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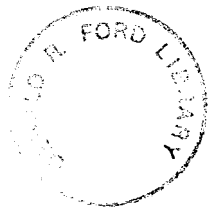
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THE WHITE HOUSE
WASHINGTON

Ken Smith

5/2/74

Excellent meeting.
Give me plans for
future meetings.



9/3/74

THE WHITE HOUSE

WASHINGTON

August 30, 1974

Meeting With the National Student Leaders
of the Major Youth Organizations of America

Friday, August 30, 1974

4:00 p.m. (30 minutes)

The Cabinet Room

From: Anne Armstrong

I. PURPOSE

To elicit suggestions for youth involvement in this Administration and to demonstrate your support of youth organizations and the role they play in preparing young people for responsible roles as citizens and future leaders.

II. BACKGROUND, PARTICIPANTS AND PRESS PLAN

A. Background: The National Student leaders of these twenty-one major student organizations represent in excess of thirty million young people, or 14.3 percent of the United States population. The segments of society represented include labor, business, technical, industrial, agricultural, cultural, educational, minority, and religious. All organizations are national, many with chapters in all fifty states, the District of Columbia, Puerto Rico, the Territories, and foreign nations. Last month, you greeted the National Officers of the Future Farmers of America, Distributive Education Clubs of America, Girls Nation, and Boys Nation. This is the first time the leaders of all the major youth organizations have met with the President of the United States at one time. While several of these students are recent high school graduates, the majority will be returning to high school next week.

B. PARTICIPANTS:

Jeane M. Hanley
Bill S. Sahn
Rick Tally

Girls Nation
Catholic Youth Organization
Junior Achievement



Kimberly White	Office Education Association
Steve Adler	National Association of Student Councils
Kim Otto	Camp Fire Girls
Geraldine Sumter	4-H
Bobby Baumgarten	Future Business Leaders of America
Benjamin Brown	Boys Nation
Bruce Zimmerman	B'nai B'rith
Edward A. Hailes	NAACP
Mark Mayfield	Future Farmers of America
George Clark	Boys Clubs of America (Boy of the Year)
Randy Cain	Distributive Education Clubs of America
Victoria Pope	Future Homemakers of America
Brenda Briggs	Girls Clubs of America
Jane McGlynn	Young Men's Christian Association
Teresa Torrence	Young Women's Christian Association
Barbara Hyman	Girl Scouts of America
Richard Ohendalski	Boy Scouts of America
Bertha McEnhimer	Vocational Industrial Clubs of America
Anne Armstrong	Counsellor to the President
Pamela Powell	Staff Assistant

- C. Press Plan: Press photo opportunity. Meeting to be announced. Group photo opportunity.

III. TALKING POINTS

1. I have always been interested in the ideas of young people. My four children, two of which are still teenagers, are always offering their opinions and suggestions to me. In my second-to-last week as Vice President, I met with the National Officers of DECA, FFA, Boys Nation and Girls Nation. As an Eagle Scout, I would very much liked to have

attended the first annual Eagle Scout Association Convention in Fort Collins, Colorado, last week, but, unfortunately, my schedule did not permit me to do so. You represent the future leaders of this country. It is essential that you stay involved, regardless of what level, be it local, state, or national.

2. The young people you represent are one of the largest groups of consumers in this country. As present and future wage earners, it is and will be your responsibility while earning money, to learn how to spend it wisely. It is essential that if we are to lick inflation, not only the federal government will have to tighten its belt but also the consumer.
3. Youth involvement in government is indeed important, and more and more young people are filling elected and appointed positions every day. In addition to becoming involved in government and consumer activities, it is also very important that you show you care about your fellow young people. The drug problem in America is a serious one, and alcohol and VD are just as serious, and as young people, I think it is your responsibility, as well as government's, to help these young people in need.
4. It is vital that my Administration not only have the support of young people, but also their ideas. At the present time, an immediate past president of FFA, a former national officer of VICA and a former national officer of DECA are serving on Presidential Advisory Councils. In addition, an Eagle Scout was serving on the former Bicentennial Commission.
5. Very soon, our official celebration of the Bicentennial, our 200th Birthday, will begin. Americans everywhere are reaffirming their belief in the philosophies on which this country was founded and the principles which have made this country great.

As future leaders in America, it is essential that young people take advantage of this Bicentennial era to gain a clearer understanding of the principles and beliefs of our country.

I understand that most of the youth organizations here today have developed Bicentennial projects for your organization. I encourage you to urge your members to become involved in this people's celebration. We are entering our third century as a free nation. I put my trust in you so that we will become a fourth century with the same strengths and freedoms.



student
advocate




STUDENTS, U.S.A.:
The Mood of
American Youth



OFFICE OF STUDENT ACTIVITIES/National Association of Secondary School Principals
Volume 1 Number 1 April 1974

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The STUDENT ADVOCATE is published nine times a year, monthly September through May, by the National Association of Secondary School Principals, Office of Student Activities, Dulles International Airport, P.O. Box 17430, Washington, D. C. 20041 (Offices at 1904 Association Drive, Reston, Va. 22091). Material published herein is neither endorsed by nor official policy of the NASSP Office of Student Activities or the National Association of Student Councils except where so stated. Annual membership in the National Association of Student Councils is \$25 for high schools or \$15 for middle and junior high schools, including subscription to this publication. Second-class postage is paid at Herndon, Va., and additional mailing offices. Copyright 1974 by the National Association of Secondary School Principals.

Secretary: Owen B. Kieman
Associate Secretary: Douglas W. Hunt
Director of Student Activities: Terrence J. Giroux
Director of Editorial Services: Thomas F. Koerner
Editor: Jill Ginsburg

FOR YOUR INFORMATION

Legislation designed to create special smoking areas in California high schools was on the state assembly floor at the time of this writing. The sponsor of the bill is a non-smoker who feels that the bill is necessary to reduce illegal smoking by students in rest rooms. An opponent of the bill feels that smoking areas in schools would encourage students to smoke and would not prevent smoking in illegal areas.

Claude Brown's best-selling novel about life in Harlem, *Manchild in the Promised Land*, has been banned from Baltimore public high school libraries by a 3-2 vote of the school board. *Manchild* had been one of the 10 most popular books among the city's high school students, according to a poll, but one of the three board members who voted for banning called the book "filth."

