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ABSTRACT

Project TALENT, the Equality of Educational Opportunity Survey, and the Base-Year Survey of the National Longitudinal Study tested national probability samples of American high school seniors in 1960, 1965, and 1972. This study is concerned with the feasibility of using these data for studying trends in educational attainment. Three separate aspects of the problem were considered. First, a detailed review of sample selection, weighting, and school participation showed that the data would provide a sound basis for comparing performance, and identified certain implications of the existing data for making and interpreting comparisons. Second, comparisons were made of students' high school experiences, their educational and occupational aspirations and plans, and their parents' education and occupation. The pattern of results for the three survey samples, although obscured by differences in questions and by population trends, indicated that comparisons of test performances of the groups would be warranted. Third, a detailed design was prepared for studying the equivalence of selected tests used in the three surveys and for equating test scores on pairs of equivalent tests. Application of these equating results to the test results of the three surveys would provide the desired trend data. (Author)

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FINAL REPORT

EDUCATIONAL ATTAINMENT OF AMERICAN HIGH SCHOOL SENIORS IN 1960, 1965, AND 1972: FEASIBILITY STUDY

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and

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National Institute of Education

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EDUCATIONAL TESTING SERVICE
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Project TALENT, the Equality of Educational Opportunity Survey, and the Base-Year Survey of the National Longitudinal Study tested national probability samples of American High School Seniors in 1960, 1965, and 1972. This study is concerned with the feasibility of using these data for studying trends in educational attainment.

Three separate aspects of the problem were considered. First, a detailed review of sample selection, weighting, and school participation showed that the data would provide a sound basis for comparing performance, and identified certain implications of the existing data for making and interpreting comparisons. Second, comparisons were made of students' high school experiences, their educational and occupational aspirations and plans, and their parents' education and occupation. The pattern of results for the three survey samples, although obscured by differences in questions and by population trends, indicated that comparisons of test performances of the groups would be warranted. Third, a detailed design was prepared for studying the equivalence of selected tests used in the three surveys and for equating test scores on pairs of equivalent tests. Application of these equating results to the test results of the three surveys would provide the desired trend data.

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Chapter 1

Sample Design, Weighting, and Data Collection in the 1960, 1965, and 1972 Surveys

Introduction

Project TALENT, The Equality of Educational Opportunity Survey (EEOS), and the Base Year Survey of the National Longitudinal Study (NLS) provide data on the test performance of a national probability sample of American high school seniors. A systematic review of the design and execution of this aspect of the three surveys should be distinctly useful in evaluating the feasibility of using these data for comparing 12th grade students in 1960, 1965, and 1972. This chapter is intended to provide such a review.

Purpose and Scope of the Surveys

Consideration of the purpose and scope of the three surveys is essential to an understanding both of the sampling design and the operational procedures which were used. As summarized in Table 1, all three surveys had very ambitious purposes. It seems fair to say that TALENT emphasized measurement, guidance, and manpower considerations, EEOS gave prominence to minority group questions and to the role of the schools in developing abilities; and NLS was particularly concerned with describing students and schools and with the use of data in long-range planning and research. Despite these differences in emphasis, the measurement of student abilities served as a major focus in each research effort. Table 2 provides a summary of relevant aspects of the scope of each survey. Each of the surveys was a massive enterprise calling for widespread involvement of schools in the collection of large quantities of data about students and schools. Table 2 also provides evidence of significant differences in the allocation of resources for data collection among the three surveys. As will be shown later in this chapter, the smaller number of students in the NLS survey is offset by the precision with which the student sample was defined.

Table 1

Major Purposes

TALENT	EEOS	NLS
To provide relevant information on 7 areas of national concern: 1. Available talent 2. Relationships among aptitudes, interests, and other factors 3. Limiting effects resulting from lack of interest and motivation 4. Factors affecting vocational choice 5. Predictors of creativity and productivity 6. Effectiveness of various types of educational experience 7. Procedures for realizing individual potential	As mandated by Congress, the general purpose was to investigate inequality of educational opportunity in public educational institutions. Specific objectives included: 1. Developing comprehensive statistical information on items considered relevant to school equality, 2. Comparing schools mainly attended by minority students with schools attended mainly by majority students on these indexes, and 3. Studying the relation between characteristics affecting quality of education and student performance on aptitude and achievement tests.	The base-year study of the NLS was envisaged both as providing basic data for a continuing follow-up of students participating in it and as a prototype for surveys of later cohorts of high school seniors. The specific objectives of the base-year survey included the following: 1. Describing high school seniors with respect to a wide range of personal characteristics--attitudes, abilities, interests, plans, knowledge of educational and occupational opportunities, and membership in ethnic and other significant subgroups, 2. Describing the high schools attended by participating students and the characteristics of counselors in those schools, and 3. Developing appropriate data files and access procedures to facilitate the use of the base-year data both for follow-up studies and for other research.

Table 2

General Scope of Survey

TALENT	EEOS	NLS
Main Sample: Five percent of high school seniors (between 400,000 and 500,000 students) Grade Levels: 9-12 Amount of Student Time Needed: Two school days Data Collection Instruments: Completed by student: 23 Aptitude and achievement tests Preference Test Themes Student Activities Inventory Interest Inventory	School Sample: Approximately 700,000 public school students in selected grades, with approximately half of the sample to be white and the other half to be nonwhite. Grade Levels: 1, 3, 6, 9, 12 Amount of Student Time Needed: One school day. Data Collection Instruments: 1. Completed by 12th grade students: 7 aptitude and achievement tests Questionnaire 2. Completed by others: Principal Questionnaire Teacher Questionnaire Superintendent Questionnaire	Desired Sample: 21,600 12th grade students in 1,200 high schools. Grade Level: 12 Amount of Student Time Needed: Approximately three hours. Data Collection Instruments 1. Completed by students: 6 aptitude and achievement tests Student questionnaire 2. Completed for each student by survey administrator: Student's School Record Information Form 3. Completed by others: School Questionnaire Counselor Questionnaire

Only those phases of each survey which included the national 12th grade sample are considered in this summary.

Characteristi s Used in Stratification

A comparison of the basic student and school characteristics used in stratification for selecting the public school sample in each survey yields certain insights on similarity and differences in sampling design. Table 3 shows a summary of the basic stratification characteristics. Although all these surveys used the geographical location of the school in stratification, as would be expected in a national survey, the classifications used were different. (The groupings of states and the District of Columbia used in EEOS and NLS are shown in Table 4.) It is clear that the stratification scheme in TALENT is relatively simple, that EEOS placed heavy stress on the number and percent of nonwhite students in sample selection, and that NLS used a greater variety of characteristics in sample selection. In all three surveys, the selection of a sample of schools was of critical importance in the design for sampling. Table 3 suggests that the data available for sampling are, on the whole, less tightly linked to the significant characteristics of pupils in particular schools than would be optimal for stratification purposes.

Sampling and Weighting in TALENT*

Sampling of Schools

Definition of Sampling Frame. The sample design for the high school sample in Project TALENT called for the selection of approximately five per cent of all senior high schools, and, for schools which did not include a ninth grade, appropriately selected feeder schools. Thus, the desired sampling frame would include all public, private, and parochial schools which included grades 9 through 12. In all, about 26,000 high schools

*This discussion of sampling and weighting is based on a number of Project TALENT publications as follows: Flanagan et al., Designing the Study, 1960; Flanagan et al., Design for a Study of American Youth, 1962; Shaycoft et al., Studies of a Complete Age Group--Age 15, 1963; Flanagan et al., The American High School Student, 1964; and Project TALENT, The Project TALENT Data Bank, 1972. Citations of specific reports will be made only when detailed information is cited from a particular report.

Table 3

Variables and Characteristics Used in Selection of Public School Sample

TALENT	EEOS	NLS
1. Geographical Location: Used 56 strata, as follows: 5 largest cities, District of Columbia, and 50 states (with 5 largest cities removed). 2. Size of senior class 3. Retention ratio (holding-power) of school	1. Geographical Location: Used 7 groups of states and distinguished between counties included in a Standard Metropolitan Statistical Area (SMSA) and counties not included in an SMSA. 2. Percent nonwhite in SMSA or county 3. Estimated number of non-white students in secondary school and in its feeder schools. 4. Percent nonwhite in school	1. Geographical Location: Used 4 groups of states. 2. Size of senior class 3. Percent minority in school or in county in which school is located 4. Proximity to higher education of SMSA or county in which school is located 5. Income class of ZIP Code area or county in which school is located 6. Degree of urbanization of city, SMSA, or county.

Table 4

Comparison of Geographical Regions in EEOS and NLS

EEOS

New England	Mid-Atlantic	Southeast	Southwest	Far West and Rocky Mountain	Great Lakes	Plains
Connecticut	New Jersey	Alabama	Oklahoma	Alaska	Illinois	Iowa
Maine	New York	Arkansas	Texas	California	Indiana	Kansas
Massachusetts	Pennsylvania	Florida	Arizona	Colorado	Michigan	Minnesota
New Hampshire	Delaware	Georgia	New Mexico	Hawaii	Ohio	Missouri
Rhode Island	District of Columbia	Kentucky		Idaho	Wisconsin	Nebraska
Vermont	Maryland	Louisiana		Montana		North Dakota
		Mississippi		Nevada		South Dakota
		North Carolina		Oregon		
		South Carolina		Utah		
		Tennessee		Washington		
		Virginia		Wyoming		
		West Virginia				

NLS

Northeast		South			West		North Central	
Connecticut	New Jersey	Delaware	Alabama	Oklahoma	Arizona	Alaska	Illinois	Iowa
Maine	New York	District of Columbia	Arkansas	Texas	New Mexico	California	Indiana	Kansas
Massachusetts	Pennsylvania	Maryland	Florida			Colorado	Michigan	Minnesota
New Hampshire			Georgia			Hawaii	Ohio	Missouri
Rhode Island			Kentucky			Idaho	Wisconsin	Nebraska
Vermont			Louisiana			Montana		North Dakota
			Mississippi			Nevada		South Dakota
			North Carolina			Oregon		
			South Carolina			Utah		
			Tennessee			Washington		
			Virginia			Wyoming		
			West Virginia					

were located. The main list of public schools was obtained from the United States Office of Education, which also provided three supplementary lists and a list of parochial schools. In addition, a list of schools supplied by the Bureau of Internal Revenue included names, but not enrollment data, for some additional schools.

Selection of Stratified Public School Sample. The characteristics used in stratifying the public school sample are shown in Table 5. Only size of senior class was used as the basis for assigning different sampling ratios to different strata. The following sampling ratios were used:

	Sampling Ratio
Public schools with fewer than 25 seniors	1:50
Public schools with 25-99 seniors	1:20
Public schools with 100-399 seniors	1:20
Public schools with 400 or more seniors	1:13

Because it was planned from the outset to test all students in the designated grades, simple random sampling of schools within size strata would have yielded a sample in which each student would have had an equal chance of inclusion. This approach, however, would have selected a large number of small schools and relatively few large schools. Consequently, sampling ratios different from 1 to 20 were used for the largest and smallest schools, and corresponding weights were used in the analysis to compensate for this difference. In selecting schools within the strata thus defined, schools were ordered with respect to the retention ratio, and systematic sampling was used for the final selection.

Exceptions to the basic sampling design were made for the New York and Chicago city school systems. In New York, all junior and senior high schools participated, but only 1 student in 12 was tested. In Chicago, 20 of 38 schools were selected at random, and 1 student in 10 was tested in each selected school. (Nine vocational schools were, however, omitted from the Chicago sample as the result of a misunderstanding.) Sampling within schools rather than sampling schools is advantageous from a theoretical viewpoint, so that the design for these two city systems would yield increased precision.

Table 5

Definition and Sources of Variables and Characteristics Used in Selecting Public School Sample in Project TALENT

Variable	Definition	Source
Geographical Location	5 largest cities District of Columbia 50 states (excluding 5 largest cities)	U. S. Bureau of the Census
Size of senior class	Groupings: (a) Under 25 seniors (b) 25-99 seniors (c) 100-399 seniors (d) 400 or more seniors	U. S. Office of Education
Retention ratio (holding-power) of school	Ratio of number of graduates in 1958-59 school year to number of 10th graders in 1957-58 school year	U. S. Office of Education

Selection of Parochial and Private School Sample. Private and parochial schools were stratified only on the basis of the 56 geographical locations. The sampling ratio was 1:20 for these schools. In all, 125 parochial and 59 private senior high schools were selected for the sample, as compared with 879 public senior high schools.

Sampling of Student Data for Analysis

The enormous number of students (nearly 400,000) included in the TALENT survey made sampling of the data for analysis virtually indispensable. Although a number of different samples were created, it is necessary in this discussion to consider only the sample used for the analysis of the test performance of the 12th grade sample. This sample (designated A-10.0-3 by the authors) included all students having a 6-digit testing number ending in 3 and whose records had been incorporated in the 1963 edition of the master tape file.

The fact that the main analyses for 12th grade students were performed at a time when a substantial number of students were not included in the master tape deserves careful consideration. The practical decision to proceed with the analysis was undoubtedly correct. On the other hand, the effect of the missing data on the results is difficult to assess. After a careful evaluation of this problem, the authors of the 1964 report concluded that "there is no basis for asserting with certainty that norms based on the master tape do not differ significantly from the values that would be obtained if the master tape were complete, but there is considerable reason to believe that any differences that may exist are too slight to have major practical importance." The editing and collating of Project TALENT data continued, fortunately, and there now exists, in the Project TALENT Data Bank, a data source which constitutes a complete record of the tested sample. Comparison of the 1963 master tape sample size with the corresponding sample size in the data bank indicates that about 76% of 12th grade women and 78% of 12th grade men were included in the 1963 master tape. If Project TALENT test data are to be used for year-to-year comparisons with other national probability samples of high school seniors, results based on the complete data bank file can and should be used for such comparisons.

Weighting

Several weighting plans were utilized in different phases of Project TALENT. The weighting which is relevant to this report, however, was designed to reproduce the national population represented by the national high school sample. The weight for each student in a particular school is equal to the reciprocal of the sampling ratio applied in selecting the school divided by the proportion of invited schools in a given stratum which participated in the testing. The first element in the product compensates for the differential selection ratios for different schools. The second element in the product is based on the implicit assumption that the best available estimate of characteristics for students in nonparticipating schools are the characteristics of students enrolled in participating schools in the same stratum. Because a very large proportion of the schools which were invited to participate did so, the effect of this estimation for nonparticipants on the results is small. Because of the variant sampling procedures used in the New York and Chicago city school systems, it was necessary to take account of the sampling of students within schools in arriving at the final weights. The simplicity and clarity of the sampling design and the high degree of participation of the invited schools indicate that the weighting system, although necessary, played a relatively minor role in determing the descriptive statistics on 12th grade students.

Sampling and Weighting in EEOS*

First-Stage Sampling

Definition of Sampling Frame. For the first-stage sampling in EEOS, it was decided to use counties rather than school districts as primary sampling units both because census and other statistics were more readily available for counties and because it was judged that counties had greater internal heterogeneity than school districts. The desirability of internal

*Sampling and weighting for EEOS are discussed in Coleman et al., 1966, 550-554, 558-560, 571-572.

heterogeneity arises because cluster sampling has greater adverse effects on the precision of results for a given sample size when variation between clusters is relatively large and variation within clusters is relatively small. Once the decision to use counties (or the equivalent) was made, the sampling frame for the first-stage sampling was fully defined by current census documents.

Selection of Stratified Sample of SMSAs and Counties. At any given time, every county or county equivalent in the United States can be classified unambiguously as belonging to a Standard Metropolitan Statistical Area (SMSA) or as not belonging to an SMSA. The classification of a county on this basis, however, may change because new SMSAs are created when new combinations of counties meet the standard for inclusion. In the first-stage sampling for EEOS, SMSA was treated as the primary sampling unit for all counties which belonged to an SMSA. At the time the sample was selected, there were 209 SMSAs and 2,674 counties not belonging to an SMSA, as shown in Table 6.

A decisive consideration in the sample selection process was the desire that about half of the pupils in the sample be nonwhite. Because it was also judged necessary that all pupils in the designated grades be included in the sample for any school selected for the sample, it was necessary to stratify the SMSAs and nonmetropolitan counties on the basis of their nonwhite populations and to give greater representation in the first-stage sample to primary sampling units having a large proportion of nonwhites while maintaining broad geographical distribution in both the metropolitan and nonmetropolitan units selected.

The description of the sample selection procedures does not state explicitly all the considerations which determined the sampling ratios for the various strata. The sampling ratios for each stratum, which are shown in the report, make it clear that the estimated size of the nonwhite population in a stratum was a major factor in determining the allocation of the first-stage sample. For purposes of this discussion, the totals for all seven

Table 6

Definition and Sources of Variables and Characteristics Used in Selecting Public School Sample for EEOS

Variable	Definition	Source
Geographical Region	See Table 4	----------
Metropolitan vs. Nonmetropolitan County	Standard Metropolitan Statistical Area (SMSA), as defined by the Bureau of the Census, "consists of a county or group of counties containing at least one city (or twin cities) having a population of 50,000 or more plus adjacent counties which are metropolitan in character and are economically and socially integrated with the central city" (U. S. Bureau of the Census, 1972 c, 135). In some states, various subdivisions equivalent to counties, rather than counties, are the basis for an SMSA. In drawing EEOS sample 209 SMSAs were used, and there were 2,674 counties (or the equivalent) outside of metropolitan areas.	County and City Data Book, 1962, U. S. Bureau of the Census
Estimated percent nonwhite students in SMSA or county	Percent nonwhite was grouped as follows: (a) 70 percent and over (b) 30 to under 70 percent (c) 10 to under 30 percent (d) Under 10 percent. For counties not in an SMSA, the "under 10 percent" category was divided into: (a) Estimated nonwhite enrollment of 100 or more (b) Estimated nonwhite enrollment under 100.	County and City Data Book, 1962. (Other sources are not specified.)

Table 6 (Continued)

Definition and Sources of Variables and Characteristics Used in Selecting Public School Sample for EEOS

Variable	Definition	Source
Estimated number of nonwhite students in secondary schools and in its feeder schools	In order to use enrollment figures for secondary schools having varying grade spans to estimate total grade 1 through 12 enrollment in the school, including feeder schools, grade-span coefficients were calculated using the following method. First, total enrollment in each grade 1 through 12 was computed for each of the seven geographical regions and for Alaska and Hawaii. Then the grade-span coefficient for a given set of grades was computed by dividing total enrollment in grades 1 through 12 by the total enrollment in grades included in the designated grade span. When the enrollment in a particular secondary school is multiplied by the appropriate grade-span coefficient, the result is an estimate of the grade 1 through 12 enrollment for the secondary school and its feeder schools. Using figures for percent nonwhite and enrollment, the number of nonwhite students was calculated.	Statistics of Public Schools, Fall, 1964 (OE-20007-64)

Table 6 (Continued)

Definition and Sources of Variables and Characteristics Used in Selecting Public School Sample for EEOS

Variable	Definition	Source
Percent nonwhite in school	A national inventory of school facilities and personnel conducted by the U. S. Office of Education in the spring of 1962 provided the school list. For each school, total enrollment and grade span was obtained as part of the 1962 survey. This information was listed for each secondary school in 66 SMSAs and 332 counties, and was updated as far as possible using publications of State Departments of Education. Each State Department of Education was asked to update and correct the information for each listed school in its state, and to provide data on the percentage of nonwhite students in each school. The following categories were used for percent nonwhite's within school: (a) 75.1 - 100.0 (b) 50.1 - 75.0 (c) 25.1 - 50.0 (d) 10.1 - 25.0 (e) 0 - 10.0	National Inventory of School Facilities and Personnel (OE-21016)

geographical regions should provide a sufficient basis for describing the first-stage sample selection.

Stratum	Primary Sampling Units: Number in Universe	Primary Sampling Units: Number Selected
SMSAs		
Included in sample with certainty	21	21
Proportion nonwhite:		
30-under 70	13	4
10-under 30	46	17
Under 10	129	28
Nonmetropolitan counties		
Proportion nonwhite		
70 and over	19	10
30-under 70	381	105
10-under 30	368	110
Under 10:		
100 or more nonwhite students	498	55
Less than 100 nonwhite students	1,408	52

The 21 SMSAs which were included in the sample with certainty were those whose estimated total nonwhite enrollment in the designated grades was equal to or greater than the corresponding nonwhite enrollment for the stratum divided by the number of SMSAs to be selected from the stratum.

The actual selection of the sample within each stratum was performed by ordering all elements in the stratum on the basis of estimated number of nonwhite students in the designated grades, and then using systematic sampling with a random start to select the first-stage sample. This is the crucial point which insures that the sample is, in fact, a probability sample. There was one stratum containing 4 SMSAs, none of which was selected for the first-stage sample. This would seem to constitute a minor discrepancy in the sampling procedure.

Second Stage Sampling

The second-stage sampling was based on a substantial amount of information about each secondary school and its feeder schools. These data were obtained mainly from State Departments of Education, as shown in Table 6. As in the first-stage sampling particular emphasis was placed on the number and percent of nonwhite students in determining the number of schools to be selected in a given stratum. Schools in each of the 209 SMSA's and 2,674 nonmetropolitan counties were further stratified according to the percent of nonwhite students, yielding the following categories:

(a) 75.1 - 100.0
(b) 50.1 - 75.0
(c) 25.1 - 50.0
(d) 10.1 - 25.0
(e) 0 - 10.0

The 209 SMSAs included 2,741 high schools, of which 349 were selected for the final sample. The 2,674 nonmetropolitan counties included 1,781 high schools, of which 821 were selected for the final sample. The operation of the second-stage sampling in the nonmetropolitan counties resulted in the inclusion of 467 of the 540 high schools which had 10.0 or more percent nonwhite students, and 354 of the 1,241 high schools which had 10 percent or less nonwhite students.

The geographical distribution of the schools selected for the final sample is as follows:

Geographical Location	Number of Schools
Nonmetropolitan	
Southeast	512
Southwest	125
All other regions	184

Geographical Location	Number of Schools
Metropolitan	
Southeast	89
Southwest	42
New England and Middle Atlantic	97
Great Lakes and Plains	85
Rocky Mountain and Far West	36
Total schools	1,170

Thus, 768 of the 1,170 schools included in the survey samples were from the Southeast or Southwest. For comparison, 310 schools from these two regions were included in the 879 schools selected in the public school sample for Project TALENT.

Sampling of Students for Regression Analysis

Definition of Subgroups. The means and standard deviations of test scores and the proportions to be discussed in Chapter 2 of this report were obtained in connection with the regression analysis for the survey. For this reason, the manner in which the regression analysis samples was determined is of critical importance.

Of the 20 subgroups, 8 included white students, and the remaining four were composed of Mexican American, Puerto Rican, American Indian, and Asian American students. The groupings used for the white and black students were as follows:

Metropolitan

- New England and Middle Atlantic (Northeast)
- Great Lakes and Plains (Midwest)
- Rocky Mountain and Far West (West)
- Southeast
- Southwest

Nonmetropolitan

- Southeast
- Southwest
- All other regions

Thus, the 14 strata based on the distinction between Metropolitan and Nonmetropolitan and 7 geographical regions were reduced to 8 strata for purposes of analysis. The separation of the four minority groups for analysis from the large black and white samples produced a more meaningful differentiation than white-nonwhite. Sample sizes for these groups were presumably not large enough to warrant breakdowns on the basis of geography.

Selection of Samples within Subgroups. The selection of the sample for each of the 20 subgroups was done so that each member of the selected sample would have equal weight within the subgroup. This was accomplished by selecting students in proportion to the weight which would be assigned to his data. Thus, the sample within each subgroup was self-weighting.

Because the weight assigned to a student played an important role in the selection of the subgroup samples, the method for determining these weights needs to be described. The following description is based on a relatively brief description which includes several obvious typographical errors. The weight for each student was defined, as would be expected, by the product of two factors. For purposes of defining the weights, data for schools which belonged to a particular second-stage stratum were merged across SMSAs or counties. Thus, the particular SMSA or county to which a school belonged had no effect on its weight. In addition, the 14 strata based on geographical location were reduced to the 8 used in the formation of the 20-group sample. With these revisions in the stratification structure, every school in the sample belongs to one of 35 first-stage strata (4 for each of the 5 SMSA regions and 5 for each of the 3 nonmetropolitan county regions). It also belongs to one of 175 second-stage strata (5 for each first-stage stratum) depending on its percentage of nonwhite students.

The first factor for any school depends only on the first-stage stratum to which it belongs. Data for this factor were obtained from 1960 census figures on the number of persons of school age in each SMSA or county. The factor equals the number of school age persons in the stratum divided by the number of school age persons in SMSAs or counties selected for the first-stage samples from that stratum. The second factor equals the estimated number of students in grades 1-12 in all schools in the SMSAs or counties selected in the first-stage sample from that stratum divided by

the sum of the estimated number of students in grades 1-12 in all schools which actually participated in the study. The use of participating rather than selected schools in the denominator is intended to adjust for the fact that not all schools chose to participate.

The effect of the simplication of the stratification structure was to reduce greatly the variation of weights across strata. It was possible, with some further grouping of strata, to make the ratio of the largest to the smallest weight in one of the 20 subgroups less than 15 to 1 with only one exception. On the whole, it appears that the merging of counties and SMSAs for the determination of weights was desirable.

Weighting of Subgroups

Because it was decided to include approximately the same number of students (1,000) in each of the 20 self-weighting samples, it was necessary to determine the relative weight for each subgroup for use when data for the various subgroups were pooled. These weights corresponded to "the total size of the population represented by each regional stratum." Unfortunately, the specific procedure by which these weights were obtained is not specified clearly. Variability in the subgroup means is great enough to make any national estimate sensitive to the relative weights given to the various subgroups.

Sampling and Weighting in NLS*

Sampling of Schools for Data Collection

Definition of Sampling Frame. The basic sampling frame for public schools included all schools listed on the United States Office of Education school universe tape which indicated that they had a 12th grade plus those schools which indicated that 11th grade was their highest grade. For 7 states, it was necessary to use listings from the 1969-70 school universe tape for all or part of the listings. Private schools were obtained from a tape supplied by the National Catholic Education Association and from an Office of Education listing of private schools. As with public schools,

*Sampling design is discussed in WESTAT, 1972, 1-32, 42-45 and in Hilton et al., 1973, 2-14 to 2-16.

all schools which reported 11th or 12th grade as their highest grade were included. Finally, a listing of area vocational schools was obtained from a current directory of such schools. It was recognized that the sampling frame was incomplete and provision was made in the study design to locate additional schools and incorporate them in the sample (WESTAT, 1972, 4-5).

Formulation of Stratification Plan for Public Schools. As shown in Table 7, an extensive array of stratification variables was utilized in defining the NLS sample.

The first grouping of schools was based on size of 12th grade enrollment, geographical region, and proximity code. Schools in the "less than 300 seniors" group were classified into the four geographical regions and three groups based on proximity codes (shown in Table 7) yielding 12 groups. For the remaining schools, proximity code was divided into only two categories: schools in SMSA's or counties containing the 100 largest central-city school districts vs. all others. For these schools, there were two categories by enrollment size, four categories by geographical region, and two categories by proximity code, yielding 16 further groups. At this point, then, 28 groups of schools had been identified.

For each of these 28 groups of schools, a two-way table was constructed, using percent minority (8 levels) and income class (11 categories).

The 28 tables created in the preceding step provided the basis for dividing all schools into Type A and Type B schools. The classification of schools into those two types was based on a decision to sample schools in communities having family incomes less than $5,000 or having more than 20 percent minority students (Type A Schools) at double the rate assigned to other (Type B) schools. This procedure would yield a final sample of which approximately half the schools would belong to Type A.

The 28 tables included a total of 2,464 (28 x 8 x 11) possible subgroups. These were consolidated into 263 relatively homogeneous major strata. Case was taken that each major stratum contain only Type A or Type B schools. The 263 major strata for public schools

Table 7

Definition and Sources of Variables and Characteristics Used in Selecting Public School Sample for NLS

Variable	Definition	Source
Geographical Region	See Table 4	----------
Size of Senior class in school	Groupings: (a) Less than 300 seniors (b) From 300 to 599 seniors (c) 600 or more seniors Note: for schools listing grade 11 as their highest grade, 11th grade enrollment was used.	U. S. Office of Education school universe tapes.
Percent minority in school or in county in which school is located.	Groupings: (a) Under 5 percent (b) 5-9 percent (c) 10-19 percent (d) 20-39 percent (e) 40-59 percent (f) 60-79 percent (g) 80 percent or over (h) Unknown	Records of the office of Civil Rights (OCR) 1970 census data by counties (used if OCR data not available)
Proximity to higher education of SMSA or county in which school is located	Groupings: (a) SMSAs or counties containing the 100 largest central-city school districts (b) Schools in all other SMSAs or counties which contain a public two-year or four-year college (c) All other schools	U. S. Office of Education higher education universe tape

Table 7 (continued)

Definition and Sources of Variables and Characteristics Used in Selecting Public School Sample for NLS

Variable	Definition	Source
Income class of ZIP code area or county in which school is located	For SMSAs, and counties having 50,000 or larger population, adjusted gross income in 5-digit ZIP code area in which school is located was used. For counties having a 1960 population of less than 50,000, however, ZIP code data were not used. Instead, median county income based on the 1960 census was used, because ZIP code area had been found not to be a satisfactory indicator of income level for schools in such counties. 1960 data were adjusted to make them comparable to the 1966 IRS data. The following 11 categories were used: (a) less than $2,000; (b) $2,000-$2,999; (c) $3,000-$3,999; (d) $4,000-$4,999; (e) $5,000-$5,999; (f) $6,000-$6,999; (g) $7,000-$7,999; (h) $8,000-$8,999; (i) $9,000-$9,999; (j) $10,000-and over; (k) Unknown.	For ZIP code areas, Internal Revenue Service tape based on 1966 individual tax returns. For counties, 1960 census reports
Degree of urbanization of city, SMSA, or county in which school is located	Schools contained in: (a) Ten largest central city school districts (b) Next 90 largest central city school districts (c) Other schools in same SMSA or county as Group (a) (d) Other schools in same SMSA or county as Group (b) (e) All other schools included in SMSAs (f) Nonmetropolitan counties having urban population of 75 percent or more (g) Nonmetropolitan counties having urban population between 50 and 74 percent (h) Nonmetropolitan counties having urban population between 25 and 49 percent (i) Nonmetropolitan counties having urban population less than 25 percent (j) Undetermined	Percent urban for nonmetropolitan counties based on 1970 census data.

were then subdivided into 559 final strata on the basis of the degree of urbanization. Categories for this characteristic are shown in Table 7. Final strata were used both in the selection of the sample and to yield a covariance term for the estimation of sampling error.

Stratification of Parochial and Private Schools. Roman Catholic Schools were stratified on the basis of average parents' income, using the following eight categories:

(1) Less than $7,000
(2) $7,000-$8,999
(3) $9,000-$9,999
(4) $10,000-$11,999
(5) $12,000-$13,999
(6) $14,000-$15,999
(7) $16,000-000
(8) Unknown

These 8 categories and four geographical regions were used in stratifying the Roman Catholic Schools. Only schools having an average parents' income less than $7,000 were classified as Type A schools. The subgroups were combined to yield 22 major strata and 36 final strata for parochial schools.

Private schools were stratified only with respect to geographical region. Four major strata and five final strata were composed of private schools

When all schools are considered, the stratification design vielded 289 major strata and 600 final strata.

Allocation of the Sample to Strata. In determining the number of schools to be selected from each stratum, the initial allocation was based on type of school (A or B) and on size of senior class. For Type A schools and Type B schools separately, allocation was proportional to total senior enrollment, so rounded that an even number of schools

would be assigned to each group. Results were as follows (WESTAT, 1972,21):

	Number of Schools	
Enrollment Size	Type A	Type B
Less than 300	304	286
300-599	188	214
600 or more	108	100
Total	600	600

In the subdivision of major strata into final strata, an effort was to make the size of the group included in each final stratum as uniform as possible, within each of the six groups shown in the preceding table. Once the 600 final strata were created, the initial sample was formed by drawing two schools from each final stratum. For strata composed of schools having senior classes less than 300, selection was proportional to size. For strata composed of larger schools, simple random selection of schools was used. This procedure is equivalent to selecting schools in the larger school sizes in proportion to the average size of the schools in the two size groups rather than in proportion to the actual size of the school. This procedure resulted in an advantageous simplification in the work of sampling with no appreciable loss of precision.

The detailed stratification plan developed for the initial sample facilitated the selection of a sample of replacement schools to be invited to participate if any school initially invited found it impossible to participate. Two replacement schools were selected from each final stratum which included at least four schools. Substantially all final strata met this requirement. To the extent that schools within strata are more homogeneous than schools generally, this procedure reduces the effect on the results of replacing nonparticipating schools.

Sampling of Students within Schools in NLS

From a methodological viewpoint, the provision for sampling of individual students in the NLS study has important advantages over the procedure of testing all students in the designated grade within a school. In particular, it yields greater precision for a given number of students

who are tested or who complete questionnaires. Moreover, it seems likely to require the school to define more sharply which students are in 12th grade, and to permit fuller coverage of the defined group than is true when all students present on the testing day are tested. On the other hand, the effort involved in identifying and assembling a small group of students tends to offset the efficiency gained by testing only a small proportion of students in a particular cluster, and administration of the tests and questionnaires to a fraction of the students may provide less realistic conditions than would be obtained by administration in regular classrooms and homerooms.

In the procedure used by NLS, schools were asked to supply a list of their 12th grade students, excluding adult education students, students who were early graduates no longer in attendance, and any foreign exchange students. If there were more than 18 students in the senior class, the NLS project staff selected a sample of 18 students by simple random sampling, and 5 replacement students were selected at random (provided that enrollment was 23 or greater). Each step involved in preparing the student samples was carefully checked. For practical reasons, in about one-fifth of the schools, sampling was done by telephone rather than by the more formal procedure originally planned. The NLS procedures included a check of the student listing in 59 schools, in connection with a site visit. The error rate in the listing of students was about 1 in 1,000. The experience with the selection of students is discussed at some length in the NLS report (Hilton et al., 1973, 2-16 to 2-22). On the whole, the procedure was judged to be feasible and quite accurate.

Determining Weights for NLS

Because NLS sampled students within schools, the probability that a student will be selected is the product of the probability that a student's school will be selected by the probability that the student will be selected. Account must be taken of the fact that the sampling design permitted replacement of a school in the primary sample by another and of the fact that nonresponse may occur either for a school or for students within the school.

For schools having 18 to 299 students, and for Type A and Type B schools separately, each school was selected with a probability proportional to its estimated twelfth grade enrollment insofar as this could be done in a design which called for extensive stratification. Schools having an estimated 12th grade enrollment less than 18 were treated as if their enrollment were 18. Schools having an enrollment of 300 or greater were stratified into two categories: 300-599 and 600 or greater. Within these two categories, they were treated as equal in size in sampling and in determining the school weights. The decision to treat enrollment sizes less than 18 as 18 permitted the inclusion of very small schools in the sample without giving a very large relative weight to students in any such school which happened to be selected. The decision to assign a uniform size measure within each of two size strata to all schools with senior enrollments of 300 or greater facilitated the operations involved in sample selection and was considered to retain the principal advantages of selecting schools with probability proportional to their size. The probability that a given school will be selected in the primary sample can be obtained by dividing the school's size by the total size of the final stratum to which it belongs, and doubling the result. The doubling is necessary because two schools were selected from each final stratum. Because the appropriate weight for a school is the reciprocal of its probability of selection, the weight for a school in the primary sample equals the size of the final stratum divided by twice the size of the school. These weights were calculated by WESTAT for use in determining the final student weights in the NLS study both for schools in the primary sample and for replacement schools which participated in the study. (WESTAT, 1972, 16-23, 31-32, 42-45).

Because 1,044 rather than 1,200 schools participated in the study, a number of final strata included only one rather than two schools and a few final strata had no participating schools. For the final strata including only one school the WESTAT school weight for that school was doubled. For the few final strata containing no schools, the weight for each final stratum was allocated arbitrarily to other final strata, a process described as "smearing" by the authors (Hilton et al., 1973, Appendix E, E-220 and E-221).

In determining the adjusted student weight which was used in the NLS analysis, a participant was defined as a student for whom one or more of the following types of data were available: a School Record Information Form completed by the coordinator at the school; questionnaire responses, or test scores. Then, for schools which have at least one participant, the adjusted student weight is equal to the adjusted school weight times the number of seniors in the school divided by the number of participants in that school. The use of this procedure adjusts the weights so that the increase in the weight per student compensates for a reduction in the number of students participating. (It may be noted that the average number of participants was approximately 17 per school.) Three additional sets of student weights were calculated for analysis of School Record Information Form, questionnaire data, or test scores separately. (Hilton et al., 1973, Appendix E, E-220 and E-221.)

Participation in the Surveys

The critical importance of securing a high degree of participation both by schools and students was fully recognized in the planning of all three surveys. TALENT invited participation by a mid-November mailing to superintendents for testing in March. TALENT also provided 90 regional coordinators, who were outstanding educators and psychologists in all parts of the United States selected in part on the basis of their ability to work with school people. The role of these coordinators in securing a high degree of participation is acknowledged in the report (Flanagan et al., 1960, III-29). EEOS contacts with the schools began with a letter sent early in June to each chief State School Officer from the U. S. Commissioner of Education, asking that a staff member be appointed to coordinate the program within the state. Each state department of education was asked to supply certain data needed for selecting the sample. As soon as possible after authorization was received, a carefully prepared invitation was sent to the superintendent of each selected school. Some 434 consultants in all parts of the United States were appointed by Educational Testing Service to assist schools in any aspect of the

survey. There was great pressure of time in these activities because the main testing was scheduled for the end of September. (Coleman et al., 1966, 549-550, 554, 556). In NLS, the National Center for Educational Statistics asked the Chief State School Officer in each state and the District of Columbia to appoint a state coordinator, and contacts with the superintendents were made through the state coordinator. When principals were invited to participate, they were informed of the prior approval by the state coordinator and the superintendent. Each principal was asked to appoint a survey administrator to manage the survey activities within the school. An honorarium of $50 was provided for each school or for the school's survey administrator at the discretion of the state department of education and the school administration. A similar sequence of approvals was followed for parochial schools. The telephone was used extensively in securing decisions by schools and in resolving problems arising in participation. As in EEOS, there was great pressure of time. The study began early in February, and school terms ended for nearly all schools by the middle of June (Hilton et al., 1973, 2-6 to 2-12).

Participation in TALENT was quite high, amounting to 92.9 percent of the schools invited to participate. The following table shows the number invited and the percent participating for public, parochial, and private high schools (Flanagan, et al., 1962, 55).

	Number in Sample	Percent of Schools Participating
Public	879	93.5
Parochial	125	91.2
Private	59	86.4
Total	1,063	92.9

Although the percentage of students tested within schools was not determined, there were indications that in many communities, school attendance for the special testing was higher than usual (Flanagan et al., 1962, 167).

The participation rate for schools was noticeably smaller in EEOS than in TALENT. Participation figures showing the percentage of schools which administered both tests and questionnaires to 12th grade students, classified jointly by geographical location and by percent nonwhite, are given in the report (Coleman et al., 1966. 567). The overall participation was 67 percent. By geographical groupings, summary results are as follows:

Geographical Grouping	Number in Sample	Percent of Schools Participating
Nonmetropolitan	512	59
Southeast	125	68
Southwest	184	82
All other regions		
Metropolitan		
Northeast	97	82
Midwest	85	61
Southeast	89	61
Southwest	42	74
West	36	72
Total	1,170	67

When schools were classified by percent nonwhite, results are as follows:

Percent Nonwhite in High School	Number in Sample	Percent of Schools Participating
0.0 - 10.0	516	65
10.1 - 25.0	89	77
25.1 - 50.0	71	73
50.1 - 75.0	25	68
75.1 -100.0	469	65
Total	1,170	67

Although there is some variation in percentage of participation when schools are classified in these two ways, the results suggest that the reasons for participating or not participating are not closely associated with the region in which a school is located or its ethnic composition.

Information on participation in NLS differs from that for the other two surveys in several important ways. First, the study design provided for replacing a school which did not participate with another school from the same final stratum, and for replacing a student who did not participate with another student chosen at random within the same school. Second, because the NLS sample was defined in terms of specific students, percent participation of students was reported. Third, in analyzing nonresponse, it was recognized that nonresponse was different for different components of the survey. For example, nonresponse was noticeably smaller for the School Record Information Form than for the questionnaires and tests. One consequence of these refinements is that it is difficult to formulate the response rates in a form comparable to the other two surveys, although a substantial amount of detailed information is available (Hilton et al., 1973, 4-53 to 4-67, 5-1 to 5-4, Appendix A, A-12 to A-41). The following table provides one basis for considering nonresponse. In this table, a distinction is made between schools in the primary sample and schools in the supplementary sample. The following table, adapted from Table 5-1 of the NLS report, shows the number of students from the primary sample of schools and the total number of students who had data on the tests, on the student questionnaire, and on the School Record Information Form (SRIF) separately, and also shows the number who had data on at least one of the three. The percentages were obtained by dividing these numbers by 21,600, which was the number of students called for by the sampling design.

Kind of Data	Number of Students from Primary Sample	Percent of Desired Number	Number of Students in Total Sample	Percent of Desired Number
Questionnaire	15,563	72	16,409	76
Test	14,962	69	15,625	72
SRIF	16,093	75	17,693	82
Questionnaire, Test, or SRIF	16,126	75	17,726	82

It will be noted that the introduction of replacement schools did not have much effect on the response rate as defined. The table also makes it

clear that. among students in the total sample who had data for at least one of the three kinds, 88 percent had test data and 93 percent had questionnaire data (Hilton et al., 1973, 5-3).

In summary, the participation rate of schools and of students makes it unlikely that the participants in TALENT differed appreciably from the sample as designed. In EEOS and NLS, on the other hand, it cannot safely be assumed that the characteristics of the participants correspond closely to the characteristics of the sample called for by the study design. The extent of nonparticipation in NLS and EEOS does not, of course, imply that the results of these studies are biased. What it does do is to reduce substantially the precision which can be attributed to the results as descriptions of 12th grade students in the United States.

