State policy-makers. Such an agency is needed to assure the most effective and efficient use of the limited State resources that are available.

The problems just described are not new, nor are the solutions any more obvious than they have been for the past decade. On April 1, 1964, the Legislative Fiscal Office of the Oregon Legislature published the following analysis of attitudes toward organizational changes in higher education:

Although attitudes toward organization change vary depending on the specific issue involved, some generalizations are possible: (1) there is usually no widespread public interest, although particular interest groups may be concerned; (2) gubernatorial interest is frequently related to the imposition of greater executive control on the semi-autonomous boards of higher education; (3) legislative interest usually centers on increased centralization of higher education as a means of restraining institutional competition; (4) boards of education and higher education tend to support those proposals which would expand or maintain their authority and oppose those which would diminish it; (5) educators in the field of state administration of elementary and secondary education are divided, but there is considerable support for proposals directed at greater unification of elementary, secondary and higher education; and (6) educators in the field of higher education strongly oppose any movement which may be interpreted as restricting the relative autonomy of higher education.

The conclusion to the first section of the legislative fiscal office report, which is now over a decade old, is a suitable conclusion to this diagnosis of problems in Oregon's postsecondary education:

Because of the dynamic nature of the educational process and the magnitude of educational problems, the movement toward greater unification of education through increased centralization and coordination will continue. When such unification requires organizational change, the change should be related to particular requirements within each state rather than to abstract organizational theory. When organizational change involves greater centralization of responsibility, the changes will be resisted. The nature of this resistance, and the validity of its bases, depends upon the extent to which organizational change recognizes the traditions, objectives and operating characteristics of existing organizational units.

The major organizational problem in the field of education is to achieve the advantages of a more unified educational process without jeopardizing the operating flexibility required by the organizational segments of education.

II. ALTERNATIVE STRUCTURES

Robert O. Berdahl in Statewide Coordination of Higher Education lists the alternatives for coordination in a sequence from minimal control over the operation of institutions to complete governing authority:

Alternatives

- no statewide governing or coordinating agency;
- voluntary associations or steering committees, comprised of governing boards or institutional executives;
- agencies with voluntary advisory powers (usually with institutional representatives constituting a majority on the board);
- agencies with statutory advisory powers (usually with lay members constituting a majority on the board);
- agencies with regulatory powers;
- consolidated governing and coordinating boards.¹

It is clear that each of these alternatives includes the essential elements of any organizational structure: (1) management (or governing) authority, and (2) planning (or coordinating) responsibility. Prior to considering the relative merits of the alternatives, an understanding of these elements is critical.

Glenny, Berdahl, Palola and Paltridge in Coordinating Higher Education for the '70s, suggest that planning and coordination:

involves the identification of key problems, the accumulation of accurate data about those problems, the analysis of their interrelationships, the extrapolation of future alternatives that might emerge out of present conditions, the assessment of the probable consequences of introducing new variables, the choice of the most desirable modified alternatives as the basic goals, a sequential plan for implementing the

¹ Berdahl, Robert O., Statewide Coordination of Higher Education, 1971, p. 21.

desired goals, and a built-in feedback system for periodically reevaluating the goals selected and the means used to achieve them.¹

By contrast, governance of postsecondary education, according to Glenny, is generally applied to the following matters: management of postsecondary institutions; academic administration; student activities; faculty affairs; selection or appointments of personnel; planning of courses or degree programs; defending operating and capital budgets; entering into contracts for construction, land acquisition, equipment or services; maintenance of civil order on campus; and negotiating contracts with unions or employee organizations.² These matters should be the primary concern of the governing boards consistent with an overall statewide plan provided by the coordinating structure.

The Joint Planning Committee recognized that it is possible to combine or separate coordination and governance within a number of distinct structural arrangements, each with its own set of advantages and disadvantages. The specific alternatives considered by the Committee were decentralization, consolidation, and increased powers for the coordinating structure. The strengths and weaknesses of each approach are summarized below:

Decentralization: Decentralized coordination and governance and coordination is characterized by separate boards for each postsecondary institution, within the context of a central coordinative

¹Glenny, Lyman A.; Berdahl, Robert O.; Palola, Ernest G.; Paltridge, James G., Coordinating Higher Education for the '70s, 1971,

²Ibid., p. 13.

or regulatory agency. Implementation of this alternative would involve the elimination of the State Board of Higher Education, and creation of separate governing boards for each of the nine public postsecondary institutions. The relationship between the thirteen community colleges and the State Board of Education would also be dissolved, or else the State Board of Education would be made the sole coordinative agency.

In addition to reducing the need for a centralized governing staff, the creation of governing boards for each institution would greatly increase the involvement of lay persons who are committed to the well-being of each institution. Decentralization would also reverse the trends toward centralized authority, and could well facilitate diversity by putting decision-making power much closer to persons who are affected by these decisions.

It is possible, however, that separate institutional governing boards will fragment the growth of postsecondary education through excessive competition among institutions, and domination of larger institutions. If the coordinating board were given adequate authority to effect its standards and policies, this arrangement could attain statewide unity and direction while preserving the strengths inherent in institutional autonomy. However, the problems of creating a cohesive policy and planning structure and rationalizing twenty-two separate institutional budget requests each biennium, are extremely formidable. For these reasons, the option of decentralization was rejected.

Consolidation: This alternative would involve the imposition of a new governing board over existing boards, or possibly replace the existing State Board of Education (elementary/secondary and community colleges) and the State Board of Higher Education (undergraduate, graduate and professional education) with a single statewide governing board. This approach would deal dramatically with the critical problems of fragmented responsibility, and would probably diminish institutional barriers and boundaries. Lines of authority would be clearly understood -- they would run exclusively to the governing board. There would be no confusion of planning and operational functions, and duplication of programs, staffing or facilities could be easily avoided.

Consolidation would pose a number of disadvantages, however, which would make it equally unpalatable as decentralization to a majority of the Joint Planning Committee members. A single board would probably accelerate the disturbing trends toward centralization, bureaucratic rigidity and distance between decision-makers and students. Creation of a single board, even if it were comprised exclusively of lay citizens, would greatly reduce lay representation and control in higher education. This, in turn, would lead to a decrease in public understanding and support. It would also be difficult for a single board to respond to the diverse needs of twenty-two postsecondary institutions, as well as effectively serve as a disinterested party in coordinating the public, independent and

private institutions of the State. The board would have to delegate much of its authority to advisory committees and staff, thus reducing still further lay control over education. Finally, consolidation would lead to standardization and preoccupation with administrative details; as a consequence, creativity, responsiveness, and attention to future needs would be diminished.

Increased Coordinating Power: This approach would leave the governing boards and agencies of postsecondary education in their present configuration, but would increase and clarify the powers of the coordinating agency (either the existing Educational Coordinating Council, or -- as the Committee came to prefer -- a new agency named the Oregon Education Commission).

The advantages of this approach are many, in the Committee's view. The necessary functions of statewide evaluation and planning would receive more attention from a well-administered coordinating board than they would from statewide governing bodies weighted down with the operational problems of numerous institutions. Freedom from partisan interference would be better assured if power is partially decentralized, and conflicts between the interests of governing boards are negotiated and objectively resolved by a coordinating agency. Finally, postsecondary institutions would exhibit greater imagination and flexibility in dealing with their special problems if their planning were done within the context of statewide coordination, rather than statewide governance. This

institutional freedom, intangible and subtle as it may be, can spell the difference between success or failure of the teaching/learning process.

In recommending the approach of coordination over other alternatives, the Joint Planning Committee is concerned that essential conditions be met to assure effective coordination. In order for its authority to be real, and not illusory, the coordinating agency must be strategically placed at an undisputed point of focus. The lines to and from the agency to the institutions, the governing boards, the Governor, the Legislature, and to all other affected agencies and commissions must be clear. The public interest must be protected both in the methods of selecting the board members and staff, and in the agency's operating procedures. It must have the authority, and (perhaps more significantly) the support necessary to carry out the responsibilities it is given.

III. SUMMARY OF RECOMMENDATIONS

The Joint Planning Committee recommends that the existing Educational Coordinating Council either be changed in accordance with the recommendations which follow, or be abolished and replaced by an agency which has clear authority to conduct comprehensive planning and coordination.

The coordinating agency must have an explicit mandate from the Governor and the Legislature as to its functions. It should provide state government, the educational community and the general public with credible and independent information.

The specific responsibilities of a restructured coordinating agency would include:

- coordination of public, independent and proprietary postsecondary education;
- continuous and comprehensive statewide planning, based on segmental planning prescribed by the agency;
- maintenance of a comprehensive data base for all of postsecondary education, including educational resource inventories as well as manpower supply and demand;
- review of new and existing postsecondary educational programs, with recommendations of approval or disapproval to governing boards, the Governor, the Legislature, and other appropriate agencies;
- review of programmatic budgetary requests, financing procedures

- and funding formulas submitted to the Legislature by governing boards and agencies;
- development of indicators that can be used to assess the attainment of statewide educational goals;
 - development of program proposals to improve instruction, enhance relationships between postsecondary institutions and the public, and make maximum use of interinstitutional resources and technology;
 - management of federal programs, and other essential educational activities which are statewide and interagency in their scope.

In summary, if the substantive changes in the role of the coordinating agency suggested herein are enacted, they will result in greater response of all educational agencies to public, institutional and student needs. Major structural changes, such as decentralization or consolidation, would be unnecessary. The effectiveness of the coordinating agency would depend not upon its power to govern, but upon the quality of its advice.

Advisory coordination survives on the basis of the quality of its advice. Regulatory coordination and governance have authority irrespective of the quality of their advice. While legislatures can make changes once authority is granted, it is much more difficult. Advice can be ignored if it is bad, untimely or politically unacceptable. But for revitalization of postsecondary education in Oregon, good advice is indispensable.

IV. RECOMMENDATIONS

Establishment of the
Oregon Education Commission

- (1) The legislature should create the Oregon Education Commission,¹ which shall be advisory to the Governor, the legislature, and other appropriate governmental agencies, officials, and institutions. By creating this Commission, the legislature will declare that coordination and planning are vital elements in providing postsecondary education to meet the needs of the people of the State of Oregon.
- (2) The purposes of the Commission shall be to assess the educational needs of the State, including at least the needs for learning experience, research and public service, and from this recommend to the Governor and the legislature a statement of operationally defined goals and objectives for education once every five years and to develop alternative statewide plans for accomplishing those goals and objectives. It shall develop a phased plan for monitoring the achievement of the goals and provide to the Governor and the legislature annually a report on the conditions of education -- covering the three preceding years and a projection three years forward -- including a quantitative, qualitative and attitudinal assessment of these conditions.

¹The committee considered a number of names for the proposed commission. Concern was expressed that the name not suggest a carry-over of the existing Educational Coordinating Council or, on the other hand, a "superboard." The use of "planning" or "coordinating" in the title seemed to imply a weak relationship to the existing educational structure. Reference to the commission as a "postsecondary" commission was rejected because of the important links between elementary, secondary, and postsecondary education in Oregon. With all this in mind, the committee settled on the name: "Oregon Education Commission."

- (3) The legislature should declare its intent that the advice of the Commission will be used in reaching decisions on funding new and continuing graduate and professional programs, undergraduate programs, enrollment levels, and capital outlay for existing and new campuses, colleges and off-campus centers. The enabling legislation for the Commission should clearly state that the educational policy recommendations of the Commission will be a primary consideration in developing State policy in funding for education.
- (4) The legislature should provide that the Commission shall determine information standards and procedures to be used by the education enterprise in Oregon and establish the capacity and procedures to insure that information required for policy planning, coordination, and governance are available to all concerned.
- (5) The legislature should declare its intent that the governing boards and agencies of education should cooperate with the Commission, and comply with those requests that are based on the statutory authority vested in it.
- (6) The legislature should provide the Commission with adequate staffing and funding to carry out its duties and responsibilities. The Commission should be empowered to use the expert assistance of the governing agencies of education in the State; it should also be given broad discretion in selecting and compensating a staff that has specific competencies required by the Commission to exercise the powers and duties described herein.

- (7) The legislature should provide that the Commission shall further undertake studies and activities and make recommendations to assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs through planning and coordination.
- (8) The legislature should direct the Commission to take the initiative in encouraging public, faculty, student, and administrative participation in educational policy-making.

Membership of
the Commission

- (9) The membership of the Commission should possess the following characteristics:
- The majority of the members should be lay citizens, unaffiliated by virtue of employment or governing board membership with any educational institution or agency.
 - The membership should conform with the "broadly representative" criteria of Section 1202 of the federal Higher Education Amendments of 1972 (P.L. 92-318).
 - "Interlocking" memberships on the Commission and governing boards should be permitted if members holding such dual appointments can do justice to the workload.
 - Members of the legislature should not be appointed to the Commission.

Educational Members

(10) It is recommended that the educational members of the Commission be composed of the following:

-- One member of the State Board of Higher Education, one member of the State Board of Education, and one member of a community college board, to be appointed by the Governor from a list of three nominees submitted by each of the two State boards and combined community college boards.

-- One member of a board of trustees of the Oregon independent colleges and universities to be appointed by the Governor from a list of three nominees submitted by the Oregon Independent Colleges Association.

-- One representative of proprietary institutions licensed by the State Board of Education to offer instruction in the State of Oregon, to be appointed by the Governor from a list or lists of nominees submitted by an association or associations of such institutions.

-- No person who is regularly employed in any administrative, faculty or professional position by any public, independent or proprietary institution, or serves as an ex-officio member of the governing board of such institution, should be appointed to the Commission.

-- The Chancellor, Superintendent of Public Instruction, or executive officers of any postsecondary institution (public, independent, or proprietary) should not be voting or ex-officio members. These

educational leaders will be actively involved, however, in advising the Commission on decisions which affect their respective boards and institutions.

Lay Members

- (11) Nine representatives of the general public shall be appointed as follows: three by the Governor; three by the Speaker of the House of Representatives; and three by the President of the Senate.

It should be the intent of the legislature that the Commission be broadly and equitably representative of the general public and geographical areas of the State in the appointment of its public members. The appointing authorities, therefore, should confer to assure that their combined appointments include adequate representation on the basis of age, sex, and the significant racial, ethnic, and economic groups in the State.

Terms of Appointment

- (12) Members of the Oregon Education Commission should serve three-year staggered terms defined by statute.
- (13) Initial appointments to the Commission should be made in the following manner:
- The Governor shall appoint three members for a one-year term, three members for a two-year term, and two members for a three-year term.

-- The President of the Senate shall appoint one member for a one-year term, one member for a two-year term, and one member for a three-year term.

-- The Speaker of the House of Representatives shall appoint one member for a one-year term, one member for a two-year term, and one member for a three-year term.

(14) Initial appointments to the Oregon Education Commission should become effective on July 1, 1975. All subsequent terms will begin on July 1 of the year in which the respective terms are to start.

(15) Any person, once appointed, may be reappointed to serve no more than two additional terms, or a maximum of nine years.

Committee Structure

(16) There should be established an advisory committee to the Commission consisting of: The Chancellor of the State System of Higher Education or a designee; the Superintendent of Public Instruction or a designee; the executive officer of the Oregon Community College Assembly; the executive officer of the Oregon Independent Colleges Association; the executive officer of a recognized association of proprietary institutions; one institutional executive from each of the several types of postsecondary institutions; and executive officers of any governing boards subsequently established by the legislature. It shall be the responsibility of this advisory committee to assure that the resources of the governing boards and agencies are used to complement the

activities of the Commission; in addition, this committee should identify for the Commission those issues, problems and solutions which are critical to the effective coordination of postsecondary education.

- (17) The Commission may appoint such subcommittees or advisory committees as it deems necessary. Such advisory committees may consist of Commission members, nonmembers, or both, including students, faculty members, segmental representatives, governmental representatives, and representatives of the public and as specified by Section 1202 of P.L. 92-318.

POWERS AND DUTIES OF THE OREGON EDUCATION COMMISSION

The following recommendations should be included in the enabling legislation for the Oregon Education Commission:

Reports to Legislature and Governor

- (18) The Commission shall require the governing boards of public independent and proprietary postsecondary institutions to submit data on plans and programs, costs, selection and retention of students, enrollments, plant capacities and other matters pertinent to effective planning, policy development, articulation and coordination, and shall furnish information concerning such matters to the Governor, the Legislature, and governing boards at least biennially. The Commission shall use common formats in requesting this information, and shall offer the opportunity to governing agencies and institutions to participate in the development of data collection procedures.

- (19) The Commission shall have discretion to submit reports which contain recommendations for necessary or desirable changes in the functions, policies, and programs of public, independent and proprietary post-secondary education, as well as such other sponsors of educational activity as it deems appropriate.

Comprehensive Planning

- (20) The Commission shall develop and adopt statewide educational goals.
- (21) The Commission shall develop, adopt, and maintain the comprehensive education plan and related policy objectives. The plan shall include both short-range and long-range projections, and should be updated on a continuous basis.
- (22) In developing a plan, the Commission shall consider at least the following factors:
- The need for and location of facilities.
 - The need for establishment of consortia, cooperative efforts, and mergers of postsecondary institutions.
 - The range and kinds of programs appropriate to each institution and agency, and to interinstitutional cooperation.
 - The budgetary priorities of the institutions and agencies of postsecondary education.
 - The impact of various types and levels of student tuition and fees on the students, and on postsecondary educational programs and institutions.

- Appropriate levels of state-funded student financial aid.
- Access and admissions of students to postsecondary education.
- The educational programs and resources of independent and proprietary postsecondary institutions.
- The differentiation of functions between the public agencies of education.
- The continuity between the elementary, secondary, postsecondary, continuing and informal levels of educational activity.

Segmental Plans

- (23) The Commission shall require each governing board to submit a long-range plan, in a form and manner prescribed by the Commission, for the institution or institutions under the board's jurisdiction. The affected boards or personnel selected by them to represent them shall be offered opportunities to participate in the development of the forms, policies and procedures governing the submission of these plans.
- (24) The Commission shall evaluate the goals, objectives, and priorities of governing boards for consistency with these specific policies, objectives, and goals contained in the comprehensive education plan.
- (25) The Commission shall review and coordinate these plans, recommending to the affected boards resolutions of conflict and inconsistencies. Unresolved issues and systemic deficiencies shall be reported to the legislature with recommendations for their resolution.

Comprehensive Information Resources:

- (26) The Commission shall maintain a comprehensive data base for all post-secondary education and shall have the authority to establish uniform data elements and require compatible reporting formats. This data base shall be designed to provide institutions, governing boards, and the legislative and executive branch of government, as well as regional and national agencies, with a reference base for planning. The general purpose of the management and data systems of the Commission shall be to provide the most objective evidence and information possible for legislative and executive decision-makers, and to facilitate public understanding. The information generated by the Commission should have specific utility for planning activities such as facilities utilization, program review, and resource allocation.
- (27) The Commission shall maintain and update annually an inventory of all public and private postsecondary educational resources for learning opportunities in the State. This inventory should include programs of a credit and non-credit nature offered on and off institutional campuses.
- (28) The Commission shall collect, coordinate and supplement studies of projected manpower supply and demand in cooperation with appropriate agencies, and shall disseminate the results of such studies in order to improve the information base upon which programs are planned and student choices are made.

Program Review

- (29) The legislature shall declare its intent that the advice of the Commission shall be used in reaching decisions on requests for funding new and continuing undergraduate programs, graduate and professional programs, continuing education programs, enrollment levels, and capital outlay for existing and new campuses, colleges, and off-campus centers.
- (30) The Commission shall review and recommend to governing boards of institutions, the legislature, the Governor, and other appropriate agencies the approval or disapproval of new and existing educational programs. The basis for approval or disapproval shall be consistency with the comprehensive education plan, ability of the sponsors of educational programs to finance such programs, and the differentiation of functions between the several educational agencies and institutions of the State.
- (31) Sites for postsecondary institutions or branches thereof, either public, independent or proprietary, two-year or four-year, campus-based or community-based, shall not be authorized or acquired unless the Commission has received and evaluated the proposal, and has recommended for approval or disapproval in advance of such action.
- (32) Public postsecondary institutions shall not receive or expend funds for acquisition of sites or construction of new institutions, branches, or off-campus centers unless the Commission has received and evaluated the proposal, and has recommended for approval or disapproval in advance of such action.

- (33) All proposals for new postsecondary educational programs shall be forwarded to the Commission for review together with supporting materials and documents as the Commission may specify. The Commission shall review such proposals within a reasonable length of time, which shall not exceed 60 days following submission of the specified materials and documents. The Commission may review existing postsecondary programs in accordance with its continuous planning and evaluation responsibilities.
- (34) For the purposes of this provision, "postsecondary educational programs" means all proposals for (1) schools, colleges, or universities; (2) research institutes or centers; (3) formal community service or public service programs; and (4) courses and related activities arranged in a scope or sequence leading to a graduate or undergraduate degree, a certificate, or a license. "New programs" shall be those that are submitted to the governing board or agency for approval or disapproval. "Existing programs" shall be those that are continued or proposed for termination, either by explicit governing board action, or implicitly through budgetary requests.
- (35) For the purposes of this provision, the Commission's program review authority shall apply to any postsecondary institution which offers or proposes to offer postsecondary programs in the State.
- (36) The Commission may review proposed and existing programs meeting the above definitions, regardless of the source of financing for these programs.

Budgetary Review

- (37) The Commission shall advise the executive and legislative branches as to whether the budgetary requests, financing procedures, and funding formulas submitted by governing boards and agencies of postsecondary education are consistent with the comprehensive education plan adopted by the Commission.
- (38) The Commission shall report annually to the legislature and the Governor regarding the financial conditions of public, independent, and proprietary institutions, their enrollment and application figures, and available student spaces. Such reports shall include recommendations concerning State policies and programs having a significant impact on independent and proprietary institutions.

Evaluation

- (39) The Commission shall evaluate the attainment of statewide educational goals.
- (40) The Commission shall, where possible, develop measurable indicators of goal attainment which shall be used for evaluating the qualitative and quantitative effectiveness of all significant aspects of postsecondary education.
- (41) The Commission shall develop objectives for its own operation that are consistent with the statewide goals and objectives, and provide for continuous evaluation of the agency's operations.

- (42) The Commission shall publish an annual report which contains a summary and recommendations relative to the attainment of statewide educational goals.

Improvement of
Instruction

- (43) The Commission shall develop and submit plans to the legislature and the Governor for the funding and administration of programs designed to improve the quality of teaching in all sectors of higher education, and designed to reach and meet the educational needs of adults seeking flexible postsecondary learning options.
- (44) The Commission shall conduct and/or coordinate studies of productivity in education, carefully defining terms, and making recommendations to the Governor, the legislature, and affected governing boards.
- (45) The Commission shall consider the relationships between academic, occupational, and vocational education programs, and shall actively encourage labor, industry, governmental agencies, and other appropriate resources in the improvement of these relationships.
- (46) The Commission shall encourage and assist in the establishment of interinstitutional and regional consortia, and cooperative efforts which enhance the fulfillment of statewide goals and policies.
- (47) The Commission shall take initiative in coordinating and evaluating the uses of educational technology.¹

¹The forms of technology are too numerous to list, but could include such interrelated media as cable television, non-commercial broadcasting, video-cassettes, satellite and microwave transmission, closed circuits, and ITFS.

Federal Programs

- (48) The Commission shall manage those federal programs which are currently assigned to the Oregon Educational Coordinating Council and other programs which may be assigned to the new Commission.
- (49) The Commission shall serve as a resource for initiating and proposing state and federal educational legislation.
- (50) All federal programs shall be assigned to the Commission by the Governor, in accordance with the agency's statewide coordinative responsibility.

Agency Review

- (51) The Commission shall review the roles and purposes of the following agencies, and establish appropriate formal and contractual relationships between these agencies and the Oregon Education Commission:
- The Oregon State Scholarship Commission
 - The Career Information System
 - The Governor's Advisory Council for Career Education
 - The Oregon High School College Relations Council
 - Interinstitutional computer networks
 - Interinstitutional library systems
 - Other postsecondary educational activities, as deemed appropriate by the Commission, the Governor, or the legislature

General Powers

- (52) The Commission shall be authorized to undertake such other functions and responsibilities as are consistent with its role as the state-wide educational planning and coordinating agency.

These functions, effectively administered, should achieve a necessarily strong and comprehensive role for the proposed Oregon Education Commission.

Procedural Guidelines

It is recognized that the Commission should have broad discretion in developing its procedures of operation. The following procedures are suggested, however, as appropriate for the Commission's consideration:

- (53) No member of the Commission should grant another person proxy to exercise his or her voting privilege.
- (54) The Commission should select a chairman from among the members representing the general public. The chairman shall hold office for a term of one year and may be re-elected.
- (55) The Executive Director of the Commission should be appointed for a term of three years, subject to periodic review and evaluation and reappointment at the discretion of the Commission.
- (56) The Educational Coordinating Council should continue in existence until June 30, 1975. The Oregon Education Commission, on July 1, 1975, should succeed to the powers, duties, and functions vested in the Educational Coordinating Council. Appropriate personnel, projects, information, property, and files of the Council should be transferred to the Commission on that date.

- (57) Commission members should receive a stipend comparable to that authorized for members of other state boards and commissions, in accordance with ORS 292.495.
- (58) The level of compensation for the Executive Director and other members of the Commission staff should be established by the Commission, and set at a level sufficiently high to attract capable professionals.
- (59) The Commission should prescribe rules for the transaction of its own affairs.

STRUCTURAL CHANGES

The preceding recommendations have focused on the composition and duties of a single agency, the Oregon Education Commission. Any other changes in the educational governing structure should occur after the Commission is established so they will take place within the context of statewide planning. Immediate alterations in the roles or functions of governing boards, therefore, are not recommended.

A number of questions have been raised, however, in the course of the committee's deliberations on the organization of post-secondary education in Oregon. These are listed below and are

intended to serve both as discussion points and as an agenda for further work by the committee:

1. Does the current organizational structure cause energy and attention of governing boards and agencies to focus on maintenance of functional differences and institutional autonomy, rather than on coordinative achievement of common functions?
2. How should the transition from the existing coordinating agency to the new Oregon Education Commission be effected?
3. Does the reorganization of the coordinating agency imply a new relationship between this agency and Oregon's independent post-secondary institutions?
4. What immediate steps should be taken to cope with the expanding market for adult and nontraditional education? Is a "Board for External Education" needed to establish coordinative relationships and administer such nontraditional alternatives as credit by examination, correspondence and part-time instruction, and statewide broadcasting or cable casting networks?
5. Is the current relationship between the local community college boards and the State Board of Education a satisfactory one? Would it be appropriate to develop a more systematic approach to coordination and governance of community colleges?
6. Should the State Board of Higher Education divest itself of some statewide functions that cut across several segments of postsecondary education -- such functions as continuing education,

statewide broadcasting and computer networks? Alternatively, should the State Board of Higher Education offer these services on behalf of all public and private postsecondary institutions, including community colleges and proprietary schools?

7. Should the office of the State Superintendent of Public Instruction be made appointive rather than elective? If so, how should this be accomplished?
8. Should the licensing authority for proprietary institutions currently vested in the State Board of Education be transferred to the new Oregon Education Commission?

CONCLUSION

The Joint Planning Committee recognizes the limitations of constitutional, statutory and other structural changes, whether imposed from within or outside existing systems. No matter how we structure education, it will ultimately be those persons within the institutions and agencies who breathe life into the learning process. In the last analysis, people, far more than institutions or structures, determine the course of history and the course of education.

January 29, 1973

PROPOSED AMENDMENTS TO SENATE BILL 2

On page 2 of the printed bill, line 2, delete "basic" and after "education" insert "and state educational priorities"

On page 2, delete lines 4 through 24 and insert:

"SECTION 1. (1) The state recognizes that the total education of the elementary-secondary student results from combined efforts of the home, school, and community; however, in the interest of clarifying lines of accountability, the state hereby establishes educational priorities and delineates the nature of the schools' responsibility for each.

"(2) The State Board of Education shall establish rules and procedures which require that local district school boards shall have primary responsibility and shall assign first priority to fund programs designed to help all students develop abilities to function effectively as:

"(a) life-long learners - all students will master the basic skills of reading, writing, speaking, listening, computation, and problem solving; and will value learning as a life-long process of self-development for work and leisure;

"(b) concerned citizens - all students will learn the rights and responsibilities of citizens of the community, state and nation; learn to interact appropriately with people of different cultures, races, generations, and life styles; and learn to act responsibly toward the environment;

"(c) skilled consumers - all students will acquire knowledge and develop skills relating to the management of personal resources in order

to effectively provide for personal and family security and meet obligations to self, family, and society; and

"(d) effective producers: - all students will learn of the world of work, learn to identify personal talents and interests, learn to make appropriate career choices, and develop saleable skills.

"(3) The State Board of Education shall establish rules and procedures which require that local district school boards shall have a shared responsibility with the home and community and shall assign a second-level priority to fund programs designed to help all students develop abilities to function effectively as:

"(a) self-directed individuals - all students will increase their self-awareness and acquire the knowledge to achieve and maintain personal health;

"(b) responsible-family members -all students will learn of the rights and responsibilities of family members and how to strengthen and enjoy family life; and

"(c) self-renewing individuals: - all students will develop the capacity to enrich their lives through participation in scientific, cultural, esthetic, and other non-vocational activities.

"(4) The state recognizes that state and local agencies other than local school districts have primary responsibility for providing such services as adult and continuing education, health services, and human resource services. The State Board of Education shall establish rules and procedures which permit local school district boards to cooperate with such agencies in an appropriate manner, but which also establish that schools shall not be held accountable for providing such services."

On page 2 of the printed bill, line 25, after "(1)" insert:

"In completing its primary and shared responsibilities, local school district boards shall insure that priority is given to achievement of skills and knowledges as specified in the following basic programs. (2)"

On page 2, line 28, delete "(2)" and insert "(3)".

On page 3, line 2, delete "(3)" and insert "(4)".

On page 3, line 12, delete "(4)" and insert "(5)".

On page 3, line 19, delete "(5)" and insert "(6)".

On page 3, line 27, delete "(6)" and insert "(7)".

On page 3, line 33, delete "(7)" and insert "(8)".

On page 4, line 7, delete "(8)" and insert "(9)".

On page 4, after line 12, insert:

"SECTION 3. (1) All students of legal school age shall be provided equal access to basic education programs.

"(2) The State Board of Education shall establish goals and performance standards which require that local district school boards shall establish procedures which assure that all students receive:

"(a) individual, periodic learning diagnoses; and

"(b) individualized learning experiences designed to help students acquire the abilities which are specified and prioritized in this 1973 Act.

