An Aggressive Striving for Professionalism

WILL FEDERAL AND STATE FUNDED TEACHER CENTERS PASS THE ENDURANCE TEST?

Experts engaged in the management and governance of teacher centers will discuss the present status of their programs. Each specialist will identify success indicators that mark exemplary programs.

Prepared for the Sixth Annual National Inservice Conference
November 16, 1981
Hyatt Regency Hotel
New Orleans, LA
Coordinated by: AFT Teacher Center Resource Exchange
TEACHER CENTERS: WILL THEY PASS THE ENDURANCE TEST?
NCSIE CONFERENCE

AGENDA

MODERATOR: PAT WEILER, DIRECTOR
AFT TEACHER CENTER RESOURCE EXCHANGE

WORKSHOP OVERVIEW: DR. ALLEN SCHMIEDER, DIRECTOR
TEACHER CENTER PROGRAM
U. S. DEPARTMENT OF EDUCATION

SUCCESS INDICATORS:

INDISPENSABLE LINK TO THE WORLD OF TECHNOLOGY
JACQUELINE VAUGHN, CHAIRPERSON
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HARTFORD TEACHER CENTER

DR. JOHN VAN BUREN, DEAN
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IMMEDIATE RELATIONSHIP BETWEEN THE INSERVICE PROGRAM TO CLASSROOM NEEDS
MONA SHERMAN, DIRECTOR
HAMILTON TEACHER CENTER

INDISPENSABLE LINK BETWEEN HOME AND SCHOOL
PERCELL THOMAS
DISTRICT OF COLUMBIA TEACHER CENTER

A DIFFERENT VIEWPOINT: ROOTED IN THE UNIVERSITY
JERRY OLSON, DIRECTOR
CHICAGO TEACHER CENTER

ELAINE SISELMAN, POLICY BOARD MEMBER
DADE COUNTY TEACHER EDUCATION CENTER

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MINI-GROUP SESSIONS:
TWO SESSIONS - 20 MINUTES EACH

WRAP UP SESSION:
Funded by the U.S. Department of Education, the AFT Teacher Center Resource Exchange provides technical assistance to teachers, administrators, and universities and colleges of education personnel for the development and operation of teacher center programs. During the past three years, teacher center leaders have had an opportunity to share information regarding exemplary programs and promising inservice practices. Through the nine Teacher Center: How To modules, special emphasis has been placed on collaboration between teachers and university staff. The project has established dialogue, which challenges teacher educators to envision new models for preservice as well as inservice education for teachers. Resources are made available through the Teacher Center Clearinghouse. More than one hundred university personnel receive materials regularly from the Clearinghouse.

University representatives and teacher center leaders participate in conferences scheduled by the AFT Teacher Center Resource Exchange. A recent two-day session was directed by George Denemark, Dean of Education at the University of Kentucky. His paper entitled, "A Case for Extended Teacher Preparation Programs," stimulated discussion on the relationship between preservice and inservice programs. The American Federation of Teachers has long advocated an internship program for beginning teachers, and the teacher center is the most likely meeting place for master teachers and teacher educators as they initiate the beginning teacher into the school district in the 1980s. Participants cited special plans for the beginning teachers in England where "inductees" spend one day a week with master teachers visiting classrooms, working in the teacher center, or taking a course.

Teachers as researchers has been a recurring theme in the AFT Teacher Center Resource Exchange literature and scheduled seminars. An ongoing exchange through discussion, seminars, and publications with the Teacher Corps Program has linked teacher center directors with Teacher Corps personnel who share experiences and insight. The most recent exchange with Lee Morris, from the University of Oklahoma, has established the theme for the coming year. Research, Adaptation, and Change, a publication he edited challenges teacher center leaders to literally take the knowledge base off the library shelves and bring it into the classroom. University professors and teacher center leaders must collaborate if this goal is to be realized.

A number of the special collaborative models for the involvement of higher education personnel in teacher center programs described in this publication have been shared during teacher center seminars as well as through Clearinghouse publications. Teacher center leaders place special emphasis on the collaborative process whereby teachers and university professors develop courses scheduled at the teacher center for graduate credit. Because teachers have identified credit courses as one important teacher center activity, careful
consideration is given to coordinating the theory with the real life of the classroom teacher.

Contact for Further Information

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WHY COLLABORATION? EXPERIENCES OF THE
DISTRICT OF COLUMBIA TEACHER CENTER

Jimmie Jackson
District of Columbia Teacher Center

Institutions of Higher Education continue to play a vital role in the preparation of teachers. Original legislation that authorized teacher centers required collaboration of professional organizations, Boards of Education, and Institutions of Higher Education in the planning of staff development for classroom teachers. This legislation led to the active involvement of classroom teachers with higher education in the scrutiny of inservice programs.

The District of Columbia Teacher Center established a committee of classroom teachers, deans of education, faculty advisors and teacher center staff to explore the feasibility of offering courses, workshops, lectures, and seminars that would be relevant to classroom teachers. This collaborative effort included Howard University, Catholic University, University of the District of Columbia, University of Maryland, University of Virginia, George Washington University, Trinity College, and American University.

Classroom teachers indicated on a survey that their interests were in the areas of reading, human relations, supervision and special education. Three Master's programs were then negotiated with George Washington University so that the D.C. Teacher Center was the degree-granting agent through the University. All of these courses are taught at the teacher center. In addition, the courses can be offered at a lower rate for teachers through the Teacher Center.

In designing courses to be offered at the Center, the planning committees considered many areas of concern to teachers. The most profound criterion was that the content meet the needs of classroom teachers in terms of the requirements, application, and usefulness. Very effective relationships have been established with the area universities in meeting this objective. Programs, dates, time, and assistance are readily available to classroom teachers. There is a congenial atmosphere for studying that includes a library with available resources and references easily accessible to teachers. Teachers can also type and xerox papers at the teacher center site. While the availability of these resources may seem trivial, they are essential to teachers who work full time. The flexible hours and dates are very helpful to teachers who want to continue or update their education.

This collaborative arrangement encourages the opportunity to re-evaluate the teacher education curriculum. Most of the participating university faculty listened to the cries of the teachers as the teachers discovered that their real needs had not been satisfied in the areas of management, record keeping and
day-to-day activities. This willingness to listen by university faculty was clearly shown by the agreeable attitude for providing courses and redesigning courses and curriculum to meet the everyday needs of teachers.

The collaboration also provides a chance for faculty and students at the university to learn at the center. Teacher education majors have been sent to the center to review curriculum and become aware of classroom settings in the D.C. Public Schools. Many attend the workshops on classroom management and request assistance with writing objectives. Through collaboration, the university faculty become aware that some education courses do not meet the needs of beginning teachers. The need to revitalize and restructure teacher education curriculum and courses so that they are more reality based has been realized. University faculty also have the opportunity to assist classroom teachers in rethinking methodology and pedagogical techniques. The interaction has been fantastic for both university based faculty and classroom teachers in the shared learning environment of the Center.

The collaboration offers an ongoing needs assessment in terms of what is practical and relevant in the classroom. This input from classroom teachers provides teacher education faculty with first-hand information and insight into what is generally expected of teachers in today's classrooms. Better guidance for prospective teachers is often the result. Making the teacher education curriculum and guidance more relevant for the practitioner can best be fulfilled with collaboration between teacher educators and classroom teachers.

Since colleges and universities are facing intensified competition, the development of innovative, creative and attractive programs will be important. In the past, many teachers have believed that the teacher education curriculum was designed by professors who had been out of the classroom for 10-20 years. Collaboration offers the opportunity for both teacher educators and teachers to participate in the assessment and modification of teacher education programs. This collaborative process also will encourage classroom teachers to be more appreciative of the talents of university faculties.