Summary and Conclusions

The three surveys differed markedly in the procedures and characteristics used in defining the samples but all three samples of 12th grade students were well-designed, national probability samples. Moreover, the large number of schools involved in the sample selected for each of the three studies, provide adequately for the statistical inefficiency inherent in the use of the school as a key sampling unit in all three studies. One important difference in the sampling frames, however, must be taken into account in any comparison of test performance of the three groups. EEOS was limited to public school students but TALENT and NLS sampled both public and private school students. Strictly speaking, this would entail developing appropriate descriptive statistics for TALENT and NLS for public school students only.

Weighting presents somewhat more difficult questions. Although the weights used in the three surveys are reasonable, it is conceivable that weights devised specifically for the purpose of estimating test performance in the target population would yield a sufficient gain in precision to justify their use. In particular, the special weights devised for summarizing test data should be used for developing estimates for NLS data. The development of special-purpose weights for use with the EEOS regression subgroups, although not essential, deserves consideration as a way of sharpening the vear-to-year comparisons.

Two points arising from program operations have definite implications for year-to-year comparisons. In TALENT, the necessary statistics should be based on the TALENT Data Bank sample rather than the sample analyzed for the 1964 report. Second, allowance needs to be made for growth in ability from early fall, when EEOS tests were administered, to spring, when TALENT and NLS tests were administered. Although the order of magnitude of this growth is probably small (perhaps 5 percent of a standard deviation), it is relevant to the interpretation of year-to-year comparisons.

Finally, the effect of nonparticipation by schools in the EEOS and NLS surveys must be considered. It must be acknowledged that nonparticipation is too great to justify any claim that the year-to-year comparisons would be definitive. On the other hand, it may reasonably be stated that they offer a better basis for comparisons across the years 1960 to 1972 than any alternative data sources.

Chapter 2
Characteristics of High School Seniors in 1960, 1965 and 1972 Samples

Development of the Questionnaires

Student questionnaires constituted an important data source in all three surveys. Both TALENT and EEOS used discrete, multiple choice items only. All twelfth grade students were asked to respond to 374 items and college-bound students were asked to reply to 20 additional items in the TALENT survey. EEOS included a 116-item questionnaire. NLS utilized a more flexible format which permitted grouping of items which were concerned with the same topic and which permitted the use of the same options. In the NLS survey, all 12th grade students were asked to respond to 46 items which called for 198 separate choices and to 9 free-response items. They were also asked to reply to an appropriate subset of the remaining 59 items depending on what they were planning to do during the year following high school graduation.

This chapter is concerned with identifying questions which are sufficiently similar in the three surveys to permit comparison of the students in the three samples with respect to important characteristics. In discussing these topics, attention will be given first, to the student's current activities as a high school student; second, to the student's educational and occupational aspirations and plans; and third, to the important but difficult topic of parents' education and occupation.

Each of the questionnaires was prepared with care. In TALENT, an extensive list of questions was assembled. These questions were screened, rewritten, and checked for clarity in pilot interviews with students. Judgments by distinguished advisory panels and project staff took into account previous research in which the questions had been used (Flanagan et al., 1962, 155). The EEOS report does not describe the specific steps involved in the formulation, writing, review, and revision of the questions used in that survey. Instead, emphasis is placed on the pretesting of the items, in which special effort was made to include both

white and black students and to include lower ability and lower middle class students in the sample. The Grade 12 questionnaire was pretested on 67 students (Coleman et al., 1966, 576-577). The NLS questionnaire was developed initially by the Research Triangle Institute. Both the TALENT and EEOS questionnaires were used, along with other sources, in developing items, and new items were written to cover additional topics. A draft version was administered to 9 high school seniors and revised by USOE before pretesting. A pretest was administered to 727 seniors in 10 states and the responses were evaluated in detail. The version developed by Research Triangle Institute embodied the flexible design and the branching which characterized the final questionnaire (Horvitz et al., 1972, Vol. 1, 23-52, Vol. 2, Appendix H). A revised version of the pretested questionnaire was embodied in the RFP for the base year study. The NLS project staff introduced further revisions designed to reduce ambiguities, to make the language appropriate to high school seniors and inoffensive to minority students, and to embody questions which had been used successfully in other ETS programs. Further revisions were made in response to request from the National Center for Educational Statistics based on requests from the Department of Defense and other user groups within HEW. Finally, the questionnaire was pretested again with high school students (Hilton et al., 1973, 2-33 and 2-34).

Considerations in Interpreting Results

In interpreting TALENT questionnaire results, information provided by the authors (Flanagan et al., 1964, 5-5) on the percentage of students who completed items 1, 100, 150, 200, 250, 300, 350 and 374 is relevant. Data are given for males and females separately and for students of each sex classified into 10 groups on the basis of aptitude level. Students were urged repeatedly in the instructions for the first 6 sections (items 1-374) to "answer each question sincerely and thoughtfully". Dropout was less than 5 percent for all of the 20 groups on items 1, 100, 150, and 200. Even at item 300, only students in the lowest tenth in ability had a dropout rate greater than 10 percent. At item 350, however dropout exceeded 10 percent for all male groups except the top tenth and for the five female groups in the lower half in ability. There was a

noticeable trend for a smaller percentage of students in the lower-scoring groups to respond. On item 374, the highest percent response was 85.3, for females in the second tenth in ability, and the lowest percent response was 47.1, for females in the lowest tenth in ability.

In preparing the summary tables on student characteristics in this report, separate percentages for men and women, reported to one decimal place by TALENT (Flanagan et al., 1964, 5-5 through 5-35), were combined using the weighted N based on all students answering each item. The tabulations were based on all students having complete records in the master tape at the time the analyses were done. Because an appreciable number of students who participated in the survey were not included in the analysis, the results differ to an unknown, but probably small, extent from the results which would have been obtained for all participating students. Although the actual N is not cited specifically for these results, it is clear that over 62,700 students were included in the response tabulations. The percentages were based on weighted N's and nonresponses were allocated on a pro rata basis among the options. For this summary, percent omits have been calculated, using a total weighted N of 1,304,200 as shown in Table 2-1, page 2-6, of the 1964 TALENT report.

The results for EEOS are based on unpublished analyses conducted by Albert E. Beaton as part of the basic analysis for that survey. As described in Chapter 1 of this report, the sample for these analyses included 20 subsamples of approximately 1,000 students each, so selected that each sample would be self weighting. In combining the 20 subsamples to arrive at a national figure, weights based on national population data were employed. It may be useful to compare the proportion of students in various ethnic groups as determined by the EEOS weights and as determined by the weighted student responses in the NLS study. Results are as follows:

	EEOS	NLS
Black	13.9	9.4
Mexican American	2.8	2.7
Puerto Rican	1.0	0.4
Other Latin American	---	0.7

	EEOS	NLS
Oriental	0.9	1.0
American Indian	1.3	1.1
Other	1.1	2.9
Unknown	0.9	---
White	78.1	81.8
	100.0	100.0

Except for the somewhat greater proportion of black students in the EEOS sample, the two samples seem to be in good agreement with respect to ethnic compositions particularly in view of the technical difficulties in obtaining data on this topic.

Directions to students for the EEOS questionnaire differed somewhat from those used in TALENT. They were as follows: "mark the space on the answer sheet corresponding to the answer that is correct for you for each question. Mark only one answer for each question. You may leave out any question you prefer not to answer, but we hope you will answer all of them." (Coleman et al, 1966, p. 644). In the EEOS data discussed in this summary, as in the basic EEOS analysis, "omit" is treated as a separate option. Fewer than 5 percent of students omitted most items under consideration. In a few instances, omits have been prorated among the options to facilitate comparison.

Two respects in which EEOS differed from the other two surveys should also be noted. First, the EEOS sample was limited to public school students. Second, EEOS was administered in the fall and the other two surveys were administered in the spring.

For NLS, an important factor in interpreting the results arises from the fact that in this survey students were permitted or encouraged to regard the completion of any instrument as optional and to feel free to omit any items they might regard as an invasion of privacy. The leaflet inviting students to participate included the statement that "Participation in this study is strictly voluntary". Each section of the questionnaire included the following heading: "Please answer every question unless you are asked to skip to another one. You may

omit any question that you or your parents would consider objectionable". (Hilton et al., 1973, Appendix A.) The emphasis on the student's freedom to omit items was considered essential by the research staff to forestall adverse reactions by students to the survey.

It is difficult to assess the effect of these permissive instructions on the extent to which students omitted items. In the NLS data analysis, provision was made for prorating nonresponses among the options. However, the percentage of students omitting an item is shown in each table. The percentage of "omits", like the percentages for the various options, is based on weighted N's in order to describe the population from which the sample was drawn. The actual number of students who completed questionnaires and who were included in the analysis is 16,409. Because none of the items involved in the branching proved to be useful in comparisons with results of the other two surveys, the sample size for the NLS portion of the tables in this chapter is uniformly 16,409. Results summarized in this report were taken from Appendix B of Hilton et al., 1973.

Student's High School Experiences

Results describing the curriculum or program in which a student is enrolled are shown in Table 8. One striking feature of these results is the similarity in the percentage of students who report being enrolled in an academic or college preparatory program, ranging only from 41.4 in EEOS to 42.9 in NLS. Results for most other high school programs are similar for TALENT and EEOS, although the percentage of students in a commercial or business program is smaller for EEOS (18.6) than for TALENT (22.5). In NLS, the percentage for the general program is 32.9, as compared to 21.8 and 22.3 in the other two programs. Interpretation of this shift is difficult because NLS used a somewhat different format for the question, grouping all programs except general and academic under "vocational or technical". In addition, NLS did not offer a category for other programs than those listed. The NLS analysis plan made it possible to compare the student's self-reported program with his program classification determined by the survey coordinator at the high school from the student's school record. For nearly all students, this classification rather than the student's own report was used in classifying students by program in the main questionnaire analysis. (This analysis

Table 8

High School Curriculum or Program

TALENT		EEOS		NLS	
Which one of the following high school programs or curriculums is most like the one that you are taking? If you have not yet been assigned to a program, which do you expect you will take? (Question 91)		Which one of the following best describes the program or curriculum you are enrolled in? (Question 43)		Which of the following best describes your present high school program? (Question 2)	
%[a]	Response	%	Response	%[a]	Response
21.8	General--a program that does not necessarily prepare you either for college or for work, but in which you take subjects required for graduation and many subjects that you like.	22.3	General	32.9	General
42.8	College Preparatory--a program that gives you the training and credits needed to work toward a regular Bachelor's degree in college.	41.4	College preparatory	42.9	Academic or college preparatory
22.5	Commercial or Business--a program that prepares you to work in an office; for example, as a secretary or bookkeeper.	18.6	Commercial or business		Vocational or Technical:
7.7	Vocational--a program that prepares you to work in a shop or factory, or to enter a trade school, or become an apprentice after high school.	6.6	Vocational	1.6	Agricultural occupations
2.1	Agriculture	1.6	Agriculture	12.0	Business or office occupations
2.9	A program very different from the above.	3.0	Industrial arts	2.5	Distributive education
		4.5	Other	0.9	Health occupations
		2.0	Omit	1.1	Home economics occupations
				6.0	Trade or industrial occupations

[a]Omits: TALENT, 1.3%; NLS, 1.4%.

was based only on students for whom data on sex, program, race, and father's education were available.) The following table was adapted from data in Hilton et al., 1973, Appendix B-1:

	Percent in Each Program	
	Self-report	Coordinator
General	32.1	30.0
Academic	44.1	46.0
Vocational-Technical	23.7	23.9

Of students classified by the coordinator as enrolled in the general program, 60.8 reported enrollment in that program. Of students classified by the coordinator as enrolled in the academic program, 78.8 percent reported enrollment in that program. Of students classified in a vocational-technical program, 67.1 reported enrollment in a vocational-technical program. These results suggest that conceptions of what constitutes a general, academic, or vocational-technical curriculum are not as sharply defined or as uniformly understood as would be desirable from a statistical viewpoint.

Results for student's self-reported grades are shown in Table 9. Here the creativity of the questionnaire authors has gone far to forestall any meaningful comparisons. This particular topic would seem to permit almost limitless variations and improvements. Attempts to resolve the difficulties presented by those variations have not provided a basis for drawing any conclusions from the data. This outcome is particularly regrettable because the data do suggest that fewer EEOS students report A and B grades than is true for the other two surveys. There is no way, however, of judging the effect of asking for an average grade rather than for the student's subjective impression of what his report cards looked like.

Data concerning study hours might be expected to throw some light on similarity of samples, although such comparisons would be confounded with possible trends in student motivation. As it happened, TALENT asked for study hours in school and out-of school per week, EEOS asked for studying outside of school on school days, and NLS asked only about homework. Table 10 shows that TALENT students reported a median of 9.0 hours per week and

Table 9

High School Grades

TALENT

Items 106-113. The following questions ask you to report your grades in courses you have taken in the ninth grade or later. Please consider only semester grades. If you have not taken any courses in the topic, skip the item. In these questions choose the one answer that best describes your grades.

[If your school does not use letter grades, please use the following equivalents:

For a grade of A: Excellent; 90-100
For a grade of B: Good; 80-89
For a grade of C: Average; 70-79
For a grade of D: Fair; 60-69
For a grade below D: Failing; 59 or lower]

My grades in all courses starting with the ninth grade have been: (Question 113)

% [a]	Response
3.8	All A's or equivalent
11.0	Mostly A's or equivalent
30.4	Mostly A's and B's or equivalent
40.7	Mostly B's and C's or equivalent
13.1	Mostly C's and D's or equivalent
1.0	Mostly D's or below or equivalent

EEOS

What is your grade average for all your high school work? (Question 88)

%	Response
7.0	A(either A-, A, or A+)
37.1	B(either B-, B, or B+)
42.7	C(either C-, C, or C+)
3.5	D(either D-, D, or D+)
6.7	Don't know
3.0	Omit

NLS

Which of the following best describes your grades so far in high school? (Question 5)

% [a]	Response
9.2	Mostly A (a numerical average of 90-100)
19.4	About half A and half B (85-89)
20.7	Mostly B (80-84)
28.1	About half B and half C (75-79)
14.6	Mostly C (70-74)
6.8	About half C and half D (65-69)
1.0	Mostly D (60-64)
0.2	Mostly below D (below 60)

[a] Omits: TALENT, 3.8%; NLS, 0.7%.

Table 10

Study Hours

TALENT		EEOS	
One the average, how many hours do you study each week? Include study periods in school as well as studying done at home. (Question 97)		On an average school day, how much time do you spend studying outside of school? (Question 61)	
%[a]	Response	%[a]	Response
2.0	None	8.0	None or almost none
19.9	About 1-4 hours per week	9.3	About 1/2 hour a day
31.4	About 5-9 hours per week	18.4	About 1 hour a day
24.9	About 10-14 hours per week	16.6	About 1 1/2 hours a day
14.3	About 15-19 hours per week	23.7	About 2 hours a day
7.5	About 20 or more hours per week	16.7	About 3 hours a day
		7.3	4 or more hours a day
9.0	Median	1.7	Median

[a]Omits: TALENT, 1.3%; EEOS, 1.7%. Omits for EEOS were prorated.

and EEOS students reported a median of 1.7 hours per school day. Although no conclusions can be drawn about differences in the samples from these data, the results seem to be reasonably consistent for the two groups.

The questions about work for pay were virtually identical in TALENT and EEOS. It is true that TALENT asked about work "during the school year" and EEOS limited its concern to work "during the last year". The NLS questionnaire, which asked about all work whether paid or not, was judged not to be comparable to the other two. Table 11 shows results for TALENT and EEOS. In general, it appears that TALENT students were performing more work for pay during the school year than EEOS students. The median number of hours for the TALENT sample was 2.9; for EEOS, it was 0.7. As it happened, however, the percent working 21 hours or more was 15.7 for EEOS and 13.5 for NLS, reversing the pattern.

Table 12, which is concerned with participation in debating, drama, and music, illustrates the approach of the three surveys to extra-curricular activities. TALENT asked students who participated in an activity to rate their degree of participation on a five-step scale. EEOS used only two degrees of participation (active vs. not very active). NLS asked participants to distinguish between active participation and participation as leaders. The following table combines certain responses to aid in comparing the results:

TALENT	EEOS	NLS
% Responses	% Responses	% Responses
23.1 Extremely active or very active	---	---
---	28.7 Active	33.0 Participated actively or leader
14.8 Fairly active	---	---
8.3 Not very active or rarely active	9.1 Not very active	---
53.7 Not a member	63.6 Not a member	67.1 Have not participated
	1.8 Omit	---

Table 11

Work for Pay

TALENT		EEOS	
During the school year, about how many hours a week do you work for pay? Do not include chores done around your own home. (Question 37)		During the last school year about how many hours a week did you work for pay? Do not include chores done around your own home. (Question 89)	
%[a]	Response	%[a]	Response
42.3	None	47.2	None
15.8	About 1-5 hours	14.5	About 1 to 5 hours
11.1	About 6-10 hours	9.6	About 6 to 10 hours
8.5	About 11-15 hours	6.2	About 11 to 15 hours
8.8	About 16-20 hours	6.7	About 16 to 20 hours
13.5	About 21 hours or more	15.7	About 21 hours or more
2.9	Median	0.7	Median

[a]Omits: TALENT, 0.9%; EEOS, 3.3%. Omits for EEOS were prorated.

Table 12

Student's Participation in Debating, Drama, or Music

TALENT		EEOS		NLS	
Organizations		Did you participate in any debating, dramatics, or musical clubs last year? (Question 72)		Have you participated in any of the following types of activities, either in or out of school this year? (Question 10C)	
Items 1-10. How active have you been in any one or more of the following organizations?				Debating, drama, band, chorus	
Debating, dramatics, or musical clubs or organizations (Question 3)					
%[a]	Response	%	Response	%[a]	Response
10.9	Extremely active	60.3	No	67.1	Have not participated
12.2	Very active	28.7	Yes, I was an active member	26.6	Have participated actively
14.8	Fairly active	5.8	Yes, but I wasn't very active	6.4	Have participated as a leader or officer
4.7	A member, but not very active	3.3	Our school does not have such clubs		
3.6	A member, but rarely active	1.8	Omit		
53.7	Not a member of any of these organizations				

[a]Omits: TALENT, 0.5%; NLS, 2.6%.

If there is a difference in level of participation, the manner in which the questions are formulated seems to have obscured it rather effectively. The trend, if any, appears to be toward reduced participation in the later surveys.

Although a number of questions in each survey dealt with extra-curricular activities, differences in groupings of activities were judged to be too great to warrant detailed comparisons. Questions concerning hobby clubs might be comparable but a detailed comparison of the surveys on this point seemed unlikely to yield useful information.

The surveys paid a good deal of attention to student attitudes. As a result of the different interests and emphasis of the authors, however, virtually no meaningful comparisons could be made between the samples. As shown in Table 13, three statements concerned with values and control of environment were repeated identically in EEOS and NLS. Moreover, the options presented to the students seem reasonably similar, after some grouping.

With respect to the statement: "People who accept their condition of life are happier than those who try to change things," there seems to be distinctly less acceptance of this relatively passive viewpoint in 1972 than in 1965. It seems safe to attribute this difference to a pervasive difference in student's attitudes at the time when the surveys were made as of an idiosyncrasy in the sample for either year.

Two additional statements from the EEOS survey were repeated in the NLS study. Both of these were concerned with control of environment.

With respect to the statement--"Good luck is more important than hard work for success"--The great majority of students (86.5 and 86.3 percent) reject this statement in both samples. However, a somewhat larger percentage (8.8) of NLS than of EEOS (5.8) students express agreement with it. Attitudes toward the other statement on control of environment--"Everytime I try to get ahead, something or somebody stops me"--show a higher percentage of the EEOS students replying "Not sure" (21.3) than of NLS students replying "No opinion" (8.4). Of those who had an opinion, about four fifths of the students disagreed with the statement in both samples.

TABLE 13

Student's Attitudes

Statement	EEOS[a]		NLS[b]	
	%[c]	Response	%[c]	Response
People who accept their condition of life are happier than those who try to change things.	36.6	Agree	31.6	Agree or Strongly Agree
(EEOS: Question 101)	21.9	Not Sure	8.4	No Opinion
(NLS: Question 21G)	41.6	Disagree	60.1	Disagree or Strongly Disagree
	%[d]	Response	%[d]	Response
Good luck is more important than hard work for success.	5.8	Agree	8.8	Agree or Strongly Agree
(EEOS: Question 102)	7.7	Not Sure	5.0	No Opinion
(NLS: Question 21B)	86.5	Disagree	86.3	Disagree or Strongly Disagree
	%[e]	Response	%[e]	Response
Every time I try to get ahead, something or somebody stops me.	16.6	Agree	19.2	Agree or Strongly Agree
(EEOS: Question 103)	21.3	Not Sure	8.4	No Opinion
(NLS: Question 21E)	62.0	Disagree	72.3	Disagree or Strongly Disagree

[a] Omits for EEOS were prorated.

[b] Percentages for the two levels of agreement or disagreement have been combined.

[c] Omits: EEOS, 5.0%; NLS, 1.2%.

[d] Omits: EEOS, 4.9%; NLS, 1.1%.

[e] Omits: EEOS, 5.2%; NLS, 1.4%.

Student's Educational and Occupational Plans

Both EEOS and NLS asked students how much education they "wanted to" (EEOS) or "would like to" (NLS) achieve. As shown in Table 14, the specific options differed in the two surveys. Moreover, the high percentage (31.5) of NLS students who omitted this item raises some question about whether it is reasonable to prorate nonresponses among the options. It seems likely that a higher proportion of students with low aspirations than of students with high aspirations would omit the item. Of the EEOS students, about 60 percent reported that they wanted to achieve at least some college training. In NLS, over 75 percent wanted to attend college. In part, this difference presumably reflects an increasing interest in college attendance between 1965 and 1972. The fact that NLS specifically listed junior college as an option but EEOS did not contribute to the difference, as would the fact that parochial and private school students are included in the NLS but not in the EEOS sample.

Educational expectations (TALENT) and plans (NLS) are compared in Table 15. For this question, as for the preceding one, the percentage of NLS students who omitted the item is relatively high (24.7). Although the percentage of nonresponse is fairly high (7.8) for TALENT also, this high degree of nonresponse is probably attributable in part to the fact that the question occurs late in the questionnaire (item 304). Direct comparison of expectations of some college attendance is prevented by the fact that the TALENT question includes the following option: "I expect to obtain vocational, business school, or junior college training". However, the data do permit obtaining the total percentage of students who expect to attend a four-year college or to go beyond college. It turns out that the percentage is higher for TALENT (52.1) than for NLS (49.7).

Plans for attending college in the year following high school graduation are shown in Table 16. The percentage is: 49.3 for TALENT, 38.3 definitely and 26.9 probably for EEOS, and 49.8 for NLS. The questions on this topic had fairly low nonresponse rates. Although

Table 14

Student's Educational Aspirations

EEOS		NLS	
How far do you want to go in school? (Question 49)		To answer this question, circle one number for the highest level of education you would like to attain. (Question 29A)	
%	Response	%[a]	Response
1.9	I do not want to finish high school	0.7	Less than high school graduation
13.2	I want to finish high school only	5.7	Graduate from high school but not go beyond that
25.8	I want to go to technical, nursing, or business school after high school	19.2	Graduate from high school and then go to a vocational, technical, business, or trade school
11.0	Some college training, but less than 4 years	8.4	Go to a junior college
29.6	I want to graduate from a 4 year college	29.2	Go to a four-year college or university
17.2	I want to do professional or graduate work after I finish college	36.8	Go to a graduate or professional school after college
1.5	Omit		

[a]Omits: 31.5%.

Table 15

Student's Educational Expectations

TALENT		NLS	
What is the greatest amount of education you expect to have during your life? (Question 304)		To answer this question, circle one number for the highest level of education you plan to attain. (Question 29B)	
%[a]	Response	%[a]	Response
1.0	I don't expect to finish high school.	2.2	Less than high school graduation
25.8	I expect to graduate from high school.	17.0	Graduate from high school but not go beyond that
21.0	I expect to obtain vocational, business school, or junior college training.	18.5	Graduate from high school and then go to a vocational, technical, business, or trade school
9.9	I expect to obtain some (less than 4 years) regular college training.	12.6	Go to a junior college
27.1	I expect to graduate from a regular four-year college.	36.9	Go to a four-year college or university
15.1	I expect to study for advanced college degrees.	12.8	Go to a graduate or professional school after college

[a]Omits: TALENT, 7.8%; NLS 24.7%.

Table 16

College Plans for Year After High School Graduation

TALENT		EEOS		NLS	
When do you plan to start college? (Question 303)		Are you planning to go to college (junior or four year college) next year? (Question 56)		What is the one thing that most likely will take the largest share of your time in the year after you leave high school? (Question 31)	
%[a]	Response	%	Response	%[a]	Response
34.9	I don't plan to go to college.	38.3	Definitely yes	9.1	Taking vocational or technical courses at a trade or business school full-time or part-time
49.3	I plan to start college right after high school.	26.9	Probably yes	10.8	Taking academic courses at a junior or community college full-time or part-time
2.7	I plan to start college after completing military service.	19.6	Probably not	5.4	Taking technical or vocational subjects at a junior or community college full-time or part-time
4.0	I plan to start college after I have worked for a few years.	13.7	Definitely not	33.6	Attending a four-year college or university full-time or part-time
9.1	I may go to college sometime in the future, but my plans are not definite.	1.5	Omit	41.0	(Total for other responses not involving school or college attendance)

[a]Omits: TALENT, 7.4%; NLS, 1.5%.

it is difficult to interpret these results, they are not consistent with an expectation of a rising percentage of students going to college.

Parent's attitudes toward educational goals are described in Table 17. These results show a modest downward trend for the percentage of parents who want only a high school education for children who have reached the senior year of high school, and a modest upward trend in the percentage who want their children to attend professional or graduate school. A college degree or advanced training beyond college was wanted for the students by 50.0 percent of parents in the TALENT sample and by 48.1 percent of fathers and 52.7 percent of mothers in EEOS. At least some college was wanted for the students by 55.0 percent of fathers and 60.7 percent of mothers in the EEOS sample and by 57.7 percent of fathers and 61.1 percent of mothers in the NLS sample. These findings are, if anything, too consistent. Taken at face value, they suggest that parents' attitudes toward having their children obtain a college education showed little change between 1960 and 1972. For the present, no satisfactory hypothesis for accounting for this pattern is apparent.

Results on student's occupational preference for TALENT and NLS are presented in Table 18. Substantial differences in the options offered by the questionnaires complicates the interpretation as does the relatively high nonresponse percentage (22.9) for NLS. The order of responses has been changed to facilitate comparisons. For strict comparability, the fact that TALENT asked students what occupation they would "like to enter" while EEOS asked students what they would "like to do" is troublesome because the term "enter" may suggest an early career stage to some students. In any case, if a relatively broad definition of professional careers is chosen, as was done in grouping career preferences for TALENT in Table 18, 54.4 percent of TALENT students would like to enter a profession as compared to 44.7 percent of NLS students who chose "Professional" to describe their career preference. For technical careers, only 2.0 percent of TALENT students chose the two options presented, while 6.7 percent of NLS students chose the technical category. In TALENT, 12.0 percent chose "Secretary, office clerk, or

Table 17

Parents' Attitudes toward Educational Goals

TALENT		EEOS			NLS		
How much education do your parents or guardians want you to have? (Question 337)		How much education does your father want you to have? (Question 27)			As far as you know, how much schooling do your father and mother (or guardian) want you to get? (Questions 91A and 91B)		
%[a]	Response	Father %	Mother %	Response	Father %[b]	Mother %[b]	Response
1.1	They don't care whether I stay in high school	1.4	1.0	Doesn't care if I finish high school or not	0.2	0.2	Wants me to quit high school without graduating
11.5	High school only	9.9	9.5	Finish high school only	7.0	6.4	Wants me to graduate from high school and stop there
22.2	Vocational school, business school, or junior college	18.3	20.7	Technical, nursing, or business school after high school	20.5	21.6	Wants me to graduate from high school and then go to a vocational, technical, trade, or business school
41.8	A college degree	6.9	8.0	Some college but less than 4 years	9.7	11.0	Wants me to go to a two-year or junior college
8.2	Professional or graduate school	38.4	42.0	Graduate from a 4 year college	36.2	37.5	Wants me to go to a four-year college or university
15.3	I don't know	9.7	10.7	Professional or graduate school	11.8	12.6	Wants me to go to a graduate or professional school after graduating from four-year college or university
		3.8	0.7	Father is not at home			
		9.3	5.8	Don't know	14.5	10.8	I don't know
		2.2	1.6	Omit			

[a] Omits: 15.5%.

[b] Omits: Father, 11.5%; Mother, 10.1%.

Table 18

Student's Occupational Preference

TALENT		NLS	
Which one of the following occupations would you most like to enter? If your choice is not on the list, mark the one that is closest to it. Mark one of these even if you have not definitely made up your mind. (Question 212)		In the column under YOU, circle the one number that goes with the best description of the kind of work you would like to do. The exact job may not be listed but circle the one that comes closest. (Question 25A)	
%[a]	Response[b]	%[a]	Response[b]
3.7	Accountant	44.7	PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress
3.5	Artist or entertainer		
1.3	Biological scientist (biologist, botanist, physiologist, zoologist, etc.)		
1.0	Clergyman (minister, priest, rabbi, etc.)		
0.6	College professor		
1.1	Dentist		
8.9	Engineer (aeronautical, civil, chemical, mechanical, etc.)		
4.9	Elementary school teacher		
1.6	Forester		
5.2	High School teacher		
2.5	Lawyer		
1.1	Mathematician		
5.9	Nurse		
0.9	Pharmacist		
2.2	Physical scientist (chemist, geologist, physicist, astronomer, etc.)		
2.1	Physican		
2.5	Pilot, Airplane		
0.3	Political scientist or economist		
2.2	Social worker		
1.6	Sociologist or psychologist		
1.3	Writer		
0.5	Engineering or scientific aide		
1.5	Medical or dental technician		
2.6	Armed forces officer		
0.7	Enlisted man in the armed forces		
2.9	Businessman	6.7	TECHNICAL such as draftsman, medical or dental technician, computer programmer
0.6	Salesman or saleswoman	2.4	MILITARY such as career officer, enlisted man or woman in the armed forces
0.5	Craftsman	3.1	MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
3.0	Skilled worker (electrician, machinist, plumber, printer)	1.8	PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
0.7	Structural worker (bricklayer, carpenter, painter, paperhanger, etc.)	3.0	SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker
12.0	Secretary, office clerk or typist	7.7	CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
2.7	Barber, beautician	2.3	OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant
0.6	Policeman or fireman	14.7	CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
2.0	Farmer	4.2	SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter
5.5	Housewife	2.2	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman
9.5	Some other occupation different from any above	1.6	FARMER, FARM MANAGER
		2.5	LABORER such as construction worker, car washer, sanitary worker, farm laborer
		3.0	HOMEMAKER OR HOUSEWIFE

[a]Omits: TALENT, 3.5%; NLS, 22.9%.
[b]Order of responses has been changed.

typist", as compared with 14.7 in NLS who chose "CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent". On the whole, the results for occupational preference suggest that differences in patterns between the two samples are not large enough to be clearly discernible in the available data.

Similar difficulties of interpretation arise when results presented in Table 19 are considered. In particular, the EEOS question--"When you finish your education, what sort of job do you think you will have?" seems likely to suggest to some students the kind of work they will be doing in their twenties, when they finish school, rather than the work they might expect to be doing in their forties. It should also be noted that "some other occupation" was given by 10.7 percent of TALENT students and "Don't know" was given by 18.0 percent of EEOS students. The fairly substantial difference between TALENT (47.5)and EEOS (37.8) may arise in part from the fact that elementary and secondary school teaching, chosen by 11.8 percent of the TALENT sample, was included in the professional group for TALENT. The EEOS question, however, mentioned college professor but not teacher in its examples of professional occupations.

Data for occupational plans, to the extent that they can be compared for the two samples, seem reasonably similar.

Parent and Family Characteristics

Before discussing the characteristics of the parents of students in the three 12th grade samples, it seems desirable to consider briefly some of the factors at work in determining these data. First of all, it should be recognized that a dramatic increase in retention rate of high schools occurred between 1960 and 1966. The number of high school graduates per 1,000 students entering fifth grade eight years earlier rose from 621 to 732 (U.S. Bureau of the Census, 1973, 131). Preliminary figures for 1972 graduates showed an increment to 750. If there had been no shift in parent's educational and occupational status of parents during the period, this factor would be expected to result in a downward trend, particularly between TALENT and EEOS.

Table 19

Student's Occupational Plans

TALENT		EEOS	
In the following list of occupations, mark the one occupation you expect to make your career after you have completed your education. If your choice is not on the list, mark the one that is closest to it. Mark one of these even if you have not definitely made up your mind. (Question 211)		When you finish your education, what sort of a job do you think you will have? (Question 115).	
%[a]	Response[b]	%[a]	Response[b]
3.8	Accountant	37.8	Professional--such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
2.1	Artist or entertainer		
1.0	Biological scientist (biologist, botanist, physiologist, zoologist, etc.)		
0.9	Clergyman (minister, priest, rabbi, etc.)		
0.4	College professor		
1.0	Dentist		
8.6	Engineer (aeronautical, civil, chemical, mechanical, etc.)		
5.2	Elementary school teacher		
1.1	Forester		
6.6	High school teacher		
1.8	Lawyer		
0.9	Mathematician		
5.3	Nurse		
0.8	Pharmacist		
1.8	Physical scientist (chemist, geologist, physicist, astronomer, etc.)		
1.5	Physician		
1.1	Pilot, Airplane		
0.3	Political scientist or economist		
1.5	Social worker		
1.1	Sociologist or psychologist		
0.7	Writer		
0.5	Engineering or scientific aide	7.8	Technical--such as draftsman, surveyor, medical or dental technician, etc.
1.5	Medical or dental technician		
3.8	Businessman	2.2	Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.
0.8	Salesman or saleswoman		
0.6	Craftsman	4.5	Manager--such as sales manager, store manager, office manager, factory supervisor, etc. Proprietor or owner--such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
3.4	Skilled worker (electrician, machinist, plumber, printer)		
0.7	Structural worker (bricklayer, carpenter, painter, paperhanger, etc.)		
1.2	Enlisted man in the armed forces		
16.0	Secretary, office clerk or typist	0.8	Salesman--such as real estate or insurance salesman, factory representative, etc.
2.6	Barber, beautician		
0.8	Policeman or fireman	7.8	Skilled worker or foreman--such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
2.1	Farmer		
2.4	Armed forces officer	18.3	Semiskilled worker--such as factory machine operator, bus or cab driver, meat cutter, etc. Clerical worker--such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc. Service worker--such as barber, waiter, etc. Protective worker--such as policeman, detective, sheriff, fireman, etc.
5.5	Housewife		
10.7	Some other occupation different from any above		
		1.4	Farm or ranch manager or owner
		0.3	Farm worker on one or more than one farm
		1.1	Workman or laborer--such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
		18.0	Don't know

[a] Omits: TALENT, 3.6%; EEOS, 8.5%. Omits for EEOS were prorated.
[b] Order of responses has been changed.

It is clearly important, but very difficult, to estimate the effect of trends in educational level of parents during the period covered. Some data on parents' ages are provided by TALENT (Flanagan et al., 1964, 5-22). The median father was 47 years old and the median mother was 43 years old, according to the students. One fourth of the fathers was 53 or older and one fourth of the mothers was 48 or older. At the other end of the distribution, one fourth of the fathers was 42 or under and one fourth of the mothers was 40 or under. Assuming that the same distribution of ages is roughly appropriate for the other two studies, it is possible to calculate the year in which the middle half (25th percentile to 75th percentile) of parents reached age 18 for the three studies, as follows:

	Father	Mother
TALENT	1925 to 1936	1930 to 1938
EEOS	1931 to 1942	1936 to 1944
NLS	1937 to 1948	1942 to 1950

It is clear that many parents in these groups reached high school graduation age during the depression or during World War II years. On the other hand, it is difficult to evaluate the impact of these events on the educational and occupational careers of the parents.

Results for parents' education in the three samples are shown in Table 20. The following table shows the percentage of fathers and mothers who were reported to have finished college or who had taken graduate or professional training beyond college:

	Father	Mother
TALENT	20.1	20.6
EEOS	11.0	7.0
NLS	19.2	11.5

Table 20

Parents' Education

TALENT			EEOS			NLS		
Mark the one answer indicating the highest level of education your father (mother) reached. Mark the one best answer even if you are not sure. (Questions 218 and 219)			How far in school did your father (mother) go? (Questions 19 and 20)			What was the highest educational level each of the following persons completed? If you are not sure, please give your best guess. (Questions 90A and 90B)		
Father %[a]	Mother %[b]	Response	Father %	Mother %	Response	Father %[a]	Mother %[b]	Response
3.3	1.2	None, or some grade school	6.9	4.0	None, or some grade school	3.0	2.0	Doesn't apply
8.3	5.6	Completed grade school	11.7	9.4	Completed grade school	29.2	25.0	Did not complete high (secondary) school
7.3	4.1	Some high school, but did not graduate	21.8	23.3	Some high school, but did not graduate	30.6	42.9	Finished high school or equivalent
16.2	12.8	Graduated from high school	23.7	34.9	Graduated from high school	1.3	2.0	Adult education program
21.6	22.7	Vocational or business school after high school	4.7	6.9	Technical or business school after high school	5.5	6.2	Business or trade school
22.3	32.4	Some junior or regular college, but did not graduate	8.9	7.5	Some college but less than 4 years	11.3	10.4	Some college
5.5	7.4	Graduated from a regular 4-year college	6.9	5.2	Graduated from a 4 year college	10.4	7.4	Finished college (four years)
6.7	6.1	Master's degree	4.1	1.8	Attended graduate or professional school	2.7	1.8	Attended graduate or professional school (for example, law or medical school), but did not attain a graduate or professional degree
6.4	6.1	Some work toward doctorate or professional degree	9.4	5.6	Don't know	6.1	2.3	Obtained a graduate or professional degree (for example, M.A., Ph.D., or M.D.)
1.5	1.0	Completed doctorate or professional degree	1.9	1.6	Omit			
1.1	0.7	I don't know						

[a]Omits: TALENT, 4.2%; NLS, 11.3%.

[b]Omits: TALENT, 5.3%; NLS, 10.5%.

Results are also available for parents who attended but did not complete college, as follows:

	Father	Mother
TALENT	22.3	32.4
EEOS	8.9	7.5
NLS	11.3	10.4

Finally, results can be summarized for parents who were graduated from high school but who did not attend college:

	Father	Mother
TALENT	37.8	35.5
EEOS	38.4	41.8
NLS	37.4	51.1

The trend for EEOS and NLS seem to be reasonable, assuming a generally increasing level of education in the United States. Parents' education, especially the education of mothers for the TALENT sample seems higher than would be expected, even when the complications in interpreting the results are taken into account.

Data on father's occupation are shown in Table 21. Responses have been rearranged to facilitate comparison. On the whole, these results suggest that the samples are reasonably similar. A large number of relatively minor differences in the questions and analysis can be identified, and exact comparisons cannot be made. However, the following summary of percentages gives a rough idea of the outcomes:

Occupational Group	TALENT	EEOS	NLS
Professional	6.1	7.7	14.4
Technical	2.9	2.3	3.0
Official, Manager, Proprietor, Owner	18.3	18.7	20.8
Sales	4.4	4.3	6.0
Skilled worker or Foreman	20.0	22.0	17.8

Table 21

Father's Occupation

TALENT		EEOS		NLS	
Which one of the following comes closest to describing the work of your father (or the male head of your household)? Mark only one answer. If he works on more than one job, mark the one on which he spends most of his time. If he is now out of work, or if he's retired, mark the one that he did last. (Question 206)		What work does your father do? You probably will not find his exact job listed, but check the one that comes closest. If he is now out of work or if he's retired, mark the one that he usually did. Mark only his main job if he works on more than one. (Question 18)		Under FATHER, circle the one number that best describes the work done by your father (or male guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do. (Question 25B)	
%[a]	Response[b]	%	Response[b]	%[a]	Response[b]
6.1	Professional--such as actor, accountant, artist, clergyman, dentist, engineer, lawyer, librarian, scientist, etc.	7.7	Professional--such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.	14.4	PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress
2.9	Technical--such as draftsman, surveyor, medical or dental technician, etc.	2.3	Technical--such as draftsman, surveyor, medical or dental technician, etc.	3.0	TECHNICAL such as draftsman, medical or dental technician, computer programmer
2.4	Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.	4.0	Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.	13.8	MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
7.3	Manager--such as sales manager, store manager, office manager, business manager, factory supervisor, etc.	14.7	Manager--such as sales manager, store manager, office manager, factory supervisor, etc. Proprietor or owner--such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.	7.0	PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
8.6	Proprietor or owner--such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.			6.0	SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker
4.4	Salesman--such as real estate or insurance salesman, factory representative, etc.	4.3	Salesman--such as real estate or insurance salesman, factory representative, etc.	17.8	CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
20.0	Skilled worker or foreman--such as a baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine (but not on a farm), etc.	22.0	Skilled worker or foreman--such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.		

Table 21 (Cont.)

Father's Occupation

TALENT		EEOS		NLS	
%[a]	Response[b]	%	Response[b]	%[a]	Response[b]
7.5	Semi-skilled worker--such as factory machine operator, bus or cab driver, meat cutter, etc.	17.5	Semiskilled worker--such as factory machine operator, bus or cab driver, meat cutter, etc.	11.6	OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant
2.8	Clerical worker--such as bank teller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.		Clerical worker--such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.	2.8	CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
1.1	Service worker--such as barber, beautician, waiter, etc.		Service worker--such as barber, waiter, etc.	2.2	SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter
1.6	Protective worker--such as a policeman, detective, sheriff, fireman		Protective worker--such as policeman, detective, sheriff, fireman, etc.	2.5	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman
8.8	Farm or ranch owner and/or manager	4.7	Farm or ranch manager or owner	5.1	FARMER, FARM MANAGER
0.6	Farm or ranch foreman	2.0	Farm worker on one or more than one farm	11.0	LABORER such as construction worker, car washer, sanitary worker, farm laborer
1.8	Farm or ranch worker	11.4	Workman or laborer--such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.	2.7	MILITARY such as career officer, enlisted man or woman in the armed forces
16.5	Workman or laborer--such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.	5.3	Don't know	0.2	HOMEMAKER OR HOUSEWIFE
0.2	Private household worker--such as a servant, butler, etc.	4.2	Omit		
7.0	I don't know.				

