

MINUTES

WAYS AND MEANS COMMITTEE

NEVADA STATE LEGISLATURE - 60th SESSION

April 18, 1979

Chairman Mello called the meeting to order at 8:05 a.m.

MEMBERS PRESENT: Chairman Mello, Vice-Chairman Bremner, Mr. Glover, Mr. Hickey, Mr. Rhoads, Mr. Vergiels, Mrs. Wagner, and Mr. Webb.

MEMBERS ABSENT: Mrs. Cavnar (excused), Mr. Mann.

ALSO PRESENT: Bill Bible, Fiscal Analyst; Judy Matteucci, Deputy Fiscal Analyst; Mike Alastuey, Deputy Budget Director; Mr. Frank Daykin, Legislative Counsel; Mr. Joe Anderson, State Librarian; Ms. Ray Clemenson, Division for Cooperative Services; Mr. Ted Sanders, Superintendent of Public Instruction; Dr. George Earnhart, Vice-Chairman of the Board of Education; Mr. Jim Costa, Nevada Department of Education; Mr. Frank Brown, Department of Education; Ms. Penny Porter, Clark County Counselor; Mr. Larry Dennison, Reno Police Department; Mr. John Dorf, Elementary School Counselor Task Force; Ms. Claire Handelsman; Dr. Hal Mathers, Department of Education and Mr. Bill Robison, Douglas County Counselor.

AB 85

Mr. Frank Daykin, Legislative Counsel, said that the request for an amendment was to provide for the automatic expiration of AB 85 in 1983 if it has not proven its worth. He suggested that the automatic expiration of the program will occur if the former statutes simply lie repealed as they now are and the funds collected under this act be held by the State Treasurer subject to any claim which may be proven in the 10 years after 1983 and provide for its escheat to the State of Nevada. The proposed amendment met with the approval of the Committee.

AB 297

Mr. Joe Anderson, State Librarian, said that AB 297 is recommended by the Governor and provides for an appropriation to develop a capability to utilize the computer services of the State.

Ms. Rae Clemenson, Division for Cooperative Services of the Nevada State Library, said that AB 297 is an appropriation of \$20,000 for research and development for Central Data Processing to develop a machine readable catalog library data base to include all of the materials in the State of Nevada from 1968 forward.

Originally this information was only obtainable from the Library of Congress in hard copies and now it is available on computer tapes. Ms. Clemenson said that the need for this program exists because the cost of books for all the libraries in the State is so excessive that they cannot procure every single book they need and will in effect be sharing resources. She indicated that each library's holdings would be on the State computer and would allow for a micro-film format of their own in-house catalog.

Chairman Mello asked what the on-going costs of this program would be. Ms. Clemenson said that she did not have that figure; however, the State would not be picking up the costs of the continuing program. She pointed out that each separate library would be submitting a budget to include the cost of the cataloging.

Chairman Mello asked what the total cost would be for the program. Ms. Clemenson said that the cost to each department would depend on the number of books they procure but that the cost per book would be less than what it costs at the present time.

Chairman Mello asked what the price is at the present time. Ms. Clemenson said that the cost is now \$1.75 per book.

Mr. Bremner pointed out that the language in the bill reads that the \$20,000 will be used for a study. Ms. Clemenson said that money is needed to determine if it is cost feasible for the State to use the machine readable cataloging format.

Mr. Bremner asked if it was in effect a "pilot" program, and Ms. Clemenson said that was correct.

Ms. Clemenson noted that the end product will be a written documentation of long-term planning guidelines in a model machine readable catalog library data base format.

Mr. Webb asked if it would be possible to look into another program similar to the proposed cataloging system for input as to its feasibility.

Ms. Clemenson responded that Mr. Seaman, Central Data Processing, has visited both the Stanford University's computer facility and the Washington State Library network and has studied both extensively and has put that knowledge to work in the proposed cataloging program.

Mr. Glover asked if the program will be cost effective and Ms. Clemenson said that it would.

Mr. Bremner noted that AB 297 is not to conduct a feasibility study but actually to start the program. Ms. Clemenson said that the appropriation is to implement the program and to see if it is cost feasible for the libraries to participate.

Mrs. Wagner asked if western states, other than Washington, use a similar program. Ms. Clemenson indicated that Washington State Library network has accepted contracts from Alaska and Idaho to join their program. She noted they are not selling the system, only the use of their system.

Mr. Rhoads asked if some of the \$20,000 appropriation would be used to buy line charges from the Washington State Library network. Ms. Clemenson said that the total program will be handled here in Nevada because it is more expensive to go out of state.

Mr. Rhoads asked if the cost for the program will be more than \$20,000 a year if it works. Ms. Clemenson said she did not know if it would be more than \$20,000.

Chairman Mello noted that in view of Question 6, the library system should be considering reductions instead of asking for more money.

Ms. Clemenson said that the proposed program would assist the libraries in collection development and save them in buying books.

Mr. Glover asked if the computerized program will save time and money for positions.

Ms. Clemenson responded that with the implementation of this program, positions could be cut from her office.

Chairman Mello asked exactly how many positions could be cut as a result of AB 297. Ms. Clemenson said that four positions could be cut from the Division of Cooperative Services of the Nevada State Library; however, the exact figures of other reductions of positions is not available. Chairman Mello asked Ms. Clemenson to contact the various entities, such as the Community College, etc., and report to the Committee how many positions can be eliminated.

AB 300

Mr. Ted Sanders, Superintendent of Public Instruction, introduced Dr. George Earnhart, Vice-chairman of the State Board of Education, and said that AB 300 makes an appropriation to the State Department of Education for recodification of certain policies and regulations. Mr. Sanders indicated that a uniform formatting and updating of policies and regulations is in order because over the years various administrations and changing of elected members of the State Board of Education has resulted in a variety of formats. (EXHIBIT A)

Mr. Bremner said that the subcommittee on Education recommended that money be spent for recodification; however, it will not be from General Fund monies as the necessary funding was found in another education budget, ESEA IVC.

Mr. Webb asked for assurance that the money would not come from the General Fund.

Chairman Mello asked Mr. Sanders to furnish the Committee with a letter to that fact and Mr. Sanders said that he would do so.

AB 579

Mr. Sanders said that AB 579 creates a special committee to direct a study of the Nevada Plan for financing public education.

Mr. Sanders indicated that since its inception in 1967, the Nevada Plan has served Nevada education well; nevertheless, it has been recognized that over the years there continues to exist significant differences in the abilities of local school districts to provide major support for public schools from local wealth.

He noted that the education of handicapped pupils has also raised questions about the nature and extent of programs required and about the costs attached to these programs. It is the intent of the State Board of Education, through this request for a study of the finance plan, to examine all of the features of the Nevada Plan to determine how well these are responding to the declaration of the Legislature when compared with the current conditions within the State. He pointed out that the Board further hopes to promote from the study the basic program for data processing of the elements of the school finance plan. The Board requests that an advisory committee be appointed to help formulate the specifics of the study, review its progress and make recommendations for the report that will be delivered to the 61st Legislature. (EXHIBIT B)

Chairman Mello asked how many people will serve on the advisory committee. Mr. Jim Costa, Nevada Department of Education, said that it was the intent of the bill that only one member from each of the following groups be appointed to the committee: (a) the State Legislature, (b) the State Board of Education, (c) local school boards, (d) Nevada State Teachers Association (e) agencies of state government, (f) the Nevada School Superintendent Association (g) business, (h) labor, (i) the professions, (j) the public.