"(3) The State Board of Education shall establish goals and performance standards which require that local district school boards establish procedures which assure that individual student progress toward meeting state educational priorities as defined in this 1973 Act is accurately

documented and reported to the student and his or her parents or guardians. Student achievement of required skills and competencies shall be evaluated in terms of the student's individual mental, physical, and social abilities.

"(4) Local district school boards shall report information on overall student achievement in a manner and at intervals as shall be prescribed by the State Board of Education."

On page 4, line 13, after "SECTION" delete (3) and insert (4) and in the same line after "2" insert "and 3".

On page 4, line 14, delete "336" and insert "326".

Senate Bill 1

By order of the President of the Senate
(at the request of the Interim Committee on Education)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Provides for allocation of responsibility for achievement of educational goals among State Board of Education, local district school boards, community colleges, State Board of Higher Education, state colleges and universities and Educational Coordinating Council. Defines functions of these organizations and requires them to adopt set of goals consistent with state education goals and specified guidelines.

NOTE: Matter in bold face in an amended section is new; matter [italic and bracketed] is existing law to be omitted; complete new sections begin with SECTION.

1 A BILL FOR AN ACT

2 Relating to the goals of education; creating new provisions; and amending
3 ORS 351.270.

4 **Be It Enacted by the People of the State of Oregon:**

5 **SECTION 1.** Because it is in their own best interests and because it
6 is the most effective way to realize the ultimate from their human re-
7 sources, the people of Oregon are committed to the support of education
8 and educational opportunity. Therefore, consistent with the rationale
9 specified in this Act, the following goals are to be sought:

10 (1) Individuals equipped with the skills and knowledge essential in a
11 complex society.

12 (2) Lives enriched by the arts and humanities. ^{ARTS AND} ~~SCIENCE~~

13 (3) Individuals able and willing to accept their responsibilities as citi-
14 zens.

15 (4) Individuals qualified for entry into occupations leading to economic
16 self-sufficiency and able to provide society with qualified manpower.

17 (5) The generation and dissemination of knowledge acquired by re-
18 search.

19 (6) Individuals physically healthy to meet the demands of society.

20 (7) Provision for a lifetime of learning.

21 **SECTION 2.** Section 3 of this Act is added to and made a part of ORS
22 chapter 326.

23 **SECTION 3.** The mission of the State Board of Education is to direct
24 the Department of Education and to provide policy direction to community
25 college district boards, intermediate education districts and local school
26 boards. In developing policies, the state board shall consult the local
27 officials with responsibility for the actual conduct of the educational pro-
28 gram. These policies shall place primary emphasis on learner perform-
29 ance in the educational system. The state board shall adopt a set of goals
30 consistent with state educational goals and these guidelines:

31 (1) The state board shall require that each agency, school district and
32 department under its jurisdiction adopt a set of goals consistent with
33 state board policy and the educational goals of the state.

34 (2) The state board shall develop guidelines for the establishment of

1 program goals in community colleges and local school districts which
2 state expected learner outcomes.

3 (3) The state board shall provide to local school districts a uniform
4 standard system for measurement of learner performance and evaluation
5 of progress toward achieving basic skills.

6 (4) The state board shall evaluate and report annually to the legis-
7 lature progress toward achieving its specified goals. This report shall
8 include assessment of local school district and community college reports
9 on learner performance, together with aggregate results of learner per-
10 formance measurement.

11 (5) The state board shall work with all agencies presently engaged in
12 teacher preparation, public and independent higher education, post-
13 secondary education, and local school districts, to insure that programs
14 provide a continuing supply of educational personnel with competencies
15 to achieve goals established by the State of Oregon and by local school
16 districts and community colleges. The state board shall promote excellence
17 in teaching and encourage the development of criteria based upon teach-
18 ing performance for retention and promotion of faculty. The state board
19 shall assist local school boards in developing incentive programs which
20 encourage faculty members to upgrade their teaching skills and profes-
21 sional competencies.

22 (6) The state board shall develop and implement:

23 (a) Information systems which provide uniform planning and bud-
24 getary data; and

25 (b) Systems of budgeting which clearly identify the costs of specific
26 programs.

27 **SECTION 4.** Section 5 of this Act is added to and made a part of ORS
28 chapter 332.

29 **SECTION 5.** The mission of local school boards is to provide oppor-
30 tunities to elementary and secondary school students to develop the
31 attitudes, skills and knowledge necessary to become socially responsible,
32 self-directed learners.

33 (1) Each local school board shall adopt a set of educational goals, con-
34 sistent with State Board of Education standards, which contribute to the

1 attainment of the educational goals of the state and to meeting local needs.
2 Administrators, faculty, students, employers of high school graduates and
3 residents of the district shall participate in the development of educational
4 goals.

5 (2) Each local board shall insure that student learning goals are de-
6 veloped for all programs of instruction conducted by schools within its
7 jurisdiction. Program goals statements shall include but are not limited
8 to those outcomes defining basic education, and shall identify those out-
9 comes as priority items.

10 (3) Each local school board shall insure that objectives which con-
11 tribute to attainment of district-wide program goals are developed for
12 courses of instruction. These course objectives shall be stated in terms of
13 anticipated learner outcomes. Outcomes shall be measurable. Information
14 about course objectives shall be available to students and parents prior to
15 each course of instruction.

16 (4) Each local board shall insure that evaluation and testing procedures
17 are implemented which directly relate to course objectives in the basic
18 education curriculum. The purposes of such evaluation are to provide in-
19 structors with information about individual learner needs, to assist in
20 diagnosis of learning problems and to provide feed-back to individual
21 students and their parents about their progress toward expected perform-
22 ance objectives.

23 (5) Each local school board shall annually report the aggregate re-
24 sults of learner performance evaluations to the State Board of Education
25 in a format approved by it.

26 (6) Each local school board shall supply planning and budgetary data
27 to the State Board of Education in a format approved by it.

28 (7) Each local school board shall promote excellence in teaching and
29 aid in developing criteria based upon teaching performance for retention
30 and promotion of faculty.

31 **SECTION 6.** Section 7 of this Act is added to and made a part of
32 ORS chapter 341.

33 **SECTION 7.** The mission of community college district boards is to
34 insure opportunities for students to advance their skills and knowledge

1 and acquire technical and vocational competencies, and to provide an in-
2 tellectual and cultural resource center for their respective communities,
3 through the efficient governance of community colleges.

4 (1) Each community college district board shall adopt a set of local
5 educational goals, consistent with State Board of Education policy, which
6 contribute to the attainment of the educational goals of the state and to
7 meeting local needs.

8 (2) Each community college district board shall insure that the edu-
9 cational goals and content of each degree or certificate program are estab-
10 lished through the combined efforts of administrators, students, faculty,
11 employers of community college graduates and residents of the district.
12 Statements of program goals shall be designed to inform interested persons
13 as to the knowledge and competencies which students may be expected to
14 acquire as results of completing each program.

15 (3) Each community college district board shall insure that measur-
16 able objectives, which contribute to the attainment of program goals, are
17 developed for courses. Course objectives shall be stated in terms of ex-
18 pected learner competencies and shall be available to interested parties
19 prior to the beginning of each course of instruction.

20 (4) In cooperation with the State Board of Education, each com-
21 munity college district board shall insure that testing and evaluation
22 procedures are established which directly relate to course objectives.

23 (5) Competent educational and career counseling shall be made avail-
24 able to all community college students.

25 (6) Each community college district board shall supply planning and
26 budgetary information to the State Board of Education in a format ap-
27 proved by it.

28 **SECTION 8.** Section 9 of this Act is added to and made a part of ORS
29 351.010 to 351.260.

30 **SECTION 9.** The mission of the State Board of Higher Education is
31 to insure effective higher education programs through the efficient gov-
32 ernance of public state colleges and universities. The state board shall
33 adopt a set of goals consistent with state educational goals and these
34 guidelines:

(1) The state board shall insure that each institution under its juris-

1 diction is assigned specific educational functions and adopts a set of
2 educational goals consistent with those functions and the educational
3 goals of the state.

4 (2) To improve the efficiency of higher education, the state board shall:

5 (a) Systematically and regularly review the need for existing institu-
6 tional programs and expand, decrease, discontinue or reallocate them in
7 accordance with the changing educational needs of the state;

8 (b) Regularly appraise the quality of each institution's goals and evalu-
9 ate progress toward goal achievement; and

10 (c) Report to the Legislative Assembly annually on the results of the
11 actions specified above.

12 (3) The state board shall establish management and reporting practices
13 among state colleges and universities designed to improve the efficiency
14 of the state system. Particular attention shall be paid to the development
15 of budgeting procedures which clearly identify the costs of programs in
16 a comparable manner.

17 (4) The state board shall insure the continuing effectiveness of educa-
18 tional programs in meeting the changing needs and concerns of students.
19 Special consideration shall be given to the development of more effective
20 methods of delivering educational services, and to the development of
21 degree programs attuned to contemporary needs of students and society.
22 Uniform credit hour requirements shall be established for like degrees
23 granted in the state system, and transferability of credit among all post-
24 secondary programs in the state shall be facilitated.

25 (5) The state board shall assign highest priority to the teaching-learning
26 process in state institutions.

27 (6) The state board shall establish uniform procedures for evaluating
28 faculty and staff members in state colleges and universities.

29 (7) The state board shall make itself available for contact with students
30 and faculty desiring to be heard.

31 **SECTION 10.** Section 11 of this Act is added to and made a part of
32 ORS chapter 352.

33 **SECTION 11.** The mission of the state colleges and universities is to
34 provide opportunities for students and faculty to achieve advanced under-

1 standing in the arts, humanities and sciences, acquire occupational and
2 professional competencies, and develop knowledge through research and
3 scholarship in accordance with their educational functions assigned by the
4 state board. A subsidiary mission of these institutions is the dissemination
5 of knowledge resulting from research and development activities as a
6 public service.

7 (1) Each state college or university shall adopt a set of goals, con-
8 sistent with the educational functions assigned by the state board, which
9 contribute to the attainment of the educational goals of the state.

10 (2) State colleges and universities shall give the highest priority to
11 the teaching-learning process. Criteria for promotion and advancement
12 shall be weighted in accordance with each faculty member's assignment.
13 Faculty assigned full-time teaching duties shall be rewarded solely upon
14 the basis of teaching performance. Faculty with research or administrative
15 duties in addition to teaching shall also be rewarded on a performance
16 basis but with appropriate weights assigned to each function.

17 (3) Institutions shall insure that the educational goals and content of
18 each degree program are established through the combined efforts of ad-
19 ministrators, students, faculty and the general public. Statements of pro-
20 gram goals shall be designed to inform interested persons as to the
21 knowledge and competencies which students may be expected to acquire
22 as results of completing each program.

23 (4) Objectives consistent with program goals shall be established for
24 each course offered. Course objectives shall be disseminated to enrolled
25 students and shall be available to all interested persons.

26 (5) Each institution shall appraise learning performance at the course
27 level, using procedures which are directly related to learning objectives.

28 (6) Institutions operating teacher training programs shall provide
29 prospective teachers with the knowledge and competencies necessary for
30 effective teaching in Oregon. Institutions engaged in teacher preparation
31 shall work with all agencies in the education field to develop programs
32 which will result in a continuing supply of educational personnel with
33 competencies to achieve goals established by the State of Oregon and by
34 local school districts and community colleges.

1 **SECTION 12.** Section 13 of this Act is added to and made a part of
2 ORS 351.265 to 351.290.

3 **SECTION 13.** It is the mission of the Educational Coordinating Council
4 to provide for the systematic planning and evaluation of educational
5 services in Oregon, to advise and assist the Governor and Legislative As-
6 sembly in the formulation of educational policy, and to administer selected
7 programs of financial assistance to the various educational segments. In
8 fulfilling its mission, the council shall observe the following guidelines:

9 (1) Work with both public and independent educational governing
10 bodies to arrive at a clear and efficient delineation of responsibility among
11 the educational segments.

12 (2) Review and recommend on designated educational programs within
13 the state.

14 (3) Advise the Governor and the Legislative Assembly on the need
15 for educational services and the performance of existing programs.

16 (4) Provide information and staff assistance to the Governor and Legis-
17 lative Assembly in formulating educational policy when requested.

18 (5) Assure that an equitable distribution of resources is made to the
19 various educational segments.

20 (6) Develop, implement and monitor a comprehensive state-wide data
21 system capable of yielding information basic to policy formation.

22 (7) Study specific problems of higher education, as they arise, and
23 report findings to the State Board of Higher Education, the Governor and
24 the Legislative Assembly.

25 Section 14. ORS 351.270 is amended to read:

26 351.270. (1) There hereby is created an Educational Coordinating
27 Council. The Governor may appoint to the council such number of mem-
28 bers as he deems appropriate, to serve at his pleasure; provided, however,
29 that a majority of the members shall be persons who are not employed by
30 private or public educational agencies or institutions engaged in educa-
31 tional activities within the scope of the council's functions. The council
32 shall be broadly representative of both public and nonpublic education
33 and consistent with the requirements of federal programs conducted
34 by the council.

1 (2) The council shall:

2 (a) Develop, implement and monitor a comprehensive and standardized
3 state-wide data system capable of yielding information basic to policy
4 formation by governing boards and appropriate governmental bodies.

5 (b) Design, implement and maintain a system which will identify the
6 needs and expectations for educational services.

7 (c) Develop and propose state-wide educational policy and program
8 objectives consistent with identified educational needs.

9 (d) Develop and propose systems for achieving stated educational
10 policy and program objectives, and [*approve programs for appropriate*
11 *institutions of higher education consistent with these objectives*] **review**
12 **and recommend on designated educational programs within the state .**

13 (e) Evaluate educational programs to determine the extent to which
14 well-identified educational needs are being met.

15 (f) Evaluate the effectiveness of educational planning efforts, and pro-
16 vide for their appropriate modification.

17 (g) Assure that an equitable distribution of special resources is made
18 to the various educational segments through the administration of inter-
19 institutional state and federal programs as assigned by the Governor or
20 the legislature.

21 (h) Shall have members of its staff in attendance at all meetings of
22 the State Board of Education and of the State Board of Higher Education.

23 (i) Shall have members of its staff present at all meetings of the House
24 and Senate Education Committees, the Ways and Means Committees and
25 the Emergency Board. These staff members shall provide the legislative
26 committees with the findings of the council and such other information as
27 may be requested by the committees.

28 (3) The council may apply for and accept gifts, grants or services
29 from or contract with nonprofit organizations, educational institutions and
30 other state or federal agencies, and may administer such funds and con-
31 tracts. Grants from the Federal Government or any of its agencies may
32 be accepted subject to the terms and conditions thereof, regardless of any
33 laws of this state in conflict with the regulations of the Federal Govern-
34 ment with respect thereto.

1 (4) There hereby is established in the General Fund of the State
2 Treasury an account to be known as the Educational Coordinating Council
3 Account. All moneys received by the council shall be paid into the State
4 Treasury and credited to such account and hereby are appropriated con-
5 tinuously for and shall be used by the council in carrying out the purposes
6 of ORS 351.265 to 351.302.

7 (5) Members of the council are entitled to compensation and expenses
8 as provided in ORS 292.495.



Senate Bill 2

By order of the President of the Senate
(at the request of the Interim Committee on Education)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure **as introduced**.

Defines and describes basic education for elementary and secondary education. Allocates responsibility between State Board of Education and local school district to establish standard to achieve basic education of student.

NOTE: Matter in **bold face** in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted; complete new sections begin with **SECTION**.

1 tunities, students will have demonstrated:

2 (a) Knowledge of the existence and value of many types of work;

3 (b) Knowledge of occupational fields, the requirements for entry, the
4 skills and abilities needed and sources of training available; and

5 (c) Ability to identify the learning experiences and personal qualities
6 needed to continue toward career goals.

7 (8) Upon the completion of the basic health and physical education
8 program:

9 (a) Students will have demonstrated knowledge of the health, func-
10 tions, structure and nutritional needs of the human body; and *and have understanding of*

11 (b) Students will have participated in *(*activities which contribute to
12 strength, coordination and agility.

13 **SECTION 3.** Sections 1 and 2 of this Act are added to and made a part
14 of ORS chapter 336.



November 25, 1972

Legislative Interim Subcommittee on Basic Education
1973 Legislature
Salem, Oregon

Dear Committeemen:

SUBJECT: SB2 RELATING TO EDUCATION; AMENDING ORS 326.011

As a public school administrator, I share your interest in stating for all concerned the goals and objectives of education in the State of Oregon. Having reviewed your proposal for amending ORS 326.011, I wish to suggest some procedural changes in the proposed legislation which should substantially affect the continuous renewal of educational goals without committing to law specific educational outcomes which may change from decade to decade or which may be more appropriately developed through and approved by the State Board of Education.

Specifically, I am proposing that Section II (pages 50, 51, and 52 of the Legislative Interim Committee Report on Education) be redrafted to include only broadly-stated goals and objectives of education in the State of Oregon, and that the specific competencies or goal indicators be prepared by the State Department of Education and approved by the State Board of Education. The attached document is provided as an illustration of general indicators which I believe would be more effective. (The broad goals statements which should be committed to law are in capital letters, and the indicators which should be developed by the State Department are not.)

In presenting this illustration, an attempt has been made to include the goals of elementary and secondary basic education programs which are currently in Section II of the proposed legislation. It should be obvious from a review of the document that individual items need additional refinement. Many of the indicators are not specific enough to satisfy the definition of a performance or behavioral goal. This is precisely the reason for not enacting such statements into law; they will need constant supervision and refinement as educational practices change and are improved. However, the broad goal statements will undoubtedly be appropriate for many years to come and can serve as a basis for guiding the educational community in its pursuit of a more responsible and definitive determination of its responsibilities to the youth of our state and our country.

Legislative Interim Subcommittee on Basic Education

Page 2

November 25, 1972

It is quite conceivable that another alternative might be appropriate in resolving this particular issue. The Legislature could enact legislation instructing the State Board of Education to write a philosophy of education and to charge the State Department of Education with the task of developing goal indicators and competency statements which would guarantee the implementation of the philosophy approved. Such an approach would seem to parallel the manner in which the last legislative session handled the question of teacher evaluation. The Legislature did not attempt to write a philosophical statement concerning the characteristics of effective teachers, and neither did it attempt to spell out the procedures to be used in such evaluative efforts. However, the State Department of Education by law was instructed to develop these policies and procedures and to implement them throughout the state. Such appears to be the appropriate function of the legislative wing of our government.

Regardless of the method which is ultimately selected by our representatives, a cooperative effort of educators, legislators, and patrons is necessary to effectively complete the task of establishing, defining, and implementing the goals of education in the State of Oregon.

Sincerely,



Dr. Ronald D. Burge, Director
Secondary Curriculum
Springfield Public Schools
Springfield, Oregon 525 MILL ST

97497

js

cc Dr. Dale Parnell
Dr. Donald Egge

PROPOSED EDUCATIONAL GOALS
(Illustration Only)

GOAL 1 - EACH STUDENT SHOULD DEVELOP FUNDAMENTAL COMMUNICATION AND
MATHEMATICAL SKILLS TO THE LEVEL OF HIS INDIVIDUAL ABILITY.

Goal-Indicator: Each student should have the ability to:

- 1.1 - acquire ideas through reading, listening and visual forms.
- 1.2 - communicate clearly ideas and feelings through writing and speaking.
- 1.3 - correctly perform the mathematical operations of addition, subtraction, division, and multiplication including application requiring fractions, decimals, and percentages.
- 1.4 - communicate ideas and feelings through visual forms.
- 1.5 - reason logically and to make practical applications of mathematical skills in solving consumer problems.
- 1.6 - recognize and evaluate evidence.
- 1.7 - read with speed and comprehension.

GOAL 2 - EACH STUDENT SHOULD DEVELOP ATTITUDES TO ENABLE HIM TO FUNCTION
IN AN EVER-CHANGING ENVIRONMENT.

Goal-Indicator: Each student should have the knowledge needed to develop:

- 2.1 - the attitudes for a personally rewarding and satisfying community life.
- 2.2 - the attitudes and appreciation for living in a mobile and diverse society.
- 2.3 - the attitudes to investigate and search for the most rewarding use of leisure time.
- 2.4 - a positive self-image.

GOAL 3 - EACH STUDENT SHOULD DISCOVER AND NURTURE CREATIVE TALENT.

Goal-Indicator: Each student should have the skills and information needed to:

- 3.1 - make rational decisions.
- 3.2 - express himself creatively.
- 3.3 - acquire a positive attitude toward the learning process.
- 3.4 - understand, enjoy and appreciate human achievement.
- 3.5 - to enjoy aesthetic expression.
- 3.6 - develop his physical attributes to the level of his potential.
- 3.7 - understand the basic contributions of the fine arts to our culture.

GOAL 4 - EACH STUDENT SHOULD DEVELOP KNOWLEDGE AND ATTITUDES AND TAKE
ACTIONS WHICH WILL MAKE DEMOCRACY WORK.

Goal Indicator: Each student should have the knowledge of history needed to:

- 4.1 - understand and appreciate his own heritage and culture.
- 4.2 - function effectively in our political system.
- 4.3 - function effectively in our economic system as a producer and as a consumer.
- 4.4 - willingly respect the rights of others.
- 4.5 - understand the role of individuals, organizations, and government in effecting local, state, and national political and social changes.
- 4.6 - willingly participate in the democratic processes including voting and community service.
- 4.7 - willingly assume responsibility for his own actions.
- 4.8 - interpret contemporary experience in the perspective of historical developments.

GOAL 5 - EACH STUDENT SHOULD FORMULATE A SENSE OF VOCATIONAL IDENTITY
IN KEEPING WITH HIS INDIVIDUAL CAREER DEVELOPMENT.

Goal Indicator: Each student should be able to:

- 5.1 - develop a process of self-evaluation to help him in formulating career plans.
- 5.2 - make and implement long term plans for the use and conservation of his own resources.
- 5.3 - participate in activities related to his career goals.
- 5.4 - qualify for entry-level jobs of his choice by possessing the skills required to function in a cluster of occupations.
- 5.5 - recognize that education is a life-long process not necessarily confined to institutions of learning.
- 5.6 - identify many occupational fields, their requirements for entry, and the sources of training available.
- 5.7 - identify the values of many types of work.

GOAL 6 - EACH STUDENT SHOULD DEVELOP MORAL AND ETHICAL VALUES.

Goal-Indicator: Each student should have information concerning:

- 6.1 - man's varied philosophies.
- 6.2 - mental habits that contribute to emotional well-being.
- 6.3 - his values.
- 6.4 - his capacity for self-discipline and fair play.

GOAL 7 - EACH STUDENT SHOULD DEVELOP SKILLS, UNDERSTANDINGS AND ATTITUDES
NEEDED TO WORK WITH OTHER PEOPLE FOR HUMAN BETTERMENT.

Goal-Indicator: Each student should be able to:

- 7.1 - understand and appreciate individuals of other social, cultural and ethnic groups.

- 7.2 - respect others and to accept their differences.
- 7.3 - function effectively in inter-personal relationships.
- 7.4 - identify the principles of living in the family group.

GOAL 8 - EACH STUDENT SHOULD DEVELOP THE UNDERSTANDING AND SKILLS NEEDED
TO MAKE INTELLIGENT USE OF NATURAL AND HUMAN RESOURCES.

Goal-Indicator: Each student should be able to:

- 8.1 - understand the ecological sense of order.
- 8.2 - form positive concepts relative to the use of natural resources.
- 8.3 - develop the understanding and skill to make policies and procedures essential for careful and considerate use of natural and human resources.
- 8.4 - develop good health habits for maintaining his physical well-being
- 8.5 - identify the functions, nutritional needs, and characteristics of of physical and mental health of the human body and mind.
- 8.6 - understand the impact of science and technology on human life.
by possessing knowledge of theories, principles, laws, facts, and modes of inquiry of the physical and biological sciences.

(This document is an adaptation of materials developed by the Fremont Union High School District, Sunnyvale, California, in response to the Shull Bill effective 1972.)

November 15, 1972

Vic:

Here are the estimated cost breakdown on our Interim Report.

We decided to go with a 3-ring binder for legislative and top administrative officers in our state. We needed a binder so that legislators could keep the education bills (drafts) in one place. In fact - we received a budget increase knowing that we might go into the hole.

We figured some \$3000.00 for the final report including about \$500.00 for the binder. Our paper costs were higher than first estimates.

Binder Costs: \$ 874.24

Perfect binding Costs: \$790.00

I plan to review the bill from the State Printer. We have verbal estimates for our 2115 copies from two Portland Printing Houses. I do not want to pickup any extra charges from other job orders.

I know that you will receive some flack from the "D"'s about the quality of the binder. We knew this might happen going into the production order. However, the perfect binding process is not a permanent binding process. In fact - if you drop or rough one up the "sig" pages will break away from the binder back. Our report is one of the few that published any mention of "drafts" that the committee considered, but did not act on. We made a complete report.

Wilson

November 15, 1972

ESTIMATE OF POSSIBLE CHARGES FOR PERFECT BINDING:

2000 copies of Interim Education Report
(final charges will not be available for approx. 30 days)

Cover Stock, Type Set Printing Cover	\$ 180.00
Folding, Collating	350.00
Trim, Bindery setup charge, hand feeding in Bindery	250.00
Report wrapping	10.00
Total	<u>\$ 790.00</u>

PAPER COST:

Zellerback Supplier, Recycled Book 60lb, white (Simpson Lee) Ordered: 4,350 sheets (23x35 inch) Cost: \$21.35/100wt.	<u>\$ 947.30 less 2%</u>
Total	\$ 928.45 Net

INVOICE



SMITH PACIFIC

5300 WEST 104TH LOS ANGELES CALIFORNIA 90045 (213) 776-2424

No 10414

SOLD TO EDUCATION INTERIM COMMITTEE ATTN: Wilson Hulley 311 State Capital Salem, Oregon 97310

TERMS: Net 30 Days

INVOICE DATE 10-11-72

SHIPPED TO: INTERIM COMMITTEE ON EDUCATION c/o Wilson Hulley 311 State Capitol Salem, Oregon 97310

DATE SHIPPED 10-10-72

VIA Time D.C.

CUSTOMER'S NO. F-215121 NO. GH 475 SALESMAN

Table with 5 columns: QUANTITY SHIPPED, DESCRIPTION, UNIT PRICE, EXTENSION, NET AMOUNT. Row 1: 119 SUPPLEMENT LEGISLATIVE INTERIM COMMITTEE ON EDUCATION SMITHPAC custom, flexible, flush-cut, three-ring decorated lexide Duo Tangs Typesetting Freight Charges No Tax - OUT OF STATE Packing: 1 carton. Total Net Amount: \$377.03

Vertical markings and numbers on the right margin.



INVOICE

SMITH PACIFIC

5300 WEST 104th AVENUE LOS ANGELES CALIFORNIA 90055 (213) 776-2424

sent for payment

Nº 10207

SOLD TO: EDUCATION INTERIM COMMITTEE
ATTN: Wilson Hulley
311 State Capital
Salem, Oregon 97310

TERMS: Net 30 Days

INVOICE DATE: 8-29-72

DATE SHIPPED: 8-28-72

SHIPPED TO: Same

VIA P.I.E.

CUSTOMER'S NO. f-215121 NO. CH 331 SALESMAN

QUANTITY SHIPPED	DESCRIPTION	UNIT PRICE	EXTENSION	NET AMOUNT
	<u>LEGISLATIVE INTERIM COMMITTEE ON EDUCATION</u>			
109	SMITHPAC custom, flexible, flush-cut, three-ring exposed rivet, decorated, lexide binders	\$3.90 ea.	425.10	
	Necessary typesetting		25.00	
	Set-up		10.00	
	Individual name stamping - 47 lines	\$.55 per line	<u>25.85</u>	
			485.95	
	Freight Charges		11.26	
			<u>497.21</u>	\$497.21
	No Tax - Out of State Packings: 3 cartons			

ALL CLAIMS MUST BE MADE UPON RECEIPT OF GOODS. TERMS NET - F. O. B. LOS ANGELES

APPROVAL GRANTED BY MRS. BLESSING M. PROCTOR, PRINTING BUYER TO GO OUTSIDE OF STATE PURCHASING TO ORDER BINDERS.

October 27, 1972

Mr. Lee Schrunk, Supt.
DEPARTMENT OF GENERAL SERVICES
Printing Division
General Services Building
Salem, Oregon 97310

Dear Lee:

I am in receipt of your estimate which we discussed over the phone the other day. We agreed that we would do the 2,115 only.

Your estimate bothers me a little bit since for my own information I ran a job estimate through two other publishing houses in Portland and their estimates came back anywhere from \$425 to \$598 less than the estimate that you figure.

I realize that you work on a time basis as opposed to job basis so I trust we will not absorb any waste press time or other costly additions.

I look forward to your phone call when we can expect arrival of our first 115 copies.

Sincerely,

Wilson Hulley,
Administrative Assistant

WH/gh

OCT 26 1972

DEPARTMENT OF GENERAL SERVICES

PRINTING DIVISION

GENERAL SERVICES BUILDING • SALEM, OREGON • 97310 • Phone 364-2171 Ext. 2921



TOM McCALL
GOVERNOR

October 24, 1972

Mr. Wilson Hulley
Administrative Assistant
Interim Committee on Education
311 State Capitol Building
Salem, Oregon 97310

Dear Mr. Hulley:

Listed below are the specifications and price estimates you requested for your publication, "Education Interim Report", job #65068-980 (currently in production in the printing plant).

Quantity: 2115 and 1000 additional

Format: 8½ x 11, 312 pages, 2000 perfect bind, 115 2 vols loose leaf
3 hole punch paper banded

Ink color: All black

Composition: Cover - to be set in type
Text - all camera ready line

Stock: Cover - 65 lb light blue Carnival
Text - 60 lb Simpson recycle white (2115)
~~Text - 60 lb move offset white (1000)~~

Estimated price: 3 000 \$3400.00 for 2115
~~\$ 975.00 for 1000 additional processed with original order.~~

Allow two weeks for production after delivery of recycled paper. If we can be of further assistance, please contact this office.

Sincerely,

Lee Schrunk
Superintendent

Less
GAC 425.00
D&D 598.00

LS:jh

cc: State Printer

PRINTING ORDER AND DATA SHEET

No. P 65068 - 980.02
(AGENCY NO.)

