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ABSTRACT

Presenting the results of a series of four consultations conducted by the National Advisory Council on Women's Educational Programs in the Southwest, Midwest, West, and Appalachia to investigate the educational needs of rural females, this report includes the following: (1) Highlights and Recommendations (nine recommendations); (2) Rural Women in Profile (a statistical description); (3) The Needs Defined: A Report of the Consultations (personal growth and recognition, political participation and legal rights, health education and health care, child care and early childhood and special education, counseling and career development, elementary and secondary education, preservation of rural values, an educational delivery system to meet rural needs provision for feedback, replication of successful demonstration projects, and re-thinking rural eligibility criteria); (4) Review of National Programs (Federal agencies and national private sector programs directing or having the potential to direct resources toward the education of rural females); (5) Annotated Bibliography (74 citations); and (6) Appendices (agenda and participants for the four consultations and members of the Council's Information Resources Committee and consultants to the consultations). Important conclusions cited are: little attention is being directed to rural females by either rural educators/developers or women's education advocates; public statistics with specific rural female categories are virtually non-existent. (JC)

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Educational Needs of Rural Women and Girls

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Report of the National Advisory Council on Women's Educational Programs

Educational Needs of Rural Women and Girls

**Report of
The National Advisory
Council on
Women's Educational
Programs**

January 1977

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The President
The White House
Washington, D.C. 20500

Dear Mr. President:

On behalf of the National Advisory Council on Women's Educational Programs it is my privilege to transmit this report on Educational Needs of Rural Women and Girls, prepared by the Council under the mandate of the Women's Educational Equity Act, P.L. 93-380, Sec. 408. We are simultaneously transmitting these recommendations to the Assistant Secretary for Education at the Department of Health, Education and Welfare.

Because the problems addressed in this report are varied and far-reaching, the Council's recommendations are likewise broad in scope. In addition to the specific recommendations concerning the Departments of Agriculture, Commerce, Health, Education and Welfare, Interior, and the Office of Management and Budget, the Council recommends that the executive and legislative branches establish a Federal rural education policy designed to meet the special problems of isolation, poverty, and underemployment that characterize so much of rural America. Such a policy must include provisions to overcome the inequality of educational opportunities available to rural women and girls which was extensively documented by the Council in research papers and in four regional consultations.

Members of the Council appreciate the opportunity to serve in this capacity. They proffer any assistance within their power to the Federal officials who may be charged with implementation of recommendations contained in the report. The Council hopes that its efforts will contribute significantly to the solution of the serious problems of educational equity in rural America.

Respectfully submitted,

Bernice Sandler

Bernice Sandler
Chair

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Council-sponsored consultation in Santa Fe, New Mexico.

Preface

In 1976, the National Advisory Council on Women's Educational Programs conducted a major investigation of the educational needs of rural women and girls in the United States. The Council's premise in undertaking the investigation was that, in spite of heightened national concern with the issue of educational equity, very little attention was being directed to the special educational needs of the rural population.

The Advisory Council, whose members are appointed by the President and confirmed by the Senate, was established by the Women's Educational Equity Act of 1974. Its charge is to report and make recommendations to the President, the Congress, and specifically, the Assistant Secretary for Education of the Department of Health, Education and Welfare.

The Council's investigation of rural women's educational needs was a two-part one. It involved first a thorough review of both Federal agencies and national private sector programs which were directing, or had the potential to direct, resources toward the education of rural girls and women. In addition—and most importantly—the investigation involved a series of four consultations, convened by the Council in different locations around the country to give rural women and girls a chance to speak out on their own educational needs and concerns.