Mr. Rhoads asked Mr. Sanders if New Mexico had a plan similar to the Nevada Plan.

Mr. Sanders said that New Mexico did a major over-haul of their finance formula in the early 1970's by adding one staff position to the Finance Division and back-up support and computer time from the University of New Mexico was provided.

Chairman Mello asked if it would be possible for some members such as the school superintendents to take time off from their jobs to serve on the advisory committee.

Mr. Sanders said that the technical personnel that would be needed were his greatest concern.

Chairman Mello asked Mr. Sanders for an explanation of the term "public" under the classifications for the advisory committee. Mr. Sanders said that he was presuming that term could mean the public at large, a second business person, a housewife, or there could be duplicity in terms of the groups mentioned earlier.

Mr. Vergiels stated that a maximum number should be set on the members appointed to the advisory committee.

Mr. Webb indicated that he was involved in the original Nevada Plan and likes the Plan the way it is as it provides a flexibility to adjust to the needs of the various counties.

Mr. Rhoads pointed out that several factors have been added to the Nevada Plan to make it work.

Mr. Sanders responded that several additional factors have been added, and today the Nevada Plan is not the same as the original Plan.

AB 304

Mr. Sanders said that AB 304 makes an appropriation to the State Department of Education for capital improvements in local school districts. He noted that there are two areas for improvement: the first of these has been the need to remove architectural barriers which prevent the full use of school facilities by handicapped persons; and second is the need to insulate buildings, add storm enclosures, renovate rooftops and ceilings with energy-saving materials. (EXHIBIT C)

Chairman Mello referred to previous testimony from Noel Clark, Department of Energy, in which he requested matching State money for some Federal funds to be used for energy conservation measures; and pointed out that some of the money was to go to the schools.

Mr. Sanders responded that the portion of the money allocated for energy conservation from the capital improvement funds could be used as the required match.

Mr. Barengo asked how the \$3,750,000 figure was arrived at and how it be divided among the school districts.

Mr. Sanders noted that previously a statement was provided with the needs of the school districts and the dollar amounts necessary for their respective areas.

Chairman Mello referred to the report submitted by the Department of Education in which the distribution of the money to individual school districts is detailed and noted the difference between the appropriation in the bill and the appropriation in the study.

Mr. Costa pointed out that the discrepancy lies in the fact that the figures are based on two separate numbers of pupils; the allocation in the bill for \$3,750,000 is based on 145,000 pupils and the chart in the study is based on 141,000 pupils in the amount of \$3,687,000.

Mr. Bremner referred to the bill in which it states that the appropriation is needed to meet both State and Federal mandates. He asked what the State had mandated.

Mr. Sanders said that there are no State mandates, but the Federal government has mandated in Section 504 of the Vocational Rehabilitation Act that facilities be accessible to the handicapped.

Mr. Bremner asked if there are Federal requirements for energy saving measures. Mr. Sanders said that he is not aware of any energy saving mandates by the Federal government.

Mr. Alastuey indicated that during the 1977 session, a measure was passed

for the Public Works Board to work with local departments in the implementation of energy saving measures.

Mr. Bremner asked if the funds in AB 304 would provide for a study to find out how to save energy in school buildings.

Mr. Sanders said that the monies would not be for a study, but would be used to purchase energy saving devices.

Chairman Mello asked if the Department of Education will work closely with the Department of Energy.

Mr. Sanders assured the Committee that the Department of Education will work closely with the Department of Energy.

Mr. Barengo asked Mr. Sanders for a break-down of the disposition of the appropriation as to how much will be spent on energy saving measures and how much will be spent on the architectural improvements. Mr. Sanders said that information will be provided.

Mr. Glover indicated that the capital improvements to the school buildings should be the responsibility of the individual school district.

Mr. Sanders said that without any State assistance, the improvements are a local responsibility; however, the State Board of Education determined there was a need for a State appropriation in this area.

Mr. Glover asked if a one-shot appropriation like the one proposed in AB 304 had ever been approved before. Mr. Costa responded that previously one-shot funds were made available for a nonreoccurring costs such as the purchase of transportation vehicles or improvements on the school grounds.

AB 370

Mr. Sanders said that AB 370 changes from driver education to elementary school counseling the uses authorized for certain state aid to school districts. When the driver education program was started in Nevada in 1965 it provided statutory authority for expenditure of public funds and also provided partial funding to encourage the establishment of programs.

Mr. Sanders indicated that the State Board of Education has determined that the resources presently dedicated to driver education should be directed to the establishment of elementary school counselors. It provides that no school district will receive less of these categorical funds than was received by it for driver education. School districts which did not have driver education will receive funding proportional to their size.
(EXHIBIT D)

Mr. Glover asked how AB 370 would affect the funding of driver education.

Mr. Sanders said that driver education would be continued through the resources the districts are already making available to help support driver education. It is not fully supported from this source at the present time.

Mr. Sanders said that, in addition, legislation has been enacted to allow school districts to charge a fee to help defray the cost of driver education.

Mr. Glover asked if driver education programs will be cut.

Mr. Sanders indicated that this program will not cause a reduction in driver education.

Mr. Glover asked if any school districts are charging a fee for driver education. Mr. Costa said a fee is presently only being charged for after school hours instruction.

Mr. Glover pointed out that charging a fee for driver education classes could pose a discrimination problem as some students may not be able to afford the class.

Mr. Sanders responded that if districts did actually charge a fee to support their driver education programs, they could be subject to those kinds of allegations. He noted that in most districts provisions would be made for those students whose families could not afford the class.

Mr. Glover asked why the funds were taken from the driver education program instead of from special education units.

Mr. Sanders indicated the Board looked to the driver education program and that the program was started to initiate, not to fully fund, driver education. The Board has a familiar relationship with elementary counseling. Secondly, it is a matter of priorities and determined that special education is a higher priority.

Chairman Mello noted that State monies in the amount of \$204,000 a year will be applied to the elementary school counselor program and then asked what amount of State monies will be used for driver education.

Mr. Sanders said that districts will be faced with three choices in making a decision: (1) whether or not to keep the driver education programs at the present level, (2) take money from the Distributive School Fund, (3) charge a fee to participate in the driver education program.

Chairman Mello pointed out that if money is taken from an existing program then the assumption would be that there is "fat" in the budget. He commented that the taxpayers are paying enough for education.

Mr. Bremner said that he will not support AB 370 until he has a guarantee that no driver education class will be cut.

Mr. Sanders said that at this point he could not give that absolute guarantee.

Mrs. Wagner asked if the State school superintendents have taken any position on AB 370. Mr. Sanders indicated that the State school superintendents have taken no position on this particular bill.

Chairman Mello referred to a letter he received from a teacher listing the various services already available: (1) a psychologist. (2) social worker, (3) family aide and (4) special education teacher. (EXHIBIT E) He asked how many times a student would be able to meet with a counselor in a weeks time.