Please Refer to the Above Number When Inquiring About This Job 

Interim Committee on Education 1 State Capitol Bldg.	BY: <u>W. H. Hulley</u> AUTHORIZED BY: W. H. Hulley, Admin. Assist.									
SHIPPING ADDRESS 115 (3-hole punch and paper strapped) to 311 State Capitol 500 total report "Perfect Binding" 1500 to 311 State Capitol 2000 to Room 8 State Capitol	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%;">DATE ORDERED 10/17/72</td> <td style="width:33%;">REQUISITION NO.</td> <td style="width:33%;">DATE WANTED ASAP</td> </tr> <tr> <td>PREVIOUS JOB NO.</td> <td colspan="2">FUND</td> </tr> <tr> <td>ACCT. NO.</td> <td>APPN.</td> <td>YEAR</td> </tr> </table>	DATE ORDERED 10/17/72	REQUISITION NO.	DATE WANTED ASAP	PREVIOUS JOB NO.	FUND		ACCT. NO.	APPN.	YEAR
DATE ORDERED 10/17/72	REQUISITION NO.	DATE WANTED ASAP								
PREVIOUS JOB NO.	FUND									
ACCT. NO.	APPN.	YEAR								

(Please enter all known data)

PERSON IN CHARGE Wilson Hulley	PHONE 378-8176	EXT.
SEND PROOF TO not necessary	VAN DYKE	PHONE EXT.

QUANTITY	DESCRIPTION	ESTIMATED COST
2115	Final Report including Supplement - Interim Education Report - 2000 copies perfect bind wraparound cover - 115 each of 2 vols 3-hole punch, loose leaf, paper banded	\$2500.00 to \$2900.00

Sample Attached Layout Attached Copy Complete Copy to Come

s: Recycled book (ordered 10-17) Wt. 60 Color white

Stock (Cover) Carnival Wt. 65 Color lite blue

Stock (Insert) _____ Wt. _____ Color _____

Printed One Side _____ Both Sides Tumble _____ Head to Head

Finished Size 8 1/2 x 11 Ink Color Black Cover Color Black

Perforate _____ Score _____ Punch 115 copies 3-hole Collate _____

Pad _____ Plastic Bind _____ Staple Saddle Side Perfect bind 2 vols

Die Cut _____ Round Corner _____ Tag Bind _____ Paste _____

Number from _____ to _____ Fold _____ Packing 2 vols 115 each paper band

Art Work attached To Come _____

Return Art Work To W. H. Hulley / 311 State Capitol S.P. Form No. _____

Remarks Report Text / printed on Simpson Lee Ecology Text #60

Report Cover (2000 copies) on Carnival #65 Cover / light blue

Binding: Perfect (2000 copies)

SEN. VICTOR ATIYEH
CHAIRMAN
REP. CARROLL HOWE
VICE CHAIRMAN



EDUCATION INTERIM COMMITTEE

311 STATE CAPITOL
SALEM, OREGON 97310
378-8176

October, 1972

MEMBERS:
SEN. JASON BOE
SEN. WALLACE CARSON
SEN. RICHARD GROENER
SEN. TOM HARTUNG
REP. HOWARD CHERRY
REP. FRED HEARD
REP. ROBERT INGALLS
REP. MARY RIEKE
REP. LEO THORNTON
PUBLIC MEMBERS:
JIM SULLIVAN
DAVID M. GREEN
STAFF:
WILSON HULLEY, Adm. Asst.
GLENN HAYDEN, Com. Clerk

To Governor Tom McCall, and Members
of the Fifty-Seventh Legislative Assembly:

In accordance with the provisions of Senate Joint Resolution 14, Fifty-Sixth Legislative Assembly, the Legislative Interim Committee on Education submits this final report for your consideration.

The effort of this report has been to summarize the findings of the Committee in a meaningful form.

At the outset, our committee had the responsibility to study matters relating to goals for higher education including community colleges, and to study basic education and personnel policies affecting teachers. As we progressed in our deliberations, the broad concerns of goals for education focused onto the need to expand our thoughts to include all educational segments. Therefore, the committee addressed itself to study education in general. The results are that we have set down Goals and Missions for Education in Oregon.

Our recommendations for appropriate changes in personnel policies affecting teachers are set down in this report. We reviewed areas that exhibited a need for review.

From the beginning of our committee work many interested private citizens, fellow legislators, educators, and high and low achieving students presented their considered thoughts. The members of the committee wish to thank all these individuals and all those who wrote to us concerning our drafts. Their effort was of valued assistance. The press in Oregon has been most helpful in disseminating our proposals to the general public.

Should the recommendations of this committee find acceptance by the 1973 Session, new participation potentials for private citizens, local educational boards, Oregon

Board of Education, Oregon State System of Higher Education and the Legislative Assembly will be realized.


The Committee has outlined how all levels of education would be able to cooperate in the process of working toward defining common problems, clarifying projected goals, and effectively working towards the best educational opportunity for all Oregon Citizens.

Our recommendation outlines specific changes in Oregon Revised Statutes. These changes and the rationale for each are discussed in this report.

Finally, as Chairman of this Interim Education Committee, I feel strongly compelled to acknowledge the concern and ability of the members of our Committee, both legislative and public. Their background was welded into a sufficient force to draw the significant conclusions of this report. The description of "Basic Education" and "Goals" especially may well be historic in the field of Education in Oregon.

*We submit and recommend this report to the 57th Legislative Assembly.

Sincerely,


Victor Atiyeh, Chairman
Interim Committee on Education

VA/gh

TABLE OF CONTENTS

	Page
Chairman's letter of transmittal	
Copy Senate Joint Resolution 14	i
Interim Committee members and staff	v
Education Commission of the States.	vi
Goals of education in Oregon.	1
Goals section <u>SB 1</u>	3
Educational missions.	4
State Board of Education and local school boards.	5
sections 3 - 5 of <u>SB 1</u>	9
Community college district boards	13
sections 6 and 7 of <u>SB 1</u>	15
State Board of Higher Education and state colleges and universities	17
sections 8 - 11 of <u>SB 1</u>	20
Educational Coordinating Council.	24
sections 12 and 13 of <u>SB 1</u>	25
Senate Bill 1	27
Committee members' comments	41
Basic Education in Oregon	44
Senate Bill 2	48
Public Kindergartens. <i>WADSWORTH/PIECE</i>	53
House Bill 1031	56
Licensing of private kindergartens. <i>WADSWORTH/PIECE</i>	61
House Bill 1032	64
Decertification and other teacher discipline. . .	72
House Bill 1030 <i>HEARD/CUNNINGHAM</i>	75
Teacher Standards and Practices Commission	
membership revision <i>HEARD/CUNNINGHAM</i>	88
House Bill 1034	91
Aid to community colleges <i>CUNNINGHAM/GRANT</i>	103
House Bill 1033	108
Student Driver Education. <i>CUNNINGHAM</i>	117
House Bill 1035	123

Uniform election laws for schools <i>Carson/Ingram</i> . . .	131
House Bill 1037	134
Consultation. <i>Harrell/Rick</i>	175
House Bill 1036	177
Exceptions to subjects for consultation <i>Carson</i> . . .	184
House Bill 1038	185

Appendix

Schedule of meetings.	191
List of persons testifying.	193
Acknowledgements.	201

Supplement to the report

Review of SB 131 (1971 regular session)	203
Review of HB 1012 (1971 regular session). . . .	215
I.E.D. Task Force report.	221
Alternative community college measures	
LC 133a.	262
LC 132	265
LC 139	278
School district re-organization	
LC 98.	285
LC 99.	293

ENGROSSED

Senate Joint Resolution 14

Ordered by the Chairman of the
Committee on Rules and Resolutions May 28
(Including Amendments by Senate May 28)

Sponsored by Senators OUDERKIRK, BOIVIN, HOLMSTROM,
JERNSTEDT, HALLOCK, Representatives YOUNG, THORNTON

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

[Creates Interim Committee on Alcoholic Control, to study all matters pertinent to operation of state liquor laws and report findings and recommendations to Fifty-seventh Legislative Assembly. Limits expenditures of committee to \$20,000, appropriated from Oregon Liquor Control Commission Account.] **Creates interim committees on education, natural resources, tax, alcohol and drugs and social service and prescribes membership. Requires each committee to report digest of facts and recommended legislation to Fifty-seventh Assembly, and to file copy of budget with Emergency Board. Directs board to allocate funds of Fifty-sixth Assembly to committees.**

NOTE: Matter in **bold face** in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted; complete new sections begin with **SECTION**.

SENATE JOINT RESOLUTION 14

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
31
32
33
34

Be It Resolved by the Legislative Assembly of the State of Oregon:

(1) There are created the following legislative interim committees:

(a) Education, to consist of five Senators, six Representatives and two public members, and to study matters relating to goals for higher education including community colleges, and to study basic education and personnel policies affecting teachers.

(b) Natural Resources, to consist of five Senators and six Representatives, and to consider recodification of the fish and game laws and to study matters relating to agriculture and timber.

(c) Tax, to consist of five Senators, six Representatives and four public members, and to undertake a comprehensive review of the tax structure, determine new sources of revenue, and study questions of tax exemptions and state aid to local governments and such other matters as may be suggested by subsection (1) of ORS 173.510 (1969 Replacement Part).

(d) Alcohol and Drug, to consist of three Senators and four Representatives, and to study all matters pertinent to liquor laws of this state and the issue of state control of liquor and to investigate the extent of drug use and the methods by which it can be controlled and reduced.

(e) Social Service, to consist of three Senators and four Representatives, and to study problems of aging, domestic relations, welfare reorganization, health problems and children's services.

(2) All Senate members of interim committees shall be appointed by the President of the Senate. All House members of interim committees shall be appointed by the Speaker of the House of Representatives. Public members shall be appointed in equal number by the President and the Speaker.

(3) In addition to any study areas assigned to interim committees under this Resolution, the presiding officers may jointly or otherwise refer additional matters of legislative concern to an interim committee which shall treat such referrals as part of the committee's study assignment to be covered by its report and any recommended legislation which it may submit.

(4) The committees created by this Resolution may employ such persons upon approval by the Emergency Board of budgets duly prepared

1 by committee chairmen as are necessary for the accomplishment of the
2 purposes for which the committee was created, and fix the amount of
3 compensation of these employes. Employment of persons on a temporary
4 basis may be made by the chairman of the committee upon his determina-
5 tion that the necessity is urgent, subject to approval by the committee at
6 its next meeting. All employment and the payment of compensation
7 therefor are subject to approval by the Emergency Board.

8 (5) At the conclusion of its study, each interim committee created
9 by this Resolution shall submit a written report to the Fifty-seventh Legis-
10 lative Assembly, containing a digest of facts found by the committee and its
11 recommendations with respect to any bills or resolutions considered neces-
12 sary as a result of its studies.

13 (6) All legislation recommended by an interim committee created
14 by this Resolution must indicate that it is introduced at the request of
15 the committee. Such legislation shall be prepared and submitted in time
16 for pre-session numbering and for pre-session filing pursuant to ORS
17 171.130.

18 (7) All agencies, departments and officers of this state are directed to
19 assist an interim committee created by this Resolution in the performance
20 of its functions, and to furnish such information and advice as a com-
21 mittee considers necessary to perform those functions.

22 (8) Except for the payment of expenses authorized by the Emergency
23 Board for editing, reproducing and distributing the report required by
24 ORS 171.625, an interim committee created by this Resolution is not au-
25 thorized to pay any expense after October 31, 1972, from funds made
26 available to it under paragraph (11) of this Resolution, or incur obliga-
27 tions or pay in advance from those funds for any materials or services to
28 be furnished to it after October 31, 1972. This paragraph does not apply
29 to payments or obligations to pay from funds referred to in paragraph
30 (9) of this Resolution.

31 (9) Subject to the approval of the Emergency Board, an interim
32 committee created by this Resolution may accept contributions of funds
33 and assistance from the United States, its agencies, or from any other
34 source, public or private, and agree to conditions thereon not inconsistent

1 with the purposes of the interim committee. All such funds are to aid
2 in financing the functions of the interim committee and shall be deposited
3 in the General Fund of the State Treasury to the credit of a separate ac-
4 count for the committee and shall be disbursed for the purpose for which
5 contributed in the same manner as other funds available to the committee
6 under paragraph (11) of this Resolution.

7 (10) Each interim committee created by this Resolution shall pre-
8 pare a budget in accordance with a format specified by the Emergency
9 Board, and file a copy thereof with the Emergency Board not later than
10 September 1, 1971, for its approval.

11 (11) Upon approval of a budget submitted under paragraph (10)
12 of this Resolution, the Emergency Board shall from time to time allocate
13 from funds appropriated for payment of expenses of the Fifty-sixth Legis-
14 lative Assembly amounts required for the operation of each interim com-
15 mittee created by this Resolution.



Advocating and operating upon the principle that the state holds primary responsibility for education, ECS has begun to supply information and services which are geared to the operations of education of the state level.

In addition to addressing difficult problems of finance, which only recently have assumed highest priority, ECS operates many projects and programs in fields which range from early childhood education to planning and management in higher education.

The feasibility of using satellite communications technology as a further means of delivering education to the states is the focus of a federally funded education model being developed by the Federation of Rocky Mountain States. The Federation has contracted with ECS to develop an early childhood education phase of the comprehensive experiment and to serve as the project fiscal agent.

The National Assessment of Educational Progress, administered by ECS, has released nine reports in the first nationwide efforts to measure the knowledge and skills of young Americans in ten subject areas.

National Assessment's interest in state assessments and other use of assessment data has expanded this year into a new department -- Utilization/Applications. Staff members are undertaking two basic tasks: collecting and disseminating information about how assessment results are being evaluated and used and providing materials and

assistance to state and local education agencies in development of their own assessment projects.

GOALS OF EDUCATION IN OREGON

When considering the recognized difficult task of the establishment of goals for education a legitimate question could be, "Why do it?" Valid answers are clear:

"...first, because we in education need a clear statement of what our support publics expect of us; and second, because our support publics need some standards against which they can measure our performance."

Chancellor Lieuallen
October 28, 1971

"The implementation of an accountability system for schooling begins with a statement of clear goals that reflect the changing needs of the individual and society...The methods for making the accountability model work are already in hand...One accountability element does, however, appear to be missing. That one is a goal structure for education in Oregon."

Superintendent Parnell
October 28, 1971

Testimony from a wide range of educators and private citizens supports the assumption made by educational leaders

that the public desires and needs to have certain yardsticks against which they may measure the performance of education.

The goal statement recommended by the Interim Committee is specifically designed to provide focal points for the coordination of the activities of various educational segments and agencies within the state. Every unit must direct its efforts toward achieving them, if they are to be achieved at all. These goals will serve as constants against which the over-all educational policies must be judged.

Goals of education

(Section 1 of SB 1)

Because it is in their own best interests and because it is the most effective way to realize the ultimate from their human resources, the people of Oregon are committed to the support of education and educational opportunity. Therefore, consistent with the rationale specified in this Act, the following goals are to be sought:

(1) Individuals equipped with the skills and knowledge essential in a complex society.

(2) Lives enriched by the arts and humanities.

(3) Individuals able and willing to accept their responsibilities as citizens.

(4) Individuals qualified for entry into occupations leading to economic self-sufficiency and able to provide society with qualified manpower.

(5) The generation and dissemination of knowledge acquired by research.

(6) Individuals physically healthy to meet the demands of society.

(7) Provision for a lifetime of learning.

EDUCATIONAL MISSIONS

Purpose

Missions and guidelines should provide realistic statements of expectation, more specific than statewide goals, for the widely differing activities of the several educational segments and agencies within the state.

Goal Setting

To be effective the goal-setting process must range from the broad aims of society to the personal expectations held by teacher and student. The goal structure established in the following mission and guideline statements does span such a range. The structure foreseen for elementary-secondary schools, community colleges and four-year institutions is uniform, but the goals themselves will vary significantly to accommodate the different functions appropriate to each. There are two constants in all the following statements. These are that any educational agency should state what it expects to do to meet the needs of the public it serves; and it should be judged on the basis of performance in meeting those needs.

STATE BOARD OF EDUCATION AND LOCAL SCHOOL BOARDS

Learning Goals

The primary aim of all schools should be that their students learn. There follows immediately the question, "Learn what?" Learning goals should answer that question. The next question is, "Who is to say what students should learn?" The goal structure should supply the answer.

The goal structure specified in the proposed legislation consists of three types of learning goals, to function at three levels; (a) system goals, (b) program goals, and (c) course goals.

The first level, system goals, would reflect the broad expectations of the state and of local communities regarding the learning which should result from schooling. The formulation and adoption of these goals would occur at the state level through the Legislature (state goals and Basic Education) and through the State Board of Education, and at the local level through the local school board. The resulting statements of the first two would fall into the general category of broad expectations. The goals set locally must be consistent with state level goals, but should expand and elaborate upon them.

The nature of such goals requires that the widest range of interests participate in their formulation. The legislation proposed here would require extensive public participation in expanding and refining state goals at the local level. Such participation is necessary if the programs which derive from system goals are to have community support.

Program goals would define the expected outcomes of entire areas of instruction, or subject fields, indicating what specific programs of instruction would contribute toward achieving broader goals. Because they must serve to generate highly specific objectives for courses or other units of instruction, program goals should be developed by educators who are capable of, and responsible for, stating what the school curriculum can do. Because program goals must accurately reflect the meanings of and the priorities present in system goals, they should be approved by the local school board only after public discussion. A dialogue between educators and the people they serve seems necessary to insure that the sets of program goals in each district represent the complete interpretation of system goals adopted by the state and that district.

Course goals, the third level, would state explicitly what learning a course of instruction is intended to produce. This is properly the realm of teachers and building principals or curriculum supervisors. Teachers will not

be required to start from scratch in writing these objectives. Several collections exist and are being expanded and revised. Most teachers will make use of existing collections to isolate those specific statements which match the subject matter to be taught and the proficiency levels of their students. Local boards should insure that course objectives are developed and used.

Responsibility for seeing that the goal-setting process is carried out in accordance with the requirements set forth in law is assigned to the State Board. To insure that the goal structure is in fact consistent, the Board, through the State Department of Education, must initiate system goal-setting and must develop guidelines for program goals. Local boards will approve the program goals developed in each district, to insure consistency with State Board standards and with local needs.

Evaluation

Measures proposed in this report would establish the right of the public to know what is expected of students in specific programs and courses, and would insure that evaluation of student learning would be directly related to stated objectives.

The State Board of Education should provide leadership and direction in locating or developing testing methods which will meet the needs of school districts, and should

define the boundaries within which testing programs must operate.

The decision as to which system of evaluation and testing procedures should be used is properly a local decision. While requiring that measurement of student performance be done in accordance with stated objectives, the recommendations of the committee would leave the actual measurement, and the selection of testing systems, to local districts.

Missions of State Board of Education and
Local School Boards (Sections 3 - 5 of SB 1)

The mission of the State Board of Education is to direct the Department of Education and to provide policy direction to community college district boards, intermediate education districts and local school boards. In developing policies, the state board shall consult the local officials with responsibility for the actual conduct of the educational program. These policies shall place primary emphasis on learner performance in the educational system. The state board shall adopt a set of goals consistent with state educational goals and these guidelines:

(1) The state board shall require that each agency, school district and department under its jurisdiction adopt a set of goals consistent with state board policy and the educational goals of the state.

(2) The state board shall develop guidelines for the establishment of program goals in community colleges and local school districts which state expected learner outcomes.

(3) The board shall provide to local school districts a uniform standard system for measurement of learner performance and evaluation of progress toward achieving basic skills.¹

1. See comments page 41.

(4) The state board shall evaluate and report annually to the legislature progress toward achieving its specified goals. This report shall include assessment of local school district and community college reports on learner performance measurement.

(5) The state board shall work with all agencies presently engaged in teacher preparation, public and independent higher education, post-secondary education, and local school districts, to insure that programs provide a continuing supply of educational personnel with competencies to achieve goals established by the State of Oregon and by local school districts and community colleges. The state board shall promote excellence in teaching and encourage the development of criteria based upon teaching performance for retention and promotion of faculty. The state board shall assist local school boards in developing incentive programs which encourage faculty members to upgrade their teaching skills and professional competencies.

(6) The state board shall develop and implement:

- (a) Information systems which provide uniform planning and budgetary data; and
- (b) Systems of budgeting which clearly identify the costs of specific programs.

The mission of local school boards is to provide opportunities to elementary and secondary school students to

develop the attitudes, skills and knowledge necessary to become socially responsible, self-directed learners.

(1) Each local school board shall adopt a set of educational goals, consistent with State Board of Education standards, which contribute to the attainment of the educational goals of the state and to meeting local needs. Administrators, faculty, students, employers of high school graduates and residents of the district shall participate in the development of educational goals.

(2) Each local board shall insure that student learning goals are developed for all programs of instruction conducted by schools within its jurisdiction. Program goals statements shall include but are not limited to those outcomes defining basic education, and shall identify those outcomes as priority items.

(3) Each local school board shall insure that objectives which contribute to attainment of district-wide program goals are developed for courses of instruction. These course objectives shall be stated in terms of anticipated learner outcomes. Outcomes shall be measurable. Information about course objectives shall be available to students and parents prior to each course of instruction.

(4) Each local board shall insure that evaluation and testing procedures are implemented which directly relate to course objectives in the basic education curriculum. The purposes of such evaluation are to provide instructors with

information about individual learner needs, to assist in diagnosis of learning problems and to provide feed-back to individual students and their parents about their progress toward expected performance objectives.

(5) Each local school board shall annually report the aggregate results of learner performance evaluations to the State Board of Education in a format approved by it.

(6) Each local school board shall supply planning and budgetary data to the State Board of Education in a format approved by it.

(7) Each local school board shall promote excellence in teaching and aid in developing criteria based upon teaching performance for retention and promotion of faculty.

COMMUNITY COLLEGE DISTRICT BOARDS

In the 1971 revision of the community college code, the Legislature gave full attention to the operations of these institutions. The policy now provided in law (ORS 341.009) has been used as the basis for the mission statement recommended in this report.

The three categories of goals previously discussed should be established for community colleges. System level goals should provide direction for the activities of each community college, while assuring that consistency with broad state goals is maintained. The process of formulating such goals should create a continuing dialogue among community college boards, the State Board of Education, institutions of higher education and interested residents of the district.

The need for statements of program goals which provide accurate information about what each program is designed to do is critical when that program may be linked to plans for future employment. Specific provision is made in the proposed guidelines for the inclusion of a wide range of interests in determining the goals and content of degree or certificate programs. Program goals should also serve as the basis for evaluating the performance of community colleges in meeting needs of the people they serve.

Course objectives, against which the performance of students will be evaluated, must be developed primarily by persons having a good deal of expertise in the subject matter to be taught. However, as part of the general supervision of its institution, it is the responsibility of each community college board to see that such objectives are produced and used. Making objectives for each course available to students prior to the beginning of instruction should do much to create realistic expectations in those students about the courses in which they enroll.

Mission of Community College Boards

(Sections 6 and 7 of SB 1)

The mission of community college district boards is to insure opportunities for students to advance their skills and knowledge and acquire technical and vocational competencies, and to provide an intellectual and cultural resource center for their respective communities, through the efficient governance of community colleges.

(1) Each community college district board shall adopt a set of local educational goals, consistent with State Board of Education policy, which contribute to the attainment of the educational goals of the state and to meeting local needs.

(2) Each community college district board shall insure that the educational goals and content of each degree or certificate program are established through the combined efforts of administrators, students, faculty, employers of community college graduates and residents of the district. Statements of program goals shall be designed to inform interested persons as to the knowledge and competencies which students may be expected to acquire as results of completing each program.

(3) Each community college district board shall insure that measurable objectives, which contribute to the attainment of program goals, are developed for courses. Course

objectives shall be stated in terms of expected learner competencies and shall be available to interested parties prior to the beginning of each course of instruction.

(4) In cooperation with the State Board of Education, each community college district board shall insure that testing and evaluation procedures are established which directly relate to course objectives.

(5) Competent educational and career counseling shall be made available to all community college students.

(6) Each community college district board shall supply planning and budgetary information to the State Board of Education in a format approved by it.

STATE BOARD OF HIGHER EDUCATION
AND STATE COLLEGES AND UNIVERSITIES

Goals

It is expected that the State Board of Higher Education will pay particular attention to state goals when establishing their own goals and allocating specific functions to institutions. The three-level structure previously discussed is equally important to higher education. The need for system goals seems obvious. The arguments made for program and course goals in community colleges are even stronger when applied to four-year institutions. Expectations are greater and the investment is greater. Institutions under the guidance of the State Board of Higher Education must provide realistic responses to those expectations and some assurance that the investment is not ill-advised.

Program and course goals must be established with the fact in mind that they will be used by students and others to evaluate the potential of a program or course. Such evaluation is now done on the basis of very brief course descriptions in catalogues, which may or may not be accurate, or on the basis of opinions expressed by people previously enrolled in that course or program.

Emphasis on teaching

Only as an example of the detailed concern the Committee gave to the wording in our recommendations, we would like to extract two segments from the sections to follow.

"The Board shall assign the highest priority to the teaching-learning process in state institutions."

(SB 1, Section 9, subsection 5.)

The allocation of resources and the assignment of specific functions to each institution by the State Board should reflect this primary aim. In conjunction with the requirement that:

"...Criteria for promotion and advancement of faculty shall be weighted in accordance with each faculty member's assignment..."

(SB 1, Section 11, subsection 2.)

the emphasis on instruction should insure that places exist for both good teaching and good research, and that both do not have to come from every faculty member.

Credit hour requirements and transferability of credit

"Uniform credit hour requirements shall be established for like degrees granted in the state system, and transferability of credit among all post-secondary programs in the state shall be facilitated."

(SB 1, Section 9, subsection 4.)

The working out of uniform credit hour requirements will depend upon the definition of "like" degrees. Initially, the two most logical reference points will be type and field, for instance, a B.A. in English. Establishing uniform credit hour requirements, even using indicators as imprecise as these, would be a service to the people served by higher education.

The difficulties experienced by students transferring from one state institution to another have not been justified by any identifiable difference in the degrees which are eventually obtained. Often enough, students can be faulted for failing to examine closely the regulations of the institution regarding credit hour requirements. However, responsibility for demonstrating that the added expense to the student is reflected in an actual increase in the value of the degree he takes rests with the institution granting that degree. The State Board should insure that such responsibility is accepted.

There is, of course, a larger issue, which must be addressed by the higher education system. That issue is the value of college degrees. Program goals in institutions of higher education will inevitably be tied to degrees. Whether those goals become usable outlines of what the public and students may realistically expect of higher education depends largely upon the attitude taken in producing them.

Missions of State Board of Higher Education
and State Colleges and Universities (SB 1, Sections 8 - 11)

The mission of the State Board of Higher Education is to insure effective higher education programs through the efficient governance of public state colleges and universities. The state board shall adopt a set of goals consistent with state educational goals and these guidelines:

(1) The state board shall insure that each institution under its jurisdiction is assigned specific educational functions and adopts a set of educational goals consistent with those functions and the educational goals of the state.

(2) To improve the efficiency of higher education, the state board shall:

(a) Systematically and regularly review the need for existing institutional programs and expand, decrease, discontinue or reallocate them in accordance with the changing educational needs of the state;

(b) Regularly appraise the quality of each institution's goals and evaluate progress toward goal achievement;
and

(c) Report to the Legislative Assembly annually on the results of the actions specified above.

(3) The state board shall establish management and reporting practices among state colleges and universities designed to improve the efficiency of the state system. Par-

ticular attention shall be paid to the development of budgeting procedures which clearly identify the costs of programs in a comparable manner.

(4) The state board shall insure the continuing effectiveness of educational programs in meeting the changing needs and concerns of students. Special consideration shall be given to the development of more effective methods of delivering educational services, and to the development of degree programs attuned to contemporary needs of students and society. Uniform credit hour requirements shall be established for like degrees granted in the state system, and transferability of credit among all post-secondary programs in the state shall be facilitated.

(5) The state board shall assign highest priority to the teaching-learning process in state institutions.

(6) The state board shall establish uniform procedures for evaluating faculty and staff members in state colleges and universities.

(7) The state board shall make itself available for contact with students and faculty desiring to be heard.

The mission of the state colleges and universities is to provide opportunities for students and faculty to achieve advanced understanding in the arts, humanities and sciences, acquire occupational and professional competencies, and develop knowledge through research and scholarship in accor-

dance with their educational functions assigned by the state board. A subsidiary mission of these institutions is the dissemination of knowledge resulting from research and development activities as a public service.

(1) Each state college or university shall adopt a set of goals, consistent with the educational functions assigned by the state board, which contribute to the attainment of the educational goals of the state.

(2) State colleges and universities shall give the highest priority to the teaching-learning process. Criteria for promotion and advancement shall be weighted in accordance with each faculty member's assignment. Faculty assigned full-time teaching duties shall be rewarded solely upon the basis of teaching performance. Faculty with research or administrative duties in addition to teaching shall also be rewarded on a performance basis but with appropriate weights assigned to each function.

(3) Institutions shall insure that the educational goals and content of each degree program are established through the combined efforts of administrators, students, faculty and the general public. Statements of program goals shall be designed to inform interested persons as to the knowledge and competencies which students may be expected to acquire as results of completing each program.

(4) Objectives consistent with program goals shall be established for each course offered. Course objectives

shall be disseminated to enrolled students and shall be available to all interested persons.

(5) Each institution shall appraise learning performance at the course level, using procedures which are directly related to learning objectives.

(6) Institutions operating teacher training programs shall provide prospective teachers with the knowledge and competencies necessary for effective teaching in Oregon. Institutions engaged in teacher preparation shall work with all agencies in the education field to develop programs which will result in a continuing supply of educational personnel with competencies to achieve goals established by the State of Oregon and by local school districts and community colleges.

EDUCATIONAL COORDINATING COUNCIL

The Council is intended to function as a coordinating, advisory body to all education in our state, both public and private. The mission statement recommended by the Interim Committee reinforces this assumption.

Accordingly, it is proposed that the reference to approval of programs in ORS 351,270, Section 2 (d), be changed to "review and recommend on designated educational programs." (SB 1, Section 13, subsection 2; Section 14) The Council and its staff have agreed that such a change is desirable, and in fact have not attempted to exercise final "approval" of programs reviewed pursuant to this section of law.

The remainder of the mission statement for the Council emphasizes the current policy of providing information necessary to policy decisions.