"Teenagers know a lot today. Not just things out of a textbook, but about living. They know their parents aren't superhuman, they know that justice doesn't always win out, and that sometimes the bad guys win. . . . Writers needn't be afraid that they will shock their teen-age audience. But give them something to hang onto. Show that some people don't sell out, and that everyone can't be bought. . . ."
—Susan Hinton, author of *The Outsiders*, in the *New York Times Book Review*, August 27, 1967.

This quotation appears in a 24-page booklet called *The Students' Right to*

Read, published by the National Council of Teachers of English (NCTE). The booklet sheds some light on how books are chosen for English classes and on why certain books which are popular among students are *not* being used.

Students working on curriculum committees or advisory groups may find *The Students' Right to Read* useful. Copies are available at 35 cents each or five for \$1.00 from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801.

"Neither a religion nor a philosophy, but a *systematic mental technique* for achieving restful alertness"—that's the way the International Meditation Society (IMS) describes transcendental meditation, which is now practiced by about 300,000 Americans, including many young people.

Transcendental meditation, usually called TM, is designed to relieve mental and physical stress and thus to allow our minds, spirits, and bodies to work more freely. TM is practiced by people of all religions and requires no drugs. Some researchers report that the practice of TM actually discourages the use of drugs by providing a natural way to expand awareness.

The Student International Meditation Society (SIMS) has more than 400 chapters on college campuses across the country and offers a special rate to students of any age who want to learn the TM technique. A few public school systems offer instruction

in TM to those who want to participate.


For more information, contact your local International Meditation Society Center or write to SIMS National Center, 1015 Gayley Ave., Los Angeles, Calif. 90024.

Defining the rights of young people and bringing attention to their needs are two of the main purposes of the National Youth Alternatives Project (NYAP). NYAP helps young people to develop creative ways to fill social needs—the need to help runaway youth, the need to provide community-based youth-run social service agencies, the need to help young people in trouble with the law.

NYAP publishes an informative newsletter called *Youth Alternatives* (single copy free on request) and has just released a *National Directory of Runaway Centers* (one dollar donation requested). Write NYAP at 1830 Connecticut Ave., N.W., Washington, D. C. 20009 for more information.

The National Wildlife Federation's *1974 Conservation Directory* is now available at two dollars per copy from the Federation's offices at 1412 16th Street, N.W., Washington, D. C. 20036.

Included are members of Congress; Congressional committees on conservation; local, national, and international conservation organizations; and government and community conservation agencies. Also included is a list of colleges and universities offering professional training in conservation.



STUDENTS: U.S.A.

“When Peter Schrag went around the country in 1968 and 1969 to talk to kids, he came back and said there’s no universal that fits except one—and that is, there’s no sense of a future.”
—Toby Moffett, Director, Connecticut Citizen Action Group, in *The Greening of the High School*.

What, if any, are the universals that fit youth in 1974? NASSP and the New York-based Gilbert Youth Research Corporation recently made a major effort to find out. Interviews with 2,000 high school students of varied social and economic backgrounds in 108 areas of the United States brought out these general conclusions:

- The future looks reasonable and is “probably worth pursuing.”
- The high school is effective but often lacks opportunities for students’ personal involvement.
- Students see themselves as quieter than students of three years ago and feel they are more likely to plan ahead.
- Differences between students’ and parents’ attitudes seem to be due more to lack of communication than to real conflict.
- Young people see the causes they’re involved in as more realistic than idealistic—more feel they are likely to be involved in a cleanup campaign than in a political demonstration.

The interviews were conducted by high school students under the personal supervision of faculty members.

Students on Education—A General Faith

Scholastic goals among people now in high school are at a high level—99 percent plan to graduate from high school and 48 percent plan to go on to college or other post-secondary training. Three-quarters of the students feel their high schools are doing a good job, offering good business and college preparatory courses, challenging them to develop their abilities, and encouraging them to develop creativity. Forty-six percent of the

students feel that the college preparatory program is the most important part of their schools’ curriculum.

What changes would students like to see in schools? New courses in shop (including auto mechanics and electronics), vocational training, family planning and human relations, physical education (including judo and karate), science and medicine, and sex education were proposed by many students, but the most frequently suggested change was for more class discussion in existing courses. Thirty-eight percent had no suggestions for changing the curriculum or the school environment.

Only 13 percent report that their student council or student government represents them “very successfully.” Just over half feel that their schools’ administrators understand student attitudes and problems, but 35 percent have a hard time communicating with them. Teachers and students get along better than many people believe, according to 59 percent of the survey participants, who said that student-teacher communication was “good” in their schools. More than a quarter of the students say that communication breaks down, because “teachers don’t take an interest in students and don’t listen to them. Students’ suggestions for better student-teacher relations? More classroom discussion and less homework, more time and activities for students and teachers to get together, more teacher interest in students, more efforts toward understanding from both sides, and less crowded classrooms.

Marriage and Family

Having a family doesn’t seem to be as pressing an issue for today’s high school students as it was for their parents at the same age. Only two percent of the male and nine percent of the female students plan to marry immediately after graduation, and seven out of ten feel that early marriages have a strong chance of ending in divorce.

By contrast, 29 percent of the students cited marriage and the family as their major personal concern in the next five years. The answer to the contradiction seems to be that students are interested in marriage—but not right now. If they were starting a family today, students would have two or three children (statistically, 2.4 per family).

Students were also asked some questions about their present families—their attitudes toward parents, brothers, and sisters. While about half the students say they have trouble getting along with one or more people in their families, three out of four said they felt no resentment toward anyone in the family. The main

problem between students and parents, students say, is lack of communication—only about half of them feel free to discuss their problems with one or both parents. Why? A general disagreement with parents’ way of doing things (42 percent), parents are “out-of-date” (34 percent), parents treat us like little children (33 percent), parents are too strict (29 percent), and parents lack the necessary knowledge and understanding (26 percent).

Politics and Society

About 40 percent of the students are “not at all confident” in the present administration’s ability to guide the country—and they’re going to do something about it. Almost 80 percent plan to vote in every election for which they’re eligible, and one in every eight would be willing to run for and serve in elective office.

However, only one percent of the students feel that politics will be a major personal concern in their lives during the next five years—politics showed up at the bottom of the list, after marriage and family, school and college, work, friends, religion, and the environment.

And what of the future? What criteria are students of today using to decide on careers, choose lifestyles, and establish values? An overwhelming 72 percent say they’d prefer happiness to fame; three quarters feel that a good family life is important; and seventy percent are looking for income security. More than 70 percent are willing to work “very hard” to achieve personal goals.