[a]Omits: TALENT, 4.6%; NLS, 21.2%.

[b]Order of responses has been changed.

Occupational Group	TALENT	EEOS	NLS
Semi-skilled worker, Clerical worker, Service worker, Protective worker	13.0	17.5	19.1
Farm or ranch manager, owner, foreman, or worker	11.2	6.7	5.1
Workman or laborer	16.5	11.4	11.0
Others and Don't know	7.2	9.5	2.9
Omit	---	4.2	---

The larger percentage in the professional group and the decrease in farm workers over time is reasonable in the light of population shifts, especially if allowance is made for detailed differences in the wording of the questions in the three surveys. The increase in the percentage in the group of occupations including semi-skilled, clerical, service, and protective workers is probably attributable also a general shift in the occupational structure. The smaller percentage of fathers in the skilled worker or foreman group in NLS may have arisen because foreman was omitted from the description of that group in NLS. The larger percentage in sales in the NLS results is probably the result of the fact that sales clerk was included in "sales" in NLS but was classified as "clerical" in the other two surveys. The percentage for "workman or laborer" in the TALENT sample is higher than would be expected for a group of 1960 high school seniors.

Results for mother's occupation are shown in Table 22. If it can be assumed that a mother who does not have a job outside the home is a housewife, the percentage of housewives is 53.4 for the TALENT sample, 50.1 for the EEOS sample, and 55.5 for the NLS sample. The higher figure for NLS may reflect the fact that in TALENT, a student was told not to check housewife if his or her mother had worker for pay in the last three years, and the figure of 50.1 cited for EEOS does not include any of the 15.5 percent of mothers who had a job outside the home at the

Table 22

Mother's Occupation

TALENT

Which one of the following comes closest to describing the work of your mother (or the female head of your household)? Mark only one answer. If she does housework in addition to outside work, count only the outside work. If she works on more than one job, mark the most important one. If she usually works, but is now out of work, mark the one that she did last. (Question 208)

% [a]	Response [b]
53.4	Housewife only; she has not worked for pay in the last three years.
5.5	Professional--such as actress, accountant, artist, dentist, physician, engineer, lawyer, librarian, scientist, etc.
0.4	Technical--such as draftsman, medical or dental technician, etc.
1.6	Manager--such as sales manager, store manager, office manager, business manager, factory supervisor, etc.
0.5	Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.
1.6	Proprietor or owner--such as owner of a small business, wholesaler, retailer, restaurant owner, etc.
1.3	Sales--such as real estate, life insurance, etc.
1.6	Skilled worker or forewoman--such as baker, inspector, etc.
5.9	Semi-skilled worker--such as factory machine operator, cab driver, etc.

EEOS

Does your mother have a job outside your home? (Question 28)

%	Response
33.1	Yes, full-time
15.5	Yes, part-time
50.1	No
1.3	Omit

NLS

Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do. (Question 25C)

% [a]	Response [b]
55.5	HOMEMAKER OR HOUSEWIFE
9.1	PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress
0.7	TECHNICAL such as draftsman, medical or dental technician, computer programmer
1.7	MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
1.2	PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
3.5	SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker
0.7	CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
3.2	OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant

Table 27 (Cont.)

Mother's Occupation

TALENT		EEOS	NLS	
%	Response		%	Response
11.5	Clerical worker--such as bookkeeper, secretary, typist, sales clerk, store clerk, etc.		15.9	CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
4.5	Service worker--such as beautician, waitress, etc.		5.7	SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter
0.2	Protective worker--such as policewoman, etc.		0.2	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman
0.3	Farm or ranch owner and/or manager		1.1	FARMER, FARM MANAGER
0.3	Farm or ranch worker		1.3	LABORER such as construction worker, car washer, sanitary worker, farm laborer
3.5	Worker or laborer--such as charwoman, laundry worker, etc.		0.2	MILITARY such as career officer, enlisted man or woman in the armed forces
3.1	Private household worker--such as housekeeper, maid, laundress, etc.			
4.8	I don't know.			

[a]Omits: TALENT, 3.5%; NLS, 18.0%

[b]Order of responses has been changed.

time of the survey. In NLS, on the other hand, the student could judge whether housewife or job constituted his or her mother's main occupation. Comparisons of TALENT with NLS results for jobs outside the home show an increase in percentage in professional employment from 5.5 to 9.1 and for clerical employment from 11.5 to 15.9. In view of shifts in occupational patterns in the American population, and because of various detailed differences in the questions, the data for mother's occupation do not provide a basis for evaluating the representativeness of the samples in the three surveys.

Table 23 provides data on the number of brothers and sisters who dropped out of high school for TALENT and EEOS samples. NLS considered only the oldest brother or sister, and could not be compared with the others. It will be noted that TALENT was concerned with all brothers and sisters who dropped out while EEOS was concerned only with older brothers and sisters who dropped out. Of course, the response "I have no brothers and sisters" cannot be compared with "Have no older brothers or sisters" nor can the response "none" be compared for the two samples, because younger brothers and sisters may not have advanced far enough in school for dropout to be a serious possibility. However, on the assumption that virtually all brothers and sisters who did drop out would also be older than the student in the survey, it is possible to compare the remaining responses. In general, EEOS has a slightly smaller percentage except for "four or more." Thus, the results for the two samples seem reasonable.

Summary and Conclusions

The most salient finding of this review of questions used in the three surveys is the pervasiveness of change in the way questions on essentially the same topic are formulated. No doubt this outcome is a side effect of highly desirable features of sound questionnaire development activities--pretesting, multiple reviews, committee discussions of questions, sensitivity to current concerns, responsiveness to the purposes of the study, need for comparing results with other surveys, and not least the efforts of the questionnaire authors to be both imaginative and realistic in seeking the perfect formulation of each question. This review suggests the desirability of specific attention to the identification of "marker"

Table 23

High School Drop-Out by Brothers and Sisters

TALENT		EEOS	
How many of your bothers or sisters dropped out of high school without graduating? (Question 201)		How many of your older brothers and sisters left high school before finishing? (Question 12)	
%	Response	%	Response
11.2	I have no brothers or sisters.	37.2	Have no older brothers or sisters
71.6	None	44.5	None
9.8	One	9.2	1
3.6	Two	3.5	2
1.8	Three	1.7	3
2.2	Four or more	0.9	4
		0.5	5
		0.3	6
		0.2	7
		0.6	8 or more
		1.3	Omit

[a]Omits: 1.1%.

items on key topics which would be reproduced verbatim. For these items, the burden of proof would fall on the proponents of improvements. Where possible, supplementary items could be used to obtain needed information not adequately defined in the original formulation. It may be added that the questions discussed in this chapter are those most nearly comparable across surveys. The approaches to certain other topics of interest, including subjects studied in high school, foreign language spoken in the home, and the role of various advisors in students' planning, were judged to be too different to warrant detailed discussion in this report.

With respect to the purpose for which this review was undertaken, the results indicate that the differences between the samples may reasonably be attributed to differences in the formulation of the questions, to trends over time, or both. There seems to be no pattern indicating that any of the samples was perceptibly out of line with the other two. Insofar as the results of this review are concerned, then, comparison of test results for the three student groups would yield valuable trend information. In addition, to the extent that differences in questionnaire responses reflect population trends, the results in this chapter may be helpful in interpreting the test results.

Chapter 3

Design for a Study of the Reading and Mathematical Ability of American High School Seniors in 1960, 1965, and 1972

Introduction

In the spring of 1972, a nationwide probability sample of high school seniors was tested as part of the National Longitudinal Study of the High School Class of 1972. A carefully designed probability sample controlled the selection of these students and the sample actually tested corresponded closely to the sample design. The tests administered included 15-minute tests of reading comprehension and of mathematics. Thus, substantial evidence of the performance level of high school seniors on these educationally significant abilities as of the spring of 1972 has been produced. Tests of reading comprehension and of mathematical ability were also administered to national probability samples of high school seniors as part of the Equality of Educational Opportunity survey in the fall of 1965 and the Project TALENT survey in the spring of 1960. Because different tests were employed in each survey, however, the existing data provide no useful information on possible trends in student performances.

That the abilities measured by the reading comprehension and mathematical ability tests included in these surveys are very important educational outcomes is widely accepted. These abilities also play a prominent role in admissions tests for college and for graduate and professional schools. Thus, they serve both as measures of educational attainment and as predictors of future educational performance. Finally, the development of these abilities is not closely bound to a particular educational program but is the result of a wide variety of experiences, both in school and out of school. It is clear that evidence on how well American high school seniors perform on tests of these abilities over a period of years would be a very useful social indicator.

Extraordinary public attention was recently given to a report that scores on the College Board Scholastic Aptitude Test had declined substantially in the past 10 years. Verbal scores declined from 478 in the 1962-63 testing year to 445 in 1972-73; mathematical scores dropped from 502 to 481 during the same period. Because students who take the Scholastic

Aptitude Test are not representative of all high school seniors, it is not clear whether these shifts arise from a decline in educational performance of high school seniors generally or from a change in the composition of the group which takes the SAT. The difficulty in evaluating these results is a dramatic example of the need for sound data on trends in student ability levels.

Purpose

The general goal of the study is to utilize test data from the three carefully designed and executed large-scale surveys of American high school seniors to identify trends in the reading and mathematical abilities.

The specific tasks which need to be accomplished in the proposed study are:

(1) To collect and analyze data to determine whether the reading comprehension and mathematical ability tests of the National Longitudinal Study (NLS) can properly be equated to corresponding tests in Project TALENT and the Equality of Educational Opportunity Survey (EEOS), and if so, to determine equivalent scores for these tests;

(2) To apply the resulting equations to data from each survey, as appropriate; and

(3) To specify and evaluate methodological considerations which need to be taken into account in interpreting the comparisons.

Choice of Tests

In determining the tests to be included in the equating-equivalence study, the goal is to include those tests which have greatest usefulness as indicators of general educational development and which are likely to prove to be parallel and therefore to justify equating. It is considered desirable to limit the study to the essential test pairs in order to minimize demands on school and student time and to permit a thorough study of the tests included.

Six tests were judged to be particularly suitable for inclusion, as follows:

(1) NLS Reading. This 15-minute test included 20 items based on reading passages. The passages were relatively short (100-200 words)

and emphasized straightforward comprehension. Items considered particularly relevant for minority group students were drawn from the Project Access Reading Tests. Analysis of the test data for a sample of 1,955 students who were slightly more able than the total group tested yielded a reliability coefficient of .797, determined using Kuder-Richardson Formula No. 20. The test was judged to be suitable in difficulty for the group. With respect to speededness, it was found that 82 percent of the students completed the test but that about 4 percent did not complete 75 percent of the items, suggesting a slight degree of speededness. The mean biserial correlation of items with total score was .58. On the whole, the statistical characteristics of the test may be considered satisfactory (Hilton et al., 1973, 2-26 and 2-27, Appendix D, 3, 4, and 6).

Evidence on sex differences and differences between racial groups are available for the 12th grade sample (Hilton et al., 1973, Appendix D, D-578).

For sex, statistics are as follows:

	Mean	Standard Deviation	Percent Based on Weighted N	Actual N
Male	9.84	4.98	49.9	6,766
Female	10.05	4.91	50.1	6,926
Total	9.94	4.94	100.0	13,692

In order to facilitate comparisons with group differences observed on other tests, the observed difference in mean raw scores was divided by the standard deviation for the total group. The result is algebraically equivalent to expressing each mean as a standard score for the total group and subtracting. When this procedure was followed, the advantage of the female students expressed in standard score units was .04.

For race, statistics are as follows:

	Mean	Standard Deviation	Percent Based on Weighted N	Actual N
White	10.41	4.77	90.1	11,816
Black	5.67	4.45	9.9	1,876
Total	9.94	4.94	100.0	13,692

The advantage of white students divided by the standard deviation for the total group is 0.96.

(2) TALENT Reading Comprehension. This 30-minute test included 48 items based on reading passages. Topics included social studies, natural science, and literary materials, including poetry (Flanagan et al., 1962, 105-106). Reliability coefficients for this test were obtained by several methods (Flanagan et al., 1964, 2-14, 2-15, 2-51). Because it was judged that the test was slightly speeded, reliability coefficients based on separately timed halves were preferred, even though they were based on experimental rather than final forms of the test. The observed correlation between halves was adjusted in two ways: First, the Spearman-Brown formula was used to adjust for test length, and, second, the coefficient was adjusted for range of talent using data for a ten percent sample of the high school senior group. The reliability coefficient for boys was .855; for girls, it was .825.

Evidence on sex differences is available for a ten percent sample of 12th grade students, as follows (Flanagan et al., 1974, 3-4, 3-5):

	Mean	Standard Deviation	Percent Based on Weighted N	Actual N
Male	33.023	10.483	47.7	2,946
Female	33.555	9.806	52.3	3,302
Total	33.301	10.138	100.0	6,248

The advantage of female students divided by the standard deviation for the total group is 0.05, which corresponds closely to the value of 0.04 for the NLS test.

(3) EEOS Reading is a 35-minute test which includes 35 items. It was taken from the reading test of the Cooperative Sequential Tests of Educational Progress series. As in the other two tests, items were based on reading passages varied as to topics and skills measured. Although data on the reliability of this test are not available, it is possible to obtain an approximate figure. Using data for 100 11th grade students tested as part of the norming program of the Sequential Tests of Educational Progress, and using the Spearman-Brown formula to adjust for test length, the estimated reliability of the EEOS reading test would be .85. Although no formal analysis of speededness was made, a review of item responses showed little evidence of speededness. (Cooperative Test Division, 1957, 10).

Data on scores for black and white students on the EEOS Reading test are presented in the Supplemental Appendix of the EEOS report (Coleman et al., 1966, 59, 73). The actual sample for each group included 1,000 students from each of 8 strata. Results are as follows:

	Mean	Standard Deviation	Percent Based on Weighted N
Black	58.22	17.12	15.1
White	75.64	16.62	84.9
Total	73.00	17.82	100.0

The advantage of white students divided by the standard deviation for the total group is 0.98, which is slightly higher than the corresponding figure of 0.96 based on the NLS Reading test.

(4) NLS Mathematics. Mathematical ability was measured by a test designed to measure basic competance in mathematics while minimizing computation and excluding algebraic, geometric, or trigonometric skills. The item-type used in this test is called quantitative comparison. The student is given two quantities and asked to decide which of the two is larger, to state that they are equal, or to state that insufficient data are provided to justify a decision (Hilton et al., 1973, 2-27, 2-30).

On the whole, the mathematics test seemed to be appropriate for the group (Hilton et al., 1973, Appendix D, 3, 4, 6). Test reliability estimated by Kuder-Richardson Formula No. 20 was .866. With respect to speededness, 85 percent of the students completed the test, but about 4 percent of the students did not complete 75 percent of the items, suggesting a slight degree of speededness. The difficulty level was well suited to the group.

Data on the comparative performance of male and female and of black and white students are available (Hilton et al., 1973, Appendix D, D-582).

For sex, statistics are as follows:

	Mean	Standard Deviation	Percent Based on Weighted N	Actual N
Male	14.05	7.26	49.9	6,766
Female	12.21	7.09	50.1	6,926
Total	13.13	7.23	100.0	13,692

The advantage of male students divided by the standard deviation for the total group is 0.25.

For race, statistics are as follows:

	Mean	Standard Deviation	Percent Based on Weighted N	Actual N
Black	6.38	6.03	9.9	1,876
White	13.87	6.96	90.1	11,816
Total	13.13	7.23	100.0	13,692

The advantage of white students divided by the standard deviation for the total group is 1.04.

(5) TALENT Mathematics. This test, which was administered with a single 50-minute time limit, included three parts (Flanagan et al., 1964, 122-124). Part I (16 items) is concerned with arithmetic reasoning, Part II (24 items) emphasizes concepts and methods studied in 9th grade algebra, but about 40 percent of the items are devoted to mathematical topics usually taught before 9th grade (e.g., fractions and decimals); and Part III (14 items) samples a variety of topics from courses taught in grades 10 to 12 in college preparatory courses, including plane and solid geometry, more advanced topics in algebra, trigonometry, and analytic geometry and calculus. In addition to scores on each part, subtotals of adjacent parts and total score on all three parts were analyzed in the TALENT research.

Reliability coefficients were determined by Kuder-Richardson Formula No. 21 for both part and total scores and by the formula for the reliability of a sum for the subtotals and total. Results, for 12th grade male and female students separately (using the reliability of a sum results for subtotals and totals), were as follows (Flanagan et al., 1964, 2-14, 2-15).

	Reliability for:	
Part	Male Students	Female Students
I	.766	.729
II	.846	.783
I + II	.890	.853
III	.727	.590
II + III	.891	.831
I + II + III	.915	.874

Data on the comparative performance of male and female students on the various scores are as follows (Flanagan et al., 1964, 3-6 and 3-7):

	Male		Female		Total	
Score	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
I	9.81	3.67	8.77	3.54	9.27	3.64
II	12.38	5.63	10.25	4.85	11.27	5.34
I + II	22.18	8.64	19.03	7.59	20.53	8.26
III	4.41	3.05	3.10	2.31	3.73	2.77
II + III	16.79	8.22	13.35	6.60	14.99	7.61
I + II + III	26.58	11.14	22.10	9.23	24.24	10.43
Percent Based on Weighted N	47.7		52.3		100.0	
Actual N	2,946		3,302		6,248	

The advantage of male students divided by the standard deviation of the total group is as follows:

Score	Ratio
I	0.29
II	0.40
I + II	0.38
III	0.47
II + III	0.45
I + II + III	0.43

Of the various scores, only Part I yields a ratio which is reasonably similar to the value of 0.25 obtained for the NLS Mathematics test.

(6) EEOS Mathematics Achievement, like the Reading Comprehension test used in the survey was taken from the Mathematics test of the Cooperative Sequential Tests of Educational Progress (Coleman et al., 1966, 583). It included 25 items to be answered in 35 minutes. The problems in this test emphasize concepts of measurement and geometry and of function and relation. The form which was used for 12th grade students was designed for use in 10th, 11th, and 12th grades.

Using data for 11th grade students tested as part of the norming program of the Sequential Tests of Educational Progress, and using the

Spearman-Brown formula to adjust for test length, the estimated reliability of the EEOS mathematics test would be .72 (Cooperative Test Division, 1957, 10).

Data on scores for black and white students on the EEOS Mathematics Achievement test are presented in the Supplemental Appendix of the EEOS report (Coleman et al., 1966, 59, 73). The actual sample for each group included 1,000 students from each of 8 strata. Results are as follows:

	Mean	Standard Deviation	Percent Based on Weighted N
Black	37.50	18.40	15.1
White	56.82	17.03	84.9
Total	53.90	18.61	100.0

The advantage of white students divided by the standard deviation for the total group is 1.04, which is the same as the corresponding value of 1.04 obtained for the NLS Mathematics test.

The three surveys included a wide variety of tests in addition to the six proposed for inclusion in this study. In particular, the NLS vocabulary test might be related to the sentence completion and synonyms tests, EEOS and to a vocabulary test included in the TALENT survey. The NLS test is very short (5 minutes) and the TALENT test was not separately timed, however. It appears that the added information provided by these tests would be insufficient to warrant their inclusion in the study.

Evaluation of Equivalence

Although available information about the tests selected for inclusion in this study indicates that they are measuring reasonably similar abilities and have reasonably similar statistical characteristics, a more systematic evaluation of the question of equivalence is an essential part of this proposed study. Angoff (1966) has shown that attempts to equate tests which are not parallel are likely to yield results which may be seriously misleading when used in interpreting scores. The dangers are particularly great when the equating results are used in comparing individual students who took different tests. However, the question of parallelism must be given serious consideration in any application of equated scores.

Two approaches to the evaluation of parallelism are included in this study. The first depends essentially upon the correlation between the two tests and their reliability coefficients. Analysis of the data using this approach will be done before the equating analysis is initiated, because certain possible outcomes may affect the equating procedures in specific instances. The second approach calls for score equating of the two tests based on different student groups. Although the usefulness of this approach depends on the insight with which the student subgroups are chosen, it has the advantage of showing the extent to which the equating lines for different tests differ when different student subgroups (e.g., boys and girls) are used for determining the equating line. Data analysis using this approach will be described as part of the equating design. All basic data needed for the first approach are also required for score equating. Use of the second approach, however, requires the administration of a student questionnaire to provide a basis for differentiating the subgroups.

The initial analysis of equivalence will involve a comparison of the correlation between each pair of tests with reliability coefficients for each test using Kuder-Richardson Formula No. 20. Data on the speededness of each test will be obtained in view of the fact that the Kuder-Richardson formula was designed for unspeeded tests.

It is expected that several of the scores yielded by the TALENT mathematics test will be found not to be sufficiently equivalent to NLS mathematics scores to warrant equating. If particular pairs of tests are found to be measuring the same ability, but differ substantially in reliability, true scores rather than observed scores will be used in the equating.

Equating Design

Four equatings are called for in the proposed study:

(a) NLS Reading (15 minutes) and TALENT Reading Comprehension (30 minutes);

(b) NLS Reading (15 minutes) and EEOS Reading (35 minutes);

(c) NLS Mathematics (15 minutes) and TALENT Mathematics (50 minutes); and

(d) NLS Mathematics (15 minutes) and EEOS Mathematics Achievement.

The plan does not provide for the direct equating of EEOS tests to the corresponding TALENT tests, a decision based on the desire to equate the NLS tests to each earlier test as precisely as possible for a given expenditure.

The following are considered to be important characteristics to be embodied in the equating design:

(1) The equating procedures should permit the line of relation between scores to be curvilinear. (This provision is necessary because test specifications, particularly for the distribution of item difficulties, cannot be assumed to be the same for corresponding tests in different surveys.)

(2) Data collected as part of the equating study should permit an evaluation of the equivalence of each pair of tests to be equated and should also permit the calculation of standard errors of equating at various score levels.

(3) The study should be designed so that the standard error of equating is not likely to exceed four percent of the standard deviation in the vicinity of the mean score.

(4) Although it should not be necessary that the equating sample yield precise 12th grade norms, all reasonable steps should be taken to make the equating sample resemble a norms sample, so that the line of relation will be well defined for the national norms group.

(5) Tests should be administered for equating with the same time limits and the same directions used when they were administered in the national surveys.

(6) The total testing time for any participating student should be modest (less than two hours) and the administrative task to be undertaken by any participating school should also be modest.

It is proposed that the equating procedure be an adaptation of Angoff's Design II (Angoff, 1971, 573-576). In this design, the two tests to be equated are administered so that one random half of the equating sample takes the two tests to be equated in one order and the other random half takes the two tests in the reverse order.

This approach has several significant advantages. First, it can be shown that if scores on the two tests are fairly highly correlated, as is

likely to be true for the tests in this study, a substantial gain in precision of equating arises from the fact that the identical group of students take both tests. Second, this design permits the calculation of the correlation between the tests and of the Kuder-Richardson Formula No. 20 reliability of each test. This information will be useful in evaluating the equivalence of the tests to be equated (Lord, 1950; Angoff, 1971).

The possibility that taking the first test may affect performance on the second test presents some theoretical difficulties. Balancing the order of presentation of the two tests does not completely eliminate this problem, because the effects may not be symmetrical between the two orders. Although this problem is minimal when alternate forms of the same test designed to the same specifications are to be equated, it is a matter of greater concern when, as in the proposed study, the tests to be equated differ in length and in item type. In order to minimize carry-over effects between testings, the study design should provide that the two tests to be equated be administered in different school weeks rather than at a single sitting. This provision is likely to be particularly important for the equating of TALENT Mathematics and NLS Mathematics because the TALENT test includes advanced material which may be frustrating to some of the students. The analysis of the equating data should be performed separately for the two orders of administration and the results should be examined for possible evidence of differential effects of the two orders.

In conducting the testing for the equating study, separate samples of schools should be drawn for each of the four equatings and each order of administration. Each school would be asked to test only one student group. This feature of the study design would make the administrative procedure for each school as simple as possible.

In performing the equating operations, it is proposed that for reading and mathematics tests separately, the TALENT or EEOS test be equated directly to the corresponding NLS test. The procedures to be used for equating are drawn from those used in the Anchor Test Study (Bianchini and Loret, 1972, Vol. 1, 138-140, 144-146). The following steps will be performed separately for reading and mathematics tests:

(1) Equate each pair of tests using the equipercentile method. As in the Anchor Test study, distributions will be determined using a

raw score class interval of 1 and will be smoothed using the Tukey-Cureton method before percentiles are determined. If necessary, further smoothing based on judgment will be done. Linear interpolation will be used in determining selected percentiles, and in determining, for each raw score on the NLS test, the corresponding raw score (to one decimal place) on the test being equated to it.

(2) Using the two equating lines arising from the two orders of administration for a given pair of tests, calculate for each raw score on the NLS test the mean of the two estimated values on the test being equated to it.

A design calling for equating NLS directly to TALENT and to EEOS and for equating TALENT to EEOS through NLS was preferred to a somewhat more complex design in which each test would be equated directly to the other two. This preference is based in part on the conception of NLS as a pivotal test both for comparisons with past surveys and with future surveys.

In order to obtain some information about possible effects of the first testing on the second, the scores on each non-NLS test will be transformed to the NLS scale, using the average line based on both orders of administration. Means and standard deviations for NLS scores and the scores obtained by transforming scores on other tests to the NLS raw-score scale will then be compared. Although this procedure will not provide a rigorous evaluation of the effects of the first testing on the second, the results should throw some light on the order of magnitude of the effects.

In addition to the equating based on all students, separate equatings will be performed on designated subgroups of students. If equating results differ substantially from one subgroup to another, after taking account of sampling error, the tests cannot be regarded as parallel.

The particular comparisons to be made will call for dichotomization of the total group on the following five variables:

(1) Sex
(2) Parents' Education
(3) Type of Program in which enrolled (Academic vs. all others)
(4) Self-reported High School Grades
(5) Amount of mathematics study in grades 9 through 12 (Mathematics equating only)

In the three variables calling for a choice of cutting point for dividing the total group into the two subgroups, the cutting point will be chosen so that the two subgroups are as nearly equal in size as the data permit.

Data for forming the designated groups will be obtained from a brief (five-item) questionnaire to be administered along with the NLS test in each pair. Except for the question on mathematics preparation, the appropriate questions from the NLS questionnaire can be used.

Evaluation of Equating Error

Because information on the sampling error of the equating will be of critical importance in applications of the equating results, it is essential to have detailed information on this point. For this purpose, it is proposed to use the method of balanced repeated replication described by McCarthy (1969), and by Kish and Frankel (1970, 1974). Essentially, this method depends on defining a limited number of principal strata and making two independent selections from each stratum. It is then possible to create pairs of non-overlapping half-samples by assigning one of the two selections from each stratum to one half-sample and assigning the other selection from the stratum to the other half-sample. For greatest efficiency in using the available data, a systematic balanced design for the definition of half-samples is desirable. The necessary design principles are provided by Plackett and Burman (1943-46).

An important feature of the balanced half-sample design is that the number of balanced half-samples must be a multiple of four. This restriction does not apply, however, to the number of principal strata. If the number of principal strata is not a multiple of four, then the square matrix for the next larger multiple of four is used. In the design matrix, rows correspond to half-samples and columns to strata. If the number of strata is not a multiple of four, only as many columns of the matrix are used in designing the analysis as there are strata. Thus, if there were nine principal strata, 9 columns and 12 rows of a 12 x 12 design matrix would be used. (McCarthy 1969).

Although the balanced half-sample design should provide useful information on the extent of equating error, McCarthy (1969, 245) points out that: "the exact characteristics of estimates of variance are for the most part, unknown." Kish and Frankel (1974, 19), on the basis of extensive empirical studies, conclude

that balanced repeated replication designs provide the best available method for estimating sampling error for complex statistics.

The use of this method for a particular equating in the proposed study will require the following steps:

(a) In each of the 11 principal strata designate one-half of the schools as "+" and the other half as "-".

(b) Create 12 half-samples by selecting either the "+" or the "-" schools from each of the 11 principal strata. For example, the first half-sample would be defined as follows: Stratum 1, +; Stratum 2, -; Stratum 3, +; Stratum 4, -; Stratum 5, -; Stratum 6, -; Stratum 7, +; Stratum 8, +; Stratum 9, +; Stratum 10, -; Stratum 11, +. The remaining half-samples would be formed according to the same principles, using the design for 12 half-samples given by Plackett and Burman (1943-46). Corresponding half-samples from each testing order would be formed.

(c) Perform the equating of the two tests using data from each of the 12 half-samples. There would be, accordingly, 12 values of the corresponding score on the EEOS or TALENT for each raw score on the NLS test. In addition, perform the equating based on the entire sample.

(d) The square root of the average of the squared deviations of the 12 half-sample values for a given raw score on NLS from the corresponding score based on the total group may be considered the standard error of equating at that point on the NLS scale.

This procedure for determining the standard error of equating would be used for each of the four equatings included in the study. It may also be used to evaluate the possible role of sampling fluctuations in producing differences in equating lines for different subgroups if a substantial difference in equating lines occurs.

Test Administration

The testing needed for this study requires that eight sequences of tests be administered, as follows

First Test	Time Limit	Scoring Method	Second Test	Time Limit	Scoring Method
TALENT Reading	30'	Rights	NLS Reading	15'	Formula
NLS Reading	15'	Formula	TALENT Reading	30'	Rights
EEOS Reading	35'	Rights	NLS Reading	15'	Formula
NLS Reading	15'	Formula	EEOS Reading	35'	Rights
TALENT Mathematics	50'	Rights	NLS Mathematics	15'	Formula
NLS Mathematics	15'	Formula	TALENT Mathematics	50'	Rights
EEOS Mathematics	35'	Rights	NLS Mathematics	15'	Formula
NLS Mathematics	15'	Formula	EEOS Mathematics	35'	Rights

The foregoing summary makes it clear that in every instance, one number of the pair would require students to respond in terms of "rights-scoring" directions and the other would require students to respond in terms of "formula-scoring" directions. This fact should not present a problem if tests are not administered at a single testing session. Administering the test on different days would also be advantageous in reducing the effects of one testing on the other. These psychological considerations are judged to outweigh the administrative advantages which would arise if both tests in a pair were administered in a single session.

The decision to administer the two tests on different days affects the decision on whether the tests should be administered within a regular class session or administered to a student group assembled for the purpose. All tests involved in the study could be administered within a single class session of a course which meets for 40 minutes except for the TALENT Mathematics test. Administration as part of a regular classroom activity by the regular teacher would presumably be advantageous from the viewpoint of administrative convenience. Moreover, it would probably be relatively difficult to assemble a group drawn from a number of classes on two separate occasions, assuming that the testing is done during regular school hours. Although a probability sample

of students within school was tested in the NLS survey without undue difficulty, it does not seem essential for the equating study to avoid cluster sampling within each school. Provision should be made, however, for random selection of the class (or classes) to be tested.

The foregoing discussion implies that the ultimate sampling unit is a class of 12th grade students. More than one class could be tested within the same school. If this plan is followed, the following steps would be involved in the test administration:

(1) Ask the Chief State School Officer in each state represented in the sample of public schools to authorize our inviting the schools in that state to participate.

(2) Invite the Principal of each school represented in the sample to participate and to designate a Coordinator for the school.

(3) Ask the Coordinator to supply a list of all courses in which enrollment was composed predominantly of twelfth grade students, stating the times when each class meets and the name of the instructor. Only courses in which written tests could be given would be listed.

(4) Select at random one or more classes within each school.

(5) Supply instructions and test materials to the Coordinator for each class to be tested. Instructions would specify procedures for insuring that first and second testings for each student can be matched rigorously and efficiently. It will probably be necessary to use a system of numbered envelopes for each student. (The student would grid his school code and identifying number on each answer sheet to facilitate collating.)

(6) Tests would be administered by the classroom teacher in accordance with instructions provided.

Sample Design

Certain decisions about the plan for test administration clearly narrow the options available for efficient sample design. First, the decision to test in the classroom situation is likely to accentuate the effect of cluster sampling, especially if classes are differentiated for students in different programs and if tracking is used by a school. Second, the decision to administer only one sequence of a particular pair of tests in any one school

prevents matching of samples on the basis of class or school, which would be desirable from a sampling viewpoint.

Because this study is concerned with equating rather than with norming and especially because the equating method to be used takes advantage of the presumably high correlation between the tests to be equated, the foregoing difficulties should not prevent the development of an adequate sample design. Moreover, to the extent that the tests to be equated approximate strict parallelism, the characteristics of the sample should have no systematic effect on the line of relation between scores. The precision of equating at different score levels would be affected, however.

For the present study, stratification on the basis of school characteristics related to test performance is important for the following reasons: (1) to increase the efficiency of the sample, (2) to permit the substitution of a similar school for a school which declines to participate, and (3) to make the schools administering a given pair of tests in one order as similar as possible to the schools administering that pair of tests in the reverse order. Stratification may also be used to insure diversity in the sample even if the characteristic is not known to have a high correlation with test performance. A further consideration is that the analysis could be adapted to study the standard error of the samples considered as norms samples and thus provide concrete evidence on the extent to which the method is less efficient than simple random sampling of the same number of students. Although this analysis would be incidental to the main study, it would make a useful contribution to empirical evidence on sampling design.

For purposes of this study, the list of public and private secondary schools maintained by the United States Office of Education may be considered to provide an adequate basic sample source. Although the list is not a comprehensive list of all secondary schools, it does not seem necessary to augment it for this equating study. The tape record includes four items which are judged to be useful, directly or indirectly for stratification, as follows: (a) 12th grade enrollment, or 11th grade in schools for which 11 is the highest grade; (b) community in which school is located; (c) county in which school is located; and (d) state in which school is located.

The extensive analyses in Coleman et al. (1966) and in Mayeske et al. (1973) indicate that the geographical division in which the school is located and whether the school is located in a metropolitan or a nonmetropolitan region constitute useful bases for stratification. These two stratification bases have the advantage of being relatively meaningful. Moreover, the classification of schools with respect to these variables is unambiguous. It seems reasonable therefore to make an initial stratification on them. It is possible to use Statistics of Public Elementary and Secondary Day Schools, Fall 1972 (Foster, 1973) to obtain recent twelfth-grade enrollment figures for public schools by geographical region. Data for Montana and New Jersey were for earlier years. Data from the 1970 census provide information on public high school students (grades 9-12) which can be used to prorate enrollments into metropolitan and nonmetropolitan regions for each geographical division and also provide information on high school enrollments in private schools (U. S. Bureau of the Census, 1972 b). The following table shows estimated enrollments when public school students are classified on these two characteristics:

Geographical Division	Estimated Number of Students: Metropolitan	Nonmetropolitan
North Atlantic	548,602	153,723
Great Lakes and Plains	538,349	305,573
Southeast	279,972	311,966
West and Southwest	544,379	187,319

The total enrollment in public schools was 2,869,883.

Census data indicate that high school enrollment in private schools was about 10.8% of the public school enrollment (U. S. Bureau of the Census, 1972 a). For planning purposes, the private school twelfth grade enrollment may be taken as 309,947, and total public and private enrollment may be taken as 3,180,000.

If we combine data for nonmetropolitan regions outside the southeast, and divide the estimated enrollments by a suitable integer, we obtain the following table:

Public Schools	Estimated Enrollment	Number of Strata	Students per Stratum
Metropolitan			
North Atlantic	548,602	2	274,301
Great Lakes and Plains	538,349	2	219,174
Southeast	279,972	1	279,972
West and Southwest	544,379	2	272,190
Nonmetropolitan			
Southeast	311,966	1	311,966
All other regions	646,613	2	323,306
Private Schools			
All schools	309,947	1	309,947

This table indicates that the foregoing stratification would yield 11 principal strata which are similar in number of students. The difference in size, however, is sufficiently great to warrant differential weighting of the strata. In the study, the weights would be based on actual 12th grade enrollments obtained from the ELSEGIS file rather than on estimated enrollments.

The complete definition of the principal strata requries specification of ways of dichotomizing the four groups containing two strata. It is proposed that for the nonmetropolitan schools in the three regions combined, the stratification be based directly on 12th grade enrollment, divided so that the strata will be approximately equal. For metropolitan schools in each of the three regions having two strata, stratification would be based on the median years of education of persons 25 years or older and on the income level of families for each SMSA, as reported in the County and City Data Book, 1972.

In drawing the sample within each principal stratum, schools will be selected at random with a probability proportional to size, as determined by twelfth-grade enrollment obtained from the ELSEGIS Public and Non-Public school files.

The most difficult practical problems are likely to arise at the last stage, which calls for selecting one class, at random, within each school. Each school which agrees to participate in the study will be asked to supply a list of all classes composed mainly of 12th grade students which meet during the first full class period of a designated day of the school week and in which a

written test could be administered. The days of the week would be assigned at random in the invitation to participate. Classes would then be selected at random within school. Because the number of students actually tested would vary across schools, a weight would be assigned to each class to provide a uniform weighted sample size for all schools.

The determination of the appropriate sample size for this study is difficult because the sampling theory for equipercentile equating has not been developed. Fortunately, certain empirical results of the Anchor Test Study (Bianchini and Loret, 1972) are judged to be relevant to this question. The sampling design of the Anchor Test Study differs from the present study in that a more complex stratification plan was used, with oversampling of high and low socioeconomic status schools, with approximately half of the classes in each school assigned to each sequence of testing, and with pupil-weighting on the basis of sex, race, and IQ to adjust for absenteeism and unusable test data. In addition, the equipercentile equating method used in the Anchor Test study took advantage of a symmetrical equating design for seven tests to provide a broader base for equating each pair of tests. On the whole, the differences would be expected to result in greater precision for a given sample size in the Anchor Test study. Nevertheless, the Anchor Test Study results provide evidence on the order of magnitude of equating error arising when equipercentile equating is used in the counter-balanced design, with all members of the equating sample taking both tests to be equated.

Because the primary concern in this equating study is with sampling error in the vicinity of the mean, it is advantageous to bring together information from several parts of the Anchor Test Study. For this purpose, the following steps were taken:

(1) From the appropriate norms tables, the median of each type of reading score (Vocabulary, Comprehension, and Total) on the Metropolitan Achievement Tests (MAT) was obtained for grades 4, 5, and 6 separately.

(2) Using tables of equivalent scores, the score on each of the other six tests corresponding to each median MAT score was obtained.

(3) Tables 5-15, 5-16, and 5-17 of the Anchor Test Study Final Report present smoothed values of equating error for each of the six tests

equated to MAT. Using these tables, the average equating error, expressed in MAT raw score units, was obtained for the score on each test corresponding to the MAT median.

(4) The mean value of the six standard errors for each type of score was calculated.

(5) Using the norms tables for MAT, the standard deviation for each type of score at each grade level was estimated by taking one-half the difference between the 84th percentile and the 16th percentile.

(6) The mean standard error obtained in Step 4 was divided by the approximate standard deviation in Step 5 in order to express the standard errors in standard deviation units.

(7) Finally, the correlation between MAT and each of the tests to which it was equated was obtained, using the average coefficient for the two orders of administration. The median value for the six coefficients for each type of score at each grade level was calculated.

The foregoing steps yielded the results shown in Table 24. Error of equating expressed in standard deviation units has a median of .020 for the nine separate estimates. The range of the nine values is from .014 to .029. These findings indicate a very high degree of precision for the Anchor Test Study equatings.

The number of students having usable data in the Anchor Test Study was 134,855, as shown in Table 5-10 of the Final Report. When this figure is divided by 56, the number of separate equating units, and by 3, the number of grades, the average number of students who took a particular pair of tests in a particular order is 803.

The availability of the Anchor Test Study findings does not, of course, eliminate the need for judgment in determining the sample size for the study being planned. The Anchor Test Study design, as noted above, is more efficient than the design for this study. In addition, consideration must be given to the possibility that the correlation between the 12th grade tests will be smaller than those found in the Anchor Test Study, a factor which would also be expected to increase the error of equating. On the other hand, because this study is designed primarily to detect substantial changes in performance level, a standard error of equating equal to four percent of

Table 24

Standard Error of Equating, Standard Deviation of Metropolitan Achievement Test (MAT) Scores, and Median Correlation with MAT for Each Type of Reading Test Score in Grades 4, 5, and 6 (Source: Anchor Test Study)

Type of Reading Test Score	Grade	Mean of Standard Errors of Equating for 6 Tests ($\overline{SE}$)	Approximate Standard Deviation of MAT Scores* (SD_{MAT})	$\overline{SE}/SD_{MAT}$	Median Correlation with MAT
Vocabulary	4	.28	12.2	.023	.82
	5	.27	11.4	.024	.88
	6	.23	11.2	.021	.87
Comprehension	4	.32	11.1	.029	.82
	5	.20	10.2	.020	.83
	6	.20	10.4	.020	.85
Total	4	.43	22.4	.019	.88
	5	.35	21.2	.017	.91
	6	.30	20.8	.014	.91

*Estimated as one-half the difference between the 84th and 16th percentiles.

the standard deviation should be adequate. The error would, of course, be larger for the subgroup comparisons involved in evaluating test equivalence.

On the whole, the foregoing considerations indicate that the sample for each of the eight groups required to provide two orders of administration of each of the four test pairs should include two schools (and, therefore, two classes) from each of the eleven principal strata. Assuming 25 students per class, each of the eight samples would include 550 students. Classes within stratum would be assigned at random to each half-sample for calculating errors of equating and of norms. In all, usable data for 176 schools will be needed. In drawing the sample of schools, eight schools will be selected from each principal stratum as possible replacements for schools in the initial sample which do not agree to participate.

Data Analysis

Because the study design and data analysis are so closely connected in a study of this kind, the following statement of analysis steps is essentially a recapitulation.

Editing. Only students who took both tests under defined conditions will be included in the analysis sample. Data will also be edited on the basis of teacher's irregularity reports, and answer sheets which have two or fewer items answered will be excluded.

