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County Capsules

by Dorothy Wootton Dawson

Community-Centered Schools

THE BLUEPRINT

The following in brief is the Educational Program for Montgomery County Schools as proposed by Dr. Nicholas L. Englehardt and Associates, Consultants, and written by Dr. Walter D. Cocking, New York City, April 1, 1946. In the Letter of Transmittal, they asked that the program "should be put into operation gradually."

The introduction stated that Montgomery County "is unique among the 3000 counties in the 48 states because of its proximity to the nation's capital and in the fact that more of its residents in the future will be government officials — who carry on their individual civic duties and responsibilities in the State of Maryland. World movements and policies will be chartered in Washington, D. C. Certain movements and developments can be anticipated. Many outside factors now largely, if not totally, unimportant will influence the life and development of the people in the County. Montgomery County is located in the shadow of what is destined to become — the unofficial capital of the world. Here will be formulated proposals affecting all mankind. The job is to find the program of education which is really needed and to have the will and ability to put it into operation."

The study sets forth the major outlines of the educational program which will meet the needs of children, youth and adults and demonstrates the character of an educational program which can affect and shape living in all its manifold aspects. The program which follows has been derived in the light of known facts, principles of modern philosophy and psychology, and the environment of the current scene.

The Power of Education

"Education is the greatest force both for self-realization and for harmonious social living. Dr. Paul Mort and others have accumulated evidence which shows a period of almost 50 years between the establishment of need and the school programs geared to meet it.

If the school as an agency of society is to justify itself for the period ahead of us, it must be accepted that its fundamental function is to serve the people of the entire community, the very young children, the children of middle years, early adolescent youth, older youth, and the adults as well. It must find a way to serve individuals, the family group, and the entire community. Then, AND ONLY THEN, can it be said that the school is serving the entire community, and hence achieving its function."

The Teacher for the School of Tomorrow

"The task of the teacher of the future is a greatly different task than that which teachers usually performed in the past. The fundamental equipment expected of the teacher of yesterday was knowledge of the subject he taught. Modern education demands teachers who are acquainted by experience as well as by study with our democratic society and who participate actively in the life of the community. They must have a broad cultural background and an understanding of world conditions. Teacher education institutions have not prepared teachers to do these things. Primarily their emphasis has been upon subject matter and method. If we are to have the type of teachers we need in the future, teacher education institutions must radically revise their programs to prepare teachers who can administer educational programs of the character outlined in this report."

The Educational Program

"A modern school program has two major divisions which we shall call in this report: INSTRUCTION AND SERVICES. Slowly, but with increasing rapidity, and at public demand, schools are adding a number of services to their program. These services are not primarily formal teaching services — but are provided in order that the schools may be of greater benefit to the entire community. The following, then, are the major purposes of a total instructional program which the schools of Montgomery County in the future should seek to achieve:

1. Continuing and improving the teaching of the tools of learning: reading, writing, arithmetic, and related activities.
2. Continuing and improving the teaching of the cultures of the past.
3. Developing the ability to communicate effectively.
4. Developing the ability to think.
5. Developing desirable personality and character traits.
6. Discovering and developing worthwhile interests.
7. Developing respect for others, or intercultural relations.
8. Protecting and promoting health.
9. Safeguarding life and preparing people to live safely.
10. Developing wholesome home and family life. (Other agencies must accept at least some of the responsibilities formerly borne by the family. The school must study the problem intensively. It must experiment.)
11. Developing love and understanding of the out-of-doors.
12. Developing wholesome habits and understanding of work. (Good members of society cannot be developed if they are ignorant of work and what goes into it. In the years which lie ahead, it would appear that the school is the ONLY AGENCY which society has which can be expected to accept this responsibility. IT MUST BE DONE.
13. Developing understanding of economic principles and forces. (Emphasis must be placed upon the economic principles and forces which are operating at that time rather than upon those of the past.)

14. Developing consumer competence. (All people are consumers. What to consume, where to get the articles consumed, how to determine value, etc., are problems which must be solved. Schools of the future must do much about such things.)

15. Developing vocational competence.

16. Developing social and civic competence. (To develop what is commonly known as social and civic competence; how to live with others; understand obligations as a member of the group; and to give wholeheartedly and unselfishly service to his local, state, national and world government.)