Mission of Educational Coordinating Council

(Sections 12 and 13 of SB 1)

It is the mission of the Educational Coordinating Council to provide for the systematic planning and evaluation of educational services in Oregon, to advise and assist the Governor and Legislative Assembly in the formulation of educational policy, and to administer selected programs of financial assistance to the various educational segments. In fulfilling its mission, the council shall observe the following guidelines:

- (1) Work with both public and independent educational governing bodies to arrive at a clear and efficient delineation of responsibility among the educational segments.
- (2) Review and recommend on designated educational programs within the state.
- (3) Advise the Governor and the Legislative Assembly on the need for educational services and the performance of existing programs.
- (4) Provide information and staff assistance to the Governor and Legislative Assembly in formulating educational policy when requested.
- (5) Assure that an equitable distribution of resources is made to the various educational segments.
- (6) Develop, implement and monitor a comprehensive state-wide data system capable of yielding information basic

to policy formation.

(7) Study specific problems of higher education, as they arise, and report findings to the State Board of Higher Education, the Governor and the Legislative Assembly.

MEASURE SUMMARY

SB 1

Assigns and allocates responsibilities for achievement of educational goals among the State Board of Education, the local school districts, the community colleges, the State Board of Higher Education, the state colleges and universities and the Educational Coordinating Council.

A BILL FOR
AN ACT

Relating to the goals of education; creating new provisions;
and amending ORS 351.270.

Be It Enacted by the People of the State of Oregon:

Section 1. Because it is in their own best interests and because it is the most effective way to realize the ultimate from their human resources, the people of Oregon are committed to the support of education and educational opportunity. Therefore, consistent with the rationale specified in this Act, the following goals are to be sought:

- (1) Individuals equipped with the skills and knowledge essential in a complex society.
- (2) Lives enriched by the arts and humanities.
- (3) Individuals able and willing to accept their responsibilities as citizens.
- (4) Individuals qualified for entry into occupations leading to economic self-sufficiency and able to provide society with qualified manpower.
- (5) The generation and dissemination of knowledge acquired by research.
- (6) Individuals physically healthy to meet the demands of society.

(7) Provision for a lifetime of learning.

Section 2. Section 3 of this Act is added to and made a part of ORS chapter 326.

Section 3. The mission of the State Board of Education is to direct the Department of Education and to provide policy direction to community college district boards, intermediate education districts and local school boards. In developing policies, the state board shall consult the local officials with responsibility for the actual conduct of the educational program. These policies shall place primary emphasis on learner performance in the educational system. The state board shall adopt a set of goals consistent with state educational goals and these guidelines:

(1) The state board shall require that each agency, school district and department under its jurisdiction adopt a set of goals consistent with state board policy and the educational goals of the state.

(2) The state board shall develop guidelines for the establishment of program goals in community colleges and local school districts which state expected learner outcomes.

(3) The state board shall provide to local school districts a uniform standard system for measurement of learner performance and evaluation of progress toward achieving basic skills.

(4) The state board shall evaluate and report annually to the legislature progress toward achieving its specified

goals. This report shall include assessment of local school district and community college reports on learner performance, together with aggregate results of learner performance measurement.

(5) The state board shall work with all agencies presently engaged in teacher preparation, public and independent higher education, post-secondary education, and local school districts, to insure that programs provide a continuing supply of educational personnel with competencies to achieve goals established by the State of Oregon and by local school districts and community colleges. The state board shall promote excellence in teaching and encourage the development of criteria based upon teaching performance for retention and promotion of faculty. The state board shall assist local school boards in developing incentive programs which encourage faculty members to upgrade their teaching skills and professional competencies.

(6) The state board shall develop and implement:

(a) Information systems which provide uniform planning and budgetary data; and

(b) Systems of budgeting which clearly identify the costs of specific programs.

Section 4. Section 5 of this Act is added to and made a part of ORS chapter 332.

Section 5. The mission of local school boards is to provide opportunities to elementary and secondary school students to develop the attitudes, skills and knowledge necessary to become socially responsible, self-directed learners.

(1) Each local school board shall adopt a set of educational goals, consistent with State Board of Education standards, which contribute to the attainment of the educational goals of the state and to meeting local needs. Administrators, faculty, students, employers of high school graduates and residents of the district shall participate in the development of educational goals.

(2) Each local board shall insure that student learning goals are developed for all programs of instruction conducted by schools within its jurisdiction. Program goals statements shall include but are not limited to those outcomes defining basic education, and shall identify those outcomes as priority items.

(3) Each local school board shall insure that objectives which contribute to attainment of district-wide program goals are developed for courses of instruction. These course objectives shall be stated in terms of anticipated learner outcomes. Outcomes shall be measurable. Information about course objectives shall be available to students and parents prior to each course of instruction.

(4) Each local board shall insure that evaluation and testing procedures are implemented which directly relate to course objectives in the basic education curriculum. The purposes of such evaluation are to provide instructors with information about individual learner needs, to assist in diagnosis of learning problems and to provide feed-back to individual students and their parents about their progress toward expected performance objectives.

(5) Each local school board shall annually report the aggregate results of learner performance evaluations to the State Board of Education in a format approved by it.

(6) Each local school board shall supply planning and budgetary data to the State Board of Education in a format approved by it.

(7) Each local school board shall promote excellence in teaching and aid in developing criteria based upon teaching performance for retention and promotion of faculty.

Section 6. Section 7 of this Act is added to and made a part of ORS chapter 341.

Section 7. The mission of community college district boards is to insure opportunities for students to advance their skills and knowledge and acquire technical and vocational competencies, and to provide an intellectual and cultural resource center for their respective communities, through the efficient governance of community colleges.

(1) Each community college district board shall adopt a set of local educational goals, consistent with State Board of Education policy, which contribute to the attainment of the educational goals of the state and to meeting local needs.

(2) Each community college district board shall insure that the educational goals and content of each degree or certificate program are established through the combined efforts of administrators, students, faculty, employers of community college graduates and residents of the district. Statements of program goals shall be designed to inform

interested persons as to the knowledge and competencies which students may be expected to acquire as results of completing each program.

(3) Each community college district board shall insure that measurable objectives, which contribute to the attainment of program goals, are developed for courses. Course objectives shall be stated in terms of expected learner competencies and shall be available to interested parties prior to the beginning of each course of instruction.

(4) In cooperation with the State Board of Education, each community college district board shall insure that testing and evaluation procedures are established which directly relate to course objectives.

(5) Competent educational and career counseling shall be made available to all community college students.

(6) Each community college district board shall supply planning and budgetary information to the State Board of Education in a format approved by it.

Section 8. Section 9 of this Act is added to and made a part of ORS 351.010 to 351.260.

Section 9. The mission of the State Board of Higher Education is to insure effective higher education programs through the efficient governance of public state colleges and universities. The state board shall adopt a set of goals consistent with state educational goals and these guidelines:

(1) The state board shall insure that each institution under its jurisdiction is assigned specific educational functions and adopts a set of educational goals consistent with those functions and the educational goals of the state.

(2) To improve the efficiency of higher education, the state board shall:

(a) Systematically and regularly review the need for existing institutional programs and expand, decrease, discontinue or reallocate them in accordance with the changing educational needs of the state;

(b) Regularly appraise the quality of each institution's goals and evaluate progress toward goal achievement; and

(c) Report to the Legislative Assembly annually on the results of the actions specified above.

(3) The state board shall establish management and reporting practices among state colleges and universities designed to improve the efficiency of the state system. Particular attention shall be paid to the development of budgeting procedures which clearly identify the costs of programs in a comparable manner.

(4) The state board shall insure the continuing effectiveness of educational programs in meeting the changing needs and concerns of students. Special consideration shall be given to the development of more effective methods of delivering educational services, and to the development of degree programs attuned to contemporary needs of

students and society. Uniform credit hour requirements shall be established for like degrees granted in the state system, and transferability of credit among all post-secondary programs in the state shall be facilitated.

(5) The state board shall assign highest priority to the teaching-learning process in state institutions.

(6) The state board shall establish uniform procedures for evaluating faculty and staff members in state colleges and universities.

(7) The state board shall make itself available for contact with students and faculty desiring to be heard.

Section 10. Section 11 of this Act is added to and made a part of ORS chapter 352.

Section 11. The mission of the state colleges and universities is to provide opportunities for students and faculty to achieve advanced understanding in the arts, humanities and sciences, acquire occupational and professional competencies, and develop knowledge through research and scholarship in accordance with their educational functions assigned by the state board. A subsidiary mission of these institutions is the dissemination of knowledge resulting from research and development activities as a public service.

(1) Each state college or university shall adopt a set of goals, consistent with the educational functions assigned by the state board, which contribute to the attainment of the educational goals of the state.

(2) State colleges and universities shall give the highest priority to the teaching-learning process. Criteria for promotion and advancement shall be weighted in accordance with each faculty member's assignment. Faculty assigned full-time teaching duties shall be rewarded solely upon the basis of teaching performance. Faculty with research or administrative duties in addition to teaching shall also be rewarded on a performance basis but with appropriate weights assigned to each function.

(3) Institutions shall insure that the educational goals and content of each degree program are established through the combined efforts of administrators, students, faculty and the general public. Statements of program goals shall be designed to inform interested persons as to the knowledge and competencies which students may be expected to acquire as results of completing each program.

(4) Objectives consistent with program goals shall be established for each course offered. Course objectives shall be disseminated to enrolled students and shall be available to all interested persons.

(5) Each institution shall appraise learning performance at the course level, using procedures which are directly related to learning objectives.

(6) Institutions operating teacher training programs shall provide prospective teachers with the knowledge and competencies necessary for effective teaching in Oregon. Institutions engaged in teacher preparation shall work

with all agencies in the education field to develop programs which will result in a continuing supply of educational personnel with competencies to achieve goals established by the State of Oregon and by local school districts and community colleges.

Section 12. Section 13 of this Act is added to and made a part of ORS 351.265 to 351.290.

Section 13. It is the mission of the Educational Coordinating Council to provide for the systematic planning and evaluation of educational services in Oregon, to advise and assist the Governor and Legislative Assembly in the formulation of educational policy, and to administer selected programs of financial assistance to the various educational segments. In fulfilling its mission, the council shall observe the following guidelines:

(1) Work with both public and independent educational governing bodies to arrive at a clear and efficient delineation of responsibility among the educational segments.

(2) Review and recommend on designated educational programs within the state.

(3) Advise the Governor and the Legislative Assembly on the need for educational services and the performance of existing programs.

(4) Provide information and staff assistance to the Governor and Legislative Assembly in formulating educational policy when requested.

(5) Assure that an equitable distribution of resources is made to the various educational segments.

(6) Develop, implement and monitor a comprehensive state-wide data system capable of yielding information basic to policy formation.

(7) Study specific problems of higher education, as they arise, and report findings to the State Board of Higher Education, the Governor and the Legislative Assembly.

Section 14. ORS 351.270 is amended to read:

351.270. (1) There hereby is created an Educational Coordinating Council. The Governor may appoint to the council such number of members as he deems appropriate, to serve at his pleasure; provided, however, that a majority of the members shall be persons who are not employed by private or public educational agencies or institutions engaged in educational activities within the scope of the council's functions. The council shall be broadly representative of both public and non-public education and consistent with the requirements of federal programs conducted by the council.

(2) The council shall:

(a) Develop, implement and monitor a comprehensive and standardized state-wide data system capable of yielding information basic to policy formation by governing boards and appropriate governmental bodies.

(b) Design, implement and maintain a system which will identify the needs and expectations for educational services.

(c) Develop and propose state-wide educational policy and program objectives consistent with identified educational needs.

(d) Develop and propose systems for achieving stated educational policy and program objectives, and [approve programs for appropriate institutions of higher education consistent with these objectives] review and recommend on designated educational programs within the state.

(e) Evaluate educational programs to determine the extent to which well-identified educational needs are being met.

(f) Evaluate the effectiveness of educational planning efforts, and provide for their appropriate modification.

(g) Assure that an equitable distribution of special resources is made to the various educational segments through the administration of inter-institutional state and federal programs as assigned by the Governor or the legislature.

(h) Shall have members of its staff in attendance at all meetings of the State Board of Education and of the State Board of Higher Education.

(i) Shall have members of its staff present at all meetings of the House and Senate Education Committees, the Ways and Means Committees and the Emergency Board. These staff members shall provide the legislative committees with the findings of the council and such other information as may be requested by the committees.

(3) The council may apply for and accept gifts, grants or services from or contract with nonprofit organizations, educational institutions and other state or federal agencies, and may administer such funds and contracts. Grants from the

Federal Government or any of its agencies may be accepted subject to the terms and conditions thereof, regardless of any laws of this state in conflict with the regulations of the Federal Government with respect thereto.

(4) There hereby is established in the General Fund of the State Treasury an account to be known as the Educational Coordinating Council Account. All moneys received by the council shall be paid into the State Treasury and credited to such account and hereby are appropriated continuously for and shall be used by the council in carrying out the purposes of ORS 351.265 to 351.302.

(5) Members of the council are entitled to compensation and expenses as provided in ORS 292.495.

Committee Member's Comments

(from page 9, see also SB 1, Section 3, subsection 3)

With regard to the matter of a statewide uniform standard system of measurement of learner performance, we submit the following:

1. A statewide test would soon become meaningless as teachers learned to teach toward the test. Almost inevitably, a teacher's recognition and/or advancement will become related to the relative standing of his classroom test performance.

2. We would soon be in an unseemly area of competition between school districts as to which is the "smartest" school district in the state. Wide spread publication of the comparative test results will cause local school boards great difficulties. The same applies to the faculty and administration of the school.

3. High performance on such a test does not, in our opinion, necessarily signify "good" teaching, nor does the converse mean "bad" teaching. The socio-economic status of the given school district obviously will have a direct, even if unmeasurable, effect upon the scores attained. Undoubtedly there are other factors, also.

4. At the present time, we know of no school district in Oregon which is not measuring the achievement levels of its students. Now, it may be argued that one district uses a system which is superior to another. It may also be

argued that the Oregon Board of Education should provide leadership and direction in this area when sub-standard student evaluation procedures are identified. But it may not be argued, in our opinion, that a school district which has been using a given evaluation system successfully over a number of years should be forced by legislative edict to accept another system, a system approved and standardized by the Oregon Board of Education, whose expertise in the relatively sophisticated area of tests and measurements is yet to be demonstrated.

Events are now underway which almost surely mean that the financing of local public education will in the near future devolve almost entirely to the state and the federal government. With this trend the state will, of necessity, have an increasing influence on the number of teachers hired by a district as well as what the salary levels will be. These will mean new and vastly different state-local school district relationships than we have had in the past.

Our position is, then, that we should leave whatever we can to the decision making process of the local district - the local in this case meaning the local school board, the faculty, the school administration and concerned members of the public.

The decision as to which system of student evaluation test procedures should be used is properly a local decision and should remain so. The Oregon Board of Education should set

forth broad goals and define the parameters within which the local district can choose a testing procedure between competing systems.

State Senator Jason Boe

State Representative Howard Cherry

BASIC EDUCATION IN OREGON

Purpose

The definition of Basic Education is intended to include those skills which are essential to the state's citizens, and to provide the mechanisms for establishing standards by which to judge acceptable achievement. Implementation of the Basic Education programs should insure that virtually all students completing mandatory schooling will have a foundation to serve themselves as constructive citizens. It will bring about substantial reduction in the numbers of students leaving school without adequate fundamental skills.

Responsibility Assignment

The Interim Committee has felt it necessary to state explicitly that formal schooling cannot and should not be all things to all people. While it is recognized that the nature of human learning is such that the schools do have a stake in the physical, cultural, emotional and ethical development of students, it is apparent that to hold schools primarily responsible for these learnings is unreasonable.

The learning for which schools should be held primarily responsible is divided into two general categories: (1)

state-wide priorities, which are set forth in the definition of Basic Education, and (2) local priorities, which must be identified and established by local processes. The first category is discussed here, and procedures for establishing priorities at the local level have been outlined in the mission statements and guidelines for the State Board of Education and local school boards.

Content of Basic Education

The concepts which have consistently guided the Interim Committee's decisions on what ought or ought not to be included in Basic Education have been utility and universality. That is; is it essentially useful, and is it essential to virtually everyone?

These considerations have resulted in the exclusion of some subjects and activities which are certainly desirable, but do not appear to be sufficiently necessary for a large enough percentage of the population to warrant inclusion in the definition. The inclusion of all desirable learnings would result in limiting more than is necessary the ability of local school boards to respond to the different expectations of their communities. All resources would be eaten up by the demands of mandatory programs.

It has been pointed out that educators do not need to be told that reading, for example, is an essential skill, but the obviousness of certain choices does not eliminate

the need to state them. An explicit statement of what is expected is necessary because results will be evaluated against those expectations.

Standards and Criteria

The distinction made between standards and criteria is: Standards describe what a student is expected to do. Criteria are the instruments used to evaluate achievement.

The draft places responsibility with the Oregon Board of Education for developing standards for acceptable achievement in each Basic Education program. The draft further provides that these standards, developed by the Board, be reviewed by the legislature. This step is included to assure that standards coincide with the intent of this legislation, while avoiding the establishment in statute of indicators which are rightfully subject to continuing change. The degree of learning which may be viewed as universally necessary is likely to change much more rapidly than the types of learning which the draft outlines. It should also be noted that although the draft describes what is Basic Education it does not describe how this is to be accomplished.

The choice of how achievement is measured is left to local districts. The only stipulations are that measurement be done, and that criteria used identify achievement levels which coincide with Oregon Board of Education guidelines. The avoidance of peer-group ranking as a factor in

evaluation is necessary to insure that a student is judged, and feels he is judged on the basis of his own performance. This approach also is a logical reinforcement of evaluating on the basis of objectives which are provided to students and parents before instruction begins.

MEASURE SUMMARY

SB 2

Defines and describes basic education for elementary and secondary education. Allocates responsibility between the state and the local school districts in achieving the basic education of the student.

A BILL FOR

AN ACT

Relating to basic education.

Be It Enacted by the People of the State of Oregon:

Section 1. (1) The total education of the elementary-secondary student results from the combined efforts of the home, school and community. The state recognizes that it must share with the home and community institutions responsibility for physical, emotional, cultural and ethical-moral development of students. The state assumes primary responsibility for the direction of the scholastic development of all students in the areas identified as basic education. Common school and union high school districts are expected to add the educational activities, programs and courses necessary to attain the local goals that are beyond the scope of the state's basic education program.

(2) Elementary and secondary school students shall be provided with a basic education, as defined in this Act.

(a) The State Board of Education shall establish standards for acceptable achievement in each basic education program, subject to legislative review.

(b) Achievement levels in all basic education programs must be attained and evaluated.

(c) Local district school board shall establish criteria by which achievements of students shall be measured individually without reference to peer-group ranking. Criteria shall identify achievement levels which meet State Board of Education standards.

Section 2. (1) The arts and humanities shall be used for enrichment of all basic subject areas to provide comprehensive understanding of their relationship to cultural heritage and development.

(2) Upon completion of the basic language arts and reading program, students will have demonstrated:

(a) Ability to read with speed and comprehension;

(b) Ability to write legibly, to express thoughts clearly and effectively in writing, to think analytically, to spell and punctuate accurately, to use appropriate grammar, and to employ an adequate vocabulary;

(c) Ability to speak effectively and to listen with comprehension; and

(d) Knowledge of and ability to use information sources.

(3) Upon completion of the basic mathematics program, students will have demonstrated:

(a) Ability to compute accurately and make practical use of mathematical skills;

(b) Ability to employ accurately the fundamental number skills: addition, subtraction, division and multiplication, including the use of fractions, decimals, and percentages;

(c) Ability to understand and use graphs, tables, charts, statistics, weights and measures; and

(d) Ability to translate computation problems into mathematical terms.

(4) Upon completion of the basic science program, students will have demonstrated:

(a) Knowledge of elementary scientific assumptions, theories, principles, laws, and facts including an understanding of the impact of science and technology on human life; and

(b) Ability to employ the processes of scientific inquiry in systematic problem solving.

(5) Upon completion of the basic citizenship program, students will have demonstrated:

(a) Knowledge of personal, societal, governmental and consumer economics with the ability to apply this knowledge in solving problems;

(b) Knowledge of individual rights and responsibilities necessary to a self governing people; and

(c) Knowledge of local, state and federal governments and their organization, functions and services.

(6) Upon completion of the basic history program, students will have demonstrated:

(a) Knowledge of the history of Oregon, the United States, and world civilization; and

(b) Ability to interpret contemporary events in the perspective of historical developments.

(7) Upon completion of the basic program of studies in career opportunities, students will have demonstrated:

(a) Knowledge of the existence and value of many types of work;

(b) Knowledge of occupational fields, the requirements for entry, the skills and abilities needed and sources of training available; and

(c) Ability to identify the learning experiences and personal qualities needed to continue toward career goals.

(8) Upon the completion of the basic health and physical education program:

(a) Students will have demonstrated knowledge of the health, functions, structure and nutritional needs of the human body; and

(b) Students will have participated in activities which contribute to strength, coordination and agility.

Section 3. Sections 1 and 2 of this Act are added to and made a part of ORS 336.

PUBLIC KINDERGARTENS

HB 1031

This measure would allow the State Board of Education to set minimum standards for kindergartens operated by public schools, and generally, to exercise the same authority over public kindergartens which it exercises over other public schools. According to 1970 census figures, 60% of the children in kindergarten are enrolled in public kindergartens. HB 1031 would amend ORS 326.051 to include the establishment of state standards for public kindergartens in the list of duties of the State Board. Considering the number of children presently enrolled in public kindergartens, it is apparent that the state has some responsibility for insuring the quality of such education.

At the present time, in any school district having a school census of 20,000 or more, the district school board may establish and operate kindergartens, while in smaller districts establishment of kindergartens requires a majority vote of qualified voters residing in that district. The proposed measure would delete the requirement placed upon the smaller district boards, according them the same discretionary powers in this matter which is allowed boards in districts having a school census of 20,000 or more.

It is important to note that any district board may submit the question whether to operate kindergartens to the district voters, and that in any case, no parent is required to send his children to kindergarten simply because kindergartens are established.

In addition to allowing standards to be set for public kindergartens and equalizing the options of district school boards, HB 1031 authorizes Basic School Support Fund allocations for public kindergartens. The position of the State Board and State Department of Education was outlined as follows:

"The State Board of Education is on public record as supportive of the establishment of public school kindergartens financed from the basic school support fund as the best goal for children and the program.

At the same time, the State Board has the responsibility for supervising the education of children in existing programs. So, although the establishment of kindergartens holds a high priority, the position of the department and the chief state school officer must be to fund kindergartens from basic support only after a substantial increase in that fund."

Jean Spaulding
Specialist, Primary Education

FISCAL IMPACT:

From -- Jay Gould,
Legislative Fiscal Officer

LC 68a (HB 1031)

Makes school districts operating public kindergartens eligible for allocation for the Basic School Support Fund. As the Basic School Support appropriation is not based upon the number of children there would not be an automatic fiscal impact upon the state. However, the Legislature in 1971 attempted to maintain a constant percentage of state support to total school operating costs. It is estimated that an annual additional cost of from \$4 to \$10 million could result because of the increased costs that would result if kindergartens were added. The wide range in this estimate is due to the permissive nature of the proposed legislation. The \$4 million cost estimate is based on approximately 50 percent participation of those eligible at the current grant level of \$154.99.

Motion: To include LC 68a (HB 1031) in the Interim Committee Report to the Legislature.

VOTE:

Ingalls -- no	Sullivan -- aye
Howe -- no	Rieke -- aye
Heard -- no	Boe -- aye
Thornton -- aye	Cherry -- aye
Green -- no	Atiyeh -- aye
Carson -- no	

MEASURE SUMMARY

HB 1031

Requires State Board of Education to exercise same authority over public kindergartens that it exercises over other public schools. Deletes requirement that school districts with less than 20,000 children have voter approval to operate public kindergartens. Requires public kindergartens to conform to state standards. Authorizes Basic School Support Fund allocations for resident enrollment in kindergartens.

Declares an emergency.

A BILL FOR

AN ACT

Relating to public school kindergartens; creating new provisions; amending ORS 326.051 and 336.105; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. ORS 326.051 is amended to read:

326.051. (1) In addition to such other duties as are prescribed by law, the State Board of Education shall:

(a) Establish state standards for public kindergartens and public elementary and secondary schools, considering first the goals of modern education and the requirements of a sound comprehensive curriculum with particular emphasis on establishment of the highest practical scholarship standards and, in secondary schools, establishment of academic standards necessary to enable students to attend community colleges and institutions of higher education both within and without the State of Oregon, and considering also the health, safety, and scholastic needs of the students, the population, climate, economy and geography of the school districts and any other factors necessary to the maintenance of a modern and efficient school system.

(b) Report to the Legislative Assembly biennially,

as provided in ORS 293.640, including in its report information on the general condition of the public kindergartens and public elementary and secondary schools and public community colleges in the state and all information that in the judgment of the state board may be useful to the public, or for the advancement of the educational interests of the state.

(c) Adopt rules for the general governance of public kindergartens and public elementary and secondary schools and public community colleges.

(d) Prescribe required or minimum courses of study.

(2) The State Board of Education may:

(a) Consistent with the laws of this state, accept money or property not otherwise provided for under paragraph (b) of this subsection, which is donated for the use or benefit of the public kindergartens and public elementary and secondary schools and public community colleges and use such money or property for the purpose for which it was donated. Until it is used, the board shall deposit any money received under this paragraph in a special fund with the State Treasurer as provided in ORS 293.265 to 293.275.

(b) Apply for federal funds and accept and enter into any contracts or agreements in behalf of the state for the receipt of such funds from the Federal Government or its agencies for educational purposes, including but not limited to any funds available for the school lunch program,

for vocational educational purposes, for adult education and any grants available to the state or its political subdivisions for general federal aid for public kindergartens and public elementary and secondary schools and public community colleges and their auxiliary services, improvement of teacher preparation, teacher salaries, construction of school buildings, administration of the Department of Education and any other educational activities under the jurisdiction of the State Board of Education.

(c) Administer the state program provided for in Public Law 90-302 (82 Stat. 117).

Section 2. ORS 336.105 is amended to read:

336.105. (1) The district school board of any school district [having a school census of 20,000 or more children] may operate kindergartens for the instruction of children between the ages of three and seven years.

[(2) Whenever one-third of the qualified voters of any school district with a school census of less than 20,000 children petition the district school board requesting that kindergartens be operated in the district, or whenever the district school board considers it proper, the board shall give notice in the manner provided in ORS 331.010 that it will submit to the qualified voters the question whether kindergartens shall be established.]

[(3) The district school board of a school district

described in subsection (2) of this section, on majority vote of the qualified voters, may operate kindergartens for the instruction of four to six year old children.]

[(4)] (2) Kindergartens [established by any district prior to March 25, 1965, and those established under this section] are a part of the public school system and must conform to standards and rules adopted by the State Board of Education.

Section 3. Section 4 of this Act is added to and made a part of ORS 327.006 to 327.133.

Section 4. (1) School districts which operate kindergartens that conform to the standards and rules adopted by the State Board of Education shall be eligible for apportionments from the Basic School Support Fund on the basis of resident average daily membership in the kindergartens.

(2) The apportionments shall be paid in the same manner as other apportionments from the Basic School Support Fund are paid. Computation of the amounts due each district operating a kindergarten shall be made by the Superintendent of Public Instruction pursuant to rules of the State Board of Education. The rules shall establish a method of computation that is consistent with the method of computation of other apportionments from the Basic School Support Fund.

Section 5. This Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this Act takes effect July 1, 1973.

LICENSING OF PRIVATE KINDERGARTENS

HB 1032

HB 1032 is designed to insure that private kindergartens present no hazards to the health, safety or educational development of the children they serve. While most operators of private kindergartens exhibit true concern for the welfare of the children enrolled, some cases of unsafe conditions continue to be reported. Such conditions usually come to light only when complaints are received by the State Department of Education, or local public health officials.

The proposed measure would establish licensing procedures, administered by the State Department of Education, which would require annual renewal of licenses, and consequently, annual review of facilities and programs. The license fee is set at \$25.

In addition to provisions relating to health and safety this bill requires that "The program in the private kindergarten is substantially similar to that required of public kindergartens by the State Board of Education," (Section 2, d) and that "The applicant and his employes are qualified by education and experience to provide instruction in the program to which they are assigned." (Section 2, b) These re-

quirements should protect the interests of parents who enroll their children in private kindergartens, but who plan to transfer them to public schools, as often happens in districts which do not operate public kindergartens.

Many families seek out private kindergartens for their children precisely because they believe that such experiences provide more to the child than "standard" public programs. Such choices should remain available, and HB 1032 specifically provides for the licensing of applicants who demonstrate that their operations are "able to provide a unique opportunity for educational enrichment and an experience in learning equivalent in value to and acceptable as a substitute for the usual experience in learning." (Section 3)

An advisory committee would be established, consisting of persons nominated by organizations of private kindergartens and other segments of private education, plus one lay member. This committee, selected by the State Board from the list of nominees, would advise the Board on standards for private kindergartens and other related matters.

FISCAL IMPACT:

From -- Jay Gould,
Legislative Fiscal Officer

LC 68b (HB 1032)

Licensing procedures for private schools. The licensing fee of \$25 does not appear to be adequate to finance this function. We would estimate that a license fee of \$100 would be necessary to recover the administrative costs of the Department of Education and the inspection costs of the State Fire Marshal. It would also appear that the \$5 renewal fee would not be adequate for continuation of this program.

Motion: To include LC 68b in the Interim Committee Report to the 1973 Legislature.

VOTE:

Ingalls -- no	Heard -- yes
Thornton -- yes	Carson --no
Sullivan -- yes	Boe -- no
Howe -- no	Cherry --yes
Green -- yes	Atiyeh -- yes
Rieke -- yes	

MEASURE SUMMARY

HB 1032

Establishes private kindergarten licensing procedures to be administered by the Department of Education. Creates a seven-member advisory committee representative of private education and the public to assist the State Board of Education in establishing standards for private kindergartens and provides that private kindergartens be licensed on and after July 1, 1974.

A BILL FOR

AN ACT

Relating to private education; creating new provisions;
and amending ORS 336.215.

Be It Enacted by the People of the State of Oregon:

Section 1. As used in sections 1 to 10 of this Act unless the context requires otherwise:

(1) "Educational services" means instructional and other preschool programs but does not include programs limited solely to dancing, drama, music, religious or athletic instruction.

(2) "Private kindergarten" means a facility providing educational services to five or more children between the ages of three and seven, attendance at which is not required or authorized by law.

Section 2. No person shall operate a private kindergarten without a license issued for the school by the Department of Education pursuant to sections 1 to 10 of this Act.