Mr. Frank Brown, Department of Education, indicated that the recommendation for student/counselor ratio is one counselor for 500 students: and with that ratio a counselor would be available on a priority basis to those students who want to see him.

Chairman Mello commented that in many cases the problems the child may have is because of a lack of parental guidance. Mr. Brown responded that many times the counselor acts as a tenacle from the school to the home in an effort to communicate with the parent. He commented that in many cases the demands of the teaching day prohibits the teacher from doing the things that the counselor has the time to do.

Mr. Rhoads asked about the function of the school psychologist. Mr. Sanders pointed out that the psychologists are generally funded for work with special education pupils. He assumed that if the caseload permits, time could be spent with students in the regular classroom program. He added that frequently the social workers are funded out of the ESEA Title I Federal monies which prohibits them from being available to the general student population.

Chairman Mello commented that AB 370 is an effort to set up a social program within the schools.

Mr. Glover asked what is the ratio of students who need counseling compared to those students who do not.

Ms. Penny Porter, Elementary School Counselor Clark County, said that the school where she works has a population of approximately 580 students and she sees each one every week. She said the 3 areas of counseling are large group counseling, small group counseling and individual counseling. She pointed out that the high priority students are counseled every day for 30 minutes.

Mr. Glover asked if the assumption is that every child needs counseling. Ms. Porter said the idea behind the elementary counselor is in preventive measures.

Mr. Glover asked how many parents do the counselors have contact with. Ms. Porter said she conducts parent groups in which she informs parents of more effective or alternate methods of child rearing.

Chairman Mello asked how many counselors there are at the present time in Nevada. Ms. Porter said there are 12 in Clark County and 25 in the State.

Mr. Barenco asked how many secondary counselors are there in Nevada. Mr. Brown said there are 180 counselors, both secondary and elementary.

Mr. Barenco commented that the individual school boards should reallocate counselors if they feel the priority is in the elementary grades.

Mr. Sanders indicated that this option is available to the local school districts.

Mrs. Wagner said that she is in favor of the concept of elementary school counselors. She asked how many school children are being served by the 180 counselors. Mr. Sanders said there are just under 150,000 students enrolled in Nevada Public schools at the present time.

Mr. Bremner asked if there is any Federal matching money available for this program. Mr. Sanders said he is unaware of any Federal matching money.

Mr. Bremner asked how many counselors could be provided with the appropriation. Mr. Sanders indicated that some districts would use the money to pool with other districts to share a counselor or to use money to purchase materials to be used by the teacher.

Mr. Bremner asked if the appropriation is actually just "start-up" money. Mr. Sanders said that was correct.

Mr. Hickey asked if the local school districts have been approached to provide the funding. Mr. Costa indicated that the State Board of Education has issued a position paper with respect to elementary counseling in which they communicated to the school districts the desire to have elementary school counselors.

Mr. Hickey asked if the response from the local districts was negative. Mr. Sanders noted that the 25 elementary counselors now in Nevada are because of local district support.

Chairman Mello asked how many more counselors are in the schools now than during the last session of the legislature.

An individual in the audience said that during 1977 there were 11 elementary school counselors and there are 25 at the present time.

Mr. Larry Dennison, representing the Reno Police Department, commented that in his capacity as Lieutenant in the Youth Services Section, he has seen a rapid increase in juvenile crime. He noted that the elementary school counselor is a preventive measure. Mr. Dennison commented that in 99% of the cases there is a lack of parental concern.

Mr. Hickey asked for some statistics relative to an actual decrease in juvenile crime as a result of elementary school counselors.

Mr. John Dorf, Elementary School Counselor Task Force, referred to two school districts which has initiated elementary school counseling programs and have reported a significant reduction in all types of abuse.

Mr. Hickey said that he had previously asked for those statistics but has not yet received them. Mr. Dorf said that he would produce that information for the Committee.

Ms. Claire Handelsman, Children's Behavioral Services, said that unmanageable, socially deficient children with learning deficiencies are directed to Children's Behavioral Services because the public school system as it now exists cannot and does not satisfy the needs of these very special children. Ms. Handelsman continued that elementary school counselors are in a unique position to discover psychological malbehavior and social disorder within children before the pattern of rejection and alienation is established beyond reversal. She further stated that with crime at all time highs and juvenile delinquency rising at frightening rates, it is only logical to attempt to discover and correct problematic behavior before it reaches the lives of other people. She added that we have an opportunity through the utilization of elementary school counselors to reach youngsters before they are beyond reach; to treat problems singularly before they become societal problems; to enhance and build a proud and positive future before our future has grown. In conclusion, she said that our future rests with our children, and she encouraged the Committee to plan and direct our future with systematic, professional counseling services. Ms. Handelsman closed by stating that she appreciated being afforded the opportunity to present her testimony to the Committee. (EXHIBIT F)

Chairman Mello asked Ms. Handelsman how she voted on Question 6. Ms. Handelsman answered that she had voted in favor of Question 6.

Chairman Mello further queried Ms. Handelsman on where she believed the funding for the elementary school counseling program would come from. Ms. Handelsman responded that she knew no particular source other than what was presented in the proposal. Chairman Mello reminded her that at an early interview with him, Ms. Handelsman had suggested that the funds could come from "cuts" in education, and that, at this time, he did not see any possible sources for "cuts" in the education program.

Mr. Hickey commented that there is a need to deal with the childrens' problems now and continue the programs for them, but paradoxically the citizens are requesting tax cuts which inhibit the program funding. Ms. Handelsman responded that the emphasis of the elementary school counseling program is preventive, in that, hopefully the program will be a deterrent to future juvenile delinquency.

Mr. Hickey stated that perhaps the local districts should revise their priorities and provide the necessary program funding without coming to the State which must be fiscally responsible to the Question 6 favorable vote. Ms. Handelsman said that she did not know the prospects of obtaining funding on the local level.

Mr. Bremner questioned Section 1, Subsection 1 that states: "money for the elementary school counseling program must be provided by direct legislative appropriations." He asked if that statement meant that the current programs would have to be funded from these monies, and, in effect, what the bill would be doing is to cut the programs. Mr. Sanders answered that some of those monies provided to districts that already have the programs might be used for continuance of existing programs.

Mr. Bremner re-stated that if these monies are the only funds provided for elementary school counseling programs, then in effect, what the bill would do is cut programs. Mr. Sanders responded that he hoped that would not be the interpretation of the bill's language, but that if it was, then it might result in program cuts.

Mr. Vergiels commented that that language could be amended out, and that Line 16 of the bill contradicts that statement.

Mr. Bob Gaston, representative of the Nevada P.T.A., explained that he would like to respond to and attempt to clarify a number of misunderstandings that had been raised during the hearing. Mr. Gaston indicated that he felt frustrated because the educators had not come with the intent of having their "hat in hand" for money, but that the educators had come to provide the Committee with expertise from all educational fields, including the 27,000 taxpaying parents. He continued that the educators and parents are indicating that they are willing to adjust their priorities within their budgets by being willing to assume the cost of the driver education programs in order to release those funds for the elementary school counseling programs. He added that they are asking for \$200,000 not the original proposed amount of \$1.8 million to provide one counselor for every 500 children because the need is there. He stated that the reduced amount of funds asked for is a positive reflection of the P.T.A.'s and educators' desire to be fiscally responsible and responsive to the Question 6 mandate. He continued that they had thoroughly evaluated the budgets with the State Department of Education and with the Superintendents to determine what areas they would be willing to sacrifice in order to have the elementary school counseling program. He added that the Superintendents had brought the driver education program to their attention as an area they could forego to make it possible to have the elementary school counseling programs established. He stated that the concept is new.