17. Developing understanding of, and skill in, the democratic way of life.

18. Developing knowledge, understanding of, and skill in, the creative arts.

19. Developing understanding of, and skill in, wholesome and worthwhile leisure activities. (Much depends upon people discovering and practicing worthwhile leisure pursuits.)

20. Developing a well-rounded emotional life with particular attention to moral and spiritual needs. (A well-balanced emotional life is the final test of a well-educated person. It is our belief that all people are religious, that religions finds its expression in many different ways. We do not believe in America that the school should teach any particular kind or type of religion.)

The Service Program

1. Health and medical services. (In the school of the future, provision must be made not only for children enrolled but to all people, young and old.)

2. Feeding services. (Lunchrooms are necessary adjuncts of a well-rounded program but every indication points to a much broader development of these services in the future, not only for children but for all of the people in the community who need it. In connection with actual feeding, there will be provisions for canneries, community gardens, food lockers, refrigeration services, food storing services, and expert dietary guidance.)

3. Recreational services. (Much more ground must be set aside for these uses. Many more facilities of all kinds must be provided. The time to act is now.)

4. Library services. (The library will not only make available the best books, but also works of art and sculpture, audio-visual facilities, etc.)

5. Guidance and counseling services. (Guidance is of at least four kinds: Educational, personal, social and vocational. No school of the future can be said to have completed its program until adequate service in all these lines is provided.)

6. Child care services. (We know that much of an individual's life is shaped in the first few years of life. Communities are going to expect the schools in the future to provide a wide variety of competent services related to the very young child.)

7. Demonstration and experimental services.

8. Planning and research services. (Many problems needing decisions are community or group wide. All involve the necessity for fact-finding, analysis and research. The school of the future will be asked to take leadership in the development of such services.)

9. Employment services. (The past records of physical, mental and social development are important data with relation to employment. We may expect a very large development in this area of activity.)

10. Audio-visual services. (Schools will become the center for provisions of various audio-visual services. Good movies, radio programs in which the community joins in the discussion of the programs heard over the air will become more and more centered at the school. The possibilities in these lines are as yet unknown. Make provisions now for this development.)

11. Social welfare services. (The school will not cease to serve at the conclusion of its formal teaching program nor will the activities be confined to a school building. More and more the modern school will find a way to be helpful to every family in providing assistance where needed, and in such ways as it is qualified.)

12. Group meeting place services. (More and more the school buildings may be expected to become the central meeting places for all the activities in the community.)

13. Civic services. (For instance, it may become the center of Red Cross activities, of Community Chest, or any other welfare and character-building services provided by the community. It may well become the center for research for local government. Large possibilities can be found in this area.)

14. Consultative services as expert counsel, investigation, and evaluation of various phases of community endeavor and life. (As experience is gained, the community will demand other services. The end results are that the school make itself indispensable in all phases of community life.)

In the future development of school programs, the service program will receive increasing emphasis until the school becomes in fact the agency to which all the people of the community turn when in need of assistance.

In 1946 Dr. Edwin W. Broome was Superintendent of Schools and the following were members of the Board of Education: Mrs. Helen M. Hauck, Arthur B. Joseph, F. K. Metzger, Julius Stadler, H. Stanley Stine and Mrs. Helen C. Walker.

In 1949, Dr. Theodore Brameld, Professor of Educational Philosophy, New York University, and Vice President of the American Education Fellowship, wrote a Freedom Pamphlet - THE SCHOOL-CENTERED COMMUNITY with S.E. Torsten Lund and Frank N. Traeger for the Anti-Defamation League of B'nai B'rith incorporating many of the same ideas.

From the Maryland Teacher, May, 1953: Dr. Edwin W. Broome announces retirement from Superintendency by Mrs. Florence Massey Black, BCC High School. "Edwin W. Broome, the philosopher who took John Dewey out of his writings and put him to work in the classrooms of Montgomery County, is being honored upon his retirement this year by various groups in the State of Maryland and in his own county. He has served thirty-six years as superintendent of schools and forty-nine years in the county system. Greatly influenced by the late John Dewey, Edwin W. Broome set to work to show by analogy, specific example, and curriculum development, how each teacher could bring that philosophy into his work. And so it was that John Dewey came into the classrooms of Montgomery County."