When students are not satisfied with their undergraduate education, they are often insecure in their performance. Thus, the curriculum must be re-examined. While the curriculum should not be changed just for the sake of change, it must be improved. Students entering a classroom as the teacher must believe that they have received the best education possible in undergraduate school. Programs must serve the real needs of students. Teachers should be able to evaluate teacher education curriculum and the application of it in the classroom. The extent to which teachers and teacher educators collaborate may determine the survival of some institutions. Teacher centers encourage such collaboration.
1. **Purpose and Development**

The Hammond Teacher Center First Year Operational Grant Proposal was developed by the Hammond Teacher Center Policy Board and submitted in March, 1980. The purpose of the grant was to design and implement professional growth opportunities which would help teachers meet the ongoing educational needs of their students. The First Year Operational Grant was funded in July of 1980.

A permanent location was established at Miller School in Hammond. The director was hired on a part-time basis in April, 1980, and assumed full-time status in September, 1980. The Teacher Center issued bulletins and calendars to teachers in public and parochial schools in Hammond during the Spring of 1980 to inform teachers about the project and the tentative calendar for activities which would begin in September. The Teacher Center opened its doors on schedule, September 8, 1980, with a complete schedule which included a variety of workshops and activities. (See Appendix B for a detailed schedule of Teacher Center activities.)

Approximately 1,500 participants have taken part in Center activities between September, 1980, and January, 1981. The Hammond Teacher Center has become a responsive agent in the community, providing services for teacher, parent, and community organizations. Teachers from the parochial and pre-schools in Hammond have been included in programs and activities. Indiana University Northwest and Purdue University Calumet have co-sponsored credit courses through Teacher Center workshops. The Teacher Center now prepares to continue during its second year of operation to expand its effective response as a service agency for educators and parents in Hammond.
OBJECTIVE i: TO CONTINUE THE DEVELOPMENT OF POLICIES AND PROCEDURES FOR THE EFFECTIVE GOVERNANCE OF THE TEACHER CENTER PROJECT BY THE POLICY BOARD.

Governance and Implementation. The Policy Board has met monthly throughout the first operational year. Development of policies and procedures have continued and plans of action for each objective have been implemented. (Appendix A, Objective 1; sections A and B.)

Teacher Center Staff. A job description was created for the role "Coordinator," later changed to "Director," of the Hammond Teacher Center. Notice of vacancy was advertised in Teacher Center Newsletter Vol. I, Nos. 1 & 2, and posted on office bulletin boards in all Hammond schools as well as in the Hammond Teacher Federation Newsletter. Mona D. Sherman, basic reading teacher at Morton High School, was hired on a part-time basis in April, 1980. She began full-time direction of the Center in September, 1980. (A job description is located in Management Plan). A full-time clerk-typist, Pam DeWitt, was hired in September. The position was advertised by the School City of Hammond. Two program coordinator positions were advertised in the Hammond Teacher Center Newsletters, Hammond Teacher Federation Newsletters, and in all Hammond Schools by the Personnel Department. Virginia Jemiola, special education teacher at Eggers Middle School, and Gardest Gillespie, industrial arts teacher at Hammond High School, were hired in November, 1980. Vitaes of the director and program assistants appear in the Management Plan on page 70. Resource teachers are hired as the need arises by the Center.

On-Site Visitations and Conferences. During the planning and first operational year, members of the Policy Board visited six teacher centers. These on-site visits were made at teacher centers in Lafayette, Indianapolis, Columbus, and Gary, Indiana; Chicago, Illinois; and Great Rivers, Wisconsin. Two presentations were made by the Director at State Wide Conferences:

Locally. Teacher Center "Awareness Programs" were offered during faculty conferences at all Hammond schools by the Director from September 1980 to June 1981. Presentations were made for the Hammond Parent Teacher Association, Hammond School Board, Hammond Administrators, the Administrators of the Diocese of Gary Schools, and the Hammond Area Reading Council.

Policy Board Member Orientation. In December 1980 a training session for orienting new Policy Board members was held. At this time, as originally scheduled in the Policy Manual, one-third of the Board members was replaced with new personnel (Appendix A, Objective 1; section E).
OBJECTIVE iii: TO DEVELOP AND OPERATE PROGRAMS DESIGNED TO MEET THE IDENTIFIED INSERVICE NEEDS OF THE PROFESSIONAL STAFF.

Directions and Methods for Building Inservice Programs. In addition to the needs assessment surveys and follow-up information gathered from teachers described under Objective ii, the Hammond Teacher Center has identified and implemented other ways to provide services to both teachers and parents in the community. Suggestions for the Teacher Center programs have been collected through notes and calls received at the Center, comments from teachers at Awareness Programs conducted as part of faculty meetings, contact made by Teacher Center representatives, the director, and faculties, as well as teacher, parent, and community organizations.

Teacher-Administrator Cooperation. When teachers at Hammond's elementary schools needed an opportunity to examine materials which their schools anticipated purchasing, they requested the assistance of the Teacher Center. The Teacher Center contacted representatives from eight book publishers and sponsored a materials display. Teachers were given released time to view the display. This allowed them to make decisions on which materials they wished to purchase. This even led to new levels of cooperation and planning among teachers and administrators in sharing material funds.

The Teacher Center was requested by the Inservice Committee of the School City of Hammond to provide released time inservice workshops in Gifted and Talented Education for all elementary school teachers. Three sites were selected and three presenters were hired by the Teacher Center. The first of these workshops was presented on December 10, 1980. The workshops were received so well by the teachers that two more released mornings have been planned so that each teacher will have an opportunity to hear all three presenters.
The Teacher Center has been working with the Gifted and Talented Coordinator in planning workshops for teachers of the Gifted and Talented. The administration and the Teacher Center jointly applied for two one-day inservice workshops that were offered by the Indiana Department of Instruction. Our request has been accepted and the first all-day workshop was held on January 13, 1981. The topic was "Identifying Gifted and Talented Students." The follow-up workshop will be held on March 20, 1981. There was no charge for this workshop.

The Teacher Center and the School City of Hammond jointly applied for a $400 mini-grant from the Department of Public Instruction in inservice for Teachers of Gifted and Talented. On January 30, the Teacher Center and the School City of Hammond were notified that our proposal was accepted. Currently, the Teacher Center and the Coordinator of Gifted and Talented are working on presenting a mini-conference on Gifted and Talented that will take place this Spring.

**Variety of Activities and Evaluations.** During the 1980-81 school year, the Hammond Teacher Center offered teachers a variety of workshops, seminars, college-credit courses, and special interest programs. A complete list of programs and activities planned by the Center is included with attendance figures and other descriptive information in Appendix B. Activities have included sessions on making materials and art objects for classroom use, programs for teachers in special subject areas, classroom management techniques, workshops for substitutes, information about legal and financial concerns, sessions in personality development, foreign language training, and college-credit courses. The responses to these programs were measured through registration prior to meetings, attendance records of the meetings, and responses on forms distributed following the programs. Effective activities were rescheduled at future dates and additional workshops offered when requested. Sites other than the Teacher Center are used when it is appropriate.
Community Involvement. By funding two art training workshops in October and November, the Hammond Teacher Center has assisted the "Hammond Picture Persons," a group of community volunteers who present art programs in the Hammond elementary schools and the Gary Diocese. The workshops were presented as a result of a direct request from the president of the "Hammond Picture Persons."

The Teacher Center has developed several programs for parents describing educational goals in schools and assisting parents in creating instructional materials for their children at the Center.

Cooperative ventures with teacher organizations have led to the Teacher Center providing programs of interest on a joint basis with the Hammond Area Reading Council, the Association for the Gifted and Talented, the Indiana Association for Education of Young Children, and the Indiana Northwest Economics Council. The President of the Hammond Parent Teachers Association represented the Hammond Teacher Center at the Indiana State Conference, "Effective Schools of the 80's," on January 23, 1981. Regular communication has been established between the Director and the Parent Teacher Association in planning and presenting workshops for parent groups at the Teacher Center.

As a result of these and other efforts, a network of cooperative relationships has been established for future inservice programs.
On February 11, 1981, the School Board of Dade County, Florida officially authorized the submission of an application for a Teacher Education Center grant designed to expand the accommodation of the inservice needs of teachers of Dade and Monroe Counties, Florida.