Chairman Mello commented that they had requested the funding last session. Mr. Gaston responded that they did not get the funding.

Chairman Mello said that if the local districts had placed a higher priority on the program they could have established it themselves. Mr. Gaston said that this was true and that priority for the program was now recognized.

Chairman Mello asked why if there was such a need for the program, the local school districts have not recognized that need. Mr. Gaston said that they had to some extent and that Clark County has increased its number of counselors from zero last year to twelve elementary school counselors this year.

Mr. Hickey asked if Mr. Gaston would guarantee and give the Committee a commitment that his organization would only ask for this one-shot appropriation of \$200,000. Mr. Gaston answered that this appropriation is "seed" money to begin the program.

Mr. Hickey said that they are changing their story in that if there is a need for future money they will back for more financial support. Mr. Gaston said that what they are asking the Committee to do is to maintain this \$200,000 for educational innovations so they can use the monies in the future to fund the best programs possible for children. He further stated that this year they are asking for the funds for the elementary school counseling programs but in two years it may be for another entirely different program. He added that they do not wish this fund dissolved two years hence, as they may have other programs they wish to initiate.

Chairman Mello said that if there is expansion in the school districts they should be able to absorb the additional financial burden themselves. Mr. Gaston said that they will. Mr. Sanders added that he did agree about the ordering of district priorities every year and in some cases the districts may have the latitude to absorb extra costs.

Chairman Mello commented that passage of this legislation would in effect be establishing priority through enactment of the law. Mr. Sanders said that would be a correct interpretation in his opinion.

Mr. Bremner said that he had no objection to the elementary school counseling program concept, but that he had reservations about starting the program at the expense of the driver education program. He added that he was not willing to vote for the program until he was guaranteed that there would be no cut-back in any district of the driver education programs. Mr. Gaston said that logistically it is not possible for him to go to every school district, but that he could guarantee that the Clark County School District will not cut-back their driver education program, and they

receive the largest proportion of funds from the State for the program.

Ms. Marilyn Horning, Ms. Penny Porter and Mr. Bill Robison, elementary school counselors, stated that they wished to explain their function in the elementary school system. Ms. Horning said that she is currently working in two schools in Sparks. One school has a student population of 650, and the other, 450. She said that she basically deals with the children's and the adult's environment. Ms. Horning added that she does see children individually, in small groups and in classroom discussion situations. She said that her concentration is preventive counseling. Ms. Horning presented some actual case experiences that she has worked on, and indicated that her function was not that of a social worker, but that at times parents will not come to the school so it becomes necessary to call the parents or to to their homes, and occasionally contacts are made with outside referral agencies. She stated that her function is that of a liaison between the schools and outside agencies, but if the parents will not go to agencies on referral and feel more comfortable working with her she will continue counseling with them.

Mr. Bill Robison stated that last year he was the only elementary counselor in the Douglas County School District and that he serviced two schools with a total student population of 1,250. He said that since the administration and school board have seen the needs and priorities of the program, the district has added two elementary school counselors this year, and one additional position for next year. He added that they do deal directly with the parents and work with all the students. In addition, he said part of his function is establishing educational models for teachers and helping to plan effective education programs in the classrooms.

Ms. Porter summarized that in addition to working with parents and students that the counselors also work with the teachers.

Mr. Ed Crume, parent of four students in the Washoe School District, explained that he is raising three of the children himself. He stated that he has attended three of the counselor programs put on at the schools by the counselors on their own time and after hours. He indicated that many of the parents just don't seem to care--their children get to school somehow and then are turned loose. He said that the counselors serve the function of being a "go-between" the teachers and the parents. He continued that the parents come to the meetings looking for answers from the counselors. He said that the counselors do have the guidelines, the background, the education to help and to assist the parents. He stressed that the counselor fills the "gap" between the parents and the teachers.

Chairman Mello said that the Committee is faced with the daily problem of hearing and agreeing with the necessity of a wide variety of programs presented to them but they still must be aware of the Question 6 mandate and must make cuts. Mr. Crume responded that he felt some of the profits from the gaming industry should be channelled into educational programs for the children.

Mr. Glover asked Mr. Bible how much money was spent on education in the last biennium. Mr. Bible responded that he would have to go back and add up the figures.

Chairman Mello asked what is the percentage of the tax dollar that goes to education. Mr. Sanders answered that educational funding includes the university system as well. Chairman Mello said that that is part of the educational system, too. Mr. Sanders said that was correct, and that there is about \$89 million total in the distributive school fund. Mr. Sanders said that last year there was about an \$11 million reversion for a combined total of \$100 million.

Mr. Bible said that education gets 56.3¢ out of every tax dollar.

Chairman Mello asked if the citizenry would vote against Question 6 the next time. Mr. Crume respond that he was not sure.

Chairman Mello asked if the school board trustees would support AB 370 if they had to pay for the program out of existing funds that the schools currently receive. Mr. Gaston said that evidently they have not been doing that, and he added that he felt the Committee's questions were well directed.

SB 341

Mr. Sanders explained that the State Board of Education is requesting a one-shot appropriation for the biennium to complete the development of the competency test required under AB 400. He added that AB 400 was passed by the 1977 legislature calling for proficiency examinations to be given to students completing grades 3, 6, 9 and 12. He stated that in order to meet the uniform testing procedures prescribed by AB 400, a test must be developed or adopted that matches closely the Nevada elementary school system courses of study. He said that basic instruction in reading, writing, and arithmetic within the State is based upon this legislation. He continued that the State has already conducted analysis of existing examinations and has determined that none of the tests available have a satisfactory measurement of student achievement in Grades 9 and 12 when evaluated with the existing courses of study. He added that the department had used Federal funds to develop field test in Grade 9. He said that the test was administered this year during the months of March and April.

Mr. Sanders stated that since AB 400 did not contain an appropriation, the Department of Education is requesting an additional amount of \$110,000 to implement the requirement. Mr. Sanders further commented that the department is also requesting legislative authority to utilize just over \$30,000 of Federal Title IVC funds to assist in the examination development. He said that these combined monies will assure the development of the Grade 12 test during the 1979-80 school year. He stated that the test should be administered as early as Grade 11 to allow every student the opportunity to pass, since the student's graduation diploma will depend on his/her passing the examination. He continued that if a student fails in Grade 10 or 11 he/she will have the opportunity to take remedial studies before re-taking the test. Mr. Sanders said at the present time the schools are using the Stanford Achievement Test in Grades 3 and 6 to meet the requirements of AB 400. He stated that it is intent of the department to carefully examine the test results to determine whether or not they satisfactorily measure the expectations for these grade levels. If the tests prove adequate, he said that they would be continued to be utilized. On the other hand, Mr. Sanders stated if the tests do not prove satisfactory then that funding to develop suitable test instruments would also come from SB 341 funds. In addition, he indicated that test items would also be developed for the Grade 9 level. He continued that it is necessary to begin the process of test equating to assure that those tests given in 1980 and subsequent years relate closely to those given in 1979. If that is not accomplished, he said that future critics in court action will say that one test was harder than another and therefore unfair to a student or to groups of students. Mr. Sanders added that the education department with assistance from educational testing services also designed a write-in test for use in Grade 9. He indicated that the purpose of this examination was to adequately test writing skills by means other than a multiple-choice type test. Students are actually required to write in order to pass the test. He said that the department has been successful in developing the means to reliably score such writings by students.