(Personal note: This writer has the above Blueprint, Freedom Pamphlet and Maryland Teacher in his files and personally typed the Blueprint for Montgomery County for Dr. Broome to present to the Board of Education in 1946.)

ADVERTISER

county capsules

by Dorothy Wootton Dawson

September 19, 1973

Change Agents

Six Change Agents have been named from the Montgomery County school system to pursue academic activities at the University of Maryland through a Department of Health, Education and Welfare grant. The program of studies represents an attempt to realize an "action-theory marriage" in the area of educational change. Julia Jones, Stephen Berry, John Graham, Richard Kelty, Gilbert Valdez, and Thomas Robinson will work with Dr. Robert Stephens, Chairman of Education Administration, University of Maryland for five or six sessions of two days each per semester and with overnight retreats. Montgomery County will play an important role in the Change Agent project and will bear the major responsibility for the identification of the change strategies to be employed. The six agents will be placed on professional leave without salary but the school system will pay retirement and employee benefit plans for them. The six will be committed to pursue a program of doctoral study at the University of Maryland and were chosen for their interest in the problems of institutional change. The project for Montgomery County public schools will be related to change goals related to the area organization according to current thinking. Central to the program design is a mixture of formal academic course work drawn from behavioral and related sciences, a specially designed interdisciplinary seminar, and a field experience in the school system. Stephen Rohr, professional personnel staff worker for the system, will provide the Board with periodic status reports.

A total of \$5.9 million has been awarded to 21 institutions of higher education in 16 states and the District of Columbia to prepare educational personnel to become leaders of educational change. Funded by HEW's Office of Education, the program will offer 459 fellowships to those who wish to become administrators focusing training on improving skills and competencies in such disciplines as management, organizational behavior, the behavioral sciences, and education.

The six million dollars for the Change Agents had been impounded but the money was released in June. Announcement of the proposal by Dr. Joan Duvall of HEW was made on August 7, with final selection made on August 17. 100 colleges made proposals but only 21 received grants. The program is authorized under Part C of the Education Professions Development Act (Title V of the Higher Education Act of 1965) which provides for training the educational personnel.

Dr. Stephens, of the University of Maryland, is in contact with the National Training Laboratory "trying to package a deal for two of their programs on Strategies of Change (1) Goal Setting and (2) Management of Objectives."

NTL originated in 1946 as a Laboratory in Group Dynamics with Ronald Lippett, Kenneth Benne, and Leland P. Bradford to "study and implement that goal of a certain type of behavioral scientist - human change and how to bring it about... with teachers and school administrators becoming change agents and social engineers."

Later Title III of the Elementary and Secondary Education Act (ESEA) funded money in 1965 for "planned change in education" and provided the link between the behavioral scientist and the schools through Pacesetters in Innovation.

Speaking before a 2-day conference on education, Dr. James A. Sensenbaugh, State Superintendent of Schools, told principals to become "change agents in the public schools" and that "there is pretty general agreement that the administrator is the most important 'change agent' in education."

Later Dr. Albert Leas, supervisor of social studies for the County school system whose doctoral thesis was on "Change Agents," formed the MAFIA (Montgomery Administrators for Innovative Action) and pegged the principals as Change Agents to install a new elementary social studies curriculum developed at Harvard and MIT known as MAN: a Course of Study.

In April, 1970, Dr. James C. Craig, Assistant School Superintendent, became the official Change Agent when approved for the position by the Board of Education to make "hard evaluations of adopted innovations."

Later a Human Relations Department was formed under the direction of Mrs. Ruth Bates Harris to help individuals to become "Change Agents" from various vantage points in the system in implementing good human relations practices."

The President's Commission on School Finance, issue No. 9, Educational Inquiry, Inc., on Decision Making states "In the Social Inter-action model of change the assumption is made that the Change Agent is the decision maker about the innovations. That is, it is assumed that he decides what the adapter would change to. This is a serious problem for two very good reasons. One is, people cannot be forced to change until they are psychologically ready." Finally, the Commission recommended that funding be made available for projects such as this because Resistors need special attention and careful strategies need to be employed with them. And so the money was released for 500 Change Agents to be trained in 21 universities in the U.S. with federal funding.