These needs are being partially met at the present time by the Dade-Monroe Teacher Education Center which was established to meet the requirements of Florida Statutes (see Appendix B) that each county in the state be involved in a Teacher Education Center by July 1, 1979.

Dade County, Florida has a widespread multi-ethnic population. The population has increased since May, 1980 when the boatlift from Mariel, Cuba saw 100,000 new refugees come into the area in a matter of 3 months. Also, up to 300 Haitian refugees arrive on the shores of the County weekly. The County covers 27 municipalities and is spread over a vast geographic area of approximately 2,000 square miles. (See Appendix E.)

Monroe County is comprised of the Florida Keys and is a narrow 100-mile long strip of islands extending from the southern tip of Dade County to Key West. It is, therefore, imperative that a unique technological approach be established to meet the vast needs of the teacher in both counties.

The purpose of this proposal is to request funds to expand the opportunities for teachers of the area to gain additional skills which will ultimately enable them to better meet the needs of the diverse students in their classrooms. It is proposed that this expansion be accomplished through the development of television and radio technology which will ultimately insure greater cost effectiveness and will increase the quantity of training possibilities as well as improve the quality of service.

Project TRAIN (Television and Radio Applied to Inservice Needs) is requesting $42,829 for a planning grant for the first year, with significantly increased funds for implementation in the second and third years.

The Project will provide:

1. Production of audio-visual presentations to be delivered in Dade County through two existing public television stations, a four-channel closed circuit television station, a public radio station and other applicable media resources.

2. Duplication of the above presentations in video-tape cassette form for use in the three geographic centers in Monroe County.

3. Utilization of cable television facilities in Monroe County to meet the needs of its teachers.

4. Follow-up activities and services to participants provided by the use of substitutes in classrooms of part-time teacher/facilitators.
A. ABSTRACT

Northeastern Illinois University, in cooperation with teachers and staff of the public and private schools on the northwest side of Chicago, proposes the continued operation and funding of the Chicago Teachers' Center to assist teachers in professional growth in accordance with needs identified by teachers served by the Center, and to support and enrich the instructional programs of those schools.

1. Priority Needs

Priority student and teacher needs identified by the Policy Board of the Center include: reading, mathematics, special education, multi-cultural education, the fine arts, and occupational stress.

2. Objectives

The principal objectives of the Center are to support public and private school teachers in:

a. identifying their own professional needs and the learning needs of their students and utilizing these findings in planning educational programs,

b. planning, designing, and leading curriculum activities at the Center's site so as to enhance the learning of their pupils and the professional development of colleagues,

c. planning, implementing, and evaluating school-based professional development programs,

d. identifying, documenting, and coping with occupational stress.

3. Plan of Operation

Under the supervision of the Policy Board of the Center, a staff of a Director, an Associate Director-Program Coordinator, one Center Curriculum Specialist, three Resource Teachers, two university advisors, and teacher consultants will:

a. conduct needs assessment surveys and interviews, and provide programs that will assist teachers in acquiring skills in discerning needs;

b. offer workshops, seminars, leadership training courses, and work with teachers to construct appropriate curricular materials at the Center site;

c. collaborate with teachers and administrators to develop professional development programs at local project schools;

d. offer workshops, seminars, and special programs related to occupational stress issues.
ABSTRACT

The Secondary School Teacher Center Component (SSTCC) is funded as an addition and separate component to the existing Michigan state-funded Detroit Center for Professional Growth and Development. The SSTCC seeks to extend services to Detroit area teachers, students, paraprofessionals, and administrators and to develop its potential to serve as the Mid-West Cluster Microcomputer Inservice Training Center. The major area of concentration for the Detroit SSTCC is the addressing of the future-oriented communication skills needs of students and teachers.

The Secondary School Teacher Center Component is governed by an 18 member Policy Board of which 61% are classroom teachers. The Policy Board takes an active role in the directing, supervising and monitoring of all operations. Policy Board members serve on planning task forces and represent the Center at conferences and seminars.

The SSTCC provides services to 7,200 educational personnel in the 84 public middle and senior high schools and 42 non-public secondary schools in the service area.

During its first operational year the SSTCC will meet the future-oriented communication skills inservice training needs of teachers and students in the service area, develop and pilot future-oriented communication skills curriculum modules, develop procedures and training courseware needed to operate as a microcomputer training center for service area educators and their students, establish a multi-media future-oriented communication skills resource and dissemination service, and establish a Mid-West Cluster Microcomputer Inservice Training Center.

All activities will flow from priorities determined by the assessment of student and teacher needs. Funds for this continuation grant will enable the Policy Board to implement the SSTCC as a vital and responsive way to prepare Detroit educators and their students for the communication skills that will be required in the decades to come.
OBJECTIVES FROM ORIGINAL PROPOSAL

A. Continuous Professional Development and Renewal

The Teacher Center Policy Board will:

1. Respond to specific requests by teachers for help in changing classroom teaching/learning process.
2. Enable teachers to utilize education research findings, expert researchers, research disseminators and educational consultants, as needed to respond to student needs.
3. Enable teachers to know the purposes and applications of major testing programs and to utilize the appropriate assessment devices in their classrooms, particularly diagnostic tests related to student skills development.
4. Emphasize in all helping enterprises the interrelationships between curriculum, staff, and materials development in meeting students needs;
5. Coordinate teacher Center assistance enterprises with the staff development activities of the District Office, the National Teacher Corps Program, the Child Services Demonstration Program, and any other subsequently funded staff development projects or programs.
6. Promote the use of individualized instruction techniques;
7. Involve in one or more innovative activities teachers who do not normally participate in any professional development and renewal activities.
8. Foster among teachers a readiness to take the risks of innovation and to assay objectively the results of change upon their classes;
9. Insure that all the above objectives are applied to the particular concerns of special needs and bilingual children.
10. Insure that all the above objectives are applied to the particular concerns of teachers in career and occupational education programs.

B. Continuing Opportunities for Teachers to Produce and Implement Specific Educational Programs and Materials in their Classrooms.

The Teacher Center will provide facilities, equipment, and supplies necessary for the development and production of learning/teaching materials and programs in a variety of media, and effective in addressing the learning needs of students.

1. The Center will contain a materials production facility consisting of a general work room, an A-V workroom, a projects-in-development storage area, and an office, which will be operational at the Teacher Center site three months after receipt of the award grant.
2. The Teacher Center Policy Board will establish procedures governing the use of the materials production facility and establish a schedule for equipping and supplying the materials production facility. The guidelines and schedule will accommodate simultaneous use of diverse production instruments/facilities by teachers working singly or in groups.

C. Much Better Sharing of Information and Ideas Among Teachers

The Teacher Center will:

(1) foster direct and personal communication and sharing among teachers, (2) provide access to new educational ideas and materials, and (3) permit the sharing and communication of information of concern to teachers.

In the Teacher Center there will be:

1. An Informal Meeting Room, conducive to conversation and sharing, which will be operational at the Teacher Center site sixty days after the receipt of the grant award. This room will be furnished with comfortable and inviting furniture, equipment for
the provision of light refreshments, and magazine racks and bookshelves for professional journals and books.

2. A "Library/Media Center", housing a collection of relevant professional materials, both theoretical and practical. This space will be opened to use sixty (60) days after receipt of the grant award and will be fully operational four (4) months after implementation.

3. A Clearinghouse, a part of the Library Media Center, which will serve as the center of a District-wide informational network, as well as editorial quarters for the monthly newsletter. It will be operational sixty (60) days after the receipt of the award grant.

4. Teachers and other educational personnel will use the Informal Meeting Room to share ideas, concerns, problems and solutions. Here they also will work together generating strategies for the development of activities and programs for professional improvement. Participation in these formal renewal and improvement activities will also take place in the Informal Meeting Room.