Chairman Mello asked what is the on-going costs of the program. Dr. Mathers, Department of Education, responded that with the funds granted, the Department will be able to maintain the program with the exception of the write-in assessment because scoring of that section would involve some additional costs that would be identified in future budget requests.

Mr. Glover inquired as to the length of time that the test developed would be valid for assessing student proficiency.

Mr. Sanders answered that there will have to be continuously up-dated by succeeding administrations, and that the department of education staff will have that responsibility.

Dr. Mathers further clarified that in the Grade 9 arithmetic test 650 assessment items were written by the staff, and that 90 of those questions will be used in the test to be administered this month. He said that test questions will continually be added to that "item-bank" and that the difficulty level of each question is checked. He stated that by maintaining a current "item bank" a sufficient number of items will be available to provide for a different form of the test each time. He added that using nationalized standardized test instruments does not provide this flexibility.

Mrs. Wagner asked who specifically was going to draw up the test. Dr. Mathers answered that for the Grade 9 test this year, the department staff plus representatives from all school districts in Nevada developed the arithmetic and reading portions of the test with the assistance of Dr. Ferguson, consultant from the American College Testing Program. He stated that the items were written by the State team and that ACT did the technical editing of the questions. He added that a "pilot" test was administered in November to over 1,000 ninth grade students, and that after the results were evaluated some items were eliminated and others were added.

Mrs. Wagner asked who participated in the project at the local level. Dr. Mathers responded that the teachers of the subjects in the grade levels involved, and the district research and development staff.

Chairman Mello commented that there is approximately \$500 million per year expended in the State of Nevada for education, and that is for a State population of about 640,000 to 650,000 people. Mr. Sanders commented that that is a strong commitment on the part of the State legislature.

The meeting adjourned at 10:55 a.m.

DATE: _____

WAYS AND MEANS COMMITTEE

GUEST LIST

NAME (PLEASE PRINT)

REPRESENTING:

R. H. MATHERS

DEPT. OF EDUCATION

G. T. EARNHART

DEPT OF EDUC - STATE BOARD

TED SANDERS

DEPT OF EDUCATION

Shirley Wadlow

State Bd of Education

WENDELL K NEWMAN

NEVADA STATE ED. ASSN.

Joyce Woodhouse

Nevada State Educ. Assn.

John Hawkins

NEV. SCHOOL SUPERVISOR ASSN.

RICHARD BROWN

NEV. Assoc. Sch. Admin

BOB GAQUIER

SNFA

JULIUS BONGLIARD

FEDERATED FIRE-FIGHTERS OF NEV.

PAUL DELOREY

FEDERATED FIRE FIGHTERS OF NEV.

PAUL SEAMAN

CDP

X Bob Gaston

PTA

John DORR

Nev Personnel & Guidance Assn.

X LARRY DENNISON

REAR, Police Dept

Keith Prence

UNR

X Clare Handelsman

Children's Behavioral Svc.

Penny Porter (Clark Co.), Marilyn Horing (Washoe Co.), Bill Robinson (Douglas Co.) - Elementary Counselors.

X Edmund Quinn

PARENT SPONS, Nevada

Jim Costa

Education

Ray Ryan

Education

STATEMENT OF
NEVADA DEPARTMENT OF EDUCATION
TO THE
ASSEMBLY COMMITTEE ON WAYS AND MEANS

April 18, 1979
8:00 A.M., Room 234

A.B. 300 - Makes appropriation to the state department of education .
for recodification of certain policies and regulations.

Mr. Chairman and members of the committee:

Over the years, through the administrations of various executive officers and the changing of elected members, the state board of education has adopted policies and regulations for the governance of elementary and secondary schools and the department of education. These policies and regulations exist in a variety of formats, conforming to the state administrative and state board directives in force at the various times of their development. All of them have been filed according to statutory requirements with the Secretary of State and, more recently, with the Legislative Counsel Bureau.

The state board reviewed these policies and regulations during the past year and determined that a uniform formatting and an updating were in order. The board requested and received from outside sources two cost estimates on a plan of action to accomplish this objective. A private business concern estimated a cost of \$40,000. The National Association of State Boards of Education estimated that it would cost about \$18,000 to review the policies and regulations for current relevance and utility, to place them in a uniform format and code consistent with one that has proven successful for other state boards, and to train the staff in the maintenance of this format for future policy and regulation development.

Mr. Chairman, the state board of education recommends the approval of A.B. 300.

STATEMENT OF
NEVADA DEPARTMENT OF EDUCATION
TO THE
ASSEMBLY COMMITTEE ON WAYS AND MEANS

April 18, 1979
8:00 A.M., Room 234

A.B. 579 - Creates special committee to direct study of Nevada Plan for financing public education.

Mr. Chairman and members of the committee:

In 1967 the Legislature declared "that the proper objective of state financial aid to public education is to insure each Nevada child a reasonably equal educational opportunity." As a result of this declaration, the Legislature adopted a school finance formula that was intended to supplement local financial ability to provide programs of instruction offering full opportunity for each Nevada child to receive benefit from the purposes for which schools are maintained. The Legislature called this the Nevada Plan.

The Nevada Plan has served Nevada education well since 1967, and succeeding Legislatures have been understanding and fair in their continuing support of the plan.

Nevertheless, it has been recognized over the years that there continues to exist significant differences in the abilities of local school districts to provide major support for public schools from local wealth. While this wealth has increased over the years, it has increased less in the least wealthy counties of the state. There have been population increases and population shifts within the state associated with the rise and decline of supporting local economies. Declining local economies are especially noticeable in those counties heavily dependant on mining. These counties are experiencing a loss of local wealth because there no longer are taxable proceeds from mineral sales. When these changes are combined with the effect of inflation, the results are significantly more serious for the less wealthy school districts which also happen to be rural. Rural schools, because of their small size, have historically had a higher cost per pupil.

The rapidly growing districts and those we classify as urban are not without their problems either. In these areas we find larger concentrations of pupils whose educations require more specialized programs which, by their nature, also have higher costs per pupil.

The education of handicapped pupils has also raised questions about the nature and extent of programs required and about the costs attached to these programs.

The 60th Session of the Nevada Legislature has under consideration several tax reform measures. Any of these measures will directly impact on the financing of public education, and there may in fact be a change in the declaration of the 1967 Legislature that the state

should supplement local financial responsibility.

It is the intent of the State Board of Education, through this request for a study of the finance plan, to examine all of the features of the Nevada Plan to determine how well these are responding to the declaration of the Legislature when compared with the current conditions within the state. The State Board is not seeking a major overhaul of the Nevada Plan, but there is a feeling that some adjustments may be advisable to accommodate some of the concerns stated earlier. Depending on which, if any, of the tax reform measures is adopted by this Legislature, the effect of this adoption may be included in the study.