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county capsules

by Dorothy Wootton Dawson

Change Agents In County

Jerry Feldman, Chief of the Employee Development Division for Montgomery County, is a Change Agent and has a plaque given to him by the National Training Laboratory for his attendance at the month long seminar at Airlie House. Now Feldman is training Change Agents at the newly opened Public Service Training Academy on Darnestown Road.

Four workshops were held for 100 persons chosen to attend by the County government, for the Montgomery County School System, City of Rockville, City of Gaithersburg, Montgomery College, Park and Planning Commission, and Housing Authority. The purpose of the workshops was to provide participants an opportunity to increase their perceptions of and behaviors toward persons who are different from themselves with respect to age, race, or sex. From personally experiencing these factors, through discussion, exercises, and role playing techniques, the participants will be better able to analyze their own feelings and to decide if they are appropriate within their organization in today's society.

The workshops were conducted by the National Training and Development Service through a grant from the U. S. Civic Service Commission, under the Intergovernmental Personnel Act. CSC receives \$50 million of which 40% is spent on similar programs of this kind. NTDS sub-contracted to National Training Laboratory of National Education Association which actually conducted the workshops. Each agency paid \$30 per enrollee.

National Training and Development Service, a non-profit organization, launched a new training series for public administrators, state and local, with the help of the Intergovernmental Personnel Act (IPA) and the Ford Foundation.

Thomas W. Fletcher, former D. C. Deputy Mayor and City Manager of San Jose, California, is President of the newly created NDTs. Serving on the Board of Directors are: Charles Byrley, National Governors Conference; Dr. Morris Collins, Jr., Dean, Public Affairs, American University; Brevard Crihfield, Council of State Governments; George H. Esser, Jr., Southern Regional Council; John Gunther, U.S. Conference of Mayors; Bernard F. Hillenbrand, National Association of Counties; Mark E. Keane, International City Management Association; Richard G. Lugar, Mayor of Indianapolis; Earl Mackey, National Legislative Conference, D.C.; James M. Mitchell, Brookings Institution; Ersa Poston, N.Y. Civic Service Commission, and Allen E. Pritchard, Jr., National League of Cities and Frederick E. Fische, Vice President of NTDS.

William Colman, former Board of Education President, co-chairman of the Charter Review Committee, and Advisory Commission on Finance, helped write the Report of Task Force C - Strategies for Change, of Presidents' Commission on School Financing with the help of Kenneth A. Tye, of Ford Foundation and HEW, administering Title III - ESEA, more fully describes Change Agents in the Social Interaction Strategy with opinion leaders, early majority, and resisters and rest of the system.

Ramada Inn was the setting for the Executive Secretarial Practicum for three days for thirty school secretaries each day funded by Civic Service Commission with Mrs. Donna Willard, and Doris Alenier of Career Education of Board of Education in charge. Dr. Robert Wiper, Chicago, Mrs. Lucille Boyd, D.C.; Mr. Millard Collins, New York, and Gary Allen, D.C. Management Consultant, D. C. were speakers.

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I Cover
Suburbia

by Dorothy Dawson



The Circuit Riders

Courses of study, textbooks, films and consultants for workshops are being questioned in school systems in Maryland (Parents Who Care, PWC, Court Case in Montgomery County.) and Prince George's County; Kanawha County, West Virginia; Wilmington, North Carolina; Rhode Island; California; Texas to mention a few. Kanawha County and Montgomery County were close friends being identified with CAREL.

THE INTERLOCKING FLOCK - In 1957, Dr. C. Taylor Whittier, Assistant Superintendent of St. Petersburg, Florida, was given a contract in Montgomery County by the Rose Kramer-Lathrop Smith-Helen Scharf Board of Education. In 1964, Whittier moved on to Philadelphia school system and Dr. Homer O. Elseroad, his assistant (from Baltimore County) was moved into the Superintendent's position by a resolution of Board member William Coyle.