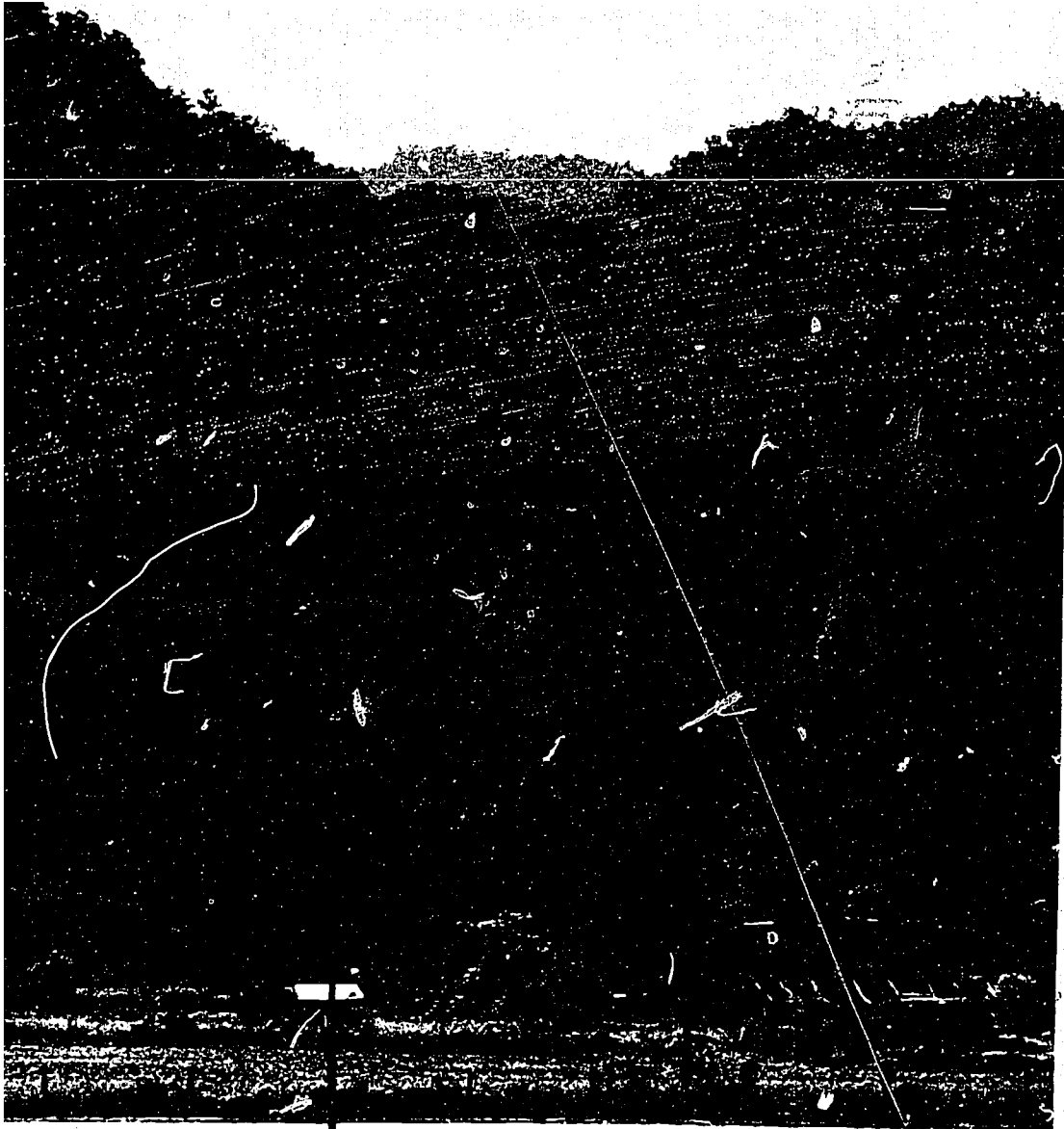
The consultations were held in the Midwest (Madison, Wisconsin); the San Joaquin Valley (Stockton, California); the Southwest (Santa Fe, New Mexico); and in Appalachia (Boone, North Carolina). Budgetary considerations alone restricted the sessions to those four sites; a number of other significant locations, such as the Ozarks, the Southeast, the Black Belt of the South, or Alaska, could well have been chosen had time and resources permitted.

The four sites chosen did, however, permit an important range and diversity of ideas. In Wisconsin, the rural women participants from the seven state "Heartland" came predominantly from farm families, and were mostly white and of north European ancestry. The San Joaquin Valley site was chosen in order to hear especially from migrant farm workers, as well as from Spanish-speaking and Asian-American women. The third consultation, in Santa Fe, involved women from a state—almost entirely rural—where half of the population of one million is Anglo, 40% is Mexican-American or Spanish-surnamed, and 7% is Native American (and includes members of the Navajo, Pueblo and Apache tribes). At the Boone, North Carolina consultation, the focus was on the special needs of the Appalachian

Americans, and participants came from 7 of the 13 Appalachian states.

All four of the consultations involved, in addition to the rural women participants, representatives of public and private organizations most involved in each region in education and women's affairs. Such participants were typically drawn from university extension faculty, health and mental health programs, family planning organizations, rural school faculty and administrations, home economics and youth programs, state Commissions on the Status of Women, consumer advocacy groups and vocational education programs.