5. The Library Media Center will be used by teachers, other educational personnel of District V, and the Teacher Center staff to:
   a. Locate, retrieve, and disseminate research and development literature applicable to educational problems in District V
   b. Locate, examine and use (either in conjunction with work being carried out in the Center or in their classrooms) curriculum materials in a variety of media.

6. The Clearinghouse will be used by teachers, other educational personnel, and the staff of the Teacher Center to:
   a. Locate and communicate current information of interest to educators.
   b. Publish a monthly newsletter in which the Center staff will describe services, programs and activities offered at the Center and at other institutions and agencies in the Greater Boston Area, such as the Child Services Demonstration Project, and in which teachers and other educational personnel in the District will be able to communicate their ideas, concerns, problems, solutions, and other information of a professional nature.
   c. Promote bi-monthly seminars which bring experts from Boston and other school systems, noted scholars and authorities from the colleges and universities in and beyond Greater Boston, and Commentators on the field of education to the Teacher Center for formal and informal public presentations of their most current research findings, innovative programs, and criticisms. This service is to be known as the "Rollins Griffith Memorial Seminar Series in Education", and will familiarize the teachers with developments in curriculum and educational research, including the use of research to improve teaching skills.

D. Stronger and More Frequent Interactions Between Teachers, Parents and Other Community Members

Activities and programs to expand and extend parents' and teachers' joint solution of children's learning problems will begin three months after receipt of the award and will continue on a regular basis thereafter.

The programs and activities sponsored by the Teacher Center Policy Board will be aimed at:

1. Diversifying and enriching the formats teachers and parents can use for conferring about children's progress.
2. Assisting teachers in finding more effective avenues of communication to parents.
3. Increasing the number of parents having conferences with teachers about problems affecting their children.
4. Increasing the participation of men in parent conferences and in school-community events.
5. Diversifying the ways in which parents and community groups can participate in the schools' programs and increasing the number so participating.
6. Coaxing community agencies into providing additional resources for support of school
7. Providing teachers with more precise information on the varying attitudes and opinions about schools which exist among community subgroups and helping to deal constructively with those attitudes which appear counter to effective learning programs.

E. Strengthening the Skills and Sharpening the Assistance of Other School-related Personnel

The Teacher Center Policy Board will implement programs and activities, as well as access to services, which foster the professional development and renewal of school personnel other than teachers: specifically:

1. Persons, other than teachers, who work with students in District V, will suggest and participate in Teacher Center programs in accordance with procedures and policies established by the Policy Board.

2. The Policy Board will establish a budget for the support of professional development and renewal programs and activities suggested by and aimed at improving the skills of persons, other than teachers, who work with students in the schools of District V. This activity will begin in the second year.

3. The professional development and renewal programs and activities offered in the Teacher Center for educational personnel in September, 1979, will foster the attainment by participants of the same objectives listed for teachers in Section A above.
PROPOSED ADDITIONS TO THE PROPOSAL

Since the development of the original proposal two critical needs have developed.

Large numbers of Spanish speaking bilingual students have moved into the district. Many bilingual teachers have been hired by the school system but more bilingual teachers are needed. Bilingual teachers need help in English as a Second Language and since bilingual children are currently mainstreamed into regular class, regular class teachers need help with conversational Spanish.

This development has reflected upon the Teacher Center in several ways;

a. Regular class teachers have problems communicating with bilingual parents and students. To meet this need, the Teacher Center has offered many courses in conversational Spanish. However, the Teacher Center is unable to fund enough courses to satisfy the large number of applicants.

b. Bilingual teachers have requested assistance in improvement of speaking and writing skills in English.

c. Bilingual parents have requested assistance in English as a Second Language during the school day, to assist in communication with teachers and within the community. The Teacher Center is currently conducting classes for parents in English as a Second Language during the school day when parents are free but again, the number of applicants is greater than funds will allow.

The objectives are to:

- Develop a retraining program in Bilingual Education for regular class teachers.
- Conduct ongoing Conversation Spanish Classes for teachers.
- Provide English as a Second Language programs for bilingual parents and teachers
- Provide Multicultural Education for parents and teachers

The Policy Board of the District Five Teacher Center feels that these objectives will be best met by adding a bilingual staff person to the Teacher Center staff to carry out
Second, "As early as 1967 the President's Science Advisory Committee said that since the computer was such a valuable and versatile tool in society, Students attending schools who have not been exposed to the knowledge about computers will be poorly prepared for the world of the 1980's and 1990's. Many educators believe that although most students will not be computer technologists, the influence of the computer on future jobs is so important that students should be made aware of the computer—-What it is and what it does. Computer awareness courses should be part of every curriculum in every school."*

In order to create the computer awareness program implied by this statement, teachers need training in computer language. Programs of instruction must be developed by teachers for use by students. These computerized instructional programs should be based upon the regular school program.

The objectives are:

- To develop a cadre of teachers, consisting of at least one teacher from each building. The cadre of teachers will be trained to write educational programs and train other teachers to deliver the program to students.

- To develop a program for students based on the regular curriculum of the district. Programs for special needs, regular students, and gifted and talented students will be developed.

In order to achieve these objectives a microcomputer with terminals will be located at the Teacher Center. The microcomputer will be used to train teachers, write educational programs and on loan, during the school day, for use by students in the classrooms.
PART I - ABSTRACT

The Hartford Teachers' Center will provide professional and personal development services to the staff of Hartford's Public and Non-Public Schools. Approximately 2,600 teachers, paraprofessionals and administrators comprise the instructional resources which serve 31,000 pupils.

A collaborative effort by individuals representing the respective staffs has resulted in this proposal for services to teachers. Participants in the planning of this project are committed to the development and utilization of a vehicle (the Hartford Teachers' Center) which will assist teachers in professional and personal development.

The Hartford Teachers' Center Policy Board is composed of teachers and representatives of classroom paraprofessionals, school principals, central office administrators, non-public schools, higher education and parent organizations. Together they have determined that the Hartford Center will:

- involve teachers actively in planning, governing and evaluating the functioning of the Center,

- focus on responding to teacher needs, both professional and personal,
- establish activities which will address teacher needs on a holistic basis—assistance with professional and personal growth.

Based on the above, the scope of this project will include programmatic activities designed to:

- meet teacher professional needs,
- meet teacher personal needs,
- meet school system priorities,
- meet individual school priorities.

Program implementation will center on activities which are based on the expressed needs of teachers.

Alliance with the University of Connecticut will make a wide range of expertise available. Potential arrangements with other Colleges of Education as well as community resources will also serve to broaden the base of assistance and involvement.
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Barbara Berkowitz, Research Assistant
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Service Area: The project offers services to 19,000 public and non-public school teachers and thousands of other members of the education community of Nassau County, Long Island. There are fifty-six public school districts, containing 328 schools, plus 144 non-public schools in the 300 square miles that make up Nassau County.

STRUCTURE

The Local Education Agency for the Nassau County Regional Teacher Center is the Board of Cooperative Educational Services (BOCES) of Nassau County. This is an intermediate district which provides a wide range of shared educational services and programs to the fifty-six school districts in the county. In addition, the BOCES serves as an agent of the State Education Department and many state agencies have their local offices in the BOCES central office building. Our teacher center is housed in a BOCES facility, the Nassau Education Resource Center (NERC). This is a huge professional library and educational resource center and it serves as the "home base" for our project.

In addition, our project is directly affiliated with one school district in each of the four geographical quadrants of the county. At these locations, the district administration and the teachers organization (and membership) have joined with us to establish mini-centers, which we call Satellite Centers. At each of the four centers, workshops, seminars, demonstrations and other inservice activities are held on a regular basis. Materials and
resources are available in the Satellites to help meet locally identified needs as well. Each Satellite Center is governed by a Site Committee comprised of five or seven members, with a majority of the members being teachers.

Our Policy Board and staff are particularly proud of the close affiliation and mutually supportive relationship which exists between our project and the following:

BOCES of Nassau County: William T. Callahan, Dominick Mupo, Albert Inserra

New York State Education Department: Vincent Gazzetta, Helen Hartle

New York State United Teachers: All state and local leadership, under the direction of Thomas Y. Hobart, Jr.