In 1966, Dr. Whittier received \$450,000 in government funds from HEW and organized the Central Atlantic Regional Educational Laboratory, CAREL, as a Center for Educational Diagnosis and Learning and a cybernetic approach to the development of educational programs designed to personalize the student's instructional experiences and humanize his daily living. A cybernetic approach assumes that education is the applied science of human development and human learning. Three major objectives of Carel are as follows:

- 1 "Development of a replicable paradigm of educational experiences which can maximize learning opportunities within a child's environment and lead to full realization of the potential of children from age two to nine.
- 2 Development and validation of a method for diagnosing the educational needs of children from age two to nine, using a computer storage and retrieval system to process salient information on each child.

John Goodlad - funded by Kettering Found.

3 Development of a set of systematic procedures which will permit reliable and valid measurement of the results of educative strategies employed to personalize instruction for children, as well as validation of Carel's project during the research, field testing, demonstration and diffusion stages."

On Whittier's staff was Frank Kovasc, former teacher in Montgomery County schools, and now writing the Watergate Curriculum for all schools in the nation at the National Education Association.

Mr. Jimmy Nations, of Carel, came to Montgomery County schools in 1968 in charge of curriculum. He is terminating his position as of December 31, 1974, after a month's leave of absence. Jimmy E. Nations was named Early Childhood Program Director of CAREL in February 1968. Mr. Nations came to CAREL from IDEA - Institute for the Development of Educational Activities. Prior to IDEA, Nations worked at the Englewood Elementary School in Englewood Florida and at University Elementary School at UCLA, California. Englewood pioneered in implementing the concept of non-grading and in development of team teaching. Nations has taught at all levels of the elementary school but the major part of his work has been with children ages four to eight. Nations participated in the UCLA Ford Foundation Program on the education of teachers and in the Harvard-Newton, Mass. program as a Master Teacher. He completed his graduate work under the direction of Dr. John I. Goodlad at UCLA, and a Montgomery County consultant.

Dr. Daniel A. Prescott set up Carel's Center for Diagnosis and Learning and became Carel's research psychologist after retiring from the Institute for Child Study at the University of Maryland. Dr. Prescott set up the Institute in 1946 patterned after his original one at the University of Chicago. Dr. Prescott spent 1962 in Australia and 1963 in Thailand as a Fulbright lecturer. The Institute for Child Study developed clinically-oriented school personnel-teacher, psychologist, et al. Dr. Prescott died in Munich, Germany where he was setting up another Institute. Dr. Prescott was very active in UNESCO.

Dr. Elseroad was a member of the Board of Directors of Carel. Dr. Whittier became Commissioner of Education in Kansas when Carel was denied HEW funds in December, 1968.

KANAWHA COUNTY, West Virginia HAD FIRST MEETING - Carel's first regional meeting was held in Charleston, West Virginia with over a hundred persons in attendance and all playing the "Democracy" game. Dr. Jimmy Nations of Carel's Early Childhood Development program gave a presentation of the objectives, development and functions of the program.

I Cover Suburbia

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OTHER REGIONAL EDUCATIONAL LABORATORIES - Carel, served Washington D.C. schools, Northern Virginia, Maryland, Delaware, and West Virginia with focus on training educational researchers, educational technology, early childhood education and pre-schoolers, utilizing auxiliary personnel (volunteers), audio-visual and computers in the schools. The nationwide system of laboratories was set up under Title IV of the Elementary and Secondary Education Act of 1965, with a grant of \$14 million from HEW.

Labs are: Appalachia Educational Laboratory, Charleston, West Virginia; Center for Urban Education, New York City; Central Midwestern Educational Laboratory, St. Ann, Missouri; Cooperative Educational Research Laboratory, Northfield, Illinois; Eastern Regional Institute for Education, Syracuse, New York; Education Development Center, Boston, Massachusetts; Far West Laboratory for Educational Research and Development, Berkeley, California; Michigan-Ohio Regional Educational Laboratory, Detroit, Michigan; Mid-Continent Regional Educational Laboratory, Kansas City, Missouri; Southwestern Cooperative Educational Laboratory, Casa Grande, Arizona; Northwest Regional Educational Laboratory, Portland,

Oregon; Regional Education Laboratory for the Carolinas and Virginia, Durham, North Carolina; Research for Better Schools, Philadelphia, Pennsylvania; Rocky Mountain Education Laboratory, Greeley, Colorado; South Central Regional Educational Laboratory, Little Rock, Arkansas; Southeastern Educational Laboratory, Atlanta, Georgia; Southwest Cooperative Educational Laboratory, Albuquerque, New Mexico; Southwest Educational Development Laboratory, Austin, Texas; Southwest Regional Educational Laboratory, Inglewood, California; and Upper Midwest Regional Educational Laboratory, St. Paul, Minnesota. (Ten educational research centers affiliated with universities got \$14 million from HEW.)