The Board further hopes to promote from the study the basic program for data processing of the elements of the school finance plan. All information and tabulation is presently processed manually. By rendering the plan to a computer program, it will be possible to present a variety of read-outs of funding alternatives more accurately and more quickly.

We feel that any study that will have statewide application of a plan for school finance should have participation from interested parties from the beginning. The Board has, therefore, requested that an advisory committee be appointed to help formulate the specifics of the study, review its progress, and make recommendations for the report that will be delivered to the 61st Legislature. The necessary expenses for this committee to meet will be paid from funds made available by this bill.

Mr. Chairman, the State Board of Education recommends the approval of A.B. 579.

STATEMENT OF
NEVADA DEPARTMENT OF EDUCATION
TO THE
ASSEMBLY COMMITTEE ON WAYS AND MEANS

April 18, 1979
8:00 A.M., Room 234

A.B. 304 - Makes appropriation to the state department of education for capital improvements in local school districts.

Mr. Chairman and members of the committee:

In recent years the school districts of the state have been faced with two problems of some urgency for action. The first of these has been the need to remove architectural barriers which prevent the full use of school facilities by handicapped persons. The need for ramps to complement steps, for restroom facilities to accommodate wheelchairs, for special equipment and furniture to accommodate pupils of a variety of handicaps, for accessible drinking fountains, and the like have placed demands for modifications which school districts have been hard-pressed to provide with the operating resources at their disposal.

The second problem has been brought on by the ever increasing costs of heating and cooling school buildings. The combination of the alleged shortage of fuel oil and the accompanying increases in price have forced school districts to divert large portions of their budgets to this item of expense. Prices are also showing marked increases for natural gas and electricity delivered to school buildings. Many of the newer schools have been built during the energy-conscious years, but many others were not. There is a need to insulate or reinsulate buildings, to add storm enclosures in doorways, to renovate rooftops and ceilings with energy-saving materials, to improve heating and cooling controls for more efficient operation, and even to examine alternate sources of energy where this may be feasible.

The State Board of Education directed the Department of Education to survey the school districts to determine the local needs in the two problem areas. A.B. 304 is the result of that survey.

The Department proposes to administer the special fund that would be set up by A.B. 304 by establishing entitlements for each district. The districts will submit plans defining their needs, describing the method and materials to be used, and estimating the cost. The assistance of the Department of Energy and the Public Works Board will be secured for the review of the plans.

Mr. Chairman, the State Board of Education recommends approval of A.B. 304.

STATEMENT OF
NEVADA DEPARTMENT OF EDUCATION
TO THE
ASSEMBLY COMMITTEE ON WAYS AND MEANS

April 18, 1979
8:00 A.M., Room 234

A.B. 370 - Changes from driver education to elementary school counseling the uses authorized for certain state aid to school districts.

Mr. Chairman and members of the committee:

As new problems surface, society looks to the public schools for a means to help solve them. Such was the case in Nevada in 1965 when the automobile driver education program was instituted by the Legislature upon the recommendation of the State Board of Education. The Legislature provided statutory authority for the expenditure of public funds for driver education in the secondary schools and also provided partial funding to encourage the establishment of programs. Since these programs are now well established, and since NRS 389.100 provides for the imposition of a fee to help defray the cost of the programs, the State Board of Education has determined that the resources presently dedicated to driver education should be directed to emerging problems.

An area of concern which the State Board has been keenly observing for several years is the lack of trained professionals to work with emotional and adjustment problems of elementary school children. It is a well known and accepted view that early identification of problems and early preventive assistance to children is more effective than corrective measures after years of discouragement and misbehavior.

Elementary school counselors will be able to guide children more towards the development of positive basic attitudes about themselves, other persons, and society generally if this can take place in their early, formative school years. This kind of help will be especially valuable if the early years pose difficulty in learning, and remediation may be required. The elementary school counselor can work effectively with teacher and pupil towards the accomplishment of educational goals.

A.B. 370 will provide the authority to establish programs of elementary school counseling. It provides that no school district will receive less of these categorical funds than was received by it for driver education. School districts which did not have driver education will receive funding proportional to their size.

A.B. 370 - continued

It will not be possible for all school districts to physically employ counselors because of their limited allocation. Several of these districts could pool their resources and jointly fund one position to be shared among them, or they could secure training in counseling for classroom teachers, or they could purchase printed materials which could be used for counseling purposes by the classroom teachers.

A.B. 370 is an attempt by the State Board of Education to initiate programs to demonstrate the effectiveness of elementary school counseling so that school districts may assign additional resources to it in future years.

Mr. Chairman, the State Board of Education recommends the approval of A.B. 370.

Hon. Don Mello, Chairman
Assembly Ways and Means Committee
Nevada State Legislature
Capitol Complex
Carson City, Nevada 89701

1 March 1979

Dear Chairman Mello,

I strongly oppose A. B. 370 providing for a counselor in every elementary school.

I teach in a school that already has the services of:

1. A psychologist
2. Social Worker
3. Family aide
4. Special Education teacher

It is a complete waste of the tax payers money to approve such a bill.

Every classroom teacher is a counselor!

Sincerely,



April 18, 1979

Assembly Ways and Means Committee
Subcommittee on Education
Nevada State Legislature
Carson City, Nevada

Re: AB 370

Mr. Chairman, Members of the Committee, Ladies and Gentlemen:

For the record my name is Claire Handelsman. I am a teacher's aid at Children's Behavioral Services in Reno. I have a bachelors degree in psychology and am presently working toward the acquisition of a masters degree in counseling and guidance.

During my tenure as a teacher's aid at Children's Behavioral Services I have had the distinct pleasure and challenge of working with children who have been cast aside from the normal public school system as we know it. Unmanageable, socially deficient children with learning deficiencies are directed to Children's Behavioral Services because the public school system as it now exists can not and does not satisfy the needs of these very special children.

The children served by Children's Behavioral Services are not much unlike the children filling the classrooms within our public school systems. They are issued the same books, the same teaching materials, the same classrooms and the same teachers. But these special children digress where others advance. What is missing is not a tangible; educational tool but rather a distinct and unique teaching skill.

The elementary school counselor is a unique type of professional. The counselor provides much more than the basic approach to learning. The counselor seeks out and discovers, through scientific methods, the necessary motivational aspects to ones education. The counselor is in a unique position to counsel not only the student, whose educational goals are of primary importance to all of us, but the students, teachers and school

cont. AB 370

administrators, so as to scientifically guide the student toward his scholastic objectives.

Just as children grow physically, they grow emotionally. We, as educators, and those who support education, must nurture that growth of youth. Just as we would not permit lack of nourishment or lack of exercise to stunt the natural growth of our children, we must not let complacency, fiscal conservatism and lack of understanding stunt the emotional growth and well-being of our children.

Elementary school counselors are in a unique position to discover psychological malbehavior and social disorder within our children before the pattern of rejection and alienation is established beyond reversal. With crime at all time highs and juvenile delinquency rising at a frightening rate, it is only logical to attempt to discover and correct problematic behavior before it reaches the lives of others. We have an opportunity through the utilization of elementary school counselors to reach youngsters before they are beyond reach; to treat problems singularly before they become societal problems; to enhance and build a proud and positive future before our future has grown. Our future rests with our children and I encourage you to plan and direct our future with systematic, professional counseling services.