As this report on the investigation makes clear, the Council's starting premise was more than confirmed: there is much to be done, at many levels of public and private jurisdiction, before educational equity for rural girls and women can be a reality.



Highlights and Recommendations

Highlights

- The United States may be among the most urbanized nations in the world, but rural life is still the way of life for nearly one-third of the country's people—or 66 million individuals. The total number of rural females—who are the subject of this report—is about 34 million.
- Like the overall American population, the rural population is ethnically and culturally diverse, as well as geographically dispersed. It may be useful to think of these definable (but not necessarily discrete) sub-groups: Farm, Rural Black, Rural Spanish-origin, Migrant, Native American and Native Alaskan, Appalachian.
- While rural America is not categorically poor, there is some correlation between rural life and low income, to the extent that the rural poor constitute 40-50% of the nation's impoverished. And, in general, rural residents have a higher incidence of social problems and receive a lower per capita share of the Federal dollars designed to meet those problems than does the rest of the population.
- With respect to the educational needs, little attention is being directed to rural girls and women—by either rural educators and advocates for rural development, or women's education advocates and providers.
- Such specific attention is critically needed. Assumptions have been made that males and females benefit equally from efforts to improve the quality of rural life, and that rural and urban women benefit equally from the recent national concern with women's status. The Council's investigation shows both these assumptions to be unfounded.
- Lack of specific program concern for the educational needs of rural women is matched by—and thus obscured by—a lack of concern in data gathering. Public statistics with specific categories for rural women are virtually non-existent.
- The educational needs articulated by the rural women involved in the Council's investigation relate to the broadest possible range of social issues—from health care to political involvement to the preservation of rural values and regional pride.

- Because the rural population is an isolated population, there is as much concern with the system by which educational services are delivered as there is with the content of those services.
- In spite of both geographic spread and the great diversity of culture, ethnicity, age, family circumstance, economics, and educational attainment represented by the rural women involved in the Council's investigation, there is a striking similarity of perceived need. The message brought to the Advisory Council by the rural women was essentially this: rural women want to speak for themselves and have their voices solicited and listened to; they want to be recognized as significant and contributing members of their families and of society at large; they want to have the opportunity to become independent persons, to control their own lives, to have a role in the formulation of public policy, and to share somewhat equitably in the fruits of our society.
- The educational needs highlighted so eloquently in the Council's investigations are great, because rural women, by definition, live in sparsely settled or isolated areas where educational delivery costs are high and income is generally low. The needs are also great because they are the needs of women and girls who are viewed and treated primarily as wives and mothers, and whose need to understand and be a part of the larger political and economic world is still virtually unrecognized by those around them.
- The Council is aware that education alone, even in its very broadest sense, cannot solve the problems of rural females. Educational efforts addressed seriously to these problems can, however, examine and highlight the problems and can direct resources—formal and informal, public and private—toward removing fundamental causes of inequity.

Recommendations

The National Advisory Council is mandated to report to the President, the Congress and specifically the Assistant Secretary for Education. Therefore the formal recommendations presented here are those addressed to the Federal government. Throughout the entire report, however, there are suggestions and proposals whose implementation relies on the initiative and involvement of individuals at many levels of our public and private sector institutions. Such participation is vital to the attainment of educational equity for rural women and girls.

One overriding factor to be considered in the implementation of any recommendation is the need to recognize the positive elements of rural life and not to attempt to impose urban lifestyles upon rural women and girls. In addi-

tion, rural women and girls must be given a voice from the beginning in the planning and implementation of projects affecting them.

1. The National Advisory Council on Women's Educational Programs recommends to the President and Congress that a Federal rural education policy be established which is designed to meet the special problems of isolation, poverty and underemployment that characterize much of rural America. Such a policy must be consciously planned to overcome the inequality of educational opportunities available to rural women and girls.

This is not a new recommendation. Numerous recommendations have been made to the Office of Education concerning an education policy for the rural areas but only a few have been implemented. Almost one-third of the population of the country lives in rural areas—yet rural residents receive relatively little attention from the Federal education establishment. In setting a Federal education policy for the rural areas, the government needs specifically to address the question of educational equity for women and girls.

2. The Council recommends that the Office of Management and Budget set and enforce a policy that data collected on beneficiaries of all Federal programs shall be reported by sex, by minority status, and by urban/rural or metropolitan/non-metropolitan areas, based on a standard definition.

Evidence that research on the impact of HEW programs on women is minimal and on rural women is nonexistent is found in the Department's own Report to the National Commission on the Observance of International Women's Year. The survey collected no data on rural women.