Nassau District PTA: Sheila Cohen

Higher Education Consortium: Jay Smith

Nassau-Suffolk School Boards Association: Alvin Delman

Council of Administrators and Supervisors: Murray Schneider


North Bellmore U.F.S.D.: James Ambruso, Irene Diller, Frank M. Marlow, Frances C. Pertusi, John A. Verdi


GOALS

The overall goals of the Nassau County Regional Teacher Center programs and services are: to improve teacher effectiveness in identifying and meeting student needs, to help teachers learn how to provide learning environments sensitive to the individual needs of all children in the
classroom, and to respond on an immediate basis to the inservice and professional growth needs expressed by the educators of Nassau County.

OPERATIONS

The Nassau County Regional Teacher Center operates on a facility-based model, utilizing the outstanding educational resources which have been made available to the project by our LEA, the BOCES of Nassau County, and our four Satellite Center districts.

The Regional Center contains: 12,500 general education books; 4,000 audio-visual games, kits, films, filmstrips, etc.; a periodical collection of over 200 titles; 135 standardized tests; 9,000 books in the area of Occupational Education, 10,000 books in the area of Bilingual Education, 2,500 curriculum guides from Nassau County school districts, several types of conference tables, a conference room, a complete instructional materials development center, and other items such as the entire ERIC microfiche collection - 300,000 items.

The four Satellite Centers each have at least one classroom for exclusive Teacher Center use, donated by their school district, plus additional space for storage, small meetings, a lounge area, office space, etc. The design of each Satellite Center is unique and intended to make the best possible use of local resources. Each center represents considerable commitment by the individual school district board of education, central office and building level administration, teacher organization, parents, students, and individual classroom teachers.

At each site, workshops and courses are offered during each quarter of the year. Content is determined by formal and informal needs assessment and evaluation of each activity, both of which are constant, on-going procedures.

All activities take place under the supervision of a Policy Board or site committee, with its teacher majority design.

The second major aspect of the operational design is the availability of on-site assistance to educators, in their own schools, by our Staff Development Specialist. A variety of workshops are presented to teachers in this manner, and in-class demonstrations of new techniques and methods are an integral part of the service. Workshops for parents, provided in the same manner, have elicited a
tremendous response. We are investigating sources of additional funding to expand this part of our service, due to the overwhelming demand for it.

Finally, we are particularly proud of our Computerized Information Service which has put the latest available educational research into the hands of over 600 Nassau County educators, since its inception in August, 1980. This is another service which we hope to expand in the near future.

CONTENT

The content of our courses, workshops, and other activities is determined, primarily, by needs which have been expressed to us by Nassau County educators. Topics have included: Math Games, Writing Skills, Alternative Careers for Teachers, Human Relations in the Classroom, Mainstreaming of Handicapped Children, Stress Reduction for Teachers and Students, Computer Assisted Instruction, Motivation and Discipline, Film Animation for the Classroom, Puppetry, Critical Television Viewing, English As a Second Language, etc.

EVALUATION FINDINGS

In our first eight months of operation, more than 6,000 educators (verified by signatures) have attended activities at one of our five sites, or been served in their own schools. In addition, more than 4,000 telephone inquiries have been taken, in the Regional Center alone.

Evaluation forms are distributed and collected at every course or workshop given at our five locations, for all users of the computerized information service, and at all on-site workshops for parents and/or teachers.

Respondents have evaluated our services and staff as being good to excellent 99 times out of 100. Our Staff Development Specialist receives evaluations that are consistently so outstanding from parents, teachers, and administrators, that it is almost embarrassing. However, we recognize that there is so much more that we could be doing, and many ways in which our services and programs could be expanded or improved. We are all committed to that course of action, as we strive to keep pace with the constantly changing world around us. New ideas, new energy and renewed enthusiasm for the ultimate triumph of education over ignorance propels us ever onward.
POLICY BOARD

The Nassau County Regional Teacher Center is governed by a Policy Board comprised of twenty-four members and their designated alternates. The member affiliations are as follows:

9 Teachers representing each of the three New York State United Teachers (NYSUT) election districts in Nassau County.

1 Teacher of Handicapped Children

1 Teacher of Vocational Education

1 Teacher of English as a Second Language

1 Teacher from a non-public school

1 PTA representative

1 University representative, delegated by a consortium of the local universities.

2 Superintendents

3 School Board members

3 Building level administrators

1 Administrator from a non-public school

The Policy Board, chaired by Leon Tepper, Ed.D., a teacher in the Lynbrook School District, supervises the project, determines the budget, hires the staff, evaluates the program and sets policy...all in conjunction with the Local Education Agency (LEA), which is the fiscal agent and recipient of the grant award.

Judy Bender - Classroom Teacher, Nassau BOCES
Mary Anne Cariello - Classroom Teacher, Port Washington
Gloria Donohue - Classroom Teacher, Roosevelt
Bob Hoffman - Classroom Teacher, Jericho
Esther Levine - Classroom Teacher, Valley Stream
Don Murray - Classroom Teacher, Oceanside
Isabel Stein - Classroom Teacher, North Bellmore
Leon Tepper - Classroom Teacher, Lynbrook
Emil Voigt - Classroom Teacher, Jericho
Carolina Miller - Teacher of Handicapped Students, Nassau BOCES
David Owens - Teacher of Vocational Education, Nassau BOCES
Manuela Horowitz - Teacher of Bilingual Students, Long Beach
Mary Ann Rose - Non-Public School Teacher, Maria Regina High School
Sheila Cohen - PTA Representative, Nassau District PTA
Jay Smith - University Consortium Representative, Adelphi Univ.
William T. Callahan - Superintendent, Nassau BOCES (Represented by John Gangemi)
Ulysses Byas - Superintendent, Roosevelt
Alvin Delman* - School Board Member, Plainview—Old Bethpage
Carl Gordon - School Board Member, Wantagh
Carol Kossoy - School Board Member, Oceanside
Joseph Crawford - Building Administrator, Hempstead
Murray Schneider** - Building Administrator, North Bellmore
Irving Wax - Building Administrator, Manhasset
Emily Rodgers - Non-Public School Administrator Buckley Country Day School

*President, Nassau-Suffolk School Boards Association
**President, New York State Council of Administrators and Supervisors
The NYSUT/Hofstra Teacher Center services the teachers of Nassau County in New York State. This large, suburban area on Long Island contains 56 independent public school districts, along with approximately 100 private institutions. The total (K-12) teacher population has been estimated to be about 19,000. The local towns span the economic spectrum.

For three years, members of the New York State United Teachers (NYSUT) worked cooperatively with faculty from the School of Education, Hofstra University. Together with administrators and community representatives the NYSUT/Hofstra Teacher Center was planned and established.

The NYSUT/Hofstra Teacher Center has a complex conceptual design that encompasses both process and product components. Its strong base of support comes from the unique union/university linkage. Four university professors serve twenty-five percent of their time on staff at the Center. These specialist positions were written into the original proposal. The names of these consultants have changed as the needs of the Center became more defined or redefined; but the basic university-involved, organizational structure remains the same. In fact, it has strengthened as awareness
level and programs became more known. The Center Director and the Program Development Specialist are both teachers. From this duality of input and output has emerged a strong way of working.

GOALS

The major goal of the Center is to increase teacher effectiveness in meeting learners' needs. An important aspect of this work stresses the collegial and complementary roles of teachers and university faculty in accomplishing the aims of the Center.

Ten objectives identified by teachers have been set forth for the Center:

1. To train a cadre of teachers who can serve as inservice curriculum leaders in their own schools and/or districts.
2. To enhance teachers' curriculum development and evaluation skills; to develop and evaluate curriculum materials to meet teacher-identified student needs.

3. To develop a resource file of information concerning expertise of teachers, innovative programs, materials and activity ideas for use with children.