Is there a picture of “the mood of American youth” that emerges out of all these statistics, out of the thousands of interviews? Yes, but the outlines are blurred. Here are a few cautious generalizations that seem to fit the majority:

- a moderate to mild cynicism about the government
- a desire to achieve satisfaction in personal life (home, family, steady employment) rather than in public life (politics, fame, social causes)
- a faith in schools and the educational process
- a cautiously hopeful attitude toward the future
- a concern with careers, job security, and economic stability

The picture is neither radical or revolutionary nor overwhelmingly idealistic. It is a picture of young people in a somewhat troubled time, thoughtful, reflective, quiet.

A full report of the survey results will be mailed to all NASC, NASAA, and NASSP members late this spring.

STUDENTS & THE LAW

In the past three years, forty-two states have lowered the age of majority to 18 or 19 for most purposes, and it is likely that most other states will do so in the near future.

Why This Sudden Change?

There is, of course, nothing sacred in the choice of age 21 as the age of majority, but the number 21 has quite a weight of history behind it. The Province of Massachusetts Bay enacted a law requiring age 21 as the minimum for performing certain civic duties. By 1620, the age for serving in the English army had risen (over centuries) to 21, mostly because of the increasing weight of armor!

More important than the legal precedents for 21 as the age of majority are the reasons for the sudden change to a younger age by 42 state legislatures. Some of those reasons are:

Sociologists, psychologists, and doctors have shown that young people are maturing earlier, both physically and mentally.

A higher level of education among young Americans has made them more capable of exercising the rights and responsibilities of full citizenship.

The 18-year-old draft made many people realize that a young person required to serve his country should have the right to help choose its leaders.

The adoption of the 26th Amendment to the U. S. Constitution, lowering the age requirements for voting in federal elections to 18, spurred many states to action. In states where the voting age for state elections was higher than 18, government officials faced administrative problems in elections where both state and federal officials were running for office.

What Does the New Age of Majority Mean to Students?

Most school rules and regulations do not depend on the age of the students for their validity. An 18-year-old senior is prohibited from consuming alcoholic beverages on school grounds, but so is a 35-year-old taking a night school drafting course, and, for that matter, a faculty member. However, some areas of school life *will* be affected.

Residency. Generally, students have been required to attend the high school that serves the district in which his parents or legal guardian resides, although some married or full self-supporting students have been allowed to attend school in the district in which they themselves live. However, residency for school purposes is often based on the student's residence on the date the school year opens; a student who becomes 18 in January of a school year may be bound to attend the school in which he was enrolled in September (when he was still 17).

Student Records. State laws on who may see which school records vary considerably, but the new age of majority may mean that 18-year-old students have access to the same school records their parents do. An adult student may also be able to prohibit the opening of his personal record to his parents.

It is impossible to predict what will happen to many specific regulations brought into question by a lowered age of majority, such as legal drinking age and students' rights in schools. Decisions on many issues are likely to be inconsistent from state to state. On some of the more complex issues, it may take several years for a consensus to develop.

(Continued on page 12)

FEEDBACK

Too Controversial?

After examining the January issue of *Student Life Highlights*, we feel compelled to register our indignation with each member of the 1973-74 NASC Advisory Committee in regard to the committee's action regarding marijuana.

Specifically, it is reported: "The recommendation that NASC work toward decriminalization [of marijuana] was not accepted by the Advisory Committee on the grounds that NASC should 'not be involved in an issue of such controversial nature.'" It is also reported that the Advisory Committee voted to conduct an evaluation of educational programs for Alaskan natives and to study the impact of the Trans-Alaskan Pipeline on wilderness areas. The same edition of *Highlights* carries a list of "serious concerns of student councils" from Dr. Earl Reum. First on his list is "drug abuse" and further on, "strength through controversy—how to use controversy for positive ends."

Now, our council members have various opinions about the legalization of marijuana—some say "yes," some say "no," and some are undecided—but we are in agreement that it is totally inappropriate not to handle an issue which is of pressing concern to member groups of NASC because it is "controversial." We find such a position particularly ludicrous in view of the decision to consider educational programs for Alaskan natives and the effects of the Trans-Alaskan Pipeline on wildlife. These are worthy issues perhaps, but worthy issues which are no less controversial, although they are a great deal more removed from our own situation.

We feel, as does Dr. Reum, that drug abuse is a proper concern of student councils, and we feel that controversy may provide strength. When leadership shows itself weak, it ceases to lead. And when we back away from "controversial" issues too many times, we may find ourselves having backed up all the way to Alaska.

We hope that NASC will not continue to relinquish leadership by failing to handle "controversial" issues. We know that there is never a void in leadership and that if NASC does not lead, other groups will. We would rather see NASC provide reasonable leadership.

Student Council
Model Laboratory School
Eastern Kentucky University
Richmond, Ky.

New Attitude Marks American Youth

The moods and ideas of America's young people have changed a great deal in the few years since sit-ins and mass rallies. Young people are realizing that violent renunciation and social unrest cannot produce meaningful changes for a better education and a better life and that working within the system is a more effective way to change things.