CABEL - With a \$97,243 grant from U.S. Office of Education in July, 1967, Alexandria, Arlington and Fairfax financed an adult education center (planned as a U.S. model) for basic educational materials and for demonstration of education techniques. It is called Center for Basic Education Learning, or CABEL, and "it will be of benefit to all cooperating school systems and to disseminate basic adult educational materials throughout the U.S."

PARTICIPANTS - Those participating in CAREL's conferences in 1967 were Walter Snyder, Superintendent, and Beatrice Beall, Supervisor of Elementary Education from Kanawha County, West Virginia; Rev. Robert Wanstreet of Wheeling, West Virginia; Dr. Donald Miedema, Deputy Superintendent of Montgomery County Schools, Dr. John Pormenter, Assistant Superintendent of Montgomery County; Dr. Benjamin Henley, D.C. Schools; Mr. C. K. Lovenstein representing West Virginia Superintendent Rex Smith; and Dr. Richard McKay representing Dr. James Sensabaugh, Superintendent of Maryland school system.

ANNISTON, ALABAMA sister system to Montgomery County - On May 2, 1968 Mr. Jimmy Nations discussed Carel's program with Montgomery County and Anniston, Alabama Center for the Study of Instruction. MACSI is directed by Dr. Elizabeth Wilson of Montgomery County's Council on Instruction. Dr. Bruce Joyce, a co-author of Dr. Wilson's, is a consultant on the learning center of Carel.

ART EDUCATION - Jimmy Nations called a meeting of the National Art Education Association for the purpose of making initial plans for a publication about art and art programs for young children. The committee was composed of artists, art-educators, child growth and development specialists, and psychologists. (Consultants to CAREL on dance were Erika Thimey, and Batya Heller.) On September 30, 1968, Dr. Elseroad requested participation in a Theatre Arts Project with CAREL. Dr. Whittier had requested permission to launch a pilot project in improvisational theatre in Burning Tree Elementary School with professional dramatists from Arena Stage, Washington, D.C. CAREL's six-week conference at Airlie House, Warrenton, Virginia, in 1967 prepared a 40-page outline for teaching literature, drama, art and music. CAREL's major publication was "Children and the Arts."

* **COMPUTER AIDED LEARNING** - Dr. Whittier requested the laboratories to become interested in the possibility of computer aided learning (CAL) and introduced them into the schools as "outline of school of tomorrow."

WRITING CONFERENCE - Dr. Martha Rashid and Dr. Daniel Prescott conducted the six week Writing Conference at Airlie House, Warrenton, Virginia in July, 1967. Attending from Kanawha County were Jean Davis and Myra Geiger. From Montgomery County were Geraldine Meltz, Elizabeth Curde and Margie Goode.

COMMUNITY COUNCILS - CAREL's Center for Diagnosis and Learning made use of a Center Assembly and Community Councils to gain support for its work and the use of "an heuristic data-bank" containing information on each child with a computer-based retrieval system to store, maintain, up date, analyze and report the decision-making information necessary for implementation of the Center which will insure the privacy of both students and parents.

RECENT CONSULTANTS - The names of a few of the consultants in in-service workshops in Montgomery County have been released by the school system. Four consultants used in the workshops were: Thomas Schwab, of Suburban Maryland Fair Housing and Human Relations Commission, Atlee Shidler, of Washington Center for Metropolitan Studies (Shidler replaced Norman Christeller of County Council at the Center); Dr. Elaine Cotlove, and Jane Moore, Assistant Professor of Sociology, Howard University, and elected last Tuesday to the County Council.

TEXTBOOKS - For a discussion of the textbooks in question listen to WINX on Sunday, November 16, at 11 a.m. Mrs. Lillian McNish will interview Mrs. Jacqueline Lawrence of PARENTS WHO CARE on her fifteen minute program "What's Happening."

"O what a tangled web we weave
When first we practice to deceive!"