Weighting. A weight for each student will be determined based on the following two factors: (1) one-eleventh divided by the proportion of all 12th grade students who belong to his or her principal stratum; and (2) 25 divided by the number of usable cases in his or her class. The same weight will be used in all phases of the analysis for a given student. Under this weighting plan, all members of a particular class will have the same weight.

Equating. Equating results for the four pairs of tests will be obtained by averaging the equipercentile equating results for the two orders of administration for the following groups of students for each test pair:

(a) All students;

(b) Boys and girls separately;

(c) Students dichotomized on the basis of parents' education;

(d) Students dichotomized on the basis of type of school program (Academic vs. all others);

(e) Students dichotomized on the basis of self-reported high school grades;

(f) For mathematics tests only, students dichotomized on the basis of amount of high school study of mathematics; and

(g) Each of the eleven half-samples of the group taking each test pair, for use in determining equating error.

In the event that results for one or more of the subgroup equatings done to aid in evaluating equivalence yield ambiguous results, equating errors for each of the two subgroups will be developed using balanced half-sample replication.

Error of Norms. Although this study is not a norms study, the balanced half-sample replication design will permit the evaluation of the sampling error of the mean score on the NLS Reading test and the NLS Mathematics test, when taken as the first test in a pair. This sampling error will be useful in evaluating the results obtained when the corresponding LEOS or TALENT test scores obtained in the samples which took them as the first test of the pair are expressed in NLS units. The line of relation obtained in the study would be used for this conversion. In addition, the results will provide useful information on the size of the error arising when classes rather than individual students or schools are sampled at the high school level.

Practice Effect. By converting scores for tests other than NLS to the appropriate NLS scale, it will be possible to obtain means and standard deviations for all initial and final tests on the NLS scale. This analysis should throw some light on whether or not practice effects operate symmetrically for the two members of a test pair.

Parallelism. The correlation between the two tests in each pair can be evaluated in relation to the reliability of scores for each test in the pair. For this analysis, Kuder-Richardson Formula No. 20 reliabilities will be determined for each test, using the sample which took that test first.

Application of Conversions to Survey Data. Assuming that the outcome of the equivalency comparisons warrants the conversion of scores of tests in one survey to those in another, NLS data files will be utilized to convert scores

for NLS tests to the appropriate scores in each of the other two surveys and to provide the same statistics for corresponding groups as have been provided in the earlier surveys.

For maximum precision of the comparisons, certain additional tabulations of TALENT, EEOS, and NLS data should be performed. Obtaining NLS distributions, means, and standard deviations based on weighted N's, using the weights devised for the test participants rather than those for all participants would be useful. These statistics should be obtained for the total group having test scores, for male and female students separately, and for black and white students separately. Moreover, to permit comparison with EEOS statistics, tabulations based on public school students only should be obtained. For EEOS, separate tabulations for male and female students should be obtained, provided that this can be done without excessive cost. Finally, the Project TALENT Data Bank should be utilized to obtain distributions, means, and standard deviations for public school students only, and for the total group. For both of these groups, data should be analyzed separately by sex, and for the two sexes combined. The TALENT results for reading comprehension should be compared with the results of a 1960 to 1970 comparison based on administration of the TALENT test in 1970 (Flanagan and Jung, 1971). The stratifications by sex and race do not, of course, exhaust the possible subgroups which might be examined to provide trend data for significant student groups.

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ANNUAL PROGRESS REPORT

Western Kansas Migrant Health Project
Kansas State Dept. of Health

1970

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I SUMMARY

The rhythm is steady and relentless -- chop, chop, chop -- down the never ending row. Hour after hour in the blazing Kansas heat -- weeding and thinning in amazing precision -- a perfect response of hoe-to-muscle. The novice who tries this seemingly "easy" endeavor is quick to stand in awe of the field worker. The grower readily admits his skill falls far short of those who work the beets each year. This year more than 8,000 migrants came to Western Kansas in search of work -- and work they did -- hoeing and thinning sugar beets, rogueing milo, picking melons, harvesting tomatoes, hauling beets and grain at harvest time, and working wherever they were needed. Almost all of the migrants who arrive in Kansas each year come from Texas and are Spanish-speaking Americans of Mexican descent. The migrant whose only skill lies in field work often finds himself unemployed for many months of the year. His employment opportunities are further confined by his scanty education and limited knowledge of English. Some migrant families manage to return to their homebase several hundred dollars ahead. Many families "break even". They leave Texas broke and return broke.

The winter and spring of 1970 raised a number of huge question marks. The fall of 1969 had brought great financial losses for the Western Kansas beet growers. Along with the financial losses, which for some enterprises reached into the hundreds of thousands of dollars, the frustrations and battles with American Crystal Sugar Co. were equally debilitating. So the big question on the Western Kansas horizon was would any quantity of beets be planted? Indeed, would any beets be planted at all?

After a long fight with American Crystal, the contract was finally signed and the beets planted. Finally, that is, after Old Man Winter left the Kansas plains, ever so reluctantly, in late April.

In an area where the weather is as atypical as in Western Kansas, any kind of weather is "typical". Ninety degrees in February, snow on Easter, 40 inches of rain in four weeks (even though the average rainfall here is less than 20 inches) -- anything goes. As ever, man is at the mercy of the elements. Severe hail storms, high winds, rainless weeks, heavy rains, tornado warnings -- Western Kansas runs the gamut.

To recap briefly some of the highlights of the 1969 harvest season, heavy rains and prevailing wet conditions resulted in a disaster for most area beet growers. Some areas of Finney County had forty inches of rain or more in one month's time. American Crystal refused to allow growers to stockpile the beets. This meant that on the few dry days that were suitable for digging beets, they could not bring in beets any faster than the rail cars could take them out. This meant that beets would have to remain in the ground, and their sugar content leech even more if the rains prevailed (which they did). It also spelled instant death for the growers. Consequently, a restraining order was requested and subsequently served on the sugar companies requiring them to open the beet dump. In the contract there was nothing saying growers could not stockpile beets regardless of condition. Basically, the problem had occurred because of the low sugar content of the beets. Even after a long fight with American Crystal lasting till late spring, no grower

contracted to raise beets for American Crystal in 1969 was allowed to deliver or to receive payment for beets having lower than 12% sugar content. With a significant part of the crop not even registering 3%, growers were in terrible trouble. One grower in Finney County tells me that he was allowed to deliver only 30% of his beet crop. Some growers fared better, but some fared worse. What this means in plain simple terms is that many growers were only paid for 30% of their crop.

Among the interesting battles that developed was the threat of the Ark Valley growers not to sign a contract. There has never been any 12% clause in the contract between American Crystal and area growers, nor is there such a clause now. Therefore, a suit has been filed for breach of contract against American Crystal by Ark Valley growers. If this suit is won, a second suit will undoubtedly be filed for losses suffered by valley growers.

The situation in the northern counties was not quite as grim since in most cases Great Western growers were reimbursed for digging costs if the sugar content of their beets reached 7%. One interesting point is that although the Great Western contract did contain a 12% clause, in practice it has never been enforced. From the legal standpoint a contract clause that is never enforced may have no validity. Since in prior years Great Western has accepted beets below 12%, the northern county growers might also have had legal basis for a suit. No action was taken however.

Not only was 1970 a year of suspense in terms of the beet situation, but it was one of excitement for the project. In March an 18-month effort was culminated when the first four of ten VISTAs who are now with the project arrived. These ten wonderful people, each of them unique and each in his own way so very committed, have added to the project dimensions which have surpassed any dream.

This year also saw a great expansion of our supplemental food program. Since January we have distributed more than 36 tons of high protein foods to preschool children and prenatal and nursing mothers. Currently we are distributing in 10 counties including the northern counties of Sherman and Wallace. In November our distribution figures had reached 257. These 257 individuals represent 85 families. Not only did the supplemental foods serve their purpose in the curative sense including great improvements in the startling number of cases of anemia we always manage to locate, but we feel the preventative aspects of this program are invaluable. Suffice it to say, they can not be calibrated with any degree of accuracy. This program has been administered with a minimal cost to the project, that is; only for shipping costs and a small storage charge paid to the Topeka warehouse. The program has been successful largely because of the generosity in various communities of organizations which have provided us with free storage, and because of the muscle and determination of the staff and a number of volunteers in moving and distributing the commodities.

Another first for the project was the opening of a sub-office in Goodland to serve Sherman and Wallace Counties and the surrounding area. Prior to August our Goodland staff had worked from their homes for 15 months. Not only was this arrangement unfair to them

and their families, but it was also extremely unfair to the migrant families. It was our feeling that an office known to the migrants was paramount. The opening of the office also enabled more efficient storage and distribution of commodities for the supplemental food program. It also made possible a greatly expanded immunization program in the northern counties.

Another change for the project was the move of the Garden City office to a new larger location which includes a sizable storage area large enough to store an entire commodity shipment of twelve tons or greater.

Most migrants come into the area to hoe and thin sugar beets. Beets were grown in the following counties this year. Finney, Greeley, Kearny, Grant, Stanton, Haskell, Wallace, Sherman, Cheyenne and Sheridan. Sheridan and Cheyenne Counties are new in the beet picture. These counties began raising beets in 1969. In addition to beets, melons were grown in Grant and Stanton Counties as usual. Tomatoes were also raised in Stanton. Milo was grown in every county. Beans were also raised in Scott and Wichita Counties. Seasonal labor is needed in some phase of production for all these crops. Workers hoeing beets are almost always paid by the acre. Very rarely is any allowance made for weed population. Thus, a worker is paid the same wages per acre during a year when there are hardly any weeds to speak of as he is during a season when weeds are knee high. Most generally, those workers employed for crops other than beets are paid by the hour. For example, people employed to rogue the milo in the Ulysses area received $1.40 per hour this season.

One significant factor in the Western Kansas farm labor picture is the alarming number of Mexican Nationals who enter the country illegally. One immigration official in Kansas City told me several months ago that as many as 50,000 persons are stopped at the border per week. He also said that nearly 5,000 people are apprehended each week within the U.S. borders. If 55,000 people are caught, it is anyone's guess how many Mexican Nationals are actually here. The "liberal" might ask why there are any entry restrictions at all. The answer is both simple and complex. The average Mexican National has a very limited education and rarely possesses any skill beyond that of a farm worker. When thousands, perhaps hundreds of thousands, of additional workers enter the county, they flood the farm labor market where the domestic migrant is already fighting for his survival. Some sources speculate that because of automation nearly 200,000 migrant jobs disappeared this season. Because the so-called "wetback" is desperate and afraid, he often works for wages below the going rate. And for the same reasons, he is the answer to any employer's dream. He works extra hard for fear of being fired, and he doesn't often quibble about his wages, days off, working conditions or any thing else. He is often here alone, without his family, and so he doesn't need time off to take his wife to buy groceries or his children to the doctor.

But because of the very same reasons, he is often exploited in terms of wages -- occasionally by the farmer and sometimes by an enterprising crew leader who may make a practice of transporting aliens and keeping some or most of their wages. Often an exorbitant fee to transport each crew member is charged as well. Needless to say, the Spanish-speaking Mexican National is also totally at a loss in an English-speaking society.

The U.S. born migrant is alarmed about the situation. He resents the fact that some farmers make a practice of hiring Nationals because they can pay them less. The migrant complains, laments, and groans about the situation. But he also understands the plight of the "wetback", and moan as the migrant may, we've never known any migrant to turn anybody in. An example of this totally paradoxical situation occurred in Leoti this summer. A man who had been displaced from his job by a "wetback" remained unemployed for at least two weeks. He was totally distraught, and yet when he was hired by a farmer as a crew leader to work a sizable section of beans, more than half of the crew that he hired were aliens without visas.

This kind of thinking is often perplexing to the Anglo. The Anglo just can't understand when the American of Mexican descent shares his house and food with any relative who comes along. After all, everyone knows that to get ahead one can't share everything. One can't send money to aging relatives when one is barely able to provide for one's own family. One can't send money for a father's hospital care when the rent is due. "You just can't do it, if you want to get ahead---".

1970 was a year when the grape growers finally gave in to the union. It was also the year of the lettuce strike and the year Cesar Chavez went to jail. It was also the year when for some reason the news media became aware of the fact that Kansas has migrants. Several organizations also became aware of this fact. Charges and countercharges flew from the presses of several leading Kansas dailies. Several examples are reproduced in the last section of the report. One such article charged that workers were paid 35¢ per day, that children had no transportation to the Title I migrant school, etc. etc. Personally, we feel that it should be fairly obvious that anyone working for 35¢ per day for six to eight weeks would have undoubtedly expired, be on his deathbed, or have gone elsewhere. Thus, he probably would have been unavailable to speak with the person who so carefully investigated the migrant situation and made his report available to the press. Some children in the Goodland area are transported as far as 30 miles each day to school, so we feel that the "no transportation" charge was exaggerated, to say the least. Of all the allegations made, and there were many; the comments about housing were probably the most valid. Some migrant housing is excellent. However, more than 50% is overcrowded, deplorable, and doesn't even meet the most minimal of standards. Some do not even have running water -- no less indoor toilet facilities. Probably the most comprehensive and balanced article of the summer that we have seen, appeared in the magazine section of the Topeka Capital Journal on July 12. It is also reproduced later in the report.

In August of this year a meeting was held in Topeka to discuss the possible formation of a Kansas Migrant Council. Since that time local councils have been formed in the Ulysses and Goodland areas. There are plans to form another group to serve the area of Leoti, Scott City and Garden City. It is our belief that an eastern Kansas group is also being formed for Wyandotte County. From these groups a state council will be formed which will eventually incorporate and apply for funds for adult basic education, day care, legal aid, housing, and a variety of other services. The purpose

of the council is to evaluate existing services and to determine what gaps now exist in total services. The council will endeavor to fill the gaps and meet needs which are not presently being met. The two embryo groups mentioned above have thus far submitted letters of intent to the National Migrant Division and sent representatives to Colorado and Washington to discuss their proposals. It seems probable that the western Kansas groups will function this year on funds from the Colorado Migrant Council. They are receiving some excellent technical assistance from the Colorado group.

In November the first meeting of the Migrant Health Advisory Board was held in Lakin. Beginning in January the group will meet monthly. The purpose of the group is to make use of consumer input in planning and formulating policies for the project. The group is presently composed of seven migrants or former migrants, a grower, and three professionals.

We have dealt at length with attitudes, conditions, and new situations for the project and area. Perhaps we should apologize for a somewhat lengthy summary. But we feel that understanding these is essential to the project and to our services. What follows will be summary of the basic services of the project.

Clinic attendance showed an increase over 1969. Total attendance was 1212. Twenty-six family clinics and nine school physical clinics were held. 1144 office calls were also paid by the project on a fee for service basis. The project holds family clinics only during the peak season of June and July. The fee for service practice thus allows us to assist families during the "off season", as well as to provide follow-up care and emergency care between clinics and follow-up visits for patients after hospitalizations. Thus, the project paid for a total of 2356 patient visits. This was an increase of 730 patient visits over 1969.

All children attending the Title I summer programs were screened for vision, hearing and dental problems. Children at five out of eight programs had hemoglobin screening. Almost every child attending a Title I program had a physical. The physicals were financed either by the project or through funds from the Title I program.

Dental services again showed an increase. 315 children received dental care through the program. Of these, only 26 cases were not completed before the family moved on. Fifteen adults also received dental care on an emergency basis.

Health education programs were again held at each of the Title I Remedial-Day Care programs. Two films were shown daily at both Holcomb and Sublette. Films were relayed by the project to programs at Goodland, Lakin, Leoti, Ulysses, St. Francis and Sharon Springs, as well as Project Read in Johnson. In all, 258 health education programs were held at the schools. At this writing we are beginning monthly food preparation classes designed to give the families receiving supplemental foods new ideas for their use. Nutrition education is the goal of the classes. Nine special family planning education sessions were held on clinic nights. These educational programs were held before or during the clinic. The project provided contraceptive pills to 85 women and contraceptive devices to an additional nine. A significant number of women have also taken advantage of the free family planning clinics sponsored by the

State Department of Health held in four area towns on a monthly basis.

Our hospital service continues to grow. Funds were exhausted by May. Consequently, a number of bills went unpaid. In total 117 patients received hospitalization services. Total cost to the project was $24,604.43. Average cost per patient was $210.29 for an average hospital stay of 4½ days.

This was a big year for the project. The staff worked harder than ever before and provided the most comprehensive service in the history of the project. Still our total effort was only a drop in the bueket when compared to the total complexity and scope of the problem. It is significant to note that we have had more community participation and involvement than ever before. Perhaps more are beginning to realize: "If you're not part of the solution... your're part of the problem". We hope so.

II REMEDIAL SCHOOLS AND DAY CARE CENTERS

Remedial School and Day Care Centers for migrant and Spanish speaking children again operated in Western Kansas. This year, there were programs in eight of the counties served by the project. Programs traditionally provide day care for children three to five years of age and remedial programs for children five to fourteen. This year, "migrant schools", as they usually are called, were all funded by Title I and were located in Goodland, Holcomb, Lakin, Leoti, St. Francis, Sublette, Sharon Springs and Ulysses. The program in St. Francis was a new one and seemed to be excellent. Johnson, the only remaining community with any significant migrant population and no school, still has not applied for Title I funds. Consequently, there is no Title I program in that community. A Day Care Center sponsored by the Concerned Citizens of Stanton County was in operation for the second year.

Because the Title I Migrant School in Ulysses was in operation only in the mornings, and only for a six-week period, the Concerned Citizens Organization, for the second consecutive summer, sponsored the Community Day Care Center for the benefit of the children whose parents were working in the fields. Care was available for the infants and small children under three years of age, as well as for the three to five-year-olds inclusive. The latter took advantage of the services of the center in the afternoons after Migrant School dismissal. After the termination of Migrant School, these children attended the center all day.

Six of the Title I programs ran for a period of six weeks: Leoti's program lasted for eight weeks; Sharon Springs originally planned a six week program, but they extended the program for two additional weeks.

The St. Francis program included adult evening classes. Twenty adults participated in classes dealing with such basic skills as English and reading and also technical skills such as mechanics and autobody work.

Most schools operated from early in the morning until late afternoon. All provided transportation, with some children coming more than 30 miles to and from school each day.

The objective of each day's program is to assist the Spanish-speaking migrant or former migrant child in catching up to his proper grade level. The migrant child frequently misses school because of his family's forced mobility. Each time the family moves he finds himself in a strange classroom, perhaps in a strange school and town as well. Needless to say, the curriculum content or order is rarely the same in any two schools. In the past, if the parents have not brought with them any transfer information from the child's previous school, the child may have been mistakenly placed in the wrong grade. This was particularly prone to happen if the parents knew little English and could tell the school little about their child's past education. For the last two years a gigantic effort has been mounting to develop a data center in Little Rock, Arkansas, where all education records will be banked, and available for withdrawal anytime that they are needed. Thus, next season, any Title I program needing a record on a child may contact Topeka. Topeka will in turn phone the data bank in Little Rock, and the information can be immediately relayed back to the school. The Migrant Transfer Record also contains some health information such as potential vision, hearing and dental problems.

Immunization records will also be included on the record if available. The record will undoubtedly be a tremendous asset to everyone and alleviate some of the past gaps in information.

Another problem for the migrant child, related to his education, is the tendency for his parents not to bother to enroll him in school if they intend to be in the area only a short time during the regular school year. Sometimes the intended brief stay may lapse into months, and it may be several weeks or months before the child is enrolled in school. This problem is a bit more complicated than the referral problem and involves long-range education. For parents who have had little or no education themselves, it is difficult to understand what the fuss concerning school attendence is all about. It is encouraging to note that this kind of problem is becoming less frequent. For example, in the early days of the summer sessions, school personnel, staff members and volunteers spent countless hours convincing parents that their children might benefit from the migrant school. Now, the school is a fringe benefit that is taken for granted. Several staff members had the uncomfortable experience of being verbally tarred and feathered by irate mothers who felt that the lack of a Title I program in Johnson was absolutely unforgivable and held us personally responsible. Our explanations and expressions of hope for such a program next year fell on deaf ears. These mothers were angry. They appreciated the day care center for the pre-school children, but why was there no school ?

Besides the very great benefit the day care center schools render in tne child's educational experience, the centers also meet a very practical need in providing the child a comfortable, healthful environment while his parents work in the fields. The children receive two nutritious meals and a snack, and also have a shower. In addition to classroom experiences, they also have numerous field trips to local industries, radio and TV stations, parks, and so on. Many programs, including the Sharon Springs program, make a point of bringing their children to the Finnup Park Zoo in Garden City. Sharon Springs is located 120 miles from Garden City. Several programs also include swimming as part of their physical education program. All this is a welcome alternative to the children spending the day in a beet field or parked car in the 110 degree heat of the merciless summer Kansas sun.

Needless to say, the project would find it impossible to complete any of the various screening programs, immunizations, dental work or numerous other vital aspects of the summer health endeavor without the excellent cooperation of the Title I program directors, teachers, aides, bilingual liaisons, and most of all, the county nurses and school nurses who work so closely with the project. We thank you all for your cooperation and profound patience.

1970 KANSAS TITLE 1 DAY CARE CENTERS AND REMEDIAL SCHOOL TOTALS

KANSAS TOWN	COUNTY	CHILDREN IN DAY CARE CENTER	REMEDIAL SCHOOL	GRAND TOTAL
Holcomb	Finney	23	105	128
Lakin	Kearny	32	58	90
Leoti	Wichita	23	117	140
Ulysses	Grant	39	150	189
Goodland	Sherman	83	192	275
Sharon Springs	Wallace	34	100	134
Sublette	Haskell	27	43	70
St. Francis	Cheyenne	1	17	18
Grand Totals		262	782	1044

III HEALTH EDUCATION

Most formal health education programs were presented at the summer migrant schools. Sixty programs were presented at the Sublette and Holcomb schools for a total of 120 programs. These consisted of a daily film presentation and short discussion for both the primary and intermediate age groups at each location. VISTA volunteer, Ollie Thomas, was of infinite assistance in conducting many of these health education programs. The project also coordinated films and materials for 138 other health education programs held at Goodland, Lakin, Leoti, St. Francis, Sharon Springs and Ulysses. Several films were also provided for "Project Read" in Johnson.

Most films were on loan from the Division of Health Education of the Kansas State Department of Health. In spite of the frantic efforts of the project to keep tabs on each film on a master sheet indicating the film's location, the date it is sent, and when it is returned, some minor catastrophe always occurs. For example, during the summer of 1969, a project film disappeared. It was eventually located in a restaurant where a summer staff member had left it when she stopped for lunch. At the end of this past summer, after all borrowed films had been returned to Topeka, we received a phone call from a perplexed film librarian. It seems that a canister we had returned actually contained a film that no one had heard of, and that did not belong to the Health Department. Phone calls were made to every school that we had supplied with films, and calls were made to several film services to learn if A Helicopter Ride for Billy belonged to them. All inquiries were unfruitful until at last the missing film was located in the Garden City Education Department Office. How it got there is still a mystery. These episodes give us instant ulcers, but in retrospect, they seem rather humorous.

The migrant school provides an ideal opportunity to present health education material to an eager, captive audience. Programs presented dealt with a variety of topics including safety, nutrition, dental care, care of eyes and ears, smoking, basic sex education, communicable diseases, and personal hygiene.

Five family nights were held in Holcomb, Lakin, and Sharon Springs. The staff assisted with most of these.

Eight formal family planning sessions were held in conjunction with our family clinics as previously mentioned in the report. Miss Paula Leaser was of tremendous assistance in this regard. Two films followed by a discussion were presented as the educational aspect of these sessions. Methods were fully explained, and women were given the chance to ask questions. Each woman who wanted a method was given the opportunity to indicate her choice, have a Pap Smear, be examined by a doctor, and provided with contraceptive pills or a device. A three month supply of pills is generally provided. This is the basic format of the family planning clinics sponsored by the Division of Maternal and Child Health, which are being held in Garden City, Leoti, Liberal, Scott City, Ulysses and Goodland. We have been able to refer a number of women to these clinics. Undoubtedly, these clinics have been of great value to our family planning effort. During the past year we have supplied contraceptive pills or devices to 85 women.

For some time we have planned some recipe-idea sessions for the women whose families are participating in our supplemental food program. At long last we held our first class in December in Ulysses. Beginning in January we will hold monthly classes in Garden City, Leoti, Johnson and Ulysses. The philosophy of these classes is to provide alternative ideas for using the various food items, as well as to give the women an opportunity to share the various methods that they have discovered. Make no mistake, some of these ladies have some truly ingenious ideas. Not only are they ingenious, their concoctions are delicious and nutritious, too! Nutrition, of course, is our primary goal. Judging by our first session, the classes may prove to be extremely popular.

Throughout the year, we have attempted to give the women ideas for using the various items and to provide some basic recipes. Ironically, after searching high and low for some recipes to utilize the scrambled egg mix (our problem item), and finially locating some excellent ones, the scrambled egg mix has been discontinued.

IV HOUSING AND SANITATION

Housing is unquestionably our most glaring problem. This has always been true and will continue to be until Kansas adopts a state housing code. A migrant housing code will not do. A housing code applicable to all housing is necessary and essential. If a state migrant housing code did exist, it would apply only to housing for migrants contracted to work a certain crop and would not apply to housing used by seasonal farm workers residing in the area, former migrants, and other low-income groups. A migrant code would simply allow too many loopholes.

Western Kansas, like many rural areas of the nation, suffers from the combined problem of an acute housing shortage and some very pathetic and substandard housing. An exaggeration? Come take a look. Considering that the greatly disputed 1970 census showed a decline in population in western Kansas, one wonders where those long gone people might have lived. Perhaps they were cave dwellers. In all fairness we should undoubtedly mention that the population is seasonal. Nevertheless, even in the winter months very few vacancies exist in either low-income or middle class housing.

Both Lakin and Leoti have applied for HUD grants to construct low income housing. Garden City has also applied for a HUD grant for housing for the elderly. A proposal to apply for family low-income housing was defeated. There were strong feeling on the part of some that more low-income housing of a general nature would attract undesirable people to our fair city. Apparently those "concerned" individuals were not aware that "those people" are already here and have no decent place to live. Ulysses received confirmation of a HUD grant a year ago and will break ground for a 40-unit complex in the spring. The 40 units will be individual dwellings. These new HUD complexes will undoubtedly help alleviate part of the problem for those residing on a year-round basis in Kansas.

The housing problem is complex. Existing houses and apartments which are available to the migrant and "settled-out migrant" are in the first place too small for a family of three, never mind a family of anywhere from eight members up to twenty or more. Because units are small and overcrowded, they take more than normal abuse. Some families abuse housing. However, contrary to the popular conception, far more families can and do take good care of housing--particularly if they are initially provided with something decent.

Lakin and Ulysses have workable housing codes at the present time. Lakin's is superior because it possesses jurisdiction over the county as well as the city. It is also rigidly enforced. The result is that Lakin and Kearny County unquestionably have the best housing in the project area. Ulysses code has recently been revamped, and it is our hope that in the coming months it will be avidly enforced.

The other communities in the project area have either no code at all or such a flimsy code that it is only slightly better than none. For example, Leoti's code requires that each house within the city limits be connected to the city sewer system. Few are. The sewer regulation is the total content of the code.

At this point in the project history, Goodland and Leoti are competing for the honor of the worst housing, with several other communities close behind. It is a dubious honor.

Four of the VISTA Volunteers assigned to the project since last March have been working on self-help projects. Last spring Marilyn and Neal Bierling conducted a housing survey as a tool to get acquainted, as well as to learn something about housing in Ulysses. A few findings follow:

1) Thirty-nine of the eighty-five families surveyed were below the O.E.O. poverty guidelines of $3600.00. The $3600.00 is a gross adjusted income figure with number of family members taken into consideration. But if the higher cost of living in Ulysses were taken into account, many more families would have been below the poverty guidelines.

2) Families having a head of household 60 years of age or older had an average income of $148.00 per month.

3) Families below the O.E.O. guidelines for poverty were spending an average of 40% of their adjusted income for rent and utilities.

EXAMPLE:

Family of five living in a four room basement house. Income $300.00 per month. Rent $100.00 per month or 43% of adjusted income, including utilities.

Family of nine renting a three room house for $66.00 per month, utilities extra. Total income $400.00 per month, 13.3% of income spent on housing, excluding utilities.

Family of ten paying $54.00 per month for three room apartment, utilities extra. Total income $400.00 per month, 21% of adjusted income spent on housing, excluding utilities.

Family of seven paying $100.00 per month for a house trailer, 46% of adjusted income, excluding utlities.

Currently both the Bierlings and Bob and Ellen Erickson in Leoti have formed self-help housing groups. Their housing experiences and experiences as VISTAs are described more fully in the Volunteers in Service to America section of the report.

We would like to explain briefly the mutual self-help housing-program. This program is sponsored by the Farmers Home Administration and proven amazingly successful in Oklahoma, Colorado, Nebraska, New Mexico, California and many other states. In this program six to twelve low-income families pledge to work together to build each other's homes, and thereby save a considerable amount of money on construction costs. Funds for the land, materials, and a salary for the construction supervisor are provided by Farmers Home Administration. The families meet together periodically and make decisions regarding design of the house, modified features, color schemes, etc. Interest rates on the loans vary from 1% to 7½%, depending on income and the size of the family. Houses are built step by step, so that no one's house is finished very much sooner than any of the others. Not only do families save money by building their own homes, but each person learns a skill at the same time, which may improve his future employment opportunities. The psychological merits of such a project should be obvious. Not only does a family have the opportunity to prove to the communtiy that they can do it, but they prove it to themselves as well.

At the present time the Ericksons and the Bierlings have ten

families committed to the program. This will be the first mutual self-help project in Kansas. Depending upon Farmers Home Administration these homes may become a reality in the spring. (See VISTA section)

We have discussed briefly some of the programs which may partially alleviate the housing shortage. At this point growers seem ever reluctant to commit themselves to new migrant housing units. This is because the grower feels that the day of the migrant may end any time -- as soon as mechanization conquers the beet scene.

It seems that the only, effective cure for substandard housing and poor sanitation is a state housing code. Perhaps such an idea is a frivolous dream. But such a code is essential!

V NURSING SERVICES

The basic reason for any success our project enjoys is the splendid cooperation we receive from health personnel, agencies, institutions, and the many organizations who assist us in countless ways. This sort of cooperation is the essence of the intricate referral system that makes our nursing services and all our services a reality. Explaining the mechanics of our service is often difficult. Basically, there is system to all our services, but because crucial problems and emergencies always take priority, the system is often temporarily abandoned. For example, the nurse usually spends three days per week in other communities, and almost invariably spends Mondays in Ulysses. However, when a whole raft of urgent problems develop elsewhere, she may not return to Ulysses for two or possibly three weeks. At other times she may spend most of her week in Ulysses. At any rate, we endeavor to keep to some kind of a schedule, but at times our activities are determined solely by priorities.

The nurse makes routine visits in each of several communities. Many, many specific problems are referred to us by county nurses, school nurses, doctors, dentists, hospitals, schools, and concerned individuals in all of the various towns in which we work. Also, there is the miraculous grapevine whose efficiency and speed is strangely enough improving. Mrs. Sanchez tells Mrs. Rios to tell Mrs. Rodriquez to tell Connie that ..... By the time the message reaches us we can't always know what the problem is, but we do know where it is. We often have a pretty clear idea of the scope and nature of the problem as well.

With the beginning of another harvest season, migrant workers and their families arrived in May or earlier. Home visits were stepped up; the migrant school program was explained to parents, and information was given on the schedule of clinics. Also immunization records and health problems were checked. Families seemed very anxious to cooperate by bringing children's birth certificates and immunization records.

This summer Daylight Savings Time did not seem to affect our clinics. Our migrant staff assisted with usual registration of patients. Clinics usually last two hours or till all patients have been seen. A schedule follows:

CLINIC SCHEDULE - 1970

Ulysses	Monday	8:00 P.M.
	June 1	
	June 8	Ulysses Clinic
	June 15	Dr. Brewer
	June 22	Dr. Tillotson
	June 29	
	July 6	
	July 20	
Leoti	Tuesday	7:00 P.M.
	June 2	
	June 16	Wichita County Clinic
	June 23	Dr. Ward
	June 30	
	July 7	
	July 14	

16 through 18 non-reproducible photos

Garden City	Wednesday	8:00 P.M.
	June 3	
	June 10	Eichhorn Clinic
	June 17	Dr. Eichhorn
	June 24	719 Kansas Plaza
	July 1	
	July 8	
Johnson	Thursday	7:30 P.M.
	June 4	
	June 18	Stanton County Clinic
	July 2	Dr. Dailey
	July 16	
Sublette	Thursday	8:00 P.M.
	June 25	
	July 9	Thiemann Clinic
	July 23	Dr. Thiemann

We were fortunate this summer in having a 3rd year student nurse and a 1st year medical student from Kansas Medical Center assisting at the clinics as well as in the various screenings at the schools, making home visits, etc.

Dr. Dickerson moved from Kearny County the first part of June, leaving this county without a doctor. Migrant families were referred to doctors and clinics in Garden City and Ulysses. Referrals thus far from the project area to the Texas State Health Department on patients needing follow up care, totaled 36 as follows:

Holcomb - Garden City	8
Ulysses	12
Johnson	1
Leoti	2
Sublette	1
Goodland	5
Sharon Springs	3
Lakin	4

Family planning services were ably conducted by Paula Leaser, area family planning nurse, at migrant family clinics in Ulysses, Garden City, and Leoti. These services included education films and discussion. Those who desired a method received a Pap test, were examined by the doctor, and received a prescription for the method of their choice.

Diabetes screening by the Combistix method at migrant clinics was provided for 278 adults. Two diabetics were hospitalized, stabilized, and referred to the Texas State Department of Health for follow-up. Services provided in each area follow:

ULYSSES -- GRANT COUNTY

Our clinic attendance in Ulysses increased this summer mainly because the migrant population was greater, and families at the camp made a special effort to attend. There were 218 persons examined at Ulysses clinics. Total of 64 physicals were given with these findings.

1	Heart murmur under treatment
6	Ear washings for wax
1	Case of dermititis of the right thigh
1	Alopecia
1	Obesity
1	Cyst removed 2cm in size located behind right ear.

A total of 96 TB skin tests were completed at clinics and the migrant school. One family was referred to Dodge City Regional Chest Clinic for X-ray's and a referral was sent in to the Texas Department of Health for follow-up. Physicals were completed on all children attending the Title I program and financed by Title I funds.

VISION TESTS	97
Referred	6
Glasses Prescribed (Provided by Title I funds)	6
HEARING TESTS	75
Referrals	0
IMMUNIZATIONS	116
At clinics and county office.	
Hgb SCREENING	64
Retested by M.D. and placed on Iron	11

Through the full cooperation of Grant County physicians, county nurse Jerry Menzie, migrant school staff and project staff, long hours were spent dealing with health problems and follow-ups for migrant families in this area.

The following is a brief case history of one Grant County family. On June 8 a family of four children and their parents were seen at the Ulysses Clinic. All family members were suffering from severe cases of impetigo, and all had infected sores over their entire bodies. The doctor prescribed medication and phisohex soaks, as well as close follow-up by the county-nurse and staff nurse. The baths presented a problem because the family lived at the Milepost Camp where there is

only one outside, unlighted shower shared by ten families as well as a significant number of crawling, uninvited guests. The county nurse located some large metal wash tubs which partially solved the problem. The following week the family returned to the clinic. The impetigo was much improved. By a third visit it was nearly gone. This family returned to Texas in late June because of a family emergency. Before they left, their one year old child and their small infant were treated for thrush. A six year old also had extensive dental problems. Partial treatment was completed before the family's departure. Referrals were made on several family members.

HOLCOMB - GARDEN CITY -- FINNEY COUNTY

Six clinics were held this summer at Dr. Eichhorn's office. A total of ninety-one patients were seen. Additionally, eighty-two physicals were given to migrant school and day care children by Dr. Eichhorn. In general, the health of the children seemed much better than in past years. A total of twenty-six Tuberculin Skin Tests were given at the Day Care Center and no referrals were made.

Hgb SCREENING.....	66
Retested and placed on Iron	18
VISION TESTS.....	47
Referred.....	5
Glasses Prescribed	5
HEARING TESTS.....	62
Referrals.....	0
URINE SCREENING.....	85
Referrals.....	0

The Holcomb Day Care Center had a total enrollment of nineteen children. Hours were from 8:00 A.M. to 3:30 P.M. This helped the working mothers. The day care center was well organized and well staffed. Immunizations, tuberculin skin tests, and physicals were kept on file, and balanced nutritious meals were served.

Also, we screened 85 children at the school with the combistix tests for PH, glucose and protein in urine. All results were negative.

SUBLETTE -- HASKELL COUNTY

This area had a smaller number of migrant workers than surrounding counties. This summer quite a few of them left the area early. Families were found living in the nearby towns of Copeland, Satanta and Ryus.

Our clinic attendance was low because of a combination of circumstances. The night of the first clinic Dr. Thiemann was taken ill, and our clinic was cancelled. The evening of the second clinic a woman with severe dog bites and a male victim of an auto accident kept Dr. Thiemann in the emergency room till nearly midnight. Clinic patients were given the option of either waiting or returning the next day. Many waited. A number of migrant families from Haskell County also attended the Ulysses clinics.

A total of 43 physicals were given at the Sublette Grade School by Dr. Thiemann.

FINDINGS:

Aortic systolic heart murmurs - referred	2
Otitis Media, Rx given	3
Hives - Rx given	2
Perforated ear drum	3
Nasal allergy	1
Ear washings for wax	3

Mr. White, Migrant School Director, and Robert Gutierrez had quite a busy summer helping with health problems that needed attention at school and assisting with screening, and transportation for the children. Their assistance was invaluable.

VISION TESTS	31
Referred for retest	1
HEARING TESTS	36
Referred	0
Hgb TESTS	37
Retested and placed on Iron supplement	6
TUBERCULIN SKIN TESTS	30
Referrals	0

JOHNSON AREA

The community of Johnson and the people of the county are interested and willing to help the migrant families who arrive each season. The citizens support the Johnson Day Care Center, which is very helpful to migrant working mothers with pre-school children. The care at the center is excellent. The Day Care Center opened June 8, 1970. Hours were from 7:00 A.M. to 5 P.M. The staff had volunteer helpers from the community.

The Center was well organized and staffed by Sister Kathleen Kelly, Sister Rose Ann Wolke, Mary Pena, Dorothy Browder, and a number of community volunteers.

Nineteen children and the staff members received tuberculin skin tests, physical examinations, and immunizations at the migrant health clinics. We had four clinics held at Dr. Dailey's office. A total of eighty-nine patients were seen. A total of eighty-eight immunizations were given to children at the clinics.

Case history for Stanton County: A 46 year old female was examined at the clinic. The patient had previously had an umbilical hernia repaired. At this time she complained of abdominal pain and a lump could be felt with pressure on the left side when the patient was in a standing position. The patient appeared nervous and was menopausal. Medication was prescribed. The doctor asked the project nurse to arrange for an appointment with Doctor Wiley in Garden City for consultation and examination of the patient.

Dr. Wiley examined the patient at Bob Wilson Memorial emergency room on July 24. Surgery was scheduled for August 21 at Stanton County Hospital. A daughter, age 4, had also been examined and scheduled for surgery for a small umbilical hernia which was done on July 14 at Stanton County Hospital by Dr. Dailey. The husband was working part-time, and had no hospitalization insurance to pay the hospital. Project hospitalization funds were used to help this family.

Several follow-up visits have since been made to the family. Recovery of both patients has been excellent.

A young wife, (age 15) and her husband (age 41) had arrived from Texas and had been here a week when she contacted the migrant project. Her husband was working three hours a day hauling beets. She was eight months pregnant and had never been examined by a physican. The couple was living with 12 other relatives in a house in Holcomb. Three weeks prior to admission to the hospital the patient fell and was admitted to the emergency room for treatment.

On October 1 the patient was admitted to the hospital and a second physican was consulted on the case. As a child the patient had received extensive burns on the lower part of her body leaving scar tissue. Due to this problem she deliverd by Caesarean section at 35 weeks, a normal living male infant weighing 6 lbs, 10 oz.

On October 12, the project nurse was notified by hospital of a second admission of the infant who was hospitalized over night with an infected cord. The project nurse visited with the mother the following day. The mother appeared shy and afraid, and did not seem willing to talk. She appears much younger than her given age.

The sister-in-law answered all questions for the mother, and had taken over the care of the infant. She was giving the infant a bath at this time. I observed the infant and his cry seemed weak, the cord was off and it looked healed, with no drainage.

I stressed to the mother that it was very important to take the infant in for a weekly check, and she agreed to do so. I told her I would return to help her with the infant's care when she felt better, and I would return in one week.

I visited with the mother after learning of the death of the infant. The mother stated that they had taken the infant in to be examined by the doctor, and had stopped at the laundry to wash before going home. It was cold, but the infant was wrapped up well with blankets. One hour after leaving the laundry and arriving home, the infant began crying very sharply as if in pain. The doctor

was called and notified of the infant's condition. The doctor instructed the mother to take the infant to the emergency room. The infant had begun to gasp when they arrived at the hospital. He was placed under oxygen, but shortly after admission the infant expired. Cause of death was diagnosed as laryngotracheo bronchitis.

The project nurse has urged the mother to have a post partum check. Family planning was also discussed.

LEOTI - WICHITA COUNTY

There were six clinics held at Doctor Ward's office in Leoti. A total of 92 patients were seen at the clinics.

Health services offered as follows:

Hgb SCREENING	84
Retested and placed on iron	26
HEARING SCREENING	79
Referred	0
VISION SCREENING	92
Referred	9
Corrective lenses	6
No lenses required	3
TB SKIN TESTS	60
Referred	0

Immunizations at clinics and school..... Total 307

Physical examinations were given by Willard Werner, M.D., with twenty-one referred. Referrals were made to the family clinics for tonsillitis and undescended testicle.

Wichita County does not have a county nurse. Kathy Lane is employed as school nurse and assumes many functions that would ordinarily be performed by a county nurse. Kathy also is employed as nurse for the migrant school. She is a pleasure to know. Her commitment to her work and her community are truly admirable. Kathy's comments about the summer follow:

"Each year brings new faces and subsequent new problems and challenges. It is always reassuring to see some old faces also. Improvements are made each year in areas that at one time were not adequate. Better organization means faster and better follow-up on most medical problems. More students are tested early in the summer before they leave our school for another area. The Migrant Transfer Record will eventually help us greatly, but in Kansas at the present it is not being used to its full advantage.