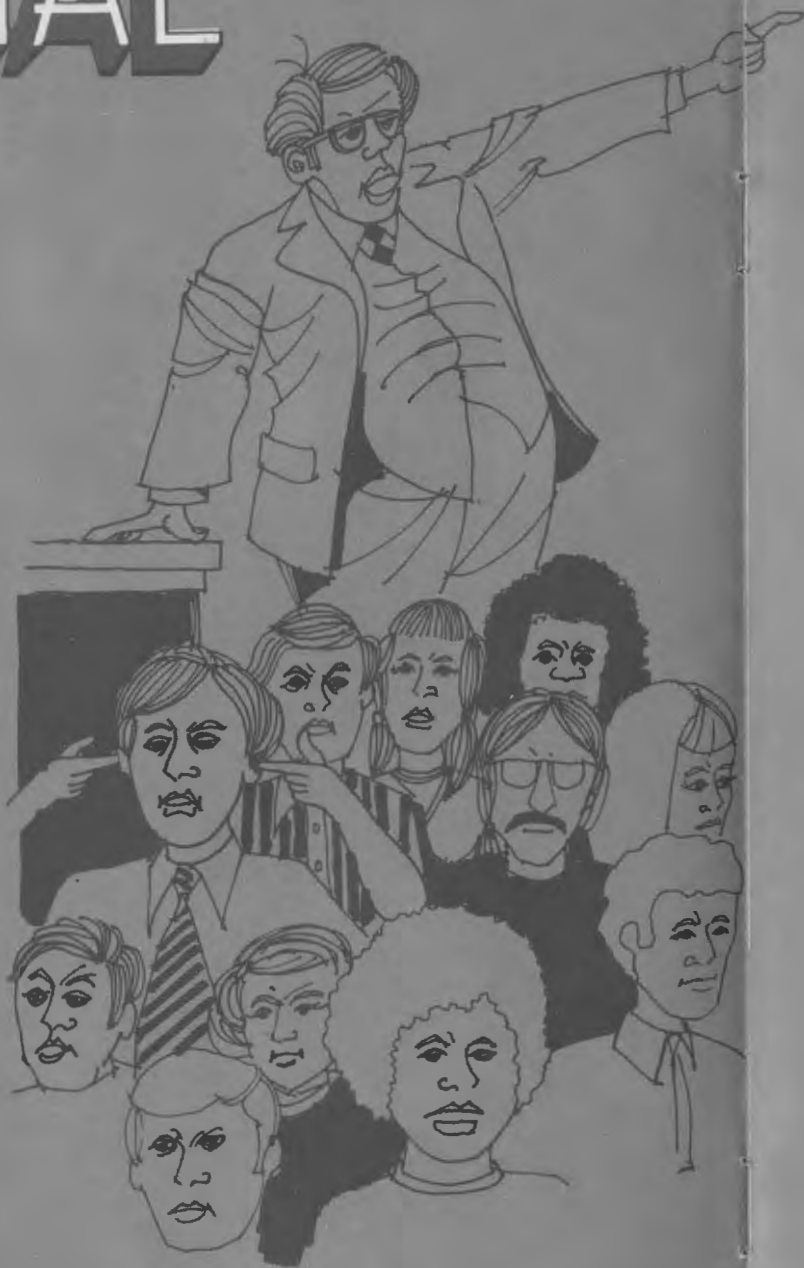
Today's high school student leaders are spearheading this change of attitude. They have come to see that their responsibilities go far beyond organizing week-end socials. They are trying to look at schools and school systems objectively, pursuing the good and improving the bad; and they are giving forceful and constructive expression to the need for changes in curriculum, policy, and methods.

Students and administrators are beginning to connect the lines of communication that have needed repair for far too long. As a result, a mutual respect is growing between students and administrators.

Realizing that cooperation is more beneficial to achieving common goals than confrontation, administrators are opening their doors to students and student involvement. If we can take advantage of this communication and respect and combine our knowledge,

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THE NATIONAL FRONT



'72 and Beyond: Youth at the Polls

By Robert S. Strauss, Chairman
Democratic National Committee

Two years ago, with the 26th Amendment just added to the Constitution and a presidential election fast approaching, campaign managers in both parties were anxiously awaiting the performance of 11 million young Americans at the polls. These were the youth who would be eligible to vote, although still under the age of 21.

What happened was a surprise to those who had imagined that the 11 million potential new voters were straining at the bit, ready to burst forth at the polling places with strong political convictions. There was no massive turnout of the youth vote, and the vote itself was more evenly divided than had been expected.

The Habit of Voting

We in politics now see that the "youth vote" can be evaluated more accurately as a "new vote"—the young voters acted in much the same way as any newly qualified group of voters. Voting seems to be a habit developed over a period of time and, so far, there has been no great incentive for a young voter to start that habit.

About 40 percent of the eligible 18-20 year-olds voted in the 1972 elections; about 55 percent of all eligible voters went to the polls. Forty percent is not a bad showing for newly eligible voters, who are often puzzled by registration and voting processes and may therefore get interested in the election only very late in a campaign, after the registration deadline.

"Youth" Issues?

Just as we are recognizing that the youth vote is not so different from other new voting elements, so we are recognizing that "youth issues" also are little different from issues that every other citizen weighs before voting. I believe that our nation's present economic situation is of greater concern to 18-20 year-old voters (and most other voters) than any other issue.

For a young man or woman entering the job market, trying to find a place to live, and perhaps starting a family, there is no comfort in rising unemployment and rising prices. For the young man or woman entering college or technical school, there is no comfort in the many uncertainties about the nation's course in the next few years or in the economic squeeze affecting college costs, living costs, and the ability of parents to help.

With concerns like these, there is every reason for young people to register and vote, and every reason for the schools and civic-minded organizations to help them in their first steps toward the polls.

Youth Involvement Sought

The Democratic Party has virtually insisted that youth become involved in the process of candidate selection, issue development, and party operation. We have urged young people to get out and help candidates, and we have urged candidates to use that help.

Our delegate selection rules for the 1976 Democratic National Convention again stress youth involvement. A special mid-term conference in December of this year, where a permanent charter for the Democratic Party will be written, has similar rules providing for youth involvement. *We want young people to get into our party because we learn from them, and we know that they really care about our nation.*

This year, 1974, is a major year for elections; senators, U. S. representatives, governors, mayors, legislators, and other state and local officials are all running for office. Instead of waiting for the "big show," the presidential election, every newly-eligible voter should get into the system right now, pick out a candidate to help, and prepare to vote in every race on the ballot. At the local level, even a small group of students can make a big difference.

Misconduct in office and misuse of power have blighted our system of politics and government, but we are prepared to cure them. The cure will come not through neglect, but through caring and participating. That is where our youth have so much to give.

George Bush, Chairman of the Republican National Committee, is the author of Perspective on Youth for the May/June issue of the Student Advocate

centerfold

Shared power is the operating principle of the Staples Governing Board (SGB) at Staples High School in Westport, Conn. The SGB, composed of students, teachers, and administrators, is a school governing agency that shares with the principal the power and responsibility of running a 1900-student public high school. It gives students and faculty a real piece of the action.

What Is the SGB?

The SGB provides representative participation in making meaningful decisions necessary to a school—decisions on curriculum development, scheduling, non-classroom teacher assignments, graduation requirements, and evaluation of teachers and organizations. Its involvement is guaranteed by a set of bylaws established under Westport Board of Education policy.

The 20 members of the SGB are four seniors, three juniors, three sophomores, seven teachers, and three administrators. Students, teachers, and administrators are elected annually by their respective peer groups in open elections. Candidates must seek election through primaries beginning with petitions to their constituencies.

There are no restrictions on who may run for office as long as he or she can meet the requirements for access to the primaries. The complete election process is supervised by the Staples Governing Board.