I thank you for affording me this opportunity to speak with you. If you have any questions, I would be pleased to answer them.

-2-

(EXHIBIT "F")

Page 2 of 2

1514

Guidance counselors for grade schools sought

Nevada's guidance counselors are taking their quest for a 1,200 per cent increase in elementary school counseling to the Nevada Legislature as well as local school boards.

The Nevada Personnel and Guidance Association will ask the Washoe County School Board tonight to add funds for elementary school counselors to its proposed 1977-78 budget.

Wednesday, the association's Assembly bill seeking state funding for elementary school counselors goes before the Assembly Education Committee — first step on the steep climb toward passage.

The bill asks that one counselor be provided for every 500 elementary school pupils in the state, with gradual attainment of a 120-counselor goal by 1981. The costs, which would be borne by the state distributive school fund, are projected at \$130,000 for 30 counselors, with the funding doubled, tripled and quadrupled over a four-year period to reach the 120-counselor goal.

Association member Keith Pierce, a counseling professor at the University of Nevada-Reno, surveyed elementary school principals in Northern Nevada and found 83 per cent favor hiring of counselors in their schools — even above reading specialists, remedial teachers, librarians and other staff needs.

Pierce's survey and study also revealed there are only 10 elementary school

counselors in Nevada — a ratio of one counselor to 6,500 elementary school students. In the Washoe County School District, the ratio is even higher, with just two counselors for 13,400 elementary school pupils — a 1:6,700 ratio.

Pierce said the association hopes to make good on the election campaign promises of some school board members who favored hiring of elementary school counselors.

In most Nevada school districts, there are counselors in high schools and junior high schools. Washoe County's middle school concept extends counseling to one more grade than most — sixth grade, which is included in middle school.

Pierce said the association's 200 members — including educators, guidance counselors and employment and vocational rehabilitation counselors — don't expect their Assembly bill to get past Gov. Mike O'Callaghan's desk because the funds for the elementary school counselors aren't currently in the governor's executive budget. The proposal also goes against the so-called "Nevada Plan" of distributing state funds to local school districts with virtually no strings attached. Under the bill, the funds would be strictly for elementary counselors and wouldn't go to school districts automatically. They would have to apply for the funds to hire elementary counselors.

In addition, Washoe County's school trustees

aren't expected to make any firm commitments on elementary counselors because of an expected

deluge of similar requests for other staff if the counselor positions were approved.

But, Pierce added, the aim is to at least get educators and legislators into the "elementary school

counselor" frame of mind so that funds to hire counselors will be available in subsequent years.

(EXHIBIT "G")

Page 1 of 1

1015

RENO EVENING GAZETTE

A Special Newspaper

Ronald H. Einstoss Publisher
 Warren L. Lerude Executive Editor
 John E. Bremley News Editor
 William M. Clemens Controller
 Dean C. Smith Advertising Director
 Dune L. Wheeler Production Manager
 John P. Oates Circulation Manager

Saturday, Feb. 25, 1977

One hundred-first Year No. 286

The lumpen-intelligentsia: Beneficiaries of 'reform'

Washington Star

WASHINGTON — The appetite of journalists, goo-goos, ethical enragees and other moralists for reform hasn't slackened even though we have enjoyed almost four years of good triumphing over evil. I'm daling the beginning of the Great Rejuvenation with the decline and dispatch of the evil, hump-back Nixon. Since then it has been one expose and scandal after the next with the result that each time more laws have been passed, more codes of ethics have been formulated and we, as a people, have been getting gooder and gooder.

The muckrakers and exposers of 60 years ago — men like Lincoln Steffens — were somewhat more sophisticated than the prosecutorial knights errant over at the federal district attorney's office and in the news room of the Daily Planet. They had their doubts about the efficacy of reform because they understood a great and constant truth: reform is usually a redistribution of the pattern of payments at the expense of one group to the advantage of another. From that it doesn't necessarily follow that the ordinary run of person will benefit.

Let's see, then, if we can determine who benefits from the current kinds of reforms either being carried out or contemplated in Washington.

Recall a few weeks ago that the opposition to the Senate confirmation of Attorney General Griffin Bell came in part from people objecting to the appointment on the grounds of "cronism." They were asserting the idiot

proposition that a president ought not to appoint a friend to the highest position of trust and power. It's true that presidents, like other people, don't always choose their friends wisely, but it's also true that you're more likely to accurately estimate the capacities of someone you know well.

POWERFUL FACTIONS

Presidents in the past have appointed total strangers to cabinet positions. The men thus appointed were often the leaders of powerful factions in the President's political party or were the candidates of such leaders. The goo-goos are dead against that because that's appointing people out of political considerations which is supposed to be very bad. Goo-gooism holds that the only time a president can appoint someone for political reasons is during a national emergency or crisis and then it's called a generous gesture designed to foster national unity.

Your Eastern liberal establishment goo-goo allied with your young, ethically pure and purely indignant college-type goo-goo insists that appointments should be given only to "qualified" people. "Qualified" is a code word for college educated or, better yet, graduate school-trained personnel.

Qualified never refers to a demonstrated and proven ability to perform a job well. It refers to credentials, to the optimistic and unfounded assertion of capacity to perform provided by academic bureaucrats. In fact, in many jobs, like attorney general, no objective set of qualifications can be defined on whether

you like the appointees' politics and policies, whether you think he has your brand of leadership, whether he goes about the job in a way that agrees with your values. John Dean thought John Mitchell was a great and qualified attorney general.

The actual consequences of reserving well-paid and powerful government jobs to the "qualified" is to favor a special group of people whom we might call the lumpen-intelligentsia. These are the people whose only real equity in life is their education, or, as they refer to it, their "training." That is, their single most important property interest is the money and the time they've invested in school.

The low status end of this group are the guidance counselors, the holders of masters degrees in social work and psychology, and from there we work our way up through certain kinds of engineers, lawyers and public health bureaucrats, not to mention the imbeciles who think because they got a degree in foreign affairs at Georgetown or Columbia they are entitled, in fact owed, the power to run foreign policy.

MASKING SELF-INTEREST

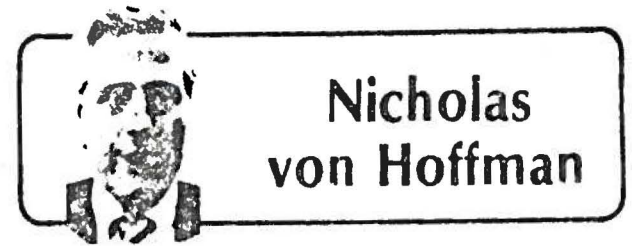
The lumpen-intelligentsia is highly organized through dozens and dozens of professional associations, all of which characteristically disguise their own demands for more money, less work and more security as a furtherance of the public good. Thus, although there is no honest or reputable data existing anywhere to support the contention, the National Education Association crowd

continues to insist that the creation of more jobs for their members will have some sort of beneficial effect on children.