I feel at long last migrant children are beginning to reap the rewards of summer sessions in Kansas. I see progress each year. In my community a great help has been our VISTA Volunteers. Their accomplishments have been tremendous, and I see evidence of attitudes perhaps changing a little due to their presence and persistence. Much more needs to be done in the field of migrant education and health, but we have made a start".

LAKIN - KEARNY COUNTY

Mrs. Claire Fawcett is the Kearny County Public Health Nurse. She also provides services at the Day Care Remedial School Center each summer. Her report follows:

Migrant home visits were started on May 25, 1970, and a total of twenty-four families were visited. During the visit, the health program was discussed and health problems in the family were noted. Most homes were clean and parents were anxious to discuss immunizations and have the children participate in our program. Most families now carry records of immunizations.

Our overall health program started June 2nd when Dr. Dickerson did physicals on ninety students. On the whole, very few medical problems were evident. One student with a grade II functional murmur was found, several with cerumen in both ears, but generally all students were in good health.

Upon doing hemoglobins about 60% were noted to have iron deficiency anemia. These students were started on hematinic therapy receiving Rubraton daily. Other students received vitamins daily as a few were underweight.

Vision screening was done using a Snellen chart along with a Titmus machine. Nine students were referred and five were fitted with corrective lenses.

Hearing screening using a Maico Audiometer checked all school age students along with five and six year olds in day care. Only one student observed had a hearing loss, and the loss was probably due to an otitis media externa that had been treated the previous week.

Dental check on all students was done the first week of school by Dr. Mankin of the Kansas State Department of Health. A total of seventy-five students were checked. 56% of those checked were found to be in good condition. The remaining 44% were treated by Dr. Jon Wheat of Lakin, and most dental work was completed before the termination of the program.

Immunizations including D.P.T., D.T., Polio, Rubella, Measles, and T.B. testing were done.

During the six week period many minor injuries were sustained and first aid administered. Six students complained of ear infections and were treated with Ilosone and Furacin drops.

One case of cervical adenitis was observed and this child was also started on chemotherapy. One family was treated for pinworms under the direction of Dr. Brewer of Ulysses.

Home visits to families were made periodically. Several medical problems were referred to clinics. One 50 year old female was diagnosed as Typhoid and was hospitalized and treated. Her entire family along with contacts received typhoid vaccine and

the case was referred to her homebase at Lovington, New Mexico. Water sample from their private well was analyzed and did not conform to standards.

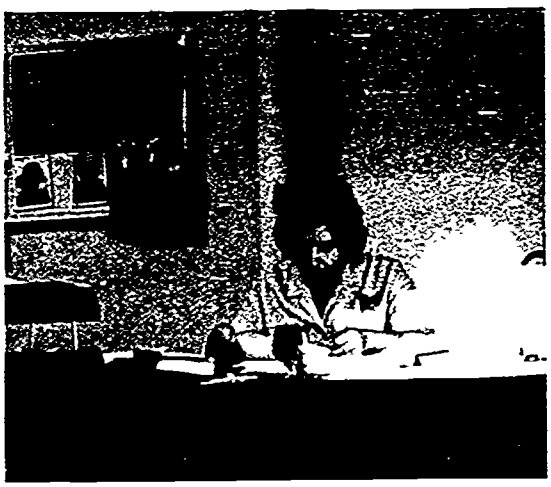
The health program included daily showers and shampoos. Each student had his own health kit including wash cloth, soap, toothbrush, toothpaste, and comb. Many health films were used and the areas covered were nutrition, safety, body functions, and dental health. All films were followed by discussion.

On the whole, the program was very successful and helpful both to families and students participating.

Janie Perez, home visitor, was most valuable to the program and did outstanding work.

IMMUNIZATION REPORT

	% Receiving Immunizations Previously	% Receiving Immunizations During Summer Program
D.P.T.	85.5 %	14.5 %
D.T.	84.0 %	16.0 %
Polio	79.7 %	20.0 %
Rubeola	48.0 %	52.0 %
Smallpox	46.0 %	0 %
Rubella	41.0 %	59.0 %



1970 CLINIC TOTALS

TOWN AND COUNTY	NO. OF CLINICS	HOURS-DOCTOR	COST	HOURS-NURSES	COST	GRAND TOTAL	PERSONS SEEN AT THE CLINIC
Garden City Finney County	8	15½	$620.00	11½	$57.50	$677.50	173
Lakin Kearny County	1	2½	$100.00	-	-	$100.00	90
Leoti Wichita County	7	15½	$620.00	-	-	$620.00	170
Ulysses Grant County	7	18½	$895.00	19½	$97.50	$992.50	218
Johnson Stanton County	4	8	$320.00	-	-	$320.00	89
Sublette Haskell County	3	5½	$220.00	-	-	$220.00	132
Goodland Sherman County	2	8½	$340.00	8½	$42.50	$382.50	187
Sharon Springs Wallace County	2	4	$160.00	8	$40.00	$200.00	99
St. Francis Cheyenne County	2	7	$280.00	-	-	$280.00	38
GRAND TOTAL:	36	85	$3,555.00	47½	$237.50	$3792.50	1196

1970 NURS NG SERVICES SUMMARY

Name of Town	County	Hearing Screening		Snellen Vision Screening		Immunizations	Physicals	TB Screenings	
		Total	Referred	Total	Referred	Total	Total	Total	Referrals
Holcomb	Finney	62	0	47	5	53	117	26	0
Lakin	Kearny	71	1	68	9	112	73	0	0
Leoti	Wichita	79	1	92	9	307	78	60	0
Johnson	Stanton	0	0	0	0	88	30	30	0
Goodland	Sherman	106	2	140	11	239	203	234	0
Ulysses	Grant	75	0	97	6	116	102	96	0
Sublette	Haskell	36	0	31	1	12	43	30	1
Sharon Springs	Wallace	88	8	66	6	89	99	99	4
St. Francis	Cheyenne	18	0	17	4	14	18	18	0
GRAND TOTALS:		535	12	558	51	1030	763	593	5

VI MEDICAL AND DENTAL SERVICES

During the peak season of June and July a total of 25 family clinics were held. Nine clinics were also held for the specific purpose of examining children attending the Title I Day Care -- Remedial School Programs. In total 1212 patients were seen at clinics. Family clinics were held in Finney, Grant, Haskell, Stanton and Wichita Counties. Patients were seen on a fee for service basis in all counties. The project paid for 1144 office calls on this basis.

Clinic attendance was much improved for the most part. Several clinics in Ulysses had an attendance of more than 50. Leoti clinics were also relatively well attended. Clinics have in the past never been held in Leoti as the doctor in that community had made it more than obvious that he did not wish to have the clinics in his office nor did he wish to be the participating physician. Consequently, migrant health clinics have always been held in Scott City or Tribune. The distance to both of these communities is over 20 miles. With families returning late from the fields and transportation problems, clinic attendance was very low in 1968 and 1969. In fact, a number of clinics were cancelled because of lack of attendance. This year a new doctor took over the practice of his retired predecessor. Dr. Ward seemed quite willing to participate in the clinics. The Leoti location was definitely a factor in higher clinic attendance this year.

Another factor affecting an increased clinic attendance was a slight increase in the migrant population. Probably a much more significant factor, however, was the superior rapport established with each family by the project nurse. The increased mobility of the staff created by having three extra summer staff members, all well versed in the field of health and techniques involved in home visits, was also a definite plus factor. The VISTA volunteers also did a fine job of "reminding" families about the clinics. With a well seasoned staff and experienced summer personnel our summer went relatively smoothly. Ironically, our biggest snag was "back at the fort". The project clerk-typist was stricken with an appendicitis on the 31st of May. Her appendix ruptured before she ever got to the hospital, and her recovery was slow. Consequently, we had no secretary to answer the phone, no one to do the typing, etc, etc. June is our busiest month, and Neva couldn't have been sick at a worse time. We managed to have someone in the office mornings, but most afternoons we had no choice but to close the office.

Somehow we always survive through the summer despite the fact that every staff member feels that he will die of exhaustion, starvation, or both, before the summer ends.

A number of patients were referred to specialists during the year. Two of these had suffered great hearing losses and were examined in Salina. One of the patients was a nine-year-old from Leoti. This girl's problem had not become apparent until she entered the class of a teacher who had a very high pitched voice. The child's school work took a plunge down hill. School nurse, Kathy Lane, tested the girl and found her problem to be in the high frequency range. Dr. Monte Allen confirmed this finding and suggested that since her hearing loss was borderline, that a change

in her class seating plan might partially solve the problem. He suggested that if her school performance did not improve, consideration might be given to a hearing aid. The seating change seems to have done the trick. The child's class work has showed a great improvement. Dr. Allen felt that her ear damage was congenital and had not been apparent before because most of her teachers and family members had relatively low-pitched voices. Ironically, the child was not aware that she had any hearing problem.

The second hearing referral was also a borderline case where permanent damage was diagnosed. Because the hearing loss was borderline and involved only one ear, a hearing aid was not prescribed.

Four patients were also referred to an opthamologist. Two patients had pterygiae. Surgery was not indicated at this time. Both patients are to be re-checked in a year. The third case involved a minor injury with no serious consequences.

The fourth referral involved a detached retina in a nine year old from Leoti. This problem was first found in the routine vision screening during the summer. Her left eye apparently had vision loss of approximately 80%. She was subsequently referred to a optometrist, an opthomologist and to the Eye Clinic at Kansas University Medical Center. Both optholomologists in Liberal, Dr. Jess Koons, and Dr. Samuel Jones and his associates at the Medical Center diagnosed her condition as a nearly complete retina separation probably of congenital origin. All those who examined this child felt that chances of surgery correcting the condition were practically nil.

Immunization services and services largely provided by a nurse are described under Nursing Services.

Dental surveys were conducted at each Title I program location during the first two weeks of June. Dr. James Mankin, Chief of the Dental Health Section of the Kansas State Department of Health, conducted the surveys in Sharon Springs, Lakin, Holcomb and Sublette. The surveys in other locations were conducted as follows: Leoti, Dr. Charles Purma; Goodland, Dr. J.W. Beynon; St. Francis, Dr. Tim Poling; Ulysses, Dr. Jon Wheat.

A summary of the dental survey conducted by Dr. Mankin is reproduced below. Results of the surveys conducted in other communities could not be compiled with Dr. Mankin's survey because missing and filled teeth were not recorded on some of the other surveys.

The purpose of the survey was to determine the number of children requiring treatment and the dental caries experience of migrant children.

The criteria used for determining the dental caries experience was the usual classification of DMF (decayed, missing, filled) for permanent teeth and DEF (decayed, extracted, filled) for deciduous teeth. 69% of the children examined in Dr. Mankin's survey required no dental treatment. Of the children examined in Goodland, Leoti, St. Francis and Ulysses 47.5% required no dental treatment.

It should be noted that most children come from very high fluoride areas in Texas. Water supplies in Western Kansas contain ideal fluoride levels. Thus the percent of children requiring treatment is much lower than one might expect to find in a non-fluoride area.

Dentists who participated in the dental program by holding clinics were: Dr. Jon Wheat, Lakin; Dr. Lewis Palmer, Ulysses & Johnson; Dr. Ted Maple, Ulysses; Dr. Charles Purma, Leoti; Dr. J.L. Beynon; Dr. N.F. Hirsch; Dr. J.W. Burcham, all of Goodland.

Dental Caries Experience - Children of Migrant Workers

Four Day Care Centers

June 4-5, 1970

Day Care Center	Age	Number of Children Examined	Children Requiring No Dental Treatment		Dental Caries Experience							
					Deciduous				Permanent			
			Number	Percent	d	e	f	def	D	M	F	DMF
Sharon Springs	3-5	28	19	68%	1.46	0.04	0.46	1.96	-	-	-	-
	6-14	50	33	66%	0.62	0.06	0.50	1.18	0.02	0.04	0.34	0.40
Lakin	3-5	18	11	61%	1.11	0.00	0.11	1.22	-	-	-	-
	6-14	58	35	60%	0.76	0.00	0.64	1.40	0.14	0.00	0.43	0.57
Holcomb	3-5	24	18	75%	0.96	0.00	0.54	1.50	-	-	-	-
	6-14	41	34	83%	0.34	0.00	1.37	1.71	0.07	0.00	0.27	0.34
Sublette	3-14	37	27	73%	1.03	0.00	0.08	1.11	0.08	0.05	0.05	0.18
TOTAL	3-14	256	177	69%	0.82	0.02	0.58	1.42	0.06	0.02	0.21	0.29

Sharon Springs children were treated in Goodland. Dr. Wheat completed work on 125 children from six communities. His new nitrous oxide unit was a definite asset to the program.

The schools in Sublette, Sharon Springs, Goodland, Leoti and Lakin provided transportation to the dentist offices. Children from other communities were transported by the migrant staff. Considerable staff time is spent in informing families of when their children will be having late appointments and the approximate time that they can be expected home. In each case after a visit, we endeavor to explain what was done and why, as well as any follow-up treatment that will be necessary.

The charts which follow, summarize the dental treatment completed on children. A number of late arrivals that had not been screened at the Holcomb and Sublette schools were checked in a dentist's office. Also, a number of children were completed in the spring before the summer screening and are included in the summary.

In all 279 children were completed, 20 partially completed and 24 not started. The children not started left the area very soon after being screened. Only eleven children were screened at Johnson. Five of these needed work. Twelve other children were later found who needed dental work and were referred to Dr. Palmer.

In addition to the children, 15 adults were treated on an emergency basis. These 15 individuals had 28 extractions and 32 amalgam fillings. In total the project paid for 804 fillings, 168 extractions, 61 crowns. Average cost per patient was $24.27.

Two children required the services of dental specialists. They were flown from Garden City to Hutchinson for consultation and treatment. The children were accompanied by a dentist, a registered nurse, and the project coordinator. Transportation was financed by Dr. Jon Wheat.

A Ulysses boy showed extensive pathology near the apices of the four maxillary incisors. There was history of trauma and the centrals were non-vital. A flap operation was performed by Dr. Thompson, an oral surgeon. The areas of pathology were curretted, a retrograde done on one central and apioectomy on the other central. Recovery was rapid and uneventful.

Another child from Ulysses, a seven-year-old girl, was taken to Dr. Roch, periodontist, for consultation. She showed evidence of ginginosis and extensive loss of alveolar bone around the deciduous teeth. A tentative diagnosis of juvenile periodoutosis was made. All systemic factors were ruled out by Dr. Brewer. Patient left the area before local therapy could be rendered. This was unfortunate as the case is extremely rare, and the condition extremely serious.

Plans for the future include the possible use of a mobile dental van equipped with two complete operatories and an x-ray facility. We hope to staff the van with a senior dental student and a senior dental hygiene student on loan from the University of Missouri at Kansas City, or the University of Nebraska. Area dentists would be on hand one day per week to supervise the operation. This would free the staff of the mileage and time required to transport the children to local offices. We also feel more adults could be served via evening clinics.

A product of interest and definite appreciation which we hope to apply next year is the epoxylite fissure sealant. By effectively sealing the pits and fissures in the occlusal surface of teeth where decay begins initially, a substantial decrease in the number of new cavities can be accomplished. It is hoped that by instituting the epoxylite treatment together with routine fluoride application, prophylaxis, and education, we can begin to have prevention rather than restoration and extraction.

SUMMARY OF DENTAL WORK COMPLETED ON CHILDREN

		PERMANENT				PRIMARY			
	Number Treated	Amal	Adaptic	Ext.	Crowns	Amal	Adaptic	Ext.	Crowns
Holcomb	31	16	5		1	39	2	14	10
Johnson	17	36		1		32	3	7	5
Goodland	58	63				102		20	
Lakin	28	11				50		22	4
Sublette	42	20	2		2	59		15	5
Sharon Springs	23	22				49		18	
St. Francis	5	9				7	2		
Ulysses	54	60			1	85	1	14	5
Leoti	42			2	3	14		4	2
TOTAL	299	315	15	13	17	457	8	127	44

SUMMARY OF CHILDREN'S DENTAL SERVICES

	No. Checked	No. Requiring Work	No. Completed	No. Partially Started	No. Not Started	% Completed
Goodland	169	82	56	2	24	68.2
Holcomb[1]	83	31	30	1	0	96.7
Johnson	17	17	15	2	0	88.2
Lakin	76	30	28	2	0	93.3
Leoti	72	45	42	3	0	93.3
St. Francis	14	5	5	0	0	100
Sharon Springs	78	26	23	3	0	88.5
Sublette[2]	69	29	26	3	0	89.6
Ulysses	155	58	54	4	0	93.1
TOTAL	633	323	279	20	24	86.3

1.) 65 children were checked in survey 18 late arrivals were checked in dentist's office.

2.) 37 checked in survey. 32 additional children checked in dentist's office.

VII HOSPITAL SERVICES

Hospital services were first offered by the project in July, 1967 when HEW Migrant Health Funds became available for this purpose. The amount of money the project pays is computed by multiplying the Medicare percentage of the hospital by the Medicaid percentage in Kansas. Currently the Medicare percentage of all participating hospitals is 100%. The Medicaid percentage is predetermined at the national level for each state. The Medicaid percentage in Kansas is 61%, which is relatively high among the states on the list. The project, therefore, pays 61% of the hospital charges. In-patient physician fees are paid on a 100% basis.

The project has agreements with 18 area hospitals. The newest hospital to be added to the list is St. Joseph of the Plains in Cheyenne Wells, Colorado, just over the Kansas-Colorado border. Cheyenne Wells is located in close proximity to Sharon Springs and Weskin, which do not have hospitals, and it is more accessible than other Kansas hospitals that require a longer trip to obtain service.

Since the last project report (December 1969) the project has paid for a total of 117 hospitalizations. Total cost to the project was $ 24,604.43. Total number of hospital days was 499. The average hospital stay was 4¼ days. The average cost per patient for both in-patient physician fees and hospital charges was $ 210.29.

Term deliveries and expenses for the newborn accounted for the majority of our hospitalizations. Several serious episodes resulted, with a resulting cost to the project of over $ 1000.00.

It has been mentioned that the project ran out of funds by May, despite transfers of every available dollar from every available source. Consequently, there were a number of hospitalizations that could not be paid by the project. One of these involved a man who was shot while intervening in an argument, sustaining critical injuries that necessitated a hospital stay of 38 days. His total expenses for the first 30 days were $ 6,306.30. The Health Department has presented a claim to the Joint Committee on Claims of the Kansas Legislature requesting that this bill be paid. At the time the patient was admitted to the hospital, we had no idea that this episode would be so costly, and thought the project would have adequate funds. The hospital administrator and surgeon have expressed disenchantment with the project because this account has not yet been paid. The same administrator is also displeased that the project does not pay 100% of hospital charges.

We must follow our Federal Guidelines, whatever each individual staff member would like to do personally. In the final analysis, there is only so much money, and it can only be stretched so far.

Our current budget for hospitalization represents a large increase over past years. We are hopeful that this amount will be sufficient for the year, however, we must note that at this point in our fiscal year, which runs from July 1 to June 30, we have spent half of the funds allotted for this category. With a larger number of migrants and increased medical costs, it is

impossible to project costs.

Our hospitalization plan has helped to meet a desperate need. Migrant families, needless to say, rarely can afford conventional medical insurance. The Great Western Sugar Company provides a hospital insurance plan which covers accidental injuries for families who are contracted by the company. Families who "drift in" are not covered. This insurance obviously does not cover deliveries and expenses for the newborn. Approximately twenty-five migrant hospitalizations were paid by county welfare offices during the past year. Three of these were extremely expensive episodes and involved hospital stays up to one year. Many migrants who would easily qualify for medical assistance to needy, available through welfare programs on the basis of income alone, do not, because the worth of their car or truck exceeds present welfare guidelines of eligibility. A migrant who has a vehicle worth less than $ 750.00 generally won't stay in the migrant business very long. A family simply must have a dependable car or pick-up to be able to get where they need to go.

The project also had good cooperation from Colorado Migrant Health in paying hospital expenses for Colorado families hospitalized in Johnson Kansas, just a few miles from Walsh, Colorado. Since Colorado has no funds for hospital care, but does have money for in-patient physician fees, Colorado paid doctor fees, and our project paid 61% to the hospital for two patients hospitalized in Johnson.

At least one hospital is unhappy with the payment record of families in handling the remaining 39% of hospital charges. Many families do pay the remainder, but some may pay only a portion of the amount due, and some pay nothing at all.

We would suggest, however, that the payment record of migrant families is substantially better than that of most other low income families. We would also suspect that many unpaid hospital accounts presently on hospital books do not belong to low-income families at all. This observation is based on the experience of physicians and dentists in the area, who indicate that the majority of their unpaid accounts belong to middle class families who can afford to pay, but do not wish to. We would also suggest that if our program were not available, unpaid accounts at area hospitals would be much greater than at present.

HOSPITALIZATION DATA

DIAGNOSIS	No.	Total Number of Days	Total Hospital Cost	Total In-Patient Physicians Fees	Total Cost
OB's	25	112	$4,052.44	$3,201.00	$7,253.44
Newborn	22	77	$584.39	$197.00	$781.39
Respiratory Diseases	17	79	$2,032.86	$610.50	$2,643.36
Intestinal Disorders	23	159	$3,920.07	$2,039.00	$5,959.07
Genitourinary Disorders	5	16	$692.01	$168.00	$860.01
Complications of Pregnancy and Puerperium	12	44	$1,902.18	$534.25	$2,436.43
Circulatory Diseases	2	7	$296.24	$77.50	$373.74
Nervous System	2	11	$213.48	$78.00	$291.48
Tonsillectomy	1	2	$101.57	$85.00	$186.57
Dental	2	7	$307.93	$250.25	$558.18
Accidents, Sprains, and Lacerations	5	11	$998.24	$564.00	$1,562.24
Cellulitis	2	3	$423.13	$564.00	$987.13
Infectious Diseases	1	11	$486.11	89.00	$575.11

VIII NORTHWEST COUNTIES REPORT

NURSING SERVICE

By Floriene Whisnant, R.N.

Home visits were accelerated in the first part of May. The families started arriving the last of May. The pace of arrivals increased and continued thru August. We visited 311 families (I know we missed a number). Many families were visited more than once. Follow-up visits were made when medical or dental problems occurred. A total of 689 home visits were made. During these visits the migrant health program, such as immunizations (348 were given), physicals for school children (345 given), dental, vision and hearing checks. Parents signed permits enabling us to do the above. We also explained the Title I Day Care Centers, family planning and our Supplemental Food Program. Housing was checked during these visits. Vitamins were supplied to most families.

The Summer Migrant Schools and Day Care Center began in June and the Goodland staff spent many hours assisting or doing screening and testing. Dental clinics were done in Wallace County by Dr. Mankin, K.S.D.H.; in Sherman County by Dr. J. L. Beynon, and in Cheyenne County by Dr. Tim Poling. Physicals on school children were done by Dr. John Chung and staff of Wallace County, Dr. W. W. Smiley of Sherman County and Dr. Lucille Stephenson of Cheyenne County (who also did the vision and hearing screening). Dr. Stephenson is retired and spends much time among the migrant workers and families. The doctors said the children were much healthier this year than past years (some families have returned for the past five or six years).

We moved to our new office the first of August! Previously we had worked from our homes and stored all the supplies and materials there. The new office enables us to serve our people more adequately. They now come to us with all problems, medical, marital, legal, and for assistance in filling out forms for jobs and welfare.

In late August two VISTA Volunteers, Joe Blackford and Dale Himebaugh, came to help us out in any way that they could. They are working on establishing a clothing bank. Their report appears elsewhere in the Project Report.

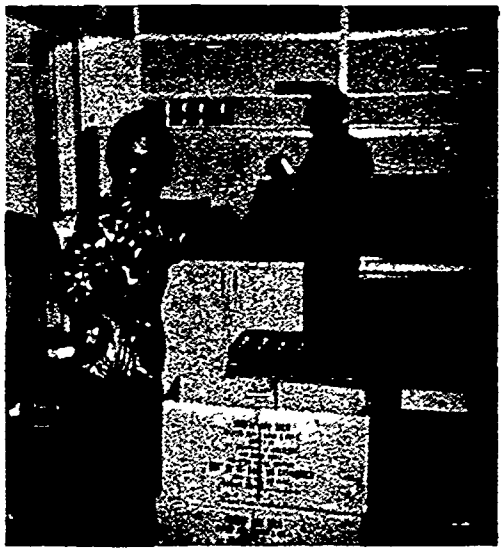
Much of the work would not have been accomplished, had it not been for my co-worker, Tom Woodward. The cooperation of doctors, dentists, optometrists, the hospital, the schools in our area have also been a help to us. The growers were very cooperative, calling us when families arrived. Great Western Sugar Company was very helpful in locating families. I believe that we accomplished much more in every phase of our work this year. We have many plans for expanding the coming year. Our office is equipped for clinical use, thanks to a doctor who donated furniture. We plan to do more on the line of adult health education, nutrition, and family planning.

This summer I did the vision and hearing screening in Wallace County with the aid of Tom Woodward, bilingual Health Educator-Sanitarian and translator, and John Fleming, Health Aide. John lived and worked in Wallace County to assist with medical problems that arose in that area. School Nurse, Mrs. Norma Yarger, R.N. and Delores Manzo, bi-lingual liaison employed by Title I, did vision and hearing screening in Sherman County. I did TB skin testing in the three schools and day care center. We spent much time in the Sherman County school day care checking and following up on minor ailments, such as skin irritations and pediculosis. These were treated in school; then the follow up checks were done at home. Two cases of epilepsy were found, referred to the doctor, diagnosed, and put on medication. These were referred to their home state. Parents were told the importance of taking the medication. Two TB suspects or contacts were found. These were x-rayed, placed on medication, and referred to their home state for follow up. One case of malnutrition was also referred.

Family Clinics were held in our state. The doctors saw all who needed medical care in their offices or the emergency room of the hospital. No one was refused medical care.

Our Supplemental Food Program for this area began in April and was welcomed by families that were eligible. Thirty-four families or 96 individuals have received commodities.

Immunization Clinics have been held monthly since we have moved into our office at 105 W. 12th, Goodland. A number of low income families plus migrants are taking part in this program. I also assisted with Rubella Clinics in Sherman and Wallace Counties.



OTHER COMMENTS

By Tom Woodward

With several new counties having migrants this past year the Northwest Kansas Migrant Health Service facilities have been once again dispersed lightly over a rather large area. To counter-react and attend such an area the Northwest Service now has a permanent office and the assistance of 2 VISTA Volunteers: Joe Blackford and Dale Himebaugh. These two factors have facilitated preventive health care in an enlarged densely populated area. The office in Goodland has made available to its constituents a greater variety of continued services: commodity distribution, immunization clinics, a coordinating office with the newly formed Migrant Council (composed of concerned citizens--both Anglo and Mexican), plus regular traditional endeavors.

The office alone has fostered a natural, known, permanent place where migrants can personally associate. Formerly, families were often reluctant to come to health staff's homes. Through the office the people's needs are easily evaluated and directed to other corresponding agencies to be aided: i.e. Welfare, Labor, etc., if the need be not on health lines.

The summer program included physical and dental checks, immunizations, health education in the three migrant schools via films, talks, discussions, and hundreds of home visits. The Migrant Council has asked for speakers during the winter monthly sessions, and it is hoped educational material can be dispersed to the members via coucil meetings before the peak of migrants arrive.

Housing still remains our uppermost problem: there is a constant shortage and that which is available is 75% unacceptable under any health standards. Dr. Lyman, Director of the Kansas State Department of Health has visited the areas and endorses the need for a Kansas Housing Code. The Migrant Council has already accepted the housing shortage as being crucial, and tentatively a committee will complete a study hoping to obtain federal state funds to remedy, at least in part, such problems.

The VISTA Volunteers have initiated an effort to establish an Infant Day Care Center program, and if all goes well, it will be functioning when the peak of the migrants arrive. This service will be continuous including Mexican and Anglo workers, and families incorporated to do the work of aids, sitters, etc. In short, VISTAS, the Migrant Council, and the Northwest Kansas Migrant Health Service are united in coordinating efforts. As a combined group we hope to incorporate other service minded organizations into collaboration with us.

WALLACE COUNTY SERVICES

By John Fleming

The health effort in Wallace County this year showed the benefits of close cooperation between social service agencies in the same community. The Migrant H ealth Project, the Title I Migrant Remedial Day Care Program, the Title I regular Summer School, the Wallace County Welfare Office, and the office of Dr. John Chung, the local physician and health officer, worked closely together...sharing responsibilities for delivering the available services to meet some of the needs of the migrant families.

During the summer season the health project in Wallace County took several directions:

1) Care of children at the Title I Migrant School on a daily basis: Any illnesses that were noticed by the teachers were checked, and a decision was made about sending the child to the doctor's office. Funds for these visits were in the school budget. This daily care was available to all children in the school for the eight-week program. The school day ran from 6 a.m. to 6 p.m. The project paid for physician time for school physicals and dental screening and follow-up treatment for all children. The project public health nurse Floriene Whisnant, checked vision and hearing, performed TB screening and Rubella immunizations. Medicine against pinworms was also administered. All children requiring further care were provided with it at no cost to the family. Funds came from the school budget and the doctor's generosity.
2) Evening house-to-house visits with migrant families: After an initial visit for census and history-taking the visits were continued on a roughly once a week basis, and an individual visit lasted anywhere from ten minutes to an hour. Any health problems of the adults or children not in school were handled with advice and simple remedies, or if judged serious, were referred to the doctor. In some cases late evening case conferences with the doctor's staff by telephone helped improve the accuracy of the advice given. One of the most important aspects of the evening home visits was that the parents could be told of the medical treatment that their children were receiving during school hours; without these visits parents would not know for sure if their children had seen a doctor, how serious the case was, or whether or not their child was taking medicine. All of these are most important to the parent.
3) Distribution of USDA Commodities to the families with medical or financial need: During the months of June and July about 3/4 of a ton of food was given in the county to the migrant families.
4) No work in trying to improve housing standards or sanitation was possible in the absence of any local or state standards or legislation. The housing in Wallace County was generally better in quality than the average found in other counties with migrant housing in Kansas, but still in many cases it was bad enough to be an active health danger to the occupants. In some cases this was the fault of the grower or landlord. In

others the migrant tenants did not maintain the house, but whatever the combination of factors involved, without legal standards no action could be taken other than persuasion to eliminate conditions of over-crowding, lack of basic sanitation, or contamination, where they did occur. It should be noted that with the tremendous increase in the number of migrants coming to Wallace County in the last few years, the strain on available housing is acute...and frequently there is no choice for either migrant or grower but to use what is available.

The general health picture this summer was much improved over last year. A full 2/3 of the school physicals were on healthy children...opposed to roughly half the previous year. The most common infection of those who were ill was a fungal infection of the ears; last year pneumonia and lung congestion were most common. The number of children requiring dental care was one-half that of last year.

In spite of this encouraging picture, it may be kept in mind that the migrant child suffers where few of his Anglo contemporaries do. Five children were under treatment for tuberculosis, two for epilepsy, a half dozen for anemia and nutritional deficiencies. Out of the one hundred students in migrant schools everyday, hardly a day went by in which one or two did not have to be taken to the doctor's office for infections, colds, or fevers severe enough to warrant the visit. What other school would find in routine physicals of 100 children, 38 who need further medical, dental, or other treatment?

IX SUPPLEMENTAL FOOD PROGRAM

Our supplemental food program has been in operation in our project area since September 1969. The basic philosophy of this program which utilizes USDA donated foods is to provide a high protein supplement to the diets of those low income individuals within particularly vulnerable categories, that is infants and children under six years of age and prenatal and postpartum women.

Commodities are distributed monthly on an appointed day from local storage areas in Garden City, Johnson, Ulysses, and Leoti. Commodities from the Garden City storage are delivered to eligible families in Scott City, Sublette, and Copeland. Families living in Holcomb and Deerfield come to the Garden City office to receive their commodities, and families living in Ryus come to the Ulysses storage area. Distribution in all of the above areas is taken care of by the staff of the Garden City office. Commodities are also stored in Lakin in the Kearny County Court House and distributed by Claire Fawcett, Kearny County Nurse, and her assistant Helen Coons. Previous to the opening of the Goodland office, commodities were stored gratis in the Emmanuel Lutheran Church in Goodland. Now all commodities are stored in the new office. The project staff distributes commodities to eligible families in Goodland and the surrounding area.

Much of the success of the commodity distribution program is due to the free storage areas provided in Garden City by the Garden City Cooperative Equity Exchange, in Johnson by the United Methodist Church, in Ulysses by the Community Day Care Center, and in Leoti by St. Anthony's Catholic Church. Now that the Garden City office is settled in its new and more spacious location, it is no longer necessary to store commodities at the Co-op. There is ample storage room at the new office to store twelve tons or more. This is the equivalent of an entire shipment.

Although commodities are regularly distributed on only one day per month in each community, they are always available for immediate distribution on an emergency basis. The eligibility for receiving supplemental food commodities is based solely on nutritional need. For example, many of our families who receive commodities during most of the year do not need this supplement to their diet during the summer months of June and July. Basically, this is because more family members can work, and this insures a temporary income sufficient to purchase adequate food for the family. However, at the same time of year many migrants just arriving in the area desperately need the nutritional help that the supplemental food program can give them.

Until July of this year only three counties in our area (Kearny, Grant, and Sherman) had donated food programs. None had food stamp programs. As of July first all counties except Scott, Wichita, and Seward initiated food stamp programs, although no food stamps were actually issued until September. At least one of these counties has yet to issue food stamps. The other three counties listed above refused to have a foods program. However, Wichita County later agreed to initiate a food stamp program.

The present foodstamp guidelines require a family in many cases to be totally destitute before they are eligible not just extremely poor. For example, a family of two having an income of $120.00 per month after their rent payment, would not be eligible.

Also, it is difficult for a family to pay for their food stamps, particularly the first time, and especially when there is frequently a lapse of two weeks between the time the money is paid and the time the food stamps arrive. Often the amount the family must pay for their stamps is far more than they would normally spend for food.

However, in spite of these difficulties some of our families, who are presently receiving commodities, have recently begun to participate in the food stamp program. With the added help of food stamps, perhaps some of these families will no longer need the supplemental food commodities. However, there is no restriction preventing families from participating in both a welfare administered food assistance program and a program of the type we administer. Again, we wish to stress the main criterion is nutritional need which must be verified by a doctor or registered nurse.

During the project year we screened nearly 400 children for hemoglobin deficencies. Testing indicated that more than half of these were anemic. Referrals to area M.D.'s substantiated the results of the screening. Children were subsequently placed on iron therapy. Most of these children participated in the supplemental food program. We feel the high protein foods were a very significant factor in the rapid improvement indicated in later hemoglobin checks. Undoubtedly the program in general is valuable from both a preventive and curative standpoint.

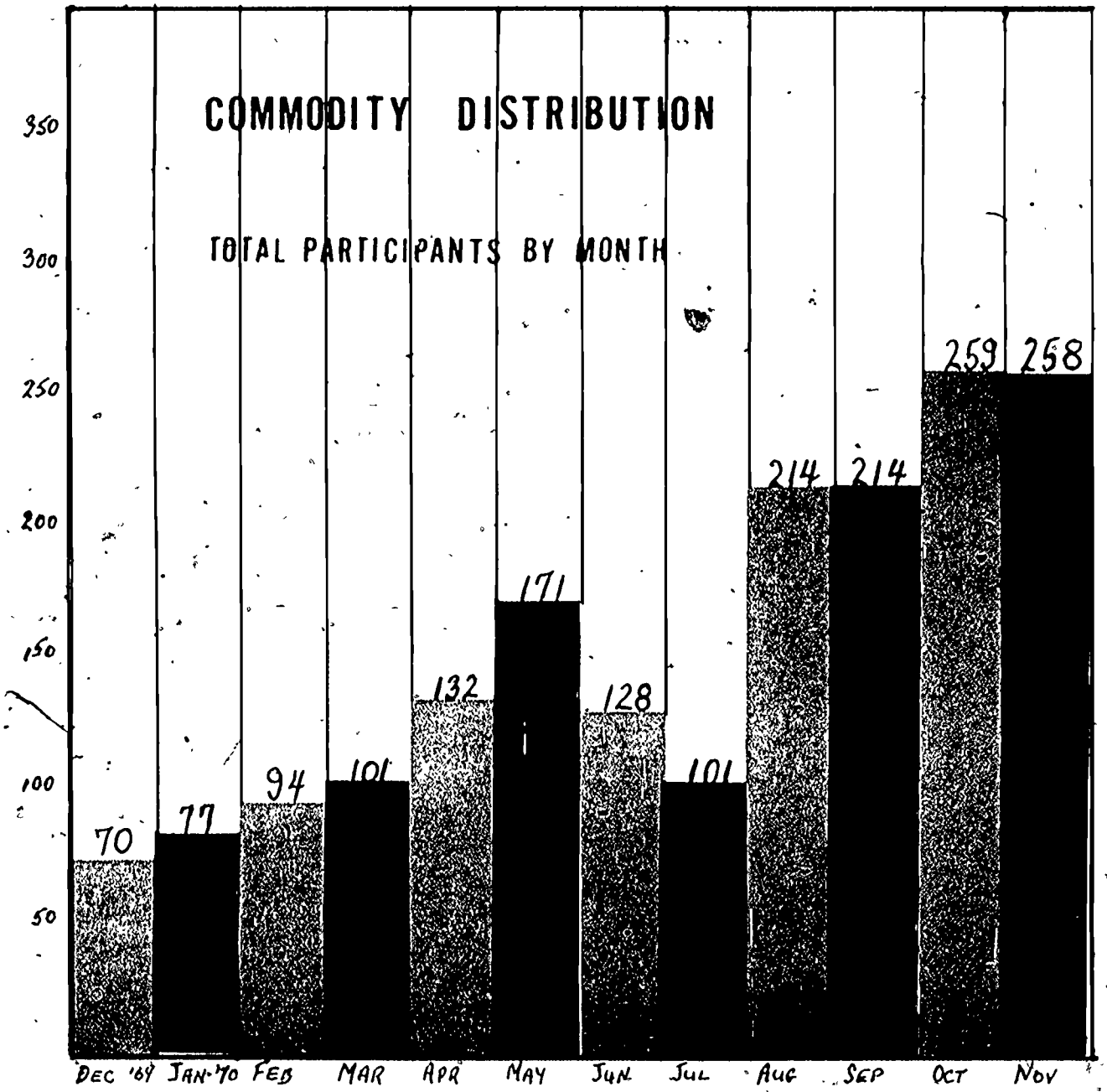
In October the project received shipments of milk at both the Goodland and Garden City sites. Of these shipments over 15,500 lbs. were evaporated milk. We discovered very soon that most of the milk was clabbored. Checks revealed that it was not spoiled, but only lumpy. The milk apparently had ceased to be a homogenous suspension. Since that time the staff has spent many hours turning cases and giving instructions to recipients to shake cans thoroughly before opening. In most cases we have been able to assure people that there is nothing wrong with the milk. However, a few families remain dubious, and we remain concerned that children coming down with flu or colds may be diagnosed by their parents as cases of "Clabbored milkitis".

The only other significant problem concerning the program this past year occured during the summer. A number of items including eight cases of juice disappeared from the Johnson storage area. We suspect that the culprits were probably teenagers looking for party supplies. At any rate, the identity of the culprits remains a mystery. The project coordinator has been requested to pay $72.26 for the loss. Under the guidelines of the program the Authorized Agent, in this case the project coordinator is responsible for any avoidable losses.

Despite a few problems the program has been a success. During the past year nearly 36 tons of food has been distributed. We feel that the Supplemental Food Program meets a great need and has been significant in establishing excellent dietary patterns among families participating. In this regard, it seems to be an excellent tool for better nutrition and has definite advantages over other food assistance programs.

		0-6 Months	7-12 Months	1-5 Years	Women before & after pregnancy
1.	Evaporated Milk	30	30	30 (1-2 years) 10 (3-5 years)	2
2.	Instant Milk	--	--	1 (3-5 years) 0 (1-2 years)	1
3.	Farina	2	2	2	1
4.	Corn Syrup	3	3	--	--
5.	Juice	1	2	3	3
6.	Peas	--	--	4	7
*7.	Scrambled	--	1	2	1
8.	Beef	--	--	1	1
*9.	Peanut Butter	--	--	1 Every 2 Mos.	1 Every 2 Mos.
*10.	Instant Potatoes	--	--	1	1

* Recently discontinued by U.S.D.A.


COMMODITY DISTRIBUTION
TOTAL PARTICIPANTS BY MONTH
350
300
250
200
150
100
50
70
77
94
101
132
171
128
101
214
214
259
258
DEC '69
JAN-'70
FEB
MAR
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV

X COMMUNITY ACTION AND SUPPORT

During the past year there has been very evident growth in specific communities and areas. The determined concern and dedicated commitment of a few individuals has proved highly contagious. Now we find communities actively involved in seeking solutions for their problems, and in exerting themselves to make these solutions work.

JOHNSON

The Concerned Citizens of Stanton County were responsible for the successful operation of the Day Care Center for the summer of 1970. The center made its services available from June 8 to July 31. Doors were open from 6:00 A.M. to 5:00 P.M. A total of 32 children attended the center, and the average daily attendance was 17. The largest attendance on a single day was 22.

The well qualified staff consisted of Sister Kathleen, Sister Rose Ann, Mary Pena (bilingual), and Dorothy Browder (cook). This full-time staff received invaluable assistance from 20 adult and 50 teenage volunteer workers and helpers from Johnson, Big Bow, Manter, Rolla, and surrounding areas.

Much of the success of the center was due to volunteer workers and voluntary contributions of various kinds. For example, most of the cookies and snack delicacies were baked and donated by various ladies of the area. Other items which were donated are: beds, toys, paper, paints and crayons, among others. The Johnson grade school facilities were available for all the activities of the center. Mrs. Edna Collingwood donated her basement apartment for living quarters for the Sisters. Viola's Laundry took care of all the center's laundry free of charge. The Thrift Shop conducted by the Methodist Women's Society of Christian Service donated $450.00 to the center. Other cash donations amounted to $50.00. Another source of income was food reimbursement by the school lunch section of the State Department of Education at the rate of 55¢ per day per child. Groceries and supplies were bought at a discount at local stores. A fee of 50¢ per day per child was charged. $78.50 was collected from the parents.