Section 3. (1) No license is required under section 2 of this Act for the following:

(a) Instruction provided to the child in his own home by his parent or guardian or a private teacher.

(b) A group care home licensed under ORS 443.210 to 443.330.

(2) Whenever any private kindergarten provides use of its facilities for five or more children between the ages of three and seven for more than four hours a day, it must also be licensed as a day care facility.

Section 4. (1) The owner or operator of a private kindergarten, or the superintendent or principal thereof, may apply to the Department of Education for a license for the kindergarten by submitting an application therefor on a form provided by the department accompanied by a nonrefundable fee of \$25.

(2) Except as provided in subsection (3) of this section, the applicant for a license must demonstrate to the satisfaction of the State Board of Education that:

(a) The applicant and his employes are possessed of good moral character and are physically and mentally able to provide care for children enrolled in the kindergarten for which the license is sought.

(b) The applicant and his employes are qualified by education and experience to provide instruction in the program to which they are assigned.

(c) The facility at which the private kindergarten is located and the operation thereof are adequate to protect the health and safety of the children enrolled therein, including but not limited to fire protection and sanitation.

(d) The program in the private kindergarten is substantially similar to that required of public kindergartens by the State Board of Education.

(3) The State Board of Education may waive the requirements of paragraphs (b) and (d) of subsection (2) of this section, if the applicant demonstrates to the satisfaction of the board that the applicant, his employes and the kindergarten, its facilities, its operation and the conduct and content of its program are able to provide a unique opportunity for educational enrichment and an experience in learning equivalent in value to and acceptable as a substitute for the usual experience in learning.

Section 5. (1) In adopting standards and rules for the licensing of private kindergartens, the State Board of Education shall take into consideration the unique qualities of private education while seeking to further the educational opportunities of students enrolled in such kindergartens.

(2) After consultation with the advisory committee appointed under section 10 of this Act, the State Board of Education shall establish minimum standards for private kindergartens. While the board may prescribe qualifications

for teachers at private kindergartens, it shall not require such teachers to be certificated.

(3) In establishing standards, the State Board of Education shall consult with the State Fire Marshal and the Health Division and shall give considerations to their recommendations and to all basic requirements for the safety of children and, subject to the applicable provisions of ORS chapter 183, may adopt rules consistent with the criteria prescribed in section 4 of this Act.

Section 6. (1) Upon receipt of an application for a license accompanied by the appropriate fee, the Department of Education shall evaluate and may inspect the private kindergarten and shall issue the license if it finds that the kindergarten is in compliance with the statutory and regulatory requirements of sections 4 and 5 of this Act. The license expires June 30 next following its issuance. If the department refuses to issue the license, it shall notify the applicant and give its reasons for the refusal.

(2) Licenses issued under sections 1 to 10 of this Act are not transferable to another owner or operator or to premises different than those shown in the license application.

(3) Licenses issued under sections 1 to 10 of this Act are renewable annually on or before July 1. The renewal fee is \$25. Licenses renewed after July 1 but before August 1 shall be renewable upon payment of the

renewal fee and an additional fee of \$5. Licenses not renewed before August 1 shall be considered lapsed and may only be renewed under the same procedure as a license is initially issued.

(4) All fees received under this section shall be deposited in the General Fund for general governmental expenses.

Section 7. (1) A license issued under section 6 of this Act may be suspended or revoked or renewal thereof denied if the State Board of Education finds:

(a) The private kindergarten fails to comply with the statutory and regulatory requirements of sections 4 and 5 of the Act or ORS 336.215.

(b) A false statement is made in the application for the license or in any information or report required under sections 1 to 10 of this Act or any such information or report is not furnished when required.

(c) The procedures for suspension or revocation or for refusal to issue or renew a license under sections 1 to 10 of this Act shall be considered a contested case within the meaning of ORS chapter 183 and the procedures applicable to such case shall apply thereto.

Section 8. Every licensee shall furnish promptly such reports and information as the State Board of Education by rule may require.

Section 9. Without the necessity of prior administrative proceedings or hearing and entry of an order or at any time during such proceedings if they have been commenced, the Department of Education may institute proceedings to enjoin the operation of any private kindergarten operating in violation of section 2, 4, 5 or 8 of this Act or the rules adopted pursuant thereto.

Section 10. (1) An advisory committee of seven members shall be appointed by the State Board of Education on recommendation of the Superintendent of Public Instruction. Members shall be selected from nominees of organizations of private kindergartens and other segments of private education. One member shall be a lay person. Members shall serve for such terms as the board may prescribe.

(2) Members of the advisory committee shall receive no compensation for their service, but subject to any applicable state law shall be allowed from funds appropriated to the Department of Education their actual and necessary travel expenses incurred in the performance of their official duties.

(3) The advisory committee shall advise the board on minimum standards for private kindergartens and on matters pertaining to the administration of sections 1 to 10 of this Act.

Section 11. Violation of section 2 of this Act is a Class A misdemeanor.

Section 12. Notwithstanding section 2 of this Act, private kindergartens shall be required to be licensed pursuant to sections 1 to 10 of this Act on and after July 1, 1974.

Section 13. ORS 336.215 is amended to read:

336.215. (1) Any school or educational institution may transfer without penalty to any other school or educational institution all student records relating to a particular individual provided that they have received notice of the student enrolling in said institution.

(2) Any private kindergarten, as defined in section 1 of this 1973 Act, must promptly transfer to any other school or educational institution all student progress records relating to a particular student upon receipt of notice of the student's enrollment in the other school or institution.

DECERTIFICATION AND OTHER TEACHER DISCIPLINE

HB 1030

The law creating the Teacher Standards and Practices Commission requires that commission to make continuous studies of teacher standards and practices and make recommendations to the State Board of Education. Studies made by the commission are required to cover areas of issuance, suspension and revocation of teaching certificates, standards for teacher performance, and related matters. (ORS 342.400)

These studies and recommendations have been made. The State Board has adopted the standards for teacher performance proposed by TSPC and have circulated them to all districts. Two major reports on teacher preparation have been submitted to the Board, causing some changes in teacher training programs, with some recommendations currently being reviewed.

HB 1030 transfers responsibility for decertification from the Superintendent of Public Instruction to the commission. Recognizing that decertification is too strong to be appropriate in some cases, the bill also provides for alternative disciplinary action in the form of probation and public reprimand. The transfer of such authority would provide teachers with the means to begin policing their own ranks.

The violations which would occasion disciplinary action are listed, as are the sanctions which may be applied. While the commission would have to assume responsibility for processing cases brought before it and rendering decisions, the possibility of appeal from that decision is created. Decisions could be appealed to the Superintendent of Public Instruction, or the State Board or both.

FISCAL IMPACT:

From -- Jay Gould,
Legislative Fiscal Officer

LC 58 (HB 1030)

Transfers responsibility for revocation of teacher certificates from the Department of Education to Teacher Standards and Practices Commission. No fiscal impact for the state. This function can be absorbed within the current operating budget of the Teacher Standards and Practices Commission.

Motion: To include LC 58 in the Interim Committee Report as the proposal was amended.

Vote:

Atiyeh -- aye
Boe -- aye
Carson -- aye
Cherry -- aye
Green -- aye
Groener -- aye

Heard -- aye
Ingalls -- aye
Rieke -- aye

MEASURE SUMMARY

HB 1030

Transfers responsibility for decertification and other teacher discipline from Superintendent of Public Instruction to Teacher Standards and Practices Commission with changes in membership therein. Authorizes as alternative to suspension or revocation of certificate, public reprimand or probation. Deletes American citizenship requirement for certification. Revises list of sex crimes as basis for revocation. Allows restoration of certificate revoked for certain criminal convictions.

Authorizes appeal to State Board of Education by the employing school district or Superintendent of Public Instruction, or both.

Requires notice of decision to employing school district and superintendent. Authorizes state board to order immediate suspension or revocation pending appeal if necessary to protect the safety and well being of students.

Requires prior to March 1 list of those whose certificates have been suspended or revoked or against whom other disciplinary action taken to be circulated among school districts.

Takes effect July 1, 1974.

A BILL FOR

AN ACT

Relating to teaching certificates; creating new provisions; amending ORS 342.175, 342.177, 342.180, 342.185, 342.350 and 342.360; and prescribing an effective date

Be It Enacted by the People of the State of Oregon:

Section 1. ORS 342.175 is amended to read:

342.175. (1) Action to suspend or revoke any teaching certificate or to discipline a teacher or administrator may be initiated by the [Superintendent of Public Instruction] Teacher Standards and Practices Commission, created under ORS 342.350, or may be initiated by [him] the commission upon the basis of a written complaint made to [him] it by or through any administrator directly responsible to [any] the district school board by which the teacher or administrator is employed, charging the teacher or administrator with:

(a) Immorality[,];

(b) Intemperance[,];

(c) Crime against the law of this or any state or the United States not described in subsection (2) of this section[,];

(d) Gross neglect of duty; or

(e) Any gross unfitness.

(2) The [Superintendent of Public Instruction] Teacher Standards and Practices Commission shall revoke any teaching certificate when the holder after August 20, 1957, has been convicted of:

(a) A violation of any law of this or any state or of the United States or of any municipal ordinance of this state involving any sexual offense defined or referred to in ORS [161.405, 161.435, 163.175, 163.210, 163.220, 163.225, 163.235, 163.270,] 163.355, 163.365, 163.375, 163.385, 163.395, 163.405, 163.415, 163.425, 163.435, 163.445, 163.455, 163.465, 163.515, 163.525, 163.575, [164.245, 164.395, 167.005,] 167.007, 167.012, [167.015,] 167.017, 167.065, 167.070, 167.075 or 167.080 [167.020, 167.025, 167.030, 167.035, 167.040, 167.045, 167.060 to 167.095, 167.105, 167.115, 167.120, 167.125, 167.130, 167.135, 167.145, 167.151, 167.170, 167.210, 167.230, 167.240]; or

(b) A violation of any law of this or any state or of the United States or of any municipal ordinance of this state involving the illegal use, sale or possession of [narcotics] narcotic or dangerous drugs.

(3) The [Superintendent of Public Instruction] Teacher Standards and Practices Commission may revoke any teaching certificate upon evidence that the holder knowingly made any false statement in the application for the certificate.

[(4) The teaching certificate of any teacher failing to obtain American citizenship within seven years from the

date of filing his declaration of intention shall be revoked and the teacher is ineligible for further certification until American citizenship is obtained.]

[(5)] (4) Any person whose teaching certificate has been suspended or revoked under subsection (1) or (3) of this section may apply to the [Superintendent of Public Instruction] commission for reinstatement of his certificate after one year from the date of the suspension or revocation. A teaching certificate revoked under subsection (2) of this section is [not] subject to reinstatement[.] upon petition to the commission filed after expiration of the sentence or parole or probationary period imposed upon conviction, whichever is the shorter. The commission may require an applicant for reinstatement to furnish evidence satisfactory to the commission of good moral character, mental and physical health, and such other evidence as the commission may deem necessary to establish the applicant's fitness.

(5) Violation of standards adopted by the state board relating to competent and ethical performance of professional duties shall be admissible as evidence of gross neglect of duty or gross unfitness.

(6) A copy of the record of conviction, certified to by the clerk of the court entering the conviction, shall be conclusive evidence of a conviction described in this section.

Section 2. ORS 342.177 is amended to read:

342.177. (1) Immediately upon the initiation of action under subsection (1) of ORS 342.175, the [Superintendent of Public Instruction] Teacher Standards and Practices Commission shall [make] cause to be made a preliminary investigation of the facts on which the charge is based. If, in the opinion of the [superintendent] commission, the investigation indicates that there are probable grounds for suspension or revocation of the teaching certificate or of discipline of the teacher or administrator, [he] it shall notify in writing the teacher or administrator against whom charges have been made, enclose a statement of the charges and set a date for a hearing.

(2) Prior to the hearing, the [Superintendent of Public Instruction] Teacher Standards and Practices Commission may cause an investigation of the facts involved in the charge to be made by [three members of the Teacher Standards and Practices Commission, established under ORS 342.350,] examiners [to be] designated by the commission. The investigation must be made if requested in writing by the teacher or administrator against whom the charge is made. The designated [members of the commission] examiners shall be furnished appropriate professional and other special assistance reasonably required to conduct its

investigation, shall be empowered to subpoena and swear witnesses and shall report in writing [its] their findings and recommendations to the [Superintendent of Public Instruction] Teacher Standards and Practices Commission and to the teacher or administrator against whom the charge is made.

(3) The hearing may be before the commission or may be before three or more members thereof, designated by the commission. A member or a hearing officer, either of whom is appointed by the commission, shall preside at hearings. The hearing shall be private unless the teacher or administrator against whom the charge is made requests a public hearing. [Minors] Students attending school in the district which employs the teacher or administrator shall not be permitted to attend any hearing except as witnesses duly subpoenaed to testify with respect to the charges made. The teacher or administrator against whom the charge is made shall have the right to be represented by counsel and to present evidence and argument. The evidence must be confined to the charges.

(4) Within 10 days after the hearing, the [Superintendent of Public Instruction] Teacher Standards and Practices Commission shall render [his] its decision, taking into consideration the findings and recommendations of the [designated members of the commission] examiners authorized by subsection (2) of this section, if any, and the evidence presented at the hearing. If the decision of the

[superintendent] commission is that the charge [of immorality, intemperance, crime against the law of this state, gross neglect of duty or any gross unfitness] described in subsection (1) of ORS 342.175 has been proven, the [superintendent shall suspend or revoke the teaching certificate of the teacher or administrator against whom the charge is made.] commission may take any or all of the following disciplinary action against the person charged:

(a) Issue a public reprimand.

(b) Place the administrator or teacher on probation for a period not to exceed one year.

(c) Suspend the teaching certificate of the teacher or administrator for a period not to exceed one year.

(d) Revoke the teaching certificate of the teacher or administrator.

(5) If the decision of the commission is that the charge is not proven, the commission shall order the charges dismissed.

(6) The [superintendent] commission shall notify in writing the teacher or administrator, the school district by which the teacher or administrator is employed and the Superintendent of Public Instruction of the decision.

Section 3. ORS 342.180 is amended to read:

342.180. (1) Any person whose certificate has been suspended or revoked or who has been disciplined, or who has been refused issuance or reinstatement of a certificate,

and [feels] is aggrieved at the decision of the commission, may appeal from the decision to the state board.

(2) If the Superintendent of Public Instruction or the district school board employing the teacher or administrator is aggrieved at the decision of the commission, either or both may appeal from the decision to the state board.

(3) The appeal must be filed within 30 days after the date of notification of the decision of the [Superintendent of Public Instruction] commission.

[(2)] (4) An appeal made under this section in a proceeding to suspend or revoke a teaching certificate shall operate as a stay of the suspension or revocation, if any, until the [meeting of the state board next following the filing of the appeal, at which meeting the appeal shall be decided.] appeal is decided. The appeal must be decided not later than the regular meeting of the next following its filing with the state board. The state board may affirm, reverse or modify the decision of the [Superintendent of Public Instruction,] commission and shall notify in writing the person initiating the complaint, the school district employing the teacher or administrator, the Superintendent of Public Instruction and the teacher or administrator against whom the charge is made of its decision.

Section 4. ORS 342.185 is amended to read:

342.185. (1) Any person against whom the state board has decided on the [issue] appeal of a suspension, revocation, denial or reinstatement of a teaching certificate or discipline under ORS 342.180 from the Teacher Standards and Practices Commission may appeal the decision of the state board to the circuit court for the county in which the person resides. The appeal must be filed 30 days after the date of notification of the decision of the state board.

(2) Unless the decision of the state board is accompanied by its finding that immediate suspension or revocation of the teaching certificate is necessary to protect the safety and well-being of students, an appeal made under this section in a proceeding to suspend or revoke shall operate as a stay of the suspension or revocation until the determination of the appeal. The appeal shall be governed by the practice in suits in equity.

(3) The appeal may be carried from the circuit courts to the [Supreme Court] Court of Appeals.

Section 5. ORS 342.350 is amended to read:

342.350. (1) There hereby is created a Teacher Standards and Practices Commission consisting of [16] 17 members appointed by the State Board of Education.

(2) The term of office of a member is three years. Before the expiration of the term of a member, the board shall appoint his successor to assume his duties on

January 1 next following. A member is eligible for reappointment but only for one additional term. In case of a vacancy for any cause, the board shall make an appointment to become immediately effective for the unexpired term.

(3) The board may remove any member for cause after a hearing.

Section 6. ORS 342.360 is amended to read:

342.360. (1) The membership of the Teacher Standards and Practices Commission shall consist of:

(a) [~~Fourteen~~] Twelve members from a panel nominated by teachers and administrators as provided in ORS 342.370;

(b) One member from the faculty of an approved teacher education institution in Oregon who is selected from a panel nominated by the organization of private colleges; [and]

(c) One member from a panel of faculty members in state institutions of higher education nominated by the State Board of Higher Education[.];

(d) One member from a panel of district school board members nominated by an association of school boards; and

(e) Two members of the general public from a list submitted by the Governor.

(2) Except for those members appointed under paragraphs (d) and (e) of subsection (1) of this section, members must have been actively engaged in teaching, supervising or administering in the public schools or in approved teacher education institutions in Oregon for the period of five years

immediately preceding appointment. In addition, members appointed under paragraph (a) of subsection (1) of this section must hold [a] valid Oregon teaching [certificate] certificates other than [a] restricted teaching [certificate] certificates.

(3) [Twelve] The members appointed under paragraph (a) of subsection (1) of this section shall be designated as representatives in the categories described in this subsection:

- (a) Four elementary teachers;
- (b) Four junior or senior high school teachers;
- (c) One elementary school principal;
- (d) One junior or senior high school principal;
- (e) One superintendent of city schools; and
- (f) One county superintendent or a superintendent employed by an intermediate education district board.

Section 7. (1) Annually not later than March 1, the Teacher Standards and Practices Commission shall cause to be circulated among all of the common and union high school districts ~~in this state~~ a list of all teachers and administrators whose teaching certificates have been suspended or revoked or who have been reprimanded or placed on probation by decision of the Teacher Standards and Practices Commission, where such decision has, if appealed, been sustained by the state board or a court of competent jurisdiction.

(2) The list shall be cumulative and include all prior revocations or suspensions except where the Teachers Standards and Practices Commission has reinstated the teaching certificate pursuant to ORS 342.175. Whenever the commission is notified of the death of any person whose name is on the list, it shall cause the name to be removed.

Section 8. Section 7 of this Act is added to and made a part of ORS 342.120 to 342.200.

Section 9. Notwithstanding the transfer of duties, functions and powers by this Act, the lawfully adopted rules of the Superintendent of Public Instruction in effect on the effective date of this Act shall continue in effect until superseded by, or repealed by, rules legally adopted by the Teacher Standards and Practices Commission. Any references in such rules of the Superintendent of Public Instruction to the superintendent shall be considered to be references to the Teacher Standards and Practices Commission.

Section 10. The transfer of duties, functions and powers to the Teacher Standards and Practices Commission shall not affect any action, suit, proceeding or prosecution involving, or with respect to, such duties, functions and powers, commenced prior to and pending at the time of the transfer except that the Teacher Standards and Practices Commission shall be substituted for the Superintendent of Public Instruction in such action, suit, proceeding or prosecution.

Section 11. There hereby are transferred to the Teacher Standards and Practices Commission all supplies, materials, equipment, records, books, papers and facilities relating to the duties, functions and powers transferred under this Act.

~~Section~~ Section 12. The employees of the Department of Education who carry out the duties, functions and powers transferred by this Act hereby are transferred to the Teacher Standards and Practices Commission, subject to the right of the commission to abolish positions and change duties to the extent that it finds it desirable for the sound, efficient and economical administration and enforcement of the duties, functions and powers transferred by this Act.

Section 13. No immediate adjustment in the membership of the Teacher Standards and Practices Commission is required by the amendment of ORS 342.350 by section 5 of this Act. However, when a vacancy occurs where the member was appointed under paragraph (a) of subsection (1) of ORS 342.360 that vacancy shall be filled by an appointment under paragraphs (d) and (e) of subsection (1) of ORS 342.360, with the first appointment being made from paragraph (d) of subsection (1) of ORS 342.360.

Section 14. This Act takes effect July 1, 1974.

TEACHER STANDARDS AND PRACTICES
COMMISSION MEMBERSHIP REVISION

HB 1034

HB 1034 would add one to the total number of members of the Teacher Standards and Practices Commission (from 16 to 17), by lowering the number of teachers and administrators from fourteen to twelve and adding one member to represent school boards and two members from the general public. The positions filled by one representative nominated by private colleges from the faculties of teacher training institutions, and one member nominated by the State Board of Education remain the same.

The added lay membership is seen as desirable in helping to create understanding between "town and gown" with respect to teacher training. It is also felt that lay members may have, and express, concerns which would escape the notice of professionals. The business of recommending standards by which teachers may be judged would benefit from contact with representatives of the people whom education serves.

To further the exploration and use of alternative programs for training teachers, HB 1034 deletes the requirement that intern teachers be noncertificated, and changes the language concerning the duration of teacher training programs

leading to a basic teaching certificate from the rigid "who has completed four years of a standard teacher education program," to "who has completed an approved teacher education program."

Other changes listed in the summary which follows are consistent with the corresponding listings in HB 1030.

This bill was developed and reported to the full committee for action as a measure which would transfer authority for teacher certification to the Teacher Standards and Practices Commission. That provision was deleted because a majority of the members felt that public interest in the teacher certification procedure would not be adequately protected if this function were removed from the control of the Superintendent of Public Instruction and the State Board of Education.

FISCAL IMPACT:

From - Jay Gould,
Legislative Fiscal Officer

LC 140 (HB 1034)

Alters membership and increases size of Teacher Standards and Practices Commission by adding public and school board members. No fiscal impact for the state. The fee schedule is adequate to fund this operation.

Motion: To include LC 140 in the Interim Report to the
1973 Legislature.

VOTE:

Boe -- aye	Heard -- aye
Cherry -- nay	Howe -- aye
Green -- aye	Rieke -- nay
Groener -- nay	Sullivan -- aye
Hartung -- nay	Thornton -- nay
Ingalls -- aye	Atiyeh -- aye

MEASURE SUMMARY

HB 1034

Alters membership and increases size of Teacher Standards and Practices Commission by adding public and school board members.

Deletes requirement that an intern teacher be noncertificated. Changes durational requirements for attendance in approved teacher education program for basic teaching certificate. Deletes requirement that teacher be American citizen or have declared intention to become one. Revises list of crimes for which certificate must be revoked. Effective July 1, 1974.

A BILL FOR
AN ACT

Relating to teacher certification; creating new provisions; amending ORS 332.075, 342.120, 342.135, 342.143, 342.165, 342.195, 342.350, 342.360, 342.975 and 342.980; and prescribing an effective date.

Be It Enacted by the People of the State of Oregon:

Section 1. ORS 342.120 is amended to read:

342.120. As used in ORS 342.120 to [342.175, 342.180 to 342.190,] 342.200 and 342.505 to [342.596 and 342.601 to 342.655] 342.663, unless the context requires otherwise:

(1) "Administrator" includes all superintendents, assistant superintendents and principals in the public schools.

(2) "Standard teacher education institution" is one which meets the standards of the state board for preparation of teachers for grades 1 through 12.

(3) "Standard teacher education program" is one offered by a standard teacher education institution and is so recognized by the state board.

[(2)] (4) "Instruction" includes direction of learning in class, in small groups, in individual situations, in the library and in guidance and counseling.

[(3)] (5) "Intern teacher" means a regularly enrolled student of [a standard] an approved teacher education institution [who is noncertificated and] who teaches under the supervision of the staff of the institution and of the employing school district in order to acquire practical experience in teaching and for which the student receives both academic credit from the institution and financial compensation from the school district.

[(4) "Standard teacher education institution" is one which meets the standards of the state board for preparation of teachers for grades 1 through 12.]

[(5) "Standard teacher education program" is one offered by a standard teacher education institution and is so recognized by the state board.]

(6) "State board" means the State Board of Education.

(7) "Teacher" includes all certificated employes in the public schools who have direct responsibility for instruction and who are compensated for their services from public funds.

(8) "Teacher aide" means a noncertificated person employed by a school district whose assignment consists of and is limited to assisting a certificated teacher.

(9) "Teaching certificate" means a certificate issued under ORS 342.125.

Section 2. ORS 342.135 is amended to read:

342.135. (1) A teaching certificate provided for in this section shall qualify its holder to accept any instructional assignment from kindergarten through grade 14 for which he has completed the professional requirements established by the rules of the state board.

(2) A basic teaching certificate shall be issued on application to an otherwise qualified person who has completed [four years of a standard] an approved teacher education program, has the baccalaureate degree from [a standard] an approved teacher education institution and meets such other requirements as the state board may consider necessary to maintain and improve quality of instruction in the public schools of the state.

(a) Holders of the basic teaching certificate who meet the requirements of the state board to teach in the regular classroom program of the elementary school, kindergarten through grade eight, may renew the basic certificate to qualify them to continue in such teaching by verification of successful teaching experience in keeping with state board rules and without requirement of additional educational preparation.

(b) Secondary teachers may teach in the junior or senior high school in those subject fields taught in the public schools in which they have a college major or in which they have met the requirements of the state board.

(3) (a) A standard teaching certificate shall be issued on application to an otherwise qualified person who has completed a five-year [standard] approved teacher education program, has taught on a basic teaching certificate for a minimum period of time to be determined by the state board, and is recommended for certification by the [standard] approved teacher education institution or the school district, whichever offered the program, after the fifth year of teacher preparation has been completed.

(b) The fifth year of preparation shall be a planned education program consisting of courses taken in [a standard] an approved teacher education institution or in an in-service training program offered by a school district for which credit is given by [a standard] an approved teacher education institution or some combination of both, in accordance with rules of the state board.

(4) The state board [of Education] may establish such other types of teaching certificates as it considers necessary for operation of the public schools of the state and may prescribe the qualifications for such certificates. However, no certificate established under the authority of this subsection shall be required for a regular classroom teaching position in the public schools.

Section 3. ORS 342.143 is amended to read:

342.143. (1) No teaching certificate shall be issued to any person until he has attained the age of 18 years and

and has furnished satisfactory evidence that he has proper educational training [and that he is either an American citizen or has filed his declaration of intention to become an American citizen unless he is a foreign teacher on an exchange basis].

(2) The Superintendent of Public Instruction may also require an applicant for a teaching certificate to furnish [satisfactory] evidence satisfactory to him of good moral character, mental and physical health, and such other evidence as he may deem necessary to establish the applicant's fitness to serve as a teacher.

(3) Without limiting the powers of the Superintendent of Public Instruction to refuse to issue a teaching certificate under subsection (2) of this section, no teaching certificate shall be issued to any person who after August 20, 1957, has been convicted of:

(a) A violation of any law of any state or of the United States or of any municipal ordinance involving any sexual offense defined or referred to in ORS [161.405, 161.435, 163,175, 163.210, 163.220, 163.225, 163.235, 163.270,] 163.355, 163.365, 163.375, 163.385, 163.395, 163.405, 163.415, 163.425, 163.435, 163.445, 163.455, 163.465, 163.515, 163.525, 163.575, [164.245, 164.395, 167.005,] 167.007, 167.012, [167.015,] 167.017, 167.065, 167.070, 167.075 or 167.080 [167.020, 167.025, 167.030,

167.035, 167.040, 167.045, 167.060 to 167.095, 167.105, 167.115, 167.120, 167.125, 167.130, 167.135, 167.145, 167.151, 167.170, 167.210, 167.230, 167.240]; or

(b) A violation of any law of any state or of the United States or of any municipal ordinance involving the illegal use, sale or possession of [narcotics] narcotic or dangerous drugs.

Section 4. ORS 342.165 is amended to read:

342.165. (1) Pursuant to ORS chapter 183, the state board shall make rules necessary for the issuance, denial, continuation, renewal, lapse or reinstatement of certificates issued under the provisions of ORS 342.120 to [342.165] 342.200, including but not limited to establishing standards for approved teacher education institutions and approved teacher education programs.

(2) In establishing such rules, the state board shall consider:

(a) Its responsibilities to represent the public interest in the development of educational policies;

(b) The capabilities of Oregon teacher education institutions to prepare teachers;

(c) The norms required for the teaching assignments;

(d) The improvement of teaching;

(e) The adequacy of the teacher supply;

(f) The value of experience or nonacademic learning;

(g) The responsibilities imposed upon school districts by geographic and demographic conditions;

(h) The recommendations of the Teacher Standards and Practices Commission; and

(i) Such other matters as tend to improve education.

Section 5. ORS 332.075 is amended to read:

332.075. Any district school board may:

(1) Subject to applicable provisions of law, establish and maintain kindergartens, elementary schools, high schools, manual training schools, vocational schools, schools of trades, adult education programs, evening schools and schools for deaf and eligible mentally retarded children or, subject to ORS 336.010, 336.015 to 336.072, 336.105 to 336.175 and 336.375 to 336.630 and ORS chapter 343, maintain other services needed to meet individual differences not otherwise met by special programs.

(2) Fix the days of the year and the hours of the day when schools shall be in session.

(3) Prescribe textbooks as provided in ORS 337.141 and courses of study for the use of such schools as provided in ORS 336.035.

(4) Authorize the use of the schools for purposes of training students of [a standard] an approved teacher educational institution, as defined in ORS 342.120, and for such purposes may enter into contracts with the Department of Higher Education on such terms as may be agreed upon. Such

contracts as they relate to student teacher shall have the same effect and be subject to the same regulations as a contract between a certificated teacher and a district school board.

(5) Develop and operate with other school districts or community college districts secondary vocational education programs for pupils of more than one district and fix by agreement the duration of the district's obligation to continue such activity, subject to the availability of funds therefor.

Section 6. ORS 342.195 is amended to read:

342.195. Upon payment of the required fees, an otherwise qualified applicant for a basic teaching certificate for secondary education or a restricted teaching certificate for elementary education who is unable to meet requirements under subsection (2) of ORS 342.135 shall be granted the certificate upon showing by proof satisfactory to the state board that he has completed under an Armed Forces of the United States or Peace Corps program, or as a volunteer under section 603 of the Economic Opportunity Act of 1964 (Public Law 88-452), two years of satisfactory service which emphasized teaching in any of grades 1 through 14 in subjects regularly taught in public schools if he either:

(1) Has completed four years of [a standard] an approved teacher education program and has the baccalaureate degree from [a standard] an approved teacher education institution; or

(2) Has at least the baccalaureate degree from an accredited institution of higher education and has completed a teacher training program provided under the auspices of the federal program.