The SGB is the legislative branch of the Staples High School government. The principal and his office constitute the administrative branch. In effect, the SGB passes laws and directs the governance of the school, subject to the limitations of state law, local town ordinances, or board of education policy. Its decisions become the law of the school when they are ratified by the principal.

How Does the Principal Fit In?

The principal may kill a bill of the SGB by an *absolute veto* when the bill, in the principal's judgment, contradicts a public law or board of education policy. The absolute veto *can be appealed* to the superintendent and to the board of education.

If the principal wishes a bill to be reconsidered and revised by the SGB, he may exercise a suspensive veto. The SGB has three choices at this point: to let the bill die, to override the suspensive veto with a two-thirds vote, or to rewrite the bill and resubmit it at a later date. The absolute and suspensive vetoes help to maintain the balance of power necessary to the concept of shared governance.

The SGB is very close to the life of the principal. When Staples High School buried the remnants of its former student government five years ago, the principal stimulated students, faculty, and administrators to cooperate in a year-long study that culminated in the present bylaws of the SGB. He spearheaded the struggle to obtain ratification of the bylaws and acceptance of the concept on campus and in the community. The whole process provided a significant lesson in participatory democracy for the entire community as well as the faculty and students.

If shared governance is to work, it is apparent that the principal must play a central role in establishing and nurturing it.

The principal's actions and words must demonstrate a conviction that mutual faith, trust, and confidence can exist among students, teachers, and administrators—that shared governance through shared power is possible.

Where Is the SGB Going?

The best test of the SGB's worth is the variety of legislative actions it has taken. Hundreds of possibilities, proposals, and problems have come before the SGB in the four years of its existence.

Here are just a few of the laws passed by the SGB and approved by the principal.

- *Teacher and Course Evaluation Bill.* This law requires anonymous student evaluation of courses and teachers by means of a standardized questionnaire distributed at the end of each semester. Only the teachers get the results.

- *Examination Option Bill.* Students have a variety of options during exam week, including not taking exams and modifying the effect of an exam on a grade. The option in each subject is arrived at cooperatively by student and teacher.

- *Pass/No Record Bill.* A student may take a pass/fail instead of a grade. If the student fails the course, the failure will not be recorded; if the student passes the course, the word "pass" will appear in the record.

- *Student Teacher/Course Selection Bill.* Students may register for a course by teacher and time so long as the class is not filled. For example, a junior may select the teacher and/or the time slot for his or her English class.

- *Recommendation on Conserving Energy.* This bill spells out a variety of energy-saving methods, all of which will be implemented.

- *Professional Non-Classroom Responsibility Bill.* The bill establishes a procedure for assigning teachers to assume non-classroom responsibilities.

These laws are only suggestive of the variety and importance of the hundreds of responsible actions taken by the SGB. Two facts about the actions taken by the SGB stand out: at no time has there been a student versus adult vote in the SGB; and of the fewer than a dozen vetoes by the principal, none has been overridden or appealed by the SGB. The faith and love that founded the SGB still nurture its existence.

Is School Government a Perfect Answer?

While the SGB has proved its worth, there are many problems in its operation. The tremendous time and energy demands on the SGB members are only partly compensated for by course credits for student members and in-service credits for teacher and administrator members.

It is not always easy to distinguish between an administrative issue (requiring the principal's decision) and a legislative one (the province of the SGB). There is a continuing need to separate decisions which can be passed along as recommendations to the superintendent and the board of education.

Providing equal representation to the various social elements of the Staples community is a persistent

(Continued on page 12)



Staples Governing Board shares power and responsibility with Principal J. E. Calkins.

Editor's note: Articles on the Staples Governing Board have appeared in *Scholastic Teacher* (October 1972), *Saturday Review* (April 1972), and *Educational Leadership* (February 1972).

the Federal youth report



by Juanita Yates,
HEW Office of Youth
Development,
Division of
Youth Activities.

What is the Office of Youth Development (OYD)?

OYD is a part of the Department of Health, Education, and Welfare. OYD's two divisions are the Division of Youth Services Systems and the Division of Youth Activities.

What does OYD do?

OYD works to involve young people in programs designed to combat juvenile delinquency and to keep two way communication going between young people and the federal government. The Division of Youth

Services Systems administers anti-delinquency programs in 95 U. S. cities; the Division of Youth Activities keeps in touch with young people's needs and opinions by holding conferences, surveys, and visits to project sites.

What is the philosophy of OYD?

We believe that young people should be directly involved in matters that affect them. We offer supportive leadership to youth-serving institutions and programs that involve young people. One of our major aims is to divert young people from delinquency and the courts by providing positive programs to meet their needs.

Why is OYD writing a column for the *Student Advocate*?

The purpose of this column is to inform young people of the federal government's programs for serving youth, of the government's concerns regarding youth, and of what kinds of ideas and research are in the works.

For example . . .

Federal Action for Runaway Youth

To focus concern on the safety and well-being of youth, HEW Secretary Caspar Weinberger appointed an inter-governmental task force to develop an action strategy for helping young runaways. Representatives of the Departments of Justice, Housing and Urban Development, and Labor and ACTION make up the task force.

Estimates of the number of young people who are missing or transient vary from 500,000 to one million. They run away from situations in which they are unhappy and have no one to turn to. Most often, they run to the nearest "big city," to areas where large numbers of young people have already congregated. Easily lost in urban anonymity and forced to cope with the street scene, the runaway quickly learns that the city is unprepared to help him in his struggle to survive.

The federal government recognizes that the big cities have a desperate need for immediate shelter and counseling services for young runaways. A study to determine the effectiveness of a national toll-free hotline as a contact between runaways and parents is now underway. The hoped-for purpose of the hotline is to offer the parent and the runaway a neutral—and confidential—way to communicate and to avoid police intervention whenever possible.

Energy, the U.S.A. and You

by Michael T. Scanlon, Jr.,
Federal Energy Office

Some Hard Facts

We must all face the fact that available energy is limited. Development of new energy sources or construction of new energy-producing facilities cannot happen overnight. Meanwhile, our energy consumption rate continues to climb—the rate of energy consumption in the United States during 1973 was well over twice the rate for 1950. Even though the U. S. has only 6 percent of the world's population, we consume over one-third of all the energy in the world.

We can't keep this up for long. The rest of the world demands energy in increasing amounts each year as technology spreads. The U. S. cannot maintain the energy affluence to which its citizens have become accustomed. We must begin to tighten our belts.