The lumpen-intelligentsia is the invisible special-interest group which vamps on government and sucks up jobs for itself by denouncing all other special-interest groups as evil. It has been the lumpen-intelligentsia, for instance, that has been loudest in insisting that retiring officials agree not to work for companies which their former government departments or agencies deal with. Such a rule sounds like a long-needed reform, and it may have some things to be said for it, but one of its most practical effects is to bar from temporary government services men and women from the most productive parts of our economy, manufacturing, mining, etc. If you're in the plumbing business, will you take temporary assignment in Washington if it means you can't go back to your old job again?

For the lumpen-intelligentsia, who seldom work in the productive or profit-making parts of the economy, such a reform only opens new employment. It can be very remunerative employment too. There is one Washington couple, both conspicuous members of the lumpen-intelligentsia, both recently appointed to high places by President Carter, who will, after the new federal raises go through, make over \$100,000 a year together, plus perhaps \$50,000 more in fringe benefits.

The life of the crusading, moralizing, uplifting goo-goo can be very good-good.



Nicholas von Hoffman

916

April 18, 1951

Subject: Introduction of counselors in elementary schools.
(Former AB151, presently included in 70372)

The opinions of the undersigned teachers are based on long years of classroom experience and are not meant to be directed against the existing counseling services on the Junior High and High School levels. These opinions pertain exclusively to the proposed introduction of counselors in elementary schools.

We consider the introduction of counselors in elementary schools as completely unnecessary and wasteful. Reasons:

- 1) Counseling on elementary level has always been done by classroom teachers. The peculiarity of elementary counseling is that it must be done by someone who is always near the child and who can reinforce the effects of counseling at any given time. Only the classroom teacher can do this. "Hit and run" and "by appointment" counseling by a full-time counselor from outside the classroom cannot possibly produce the same results. One may add that no amount of "credits" or other paper qualifications of a full-time counselor can offset these realities.

- 2) No matter how "qualified" an elementary counselor is, there has to come a moment when the counselor must approach the classroom teacher and ask for information about the student and inquire about the nature of the problem. If the teacher can describe the problem accurately, then the teacher can also solve it (without a counselor). It is a fact that a problem which is well described, defined, and pinpointed usually suggests its own solution. And it is the classroom teacher who will be expected to describe the problem. Probably in writing. More paperwork.
- 3) Calling students out of the classroom would unavoidably become even more frequent than it is now.
- 4) Claims that elementary counselors can "reach these children before it is too late" imply ~~that~~ that classroom teachers are either incapable or not interested in doing this. These implications are not only false (Massive evidence to the contrary is available). They sound strange in the ears of those classroom teachers who have already seen some negative effects of counseling.

by qualified elementary counselors. (Children returning from counseling situations more upset than before, etc.)

5) The introduction of elementary school counselors at a time when educational funds are to become scarcer than ever is strange indeed. There are other far more pressing problems requiring funds.

6) Thank you for also listening to those who do the actual work with the children in the classroom.

Joseph Richardson
4th GR. Bordewich Sch
CARSON CITY HM. PH. 882-0898

Norman Appold
E. W. Fritsch - Rm 4
Carson City, Nev.

Dorothy Harrett
1408 Continental Dr.
E. W. Fritsch - Rm. 5
Carson City, Nev. 89701

Barbara Gardner
Fritsch School
Carson City

Wally Wooten
5th grade
E. W. Fritsch School
Carson City, Nev.

E. Brent Pope
6th grade
Fritsch School
Carson City

Yvonne Bond
1350 Hyman Ct
E. W. Fritsch School
Grade 2
Carson City, Nev.

Lee Sogge
Second grade
Edith W. Fritsch

Re: Introduction of item sibi commensu (Const.)

Barbara Pappas
second grade
E. W. Fritsch

~~Barbara Pappas~~
~~second grade~~
~~E. W. Fritsch~~

Deane Cox
second - Fritsch
Carson City

Elizabeth Brown
First Grade
E. W. Fritsch
Carson City, Nev.

Bee Pagan
First Grade
E. W. Fritsch
Carson City, Nev.

~~Barbara Pappas~~
~~second grade~~
~~E. W. Fritsch~~

Bill Smith
5th grade teacher
Fritsch Elem. Sch.

All signatures had to be collected in the course of one single working day, between recess bells.

With the exception of one signature they were all collected at E. W. Fritsch school.

Given more time, many more signatures would have been collected.

RENO EVENING GAZETTE

A Speidel Newspaper

Ronald H. Einstoss Publisher
Warren L. Lerude Executive Editor
John E. Bromley News Editor
William M. Clemens Controller
Dean C. Smith Advertising Director
Donn L. Wheeler Production Manager
John P. Oates Circulation Manager

4-

Saturday, Feb. 26, 1977

One-hundred-first Year No. 286

The lumpen-intelligentsia: Beneficiaries of 'reform'

Washington Star

WASHINGTON — The appetite of journalists, goo-goos, ethical enragees and other moralists for reform hasn't slackened even though we have enjoyed almost four years of good triumphing over evil. I'm dating the beginning of the Great Rejuvenation with the decline and dispatch of the evil, hump-back Nixon. Since then it has been one expose and scandal after the next with the result that each time more laws have been passed, more codes of ethics have been formulated and we, as a people, have been getting gooder and gooder.

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MASKING SELF-INTEREST

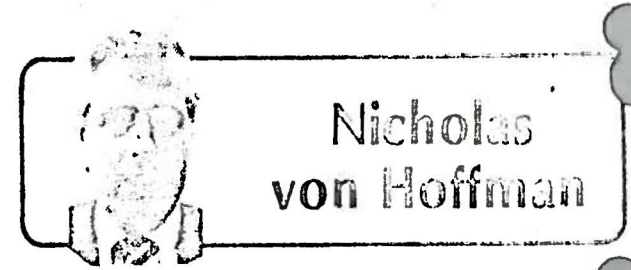
The lumpen-intelligentsia is highly organized through dozens and dozens of professional associations, all of which characteristically disguise their own demands for more money, less work and more security as a furtherance of the public good. Thus, although there is no honest or reputable data existing anywhere to support the contention, the National Education Association crowd

continues to insist that the creation of more jobs for their members will have some sort of beneficial effect on children.

The lumpen-intelligentsia is the invisible special-interest group which vamps on government and sucks up jobs for itself by denouncing all other special-interest groups as evil. It has been the lumpen-intelligentsia, for instance, that has been loudest in insisting that retiring officials agree not to work for companies which their former government departments or agencies deal with. Such a sounds like a long-needed reform, and it may have some things to be said for it, but one of its most practical effects is to bar from temporary government services men and women from the most productive parts of our economy, manufacturing, mining, etc. If you're in the plumbing business, will you take temporary assignment in Washington if it means you can't go back to your old job again?

For the lumpen-intelligentsia, who seek to work in the productive or profit-making parts of the economy, such a reform only opens new employment. It can be very remunerative employment too. There is one Washington couple, both conspicuous members of the lumpen-intelligentsia, both recently appointed to high places by President Carter, who will, after the new federal raises go through, make over \$100,000 a year together, plus perhaps \$50,000 more in fringe benefits.

The life of the crusading, morally uplifting goo-goo can be very good-good.



Nicholas
von Hoffman

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