Section 7. ORS 342.975 is amended to read:

342.975. As used in ORS 342.980, "training school" means a school in which the pupils are taught either wholly or in part by students of [a standard] an approved teacher education institution as defined in ORS 342.120.

Section 8. ORS 342.980 is amended to read:

342.980. Any student of a [standard] teacher education institution approved by the state board under ORS 342.120 who is assigned to teach in a training school has full authority to teach during the time the student is so assigned, and such assignment has the same effect as if the student were the holder of a valid teaching certificate.

Section 9. ORS 342.350 is amended to read:

342.350. (1) There hereby is created a Teacher Standards and Practices Commission consisting of [16] 17 members appointed by the State Board of Education.

(2) The term of office of a member is three years. Before the expiration of the term of a member, the board shall appoint his successor to assume his duties on January 1 next following. A member is eligible for reappointment but only for one additional term. In case of a vacancy

for any cause, the board shall make an appointment to become immediately effective for the unexpired term.

(3) The board may remove any member for cause after a hearing.

Section 10. ORS 342.360 is amended to read:

342.360. (1) The membership of the Teacher Standards and Practices Commission shall consist of:

(a) [~~Fourteen~~] Twelve members from a panel nominated by teachers and administrators as provided in ORS 342.370;

(b) One member from the faculty of an approved teacher education institution in Oregon who is selected from a panel nominated by the organization of private colleges; [and]

(c) One member from a panel of faculty members in state institutions of higher education nominated by the State Board of Higher Education [.];

(d) One member from a panel of district school board members nominated by an association of school boards; and

(e) Two members from a list of the general public submitted by the Governor.

(2) Except for those members appointed under paragraphs (d) and (e) of subsection (1) of this section, members must have been actively engaged in teaching, supervising or administering in the public schools or in approved teacher education institutions in Oregon for the period of five years immediately preceding appointment. In addition,

members appointed under paragraph (a) of subsection (1) of this section must hold [a] valid Oregon teaching [certificate] certificates other than [a] restricted teaching [certificate] certificates.

(3) [Twelve] The members appointed under paragraph (a) of subsection (1) of this section shall be designated as representatives in the categories described in this subsection:

- (a) Four elementary teachers;
- (b) Four junior or senior high school teachers;
- (c) One elementary school principal;
- (d) One junior or senior high school principal;
- (e) One superintendent of city schools; and
- (f) One county superintendent or a superintendent employed by an intermediate education district board.

Section 11. No immediate adjustment in the membership of the Teacher Standards and Practices Commission is required by the amendment of ORS 342.350 by section 9 of this Act. However, when a vacancy occurs where the member was appointed under paragraph (a) of subsection (1) of ORS 342.360 that vacancy shall be filled by an appointment under paragraphs (d) and (e) of subsection (1) of ORS 342.360, with the first appointment being made from paragraph (d) of subsection (1) of ORS 342.360.

Section 12. This Act shall take effect July 1, 1974.

AID TO COMMUNITY COLLEGES

HB 1033

Several proposals relating to aid to community colleges were considered by subcommittee #1. Full texts of alternatives are contained in the Supplement to this report.

HB 1033 applies to those areas of the state which are within a community college district. This bill provides for the reimbursement of each community college for costs occasioned by the transfer of residents of other community college districts into that district. Rates are set at \$300 per full-time student for the first year of the biennium and \$324 for the second year. These funds would not be available for use in meeting capital construction expense.

This measure would remove the out-of-district tuition charged to transferring students, if the transfer is necessary because wanted courses are not available in the district of origin. It should insure that needed programs are available to all residents of community college districts without additional cost. The Interim Committee recognizes that HB 1033 will not eliminate the inequities which may exist between costs to residents of community college districts and persons who live outside such districts. How-

ever, members of the Interim Committee expressed intentions to seek solutions to these questions in the 57th Legislative Assembly.

FISCAL IMPACT:

From -- Jay Gould,
Legislative Fiscal Officer

LC 133 (HB 1033)

Prohibits community colleges from charging out-of-district tuition rates for students who reside in one community college district but chose to attend another community college to participate in a program not offered in their "home" district. Provides state aid to the gaining districts and establishes a procedural requirement for certification of the student by the losing district to the gaining district.

We do not attempt to compute an estimate of the state cost of supporting such a program because of the substantive issues discussed below, however, the total cost for the 1973-75 biennium should be small, perhaps less than \$250,000.

Substantive Issues:

The bill generally addresses programs which are available in one community college district, but not in another. The language could be extended to include the situation where, given two identical programs, e.g., welding, a student might "find" the program at full capacity during a given term in his home district, and thus choose to enroll at another community college for the same program. Insofar as this extreme example is probably not within the intent of the bill, we go on to examine the nature of some of the truly special-

ized programs which are not duplicated at the community colleges. Take for example, the maritime program at Clatsop, the fire protection program at Umpqua or the mortuary science program at Mt. Hood. These are specialized programs which currently operate at near full capacity with an enrollment composition which includes a small proportion of out-of-district students. We assume that qualified in-district students are now and will continue to be given first priority for available space before out-of-district students are admitted.

From a recent study, we know also that after admission as an out-of-district student, the student often remains in that status for six months or less and then begins to pay in-district fees. This is particularly true where the student is emancipated.

Summary

There could be a slight General Fund impact from the proposed bill, and any moneys appropriated for this purpose would amount to a windfall for the several institutions who offer specialized programs. Where the administration of in and out-of-district tuition policies is now loose, it is also safe to assume that the institutions would tighten up in order to obtain state support.

Finally, and perhaps overriding the problem of student flow, implementation of a program to support between-district

migration without an overall state plan addressing the needs and the programs which ought to be offered to meet those needs should be viewed as a stop-gap measure at best. Given such a plan, any legislation to implement an exchange program should include guidelines to prohibit unlimited exchanges simply to obtain additional state aid.

Motion: That LC 133, as amended, be approved by the committee for inclusion in the Interim Committee Report to the 1973 Legislature.

VOTE:

Ingalls -- aye
Thornton -- aye
Sullivan -- aye
Howe -- aye
Green -- aye
Rieke -- aye

Heard -- aye
Boe -- aye
Cherry -- aye
Groener -- aye
Atiyeh -- aye

MEASURE SUMMARY

HB 1033

Increases state aid to community colleges for residents of other community college districts for whom particular programs are unavailable at resident college in the amount of \$300 per equivalent full-time student for the first year of the biennium and \$324 for the second year. Removes authority of community college to charge extra tuition to such students.

A BILL FOR

AN ACT

Relating to community colleges; amending ORS 341.290 and 341.625; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. ORS 341.290 is amended to read:

341.290. The board of education of a community college district shall be responsible for the general supervision and control of any and all community colleges operated by the district. Consistent with any applicable rules and regulations of the State Board of Education, the board may:

(1) Subject to ORS chapter 237, employ administrative officers, professional personnel and other employes, define their duties, terms and conditions of employment and prescribe compensation therefor.

(2) Enact rules for the government of the community college, including professional personnel and other employes thereof and students therein.

(3) Prescribe the educational program.

(4) Control use of and access to the grounds, buildings, books, equipment and other property of the district.

LC 133
9/6/72

(5) Acquire, receive, hold control, convey, sell, manage, operate, lease, lease-purchase, lend, invest, improve and develop any and all property of whatever nature given to or appropriated for the use, support or benefit of any activity under the control of the board, according to the terms and conditions of such gift or appropriation.

(6) Purchase real property upon a contractual basis when the period of time allowed for payment under the contract does not exceed five years.

(7) Subject to ORS chapter 279, purchase relocatable classrooms and other relocatable structures in instalment transactions in which deferred instalments of the purchase price are payable over not more than 10 years from the date such property is delivered to the district for occupancy and are secured by a security interest in such property. Such transactions may take the form of, but are not limited to lease-purchase agreements.

(8) Establish, lease for not more than 10 years with or without an option to purchase, operate, equip and maintain food service facilities, bookstores and other revenue producing facilities connected with the operation of the community college.

(9) Fix standards of admission to the community college, prescribe and collect tuition for admission to the community college, including fixing different tuition rates

for students who reside in the district, students who do not reside in the district but are residents of the state and students who do not reside in the state. However, the district shall not collect nonresident tuition from students who reside in a community college district other than in which they enroll and for whom the district is eligible for state aid under paragraph (c) of subsection (1) of ORS 341.625.

(10) Prescribe and collect fees and expend funds so raised for special programs and services for the students and for programs for the cultural and physical development of the students.

(11) Provide and disseminate to the public information relating to the program, operation and finances of the community college.

(12) Establish or contract for advisory and consultant services.

(13) Take, hold and dispose of mortgages on real and personal property acquired by way of gift or arising out of transactions entered into in accordance with the powers, duties and authority of the board and institute, maintain and participate in suits and actions and other judicial proceedings in the name of the district for the foreclosure of such mortgages.

(14) Maintain programs, services and facilities, and,

in connection therewith, cooperate and enter into agreements with any person or public or private agency.

(15) Provide student services including health, guidance, counseling and placement services, and contract therefor.

(16) Join appropriate associations and pay any required dues therefor from resources of the district.

(17) Apply for federal funds and accept and enter into any contracts or agreements for the receipt of such funds from the Federal Government or its agencies for educational purposes.

(18) Exercise any other power, duty or responsibility necessary to carry out the functions under this section or required by law.

(19) Prescribe rules for the use and access to public records of the district that are consistent with ORS 192.030. However, the following records shall not be made available to public inspection for any purpose except with the consent of the person who is the subject of the record, student or faculty, or upon order of a court of competent jurisdiction.

(a) Student records relating to matters such as grades, conduct, personal and academic evaluations, results of psychometric testing, disciplinary actions, if any, and other personal matters.

(b) Faculty records relating to matters such as conduct, personal and academic evaluations, disciplinary actions, if any, and other personal matters.

Section 2. ORS 341.625 is amended to read:

341.625. (1) Subject to ORS 291.232 to 291.260, the Superintendent of Public Instruction shall distribute in the manner prescribed in subsection (4) of this section to each community college district:

(a) During the first year of the biennium an amount equal to the sum of:

(A) [\$701] \$_____ per equivalent full-time student, for the first 500 such students enrolled in the community college;

(B) [\$579] \$_____ per equivalent full-time student, for the next 400 such students; [and]

(C) [\$528] \$_____ per equivalent full-time student, for each such student over 900.

(b) During the second year of the biennium an amount equal to the sum of:

(A) [\$743] \$_____ per equivalent full-time student, for the first 500 such students enrolled in the community college;

(B) [\$614] \$_____ per equivalent full-time student, for the next 400 such students; [and]

(C) [\$560] \$_____ per equivalent full-time student, for each such student over 900.

(c) In addition to amounts payable under paragraphs (a) and (b) of this subsection, an amount equal to the sum of \$300 per equivalent full-time student who is resident of a

community college district different than the district operating the community college in which he is or will be enrolled, equivalent for the first year of the biennium and an amount equal to the sum of \$324 per such student for the second year of the biennium. In determining the number of such students enrolled in the community college, the district shall include all such students whose secondary school of last attendance was located in a different community college district at the time of first enrollment in the community college and who is certified by the community college in which he resides as being unable to obtain at the community college operated by the district in which he resides the program or curriculum in which he is or will be enrolled. However, that number shall not include any student who resided continuously in any community college district for six months immediately preceding first enrollment in the community college.

(2) [However,] No district shall be entitled to receive more than the difference between (a) the operating expenses and (b) the sum of the amounts received from student tuition and fees, not including the tuition and fees received from nonresident students that are in excess of the tuition rate and fee schedule applicable to resident students, and from federal moneys reimbursing districts for vocational and technical programs.

[(2)] (3) Funds available under this section for

vocational and technical education, lower division collegiate and other education courses approved by the state board shall be limited to self-improvement classes as defined by the state board and shall not include hobby and recreation classes.

[(3)] (4) The Superintendent of Public Instruction shall make an advance payment on August 15 of each year of an amount equal to 25 percent of the annual state appropriation for the district. If adjustments are required in subsequent allocations because of the size of the advance, adjustments shall be made on the basis of as nearly one-third of the amount required for the adjustment in each subsequent quarterly installment. However, this subsection does not operate to increase the amount appropriated to any district except as provided by law.

[(4)] (5) Each district receiving funds under this section shall report to the Superintendent of Public Instruction, at such times as he may require, the total number of equivalent full-time students who are residents of Oregon enrolled in courses in the community college which are approved by the state board or its authorized representative. At the same time, but as a separate matter, the district shall report the number of equivalent full-time students described in paragraph (c) of subsection (1) of this section. The Superintendent of Public Instruction shall make the necessary adjustment in the amounts due each

based on eligible full-time equivalent enrollment following the last term in each year unless he determines that adjustments must be made at an earlier time in order to avoid overpayment. If overpayments or underpayments result, adjustments shall be made in the following year.

[(5)] (6) [The Superintendent of Public Instruction shall,] As soon as practicable following the receipt of the reports from the several districts, the Superintendent of Public Instruction shall prepare, certify and transmit to the Executive Department the names and the amounts due each district operating a community college with any necessary adjustments required by subsection [(4)] (5) of this section. The Executive Department shall audit the amounts certified by the Superintendent of Public Instruction and draw its warrants on the State Treasurer payable out of the General Fund to the districts.

Section 3. This Act being necessary ^[for the immediate] for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this Act takes effect on its passage.

STUDENT DRIVER EDUCATION

HB 1035

The Department of Education and the Executive Department were jointly charged by the Ways and Means Committee of the 1971 Regular Legislative Session with the responsibility of developing a new program direction for student driver training, and submitting a plan to the Legislative Emergency Board incorporating this new thrust.

A plan calling for the development of a comprehensive traffic safety education program was submitted to the Emergency Board at its February, 1972, meeting. The plan was accepted, and the Department of Education was instructed to begin implementing it. Recognition was also given by the Emergency Board to the need for legislative action in the 1973 Session to provide adequate financial aid and support through amendments to driver licensing provisions and other related areas.

HB 1035 proposes a number of substantive revisions to the driver education reimbursement law which, if enacted, will strengthen the keystone segment of the comprehensive program sufficiently to support it in fact at the level authorized by law since 1963, i.e., 90% of the net cost of conducting the

course, to a maximum of \$50 per student.

It should be noted that all of the provisions of HB 1035 were discussed extensively by the Senate Education Committee of the 1971 Session during hearing held on SB 115. It was endorsed by the Committee but never acted on in Ways and Means because of the action which was being taken in regard to requiring a new program direction for driver education.

HB 1035 requires driver instructors to meet qualifications established by Superintendent of Public Instruction.

Impact of HB 1035 on comprehensive program:

The combination of a \$50 ceiling and a \$2 fee per driver's license would be adequate for the present level of driver education enrollment; i.e., approximately 24,000, or approximately 50% of eligible 15-year-olds. Should the legislature enact a requirement that this course must be taken prior to licensing of under-18 operators, a predictable enrollment increase to about 95%-or 38,000 students - of the eligibles would occur. This would require a fee increase to about \$2.75 per license.

The current rate of reimbursement to local school districts is approximately \$27.00 per student.

DRIVER EDUCATION REPORT

Abstract

From the Office of the Superintendent
of Public Instruction:

The Ways and Means Committee of the 1971 Regular Legislative Session, in its revisions of the State Board of Education budget for 1971 - 73, directed the Executive Department and the Department of Education to develop a new program direction for student driver training and present a plan to the Legislative Emergency Board incorporating this new thrust.

The program proposed herein establishes a new direction through the development of a comprehensive traffic safety education curriculum, K-14. Driver education is retained as the keystone course, but it will undergo revision in the interests of improving the measurability of its results. The overall plan includes six additional features which will enhance the chances of success of the comprehensive curriculum.

Seven-Point Program

Education

1. Comprehensive traffic safety education program,

K-14. Elements included:

Primary grades (K-3) - pedestrian, in-school, school bus, in-car, and beginning bicycle safety.

Middle grades (4-6) - major emphasis on bicycle

safety and relationship of safety education to all learning disciplines.

Junior high (7-9) - recreational vehicles, pre-driver education concepts, and safety education.

Senior high (10-12) - major emphasis on driver education, revised on the basis of performance objectives. Additional elective offering for aspirants to motorcycle endorsement on regular driver's license.

12th grade and community college - brief refresher course to be scheduled two years following issuance of initial driver's license. The eight-hour Defensive Driving Course developed by the National Safety Council is recommended.

2. Request legislature to restore driver education reimbursement to the levels authorized by ORS 343.730.
3. Authorization to develop pilot programs in comprehensive traffic safety education in selected local districts.

Legislation:

4. Consider establishing driver education as a prerequisite for a driver's license for 16 - and 17-year-old applicants.
5. Consider establishing the concept of probationary licensing of novice drivers with particular emphasis on refresher course requirements.

Division of Motor Vehicles (and Education);

6. Provide field services to schools by personnel from the 43 DMV field offices by providing instructional materials and guest teaching.
7. Designate responsibility for both short - and long - range evaluation of this plan to the research staff of DMV.

The new program can be implemented on a relatively rapid timetable, as much of the necessary curriculum material has already been developed elsewhere in the nation. Material for the upper grade/junior high program, and revision of the state driver education curriculum guide on the basis of performance objectives providing for greatly improved measurability, will constitute the major development efforts for which leadership responsibility must be assumed by the State Board of Education staff.

Federal traffic safety funds will be requested to cover the costs of printing the necessary manuals and handbooks needed for the program. Funds will also be needed for in-service training of Division of Motor Vehicles personnel who will assist in conducting the comprehensive program, and for conducting pilot programs as needed for field testing and research-related projects.

FISCAL IMPACT:

From -- Jay Gould,
Legislative Fiscal Officer

LC 177 (HB 1035)

Revises formula for reimbursement to schools for driver education program and increases revenue. The increased revenue would provide for full funding of driver education at the current level. It is suggested that the Committee consider amending the bill to insure that a community college could not claim both reimbursement for their driver education program and state support based upon their FTE. We would also request that the Committee consider eliminating the fixed dollar amount for administration by the Department of Education and provide that such costs be reimbursed. This would eliminate the necessity in future years of additional legislation to modify the amount. The biennial budget review process can establish a reasonable limitation on administrative costs.

Motion: To include LC 177 in the Interim Committee Report
to the Legislature.

VOTE:

Boe -- nay
Cherry -- aye
Green -- aye
Heard -- aye
Ingalls -- aye
Rieke -- nay
Atiyeh -- aye

MEASURE SUMMARY

HB 1035

Revises formula for pro rata reimbursement to schools for driver education programs. Requires Motor Vehicles Division to study effectiveness of driver education programs.

Appropriates biennially to Motor Vehicles Division for administrative expenses, \$15,000. Appropriates biennially to Superintendent of Public Instruction for expenses of administration, \$55,000.

Deletes requirement moneys unexpended in Student Driver Training Fund be transferred to State Highway Fund.

Declares emergency.

A BILL FOR
AN ACT

Relating to driver education; creating new provisions;
amending ORS 343.720, 343.730, 343.740 and 482.250;
appropriating money; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. Section 2 of this Act is added to and made a part of ORS 343.710 to 343.750.

Section 2. As used in ORS 343.710 to 343.750, unless the context requires otherwise:

(1) "Facility" means any facility for the deaf operated under ORS 346.010, the Hillcrest School of Oregon and the MacLaren School for Boys.

(2) "Private school" means a private or parochial high school.

(3) "Public school" means a common or union high school district and a community college district.

Section 3. ORS 343.720 is amended to read:

343.720. (1) Any private or public [or parochial high school[,] or facility [any common or union high school district, any area education district, the Oregon State School for the Deaf, the Hillcrest School of Oregon and the MacLaren School

for Boys] may offer a course in automobile driver instruction. The course of instruction shall be devoted to the study and practice of the rules of the road, the safe and proper operation of motor vehicles, accident prevention and other matters which promote safe and lawful driving habits and reduce the need for intensive highway policing. The course shall include classroom instruction and instruction in dual control automobiles. No pupil shall participate in behind-the-wheel instruction unless he is enrolled in or has completed a course in classroom instruction.

(2) A person employed to teach a course in automobile driver instruction [is not required to hold a teaching certificate] must meet qualifications established by the Superintendent of Public Instruction. [However, a person employed to teach a course in automobile driver instruction must meet all the qualifications required of an applicant for a teaching certificate under ORS 342.143.]

Section 4. ORS 343.730 is amended to read:

343.730. (1) Each [district] public school or facility offering a course in automobile driver instruction [and the Oregon State School for the Deaf, the Hillcrest School of Oregon or the MacLaren School for Boys, if any such school offers a course in automobile-driver instruction] shall keep accurate records of the cost thereof in the

manner required by the Superintendent of Public Instruction. Each [district, the Oregon State School for the Deaf, the Hillcrest School of Oregon or the MacLaren School for Boys] public school or facility shall be reimbursed to the extent of [90 percent of the cost for conducting the course.]

the lesser of the following schedules:

(a) 90 percent of the cost of conducting the course, or if tuition is charged, 90 percent of the cost after deducting tuition; or

(b) \$50 per pupil completing the course, including any private school pupil completing the course in a public school. [However, the amount paid shall not exceed \$50 per pupil completing the course nor shall it exceed a pro rata portion of the Student Driver Training Fund, based on the number of pupils enrolled in such courses at all public, private or parochial high schools, community colleges, the Oregon State School for the Deaf, the Hillcrest School of Oregon and the MacLaren School for Boys. If tuition is charged for driver instruction, the amount of state reimbursement shall not exceed the difference between the approved cost and the tuition charged or \$50 per pupil, whichever is the lesser.]

(2) If funds available to the Motor Vehicles Division for the Student Driver Training Fund are not adequate to pay all approved claims in full, public schools and facilities shall receive a pro rata reimbursement based upon the ratio that the total amount of funds available

bears to the total amount of funds required for maximum allowable reimbursement.

[(2) As soon as possible after June 30 of each year, the State Treasurer shall transfer to the State Highway Fund any unobligated and unexpended moneys remaining as of June 30 of that year in the Student Driver Training Fund.]

Section 5. ORS 343.740 is amended to read:

343.740. (1) There is created the Student Driver Training Fund. All payments required under ORS 343.710 to 343.740 and subsection (7) of ORS 482.250 [and ORS 343.710 to 343.740] and all expenses incurred in the administration of those sections shall be made to and borne by the fund.

(2) The Superintendent of Public Instruction shall annually distribute the funds available in the Student Driver Training Fund[, as] in the manner provided in ORS 343.730.

(3) The Motor Vehicles Division shall make periodic studies to determine the effectiveness of automobile driver instruction programs conducted under authority of ORS 343.710 to 343.750.

Section 6. ORS 482.250 is amended to read:

482.250. (1) The fee to be charged for the issuance of an original operator's license shall be as specified

in the following schedule based on the length of the period between the date the license was issued and the expiration date of the license, and shall be paid at the time the application for license is presented:

(a) Less than 18 months, 50 cents.

(b) 18 to 29 months, \$1.

(c) 30 to 35 months, \$1.50.

(2) The fee to be charged for the issuance of an original chauffeur's license shall be as specified in the following schedule based upon the length of the period between the date the license was issued and the expiration date of the license, and shall be paid at the time the application for license is presented:

(a) Less than 18 months, \$1.

(b) 18 to 29 months, \$2.

(c) 30 to 35 months, \$3.

(3) Application for a renewal of chauffeur's license shall be accompanied with a fee of \$2.

(4) Application for one of the special permits provided for in ORS 482.160 shall be accompanied with a fee of \$1.

(5) Application for renewal of an operator's license shall be accompanied with a fee of \$1.

(6) Before any person is eligible to secure, and before there may be issued to him, a motor vehicle operator's license or a renewal of such license (not including a

chauffeur's license), he shall pay to the Motor Vehicles Division of the Department of Transportation, for the use and benefit of the Motor Vehicle Accident Fund, the sum of \$1, in addition to the fee charged for such license or renewal of license. All money collected under this subsection, after deduction for expenses of collection and transfer as provided in this subsection, shall be paid over each month, by the Motor Vehicles Division, to the State Accident Insurance Fund. Of the money collected, \$2,500 per year shall be deducted for current expenses of collection and transfer and, until expenses of collection and transfer incurred before July 1, 1967, are paid, \$2,000 per year shall be deducted for such previously incurred expenses. Money collected under this subsection shall not be deemed or considered as in lieu, or a part, of any fee required to be paid for a license or permit to operate a motor vehicle.

(7) Before any person may be issued an operator's license or renewal thereof (not including a chauffeur's license), as provided in ORS 482.270 and 482.420, he shall pay the Motor Vehicles Division the sum of [~~\$1~~] \$2 in addition to the fee charged for such license or renewal. The sums so collected by the Motor Vehicles Division shall be paid over to the State Treasurer for deposit in the Student Driver Training Fund and are continuously appropriated

to the Superintendent of Public Instruction for reimbursing school districts, as provided in ORS 343.730[,]; and, to the extent of not more than [~~\$45,000~~] \$15,000 in any [one] biennium, to the Motor Vehicles Division for the expenses of administering this subsection and [ORS 343.710 to 343.740.] subsection (3) of ORS 343.740; and, to the extent of not more than \$55,000 in any biennium, to the Superintendent of Public Instruction for the expenses of administering ORS 343.710, 343.720, 343.730, subsection (2) of ORS 343.740 and ORS 343.750.

Section 7. Section 4 of this Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and section 4 of this Act takes effect on its passage.

UNIFORM ELECTION LAWS FOR SCHOOLS

HB 1037

In recognition of the need to simplify local election procedures when possible, HB 1037 establishes the first Tuesday of May as the date for annual or biennial election of school board members and of board members of other special districts. The suggestion for a single election date for these districts has been forwarded in the past, but attempts to establish such a date have been abandoned, primarily because of differences in residency requirements for school and other district elections. The law has been updated, and the Attorney General has issued an opinion stating that the six-month residency requirement is unconstitutional

ORS Chapter 259, on special district elections, is adopted by the bill, where not now applicable, to govern the conduct of such regular elections. ORS 259.060 provides "Every resident of a district who is a registered voter and has resided in a district at least 30 days immediately prior to the election is entitled to vote in a district election." This section would apply to all regular elections that are subject to the bill and the statutory six months residency requirement for school district elections is repealed.

The bill applies to:

(1) Common schools, union high school districts, intermediate education districts and community colleges; and

(2) Other kinds of special districts, including:

(a) Districts now subject to ORS Chapter 259: domestic water supply, cemetery maintenance, park and recreation, road assessment, hospital, sanitary, sanitary authority, rural fire protection, water improvement, water control, weather modification and ports; and

(b) Districts made subject to ORS Chapter 259 for purposes of regular elections: people's utility, water supply authority, irrigation, and drainage.

The present law will continue to govern: Whether regular elections are held annually or biennially; the qualification of board members; zoning districts for the election of board members; methods of nominating candidates for positions on the boards; numbering positions on the boards; apportionment of costs in elections held jointly; and whether the county clerk or registrar of elections, or the district clerk or secretary is the election officer.

FISCAL IMPACT:

From -- Jay Gould,
Legislative Fiscal Officer

LC 179 (HB 1037)

Establishes a uniform election date for Board members of the school districts and other special election districts. No fiscal impact on the state. It would appear that savings would accrue to local governing boards by this legislation.

Motion: To include LC 179 in the Interim Committee Report to the 1973 Legislature.

VOTE:

Boe -- aye
Carson -- aye
Cherry -- aye
Green -- aye
Groener -- aye
Heard -- aye
Ingalls -- aye
Rieke -- aye
Atiyeh -- aye

MEASURE SUMMARY

HB 1037

Establishes the first Tuesday of May for the regular election of school board members and members of other special district boards. Changes residency requirement for voters in school board elections from six months to thirty days. Adopts ORS Chapter 259, uniform election administration procedure for twenty kinds of special district elections, to apply to all regular elections of school boards and four additional kinds of special districts. Requires districts holding elections on the first Tuesday of May to use precincts established by the county clerk for state-wide elections. Makes other changes. Effective September 1, 1973.

A BILL FOR
AN ACT

Relating to elections, including but not limited to regular elections for the election of board members in school and other special districts; creating new provisions; amending ORS 259.030, 259.120, 261.190, 261.420, 264.410, 264.415, 265.100, 265.110, 266.330, 331.002, 331.010, 331.040, 331.080, 331.090, 331.110, 331.120, 331.170, 332.015, 332.030, 333.165, 334.035, 334.045, 334.090, 334.320, 341.333, 341.355, 341.365, 371.344, 371.450, 441.285, 450.045, 450.060, 450.795, 450.800, 478.210, 478.221, 545.014, 552.208, 553.210, 558.400 and 777.135; repealing ORS 331.020; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. Sections 2 to 6 of this Act are added to and made a part of ORS chapter 259.

Section 2. (1) In addition to the meaning given the term "district" by ORS 259.020 and by section 3 of this 1973 Act, the term as used in this chapter unless the context requires otherwise also means a school district, as defined by subsection (2) of this section.

(2) As used in this chapter, unless the context

requires otherwise, "school district" has the meaning given the term by ORS 330.005, and also includes:

(a) An intermediate education district created by subsection (1) of ORS 334.010.

(b) A community college district organized under ORS chapter 341.

Section 3. As used in this chapter, unless the context requires otherwise, "district" means:

(1) A people's utility district organized under ORS chapter 261.

(2) A water supply authority organized under ORS 450.675 to 450.685.

(3) An irrigation district organized under ORS chapter 545.

(4) A drainage district organized under ORS chapter 547.

Section 4. (1) This section applies to school districts and to districts described by section 3 of this 1973 Act.

(2) Except as otherwise specifically provided by law, every regular district election held for the election of members of a district board shall be conducted in accordance with this chapter. However, subsection (1) of ORS 259.070 does not apply to nomination of candidates for election to a district board.

(3) Every special election of a district held on the same date as the regular election of the district shall be held at the same time and place as the regular election and shall be conducted in accordance with this chapter.

(4) Any other special election may be conducted in accordance with this chapter.

Section 5. (1) A regular district election held by a district for the purpose of electing members of the district board shall be held the first Tuesday in May. The election shall be held annually or biennially as specifically provided by the principal Act of the district.

(2) If the regular elections of a district are held annually, the first such election shall be held in the year next following the year in which the first members of the district board were elected or appointed. If the regular district elections of a district are held biennially, the first such election in a district shall be held in the first even-numbered year next following the year in which the first members of the district board were elected or appointed.