A Danger . . . and an Opportunity

We are confronted by a *real* energy crisis. The well-being of U. S. citizens could very well be in danger, but coupled with that air of danger is opportunity—opportunity for our country's technology and its citizens to meet and overcome the energy challenge.

Our citizens have met such challenges in the past, yet little has been asked of us, especially young people. Short of the selective service draft, which is now ended, young people have not been called upon to help our country as their parents and grandparents were during both world wars and the depression of the 1930's.

As a leader, you are very likely concerned with how we can meet the challenge of the energy crisis—the largest challenge our nation has ever faced short of war. It demands something that none of our previous challenges have required—a *basic long-term change in our style of living.*

"What Can I Do?"

In circumstances like these, you as an individual may feel powerless to do anything about the problem. *This is not the case!* You can also share your ideas with your friends and write your congressman and newspaper editors. The chances of your changing some policy or situation are *not* remote and unrealistic.

You can have a very direct, personal impact on the energy crisis by practicing energy conservation. Energy conservation means that each of us makes a firm decision to limit the amount of energy we consume during our day's activities.

The Federal Energy Office asks you to comply with the voluntary energy conservation practices: turn down your thermostat 6 degrees; reduce lighting, drive less often and slower than you would like to; and practice energy conservation in your school.

There are many possibilities for reducing America's energy waste. But one possibility is unthinkable; and this is to do nothing. America needs an energy conservation program, and that program deserves your support.



Michael T. Scanlon, Jr.,
Federal Energy Office.

Jobs Interfere with Activities Participation, Students Say

The *Tiger Cub*, newspaper of Hastings High School, Hastings, Nebr., recently polled students to find out how many of them held part-time jobs. The results showed that 42 percent of the students were employed, at an average of 19 hours per week. About 21 percent of the students work to finance post-high school education; about 26 percent are working to buy a car; about 48 percent earn their own spending money; and about 5 percent work to help their parents financially.

Of those students who are employed, about two-thirds feel that working does not interfere with their school work; however, over 75 percent feel that work-

ing does interfere with their participation in extracurricular activities.

Responsibilities at home may also limit student participation in school activities. If both parents work, or if a student is a member of a single-parent family, the student is frequently responsible for taking care of younger brothers and sisters after school and sometimes for cooking dinner and cleaning the house or apartment as well.

If a large number of students in your school work at jobs or at home, the council may well consider scheduling at least some of its activities during lunch periods or other available "free" time within the regular school schedule. Many students who work or have family responsibilities can use their experience to add a new dimension to council and club activities.

STUDENTS & THE LAW

(Continued from page 4)

What to Do in the Meantime

- Because reasonable rules may be applied legitimately to all students regardless of age, students should make an effort to separate what kinds of laws are subject to change under the new age of majority. Efforts to change school rules regulations should be undertaken with this distinction in mind.
- Students should urge the development of curriculum or written materials on the legal rights and responsibilities of persons coming of age.
- In the areas of residency, release of student records, and securing of parental consent or acknowledgment, changes may be coming for students of legal age. New procedures will be needed to assure not only that the adult student gets his full legal rights but that no unfair discriminations are made against minor students.

centerfold

(Continued from page 9)

problem. There is always the danger of creating an unnecessary bureaucracy in the school. Sparking constituent interest and coping with public misunderstandings place a demanding communications burden on the SGB. Finally, there are some issues on which faculty, students, and administration simply cannot agree or cooperate.

While the dilemmas are serious, they can be and are being overcome. Each year the SGB grows stronger and more vital to the school. After four years, the SGB is still in transition. However, each year, the accumulated accomplishments of the SGB grow, showing the school community that there is a basis for solving the problems that still exist.

The SGB is an idea whose time has come. The concept of students' sharing responsibility for school governance is supported by national and state legislation and social science research which recognizes the earlier maturation of our students. It is not only reasonable but necessary to provide realistic and meaningful involvement in sharing governance if we expect our students to assume the responsibility of citizenship at the age of eighteen.

FEEDBACK

(Continued from page 5)

experiences, and opinions, we can and will make continuous progress.

Students of America can work together to fulfill the image set forth by John F. Kennedy: "We want from you students . . . not the sneers of the cynics nor the despair of the faint-hearted. We ask of you enlightenment, vision, illumination."

Progress must have a beginning, but it need never end. I firmly believe that students' and administrators' progress toward cooperation will not end, but will continue and grow.

Dee Ertukel
Wootton High School
Rockville, Md.

School Government

1974 may well be our last year of membership in NASC—unless this organization begins to gear some of its activities, projects, and reports toward the concept of total school government—government which makes an attempt to bind students, administration, and faculty together in a meaningful decision making process.

Our student council was replaced this year by a Student-Administration-Faculty Board, a school government. We are making mistakes and will no doubt need to revise our constitution at the end of the year. However, we believe that our S-A-F-Board will be a success, because it involves all members of the school community, directly or indirectly, in making decisions in all areas of school life that affect them.

We've changed. . . . Will the organization keep pace with us? We know we are not unique. Many student councils are dying, but school government is alive and well in more places than you would dream.

Nancy Badzinski
St. Mary's Academy
Milwaukee, Wisc.

Parent Wants to Help

The following letter first appeared in the Letters to the Editor column of the Loudoun Times-Mirror, Loudoun County, Virginia, the state's largest weekly newspaper. It is reprinted here as the opinion of one parent (representing many) who cares about young people. Parents and others who feel this way are an invaluable resource to students who want to help their communities.

As a concerned parent of five teenagers, I feel that the time has come to aid the youth of this area, and do a little more listening and a lot less criticizing. The views expressed in this letter are my feelings, my teens', their friends', and other concerned parents'.

Bluntly, teens feel they are getting the short end of the stick. Gather in a group, and they are accused of loitering or causing trouble. Granted, there are some bad ones, but on the whole they are a pretty good bunch. All they ask is a place to gather, sit, talk, listen to music (some of which I enjoy myself), and not be hassled. We expect them to go from childhood to adulthood and miss all the fun between.

A local drive-in restaurant where kids gather has seen fit to take up the valuable time of the Sheriff's Department to issue no-trespass warrants. This week two of my own children received them.

I consider my children to be darn good, as any parent does. . . . We have home rules and curfew hours which our children adhere to. If this establishment doesn't want to serve all the people, it should close its doors.