4. To enhance teacher effectiveness in working with children by offering short-term workshops.

5. To enhance teacher effectiveness by offering field consultation.

6. To enhance teachers' educational problem-solving and evaluation skills; to examine and propose solutions to teacher-identified educational problems and to evaluate the effectiveness of proposed solutions.

7. To develop a Media-Communications Center.

8. To provide services to paraprofessionals, counselors, parent volunteers, administrators, and school board members in order to support the learning process.

9. To provide liaison with the New York State Education Department.

10. To establish linkages with other teacher centers.

To attain these objectives, specific plans have been proposed and programs implemented for the initially funded three-year period.

OPERATIONS

The actual center site is housed on the university campus. The substantive thrust of this collaborative effort emphasizes teacher leadership, curriculum evaluation, and skill development that enables teachers to serve as resources to other teachers.

This Center received its grant under the Institute of Higher Education (IHE) section of the federal program - October 1, 1979.
In the year and a half that the Center has been in operation, movement has been made on all ten of the Center objectives.

Seventy teachers representing 15 districts, 1 private and 1 parochial school in Nassau County have attended the Teacher Leader Inservice Program. Fifty additional teachers attended the two credit Models of Teaching course offered in the Spring of 1981 as follow-up and extension of the Teacher Leader training. Numerous activities and diverse programs have been initiated in the local classrooms and districts as a result of this Centering experience.

Five Curriculum Development and Evaluation Groups have developed through the Center. Their topics of focus are:

1. The Gifted and Talented
2. Writing
3. Social Studies
4. Environmental Studies
5. Consumer Education

Both large-scale conferences and small afternoon workshops have been held in connection with this ongoing work.

Five Problem-Solving and Evaluation Groups have also been identified by the Center and sessions are consistently being launched in these areas of concern and inquiry:

1. Stress Management
2. Parents and Education
3. Mainstreaming
4. Energy
5. Teacher Exchange

Along with the above group activity, individual consultations are also provided by the Center specialists and opportunity for individual SEARCH requests have been facilitated by the Center's participation in the statewide computer network. The NYSUT/Hofstra Teacher Center is starting to develop its own unique data base of People and Program Resources. All of this information is now readily accessible through our portable computer technology. Awareness Sessions are frequently held at schools throughout the county.
In addition to the above, and with the full cooperation of Hofstra University, the Center has been able to offer several of its activities for graduate credit. This year, 15 credits have flowed through Center involvement. The options made available to teachers have been flexible and varied.

Services to parents, administrators, counselors and staff in the schools has also been expanded this year. Linkages with other Teacher Centers, the university system, NYSUT, the state education department and the federal programs continue to both deepen and widen.

EVALUATION FINDINGS

The Center has found that teachers actively respond and participate in events led or held by other teachers. Over 2,400 teachers attended workshops held in our first year. This year we estimate and are experiencing an even greater involvement.

We have found that teachers (K-12) do come forward for courses or conferences that are of interest to them and that meet their concerns. We have also found the individual needs of teachers to be strong, diverse and complex.

We have found that teachers do like to receive graduate credit or acknowledgment for their efforts and that teachers are "risk-takers." They are willing to initiate change in their own classrooms and working worlds. They are looking for a professional support system and they are in need of that problem-solving linkage.

We have discovered that the results of our efforts are beginning to surface as the separate evaluation component of our proposal starts to delve into the follow-up aspects of our way of working. Centering on Long Island appears to have a ripple effect and its impact is just now being felt.

POLICY BOARD

Teachers

Len Motisi, Chair - Music Teacher, Syosset P.S.
Joan O'Shea, Vice Chair - Psychologist, Elmont P.S.
Vita Bottitta - School Librarian, Plainedge H.S.
Betty Bradley - Classroom Teacher, E. Williston P.S.
Teachers (cont.)
Sabina Brown - Classroom Teacher, Herricks P.S.
Beryl G. Brummer - Classroom Teacher, Seaford P.S.
Bob Lynch - Classroom Teacher, Jericho P.S.
Janice Marcari - Classroom Teacher, West Hempstead P.S.
Barbara Micari - Library Media Specialist, Syosset P.S.
Parochial School Representative
Private School Representative
Administration
John Fitzsimmons - Secondary Principal Baldwin P.S.
Una Fleming - Elementary Principal Hempstead P.S.
Don Grote - District Superintendent Manhasset P.S.
Higher Education
Jerry B. Davis - Secondary Education Dept. Hofstra University
Doris Fromberg - Elementary Education Dept. Hofstra University
Jerry Notkin - Elementary Education Dept. Hofstra University
Lenore Sandel - Reading Department Hofstra University
John Van Buren - Dean, School of Education Hofstra University
Catherine Hunerberg (Alternate) - Elementary Education Dept. Hofstra University
Parent-Teacher Representatives
Sheila Cohen - District Director of Nassau, L.I. District PTA
Helene Goldsmith - First Associate Director of Nassau L.I. District PTA
School Board Representative
Robert Burgess - Trustee Board of Education Elmont P.S.
RESOLUTIONS
AND CONVENTION RULES
PRESENTED TO THE SIXTY-FIFTH ANNUAL CONVENTION OF THE
AMERICAN FEDERATION OF TEACHERS, AFL-CIO
CURRIGAN EXHIBITION HALL, DENVER CONVENTION COMPLEX
DENVER, COLORADO, JULY 6-10, 1981

NOTE: NONE OF THESE RESOLUTIONS REPRESENT OFFICIAL
ACTION OF THE AMERICAN FEDERATION OF
TEACHERS PRIOR TO ADOPTION BY THE CONVENTION
Another public school teacher, who after 20 years was reassigned from her kindergarten position to teach third grade as a result of declining enrollment, explains that she had never taught third grade reading before and when my students said "I never knew learning could be so much fun," you can imagine how high that made me feel. So the real beneficiaries are the children.

Mr. President, during Senate consideration of the Higher Education Amendments Act this past June, I made a statement supporting the teacher center program. At that time, I called for full funding of this unique educational tool.

Today, I reiterate that statement and urge my colleagues to join me in calling for full financing of teacher centers.

A teacher center is as unique as the population that it serves. Centers feature a varied program and are often changing their offerings as the needs of students and children change. Many centers offer formal and informal course work, either through a university or a State department. Workshops, demonstrations, curriculum development, collections of teacher resources, libraries of professional materials, recycle areas, and production space are frequent components of a teacher center.

In fact, some have been "panicky" because right before they had never moved into classrooms in an advisory capacity. This allows training to be tailored to the needs of one school or even one classroom.

Mr. President, I direct the attention of my colleagues to an article in Sunday's New York Times special section on Continuing Education entitled "Teacher Centers Are Becoming A New Force.

Mr. CHAFEE. Mr. President, declining enrollments at each level of education are causing more emphasis to be placed on retraining veteran teachers, instead of training new ones. This change in emphasis is affecting not only teachers, but the institutions that are keeping them, the various groups that are their classrooms, and the way we think about teacher education.

With the number of bachelor's degrees from teachers' colleges shrinking from 194,210 to 120,130 in the past 7 years, it is reasonable to assume that the teachers in today's classrooms will be the same teachers we rely on to educate our young people in 10, 20, or even 30 years from now.

From this emerging demographic model of our school for the future, arise questions of how to update teacher skills, how to infuse new ideas into the classroom, how to "keep teachers turning out," as a result of the mounting social pressures with which they must deal daily.

In addition, our institutions designed for teacher training also face important questions, such as dwindling enrollments in elementary and secondary schools have resulted in declining registrations in bachelor's degree programs for potential teachers and, in turn, fewer jobs for professors in colleges of education.

In what form will teachers' colleges survive in the future, and what will be their relationship to veteran teachers?

Some of the answers to these questions are being found in teacher centers.

Teacher centers have their roots in Great Britain. Teachers realized a need to share and exchange ideas and discuss problems relevant to their situations. As a result, teacher centers were born. American educators were quick to recognize the possibilities of such an idea working here and soon teacher centers were a reality in the United States.