All in all, the Johnson Day Care Center is something of which the community can be proud. Many individuals and groups worked very hard to provide excellent, loving care for the children of the people who worked in their fields.

However, far from being satisfied and complacent, the Concerned Citizens of Stanton County are probing other areas of concern, such as a local youth recreation center. They are also recruiting volunteers to care for the children of the mothers who are attending the nutrition and food preparation classes. With their determination and enthusiasm, they can only succeed.

ULYSSES

Perhaps the biggest step taken in the direction of summer day care in Ulysses was the separate provisions and locations for the care of infants and children under three years old, and the care of

those three to five years of age. The advantages of enlarging and dividing the day care services were innumerable. Both children and adults liked the arrangement. The daily schedule and both individual and group activities could more easily be geared toward the age and development of the child. The friction which often erupts between toddlers and slightly older children was almost completely absent.

The Community Day Care Center and the Community Nursery were in operation from June 8 to August 14. The nursery was open from 6:00 A.M. until 6:00 P.M. or later and each day Monday through Friday. Because the older children attended Migrant School in the mornings, the Day Care Center didn't open until noon. However, after the closing of Migrant School, the Day Care Center kept the same hours as the Migrant Nursery.

Over one hundred infants and small children were loved and cared for at the Ulysses Centers during their ten-week program. Of these, 42 were at the nursery and over 60 were at the day care center. The average daily attendance at the nursery was eleven, and the greatest number of babies to be cared for in one day was eighteen.

Full time staff members were: Sister Anthony Marie, Sister Paula Marie, Mary Schlecht, Margaret McNieve, Shirley Coffindaffer, Lupe Rodriguez, and Joan Perez. These were assisted by five NYC workers and twenty other extremely generous volunteer workers.

The fee charged for child care was $1.00 a day for the first child, 50¢ a day for the second child, and 25¢ a day for each additional child. The fee was computed per family regardless of whether there were children in the nursery or the center or both. Except for a couple of families the people were very good about paying the fees. Over $300.00 in fees was paid.

It would be impossible to attempt to give credit for the innumerable donations and gifts of one kind or other which made the Ulysses Day Care Program even better than last year. Overseeing the whole venture were Pearl Dial (Chairman of the Board of Directors of the Day Care Center) and Karen Yount (Secretary-Treasurer of the Board and Part-time Director of the Summer Program). The Sisters and Margaret McNieve worked as volunteers. They were supported by the Migrant Fund of Catholic Social Service. The Kansas Reconciliation Committee of the Christian Church donated $500.00 toward the summer program. Just as much appreciated was a $25.00 gift made possible by a bake sale of interested local women, and a $16.30 gift resulting from a Kiddie Carnival sponsored by Boy Scout Troop 186. Also the Teen Dance Association voted to donate a sizable portion of their summer profit to the migrant nursery and day care center.

The staff and volunteers were generally interested in the total well-being of each child. Both physical and emotional needs were recognized and met. The emphasis of the summer program was on convincing each child that he is an important and beautiful person. Each individual from the youngest baby (one week old) to the oldest child was respected as an individual and a person.

Of vital assistance to the staff were Doctor Don Tillotson and Jerry Menzie, county nurse. Both so graciously provided their services and could be called at any time.

The community preschool has expanded to include three classes

this year. Forty-five preschool children (ages three to five) participate in the benefits of individual and group experiences and activities. These are particularly important and beneficial for the little Americans of Mexican descent. The preschool also functions under the Board of Directors of the Day Care Center.

The Ulysses Concerned Citizens continues to function as a vital community organization. It has been incorporated for almost a year now. The main areas of endeavor during the past year have been: adult education, tutoring for the children in elementary and high school, preschool education, day care during the school year for the preschool children of working mothers, day care during the summer for the infants and children whose parents work in the fields, driving education and licensing for Spanish-speaking adults, housing, teen recreation, and similar community projects.

OTHER AREAS

Recently a preschool has been initiated in Leoti. Although it is only in the beginning stages, it has very great potential.

Both Goodland and Leoti are thinking in terms of a summer migrant nursery, and this kind of thinking is most heartening and encouraging.

Another hopeful is the possible establishment of summer infant care in Satanta. Some babies and small children were cared for in a home for a few days this summer. There is a definite need for provision for adequate care for small children in the Satanta area.

In Garden City the Girl Scout Troop #59 became very interested in learning about migrants and former migrants, and in being of real assistance in various areas. They collected a fantastic amount of toys, as well as clothing for infants and small children. Many of the toys and educational materials are being utilized in the preschools at Ulysses and Leoti. Other materials have been set aside for the summer programs in Leoti and Goodland. Also, a large quantity of clothing for infants and small children has been donated to the Goodland Summer Nursery. The remainder of the toys and clothing have been put to good use in local families in the Garden City area.

In the spring of 1970 the project was contacted by Rev. Walter Weiss of the Catholic Social Service in Great Bend through Rev. B.C. Groome in Ulysses. Father Weiss wanted to know if Migrant Health Services would like the assistance of a medical student and a nursing student during the summer. The project was enthusiastic at the prospect. Father Weiss recruited Sally Williams (third year nursing student) and Bob Maxwell (first year medical student) from K.U. Medical Center. Catholic Social Service paid each of them $300.00 a month. The project paid their transportation and traveling expenses. Needless to say, Sally and Bob were a real asset to our summer services.

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XI VISTA PROJECT

March 21 was an average day for most people. In Kansas it was a day between snowstorms. For the project coordinator it was a very important day. After 18 months of paper work, letters of intent, proposals, and inquiries of "what ever happened to them," the first four VISTA Volunteers arrived. The project coordinator stood waiting for the Denver-Garden City flight to arrive with mixed feelings of "oh, happy day" and "what have I done?" Thus began the great adventure when Ellen and Bob Erickson and Marilyn and Neal Bierling arrived in Garden City. For Michigan and New Jersey residents this vast flatland must have been startling if not frightening. I have often thought that Columbus' contemporaries must have been born out here. In this light "the world is flat" theory is no mystery at all.

After getting the Volunteers to their communities of Leoti and Ulysses and giving them a chance to catch their breath, several days of orientation began. The basic aim of the orientation was to acquaint the Volunteers with the project and expose them to problems and attitudes of the Mexican-American as viewed both from his vantage point and that of the Anglo community.

The Bierlings and Ericksons had spent six weeks in VISTA training in Colorado plus an additional week in housing training in New Mexico. We had asked that the first Volunteers serve in the capacity of housing and as planners. Housing seemed to be our most glaring need.

In July Hipolita Valenzuela joined the project as VISTA supervisor. Pola's salary is paid from a special VISTA supervisory grant. Among other things Pola may be the only employee in history ever to work four and a half months before receiving her first pay check. Pola has been a tremendous asset in getting our August contingent settled, as well as assisting all the Volunteers on various problems, locating resources, and so on.

In mid-August our second group of Volunteers arrived. During the lapse of time between March and August, VISTA training procedures had changed. Therefore, the August group had only two weeks training, this time in Parkville, Mo., before coming to Garden City. They then were to receive two additional weeks of on-site training here at the project site. Amy Condon, a VOLT Technical Corporation Trainer was also on site to assist with training. On-site training was a new venture for VISTA, VOLT, and the project. Suffice it to say some aspects of the on site training were valuable while others were worthless.

Ollie Thomas, a second year VISTA who had served with the Southeast Kansas Community Action Program in Fort Scott, joined the project in May.

Volunteers arriving in August were Joe Blackford, Dale Himebaugh, Mary McDonald, Bob Ordman and Pat Seley. A sixth trainee arrived initially, but had to leave the project shortly thereafter due to medical reasons.

In January the Volunteers will participate in a Spanish in-service training session. A similar session was held in May for the other Volunteers under the direction of Tom Woodward and Marilyn Bierling. Community organization in-service training is tentatively scheduled for all Volunteers in late January.

The purpose of the VISTA project is to deal with a variety of problems which are not specifically of a health nature. These problems are, nevertheless, most significant and a very integral part of the total problem of the migrant and Spanish-speaking farm worker. Thus, the thrust of the VISTA project has been in education, legal assistance, education, housing, and a variety of other endeavors.

Ollie Thomas has been with the project since May. Ollie has worked very closely with area welfare departments, particularly the Finney County Welfare Office. Of particular interest is the fact that Ollie has been instrumental in assisting about twenty families in applying for food stamps. Ollie is well acquainted with the guidelines and has spent many hours explaining the program to various families and gathering information to determine their eligibility. If the family seems to be eligible, Ollie contacts the welfare office, and the family either goes down to the office to complete the application, or a caseworker comes to the home. Ollie also has assisted at the Leoti Preschool, as well as assisting numerous families with a variety of problems. She also was a tremdous help to the staff this past summer assisting us in getting out some essential paperwork in June when our secretary was hospitalized. Ollie conducted a number of health education programs during the summer at the Sublette and Holcomb Title I Programs.

Mary McDonald has been working primarily in the field of tutoring. A former Spanish teacher, Mary has worked with twenty adults helping them to learn English. She generally tutors about seven adults per day. Additionally, she has been the main factor in making a Garden City juvenile probation study hall a reality. The philosophy of the study hall is to assist teenagers on probation in attempting to improve their grades. The court feels that many juveniles get into trouble because of poor school adjustment and thus seeks extreme outlets for their frustrations. Finney County Probate Judge Michael Friesen has been interested in setting up such a study hall for some time. Mary's arrival in Garden City made the study hall a reality. Currently 29-32 teenagers attend the study hall two nights per week.

Joe Blackford and Dale Himebaugh were assigned to Goodland in late August. They are the first Volunteers in Goodland, just as the majority of Volunteers have been the first VISTAs in their communities and in western Kansas. Goodland is a very conservative community, to say the least. Thus, their ground work activities have been both extensive and essential to their ultimate success. They have very carefully established relationships with the community leaders and target population.

Joe and Dale soon became aware that one of Goodland's most pressing needs is an infant day care center for children under three during the summer months. Children between ages three and fourteen are included in the Title I program. Consequently, they have devoted much of their effort towards establishing a day care center. Hopefully, such a center will be in operation by the summer of 1971. At this point it seems almost certain that the newly established Migrant Council will have funds to help finance such a center.

Adult basic education and low income housing are two areas that Joe and Dale hope to deal with in the future.

Since her arrival in Garden City in August Pat Seley has spent a great deal of time getting to know the community and how it operates.

This involves home visits, going to civic meetings and talking to the man on the street.

Her main concern has become the children of the migrant. Many have problems with the transition from Spanish to English. Reading then becomes a burden or bore for this type of child. Tutoring on a one-to-one basis has helped to remedy this situation. Much patience and time are given to the child while helping with spelling, phonics, and understanding what is read. The children she has helped in this manner are between ages nine and twelve.

Dealing with the teen-age Mexican-American requires different tactics. They are not bound to go to school after 16 years of age. Those who aren't in school roam the street, or stay (for the most part) bored at home. Some have small babies and need guidance in post-natal care or how to budget money. Many just want someone to talk to or something constructive to do. Some counseling has been done with the individual teenagers. Some have chosen to try school again, get individual tutoring, or will try to get involved with the Neighborhood Youth Corps. The main goal is to get each one to feel he is of some value.

Like everyone else connected with the project all the VISTA Volunteers maintain a hectic schedule. Therefore, not all of the Volunteers were able to find time to write something for the report.

What follows are some comments by the other Volunteers:

LEGAL ASSISTANCE

Bob Ordman

The legal problems of the poor in Western Kansas deserve attention. As a VISTA Volunteer with certain basic skills in the field of law, gleaned painstakingly from a year in law school, I have been attempting to serve as someone the community can come to when legal problems exist. Most cases, unfortunately, require an attorney (who also, unfortunately, requires a fee), but there are some which entail, at least in the initial stages, investigation, basic research, negotiation, and the like. These cases, then, are the ones with which I can deal, and they run into most of the areas of law which recognizably concern the poor. I include welfare rights, job and wage security, installment loans and contracts, attorney-client relations, and civil rights, in this category. By far, most of my time has been spent trying to clear up cases in these areas.

I'll give an example:

Mr. D., a resident of Leoti, bought a car in San Antonio, Texas, with a time-payment loan from a finance company there. After a few months and several hundred dollars worth of repairs, it became obvious that the car wasn't worth the paper the contract was printed on. The price of the car was about $800.00, to which the finance company added about $300.00 in "finance charges," insurance premiums, and so forth. Mr. D. would pay, over three years, 36.7% more than the cost of the car to the finance company.

Events rapidly forged ahead. The car was taken to a mechanic, who charged $350.00 for repairs which could not improve the machine. He took out an artisan's lien on the car to force payment by the finance company, technically the owner of the car. Meanwhile, Mr. D. became unemployed and, in lieu of starving, ceased his $29.00 monthly payments to the company. The balance due was about $900.00.

He began receiving letters from the company, offering to extend the term of repayment for an additional "finance charge". At this point I began looking at the contract and the general situation. The loan had been transferred to another company, which had then contacted a local collection agency in Garden City. Letters continued to roll in at a fast clip. All seemed lost.

Then, a ray of light. I found an insurance policy on some furniture of Mr. D.'s which was serving as collateral for the loan. Mrs. D. informed me that the furniture had burned in a fire in San Antonio, according to her sister. Realizing that the insurance policy covered such accidents, that the finance company was the primary beneficiary, and that the amount of the policy, if paid, would wipe out most of the balance due, we began trying to establish the existence of the fire and the destruction of the furniture. Mrs. D. called her sister a number of times, but she could give us none of the information we needed. We were trying to determine the date and location of the fire, from which information we could obtain a record of the fire from the fire department in San Antonio. This would be enough to make a claim for the insurance money.

Since Mrs. D.'s sister was not helpful, I contacted a VISTA Supervisor in San Antonio and asked him to do some investigating into the matter. When I hadn't heard from him for several weeks, I called the finance company, with whom I had been in contact several times, gave them as much as we had, and asked them to check.

We are still waiting.

As can be seen, the case is not resolved yet, and won't be for some time. The question of the artisan's lien is still not settled. The fact that Mr. D. now has some income, and can resume payments, is also a problem. And the business with the furniture is still at loose ends.

The case of Mr. D. has already taken four months. Others can be cleared up in several days.

Besides individual cases, I have done some work in attempting to get some sort of legal aid established in this area, without success. After innumerable letters, after attending a meeting of the Legal Aid Committee of the Kansas Bar Association, I have been able to establish only the fact that legal aid in western Kansas will be a long time coming, no doubt a longer time than I have. This is not to admit defeat; it is merely to say that I have ceased to consider legal aid as my primary goal.

Currently I am in the midst of setting up a series of classes to be conducted, at least initially, in Garden City, dealing with the legal rights of the poor. The subjects covered will be those mentioned at the beginning of this report, as well as others. One could consider this project to be one means of helping the poor to help themselves, one means of educating them in something of which they have little or no knowledge, and one means of assisting the poor to cope with an unfamiliar, a confusing, and an often hostile society.

HOUSING AND EDUCATION
Marilyn and Neal Bierling

When we first heard that we were coming to Ulysses, we were prepared for anything. We knew in advance that there would be Spanish-speaking migrants; also, our friends who knew Kansas told us that it would be hot, dusty, and dry. After nine months here, there is quite a bit that we could add to that description.

Most of our first week in Kansas was spend in Garden City, in the office of the Migrant Health Project. The Concerned Citizens group of Ulysses also helped to orient us to the project.

One of the first things that we did in order to obtain valuable information and to familiarize ourselves with the area, was to take a rousing survey. We interviewed eight-five families, one-third of them Anglo and two-thirds Mexican-American. The families we visited were a sampling of those that might benefit from the projected low-income housing project. The survey did not include migrant families (since this was early spring and they had not arrived yet), but many families were former migrants.

During the survey we visited much of the poor housing in Ulysses, but certainly not all of it. Solving the problem of the housing shortage in Ulysses is not easy, and getting rid of bad housing already in Ulysses would only make the shortage more acute.

The projected low-income housing project of forty units will help immensely - also, we are working on a self-help housing project, the first of its kind in Kansas.

At the present time, five families in Ulysses are participating in the self-help group. So far, they have been approved for loans by Farmer's Home Administration, they have obtained options on land, and signed conditional contracts with a company that makes pre-cut homes. They plan to begin building in the spring. The ultimate success of the group will depend on co-operation between individual members and with Farmer's Home.

During the summer many of the Spanish-speaking teen-agers--migrants and former migrants - organized themselves to provide a program of recreation. There is not too much to do in Ulysses at night besides going to the drive-in or bowling alley, or driving up and down the streets. The Teen Dance Organization sponsored by the Knights of Columbus, had about six dances on Friday nights during the summer. Also, they organized two swimming parties, a picnic, and a coffehouse, and enjoyed themselves quite a bit in the process. They ended the season with over $100.00 in the treasury, after giving some of their profits to the Daycare Program and throwing a small party for the Knights of Columbus. In a few years these kids will be leaders of La Raza, and we feel that they learned something about leadership and organization during the summer.

Another interesting summer project was the Rip Rocket Day Camp. Alice Frey of the county extension program arranged to have a day camp trailer come out to Ulysses to hold a nutrition camp for children of low-income families. Approximately 40 children came out daily to the fairgrounds to see movies on nutrition, play games, and cook their own lunches - first-hand experience with nutrition! The camp was held the week of July 27-31.

Since school began this fall, the emphasis has been on education. There is a preschool, sponsored by Concerned Citizens and held at St. Mary's School, that provides Headstart-like experiences for the children who come. There are three classes, each with an enrollment of fifteen. Many children came to the preschool this fall unable to speak English. We are hoping that they will be able to pick up enough English now in order to do well when they get to kindergarten.

The neighborhood Youth Corps is a federal program to provide jobs for teen-agers of low-income families. Presently there are eight teens in the NYC in Ulysses working in the extension office, public library, day care center and schools.

On December 1 an eighteen-week program of adult education began in Ulysses. The state is funding the program with $1750.00. The administrating agency is the Garden City Junior College. The classes are held at Ulysses High School on Tuesday and Thursday nights from eight to ten. Enrollees for the classes number 110 (76 have Spanish surnames) and an average of 85 persons have been attending each session. Classes begin with first grade and range all the way to high school level, where students are studying to take their GED (general equivalency diploma) exams. The staff of nine teachers is entirely local.

We, as VISTA Volunteers, feel that our job is not so much to provide services ourselves, but rather, to organize the community to make use of services already available and to direct its own new services. People must be organized to help themselves. Our aim is to work ourselves out of a job.

Perhaps the newly-formed Western Kansas Migrant Council will be an answer to community organization of the Mexican-American. So far, the Migrant Council consists of two embryo groups, one in Goodland and the other in Ulysses. At present, they are under the sponsorship of the Colorado Migrant Council, which is providing technical assistance to the newly-formed groups. In the future the groups hope to receive some funding from O.E.O. for programs to help the migrant in western Kansas. The way will be difficult, but at least a beginning has been made.

After nine months of working here, Kansas is still dusty and dry (though not so hot in December). But for us, Kansas is more than a climate -- it is a place where hundreds of fascinating people live, waiting for an opportunity to show that they, too, are human and IMPORTANT.

HOUSING AND EDUCATION
Ellen and Bob Erickson

Thirty-eight miles east of the Colorado-Kansas border and almost exactly half-way between Oklahoma and Nebraska lies the little town of Leoti. In mid-March two VISTA Volunteers, my wife, Ellen, and myself, were assigned to work and live there. With the aid of Judith Shedd, our sponsor, Mabel Linder, who's untiring efforts on behalf of the needy have won her the love and respect of all who believe human beings should be treated as human beings, and Mr. and Mrs. Alviso, who care a great deal about the future of their people, we were introduced to the people, their problems and their desires.

One of the desires most often expressed as we went about Leoti getting acquainted was that of obtaining driver's licenses, so we attempted to set up classes. It was soon evident that because of the wide variation in the ability of the students to read and write, the problem would be better solved on a one-to-one basis. To date six people out of eight who have taken the test have passed. As government figures go, these aren't the kind to make headlines, but they do represent successes, and for those living in poverty successes are few and far between.

Another desire which had been expressed was for more education. On November 30th Adult Basic Education classes began at the Wichita County High School in Leoti. They are held two nights a week with two one-hour long sessions separated by a fifteen-minute coffee break. The classes are financed by the Garden City Community Junior College, with teachers coming from the local community. There have been 40 students consistently in attendence at each of the sessions, at which teachers and students alike seem to be sharing a deep sense of fulfillment.

In September we began a preschool program at the Leoti Presbyterian Church. The children enrolled in this program are from three to five years of age and represent a very broad cross section of the community. There are twenty-four children enrolled, half attending school on Tuesday and Thursday mornings, the other half attending school on Wednesday and Friday mornings. During the three morning hours the children are given the opportunity to socialize with those from other cultures, to experience many different activities, and to express their own feelings and desires through verbalization, painting and clay, and free-play activities. Language development in the form of stories, discussion, singing and dramatic play is an important part of the program to aid the children from low-income families to increase their English vocabulary and give them a backlog of experiences which they may not have had otherwise. It is our hope that a preschool board can be established to seek out and administer funds for the continued operation of this program. Because the children do represent a broad cross section of the community, a fact of which Leoti may be proud, this program is not eligible for Head Start or O.E.O. funding, were it available.

At this point I should like to say a word or two about my dealings with Farmers Home Administration regarding their Mutual Self Help Housing Program, which has been described in detail in

in the Housing section of this report. Before the word or two I should point out that while the amount of business conducted by Farmers Home Administration has increased several fold in recent years, there has not been a comparable increase in the number of employees called upon to process these additional loans.

We felt it very important to let Farmers Home Administration know of our intentions to establish Self Help Housing projects in Ulysses and Leoti, and so the Bierlings and we visited the Farmers Home Administration State Director in Topeka, the district supervisor and our respective county supervisor, all of whom made us feel welcome and assured us of their full cooperation in our endeavors. This feeling was quickly lost, however, as we proceeded to submit loan applications to Farmers Home Administration. According to "the book" a loan applicant should not have to wait more than thirty days for a determination of his eligibility for a housing loan. While waiting for word on the applications it was made quite clear to me that Farmers Home Administration would much rather have these homes contractor-built. Our first application was submitted in early April; on July 28th the families were notified of their eligibility.

One of the most crucial aspects of Self-Help Housing is that each member works on his house as well as everyone else's and that no one occupies his new home until all have been completed. This feature necessitated that all the families' loans be processed at the same time so that each house will be at the same stage of completion. It was therefore quite a blow when four of the seven applicants were informed that, a) "you should reduce your unsecured debts down to $1,000.00" The applicants' unsecured debts totaled $833.00 at the time. b) "you should reduce your open accounts. We will defer your application for a period of four months at which time we will review your financial statement." c) "you should pay your unsecured debt before a loan will be processed for you." d) "the committee suggested you defer your housing loan until all open accounts are paid." Ulysses and Leoti do not have the same county supervisors nor the same county committee. There was no significant difference between the Ulysses families and the Leoti families' finances. All of the Ulysses families were approved to begin with the processing of their loans immediately.

The families who had been told that they could proceed with picking out floor plans and choosing a lot decided to wait until the other families would be allowed to proceed also. Fortunately, with the appointment of a new county supervisor, all the families were given the go-ahead to proceed with their loans.

The families decided to have a meeting during which they would choose their lots and floor plans, ask the new county supervisor any questions which they might have, and also elect officers and finally get the Self Help ball rolling. All the families were present; the new county supervisor was introduced. He started off by stating that, "It's up to you, you can have a contractor build your homes or you can build them yourselves, there won't be any difference in your payments". In one sentence Self Help Housing in Leoti went down the drain. No one in his right mind would choose to build his own home when he could have it done for him, especially if there would be no difference in his payments.

There was one hitch, however. As a family's income increases, their payments increase. The point at which the payments stop

increasing is determined by the size of the loan. For example, on a $12,000 self help loan the payment could go no higher than $966.00 a year. However, on a $15,000 contractor-built loan the payment could go no higher than $1,207.50 a year.

The following week we held another meeting in which I tried to explain that it was true that right now there would be no difference in payments, but what about the future when they would be making more money, then there would be a difference. Self Help was out; too much time had been lost. It was already November and the loans hadn't even been started; it would still be a month or two before the money would arrive, and then it would be time to go back to the fields 10 or 12 hours a day six days a week. No, the time to build the houses themselves had passed.

Many, more qualified than I, have found Mutual Self Help Housing to be one of the most successful approaches in getting at the roots of poverty. It offers a group of people the opportunity to, as some have put it, "pull themselves up by their own boot straps".

The desire for a decent place in which to rear his children is more than enough motivation for a man to build his own house. It takes a lot of hard work, sleepless nights, and long, boring meetings, but when the job is finished, the families have proven to themselves and to the community that they have accomplished a very complex and laborious feat, and that is something well worth the extra effort needed to offer them that opportunity. At least most states feel that way.

It should be obvious for those who have taken the time to read this section that the VISTA Volunteers are a unique group of sincere and unquestionably committed individuals. There are no words to describe their heroic efforts in the face of overwhelming problems and frustrations. None would be sufficient.

XII. DRIVER EDUCATION

In Western Kansas, there has existed all too long a problem which is of concern to many. Although Kansas law does not require an examinee to read, write, or speak English, no provision has been made by the Motor Vehicle Department to employ a Spanish-speaking driver's license examiner. In many Western Kansas communities, Spanish-speaking Americans of Mexican descent comprise 15-25% of the population.

Many argue that Spanish-speaking individuals be encouraged to learn English. I would certainly agree with this. However, many individuals cannot make use of adult basic education courses and other group-sponsored English classes simply because they have no Kansas driver's license and fear that they will be picked up going or coming to class.

Many also find their employment opportunities greatly restricted because they are afraid to travel any distance to work. Others overcome their initial fear and take to the highways only to be apprehended and fined repeatedly and excessively. Last, finding themselves trapped by the "system," they know no other course to pursue. Some law enforcement officials make a practice of checking drivers of any vehicle bearing Texas tags.

Some examiners will allow an interpreter. Others will not because they fear that the zealous interpreter may add a little too much in his translation. This undoubtedly happens, but probably not nearly as often as some examiners would like to imagine.

Obviously, steps need to be taken both to insure that the Spanish-speaking citizen is guaranteed his basic right to drive regardless of language or reading ability, and that the State is certain that this person is adequately prepared to drive.

An account similar to that above was presented by Robert B. Hernandez to the Governor's Committee on Mexican Affairs this spring. The Committee then made the following proposal:

1. That a Spanish-speaking examiner be hired to serve those communities with a Spanish-speaking population. This examiner might rotate his schedule so that he be in each community requiring his services a minimum of one time per month. A schedule listing where he will be on a given day should be in wide circulation.
2. That a Driver's Manual be prepared both in Spanish and in basic (grade school level) English.
3. That a grade school level oral exam be prepared to be administered when necessary. (Many individuals understand everyday conversation easily, but are confused by the phrasing of some questions now contained in the oral exam.)

We believe that the above recommendations would do much to balance the scales for the American of Mexican descent who resides in Kansas and wishes to drive in our state.

Since that time the prior opinion of the Motor Vehicle Department of "this has never been a problem state-wide" has changed considerably. The Motor Vehicle Department has been endeavoring to reach an economical solution to the problem.

The Governor's office is also congnizant of the situation and has been providing advisory personnel to aid in arriving at a solution.

Genevieve Musquiz, Project Health Educator, was asked to prepare a Spanish translation of a new more simplified examination. H.J. Ulrich, Superintendent of the Kansas Motor Vehicle Department, has informed us recently that the Spanish translation is being printed for distribution and use at various examining stations. The Motor Vehicle Department is also in the process of compiling an instruction pamphlet which will be printed in Spanish. We are hopeful that the instruction pamphlet and the coordinated examination will enable a greater number of Spanish-speaking applicants to secure driver's licenses.

XIII. IN CONCLUSION

As ever, the project year is filled with frustrations, fears and glimmers of light.

The Project presently has a well seasoned staff. One of the biggest problems in the first years of the Project was the rapid staff turn-over. Not only is our staff experienced, but the addition of well-qualified summer personnel was a big asset during the past summer. Sally Williams, Bob Maxwell, and John Fleming were significant factors in "getting the job done" this summer.

Presently we are exploring the possibilities of having several medical and/or nursing students on board next summer. The Regional Medical Program is assisting us in this area. Sally and Bob are tentatively planning to be back with us. The Regional Medical Program is also exploring the possible purchase of a mobile dental van which has previously been mentioned. A medical records system with a central information center is also a possibility.

The Goodland office, coupled with the diligent efforts of our two full-time Goodland staff members, Floriene Whisnant and Tom Woodward, have brought about a great improvement in our services in the northwest counties.

The VISTA Volunteers and their supervisor, Pola Valenzuela, have added new dimensions to the projects. Their efforts and accomplishments dealing with a full range of problems has been outstanding.

The cooperation the Project enjoys from representatives of countless agencies, organizations, institutions, and professionals is outstanding. The concern of so many at least partially compensates for the apathy expressed by others.

There is much we hope to accomplish during the next Project year. Succinctly it might be summed up as providing the most comprehensive and quality service possible.

One specific goal is additional new housing and improvement of existing housing. A state housing code would make this goal realistic. Without it, dragging feet will persist. We also look forward to coordination of effort with the Kansas Migrant Council.

The Migrant Health Advisory Board newly formed in November will, we hope, enable us to channel input from the "consumer" and others into planning and policies of the Project.

Present Advisory Board members are: Alfredo Alvizo, Simona Alvizo, Cruz DeLeon, Oliver DeLeon, Susie Ortiz, Roman Rodriquez and Rachel Lopez.

Dr. Stewart · (Principal, Leoti Grade School)
Bill Turrentine, (Grower)
Dr. Jon Wheat, D.D.S.
Robert B. Hernandez, Committee Member
Governor's Committee on Mexican-American Affairs.

Finally, I would like to express a word of appreciation to the countless individuals in western Kansas who assist us in making our services a reality. Special thanks go also to Dr. Patricia Schloesser and Virginia Lockhart and other health department personnel who support us at the state level. These individuals reflect the concern that has made migrant health in Kansas something more than just a term.

Finally, I wish to thank my staff for their efforts and patience in responding to the unreasonable demands both I and the project make on their time and physical endurance.

Not only does the project keep each staff member going 30 per day during most of the year but "off hours" are frequently interrupted by visits from families, urgent instant mobilization requests, and 3:00 a.m. phone calls.

THANKS is a short word in the English language but it never meant more.

Judy Shedd
Project Coordinator

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
HEALTH SERVICES AND MENTAL HEALTH ADMINISTRATION

ANNUAL PROGRESS REPORT - MIGRANT HEALTH PROJECT

DATE SUBMITTED

PERIOD COVERED BY THIS REPORT

FROM	THROUGH
December 1, 1969	November 30, 1970

PART I - GENERAL PROJECT INFORMATION

1. PROJECT TITLE
Western Kansas Migrant Health Project
"A Plan to Provide Health Service to Kansan Migrants"

2. GRANT NUMBER (Use number shown on the last Grant Award Notice)
MG 64 G(70)

3. GRANTEE ORGANIZATION (Name & address)
Kansas State Department of Health
State Office Building
Topeka, Kansas 66612

4. PROJECT DIRECTOR
Patricia Schloesser, M. D.

SUMMARY OF POPULATION AND HOUSING DATA FOR TOTAL PROJECT AREA

5. POPULATION DATA - MIGRANTS (Workers and dependents)

a. NUMBER OF MIGRANTS BY MONTH

MONTH	TOTAL	IN-MIGRANTS	OUT-MIGRANTS
JAN	733	733	NA
FEB.	743	733	10
MAR.	755	755	NA
APRIL	1083	1083	NA
MAY	4522	4522	NA
JUNE	6949	6949	NA
JULY	8692	8692	NA
AUG.	7317	7317	NA
SEPT.	4266	4266	NA
OCT.	3776	3776	NA
NOV.	1906	1906	NA
DEC.	470	455	15
TOTALS	41,212	41,187	25

b. NUMBER OF MIGRANTS DURING PEAK MONTH

	TOTAL	MALE	FEMALE
(1) OUT-MIGRANTS:			
TOTAL	15	7	8
UNDER 1 YEAR	2	2	0
1 - 4 YEARS	5	2	3
5 - 14 YEARS	3	1	2
15 - 44 YEARS	4	2	2
45 - 64 YEARS	0	0	0
65 AND OLDER	1	0	1
(2) IN-MIGRANTS:			
TOTAL	9207	4409	4798
UNDER 1 YEAR	176	86	90
1 - 4 YEARS	726	330	396
5 - 14 YEARS	1787	833	954
15 - 44 YEARS	5736	2789	2947
45 - 64 YEARS	746	356	390
65 AND OLDER	36	15	21

c. AVERAGE STAY OF MIGRANTS IN PROJECT AREA

	NO. OF WEEKS	FROM (MO.)	THROUGH (MO.)
OUT-MIGRANTS	NA		
IN-MIGRANTS	110	May	Sept.

d. (1) INDICATE SOURCES OF INFORMATION AND/OR BASIS OF ESTIMATES FOR 5a.

Migrant school enrollment, Great Western Sugar Co. Work lists, home visits, family histories, crew leaders, employment service, etc.

(2) DESCRIBE BRIEFLY HOW PROPORTIONS FOR SEX AND AGE FOR 5b WERE DERIVED.

Same as abbve.

6. HOUSING ACCOMMODATIONS

a. CAMPS

MAXIMUM CAPACITY	NUMBER	OCCUPANCY (PEAK)
LESS THAN 10 PERSONS		
10 - 25 PERSONS	1	42
26 - 50 PERSONS	1	73
51 - 100 PERSONS	10	1591
MORE THAN 100 PERSONS		
TOTAL*	12	1706

b. OTHER HOUSING ACCOMMODATIONS

LOCATION (Specify):	NUMBER	OCCUPANCY (PEAK)
Rural	247	3955
Urban	266	3651
TOTAL*	513	7606

*NOTE: The combined occupancy totals for "a" and "b" should equal approximately the total peak migrant population for the year.

7. MAP OF PROJECT AREA - Append map showing location of camps, roads, clinics, and other places important to project.

POPULATION AND HOUSING DATA

FOR Finney COUNTY.

GRANT NUMBER: MG64G(70)

INSTRUCTIONS: Projects involving more than one county will complete a continuation sheet (page 1 ___) for each county and summarize all the county data for total project area on page 1. Projects covering only one county will report population and housing on page 1.

5 POPULATION DATA - MIGRANTS (*Workers and dependents*)

a. NUMBER OF MIGRANTS BY MONTH

MONTH	TOTAL	IN-MIGRANTS	OUT-MIGRANTS
JAN.	58	58	N.A.
FEB.	58	58	"
MAR.	58	58	"
APRIL	90	90	"
MAY	300	300	"
JUNE	755	755	"
JULY	650	650	"
AUG.	315	315	"
SEPT.	300	300	"
OCT.	125	125	"
NOV.	96	96	"
DEC.	N.A.	N.A.	"
TOTALS			

c. AVERAGE STAY OF MIGRANTS IN COUNTY

	NO. OF WEEKS	FROM (MO.)	THROUGH (MO.)
OUT-MIGRANTS	N.A.		
IN-MIGRANTS	12	May	August

b. NUMBER OF MIGRANTS DURING PEAK MONTH

	TOTAL	MALE	FEMALE
(1) OUT-MIGRANTS:	N.A.		
TOTAL			
UNDER 1 YEAR			
1 - 4 YEARS			
5 - 14 YEARS			
15 - 44 YEARS			
45 - 64 YEARS			
65 AND OLDER			
(2) IN-MIGRANTS:			
TOTAL	755	367	388
UNDER 1 YEAR	12	5	7
1 - 4 YEARS	28	15	13
5 - 14 YEARS	140	65	75
15 - 44 YEARS	529	260	269
45 - 64 YEARS	45	22	23
65 AND OLDER	1	0	1

6. HOUSING ACCOMMODATIONS

a. CAMPS

MAXIMUM CAPACITY	NUMBER	OCCUPANCY (*Peak*)
LESS THAN 10 PERSONS		
10 - 25 PERSONS		
26 - 50 PERSONS		
51 - 100 PERSONS		
MORE THAN 100 PERSONS	1	70
TOTAL*	1	70

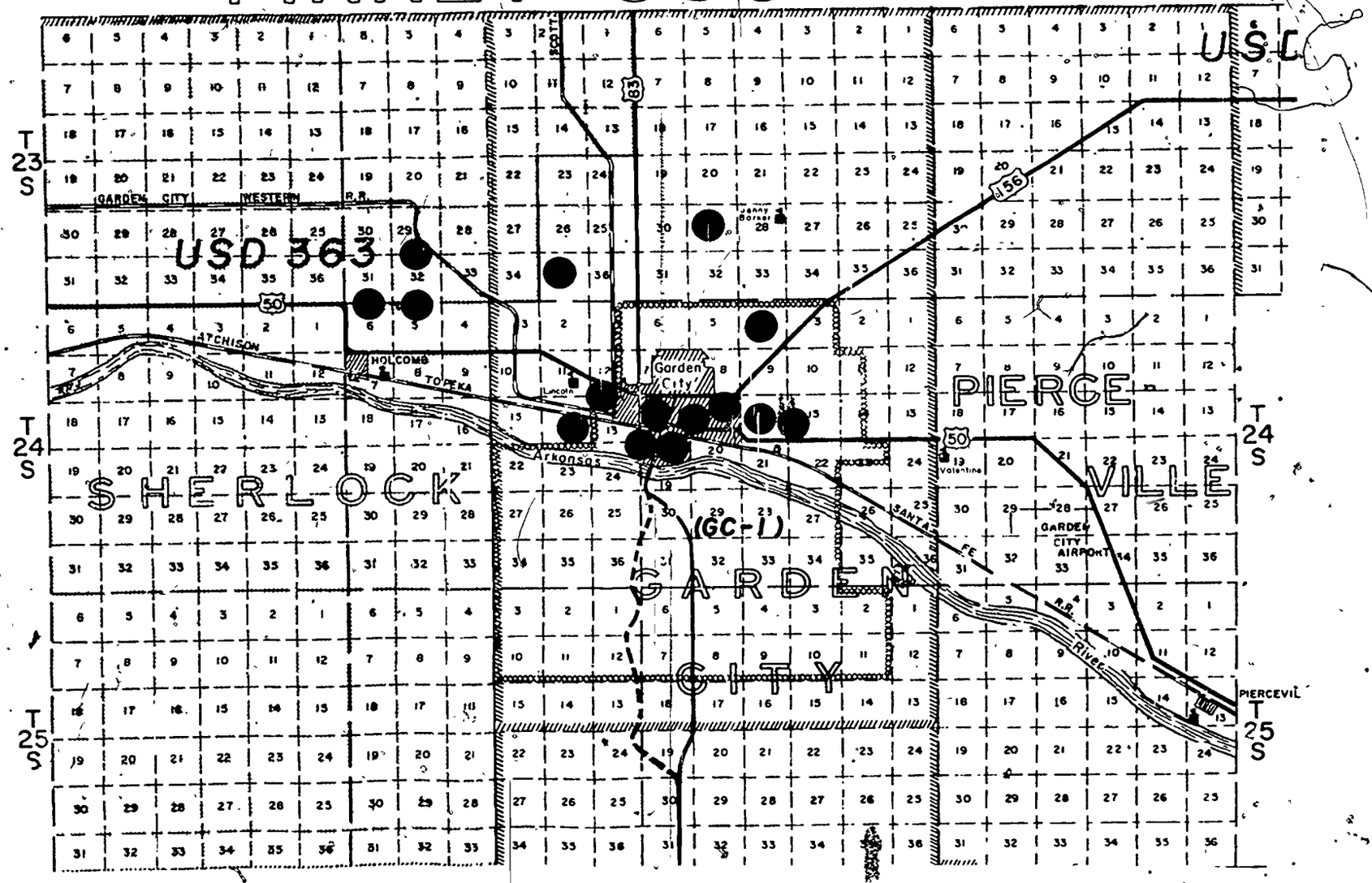
b. OTHER HOUSING ACCOMMODATIONS

LOCATION (*Specify*)	NUMBER	OCCUPANCY (*Peak*)
Scattered Rural	47	550
Urban	12	140
TOTAL*	59	690

**NOTE:* *The combined occupancy totals for "a" and "b" should equal approximately the total peak migrant population for the year.*

REMARKS

FINNEY COUNTY



● LOCATION MIGRANT HOUSING

★ CLINIC

POPULATION AND HOUSING DATA

FOR Haskell COUNTY.

GRANT NUMBER: MG64G(70)

INSTRUCTIONS.--Projects involving more than one county will complete a continuation sheet (page 1 ___) for each county and summarize all the county data for total project area on page 1. Projects covering only one county will report population and housing on page 1.