Teen or adult, money is money. Since when does anyone have the right to say you have so many minutes to consume a coke and a sandwich? If the kids aren't wanted in the restaurant, why can't we get together and sponsor a weekly teen dance or set up a place where kids can just sit and "rap," as they call it?

I've thought about this matter a lot, and I for one will do everything I possibly can to help these young

people. I invite all other interested parents to contribute their time and ideas to help find a place these kids can feel is their own. Come on, people, let's get the lead out and give a little of ourselves.

New Law, Questionable Results

Governor Rockefeller's new anti-drug law provides for life imprisonment for possession or sale of addictive narcotics such as heroin, cocaine, LSD, barbiturates, amphetamines, and others. Under the new law the penalties for possession or sale of non-narcotic drugs such as hashish or marijuana are much the same as under the old statutes, except that now second time offenders face a mandatory jail term.

Enacted on September 1, the new law will surely send vastly more young second offenders to jail for mere possession of a marijuana cigarette, than hard core pushers of narcotic drugs.

Many today feel that legalization of marijuana is not far off. If this is indeed the case, it would be meaningless to begin jailing minor, non-narcotic offenders at this point.

The problem here boils down to an extremely extensive and harsh anti-drug law that promises a far too limited result.

Steven Froot
Polytechnic Preparatory School
Brooklyn, N.Y.

What's happening

Drug rehabilitation, health food information, and a tennis demonstration put on by players from the Midlands International Tennis Tournament are just three of the monthly assembly programs planned and carried out by the student government's Assembly Planning Committee at Harry A. Burke High School in Omaha, Nebr.

A fenced-in bike compound where students can park bikes without fear of having them stolen was built by the student council at Edgewater High School in Orlando, Fla. Each Friday is Bike Day—the council offers free doughnuts as an incentive to anyone who rides a bike to school. According to council officers, the bike compound and Bike Day encourage students to save gas.

The Edgewater Council is sponsoring a spring art festival which any student, including nearby junior high and elementary school students, may enter. Community members, parents, and local businessmen will attend, and a panel of judges will award prizes to the best entries.

Student government members at Roosevelt High School in northwest Washington, D. C., attend education conferences and District of Columbia school board meetings. Student government president Monica Reeder reports, "These students are involved in the decision-making process at our school board and are working for effective change in our school system."



50 MPH—VOLUNTEER—that's the message seen on the bumpers of more than 400 cars in the small community of Easton, Kans. The bumper stickers were distributed free by a voluntary 50 miles-per-hour club started by the

student council at Easton High School, in exchange for the driver's pledge to slow down to 50.

The council wrote a letter discussing the group and urging others to form their own "voluntary 50" clubs. The letter was sent to every high school in Kansas and to all members of the state legislature.

Only five of the 940 students at Eustis High School in Eustis, Fla., drove to school on January 25. The others rode unicycles, roller skates, horses, bicycles, or walked. The occasion was Energy Crisis Day, sponsored by the student council.

"Since we are a rural school and many of our students live in the boon-docks, we asked that those who had to ride be dropped off at least three blocks from the school so that they could show their support too. We were determined to prove to the community that students care about their country and would try to help in even the least little way," said council president Dee Ann Carter. "Energy Crisis Day helped Eustis High to regain a lot of lost school pride."

Fifty percent of the faculty left their cars at home on January 25, too.

1957 is what's happening at many schools across the country in 1974. Bobby socks, greasy hair, ponytails, rolled-up blue jeans, dance contests, the stroll, the monkey, the limbo, the cha cha, Chuck Berry, Frankie Avalon, The Platters, Elvis, bubble gum, mag wheels, the disc jockey as hero, saddle shoes—the beat goes on in schools from Ballard High School in Louisville, Ky., to Dana Hills High School in Dana Point, Calif., and Pierce Junior High School in Redford, Mich.

Aside from students having a good time at sock hops, the 50's revival may have the additional benefit of reminding teachers of what it was like "way back when."

Student council members at Beckley Junior High School in Beckley, W. Va., are working with the state highway

department, the governor's highway safety administration, and the Chesapeake and Ohio Railroad to obtain warning flashers at a crossing used by school buses which carry 500 Beckley students to school each day.

A bus safety skit was developed and presented to several nearby elementary schools by council members at La Marque High School in La Marque, Tex. The council also created posters and book covers for high school students to increase their attention to safety. Students traveled to a nearby city one Saturday and handed out pedestrian safety information to people as they prepared to cross streets.

The student council at New Caney High School in Porter, Tex., is helping to get their new school off to a good start with Project Pride, a beautification campaign.

Regular surveys help a council to keep in close touch with student opinion, according to James Barkate, council president at Sam Houston High School in Lake Charles, La. The surveys are taken during the homeroom period; the council tabulates the results and presents them to the student body within two days.

"Our topics range from Watergate and the energy shortage to state government and school issues," Barkate says. "Students have found the surveys exciting, because some of the results came out the opposite of what many expected."

On one recent survey, 44.6 percent of the student body felt that President Nixon was doing his best in spite of Watergate and the energy crisis; while 55.4 percent disagreed. The survey results were reported for each grade and for the student body as a whole. On nine different questions regarding the conduct of the president in office, the student body showed a wide variation in its opinions and a careful attempt to answer each question thoughtfully.

Our American Folk Heritage is the theme of the February 1974 issue of the American National Red Cross' magazine *Youth News*. Subjects include folk stories, crafts, art, music, architecture, games, science and medicine, superstitions, and beliefs. The magazine is interested in news of the folklore of your area; folk material researched or collected by students can be sent to Mary Ellen Hughes, Editor, *Youth News*, American National Red Cross Headquarters, 18th and E Streets, NW, Washington, D. C. 20006. And please send a copy along to the *Student Advocate*.

A century-old schoolhouse in Spring Valley, N.Y., has begun a new life as an educational museum, developed and run by high school students. The students began by cleaning and painting the old school and by scouring the community for authentic educational memorabilia of the past century. The students have now recreated a typical classroom of the 1800s, with old school desks, blackboards, books, and a pot-belly stove. Another room features changing education and art exhibits, showing the community what's going on in the schools today. The museum, staffed by volunteers, will also be used for poetry readings and other cultural events.—from *Education U.S.A.*, February 18, 1974.



La Marque students hand out safety information to a pedestrian.



Terry Giroux (left) meets with Dave Darst, 1974 student conference chairman, and other Rochester, Minn., student leaders at NASC/NASAA Conference planning session.

What's Happening was prepared with the aid of Felix Simon, director of leadership workshops for the Maryland Association of Student Councils.