In 1978, Federal moneys were made available for the first time for teacher centers implementation and today there are centers in 44 States and territories. As a result of the Higher Education Act Amendments of 1980, there will be at least one teacher center in every State in the Nation.
The belief that our Nation's schools are unable to provide the teacher center program with the answers to some very difficult problems.

Teachers are the single most important factor in the quality of education. And, teachers need and deserve assistance.

The cost of the teacher center programs is moderately small, especially when one considers the importance of the programs, which help teachers to become better teachers in order to meet the needs of their students that holds some of the greatest promise for improving the quality of education.

The President, I ask that the article by Sally Reed entitled "Teacher Center Are Becoming A New Force" from The New York Times Continuing Education Supplement of Sunday, September 19, 1980, be printed in the Record.

The article follows:

(Adapted from "Teacher Center Are Becoming A New Force" by Sally Reed)

"I'm very skeptical of the teacher center," said Marion Donovan, grade teacher at Public School 83 in the Bronx. "But I found out that the one thing that helped me the most this year was the things that I learned. It was the first time in my teaching experience that I had a person I trusted, who could understand my ideas, to whom I could explain my problems." (See article)

After two years, the teacher who after 20 years was reassigned from her kindergarten position to teach third grade in New York City became very skeptical that she had begun to teach in a new way.

"I had to go to two teachers' centers around the area where she was the only one who needed the training," she said.

She called on her colleagues for support.

"My local district was financing a center in the Bronx, and New York City teachers, throughout the country, are turning to centers and other nontraditional forms of training that are helping to transform education in the United States. The school districts are forcing their schools of education to change their programs and shifting from traditional to new kinds of schools.

Besides, the traditional institutions of higher education are assisting the teachers themselves.

"I first noticed the growth of teacher centers two years ago. There are now serving 125 school districts, and 17 more are expected to join next year. New York City now has 10 centers, eight are in the state and New York state has six centers. Some states, like Florida, and some school districts, like Hay Shore, I.T., have organized their own teacher centers.

There are about 200 independent and state-run teacher centers around the country. And corporations and even education magazines like The Learning Institute, the American Psychological Association, which provides courses for teachers in the country. But the teacher centers are making the greatest impact.

"It is very hard to define," said Ms. Donovan. "I found myself trying things in the classroom I had never attempted before. And when my students said, 'I never knew learning could be so much fun,' you can imagine how high that made me feel. But I would never have defined, which provides a context for sharing their successes and their problems and which stimulates and encourages professional growth over a long period of time."

What makes the Federal programs different from those offered at schools of education is that they are designed to aid experienced classroom teachers and, by Federal mandate, are governed by teachers and the American Federation of Teacher. They are in or near schools and open at times convenient for teachers. The Teachers Education RTCs are in or near schools and open at times convenient for teachers.

In a typical federally financed center, the government grants money to a local education agency, such as the local school district, or an intermediate agency, such as the Board of Cooperative Educational Services. More than half the policy board governing a center must be made up of teachers. The remainder includes administrators, community representatives and institutions of higher education.

The New York City Teacher Center Consortium, which was under the direction of the local, the United Federation of Teachers, the New York City Board of Education and cooperating teachers, is a teacher center. Specialists at each site direct activities, acts as an advisor to teachers in the classroom and conducts workshops on such topics as "Chicanismo," a methodology and concentrate on more practical subjects such as how to use your local zoo as a resource. But the courses are conducted in various sections of the state, which takes the classes to where teachers are.

"Much of what is in a school of education has no practical application to teachers," said Madeline Hunter, nationally recognized teacher educator at the University of California at Los Angeles. "The schools of education say, 'That's OK. Our role is to provide a theoretical, idealistic, and research.'

"But, on the other hand, teachers need a wedding of theory and practice. I wish the teacher centers and schools of education will be able to work together as their centers have done in the past and will continue to do.

"It would not be surprising if some of these new programs suffer from the same problems they have experienced for over a long period of time."

PROPOSED ARMS SALES

Mr. CHURCH. Mr. President, section 36(b) of the Arms Export Control Act requires that Congress receive advance notice of proposed arms sales under that act in excess of $25 million, or, in the case of defense articles as defined in the act, in excess of $7 million. Upon such notification, the Congress has 30 calendar days during which the sale may be prohibited by means of a concurrent resolution. The provision stipulated that, in the Senate, the notification of proposed sales shall be sent to the Chairman of the Foreign Relations Committee.

In keeping with the committee's intention to see that such information is available to the full Senate, I ask to have printed in the Record the two notifications of proposed arms sales which have been received. The classified annex referred to in one of the covering letters is available to Senators in the office of the Foreign Relations Committee, room S-118 in the Capitol.

The notifications follow:

Defense Security Assistance Agency,
Washington, D.C., September 8, 1980.

To: Hon. Frank Church, Chairman, Committee on Foreign Relations, U.S. Senate, Washington, D.C.

DEAR Mr. CHAIRMAN: Pursuant to the provision of section 36(b) of the Arms Export Control Act, we are forwarding herewith Transmittal No. 80-96, concerning the Department of Defense's proposed Letter of Offer to Korea for defense articles and services estimated to cost $88.0 million.

Sincerely yours,

ERNEST GRAVES,
Director.
FEDERALLY FUNDED TEACHER CENTERS

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515 SOUTH UNION STREET
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NORTHWEST ARCTIC TEACHER CENTER
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MARTY HAAS, ASSISTANT FEDERAL PROGRAMS COORDINATOR
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TEXARKANA, AR 75502
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**INFORMATION**

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BETTY JONES, DIRECTOR
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**KENTUCKY**
YORK SCHOOL DISTRICT TEACHER CENTER
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**MAINE**

**MARYLAND**
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LEVY S. LEVY, DIRECTOR
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MRS. MARY SHORE, DIRECTOR
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**MICHIGAN**
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BERNICE WARWICK, DIRECTOR
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**NEVADA**
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LAS VEGAS, NV 89158
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615 SOUTH 16TH STREET  
BOZEMAN, MT 59715  
(406) 587-8181

Missoula Branch:  
ROBERT LUKES, DIRECTOR  
1018 BURLINGTON, ROOM B101  
MISSOULA, MT 59801  
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LAKEVIEW DRIVE  
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HOFStra UNIVERSITY  
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(614) 221-1033

TEACHER CENTER 271  
ELIZABETH CUPP, DIRECTOR  
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LYNDHURST, OH 44124  
(216) 291-5225

**OKLAHOMA**

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NORMAN, OK 73070  
(405) 364-4501
**OREGON**
BEST Teacher Center
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Eugene, OR 97404
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**Pennsylvania**
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Dietra Shorter, Coordinator
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Pittsburgh Area Center for Teachers
Carnegie-Mellon University
Porter Hall 223
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**Rhode Island**
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**South Dakota**
Rapid City Teacher Center
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Jefferson School St. Joe E. Boulevard
Rapid City, SD 57701
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**Tennessee**
Cooperative Teachers' Center
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(615) 645-2610

**Texas**
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Austin, TX 78752

**Utah**
Moab Teacher Center
Barbara Ing, Director
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**Vermont**
Goddard Teacher Center
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Goddard College
Plainfield, VT 05667
(802) 454-8311, Ext. 321

**Virginia**
The Pride House
Julia Summev, Director
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Dinwiddie, VA 23841
(804) 469-3350

**Washington**
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Spokane, WA 99204
(509) 455-3703

**West Virginia**
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**Wisconsin**
Great Rivers Teacher Center
Virginia Bell, Director
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Hogan Administration Center
Lacrosse, WI 56401
(608) 785-1176

**Wyoming**
Wyoming Teachers' Center
Irene Clarke, Director
2602 West E Street
Torrington, WY 82240
(307) 532-2171 or 634-7991
EVERY TEACHER IN U.S. IS SERVED BY A LOCAL TEACHERS CENTER

1990
### State Block Grant Information Sources

The Reagan “revolution” sounds orderly in theory, but the wholesale reshuffling of programs and the shift to more block grants is happening at a forced pace. The result is considerable confusion and disarray among federal and state officials alike, as they scramble to implement the changes. The fast changing budget and appropriation picture is adding to the problem, with many programs still facing an uncertain future.