5 POPULATION DATA - MIGRANTS *(Workers and dependents)*

a. NUMBER OF MIGRANTS BY MONTH

MONTH	TOTAL	IN-MIGRANTS	OUT-MIGRANTS
JAN.	20	20	N.A.
FEB	20	20	"
MAR.	38	38	"
APRIL	75	75	"
MAY	200	200	"
JUNE	350	350	"
JULY	290	290	"
AUG.	120	120	"
SEPT.	125	125	"
OCT.	101	101	"
NOV.	70	70	"
DEC	N.A.	N.A.	"
TOTALS			

b. NUMBER OF MIGRANTS DURING PEAK MONTH

	TOTAL	MALE	FEMALE
(1) OUT-MIGRANTS: TOTAL	N.A.		
UNDER 1 YEAR			
1 - 4 YEARS			
5 - 14 YEARS			
15 - 44 YEARS			
45 - 64 YEARS			
65 AND OLDER			
(2) IN-MIGRANTS: TOTAL	350	168	182
UNDER 1 YEAR	15	7	8
1 - 4 YEARS	30	16	14
5 - 14 YEARS	50	22	28
15 - 44 YEARS	247	120	127
45 - 64 YEARS	8	3	5
65 AND OLDER	0	0	0

c. AVERAGE STAY OF MIGRANTS IN COUNTY

	NO. OF WEEKS	FROM (MO.)	THROUGH (MO.)
OUT-MIGRANTS	N.A.		
IN-MIGRANTS	12	May	August

6. HOUSING ACCOMMODATIONS

a. CAMPS

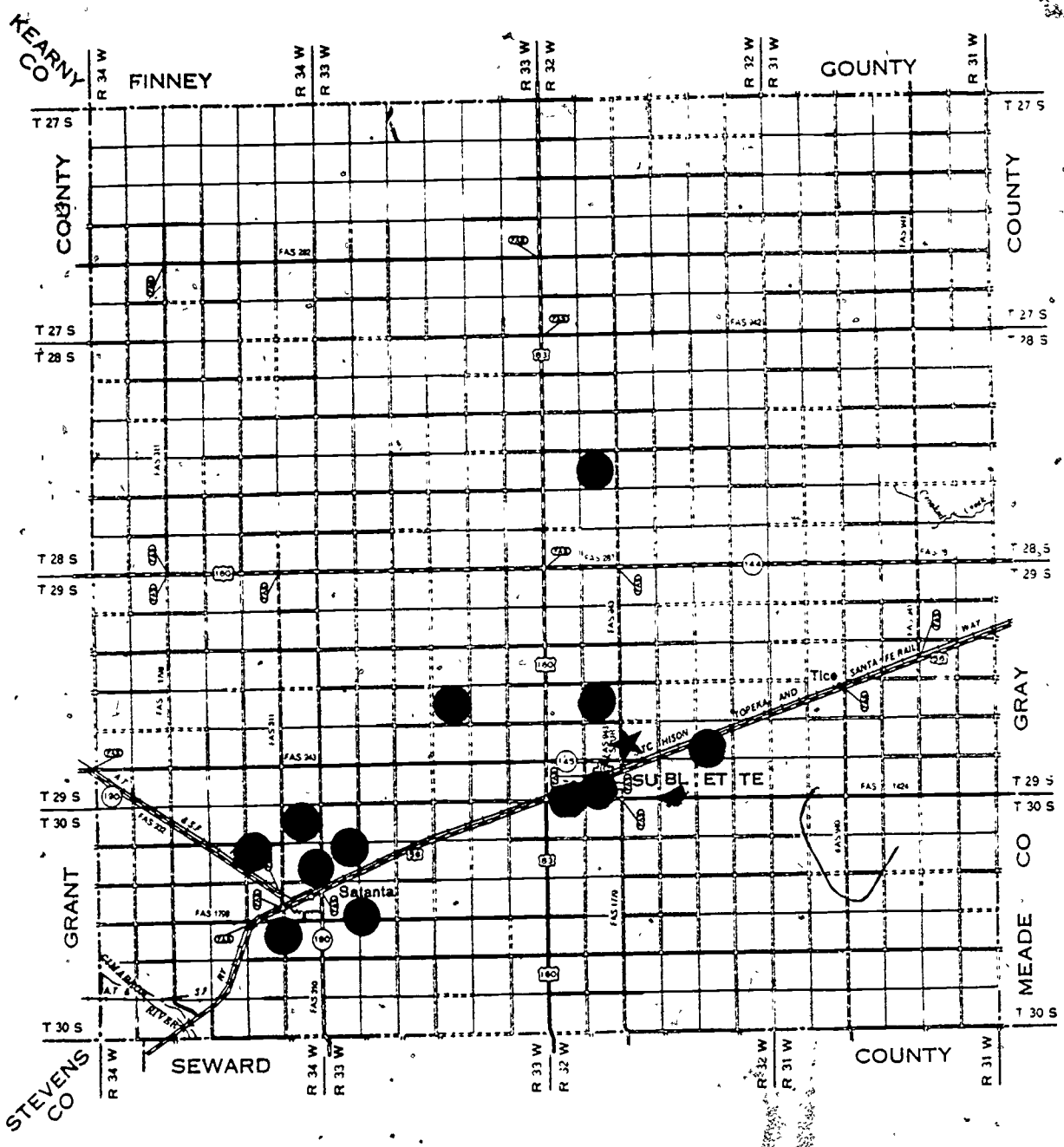
MAXIMUM CAPACITY	NUMBER	OCCUPANCY *(Peak)*
LESS THAN 10 PERSONS		
10 - 25 PERSONS		
26 - 50 PERSONS	1	42
51 - 100 PERSONS		
MORE THAN 100 PERSONS		
TOTAL*	1	42

b. OTHER HOUSING ACCOMMODATIONS

LOCATION *(Specify)*	NUMBER	OCCUPANCY *(Peak)*
Rural	21	258
Urban	7	50
TOTAL*	28	308

*NOTE *The combined occupancy totals for "a" and "b" should equal approximately the total peak migrant population for the year.*

REMARKS



● LOCATION MIGRANT HOUSING

★ CLINIC

HASKELL COUNTY
KANSAS

1960

POPULATION AND HOUSING DATA

FOR Grant COUNTY.

GRANT NUMBER: MG64G(70)

INSTRUCTIONS: Projects involving more than one county will complete a continuation sheet (page 1 ___) for each county and summarize all the county data for total project area on page 1. Projects covering only one county will report population and housing on page 1.

5 POPULATION DATA - MIGRANTS (*Workers and dependents*)

a. NUMBER OF MIGRANTS BY MONTH

MONTH	TOTAL	IN-MIGRANTS	OUT-MIGRANTS
JAN.	220	220	N.A.
FEB	220	220	"
MAR.	200	200	"
APRIL	350	350	"
MAY	680	680	"
JUNE	1,000	1,000	"
JULY	890	890	"
AUG.	640	640	"
SEPT.	500	500	"
OCT.	680	680	"
NOV.	500	500	"
DEC	N.A.	N.A.	"
TOTALS			

c. AVERAGE STAY OF MIGRANTS IN COUNTY

	NO. OF WEEKS	FROM (MO.)	THROUGH (MO.)
OUT-MIGRANTS	N.A.		
IN-MIGRANTS	16	May	September

b. NUMBER OF MIGRANTS DURING PEAK MONTH

	TOTAL	MALE	FEMALE
(1) OUT-MIGRANTS: TOTAL	N.A.		
UNDER 1 YEAR			
1 - 4 YEARS			
5 - 14 YEARS			
15 - 44 YEARS			
45 - 64 YEARS			
65 AND OLDER			
(2) IN-MIGRANTS: TOTAL	1,000	486	514
UNDER 1 YEAR	23	10	13
1 - 4 YEARS	50	24	26
5 - 14 YEARS	198	95	103
15 - 44 YEARS	636	316	320
45 - 64 YEARS	90	40	50
65 AND OLDER	3	1	2

6 HOUSING ACCOMMODATIONS

a. CAMPS

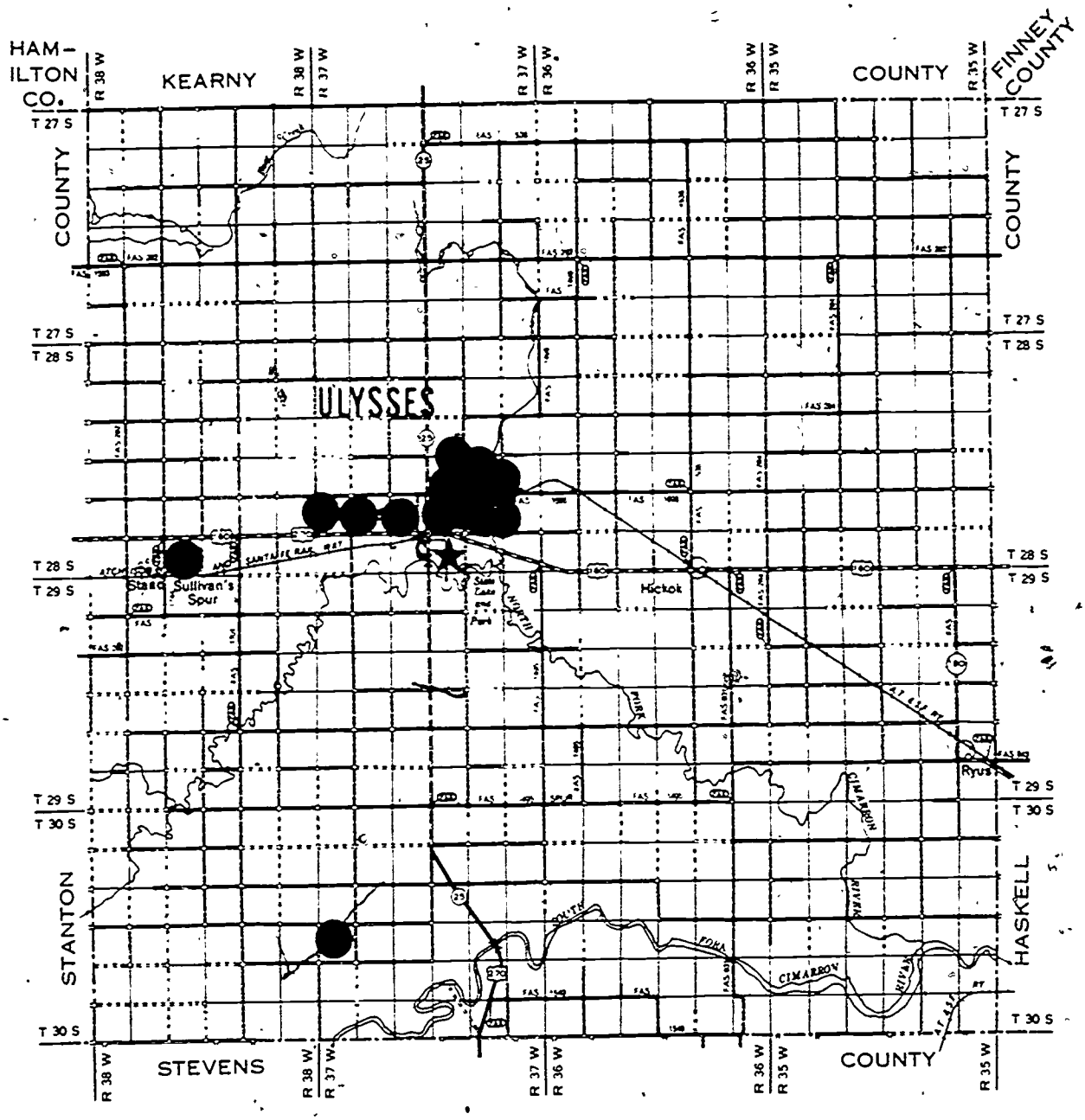
MAXIMUM CAPACITY	NUMBER	OCCUPANCY (*Peak*)
LESS THAN 10 PERSONS		
10 - 25 PERSONS		
26 - 50 PERSONS		
51 - 100 PERSONS	1	73
MORE THAN 100 PERSONS	3	461
TOTAL*	4	534

b. OTHER HOUSING ACCOMMODATIONS

LOCATION (*Specify*)	NUMBER	OCCUPANCY (*Peak*)
Urban	15	566
TOTAL*	15	566

*NOTE *The combined occupancy totals for "a" and "b" should equal approximately the total peak migrant population for the year.*

REMARKS



● LOCATION MIGRANT HOUSING

★ CLINIC

GRANT COUNTY
KANSAS

1961

POPULATION AND HOUSING DATA

FOR Kearny COUNTY.

GRANT NUMBER: MG 64 G (70)

INSTRUCTIONS Projects involving more than one county will complete a continuation sheet (page 1 ___) for each county and summarize all the county data for total project area on page 1. Projects covering only one county will report population and housing on page 1.

5 POPULATION DATA - MIGRANTS (*Workers and dependents*)

a. NUMBER OF MIGRANTS BY MONTH

MONTH	TOTAL	IN-MIGRANTS	OUT-MIGRANTS
JAN	17	17	N.A.
FEB	17	17	
MAR	17	17	
APR	36	36	
MAY	180	180	
JUNE	370	370	
JULY	300	300	
AUG.	160	160	
SEPT	70	70	
OCT	53	53	
NOV	34	34	
DEC	N.A.	N.A.	
TOTALS			

c. AVERAGE STAY OF MIGRANTS IN COUNTY

	NO. OF WEEKS	FROM (MO.)	THROUGH (MO.)
OUT-MIGRANTS	N.A.		
IN-MIGRANTS	12	May	August

b. NUMBER OF MIGRANTS DURING PEAK MONTH

	TOTAL	MALE	FEMALE
(1) OUT-MIGRANTS			
TOTAL			
UNDER 1 YEAR			
1 - 4 YEARS			
5 - 14 YEARS			
15 - 44 YEARS			
45 - 64 YEARS			
65 AND OLDER			
(2) IN-MIGRANTS			
TOTAL	370	178	192
UNDER 1 YEAR	14	6	8
1 - 4 YEARS	32	15	17
5 - 14 YEARS	64	30	34
15 - 44 YEARS	220	108	112
45 - 64 YEARS	40	19	21
65 AND OLDER	0	0	0

6 HOUSING ACCOMMODATIONS

a. CAMPS

MAXIMUM CAPACITY	NUMBER	OCCUPANCY (*Peak*)
LESS THAN 10 PERSONS		
10 - 25 PERSONS		
26 - 50 PERSONS		
51 - 100 PERSONS		
MORE THAN 100 PERSONS	2	140
TOTAL*	2	140

b. OTHER HOUSING ACCOMMODATIONS

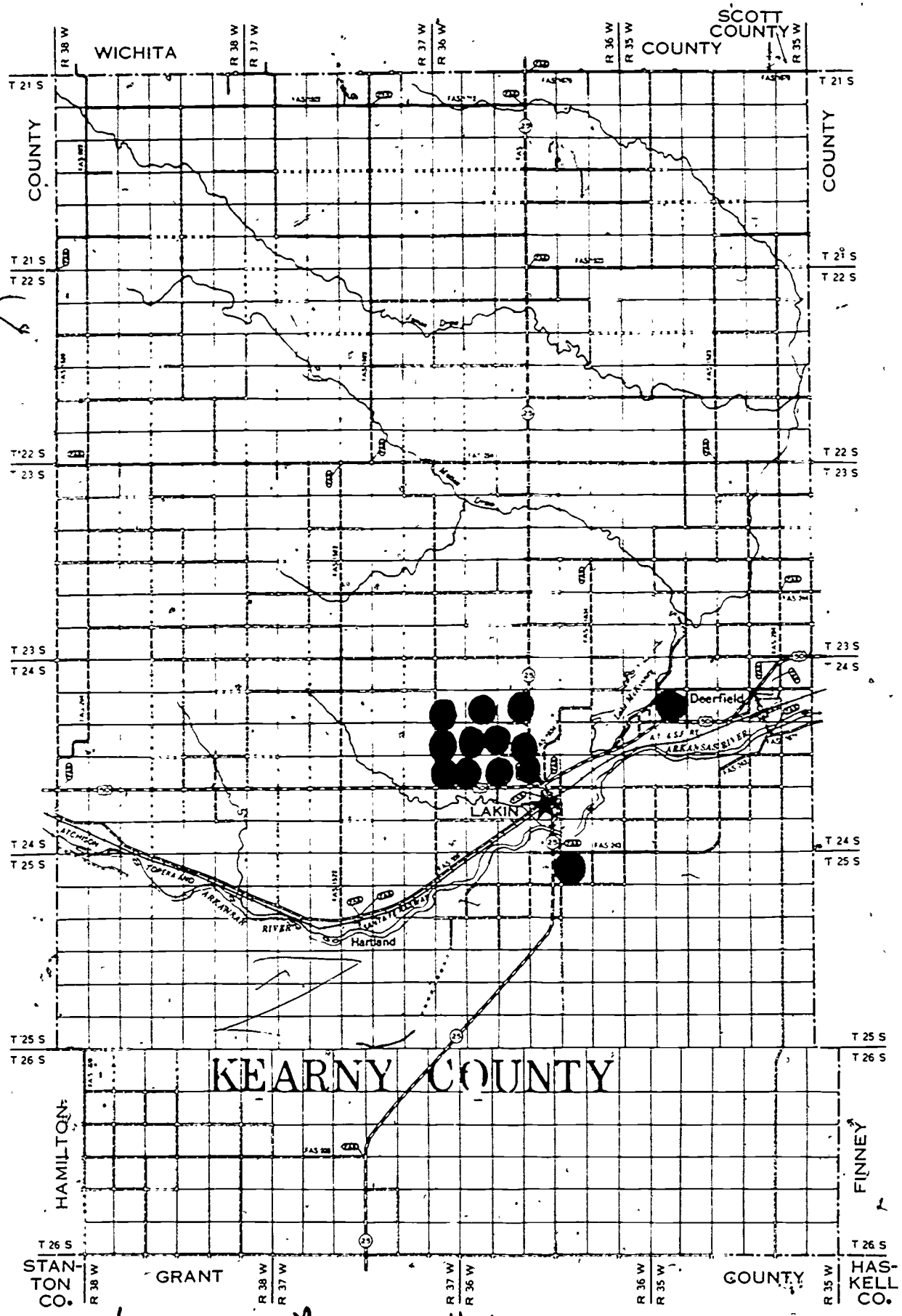
LOCATION (*Specify*)	NUMBER	OCCUPANCY (*Peak*)
Urban	12	180
Rural	8	50
TOTAL*	20	230

*NOTE *The combined occupancy totals for a and b should equal approximately the total peak migrant population for the year.*

REMARKS

7 (PAGE 1 ___)

(CONTINUATION PAGE FOR PART I)



LOCATION MIGRANT HOUSING

★ CLINIC

POPULATION AND HOUSING DATA

FOR Scott COUNTY.

GRANT NUMBER: MG 64 G (70)

INSTRUCTIONS. Projects involving more than one county will complete a continuation sheet (page 1 ___) for each county and summarize all the county data for total project area on page 1. Projects covering only one county will report population and housing on page 1.

5 POPULATION DATA - MIGRANTS (*Workers and dependents*)

a. NUMBER OF MIGRANTS BY MONTH

MONTH	TOTAL	IN-MIGRANTS	OUT-MIGRANTS
JAN	20	20	
FEB	20	20	
MAR	20	20	
APRIL	35	35	
MAY	60	60	
JUNE	68	68	
JULY	120	120	
AUG	70	70	
SEPT	50	50	
OCT	40	40	
NOV	40	40	
DEC	N.A.	N.A.	
TOTALS			

c. AVERAGE STAY OF MIGRANTS IN COUNTY

	NO OF WEEKS	FROM (MO.)	THROUGH (MO.)
OUT-MIGRANTS	N.A.		
IN-MIGRANTS	12	July	Sept.

b. NUMBER OF MIGRANTS DURING PEAK MONTH

	TOTAL	MALE	FEMALE
(1) OUT-MIGRANTS TOTAL	N.A.		
UNDER 1 YEAR			
1 - 4 YEARS			
5 - 14 YEARS			
15 - 44 YEARS			
45 - 64 YEARS			
65 AND OLDER			
(2) IN-MIGRANTS TOTAL	120	57	63
UNDER 1 YEAR	3	2	1
1 - 4 YEARS	10	4	6
5 - 14 YEARS	40	18	22
15 - 44 YEARS	47	22	25
45 - 64 YEARS	20	11	9
65 AND OLDER	0	0	0

6 HOUSING ACCOMMODATIONS

a. CAMPS

MAXIMUM CAPACITY	NUMBER	OCCUPANCY (Peak)
LESS THAN 0 PERSONS		
0 25 PERSONS		
25 50 PERSONS		
51 100 PERSONS		
MORE THAN 100 PERSONS.	N.A.	
TOTAL*		0

b. OTHER HOUSING ACCOMMODATIONS

LOCATION (Specify)	NUMBER	OCCUPANCY (Peak)
Urban	13	120
TOTAL*	13	120

*NOTE The combined occupancy totals for 'a' and 'b' should equal approximately the total peak migrant population for the year.

REMARKS

POPULATION AND HOUSING DATA

FOR Stanton COUNTY.

GRANT NUMBER: MG 64 G (70)

INSTRUCTIONS. Projects involving more than one county will complete a continuation sheet (page 1 ___) for each county and summarize all the county data for total project area on page 1. Projects covering only one county will report population and housing on page 1.

5 POPULATION DATA - MIGRANTS *(Workers and dependents)*

a NUMBER OF MIGRANTS BY MONTH

MONTH	TOTAL	IN-MIGRANTS	OUT-MIGRANTS
JAN	60	60	N.A.
FEB	60	60	
MAR	70	70	
APRIL	90	90	
MAY	102	102	
JUNE	700	700	
JULY	580	580	
AUG	400	400	
SEPT	221	221	
OCT	207	207	
NOV	112	112	
DEC	N.A	N.A.	
TOTALS			

c AVERAGE STAY OF MIGRANTS IN COUNTY

	NO. OF WEEKS	FROM (MO.)	THROUGH (MO.)
OUT-MIGRANTS			
IN-MIGRANTS	16	June	October

b. NUMBER OF MIGRANTS DURING PEAK MONTH

	TOTAL	MALE	FEMALE
(1) OUT-MIGRANTS			
TOTAL	N.A.		
UNDER 1 YEAR			
1 - 4 YEARS			
5 - 14 YEARS			
15 - 44 YEARS			
45 - 64 YEARS			
65 AND OLDER			
(2) IN-MIGRANTS			
TOTAL	700	333	367
UNDER 1 YEAR	5	3	2
1 - 4 YEARS	50	22	28
5 - 14 YEARS	180	80	100
15 - 44 YEARS	412	201	211
45 - 64 YEARS	50	26	24
65 AND OLDER	3	1	2

6 HOUSING ACCOMMODATIONS

a CAMPS

MAXIMUM CAPACITY	NUMBER	OCCUPANCY (Peak)
LESS THAN 10 PERSONS		
10 - 24 PERSONS		
25 - 50 PERSONS		
51 - 100 PERSONS		
MORE THAN 100 PERSONS	1	280
TOTAL*	1	280

b OTHER HOUSING ACCOMMODATIONS

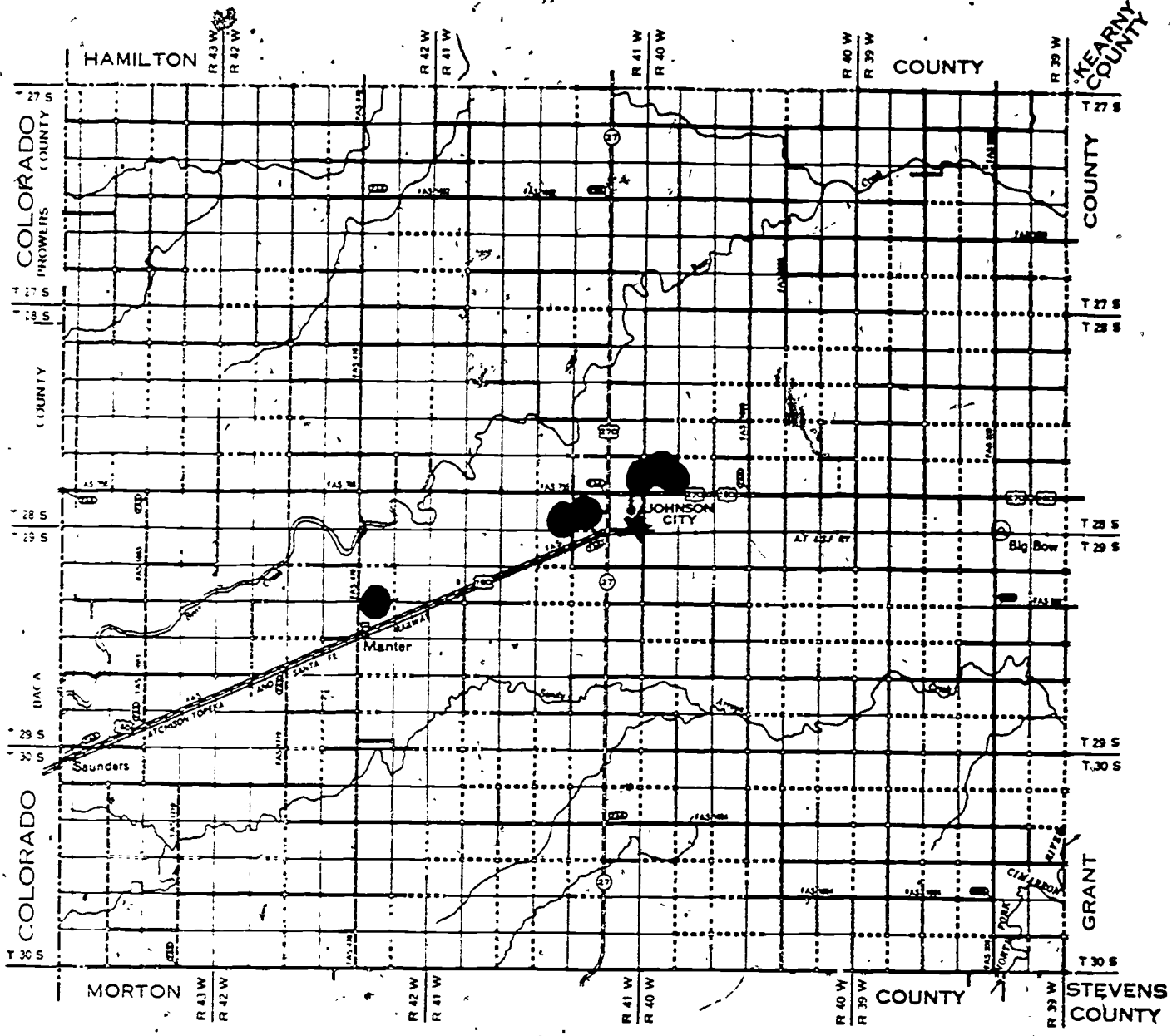
LOCATION (Specify)	NUMBER	OCCUPANCY (Peak)
Urban	21	380
Rural	5	40
TOTAL*	26	420

*NOTE The combined occupancy totals for a and b should equal approximately the total peak migrant population for the year.

REMARKS

PHS-4202-7 (PAGE 1 ___)
REV 1-69

(CONTINUATION PAGE FOR PART I)



● LOCATION MIGRANT HOUSING

★ CLINIC

STANTON COUNTY
KANSAS

1961

POPULATION AND HOUSING DATA

FOR Wichita and ~~Greeley~~ COUNTY.

GRANT NUMBER

64 G (70)

INSTRUCTIONS. Projects involving more than one county will complete a continuation sheet (page 1 ___) for each county and summarize all the county data for total project area on page 1. Projects covering only one county will report population and housing on page 1.

5. POPULATION DATA - MIGRANTS (*Workers and dependents*)

a. NUMBER OF MIGRANTS BY MONTH

MONTH	TOTAL	IN-MIGRANTS	OUT-MIGRANTS
JAN.	150	150	
FEB	170	170	
MAR.	170	170	
APRIL	220	220	
MAY	480	480	
JUNE	900	900	
JULY	850	850	
AUG.	600	600	
SEPT.	520	520	
OCT.	350	350	
NOV.	260	260	
DEC.	N.A.	N.A.	
TOTALS			

c. AVERAGE STAY OF MIGRANTS IN COUNTY

	NO. OF WEEKS	FROM (MO.)	THROUGH (MO.)
OUT-MIGRANTS			
IN-MIGRANTS	18	May	Sept.

b. NUMBER OF MIGRANTS DURING PEAK MONTH

	TOTAL	MALE	FEMALE
(1) OUT-MIGRANTS:	N.A.		
TOTAL			
UNDER 1 YEAR			
1 - 4 YEARS			
5 - 14 YEARS			
15 - 44 YEARS			
45 - 64 YEARS			
65 AND OLDER			
(2) IN-MIGRANTS:			
TOTAL	900	432	468
UNDER 1 YEAR	12	5	7
1 - 4 YEARS	30	14	16
5 - 14 YEARS	200	90	110
15 - 44 YEARS	631	310	321
45 - 64 YEARS	25	12	13
65 AND OLDER	2	1	1

6. HOUSING ACCOMMODATIONS

a. CAMPS

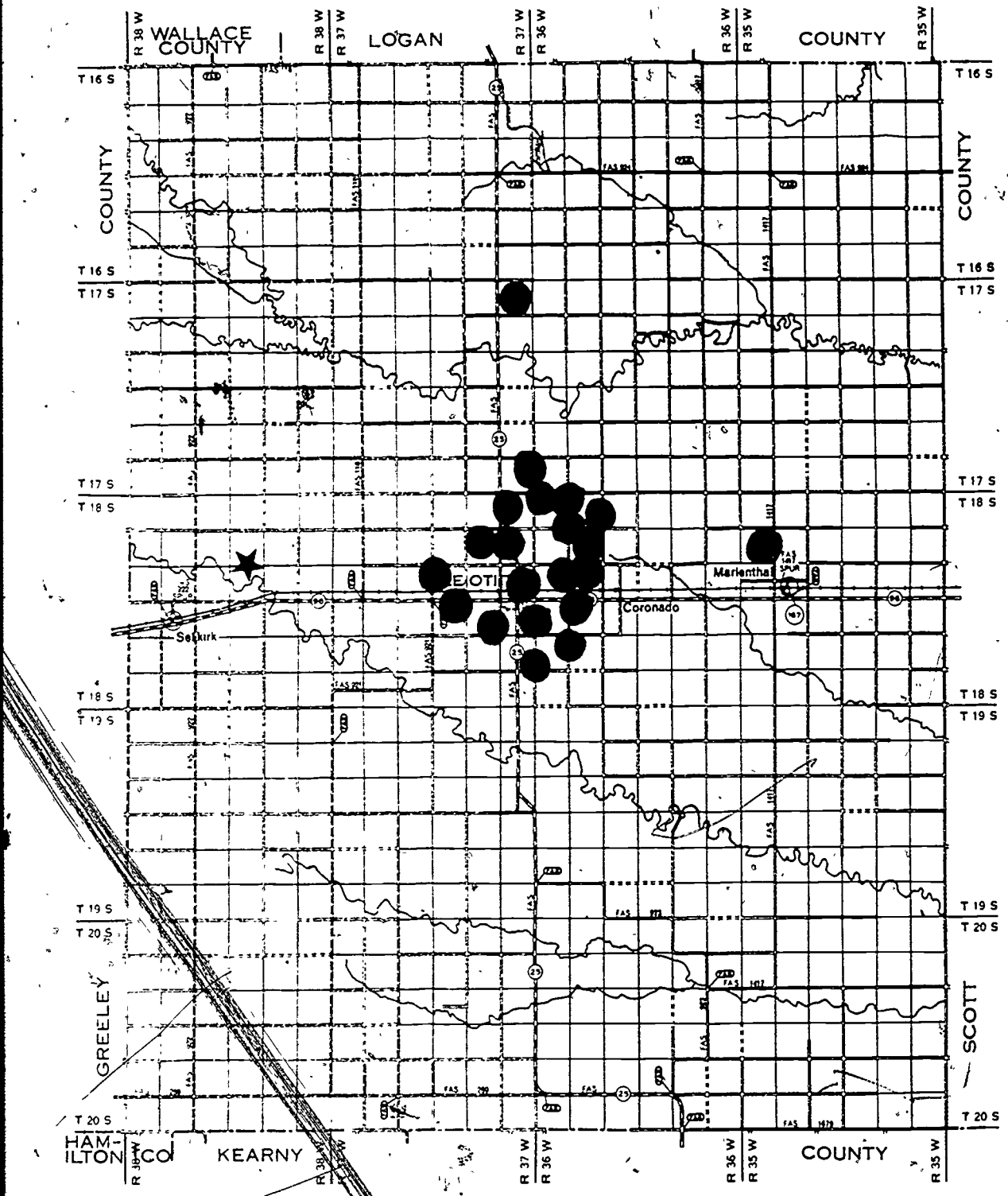
MAXIMUM CAPACITY	NUMBER	OCCUPANCY (*Peak*)
LESS THAN 10 PERSONS		
10 - 25 PERSONS		
26 - 50 PERSONS		
51 - 100 PERSONS		
MORE THAN 100 PERSONS	3	640
TOTAL*		

b. OTHER HOUSING ACCOMMODATIONS

LOCATION (*Specify*)	NUMBER	OCCUPANCY (*Peak*)
Urban	18	207
Rural	7	53
TOTAL*	25	260

**NOTE.* *The combined occupancy totals for "a" and "b" should equal approximately the total peak migrant population for the year.*

REMARKS



● LOCATION MIGRANT HOUSING

★ CLINIC

WICHITA COUNTY
KANSAS

1961

SCALE

102

0079

POPULATION AND HOUSING DATA

FOR Sherman, Wallace, Cheyenne Counties

GRANT NUMBER: MG64G(70)

INSTRUCTIONS. Projects involving more than one county will complete a continuation sheet (page 1 ___) for each county and summarize all the county data for total project area on page 1. Projects covering only one county will report population and housing on page 1.

5 POPULATION DATA - MIGRANTS (*Workers and dependents*)

a. NUMBER OF MIGRANTS BY MONTH

MONTH	TOTAL	IN-MIGRANTS	OUT-MIGRANTS
JAN.	188	188	N.A.
FEB	178	168	10
MAR.	182	182	N.A.
APRIL	187	187	"
MAY	2,520	2,520	"
JUNE	2,806	2,806	"
JULY	5,012	5,012	"
AUG.	5,012	5,012	"
SEPT.	2,480	2,480	"
OCT	2,220	2,220	"
NOV.	794	794	"
DEC	470	455	15
TOTALS			

c. AVERAGE STAY OF MIGRANTS IN COUNTY

	NO. OF WEEKS	FROM (MO.)	THROUGH (MO.)
OUT-MIGRANTS	N.A.		
IN-MIGRANTS	12	May	August

b. NUMBER OF MIGRANTS DURING PEAK MONTH

	TOTAL	MALE	FEMALE
(1) OUT-MIGRANTS:			
TOTAL	15	7	8
UNDER 1 YEAR	2	2	0
1 - 4 YEARS	5	2	3
5 - 14 YEARS	3	1	2
15 - 44 YEARS	4	2	2
45 - 64 YEARS	0	0	0
65 AND OLDER	1	0	1
IN-MIGRANTS			
TOTAL	5,012	2,388	2,624
UNDER 1 YEAR	92	48	44
1 - 4 YEARS	496	220	276
5 - 14 YEARS	915	433	482
15 - 44 YEARS	3,014	1,452	1,562
45 - 64 YEARS	468	223	245
65 AND OLDER	27	12	15

6. HOUSING ACCOMMODATIONS

a. CAMPS N.A.

MAXIMUM CAPACITY	NUMBER	OCCUPANCY (*Peak*)
LESS THAN 10 PERSONS		
10 - 25 PERSONS		
26 - 50 PERSONS		
51 - 100 PERSONS		
MORE THAN 100 PERSONS		
TOTAL*		

b. OTHER HOUSING ACCOMMODATIONS

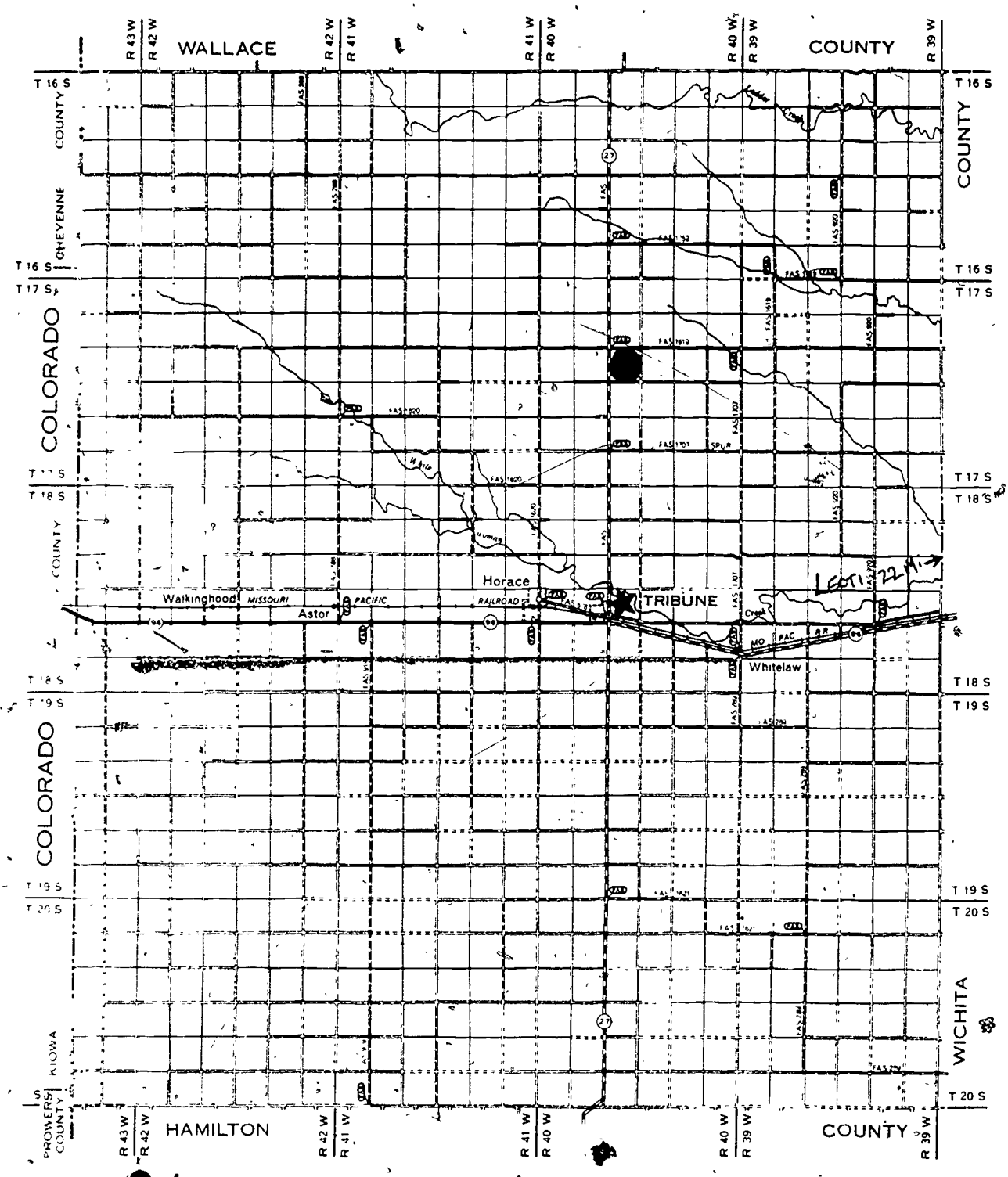
LOCATION (*Specify*)	NUMBER	OCCUPANCY (*Peak*)
Rural	159	3,004
Urban	168	2,008
TOTAL*	327	5,012

*NOTE The combined occupancy totals for "a" and "b" should equal approximately the total peak migrant population for the year.