(3) The term of a board member elected at a regular election held in a district shall commence on the first day of July next following the election.

(4) Each district board shall hold a regular organizational meeting in July each year following the regular election of board members.

Section 6. In the case of a district which is in existence on the effective date of this 1973 Act, the term of each incumbent member of every such district board hereby is extended or shortened as necessary so that it expires on the first day of July of the year in which the term of his successor would have commenced if this 1973 Act had not been enacted.

Section 7. ORS 259.030 is amended to read:

259.030. Except as otherwise specifically provided by law, every district election, of a district described by ORS 259.020, shall be conducted in accordance with this chapter.

Section 8. ORS 259.120 is amended to read:

259.120. (1) The election officer shall establish one or more election precincts for a district election.

(2) Election precincts for regular district elections, and for special district elections held on the same date shall be the election precincts or combinations of precincts established by the county clerk under ORS 246.410.

(3) Election precincts for special elections, held on a date different from the date of the regular election, shall be either or both of the following:

[(1)] (a) Election precincts or combinations of election precincts established by the county clerk under ORS 246.410.

[(2)] (b) Election precincts other than as provided in subsection (1) of this section.

Section 9. ORS 261.190 is amended to read:

261.190. (1) At all elections where the creation of a district is authorized, five directors shall be elected to manage and transact the business of the district.

(2) Candidates for the office of director at such election must be qualified voters of this state, must have resided in the proposed district continuously for not less than two years next preceding the date of the election, and must continue to reside in the district during their term of office.

(3) Candidates shall be nominated by petition signed by not less than five qualified voters, which petition shall be filed with the State Engineer not less than 60 days before the date of the election.

(4) The State Engineer shall, upon expiration of the time for filing candidates' nomination petition, notify the county clerk of each county in which the proposed district is located of the names of the candidates for directors. Each county clerk so notified shall place the names upon the official ballot for the formation of the district.

(5) All qualified voters of the proposed district shall have the right to vote for five candidates at the election.

(6) The five candidates receiving the highest votes shall be elected to serve until the first [Monday in January] day of July after the regular biennial election following

the election to create the district, and until their successors are elected and qualified.

Section 10. ORS 261.420 is amended to read:

261.420. Of the board of directors elected at the next regular biennial election following creation of the district, three shall hold office for four years, and two shall hold office for two years, and until their successors are elected and qualified, the length of the respective terms to be determined by lot. Thereafter, at each regular biennial election, a number of directors corresponding to the number whose terms of office expire shall be elected for the term of four years. The terms of directors shall commence on the first [Monday in January] day of July next following their election.

Section 11. ORS 264.410 is amended to read:

264.410. (1) Except as otherwise provided by this chapter, the power and authority given to districts is vested in and shall be exercised by a board of five commissioners, each of whom shall be a qualified voter and landowner within the district. Except as provided by subsection (2) of this section, each commissioner shall be elected for a term of four years.

(2) Within 10 days after the formation of a district and the election of the members of the first board, the commissioners shall meet and organize, first taking and subscribing an oath of office. The commissioners first elected

shall determine by lot the length of term each shall hold office. The term of one commissioner shall expire the next [January] July 1 following his election, and the terms of the other four shall expire one in one year, one in two years and two in three years after the next [January] July 1 following their election.

Section 12. ORS 264.415 is amended to read:

264.415. A regular election shall be held in the district on the first [Monday of December] Tuesday in May of each year for the election of one or more commissioners to succeed any commissioner whose term expires the following [January] July 1, and to elect commissioners to fill any vacancy which then may exist.

Section 13. ORS 265.100 is amended to read:

265.100. Within 10 days after issuance of their certificates of election, the three directors elected as the first board of a district shall meet and organize by first taking and subscribing an oath of office to the effect that they will discharge faithfully the duties of their office to the best of their ability. They shall first determine by lot the length of term each shall hold, the shortest term being until [January] July 1 of the following year, and the longest term for two years after [January] July 1 of the following year. The term shall be so arranged that the term of one member expires each year.

Section 14. ORS 265.110 is amended to read:

265.110. The regular election shall be held in the cemetery maintenance district on the first [Monday in December] Tuesday in May of each year for election of one director, who shall take office the following [January] July and serve for a term of three years; and to elect directors to fill any vacancies which may then exist, such directors to serve out the unexpired terms of the directors whose places they have been elected to fill.

Section 15. ORS 266.330 is amended to read:

266.330. (1) An election shall be held in the district on the first [Monday of December] Tuesday of May of each year, at which a successor shall be elected for each of the members of the district board whose terms regularly expire on the following [first Tuesday in January] July 1. If one board member is to be elected, the candidate receiving the highest vote shall be elected. If two board members are to be elected, the candidates receiving the first and second highest vote shall be elected.

(2) Each officer elected shall hold office from the first [Tuesday in January] day of July next after such election, for three years, and until his successor is elected and qualified.

Section 16. ORS 331.002 is amended to read:

331.002. Unless the context clearly indicates otherwise, the provisions of the general election laws of this state [shall] , including ORS chapter 259, apply to all school

district elections. The county clerk shall exercise general supervision of the administration of school district elections in the manner provided by ORS 246.210 to 246.300.

Section 17. ORS 331.010 is amended to read:

331.010. (1) Except as provided [in] by ORS chapter 259, ORS 294.421 (Local Budget Law) and 331.140, and notwithstanding any other provision of law, notice of school elections, school district organization and merger, school district budgets and school district purchasing shall be given only as provided in this section.

(2) The clerk of any school district in which a newspaper is published shall, whenever notice is required, publish the notice in one or more of the newspapers published in the district and having a general circulation in the district. If no newspaper is published in the district, the notice shall be published in some newspaper designated by the district school board and having circulation in the school district. The notice shall be published in at least two issues of each designated newspaper. The first publication shall be not more than 25 days nor less than 15 days preceding the election and the last publication shall be not more than 14 days nor less than eight days preceding the election.

(3) At least 15 days prior to an election, the clerk shall, in school districts with a population of less than 100,000, according to the latest federal census, also post

the notice in at least three conspicuous public places in the district and also at each polling place in the district.

(4) The clerk shall record in his minute book the time and place of posting or publishing each of the notices required by subsection (1) of this section and the content of such notices.

Section 18. ORS 331.040 is amended to read:

331.040. (1) An election board clerk or any qualified voter may challenge any person who offers to vote at such election. The clerk shall challenge any person who offers to vote and whose name does not appear on the official roster provided under ORS 331.030.

(2) In case a person has been challenged, the clerk shall administer to or require of each person challenged an oath or affirmation that he will answer truly all questions propounded to him touching on his qualifications as a voter at the election. After administering the oath or affirmation, the clerk shall interrogate the person challenged respecting his place of residence and length of residence in the district. If the person so challenged completes and signs the form prescribed in subsection (3) of this section, he shall be allowed to vote. The ballot of the challenged voter shall be captioned on its face "challenged and sworn (or affirmed)."

(3) The district school clerk shall obtain and deliver to the election board a supply of challenged voter envelopes on which shall be printed a form substantially as follows:

I, _____, (under oath),
(Insert name)

do state (or affirm) that I am a registered voter of school district No. _____, of _____ County, Oregon, and that I have been a registered voter within the district for not less than 30 days prior to this election [and that I have been a resident of this school district continuously for six months immediately prior to this election].

Subscribed and sworn to (or affirmed) before me on this _____ day of _____, 19__.

The form shall provide a space for the signature of the clerk before whom the statement was made, the signature and address of the challenged voter, the reason for the challenge and the name of the person making the challenge.

(4) The challenged voter after he has marked his ballot shall place it in the challenged voter envelope described in subsection (3) of this section, seal the envelope and deposit it in the ballot box. The ballots of challenged voters shall be counted by the counting board and shall be delivered to and held by the district school clerk.

(5) The district school clerk shall consult with the county clerk and such other public officials as may be necessary to determine whether the challenged voter is in fact qualified to vote in the school election. If the voter is qualified to vote in the school election, no further action shall be taken. However, if the district school clerk finds

that the challenged voter is not qualified to vote in the election, and the number of illegal votes taken from the person elected would reduce his legal votes below the number of legal votes given to some other person for the same office or in the case of a measure the number of illegal votes taken from the approval or rejection would change approval to rejection or rejection to approval, the district school clerk shall notify the district attorney who shall promptly file a petition with the clerk of the circuit court for the county in which the certificate of election or proclamation is or will be issued. The petition shall request the court to issue an order to show cause why the said election or approval or rejection of a measure should not be set aside and shall specify the persons whose votes are contested.

Section 19. ORS 331.080 is amended to read:

331.080. (1) Common school and union high school districts [with a population of less than 300,000 persons according to the latest federal census,] shall in accordance with ORS chapter 259 elect directors for each district [on the first Monday in May] annually to serve as provided by law.

(2) Subject to section 4 of this 1973 Act:

(a) In all common school and union high school class districts with a population of less than 300,000 persons [such annual and] all special elections, including bond elections, shall be by ballot. The polling place shall be open from 8 a.m. until 8 p.m. However, if the election is

held in conjunction with a state-wide primary or general election the polling places shall be open during the hours prescribed for polling places for the state-wide election. The ballots shall be uniform, and shall be provided by the district school board.

[(2) The annual school election and] (b) All [other regular or] special school elections shall be held at a place or places determined by the district school board which may subdivide the district into school election precincts for the holding of all elections within the district, and may change and after such precincts as often as the occasion may require.

[(3)] (c) The district school board shall appoint one election board for each school election precinct in the district. Such election boards shall be comprised of three or more clerks who shall be appointed not less than 15 days prior to the date of any school election. The district school board shall designate one clerk of each board as the chairman thereof. The clerks shall be qualified voters of the school district. If a vacancy occurs in any election board subsequent to appointment and prior to the election, the district school clerk shall appoint a qualified person to fill such vacancy. When the polls are closed each election board shall certify and report the results to the district school board who shall in turn canvass the vote and report the results to the intermediate education district board and,

in cases of tax or bond elections, also to the county treasurer.

Section 20. ORS 331.090 is amended to read:

331.090. (1) The name of any qualified voter who resides in the district and, if the district is zoned, in a zone from which nominating petitions are accepted shall be placed on the ballot as a candidate for the office of school director of a common school district or union high school district upon filing at the district office [, at least 30 days prior to the date of the election]. If the nomination is for an at-large position, a certificate of nomination shall be signed by at least 10 qualified voters or at least three percent of the voters voting for the office of school director at the last annual school election, whichever number is greater; however, no more than 50 such signatures shall be required. If a district is zoned for election of directors, the certificate of nomination shall be signed by qualified voters residing in the zone from which the director is to be elected and shall be sufficient if it bears 25 such signatures. However, unless an acceptance or nomination by the nominee is filed at the district office at least 30 days prior to the date of such election, such nomination is void.

(2) [The district school board of the common or union high school district shall provide uniform ballots containing the names of all candidates for the office of director whose

certificates of nomination have been made and filed as provided in this section.] All candidates shall be elected at large in the district. [At the end of the list of candidates nominated there shall be added a number of blank spaces equal to the number of directors to be elected, in which the voter may write the names of persons not printed on the ballot for whom he wishes to vote.]

(3) The candidate for the office of director of a school district who receives the plurality of the votes shall be elected. [A tie at an election of school officers shall be decided by lot.]

(4) Candidates for the local school committees provided for in ORS 330.665 and 333.280 shall be nominated in the same manner as school directors except that the certificate of nomination shall be signed by qualified voters of the sub-district or attendance area and shall be sufficient if it bears 10 such signatures.

Section 21. ORS 331.110 is amended to read:

331.110. Subject to section 4 of this 1973 Act, in school districts having a population of 300,000 or more according to the latest federal census, special elections upon all matters which may be placed before the qualified voters of such districts shall be held as provided in ORS 331.120 to 331.180.

Section 22. ORS 331.120 is amended to read:

331.120. At each [primary] regular biennial election,

school directors in districts of 300,000 or more according to the latest federal census shall be elected for a term of four years to succeed the directors whose terms of office expire on June 30 of that year. All such elections of school directors shall be held [subject to the provisions of ORS 251.015 to 251.090, 255.031 to 255.061, 255.990, 260.005 to 260.315, 260.355 to 260.532, 260.552 and subsections (2), (3) and (4) of ORS 260.990, so far as applicable] as provided by ORS chapter 259.

Section 23. ORS 331.170 is amended to read:

331.170. The name of any person qualified under ORS 332.015 shall be placed on the ballot as a candidate for the office of school director [in districts of 300,000 or more according to the latest federal census] upon the filing with the registrar of elections of the county in which the school district is located [, at least 70 days prior to the date of the primary election,] a certificate of nomination signed by at least two percent of the qualified voters within the territorial limits of such school district voting for the office of school director at the last election at which directors were elected. In lieu of such petition, the name of any person qualified to be a school director shall be placed on the ballot as a candidate for such office upon the payment to the registrar of elections of a \$10 fee and the filing with the registrar of a certificate of nomination signed by at least 300 qualified voters residing within the territorial limits of the district. However, unless the

nominee files with the registrar of elections an acceptance of his nomination at least [70] 30 days prior to the date of such election, the nomination is void.

Section 24. ORS 332.015 is amended to read:

332.015. (1) The board of directors of a school district with a population of 300,000 or more, according to the latest federal census, shall consist of seven members. The term of office of such directors is four years. [Directors shall be elected at primary elections as provided in ORS 331.120.]

(2) No person shall be eligible to become a member of a district school board described in subsection (1) of this section who is not at the time of his election a citizen of the United States and of Oregon and a resident of the district for the period of one year immediately preceding the election.

(3) No director shall receive any compensation for services as a member of a district school board described in subsection (1) of this section other than reimbursement for expenses actually incurred.

Section 25. ORS 332.030 is amended to read:

332.030. (1) The district school board shall declare the office of a director vacant upon the happening of any of the following:

(a) The death or resignation of the incumbent.

(b) When an incumbent is removed from office or his election thereto has been declared void by the judgment or decree of any competent court.

(c) Subject to the provisions of subsections (2) and (3) of this section, when an incumbent ceases to be a resident of the district or zone from which nominated.

(d) When an incumbent ceases to discharge the duties of his office for two consecutive months unless prevented therefrom by sickness or other unavoidable cause.

(e) When an incumbent is recalled.

(2) A director of a union high school board who changes his permanent residence from one component common school district to another component common school district in which another director resides shall continue to serve as director until the next annual election when a successor shall be elected to serve for the remainder of the unexpired term.

(3) A director of a common school district nominated from a zone who changes his permanent residence from one zone to another zone in which another director resides shall continue to serve as director until the next annual election when a successor shall be elected to serve for the remainder of the unexpired term.

(4) When a vacancy is declared under subsection (1) of this section, the remaining member or members of the board shall meet and elect a person to fill the vacancy from any of the qualified voters of the district who must, if the district is zoned, reside in the zone in which the vacancy occurs.

(5) If the offices of a majority of the directors of any district are vacant at the same time, the governing body of the county or the intermediate education district board, if any, shall elect persons to fill the vacancies from qualified voters of the district or zones in which vacancies occur. If the vacancies occur in a joint district, the intermediate education district board of the county containing the greater number of persons in such district between the ages of 4 and 20 years, as shown by the latest school census, shall elect the directors.

(6) The director elected under subsection (4) or (5) of this section to fill the vacancy shall serve until the next annual school election or, in a school district having a population of 300,000 or more, according to the latest federal census, until the next [primary] regular biennial election, at which time his successor shall be elected by the qualified voters to fill the remainder of the unexpired term.

Section 26. ORS 333.165 is amended to read:

333.165. [(1)] The ballot at each annual election shall designate each position of director to be filled by its zone number or name and shall state whether the term is a full four-year term or an unexpired term and the number of years remaining in said unexpired term and shall set forth for each position the names of all of the candidates who have been duly nominated for said position. [At the end of the list of candidates nominated for each position there shall be added one blank space in which the voter may write the

name of the qualified person not printed in the ballot for whom the voter wishes to vote.] The candidate for each position who receives the plurality of votes shall be elected.

[(2) In all school elections a tie vote shall be decided by lot.]

Section 27. ORS 334.035 is amended to read:

334.035. (1) In intermediate education districts which are zoned, the nomination of a candidate to serve as a member of the board from a zone shall be made by a petition filed with the executive officer of the intermediate education district board [not less than 30 days prior to the date of the election], signed by at least 25 qualified voters residing in the zone in which the candidate is a resident who are qualified to vote in their respective common school districts. The nomination of a candidate to serve as a member of the intermediate education district board from the district at large shall be made by a petition similarly filed, signed by at least 50 qualified voters residing in the district who are qualified to vote in their respective common school districts. Each nominee shall file an acceptance of nomination with the executive officer of the intermediate education district board not less than 30 days prior to the date of such election or the nomination is void. A candidate for intermediate education district board member must be qualified to vote in the election in which he is a candidate.

(2) In intermediate education districts which are not zoned, the name of any person qualified under ORS 332.015 shall be placed on the ballot as a candidate for the office of director of the intermediate education district upon:

(a) The filing with the registrar of elections of the county, [at least 70 days prior to the date of the primary election,] of a certificate of nomination signed by at least two percent of the number of qualified voters within the territorial limits of the district voting for the office of school director at the last election at which directors were elected; or

(b) The payment to the registrar of elections of a \$10 fee and the filing with the registrar of a certificate of nomination signed by at least 300 qualified voters.

(3) However, unless the nominee under subsection (2) of this section files with the registrar of elections an acceptance of his nomination at least [70] 30 days prior to such election, the nomination is void.

Section 28. ORS 334.045 is amended to read:

334.045. (1) In intermediate education districts which are zoned, members of the board shall be elected at the time of the regular annual school election for the term provided in ORS 334.090. For this purpose a district election shall be held in such districts each year in those zones from which a member or members of the board are to be elected, and in the district as a whole when a member or members at large are to be elected.

(2) The board shall arrange for the election under subsection (1) of this section, [and designate one or more polling places for the purpose in each common school district within each zone. The board of each such common school district shall appoint qualified voters from within their respective districts to serve as the judge and as clerks of the election at each polling place. The election boards so appointed shall count the ballots cast and prepare a tally sheet. The judge of each election board shall immediately seal the ballots and tally sheet and within five days after the election shall mail or deliver them to the executive officer of the intermediate education district. The intermediate education district board shall canvass the votes and declare the results of the election.]

(3) In any intermediate education district which is not zoned, members of the board shall be elected [at the general primary election for the term provided in ORS 334.090]. The registrar of elections of the county in which such district is located shall be the election officer for such elections. [provide uniform printed ballots which shall contain the names of each candidate for the office of director whose certificate of nomination has been duly made and filed as provided in subsection (2) or (3) of ORS 334.035. The canvass and return of votes shall be conducted in the same manner and under the same penalties as prescribed by law relative to elections.]

(4) The intermediate education district shall pay to the county treasurer the actual cost of printing ballots and tally sheets for each election under subsection (3) of this section, and the cost of checking signatures on certificates of nomination, together with such proportionate part of the general expenses of such primary election as may be agreed upon by the board and the governing body of the county.

Section 29. ORS 334.090 is amended to read:

334.090. (1) The term of office of members of intermediate education district boards shall be four years.

At the expiration of the term of office of any member of the intermediate education district board who was elected from a zone established under ORS 334.032, a successor from the same zone shall be elected by the qualified voters. At the expiration of the term of office of any member of such board who was elected at large a successor shall be elected at large by the qualified voters of the district.

(2) Any vacancy on the board from any zone shall be filled by the remaining members of the board from among the qualified persons in that zone. Any such vacancy from the district at large shall be filled by the remaining members of the board from among the qualified persons in the district. The person appointed under this subsection shall serve until his successor is elected and qualified except that the person appointed in an intermediate education district which is not

zoned shall serve until the next [general primary] regular biennial election, when a successor shall be elected and qualified to serve for the remainder of the unexpired term.

(3) Newly elected or appointed members of the intermediate education district board shall take office at the meeting of the intermediate education district board next following such election or appointment.

(4) Members may be recalled in the manner provided for recall of directors of other school districts.

Section 30. ORS 334.320 is amended to read:

334.320. (1) The intermediate education district board shall call a special school election in the intermediate education district whenever the sum of the levies as determined in ORS 334.250 to 334.290 or 334.350 to 334.400 exceeds the limitations imposed by section 11, Article XI, Oregon Constitution, and may call a second election.

(2) The first election shall be called and held on or before the first [Monday] Tuesday in May in each district in the manner prescribed by subsections (1) and (2) of ORS 334.045 for the election of intermediate education district board members, except that in any intermediate education district having a population of 300,000 or more, according to the latest federal census, such first election shall be called and held only at the time of the [general primary] regular biennial election, in the manner prescribed by subsections (3) and (4) of ORS 334.045. The election shall be in substantial compliance with the provisions of ORS 310.360 and

310.390, in so far as applicable. The second election may be called after proper notice on a date fixed by the board.

(3) In case a proposed levy in excess of constitutional limitation is not approved by the qualified voters of the intermediate education district the intermediate education district board shall levy the maximum permitted by law.

Section 31. ORS 341.333 is amended to read:

341.333. (1) At each [state-wide primary] regular biennial election, board members shall be elected for a term of four years to succeed the board members whose terms of office expire on June 30 of that year. All such elections of board members shall be held [subject to the provisions of ORS 251.015 to 251.090, 255.031 to 255.061, 255.990, 260.010 to 260.520 and 260.610 to 260.820, so far as applicable] as provided by ORS chapter 259.

(2) The candidate for the office of board member who receives the plurality of the votes shall be elected. [A tie at an election of board members shall be decided by lot.]

(3) The term of office of all board members shall begin on July 1 next following the date of election. Board members shall serve until their successors are elected and qualified.

(4) Board members must qualify by taking the oath of office.

Section 32. ORS 341.355 is amended to read:

341.355. Subject to section 4 of this 1973 Act and unless the context clearly indicates otherwise, the provisions

of ORS 260.210 to 260.390 and 260.610 to 260.760 pertaining to elections [shall] apply to all community college district special elections and, in so far as practicable, the general duties of a community college election board shall conform to the election board duties fixed by the general election laws of the State of Oregon.

Section 33. ORS 341.365 is amended to read:

341.365. (1) The hours during which a polling place shall be open at special elections shall be from 8 a.m. to 8 p.m.

(2) The ballots shall be uniform, and shall be provided by the board. [Provision shall be made for a number of blank spaces equal to the number of board members to be elected, in which the voter may write the names of persons not printed on the ballot for whom he wishes to vote.]

[(3) When there is more than one candidate for a position of board member, the names and position numbers, if any, of the candidates shall be rotated on the ballot at the election in the same manner as the names of candidates are rotated on the ballot in partisan primary elections as provided in ORS 249.362.]

[(4)] (3) The ballots for special district elections may be printed separately or may be printed on the same sheet as the ballots used for the election in conjunction with which the district election is being held.

[(5)] (4) The number or name of the precinct for which the ballots are intended shall be stated thereon.

[(6)] (5) In a special district election, except one affecting only a county other than the principal county, the county clerk of the principal county shall, in consultation with county clerks of the affected counties, subdivide the district into election precincts and shall designate the number of election boards, the number of clerks on each election board, and the number of voting booths at the various polling places. He shall designate the chairman and clerks of each election board who shall be qualified voters of the district. The county clerk of the principal county may consolidate election precincts and reduce the number of election boards, election clerks, and voting booths to the extent he considers necessary to conduct the election. If a vacancy occurs in any election board subsequent to appointment and prior to the election, the county clerk of the principal county shall appoint a qualified person to fill such vacancy.

[(7)] (6) In elections affecting only zones in counties other than the principal county, the county clerk of the affected county shall perform the duties of the county clerk of the principal county.

Section 34. ORS 371.344 is amended to read:

371.344. (1) After the establishment of a tax base by approval of the voters, the board of commissioners of a district shall order a special election to be held within the district and shall certify to the county clerk for submission

to the qualified electors [owning real property within the district] the question of whether the board of commissioners, within the limits provided by ORS 371.336, should levy special taxes for the purpose of improving public roads.

(2) Prior to the establishment of a tax base by approval of the voters as provided by section 11, Article XI of the Oregon Constitution, the district board of commissioners may in any year order a special election to be held within the district and certify to the county clerk for submission to the qualified electors [owning property within the district] the question of whether the board, within the limits provided by ORS 371.336, should levy a special tax for the next fiscal year for the purpose of improving public roads.

Section 35. ORS 371.450 is amended to read:

371.450. (1) The voters of a district shall elect a board of three directors whose terms shall expire in one, two and three years, respectively, from the first [Monday in] day of July next succeeding their election. Their respective terms shall be decided by lot.

(2) An election shall be held in each district on the [second Tuesday in April] first Tuesday in May of each year, except in the year next succeeding the organization of the district, at which one director shall be elected for a term of three years.

(3) Within 10 days after receiving certificates of election, the directors shall take and file their official oath which shall be filed in the office of the directors.

(4) A director shall be a resident owner of taxable property within the district, as shown by the last county assessment roll, and shall have resided within the proposed district for more than 30 days immediately prior to the date of the election.

Section 36. ORS 441.285 is amended to read:

441.285. (1) Except for the directors first elected, whose terms commence at their election, the term of office of each director shall begin on the first [Monday of January] day of July following his election. The directors first elected shall determine by lot the length of term each shall hold office, with the term of two of the directors expiring at 12:01 a.m. of the first [Monday of January] day of July following the first regular biennial [general] election following their election and the term of the other three expiring at 12:01 a.m. of the first [Monday of January] day of July following the second regular biennial [general] election following their election.

(2) At each regular biennial [general] election following the election at which were elected the first directors, there shall be elected for a term of four years a sufficient number of directors to replace those whose terms expire in the following [January] July.

Section 37. ORS 450.045 is amended to read:

450.045. (1) The power and authority given a sanitary district, except as otherwise provided, shall be exercised by

a board of three or five members, according to the number set forth in the petition for formation.

(2) To be qualified to be a member of the board, a person must be a registered voter and freeholder within the area of the district.

(3) If a three-member board is to be elected:

(a) The candidate receiving the highest vote shall be elected for a term of three years.

(b) The candidate receiving the next highest vote shall be elected for a term of two years.

(c) The person receiving the third highest vote shall be elected for a term of one year.

(4) If a five-member board is to be elected:

(a) The candidates receiving the first and second highest vote shall each be elected for a term of three years.

(b) The candidates receiving the third and fourth highest vote shall each be elected for a term of two years.

(c) The candidate receiving the fifth highest vote shall be elected for a term of one year.

(5) The terms of office of the first directors shall expire in one, two and three years, from the first [Tuesday in January] day of July next succeeding their election.

Section 38. ORS 450.060 is amended to read:

450.060. (1) An election shall be held in the district on the first [Monday of December] Tuesday in May in each year to elect a successor to the office of each board member whose term expires.

(2) If one board member is to be elected, the candidate receiving the highest vote shall be elected. If two board members are to be elected, the candidates receiving the first and second highest vote shall be elected.

(3) Each officer elected shall take office on the first [Tuesday in January] day of July following his election.

Section 39. ORS 450.795 is amended to read:

450.795. (1) The five persons receiving the highest number of votes shall be elected as members of the board.

(2) The term of one of the members so elected shall expire on the first [Tuesday in January] day of July following the date of the first succeeding annual election in the authority following the date of his election. The term of one shall expire on the same date following the date of the second succeeding regular annual election, one shall expire on the same date following the date of the third regular annual election and two shall expire on the same date following the date of the fourth succeeding regular annual election in the authority following the date of their election. The respective terms of the first members shall be determined by lot at their first meeting after their election.

Section 40. ORS 450.800 is amended to read:

450.800. (1) The date of the regular annual election in an authority is the first [Monday in December] Tuesday in May. The board may call and hold special elections in the authority at any time.

(2) At each regular annual election held in the authority there shall be elected a successor to any member whose term expires on the first [Tuesday in January] day of July following such election date and a successor to fill any vacancy. At such election the person, or two persons if two members are to be elected, receiving the highest number of votes shall be elected to serve for a four-year term and until his successor is elected and qualified.

(3) The board may submit to the voters at the regular annual election any measure which may properly be submitted to the voters.

Section 41. ORS 478.210 is amended to read:

478.210. (1) The power and authority given to the district, except as otherwise provided, is vested in and shall be exercised by a board of five directors. Except as provided by subsection (3) of this section, directors shall be elected to serve for terms of four years.

(2) Within 10 days after receiving their certificates of election, the members of the first board of a district shall meet and organize by first taking and subscribing an oath of office.

(3) They shall first determine by lot the length of term each shall hold office. Of the members of the board first elected, one shall serve until the next [January] July 1 and one shall serve until one year, one until two years and two until three years, after the [January] July 1 following.

Section 42. ORS 478.221 is amended to read:

478.221. A general election shall be held in the district on the first [Monday in December] Tuesday in May of each year to elect one or more directors to succeed any director whose term expires the following [January] July 1 and to elect a director to fill any vacancy which may then exist.

Section 43. ORS 545.014 is amended to read:

545.014. (1) At the election for the organization of an irrigation district one director, who is a resident of Oregon and a bona fide owner of land situated in the division, shall be elected from each division into which the district has been divided by the county court, or the directors shall be elected from the district at large if no division has been made. Terms of the directors so elected shall expire in one, two and three years, respectively, from the first [Tuesday in January] day of July next succeeding their election. Their respective terms shall be decided by lot.

(2) An election shall be held in each district on the [second Tuesday in November] first Tuesday in May of each year, excepting the [second Tuesday in November] first Tuesday in May next succeeding the organization of the district, at which one director shall be elected. The person receiving the highest number of votes for any office to be filled shall be elected, and shall hold office from the first [Tuesday in

January] day of July next after the election for three years and until his successor is elected and qualified.

(3) In the case of districts organized prior to May 21, 1917, a director shall be elected from each of the three divisions into which the board of directors may have divided the district, or, if the board of directors has so ordered, the directors shall be elected from the district at large.

(4) Within 10 days after receiving the certificate of election provided for in ORS 545.036, the official shall take the official oath and file it in the office of the board of directors.

Section 44. ORS 552.208 is amended to read:

552.208. (1) Voters of a district shall elect a board of directors whose number shall be fixed by the county board at the proceedings on formation at either five, seven or nine. Directors shall be owners of land within the district. The directors need not reside within the district.