Until the population of rural women, which is significant and whose expressed educational needs are many, is identified in data gathered by departments, and until the effect of public spending on the lives of this population is taken into account, rural women and girls will remain invisible and disadvantaged.

3. The Council recommends that the Secretary of Health, Education and Welfare ask the Census Bureau to incorporate in the Agriculture Census questions on rural women, their educational attainment, their employment for wages, and their employment in home and farm work; and that the Secretary of HEW ask the Department of Agriculture to incorporate in surveys questions about the economic contributions of women's work in agricultural production and homemaking, and questions on the economic and social conditions of non-farm rural women.

In the course of the Council's study on rural women it became evident that neither the Census Bureau nor the De-

partment of Agriculture collects adequate information about rural women. In addition to customary figures on numbers, age categories and educational attainment—which themselves are insufficiently reported—information which accounts for the realistic contributions of rural women (paid and unpaid) is essential to the formulation of educational programs that speak to their actual needs.

A major recommendation of the World Plan of Action adopted by the United Nations at its Mexico City Conference during International Women's Year is applicable to the United States. It calls for a "scientific and reliable data base to be established and suitable indicators developed which are sensitive to the particular situation and needs of women as an integral part of a national and international program of statistics. All census and survey data relating to characteristics on individuals and to household and family composition should be reported and analyzed by sex."

4. The Council recommends that the Departments of Health, Education and Welfare, Agriculture and Interior (Bureau of Indian Affairs) undertake coordinated research programs to understand the special educational needs of rural women in their culturally, geographically and economically diverse settings, so that appropriate programs can be developed to fulfill the policy proposed in Recommendation 1 above. The findings of such research should be widely disseminated.

The paucity of available research, as well as the close interrelationship of the multiple needs of rural women, led the Council to this recommendation. The value of a coordinated agency approach to issues for which all three Federal departments have some responsibility is obvious. The information and implications of the resultant findings will only have an influence on the intended beneficiaries when they are widely known and understood.

Virtually no research or even statistical data could be located on Asian-American women. Other cultural and ethnic populations of rural women fare only slightly better. Participation of representatives of these various groups in the design of research efforts is highly advisable.

5. The Council recommends that the Department of Health, Education and Welfare, through the Office of Education, undertake a vigorous campaign to inform the public about legislation, services and programs which can assist in eliminating sex bias and sex-stereotyping in education, and in that campaign, pay special attention to the problems of reaching rural women.

In all areas, the Council has found widespread ignorance of Title IX, the basic anti-sex discrimination statute. Community groups and parents need to know the requirements of this law, the rights of students and employees

under it, and what citizens can do to monitor compliance. They need to know also the availability of technical assistance through the Institutes and General Assistance Centers funded under Title IV of the Civil Rights Act of 1964. Information about other programs administered by the Office of Education—such as vocational education, career education, and the Women's Educational Equity Act—which provide funding potential for programs to overcome sex bias, should also be widely disseminated in ways that reach beyond the usual channels of state and local education agencies. Material written for lay audiences should be distributed to the media and to groups such as parent-teacher associations, women's organizations, community action programs, and religious, senior citizen and youth groups, so that citizens can stimulate their officials to take advantage of new legislation and resources available through the Federal government.

6. The Council recommends that the Department of Health, Education and Welfare, through the Office of Education, fund a program of innovative uses of broadcast (both open and closed circuit) as a delivery system of educational services to rural women, and further recommends that those successful innovations be additionally funded and replicated throughout the country.

Because of the inherent isolation of most rural women, traditional educational delivery systems are either impractical or too costly to provide. This is especially true of late entry and continuing education programs. Around the country there are many examples of interesting and valuable uses of broadcast, both open and closed circuit, that should be further encouraged and developed. In most instances these individual programs are not geared especially for women. With proper funding and support these programs could be assessed, adapted to meet the educational needs of rural women, and carried to all areas of the country.

7. The Council recommends that the Secretary of Health, Education and Welfare review and amend the criteria by which project grants and contracts are awarded, and modify the guidelines and procedures governing applications, so that rural women and girls in greater numbers can qualify for Federal support of their programs and be the actual beneficiaries of them.

The application process for project proposals has become so technical and complex that successful fulfillment of requirements is a highly professional task. Most rural women have neither the expertise nor sufficient access to resources to qualify for grants or contracts. Their opportunity to qualify for programs intended to benefit them could be made realistic by simplification of the process.