The following list of whom to contact at the state level was prepared by the National Association of Counties and is reprinted from County News, the association’s weekly paper. It is intended for local officials, but the listed contact people are a good place to start trying to find out what is happening in your state.

#### The Ad Hoc Coalition on Block Grants:

1000 Wisconsin Ave., N.W., Washington, DC 20007, is one of a number of groups under the Center for Community Change umbrella. The Coalition is reorganizing for the long haul, but Ronni Kneller at the group’s Washington office can be contacted for information on what community groups may be doing. Call (202) 338-6484.

<table>
<thead>
<tr>
<th>State</th>
<th>Contact Person</th>
<th>Phone Number</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALABAMA</td>
<td>Bob Davis</td>
<td>205/834-5372</td>
<td>State Administrative Officer, Montgomery, Ala. 36101</td>
</tr>
<tr>
<td>ALASKA</td>
<td>Carol Burger</td>
<td>907/465-3509</td>
<td>Office of the Governor, Juneau, Alaska 99811</td>
</tr>
<tr>
<td>ARIZONA</td>
<td>Randy Harris</td>
<td>602/255-6571</td>
<td>Office of the Governor, Phoenix, Ariz. 85007</td>
</tr>
<tr>
<td>CALIFORNIA</td>
<td>Ben Williams</td>
<td>916/321-5700</td>
<td>Administrative Services Chief, Suite 1400, Room 150, Sacramento, Calif. 95814</td>
</tr>
<tr>
<td>COLORADO</td>
<td>Linda Garner</td>
<td>303/363-4366</td>
<td>Office of State Planning and Budgeting, State Capitol, Room 102, Denver, Colo. 80203</td>
</tr>
<tr>
<td>CONNECTICUT</td>
<td>Steve Heinz</td>
<td>203/279-4296</td>
<td>State Office of Policy and Management, 80 Washington Street, Room 202, Hartford, Conn. 06115</td>
</tr>
<tr>
<td>DELAWARE</td>
<td>Joyce Johnson</td>
<td>302/571-2310</td>
<td>Office of the Governor, State Office Building, 210 State St, Wilmington, Del. 19801</td>
</tr>
<tr>
<td>FLORIDA</td>
<td>David Dingler</td>
<td>305/484-4471</td>
<td>Office of the Governor, Tallahassee, Fla. 32301</td>
</tr>
<tr>
<td>GEORGIA</td>
<td>Winfred Poindexter</td>
<td>404/522-5411</td>
<td>Office of Planning and Development, 205 Washington St, Room 613, Atlanta, Ga. 30334</td>
</tr>
<tr>
<td>HAWAII</td>
<td>Carl Takamori</td>
<td>808/348-2335</td>
<td>Office of the Governor, Honolulu, Hawaii 96813</td>
</tr>
<tr>
<td>IOWA</td>
<td>Doug Gross</td>
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<td>Administrative Assistant to the Governor, State Capitol, Des Moines, Iowa 50319</td>
</tr>
<tr>
<td>KANSAS</td>
<td>Stephen E. Hobson</td>
<td>913/296-7955</td>
<td>Office of the Governor, Topeka, Kans. 66612</td>
</tr>
<tr>
<td>MONTANA</td>
<td>Dean Honichschlag</td>
<td>406/442-0090</td>
<td>State Planning Agency, 101 Capitol Square Building, Suite 631, Helena, Mont. 59601</td>
</tr>
<tr>
<td>NEBRASKA</td>
<td>Richard L. Laird</td>
<td>307/224-5020</td>
<td>Department of Human Resources, 200 East 11th St., Cheyenne, Wyo. 82001</td>
</tr>
<tr>
<td>NEW MEXICO</td>
<td>Norman C. S. Smith</td>
<td>505/334-7575</td>
<td>Division of Financial Management, State Office Building, Suite 122, Santa Fe, N.M. 87503</td>
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<tr>
<td>MASSACHUSETTS</td>
<td>Steve Fernandez</td>
<td>781/877-2073</td>
<td>Governor’s Office, 1000 State House, Jefferson, Mass. 02139</td>
</tr>
<tr>
<td>MARYLAND</td>
<td>William T. Rudolf</td>
<td>301/271-3100</td>
<td>Governor’s Office, 102 West Statehouse, Annapolis, Md. 21401</td>
</tr>
<tr>
<td>MICHIGAN</td>
<td>Barbara E. Long</td>
<td>517/334-0595</td>
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</tr>
<tr>
<td>MINNESOTA</td>
<td>Michael E. Johnson</td>
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<td>Office of the Governor, St Paul, Minn. 55101</td>
</tr>
<tr>
<td>MISSISSIPPI</td>
<td>Jerry Brown</td>
<td>601/334-7412</td>
<td>Department of Human Resources, 211 State Capitol, Jackson, Miss. 39201</td>
</tr>
<tr>
<td>MISSOURI</td>
<td>Robert F. Hoefling</td>
<td>816/582-4321</td>
<td>Governor’s Office of Policy and Planning, State Capitol, Jefferson City, Mo. 65101</td>
</tr>
<tr>
<td>MONTANA</td>
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<tr>
<td>NEVADA</td>
<td>Howard F. Wagoner</td>
<td>775/685-2479</td>
<td>Governor’s Office, Carson City, Nev. 89811</td>
</tr>
<tr>
<td>NEW YORK</td>
<td>Emily Young</td>
<td>601/357-3094</td>
<td>Governor’s Office of Policy and Planning, Room 306, State Office Building, Harrisburg, Pa. 17105</td>
</tr>
<tr>
<td>NEW JERSEY</td>
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<tr>
<td>NEW MEXICO</td>
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<tr>
<td>OHIO</td>
<td>Matt Hassen</td>
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</tr>
<tr>
<td>OKLAHOMA</td>
<td>James L. Smith</td>
<td>405/521-2345</td>
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</tr>
<tr>
<td>PENNSYLVANIA</td>
<td>Ronald F. Stimpert</td>
<td>717/787-4263</td>
<td>Governor’s Office, Room 203, State Office Building, Harrisburg, Pa. 17105</td>
</tr>
<tr>
<td>RHODE ISLAND</td>
<td>Henry B. Diamond</td>
<td>401/277-2214</td>
<td>Governor’s Office of Policy and Planning, Providence, R.I. 02903</td>
</tr>
<tr>
<td>SOUTH CAROLINA</td>
<td>Sam N. Moore</td>
<td>803/733-3277</td>
<td>Governor’s Office of Policy and Planning, Room 801, State Office Building, Columbia, S.C. 29201</td>
</tr>
<tr>
<td>SOUTH DAKOTA</td>
<td>David L. Sobol</td>
<td>605/773-5940</td>
<td>Governor’s Office, State Capitol, Pierre, S.D. 57501</td>
</tr>
<tr>
<td>TENNESSEE</td>
<td>Bill E. Carter</td>
<td>615/446-2937</td>
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</tr>
<tr>
<td>VERMONT</td>
<td>Beulah D. Marriott</td>
<td>802/828-3332</td>
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</tr>
<tr>
<td>WEST VIRGINIA</td>
<td>Terry L. Lester</td>
<td>304/340-2000</td>
<td>Governor’s Office, Capitol Building, Charleston, W.V. 25305</td>
</tr>
<tr>
<td>WISCONSIN</td>
<td>James E. Doyle</td>
<td>608/266-1741</td>
<td>Governor’s Office of Policy and Planning, Madison, Wis. 53702</td>
</tr>
<tr>
<td>WYOMING</td>
<td>Ross A. Perot</td>
<td>307/777-9930</td>
<td>Governor’s Office, State Capitol Building, Cheyenne, Wyo. 82002</td>
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88 THE CRAFTSMANSHIP CENTER NEWS SEP/OCT 1981