(2) Each director shall be elected for a term of three years except the directors elected on creation of the district. Of the directors first elected, the terms are to be decided by lot. If there are nine directors, the terms of three shall expire in one year, three in two years, and three in three years. If there are seven directors, the terms of two shall expire in one year, two in two years and three in three years. If there are five directors, the terms of one shall expire in one year, two in two years and two in three years. The

terms of the first directors shall expire in one, two and three years from the first [Tuesday in January] day of July next succeeding their election.

(3) [An] A regular annual election shall be held in each district on the first [Monday in December] Tuesday in May of each year to fill vacancies and to elect a successor for any director whose term will expire the following [January] July.

(4) The board or 10 or more landowners may petition the county board to change the number of directors on the district board. If the county board acts favorably on the petition, it shall enter an order which designates the terms of office of the five, seven or nine directors in general accordance with this section so that the number remaining on the district board will be divided into three equal or approximately equal groups as to terms. The change in the number of board members shall take place on the first [Tuesday in January] day of July next following the order.

Section 45. ORS 553.210 is amended to read:

553.210. (1) The qualified voters of a district shall elect a board of directors whose number shall be fixed by the county court during formation proceedings at either five, seven or nine. Directors shall be owners of land within the district; however, the directors need not reside within the district.

(2) Each director shall be elected for a term of three years, commencing on the first '[Tuesday in January] day of July,

except the directors elected at the first election immediately following creation of the district. Of the directors first elected, the terms are to be decided by lot. If there are nine directors, the terms of three shall expire in one year, three in two years and three in three years. If there are seven directors, the terms of two shall expire in one year, two in two years and three in three years. If there are five directors, the terms of one shall expire in one year, two in two years, and two in three years. The terms of the first directors shall expire in one, two and three years from the first [Tuesday in January] day of July next succeeding their election.

(3) An annual election shall be held in each district on the first [Monday in December] Tuesday in May of each year to fill vacancies and to elect a successor for any director whose term will expire the following [January] July.

(4) The board of directors or 10 or more landowners may petition the county court to change the number of directors on the board of directors. If the court acts favorably on the petition, it shall enter an order which designates the terms of office of the five, seven or nine directors in general accordance with the provisions of this section so that the number remaining on the board will be divided into three equal or approximately equal groups as to terms. The change in the number of board members shall take place on the first [Tuesday in January] day of July next following the order.

Section 46. ORS 558.400 is amended to read:

558.400. (1) The power and authority given to districts organized under ORS 558.200 to 558.440 except as therein otherwise provided is vested in and shall be exercised by a board of commissioners of the number named in the petition for formation, but not more than five, each of whom shall be a qualified voter and freeholder within the district.

(2) Within 10 days after issuance of the formation order, the number of commissioners named in the petition for formation who received the highest vote at the election for formation shall meet and organize, first taking and subscribing an oath of office to the effect that they will support the Constitutions of the United States and of their state and the laws thereof, and will discharge faithfully the duties of commissioner to the best of their ability. They shall determine by lot the length of term each shall hold office, the shortest term being until [January] July 1 following, and the longest term being for the number of years after said [January] July 1 equal to the number of commissioners less one, and the terms shall be so arranged that the term of one member expires each year.

(3) A general election shall be held in the district on the first [Monday of December] Tuesday in May of each year for the election of one commissioner to succeed the commissioner whose term expires the following [January] July 1, and to elect commissioners to fill any vacancy which

then may exist. At all elections the voters shall have the qualifications of electors of this state and shall have resided in the territory embraced in the district for at least 90 days preceding the election. [At the regular meeting of the commissioners in November, or, if the regular meeting is less than 15 days before the election, at a special meeting of the commissioners in November, they shall select three judges of election, who shall be electors at the election and who shall constitute a board of election of the district. At that meeting, the commissioners shall select the polling places for the regular election in the district, and shall cause to be given notice of the place of holding the election and the names of the judges of election. The notices shall be posted in three public places in the district at least 10 days prior to the day of election, or published at least once a week for two successive weeks, prior to the day of election, in at least one newspaper published or generally circulated in the district. The first publication shall be at least 14 days and the last publication at least seven days prior to the day of election. The secretary of the commissioners shall prepare sample and official ballots upon which] On the ballots there shall be printed the names of all persons nominated for commissioners whose petitions contain the names of not less than 10 electors in the district, or 10 percent of the electors in the district, whichever is less, and which petitions have

been filed with the secretary. [not less than 10 days before the election. The election shall be conducted and the votes counted and canvassed by the commissioners and certificates of election issued the same as in general, state and county elections, except as otherwise provided in ORS 558.200 to 558.440.]

Section 47. ORS 777.135 is amended to read:

777.135. (1) The power and authority given a port is vested in and shall be exercised by a board of five commissioners, each of whom shall be a registered voter, residing within the limits of the port.

(2) Within 10 days after the formation of the port, the Governor shall appoint the first board of five commissioners, each of whom shall be a registered voter, residing within the limits of the port.

(3) The commissioners shall meet at a place within the port, designated by the Governor, on the fifth day after their appointment and shall organize as a board, first making and subscribing to an oath of office. The term of office of each commissioner shall be determined by lot at the first meeting of the board. Two of the commissioners shall hold office until [January] July 1 next following the succeeding [state-wide general] regular biennial election, and the remaining three commissioners hold office until [January] July 1 following the second next [state-wide general] regular biennial election.

(4) At the first [state-wide general] regular biennial election two commissioners shall be elected, each to hold office for the term of four years from [January] July 1 following that election. At the second [state-wide general] regular biennial election three commissioners shall be elected, each to hold office for a term of four years from [January] July 1 following that election. At each succeeding [state-wide general] regular biennial election held thereafter, commissioners shall be elected for a term of four years each, to succeed those whose terms of office expire on [January] July 1 following that election.

[(5) The nomination and election of commissioners and the canvass and return of votes shall be conducted in the same manner and at the same time and under the same penalties as are or may be prescribed by law for the government of nonpartisan nominations and election of circuit court judges.]

Section 48. ORS 331.020 is repealed.

Section 49. This Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this Act takes effect September 1, 1973.

CONSULTATION

HB 1036

The reported consensus of subcommittee #1, who dealt with personnel policies, was that there should be no substantial change in the theory, mechanisms, or balance of power of existing law. However, it was felt that the procedures for using mediators and fact-finders in school related negotiations could be improved.

HB 1036 requires that the State Conciliation Service supply without cost, mediators for consultation between school district boards and professional or classified employees. Justification for requiring the state to assume the costs of such mediation is based upon the fact that state law requires these procedures of districts.

Costs for fact-finders would be divided between the parties to negotiation, since the opportunity for settlement exists under mediation, with fact-finding a secondary course. Fact-finders would be chosen either by agreement of the school board and employees, or from a list supplied by the Public Employe Relations Board.

FISCAL IMPACT:

From -- Jay Gould,
Legislative Fiscal Officer

LC 178 (HB 1036)

Requires that the state conciliation service supply mediators for consultation between district school boards and employes. The Public Employes Relations Board estimated this service would cost the state \$52,000 in the 1971-73 biennium. However, this estimate appears conservative as the cost could reach \$100,00 per biennium.

Motion: To include in the Interim Committee Report to the
1973 Legislature.

VOTE:

Ingalls -- aye	Heard -- aye
Thornton -- aye	Boe -- nay
Sullivan -- aye	Cherry -- aye
Howe -- nay	Atiyeh -- nay
Green -- aye	Groener -- aye
Rieke -- aye	

MEASURE SUMMARY

HB 1036

Requires State Conciliation Service to supply, without cost, mediator for consultation between district school boards and teachers, administrators or classified personnel. Prescribes procedure for selection of fact-finder either by agreement of parties or from list supplied by Public Employe Relations Board. Allocates costs of fact-finding procedure between parties to negotiation. Prescribes procedures.

A BILL FOR

AN ACT

Relating to school districts; amending ORS 342.470, 342.770
and 662.435.

Be It Enacted by the People of the State of Oregon:

Section 1. ORS 342.470 is amended to read:

342.470. (1) A [school] district school board shall adopt a budget calendar in September of each school year. If 60 days prior to the date programmed in the budget calendar for delivery of the budget message, teachers or administrators or their representatives meeting with the board under ORS 342.460 have not reached agreement over any matter within the scope of the right granted in ORS 342.460, mediation shall be invoked. The mediator shall be supplied by the State Conciliation Service without cost to the district or to the teachers or administrators or their representatives. [selected by mutual agreement but if there is no agreement within five days, the Superintendent of Public Instruction shall be notified by the board and shall appoint a mediator from a list of qualified persons compiled and published by him and containing names of mediators and factfinders.]

(2) If the mediation does not result in agreement within 10 days of the appointment of the mediator, the mediator shall [so report and a factfinder shall be appointed by the Superintendent of Public Instruction.] report that fact to the district school board, to the teachers and administrators or their representatives and to the Superintendent of Public Instruction. The Superintendent of Public Instruction shall notify the Public Employee Relations Board. Within two days, excluding Saturdays, Sundays and holidays, after receipt of notice from the Superintendent of Public Instruction, the Public Employee Relations Board shall submit to the district a list of five persons qualified to serve as factfinder. Within five days after the date the list is received, the factfinder shall be selected either:

(a) By mutual agreement between the district school board and the teachers and administrators or their representatives; or

(b) From the list supplied by the Public Employee Relations Board.

(3) If the list submitted by the Public Employee Relations Board under subsection (2) of this section is used as the basis for selection of the factfinder, the factfinder shall be selected by striking one name from the list by the district school board and one name by the teachers or administrators or their representatives, alternating, until one name is left

and that person shall be the factfinder. Costs incurred in the factfinding procedure shall be shared equally by the district school board and the teachers or administrators or their representatives.

[(3)] (4) Within 15 days of the time of his [appointment] selection, the factfinder shall submit in writing to the district school board and to the [employees'] teachers or administrators or their representatives his report, including a recommendation for a reasonable basis for the settlement of the disagreement.

[(4)] (5) Consultation may continue during the time that mediation or factfinding is being conducted.

Section 2. ORS 342.770 is amended to read:

342.770. (1) A district school board shall adopt a budget calendar in September of each school year. If, 60 days prior to the date programmed in the budget calendar for delivery of the budget message, classified personnel or their representatives have not reached agreement with the district school board over any matters within the scope of the right granted in subsections (1), (2) and (3) of ORS 342.720, mediation shall be invoked. The mediator shall be supplied by the State Conciliation Service without cost to the district or the classified personnel or their representatives. [selected by mutual agreement but if there is no agreement within five days on his selection, the Superintendent of Public Instruction shall be notified by the district school board and shall

appoint a mediator from a list of qualified persons compiled and published by him and containing names of mediators and factfinders.]

(2) If the mediation does not result in agreement within 10 days of appointment of the mediator, the mediator shall [so report and a factfinder shall be appointed by the Superintendent of Public Instruction.] report that fact to the district school board, to the classified personnel or their representatives and to the Superintendent of Public Instruction. The Superintendent of Public Instruction shall notify the Public Employee Relations Board. Within two days, excluding Saturdays, Sundays and holidays, after receipt of notice from the Superintendent of Public Instruction, the Public Employee Relations Board shall submit to the district a list of five persons qualified to serve as factfinder. Within five days after the date the list is received, the factfinder shall be selected either:

(a) By mutual agreement between the district school board and the classified personnel or their representatives;
or

(b) From the list supplied by the Public Employee Relations Board.

(3) If the list submitted by the Public Employee Relations Board under subsection (2) of this section is used as the basis for selection of the factfinder, the factfinder shall be

selected by striking one name from the list by the district school board and one name by the classified personnel or their representatives, alternating, until one name is left and that person shall be the factfinder. Costs incurred in the factfinding procedure shall be shared equally by the district school board and the classified personnel or their representatives.

[(3)] (4) Within 15 days of the time of his [appointment] selection, the factfinder shall submit in writing to the district school board and to the [personnel's] classified personnel or their representatives his report, including a recommendation for a reasonable basis for the settlement of the disagreement.

[(4)] (5) Consultation may continue during the time that mediation or factfinding is being conducted.

Section 3. ORS 662.435 is amended to read:

662.435. The services and facilities of the State Conciliation Service and the conciliator shall be made available to the State of Oregon or any of its agencies, boards, commissions or other branches or any of the political subdivisions of the state and to the public employes of the State of Oregon in all its agencies, boards, commissions or other branches or its political subdivisions in the same manner as such facilities are available to private employers and their employes. Such services shall also be available to

district school boards and to teachers and administrators or
classified personnel or their representatives pursuant to
ORS 342.470 and 342.770.

EXCEPTIONS TO SUBJECTS FOR CONSULTATION

HB 1038

HB 1038 is intended to protect the rights of school district employes who decline to join any organization. Introduced primarily in recognition that some groups and individuals who hold convictions which prohibit joining organizations have experienced various forms of pressure in contract negotiations, HB 1038 states simply that:

"...the matter of requiring membership in or payment of dues to any particular organization or any payments in lieu thereof are beyond the scope of matters... (upon which school boards and employes may confer, consult, and discuss.)"

(HB 1038, Section 1)

Motion: To include IC 191 as amended in the committee report.

VOTE:

Atiyeh -- nay	Howe -- nay
Boe -- aye	Ingalls -- aye
Cherry -- nay	Rieke -- nay
Green -- aye	Sullivan -- aye
Groener -- aye	Thornton -- aye
Heard -- aye	

MEASURE SUMMARY

HB 1038

Prohibits requiring membership in or payment of dues to a particular organization or payment in lieu thereof as matters on which school district board and certificated or classified personnel may confer, consult and discuss. Deletes erroneous reference to nonexistent subsection of law.

A BILL FOR
AN ACT

Relating to school districts; amending ORS 342.460 and
342.720.

Be It Enacted by the People of the State of Oregon:

Section 1. ORS 342.460 is amended to read:

342.460. (1) Teachers and administrators, in separate categories, in a school district, shall have the right to confer, consult and discuss in good faith with the district school board by which they are employed on matters of salaries and related economic policies affecting professional services, grievance procedures and compensation beyond the normal duties for which the teacher or administrator is employed. However, the matter of requiring membership in or payment of dues to any particular organization or any payments in lieu thereof are beyond the scope of matters otherwise described in this subsection.

(2) The board may be represented by a committee of its members or may designate a representative. The teachers or administrators may be represented (a) individually in a district employing 10 or fewer teachers or administrators, respectively; (b) by a committee of such teachers or administrators elected by a majority of the teachers or administrators; or (c) by an employee organization elected by a majority of the teachers or

administrators. In the event an employe organization is elected, the organization shall have the right to select its representatives. However, nothing in this section is intended to affect the powers and duties of the district school board over matters of salaries and economic policies affecting professional services.

(3) The district school board shall establish election procedures to ensure that teachers and administrators shall have the opportunity, not later than 30 days after the first day of each school year, to determine by one or more elections conducted by the board or by its designee whether the teachers or administrators shall be represented under ORS 342.440 to 342.480 individually, by a committee of teachers or administrators, or by a particular employe organization. [Notwithstanding subsection (7) of this section, all elections must be held within the period specified in this subsection.]

(4) Such election may be called at the request of and an organization may be placed on the ballot either (a) by certifying to the district board that an organization has a membership enrollment of at least 40 percent of the teachers or administrators in the district, or (b) by petition containing the signatures of 30 percent of the teachers or administrators of the district. Committees may be placed on the ballot by petition in the same

manner. Any other employe organization may intervene and be placed on the ballot by filing a petition signed by 10 percent of the teachers or administrators. If no choice of representation receives a majority, the subsequent ballots shall contain only the two choices receiving the highest and next highest number of votes.

(5) The committee or organization selected to represent the teachers or administrators of the district shall be the exclusive representative of the teachers or administrators for the purposes of this section. However, a petition signed by 30 percent of the teachers or administrators may be filed within 15 days after the first day of the school year requesting a new election be held to determine the choice of representation and an election shall be held. In lieu of the petition, any organization not representing the teachers or administrators but having a membership enrollment of at least 40 percent of the teachers or administrators may require an election. However, no such election shall be held until at least one year after election of any choice of representation and such election must be held within the period specified in subsection (3) of this section.

Section 2. ORS 342.720 is amended to read:

342.720. (1) Classified personnel and the district school board by which they are employed shall confer,

consult and discuss in good faith on matters of salaries and related economic issues and grievance procedures. However, the matter of requiring membership in or payment of dues to any particular organization or any payments in lieu thereof are beyond the scope of matters otherwise described in this subsection. Nothing in this section is intended to affect the powers and duties of the district school board over matters of salaries and related economic issues.

(2) The board may be represented by a committee of its members or may designate a representative.

(3) Classified personnel may be represented by a committee elected by the majority of such personnel or by an employe organization elected by a majority of such personnel. In the event an employe organization is elected, the organization shall have the right to select its representative or representatives.

(4) Administrators and confidential employes shall not be eligible to participate in the procedures specified in ORS 243.770 and 342.710 to 342.780.

APPENDIX

SCHEDULE OF MEETINGS

<u>DATE</u>	<u>LOCATION</u>	<u>COMMITTEE</u>
September 22, 1971	State Capitol	Full Committee
October 28, 1971	State Capitol	Subcommittee #1
October 28, 1971	State Capitol	Full Committee
October 29, 1971	State Capitol	Subcommittee #2
December 16, 1971	State Capitol	Subcommittee #1
December 16, 1971	State Capitol	Subcommittee #2
December 17, 1971	State Capitol	Full Committee
January 20, 1972	State Capitol	Subcommittee #1
January 20, 1972	State Capitol	Subcommittee #2
January 21, 1972	State Capitol	Full Committee
February 17, 1972	State Capitol	Subcommittee #1
February 17, 1972	State Capitol	Subcommittee #2
February 18, 1972	State Capitol	Full Committee
March 16, 1972	Portland School Dist. #1 631 N.E. Clackamas	Subcommittee #1
March 16, 1972	O.S.M.I.- 4015 S.W. Canyon Road	Subcommittee #2
March 17, 1972	O.S.M.I. - 4015 S.W. Canyon Road	Full Committee
April 20, 1972	State Capitol	Subcommittee #1
April 20, 1972	State Capitol	Subcommittee #2
April 21, 1972	State Capitol	Full Committee
May 25, 1972	State Capitol	Subcommittee #1
May 25, 1972	State Capitol	Subcommittee #2
May 26, 1972	State Capitol	Full Committee
June 15, 1972	Roseburg High School	Subcommittee #2

SCHEDULE OF MEETINGS (cont.)

DATE	LOCATION	COMMITTEE
June 16, 1972	State Capitol	Full Committee
June 22, 1972	State Capitol	Subcommittee #1
July 7, 1972	State Capitol	Full Committee
July 27, 1972	State Capitol	Subcommittee #1
July 27, 1972	State Capitol	Subcommittee #2
July 28, 1972	State Capitol	Full Committee
August 31, 1972	Bowman's - Wemme	Subcommittee #2
September 1, 1972	Sen. Atiyeh's Cabin, Wemme, Oregon	Full Committee
September 2, 1972	Sen. Atiyeh's Cabin, Wemme, Oregon	Full Committee
September 3, 1972	Sen. Atiyeh's Cabin, Wemme, Oregon	Full Committee

PERSONS TESTIFYING BEFORE THE INTERIM
COMMITTEE AND ITS SUBCOMMITTEES

Max G. Abbott, Director of Advance Study of Education
Administrator University of Oregon

Ed Albrick, Teacher, Oakland School District

George Annala, Manager, Oregon Tax Research

Karl Arnold, Mid-Willamette National Federation for
the Blind

George Babits, Member, Silver Crest School Board

Bill Bade, Fiscal Officer, Portland School District #1J

Ray Barrett, Science Teacher, Tigard

Cornelius Bateson, Insurance Commissioner

Dr. J.J. Beaird, Teaching Research,
Oregon College of Education

Dr. Milt Baum, Director Executive and Legal Services,
Oregon Board of Education

Senator Jason Boe, Interim Taxation Subcommittee
on School Finance

Paul Bragdon, President, Reed College

Jerry Brodsky, Oregon State School for the Deaf, Salem

Frank Brown, Oregon Elementary Schools Principals Association

Ken Brown, Labor Conciliator, Public Employees Relations Board

Bill Brusse, Supervisor of Music Program,
Springfield School District

Chan Bunke, Molalla School District #35

Herbert D. Carlin, Professor, Oregon State University

William Carlson, Driver Education Institution,
South Umpqua High School

Ellen Campbell, Former Teacher, Roseburg

R.C. Carter, Superintendent of Schools, Glendale
Arthur Chinn, Student, South Salem High School
Dick Chambers, Chairman State Advisory Committee
for the Blind
Robert Clark, President, University of Oregon
Ike Congleton, Associated Oregon Industries
Norman Crowhurst, Engineer-Educator, Dallas
John Danielson, Director Government Relations,
Oregon Education Association
Lee Darrell, Board of Directors of Portland Center
for the Hearing and Speech
Amos deBernardis, President, Portland Community College
Carroll deBroekert, Associate Superintendent of
Instructional Services
Ruth Denison, Former Teacher, Sutherlin
Dianne Dennis, Teacher, Klamath Falls
W.R. Dickson, President, Oregon Driver Education Association
John Doherty, Assistant Superintendent,
Portland School District #1
Dr. Don Duncan, Oregon College of Education
Jim Dyal, On behalf of members of 15 local associations
of teachers in Lane County.
Merle Earle, President, Technical Training Service
John Engel, The Bryman School, Portland
Delores Fairchild, Medford Regional Facility for the Deaf
Jesse Fasold, Assistant Superintendent,
Oregon Department of Education
Esle Faust, Music Consultant, Salem Public Schools
Delbert Fennell, Teacher's Standards and Practices
Commission
Evelyn Ferris, Private School Association

Carol Fischer, Government Relations and Student Participation,
Student from Silverton, with Education Interim
Committee (GRASP Program)

Pat Fitzwater, Citizen, Washington County

Wayne Foster, Superintendent, St. Helens School District

Lawrence Gabel, Teacher, Tigard High School

Vincent Gallo, Superintendent, Woodburn School District

Gerald O. George, Citizen, Pendleton

Jackie Getty, Citizen, Eugene

Donna Goetsch, Children's Community School, Eugene

Shirley Gold, Oregon Federation of Teachers

Jay Gould, Legislative Fiscal Officer

Lynn Griffith, Teacher, Baker Education Association

Dr. Matt Gruber, Toledo, Oregon

Don Grulke, Western Business University

Finley Hammond, Student, Jefferson High School

State Representative Stafford Hansell, District #57

Father Emmet Harrington, Director of Education,
Archdiocese of Portland

Ron Thaheld in behalf of,
Hank Hart, Chairman 1969 Interim Education Committee

Mike Hathaway, Corvallis Education Association

Tom Hedler, Superintendent, Reedsport Schools

George Henderson, Superintendent Lebanon School District #1

Al Hoerauf, Oregon Elementary School Principals Association

Alan Holland, Student, Oregon College of Education

Don Holt, Principal, Adams High School, Portland

Dr. Hohn Howard, President, Lewis and Clark College

State Senator Richard Hoyt, District #18

Tom Huebner, Educator, Reedsport

Bob Humphreys, Board Member, Intermediate Education
District Task Force

Phyllis Hutchinson, Oregon Federation of Teachers

Ron Janson, Director, Maude Kerns Art Center

Bernie Jeuden, Business Technical Student,
Chemeketa Community College

Stanley Jobe, Superintendent, Ashland School District

Gloria Jirel, Chairman of Certification Study,
Oregon Association of Educational Secretaries

Elizabeth Johnson, Member, Oregon State Board of Higher Ed.

Elmer Johnson, Citizen, Coos Bay District

State Representative Sam Johnson, Vice-Chairman,
Interim Taxation Committee

Richard Jones, Executive Secretary,
Teacher's Standards and Practices Commission

Kevin Kennedy, Student, North Salem High School

State Representative Richard Kennedy, Lane County

Bert Kersch, Dean of Faculty,
Oregon College of Education

Ray Klappenbach, Superintendent, Bethel School District #52

Dr. Robert Krupp, President, Marylhurst College

State Representative Phillip Lang, Multnomah County

Harold Lannom, President,
Port Orford Langlois Teacher's Association

Dick Larkin, Chairman, Subcommittee Associated with
School District # 3C in Gold Beach

Vera Larson, Personnel Specialist,
Portland School District #1

David Lawson, Department of Health,
Oregon State University

Reverend David Leech, Headmaster
Oregon Episcopal Schools

Dr. Roy Lieuallen, Chancellor,
Oregon State System of Higher Education

Mike Linicium, Staff, Educational Coordinating Council

Tom Lute, Molalla School District #35

Rosemary McDaniels, Student, Chemeketa Community College

Henry Mascall, Teacher's Standards and Practices Commission

Dennis Martin, Clinical Psychologist and Consultant
to County Schools

James Matthias, Member, Intermediate Education District
Task Force

Mrs. Belva Mayor, Teacher, Laurelhurst Elementary School,
Portland

Charles McCann, President, Evergreen State College,
Olympia, Washington

Ava McCarley, Student, South Umpqua High School

Mel McCutcheon, Oregon Elementary School Principals
Association

Tim McGarvey, Student, South Umpqua High School

Joyce McKenzie, Beaverton Education Association

Loren McKinley, Director, Oregon Museum of Science
and Industry

Mason McQuiston, Director of Special Education,
Oregon Board of Education

Dr. Robert McVicar, President, Oregon State University

Donna Meddish, American Association of University Women

Terry Melton, Executive Secretary, Oregon Arts Commission

D.R. Miller, Associated Oregon Industries

Lloyd Millhollen, Superintendent, Lake Oswego District #7

Opal Moore, Parent, Roseburg

Myron Neurlott, Interested Citizen, Lake Oswego

Nancy Niblett, Parent, Lookingglass

Ray Osburn, Coordinator Educational Audits,
Oregon Department of Education

Chester Ott, Director, Department of Motor Vehicles

State Representative Leroy Owens, Lane County

Dr. Dale Parnell, Superintendent of Public Instruction,
Oregon Department of Education

Mrs. Judy Patterson, Chairman,
State Advisory Committee for the Blind

Reverend Glenn Patterson, Oregon Conference of Seventh Day
Adventists

Dr. Robert Peck, Assistant Director,
Educational Coordinating Council

Calvin Peterson, Past President, Oregon Elementary
Schools Principals Association

John Petrick, Canterbury Center, Eugene

Julianne Phinney, Member Oregon Association for the
Education of Young Children

Dr. Postlewaite, Professor of Biological Science,
Purdue University, Lafayette, Indiana

Lois Preisz, Marion County Extension Agent,
Defensive Driving Program

Mrs. Blair Pruess, Past School Board Member,
Washington County Resident

Winston Purvine, President, Oregon Technical Institute

Ed Putnam, President, Klamath Falls Education Association

Lloyd Rainwater, Oregon Elementary School Principals
Association

Gordon Rands, Oregon Elementary School Principals
Association

Dr. Leonard Rice, President, Oregon College of Education

Joy Rich, Kindergarten Teacher, Roseburg Branch,
American Association of University Women

Dr. Norman Riggs, Principal, Lake Oswego Senior High

Montana Rickards, Chairman, Teacher Education Committee
and Department of Humanities,
Oregon College of Education

Tom Rigby, Executive Secretary,
Oregon School Board Association

Tim Roberts, Student, North Salem High School

Greg Robinson, President, Oregon Council for the Blind

Sherry Rohrbach, Student, Adams High School, Portland

Bernie Saalfeld, Educational Coordinating Council,
Program Specialist

Bob Sabin, Personnel Officer and Administrative Assistant,
Lake Oswego Schools

William Sampson, Education Department,
Southern Oregon College

Manvel Schauffler, Headmaster, Catlin Gabel Schools,
Portland

Dawn Schetchel, Citizens for Educational Freedom,
Portland

Richard Schlaadt, Assistant Professor of Health Education
University of Oregon

Charles Schmidt, Superintendent, Salem School District

Edwin Schneider, Administrator, Portland School District #1

Dr. Don Shelton, Executive Secretary, Oregon Community
College Association

Alton Smedstad, Superintendent, Hillsboro School District #7

Pat Slater, Student, Adams High School, Portland

John Smets, Citizen, Lake Oswego

Gary Salyers, Oregon Elementary School Principals Association

George Scheler, President Oregon Association for the Deaf

Tom Sommerville, President-Elect, National Association
Intermediate Unit Superintendents

Jean Spaulding, Oregon Department of Education,
Early Childhood Education - Specialist

Willard Spaulding, Retired Professor of Education,
Portland State University

L.K. Stanhope, Chairman Intermediate Education District
Task Force

Dr. Floyd Stearns, Executive Director,
Educational Coordinating Council

Ann Stringer, Parent, Bookkeeper, Roseburg

Margaret Stone, President,
Private School Association

Bob Swartz, Music Teacher, Hillsboro

Myrtle Sykes, Publisher of The Courier, Reedsport

Mrs. Olga Talley, Headstart Teacher School District #1,
Portland

Denorval Tate, Chief Administrative Officer Associated
Students, University of Oregon

Rose Teegarden, Foster Parent, Salem

Ron Thaheld, Legislative Liason,
Oregon Department of Education

Don Thomas, Portland Regional Deaf Program

Lois Tollefson, Counselor for the Deaf,
Vocational Rehabilitation Center

Bert Tousey, Grand Lodge of Masons in Oregon

Georgia Ulmer, Citizen, Salem

Betty Waletich, Student, Oregon State University

Mrs. Vernon Wanless, President, Oregon Parent Teachers
Association

Bob Weaver, Oregon Elementary School Principals Association

Edward G. Westerdahl II, Past Director Executive Department,
Member, Oregon Board of Higher Ed.

Ed Whelan, President, AFL-CIO

Ron Wilkinson, Student Body President,
Oregon State University

Kennard Williams, Student, Adams High School, Portland

Sam Wilson, Superintendent Molalla School District #35
Dr. Gregory Wolfe, President, Portland State University
Cynthia Wooten, Adult Education, Eugene
Mrs. Phyliss Wood, Teacher, School District #2, Dallas
Bill Wyatt, Student Body President,
University of Oregon

ACKNOWLEDGEMENTS

Special thanks go to the following groups:

Staff of the Oregon Department of Education
Staff of the Oregon State System of Higher Education
Staff of the Educational Coordinating Council
Staff of the Oregon School Board Association
Staff of the Oregon Community College Association
Staff of the Portland School District #1J
Staff of the Roseburg School District #4
Staff of the Legislative Fiscal Office
Staff of the Legislative Counsel Office
Staff of the Oregon Museum of Science and Industry
Exploring Division, Columbia Pacific Council,
Boy Scouts of America