REMARKS

PHS-4202-7 (PAGE 1 ___)
REV 1-69

(CONTINUATION PAGE FOR PART I)



● LOCATION MIGRANT HOUSING

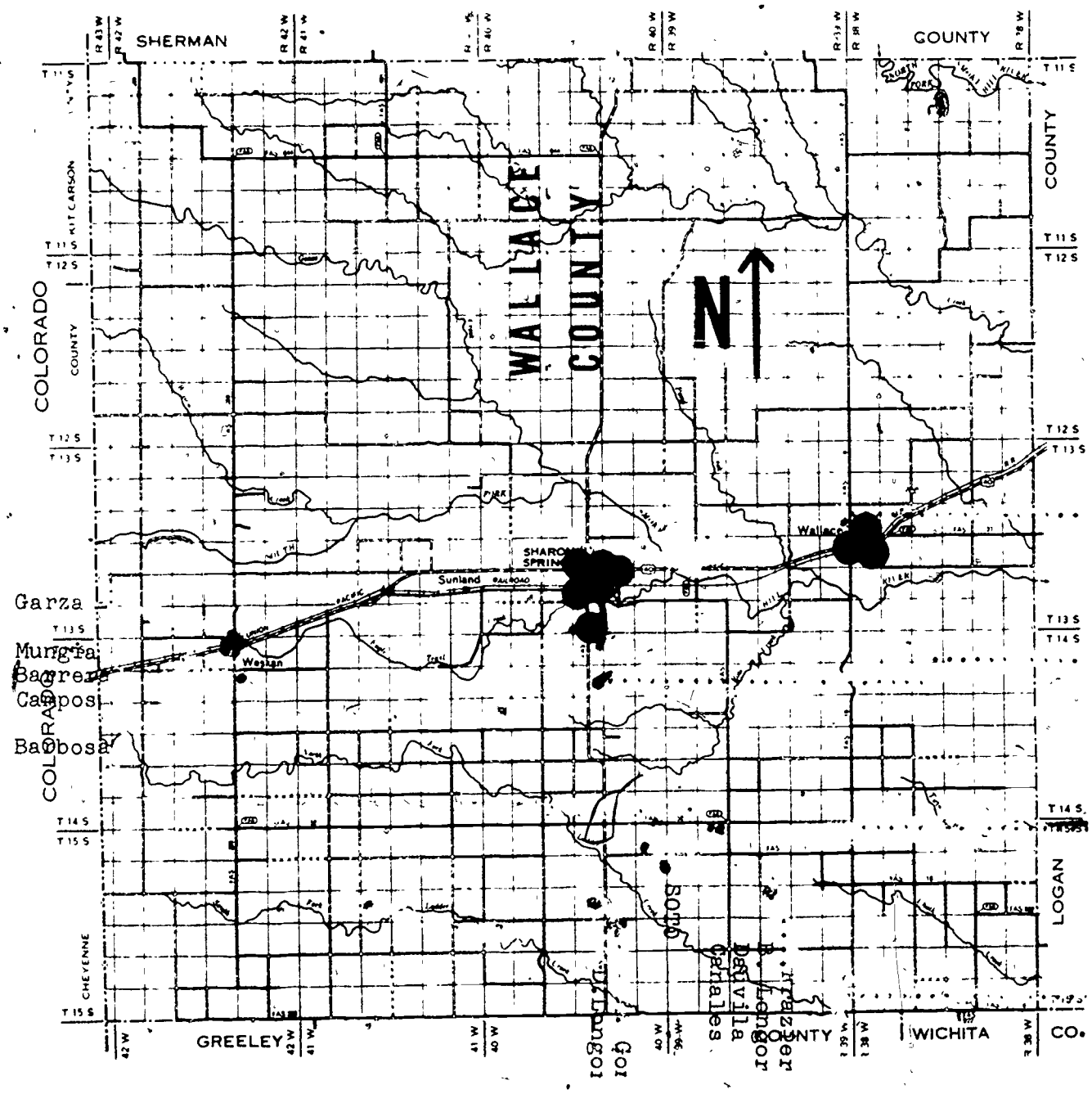
★ CLINIC

GREELEY COUNTY
KANSAS

1961

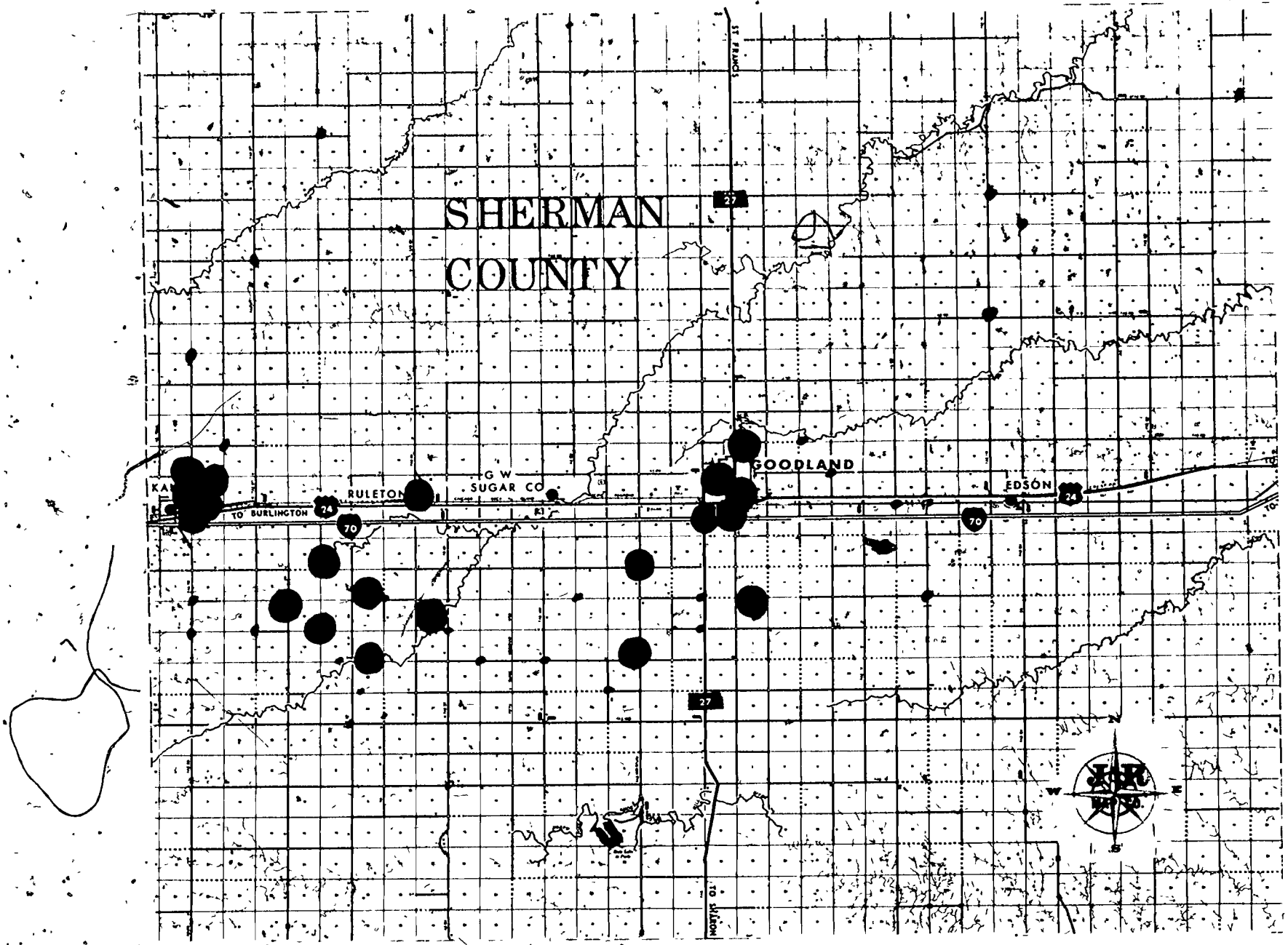
0981

1038 67



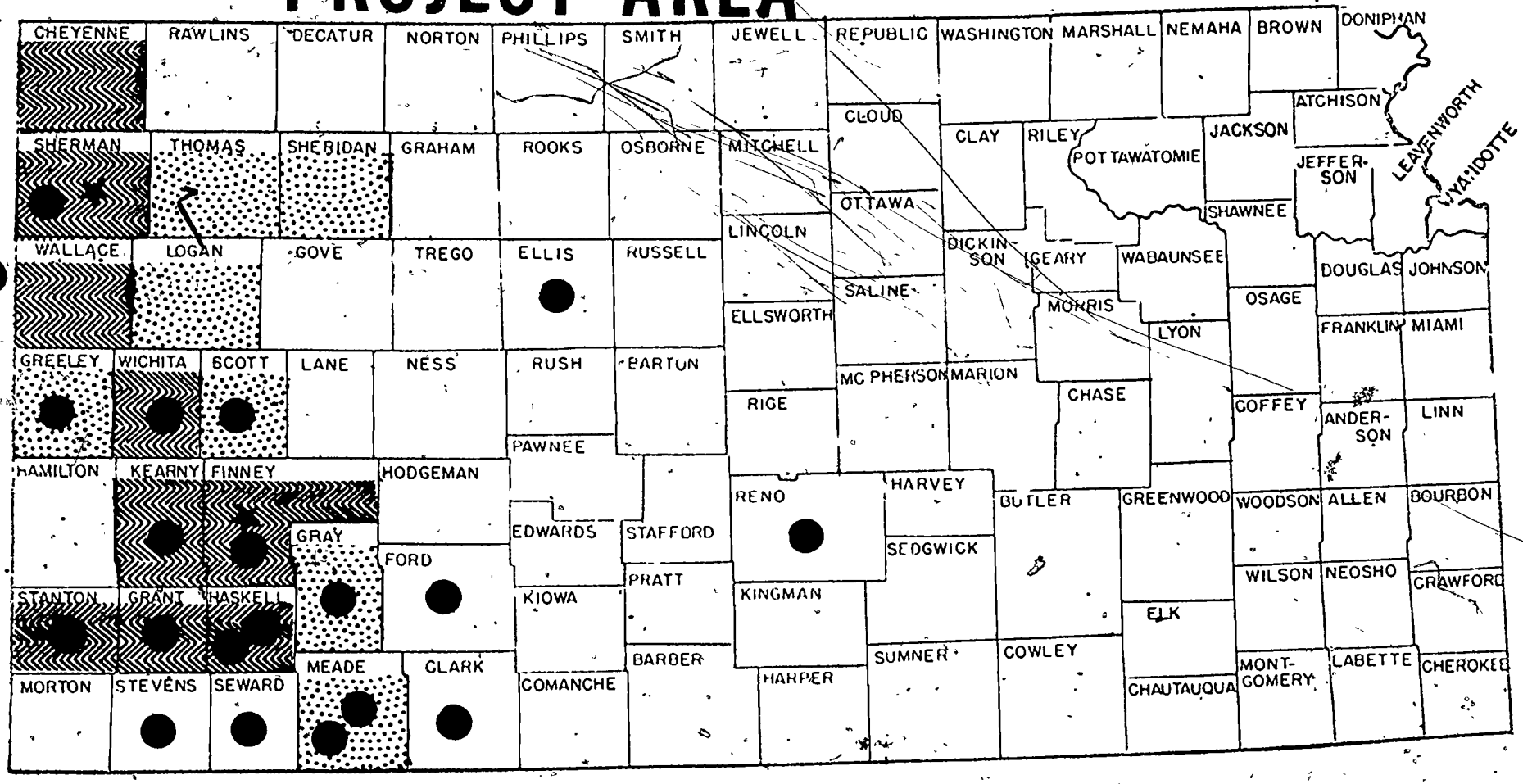
● LOCATION MIGRANT HOUSING

1082 81



● LOCATION MIGRANT HOUSING

PROJECT AREA



Medical, Dental and Health Education Services

Services provided through adjacent Counties

Hospitals having agreements with project

Project Office

GRANT NUMBER: MG 64 G (70)

DATE SUBMITTED: December 1970

PART II - MEDICAL, DENTAL, AND HOSPITAL SERVICES

1. MIGRANTS RECEIVING MEDICAL SERVICES

a. TOTAL MIGRANTS RECEIVING MEDICAL SERVICES AT FAMILY HEALTH CLINICS, PHYSICIANS OFFICES, HOSPITAL EMERGENCY ROOMS, ETC

AGE	NUMBER OF PATIENTS			NUMBER OF VISITS
	TOTAL	MALE	FEMALE	
TOTAL				
UNDER 1 YEAR	83	51	32	
1 - 4 YEARS	158	89	69	
5 - 14 YEARS	1076	471	605	
15 - 44 YEARS	896	348	548	
45 - 64 YEARS	83	35	45	
65 AND OLDER	60	24	36	

b. OF TOTAL MIGRANTS RECEIVING MEDICAL SERVICES, HOW MANY WERE:

(1) SERVED IN FAMILY HEALTH SERVICE CLINIC? 512

(2) SERVED IN PHYSICIANS' OFFICE, ON FEE-FOR-SERVICE ARRANGEMENT (INCLUDE REFERRALS) 1144

3. MIGRANT PATIENTS HOSPITALIZED

(Regardless of arrangements for payment):

No. of Patients *(exclude newborn)* 94

No. of Hospital Days 497

2. MIGRANTS RECEIVING DENTAL SERVICES

ITEM	TOTAL	UNDER 15	15 AND OLDER
a. NO. MIGRANTS EXAMINED-TOTAL	648	633	15
(1) NO. DECAYED, MISSING, FILLED TEETH			
(2) AVERAGE DMF PER PERSON			
b. INDIVIDUALS REQUIRING SERVICES-TOTAL	338	319	15
(1) CASES COMPLETED	294	279	15
(2) CASES PARTIALLY COMPLETED	20	20	0
(3) CASES NOT STARTED	24	24	0
c. SERVICES PROVIDED - TOTAL	975	904	71
(1) PREVENTIVE	804	774	30
(2) CORRECTIVE-TOTAL			
(a) Extraction	168	127	41
(b) Other	3	3	0
d. PATIENT VISITS - TOTAL	295 (hours)	289	6 hrs.

4. IMMUNIZATIONS PROVIDED

TYPE	COMPLETED IMMUNIZATIONS, BY AGE					IN-COMPLETE SERIES	BOOSTERS, REVACCINATIONS
	TOTAL	UNDER 1 YEAR	1 - 4	5 - 14	15 AND OLDER		
TOTAL-- ALL TYPES	2685	62	1124	1415	84		157
SMALLPOX	46	--	8	34	4		4
DIPHTHERIA	279	19	191	60	9		9
PERTUSSIS	279	19	191	60			
TETANUS	279	19	191	60	9		
POLIO	287	5	182	100	9		
TYPHOID							
MEASLES	78		39	39			
OTHER *(Specify)*							
TB	940		240	667	33		
Rubella	353		82	271			
DT	144			124	20		144

REMARKS

PART II (Continued) - 5. MEDICAL CONDITIONS TREATED BY PHYSICIANS IN FAMILY CLINICS, HOSPITAL OUTPATIENT DEPARTMENTS, AND PHYSICIANS' OFFICES.

GRANT NUMBER MG 64 G (70)

ICD CLASS	MH CODE	DIAGNOSIS OR CONDITION	TOTAL VISITS	FIRST VISITS	REVISITS
I-XVII.		TOTAL ALL CONDITIONS			
I.	01-	INFECTIVE AND PARASITIC DISEASES TOTAL	156	114	42
	010	TUBERCULOSIS	35	15	20
	011	SYPHILIS			
	012	GONORRHEA AND OTHER VENEREAL DISEASES			
	013	INTESTINAL PARASITES	95	95	
		DIARRHEAL DISEASE (infectious or unknown origins):			
	014	Children under 1 year of age			
	015	All other			
	016	"CHILDHOOD DISEASES" — mumps, measles, chickenpox	2	1	1
	017	FUNGUS INFECTIONS OF SKIN (Dermatophytoses)	20	2	18
	019	OTHER INFECTIVE DISEASES (Give examples):			
II.	02-	NEOPLASMS TOTAL	4	1	3
	020	MALIGNANT NEOPLASMS (give examples)			
	025	BENIGN NEOPLASMS	4	1	3
	029	NEOPLASMS of uncertain nature			
III.	03-	ENDOCRINE, NUTRITIONAL, AND METABOLIC DISEASES TOTAL	11	4	7
	030	DISEASES OF THYROID GLAND			
	031	DIABETES MELLITUS			
	032	DISEASES of Other Endocrine Glands			
	033	NUTRITIONAL DEFICIENCY			
	034	OBESITY			
	039	OTHER CONDITIONS			
IV.	04-	DISEASES OF BLOOD AND BLOOD FORMING ORGANS TOTAL	142	60	82
	040	IRON DEFICIENCY ANEMIA	142	60	82
	049	OTHER CONDITIONS			
V	05-	MENTAL DISORDERS TOTAL			
	050	PSYCHOSES			
	051	NEUROSES and Personality Disorders			
	052	ALCOHOLISM			
	053	MENTAL RETARDATION	4	3	1
	059	OTHER CONDITIONS			
VI	06-	DISEASES OF THE NERVOUS SYSTEM AND SENSE ORGANS TOTAL	53	35	18
	060	PERIPHERAL NEURITIS			
	061	EPILEPSY	6	3	3
	062	CONJUNCTIVITIS and other Eye Infections	33	24	9
	063	REFRACTIVE ERRORS of Vision	14	8	6
	064	OTITIS MEDIA			
	069	OTHER CONDITIONS			

PART II – 5. *(Continued)*

GRANT NUMBER: MG 64 G (70)

ICD CLASS	MH CODE	DIAGNOSIS OR CONDITION	TOTAL VISITS	FIRST VISITS	REVISITS
VII.	07-	DISEASES OF THE CIRCULATORY SYSTEM: TOTAL	20	14	6
	070	RHEUMATIC FEVER	4	4	
	071	ARTERIOSCLEROTIC and Degenerative Heart Disease	1	2	1
	072	CEREBROVASCULAR DISEASE (Stroke)			
	073	OTHER DISEASES of the Heart			
	074	HYPERTENSION	12	95	4
	075	VARICOSE VEINS	3	3	1
	079	OTHER CONDITIONS			
VIII.	08-	DISEASES OF THE RESPIRATORY SYSTEM: TOTAL	66	35	31
	080	ACUTE NASOPHARYNGITIS (Common Cold)	4	14	
	081	ACUTE PHARYNGITIS	6		
	082	TONSILLITIS	21	11	12
	083	BRONCHITIS	3	4	
	084	TRACHEITIS/LARYNGITIS	2		13
	085	INFLUENZA	4		1
	086	PNEUMONIA	4		
	087	ASTHMA, HAY FEVER	18	6	5
	088	CHRONIC LUNG DISEASE (Emphysema)			
	089	OTHER CONDITIONS			
IX.	09-	DISEASES OF THE DIGESTIVE SYSTEM: TOTAL	13	9	4
	090	CARIES and Other Dental Problems	4	4	1
	091	PEPTIC ULCER	2	2	
	092	APPENDICITIS	2	1	
	093	HERNIA	2	1	2
	094	CHOLECYSTIC DISEASE	3	1	1
	099	OTHER CONDITIONS			
X.	10-	DISEASES OF THE GENITOURINARY SYSTEM: TOTAL	35	10	25
	100	URINARY TRACT INFECTION (Pyelonephritis, Cystitis)	12	5	14
	101	DISEASES OF PROSTATE GLAND (excluding Carcinoma)	2	5	
	102	OTHER DISEASES of Male Genital Organs	12		5
	103	DISORDERS of Menstruation	3		
	104	MENOPAUSAL SYMPTOMS	6		6
	105	OTHER DISEASES of Female Genital Organs			
	109	OTHER CONDITIONS			
XI	11-	COMPLICATIONS OF PREGNANCY, CHILDBIRTH, AND THE PUERPERIUM: TOTAL	52	18	34
	110	INFECTIONS of Genitourinary Tract during Pregnancy	9	5	15
	111	TOXEMIAS of Pregnancy	3		2
	112	SPONTANEOUS ABORTION	26	7	12
	113	REFERRED FOR DELIVERY	12	6	5
	114	COMPLICATIONS of the Puerperium	2		
	119	OTHER CONDITIONS			
XII	12-	DISEASES OF THE SKIN AND SUBCUTANEOUS TISSUE: TOTAL	32	21	11
	120	SOFT TISSUE ABSCESS OR CELLULITIS	2	2	1
	121	IMPETIGO OR OTHER PYODERMA	6	4	3
	122	SEBORRHEIC DERMATITIS	6	1	1
	123	ECZEMA, CONTACT DERMATITIS, OR NEURODERMATITIS	15	12	5
	124	ACNE			
	129	OTHER CONDITIONS	3	2	1

PART II - 5. (Continued)

GRANT NUMBER MG 64 G (70)

ICD CLASS	MH CODE	DIAGNOSIS OR CONDITION	TOTAL VISITS	FIRST VISITS	REVISITS
XIII.	13-	DISEASES OF THE MUSCULOSKELETAL SYSTEM AND CONNECTIVE TISSUE TOTAL	17	11	6
	130	RHEUMATOID ARTHRITIS	13	5	3
	131	OSTEOARTHRITIS			
	132	ARTHRITIS, Unspecified	4	6	3
	139	OTHER CONDITIONS			
XIV.	14-	CONGENITAL ANOMALIES TOTAL	1	1	1
	140	CONGENITAL ANOMALIES of Circulatory System			
	149	OTHER CONDITIONS			
XV.	15-	CERTAIN CAUSES OF PERINATAL MORBIDITY AND MORTALITY TOTAL	0		
	150	BIRTH INJURY			
	151	IMMATURITY			
	159	OTHER CONDITIONS			
XVI.	16-	SYMPTOMS AND ILL-DEFINED CONDITIONS TOTAL	36	17	19
	160	SYMPTOMS OF SENILITY	6	2	9
	161	BACKACHE	6	5	5
	162	OTHER SYMPTOMS REFERRABLE TO LIMBS AND JOINTS	12	6	4
	163	HEADACHE	12	4	1
	169	OTHER CONDITIONS			
XVII.	17-	ACCIDENTS, POISONINGS, AND VIOLENCE TOTAL	33	19	14
	170	LACERATIONS, ABRASIONS, and Other Soft Tissue Injuries	8	6	4
	171	BURNS			
	172	FRACTURES	3	2	1
	173	SPRAINS, STRAINS, DISLOCATIONS	14	11	9
	174	POISON INGESTION			
	179	OTHER CONDITIONS due to Accidents, Poisoning, or Violence	8		

			NUMBER OF INDIVIDUALS
6	2--	SPECIAL CONDITIONS AND EXAMINATIONS WITHOUT SICKNESS TOTAL	
	200	FAMILY PLANNING SERVICES	89
	201	WELL CHILD CARE	763
	202	PRENATAL CARE	24
	203	POSTPARTUM CARE	19
	204	TUBERCULOSIS Follow-up of inactive case	6
	205	MEDICAL AND SURGICAL AFTERCARE	14
	206	GENERAL PHYSICAL EXAMINATION	900
	207	PAPANICOLAOU SMEARS	42
	208	TUBERCULIN TESTING	593
	209	SEROLOGY SCREENING	85
	210	VISION SCREENING	558
	211	AUDITORY SCREENING	535
	212	SCREENING CHEST X-RAYS	15
	213	GENERAL HEALTH COUNSELLING	1030
	219	OTHER SERVICES EKG	2
		(Specify)	

PART III - NURSING SERVICE

GRANT NO. MG 64 G (70)

TYPE OF SERVICE	NUMBER
1. NURSING CLINICS:	
a. NUMBER OF CLINICS	37
b. NUMBER OF INDIVIDUALS SERVED - TOTAL	1620
2 FIELD NURSING:	
a. VISITS TO HOUSEHOLDS	1036
b. TOTAL HOUSEHOLDS SERVED	825
c. TOTAL INDIVIDUALS SERVED IN HOUSEHOLDS	1036
d. VISITS TO SCHOOLS DAY CARE CENTERS	112
e. TOTAL INDIVIDUALS SERVED IN SCHOOLS AND DAY CARE CENTERS	607
3 CONTINUITY OF CARE:	
a. REFERRALS MADE FOR MEDICAL CARE TOTAL	47
(1) Within Area	
(Total Completed)	
(2) Out of Area	31
(Total Completed)	7
b. REFERRALS MADE FOR DENTAL CARE TOTAL	6
(Total Completed)	
c. REFERRALS RECEIVED FOR MEDICAL OR DENTAL CARE FROM OUT OF AREA: TOTAL	1
(Total Completed)	1
d. FOLLOW-UP SERVICES FOR MIGRANTS, not originally referred by project, WHO WERE TREATED IN PHYSICIANS OFFICES (Fee-for-Service)	1144
e. MIGRANTS PROVIDED PRE-DISCHARGE PLANNING AND POST-HOSPITAL SERVICES	
f. MIGRANTS ASKED TO PRESENT HEALTH RECORD Form PMS-3652 or Similar Form) IN FIELD OR CLINIC: TOTAL	205
(1) Number presenting health record	99
(2) Number given health record	258
4 OTHER ACTIVITIES (Specify):	

REMARKS

0039

PART IV - SANITATION SERVICES

GRANT NUMBER: MG 64 G (70)

TABLE A. SURVEY OF HOUSING ACCOMMODATIONS

HOUSING ACCOMMODATIONS	TOTAL		COVERED BY PERMITS	
	NUMBER	MAXIMUM CAPACITY	NUMBER	MAXIMUM CAPACITY
CAMPS	35	4,000	N.A.	N.A.
OTHER LOCATIONS	527	4830	N.A.	N.A.
HOUSING UNITS - Family:				
IN CAMPS	----			
IN OTHER LOCATIONS	605	Anybody's guess at this point.		
HOUSING UNITS - Single				
IN CAMPS	----			
IN OTHER LOCATIONS	----			

TABLE B. INSPECTION OF LIVING AND WORKING ENVIRONMENT OF MIGRANTS

ITEM	NUMBER OF LOCATIONS INSPECTED*		TOTAL NUMBER OF INSPECTIONS		NUMBER OF DEFECTS FOUND		NUMBER OF CORRECTIONS MADE	
LIVING ENVIRONMENT	CAMPS	OTHER	CAMPS	OTHER	CAMPS	OTHER	CAMPS	OTHER
a. WATER		112		9		42		11
b. SEWAGE		112		9		39		9
c. GARBAGE AND REFUSE		112		9		49		4
d. HOUSING		280		8		61		26
e. SAFETY		112		5		43		21
f. FOOD HANDLING		40		6		19		9
g. INSECTS AND RODENTS		20		8		9		23
h. RECREATIONAL FACILITIES		20		1		2		1
WORKING ENVIRONMENT								
a. WATER	XXXX	N.A.	XXXX	----	XXXX	----	XXXX	----
b. TOILET FACILITIES	XXXX	N.A.	XXXX	----	XXXX	----	XXXX	----
c. OTHER	XXXX	N.A.	XXXX	----	XXXX	----	XXXX	----

* Locations - camps or other locations where migrants work or are housed.

PART V - HEALTH EDUCATION SERVICES (By type of service, personnel involved, and number of sessions.)

TYPE OF HEALTH EDUCATION SERVICE	NUMBER OF SESSIONS					
	HEALTH EDUCATION STAFF	PHYSICIANS	NURSES	SANITARIANS	AIDES (other than Health Ed.)	OTHER (Specify)
A. SERVICES TO MIGRANTS						
(1) Individual counselling	4348	302	1466	130	309	---
(2) Group counselling	400	None	12	12	22	
B. SERVICES TO OTHER PROJECT STAFF						
(1) Consultation	49		60		20	
(2) Direct services			44			
C. SERVICES TO GROWERS						
(1) Individual counselling	154			25	19	
(2) Group counselling	9				1	
D. SERVICES TO OTHER AGENCIES OR ORGANIZATIONS:						
(1) Consultation with individuals	200		123	20	9	
(2) Consultation with groups	109		40		16	
(3) Direct services	134		12		6	
E. HEALTH EDUCATION MEETINGS	11		4		4	

Adult Class Due in City

A program of adult education is to begin in Ulysses on Dec. 1 according to Marilyn Bierling of the VISTA team. Registration for the classes will be held at St. Mary's School next Tuesday, Nov. 24, 8 to 10 p.m. The classes will last 18 weeks, and will be taught from 8 to 10 each Tuesday and Thursday evening.

One of the classes to be offered is for adults who have not completed high school, and who wish to study to pass their GED examinations. Once these exams are passed, the state of Kansas issues a certificate which is equivalent to a high school diploma.

Other classes will be offered to adults on the elementary and junior high level.

Work corresponding to the first three grades will be included in the level I class. Level two is equal to grades 4-6, and level III covers seventh and eighth grade. There also will be a special class for Spanish-speaking adults who wish to learn to speak English.

Food Stamp Plans Started

Preliminary plans are being laid for institution of a food stamp program for Finney County.

Sponsored by the Food and Nutrition Service of the United States Department of Agriculture, the program is being operated from a temporary field office in Hays. A target date for issuance of stamps has not been set.

Setting up the program in Garden City are John M. Burns, officer in charge of the field office in Greeley, Colo., and Starland A. Birdsong, representative of a regional food stamp office in Dallas, Tex. Both men are employed by the USDA.

The two are presently contacting bankers and wholesale and retail grocers in an attempt to acquaint them with the food stamp program. A meeting is scheduled for 8 p.m. Tuesday at the State Highway Commission office for grocers in a five county area: Finney, Lane, Ness, Gray and Haskell.

Once the program is in operation, persons who qualify will be able to obtain food worth more than they normally spend for food. The food stamp program is designed to enable low-income families to buy more food of greater variety so they can have better diets.

Self Help Group Now Made Here

As a result of successful completion of another stage of the Self-Help Housing program in Ulysses, seven families including around 40 people are that much nearer to having adequate housing at a price they can afford, according to Neal Bierling, VISTA housing specialist.

The seven families who have now joined the Ulysses Self-Help Housing Association lots have chosen their lots and filled out the land option forms required by FHA. They will complete the Farmers Home Administration membership agreement form, in which they agree to help one another and to donate a specified number of hours to the work. The land option forms require the present holders of the property to permit purchase within nine months.

The group visited Hugoton on Sunday to see one of the prefabricated homes, built by Bob Cole's company, and will see two more in Sublette this week. Cole will come to Ulysses Sunday after next to discuss his house plan and prices. The prefabricated structures include everything above the foundation.

Construction on the units will start some time next spring, Bierling said. He credited Sam Koury, FHA county housing supervisor, with a great deal of help on the program.

The VISTA team has been in Ulysses since March. They are specialists in government housing programs. The Farmers Home Administration has sponsored programs similar to the one now being implimented here since the 1930's.

Court to Establish Probation Study Hall

With the aid of a Vista volunteer and a juvenile on probation himself, the juvenile court will be establishing a study hall for juveniles on probation within the next two weeks.

The program also will involve tutoring for the juveniles. Truants will probably be required to attend the hall, which will be during the evening in the court jury room. Other juveniles on probation may be in the study hall depending on any difficulty they may be having with school.

Tentatively, there will be two study hall groups, one a Monday-Wednesday-Friday session and the other a Tuesday-Thursday study period. There also may be a Saturday study hall, Juvenile Court Judge Mike Friesen says.

Vista volunteer Mary MacDonald, 1212 E. Chestnut, will be assisting those students in the study hall. Mrs. MacDonald previously taught school in California for 24 years. Experience in adult basic education and tutoring program supplements her teaching background.

Helping the volunteer will be a juvenile who is on probation and was recommended by a therapist at the Area Mental Health Center for the position.

Friesen explained today that some of the arrangements for the study hall still are not final and may be changed later.

In the last week, the Finney County Juvenile Court handled cases involving 33 juveniles.

One of the cases concerned a dependency and neglect complaint involving 10 children alone. They ranged in age from 6 months to 12-years-old.

Otherwise, the number of juveniles in drug-related cases topped the list with seven youths listed by the court as having been involved. In one case, the court received a complaint concerning the excessive drug use by three 16-year-old girls.

The use resulted in one of the girls jumping from a third-story window, reportedly not knowing what she was doing at the time. She apparently was not seriously injured.

The cases of two probationers previously involved in narcotics also were reviewed by the court. The two boys were 17 and 18 years old.

The court initiated proceedings for the mental evaluation of a 13-year-old girl who had problems related to narcotics and promiscuity. One further complaint about narcotics activity was turned over to law enforcement officials.

Several juveniles were involved with theft cases. A boy and girl, both 17 years old, were found guilty of miscreancy for a first-time shoplifting offense. The court took the case under advisement if certain stipulations are met.

One complaint about a 14-year-old boy stealing milk was investigated and settled informally. In addition, a vandalism case concerning two 13 year olds was handled informally.

A more unusual case on two 14-year-old youths received informal treatment, too. The youths had obtained a fraudulent marriage certificate outside of the United States, resulting in a case of dependency and neglect.

The court helped a 17-year-old mother of two by trying to find her employment. And it reviewed and advised with one family a case involving a juvenile mental illness commitment. The court handled informally one complaint of poor family-child relations.

During the week, warrants were issued for a 14-year-old runaway girl and a boy of the same age for commitment to Boys' Industrial School. Because the juvenile facilities are full in Finney County, the boy was committed to jail in Lakin.

The Lakin jail is accommodating another boy for the same reason. The 16-year-old youth ran away

The Open Forum

(Under this head The STANDARD will publish any letter on any subject of public interest. Criticism should be constructive. If you do or do not agree or endorse present methods, conditions or acts, here is your opportunity to express yourself. All communications must be signed.—Editor.)

To the Open Forum.

Once again it has become imperative to put a letter in the Open Forum Sometimes we who serve as your county commissioners fail in advising you. the owners of this county. why we take some of the actions that we do.

The main reason for this letter is to bring you up to date on the food stamp program that will be handled through our county and state welfare departments.

Several months ago, we were asked if this county was interested in a food stamp or commodity program. or if we were desirous of any. The request come through the state welfare office.

Your county commissioners are very pleased with the way our county welfare department is run. We know that the ladies in charge of this program do their very best to provide the necessary assistance to those who are in need in this county. Hence, through our county welfare office we spent the necessary time to look into the need, if any, that we might have for one of the food programs.

After this study was made. it was felt that this county had no real need for either a food stamp program or a commodity program. due to our local labor market. Hence. we advised the state welfare department of our findings, thanking them for offering us the opportunity of these programs if needed.

It was felt. and still is felt by your county commissioners that it is not the prudent thing to take on any government program that is offered unless there is a need. Expense in government, both local, state and federal is bad enough without adding additional programs that are not needed or desired.

Since our correspondence with the state welfare department on the food programs, we have been visited by an employee of the United States Department of Agriculture, received a telegram from Senator Robert Dole and had numerous visits with the state welfare department on the following matter.

It seems that it has become a federal ruling that all counties in the United States must offer either a food stamp program or a commodity program whether it is needed or not. We are proud to say that Wichita County, Kansas, was one of the twelve counties that did not succumb to this federal ruling until approximately three weeks ago. Since that time it is our understanding that all the remaining counties in the United States have agreed to the federal ruling.

We finally gave into this ruling as we feared a federal suit, and this suit would have been of no benefit to this county.

We therefore feel it is our duty as your county commissioners to advise you that this county has gone into the food stamp program. This program will be a food stamp mail issuance program and will be handled through the state welfare department.

There will no doubt be someone from the United States Department of Agriculture in this area in the near future to explain this program to our local food stores. After the program is set up, our local welfare office will be able to explain it to any interested person.

About all we can say at this time is that the program we have agreed to go under will incur no additional expense to this county in relation to our local welfare office. We will not need to add any additional personnel, or extend any additional money. The bulk of this program will fall on the state welfare office.

As your county commissioners, we are indeed sorry that we were unable to fight off more government controls on our local lives. We appreciate the trust that you the citizens of Wichita County have placed upon us. We also feel the frustrations of not being able to do the job we would desire, due to the many outside factors that we have no control over.

It is indeed a shame that the bureaucrats and the unscrupulous politicians are constantly trying to take more of the government away from the people.

Very truly yours,

George Woodbury. Chairman
Lloyd H. Hutchison, Comm.
Arthur H. Kuhlmann, Comm.

Like his father and grandfather, he follows the spring...

The brown man with a hoe

Goodland

May. The first clustered sprouts of thirsty sugar beets along quarter- and half-mile rows fight thirsty weeds for piped water.

In Texas the cotton has been chopped, the potatoes dug and the onions picked. Work is scarce.

Preparations have begun in Mercedes and Brownsville, Plainfield, Hart and Lamesa and a hundred other Texas towns for the migration to the sugar beet fields of Sherman County.

The brown-skinned people come packed in cars, campers trucks and buses. They bring their children, grandchildren, brothers, wives, in-laws, and their chickens; dogs and cats.

They come with illusions of getting ahead, with promises of "good money." Some find both. Others return home as broke as when they left.

These Mexican-Americans from Texas — and some Mexican nationals — are part of a band of more than one million migrant farm laborers. Their job is seasonal. Their pay is low.

About 8,000 of these seasonal workers find their way to Sherman County and thirteen other Kansas counties in May, June and early July each year to hoe sugar beets.

Their day begins early. The sun, just an hour old, has killed the morning coolness. Vehicles loaded with sleepy workers jostle up rutted paths that divide mammoth beet fields. There's time for a stretch, a scratch and a few bits of conversation before the long-handled hoes take command.

Backs are bent. Eyes are focused on the clusters of beets and weeds in the seemingly endless rows of endless acres of sugar beets.

The movement of the hoe, at first slow and ragged becomes a rhythmic blur. "Chop, chop, chop, chop." Midway down the first half-mile row the hoe has become a part of the body. The "chop, chop, chop, chop" is as involuntary as breathing.

Sweat gently drips from the copper nose and leathery hands of Guadalupe Rodriquez. Sunshine dances in water droplets trapped between black whiskers on his full cheeks. It is shortly after 9 a.m. and he has just begun his fourth row. Nine and a half rows make an acre. And in June an acre on the second thinning pays $10.50.

Guadalupe Rodriquez has come north from his home in Mercedes, Tex., for the past five years to hoe beets for Goodland farmer Joe Gutsch.

The form of a woman moves about 200 yards to his rear in an adjacent row. A loose white blouse, lowered skirt and soiled sunbonnet cling to the once-thin figure that lately has begun to thicken from childbirth. She wipes strands of her matted, coarse, black hair from her smooth brown cheek. Guadalupe's wife has not yet completed her third row.

At the opposite end of the half-mile-wide field a late model Chevrolet pickup truck with camper is parked beside two other automobiles. Two little brown figures in dusty jeans and white T-shirts are tracing castles in the powdery dirt in the shade of the camper.

Inside a tiny dark-eyed girl, not over three, is fanning a magazine over a silent baby. The morning breezes cannot reach the wooden shelf on which the six-month-old infant lies.

The oldest child, age six, interrupts the creation of a castle tower when dull whimpering inside the camper erupts into a full-fledged wailing. Moments later the six-year-old has silenced the cry by cradling the infant between his legs in the front seat of the truck with a bottle full of condensed milk.

The four children of Guadalupe Rodriquez will play near the pickup the rest of the day.

A month earlier Rodriquez had set out from Mercedes, Tex., with his wife and four children, two brothers-in-law, their wives and two children, his brother, his parents and a pet rooster.

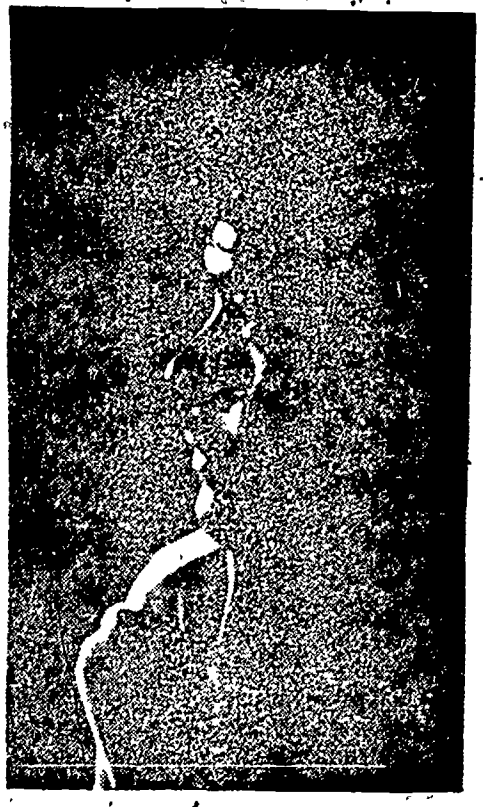
This was the sixth year the 26-year-old man had left his job as an auto body repairman at $2 an hour to follow a migrant trek—hoeing beets at Goodland, then on to Ulysses to rogue milo for DeKalb, and on to Boise, Okla., to pull broomcorn.

"We work steady if there is good weather. It's been a real good season. There hasn't been much rain," Rodriquez said.

"My wife and I can make more money working beets than at any other summer job. We can make about $1,500 in eight weeks together working beets. At Ulysses we get paid by the hour; $1.40 an hour, I think. Together we can make $1,200 or so in six weeks and another $1,000 working for $1.25 an hour at Boise," he said.

Back home, Guadalupe "can earn $100 a week, ok," as a body repairman. His journey each summer allows him to do a little remodeling. After car payments and other bills are paid, sometimes $1,000 is left.

Mrs. Floriene Whisnant, a Kansas state health nurse, administers to migrants in need of medical help in her home.



Housing isn't the only problem of the Goodland Chicanos. Arturo Franco says he has been discriminated against in Goodland on a number of occasions.

Mrs Whisnant and Woodward spend long hours each migrant season providing health services for three migrant schools in a two-county area, making house visits to teach diet and sanitation, and ministering to their health needs. The state also picks up some medical bills of the migrants.

The pair will move into an office in downtown Goodland in July. Both hope a more adequate job can be done from a central office For the past few years they have worked out of their own homes A limited operating budget and personnel shortage limits what they can accomplish during the migrant season.

Woodward, as sanitarian, estimates about 30 to 40 per cent of the housing is fairly good with 60 to 70 per cent bad Without state or municipal sanitation and housing codes to cover the migrants, his power as sanitarian is limited. When pressed to estimate how many of the migrant houses in the Goodland area would pass a minimum sanitation or housing code, Woodward said only, "It would depend on the codes."

Mrs Whisnant said health hazards for the migrants were mainly from flies, mosquitoes, rodents bedbugs, and lice Generally, the migrants are a healthy people, she said, however

Netherlands Couple Finds Satisfying Work at Ulysses

By BILL SIDLINGER
News District Editor

ULYSSES — "We thought about joining the Peace Corps — it is more glamorous — but with all that needs to be done in this country we figured it would be better to stay here and help." Neal Bierling said.

And this is the reason Bierling, Netherlands - born and schooled in the United States, and his bride of less than a year, Marilyn, are now working for Volunteers in Service To America (VISTA) at Ulysses.

"We wanted to do something worthwhile, and do it together, and we think our work here may be the answer to that wish, Mrs. Bierling added.

The couple, who met while attending Calvin College, Grand Rapids, Mich., admit their training at that Christian Reformed Church institution probably colored their thinking about service.

But they say the more they become interested in serving in VISTA the more they believe young people can find happiness in this type of endeavor, not as a life's work, but as a period in life to look back on with satisfaction.

Neal Bierling

Bierling graduated from Calvin College in 1969 and he and Marilyn, who was in her junior year, were married last August. In January they were sent by VISTA to Denver where they were trained in methods of determining needs among groups in a community and programs available to help fill these needs.

Self-Help

Among these programs is a self-help program for minority group housing financed by the Farmers Home Administration.

Ulysses has a large number of Mexican-American families. Some of these are migrants who come here only to work in the fields. Other families once were migrants, but have settled down in this Grant County town on a permanent basis.

For these, adequate housing is a problem.

"We have two problems in instituting this housing program here," said Bierling. "First we have to have the family convinced that it should own its own home, and then they have to acquire the confidence that they can work and build the home and pay for it."

Under the FHA plan, a group will get together in a loose organization and make an application for a housing loan.

The amount of the loan, which Bierling believes will be in the $8,000 to $10,000 class per family, will go mainly for purchase of a building site and building materials.

The families are expected to help each other construct the houses after the sites and materials are purchased.

"We don't kid them about this—we tell them it is going to be hard work, that they will have to build these houses after they get off work in the evenings," Bierling said. "But we also tell the parents that it will be worth the expense and effort to have a good home for their children."

The home construction program is Bierling's major effort, but it is largely an evening and night proposition, since it consists of explaining the program to men and their wives, both of whom work in the fields all day, and in helping the couples plan their budgets.

In the day a great part of their time is spent in other projects helping other Ulysses citizens with minority community projects.

Day Center

One such project where they help is the Community Day Center, operated by a group called Concerned Citizens.

This project, housed in the old Sister of St. Joseph Convent, takes care of Mexican-American children after they finish with migrant school at noon until their parents can pick them up in the evenings.

Marilyn, a Spanish major in college, entertains the children with Spanish songs as the children act out parts of the song.

The Sisters of St. Joseph want to sell their convent building here since it is no longer needed by the order, and Bierling is trying to get a foundation to buy it for the Concerned Citizens

"There are many projects we would like to help get started here, but it all comes down to a question of funding and of time," he said.

Marilyn, fortunately, is happy with the summer heat of Kansas, and Bierling said he was almost too busy to notice the climate.

Their time in VISTA will be up next March, and future plans are a little cloudy

But there is a possibility they may ask VISTA to extend their stay in Ulysses.

"If we can get this housing thing started, and it really is a pilot program we have here, then it would be great to stay here until some of the houses are completed," Bierling said.