**When our cookie sales started falling off,
we tried a new recipe . . .**

A firm commitment to student involvement is just one of the new things about the National Association of Student Councils. We've got a lot of new programs, new policies, a new outlook, and a new image.

NASC PUBLICATIONS

Student Advocate—a monthly magazine devoted to student interest and opinion, featuring school and national youth news, legal developments, youth program information, and fresh ideas.

Special publications—several short books a year on subjects ranging from evaluation to negotiations and practical ways to increase student involvement in schools.

Join us . . . there's more!

NASC LEADERSHIP PROGRAMS

NASC/NASAA National Conference—an annual summer gathering of more than a thousand student leaders and advisers to hear nationally known youth leaders, tangle with leadership responsibilities and problems, and discuss national and school issues with professional authorities.

1974 NASC/NASAA National Conference
Rochester, Minnesota
June 23-27

National Leadership Training Centers—in-depth summer institutes to strengthen student leadership for the coming year, utilizing the latest leadership training techniques and the talents of a highly-qualified professional staff.

International Student Leadership Program—a three-week leadership training program with a passenger ship and five countries (England, Sweden, Finland, the U.S.S.R., and Denmark) as the classrooms. Leadership classes and meetings with foreign students are featured.

And more . . .

FOR THE ADVISER—\$200,000 professional liability coverage—Your school's membership in the National Association of Student Councils includes the primary adviser's automatic membership in the National Association of Student Activity Advisers and coverage under NASAA's \$200,000 professional liability insurance program.

Application for Membership

National Association of Student Councils

Annual membership fees are \$25 for senior high schools and \$15 for junior high schools. Membership includes all publications issued during the membership year. Please allow 6 weeks for processing of your application.

Please note: All memberships must be in the name of a school or an organization. Membership applications submitted under individual names will be returned.

Bill me. Payment enclosed.

Name of school or organization _____

Address _____
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Public school Private school (check one)

This school includes grades _____ through _____ Current enrollment _____

Name of primary adviser _____

Name of student government organization for this academic year _____

Signature of school official _____

Title _____ Date _____

Return to: NASC
NASSP Office of Student Activities
Dulles International Airport
P.O. Box 17430
Washington, D. C. 20041

editorial

think • speak • listen • study • dream • become

We've got a new look and a lot of new ideas—a new cover, a new style, a new format—and a new reason for being.

We're here to examine what's happening in thousands of high schools across the country and to give you a reading that's accurate and informative. We're not here to editorialize, dictate, or direct what students are or should be doing.

During the next few months, we'll look into student efforts to reform curriculum, define rights and responsibilities, evaluate teachers and school programs, explore open campuses, participate in school security, and redefine disciplinary procedures. We'll also be reporting news of government and private agencies that offer services to young people.

The topics we tackle will have a familiar ring to them—they're the same ones you're discussing in the cafeteria, in the halls, in student government meetings, and in classrooms. The *Student Advocate* will get you and students in thousands of other high schools into print—and into the forefront of national attention.

We'll also be doing some investigative reporting of educational, social and political trends—how they affect you and how you affect them. For example, we know that there's a growing recognition of students as true participants in education and government. We'll be investigating that trend. You're accepting new challenges, drawing up new guidelines, and accomplishing new ends. We want to bring your achievements right out in front where everyone—other students, teachers, administrators, government officials, and citizens—can see and recognize them.

Besides providing basic information and sharing your achievements with others, the *Student Advocate* will function as a sounding board for student opinion—sort of an on-going cross-country brainstorming session. It will report what's happening and lead to new ideas and expanded awareness at the same time.

If you're wondering where you fit in, the answer is right up front, in the title of this new magazine. *Student Advocate* is to be the voice of students. You tell it, and we'll report it.

If this magazine is to be your voice, you've got to inform us of what you're thinking and doing and discussing in your schools. It's as simple—and as demanding—as that.

Young people have a new voice and some new sounds. And if the beat goes on, you're the reason.

Terry Giroux

Director Office of Student Activities





NATIONAL JUNIOR ACHIEVERS CONFERENCE
JUNIOR ACHIEVEMENT, INC.
909 Third Avenue, New York, N. Y. 10022
(212) 758-8660



Resolution No. 21, 16 August 1974

Whereas Gerald R. Ford was inaugurated as the 38th President of the United States on Friday August 9, 1974 at 12 Noon

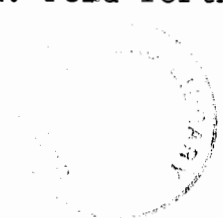
And Whereas Further he is a product of Grand Rapids, Michigan having served their community in Western Michigan in the Congress of the United States for 25 years prior to being appointed Vice President on December 6, 1973 and

Whereas Further he has been a strong supporter of Junior Achievement activities in the Grand Rapids area and throughout the Nation;

Be It Resolved on the motion of the Grand Rapids delegation to this convention that President Gerald R. Ford be and is hereby commended for statesmanlike assumption of his new duties as the President of the United States and

Resolved Further that this entire convention wish him the best and the cooperation of all Americans and our prayers in the awesome responsibilities he has undertaken as President of the United States

And Resolved Further that this resolution be spread on the official records of this convention and an official copy thereof be forwarded to President Gerald R. Ford forthwith.



31st Conference

Indiana University

August 11-16, 1974

PRESIDENT - Donna Jean Chapman
McFarlane I, SUC at Brockport, P. O. Box 5
Brockport, NY 14220

VICE PRESIDENT - Mark McKnight
556 12th Street., Niagara Falls, NY 14301

CONFERENCE SECRETARY - Cheryl Denney
#1 Brentwood, Metairie, La. 70003

ASSOCIATION SECRETARY - Phil Shewmaker
Box 239 Holmes Hall, University of Kentucky,
Lexington, KY 40506



THE WHITE HOUSE
WASHINGTON

September 17, 1974

ADMINISTRATIVELY CONFIDENTIAL

MEMORANDUM FOR: PAM POWELL

FROM: JERRY H. JONES

As an outcome of the President's meeting with the National Student Leaders of the Major Youth Organizations of America, the President asked that a letter be drafted to Ken Smith. The following notation was made on the briefing paper for the meeting:

-- Ken Smith/Excellent meeting. Give me plans for future meetings.

Please incorporate these comments in your suggested draft and return to the Office of the Staff Secretary by cob, Wednesday, September 18.

Thank you.



cc: Al Haig
Warren Rustand