Project guidelines that emphasize "innovative" or "pilot" demonstrations work inevitably to rule out continuity or replication elsewhere of valuable projects. It has been the Council's observation that maximum utility of many extremely useful programs across the country has been thwarted by this policy.

Finally, intended beneficiaries should be consulted or involved in the planning of proposals and in many cases should be direct recipients of grants. All too often the Council learned of programs which on paper were to assist groups who in fact were scarcely touched at any stage. Where feasible, on-site investigations prior to the award of grants, and the utilization of rural women as proposal readers, would help assure the integrity of proposed programs.

8. The Council further recommends that any programs receiving Federal funds which set prerequisites of minimum enrollment as a condition for providing courses recognize the difficulties in sparsely populated areas of meeting the same numbers standard that may be reasonable in more urban settings.

Although the Council recognizes that a lower or flexible requirement for enrollment in a course is likely to increase costs, it nevertheless believes that rural people should not be precluded from participation in educational offerings because distance and low population density limit the number applying at any one time. Several instances of this problem were brought to the Council's attention during the consultations.

9. The Council recommends to the Secretary of Health, Education and Welfare that whenever Federal resources are used to support educational guidance and counseling programs at teacher training institutions, state departments of education, and individual schools, specific attention be directed to the multiple needs of rural women and girls.

Rural girls and women need far greater exposure than they now receive to non-sexist, non-traditional occupational/career guidance information. They also need increased opportunities to become acquainted with women actively engaged in occupations/professions, both traditional and non-traditional. They would benefit from some kind of accessible "one stop" information clearinghouses which monitor programs and other resources, and which might be utilized in addressing their various counseling needs. Teachers and school counselors should be provided pre-service and in-service training to make them aware of their own attitudes about both rural girls and women and the expectations which rural women and girls have. Some systematic procedure should be instituted for keeping teacher training institutions and school administrators and counselors informed both of current regulations and current non-sexist teaching and counseling materials.



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Rural Women in Profile

There is no standard definition of "rural," either in the United States or elsewhere, and consequently there is no precise calculation of the size of the American rural population. The United States Bureau of the Census, in its Current Population Reports, uses a three-way division of the national population, allowing for residence in the central cities, in suburban areas, and in non-metropolitan areas.¹ (Non-metropolitan areas are counties which contain no city of 50,000 residents or more.) Under this classification, which is at best approximate, 61.5 million people live in central cities, 80 million in the suburbs, and nearly 66 million people in non-metropolitan areas.

About one-third of America's population, then, can be considered rural. To give this figure of 66 million more meaning: it is larger than the total population of the one hundred largest cities in the country, larger than the population of any country in Europe, and the equivalent of the population of the ninth most populous country in the world.²

Women and girls comprise slightly more than half of this population, or 34-35 million. This total number of rural women is a sizeable one, and one clearly worthy of attention. And, contrary to the trends of the past, it is a total that has recently been increasing: "Since 1970, changes in rural and urban population flows have occurred so rapidly that non-metropolitan areas are not only retaining people but are receiving an actual net immigration as well."³

This rural population is a dispersed and diverse one. Its largest clusters—which are not necessarily discrete—are: Farm, Rural Black, Rural Spanish-origin, Migrant, Native American and Native Alaskan, and Appalachian. These can be sketched briefly as follows:

Farm

In 1920, nearly 32 million Americans lived on farms. Today, the farm population is estimated at less than nine million, or about 5% of the total population. According to the most recent information from the Census Bureau and the Department of Agriculture, it is young people and blacks who are leading the current decline in farm population. States with the most farms, although not necessarily the most farm acreage, include Illinois, Indiana, Iowa, Kentucky, Minnesota, North Carolina, Ohio, Tennessee, Texas and Wisconsin, all of which have more than 100,000 farm units. Average income of farm families fluctuates; the 1973 figure was \$11,639, and the 1974 figure \$9,211. With respect to educational attainment, statistics show that in 1970, 31% of the farm residents had completed high school, 7% had

one to three years of college, and 4% had four or more years of college.

Rural Blacks

There are 23.5 million black Americans. Five million or 22% of them are classified as rural. Predominant concentrations of rural blacks are in regions identified as the coastal plain tobacco and peanut belt, the old coastal plain cotton belt, and the Mississippi delta. A significant number also live in the Ozark-Ouchita uplands, the southern Appalachian coal fields, and the Blue Ridge, Great Smokies and Great Valley.⁴ Black ownership of land has diminished to less than half of what it was in 1950.⁵ The annual income of a rural black family headed by a male is \$6,641; for female heads the figure slips to \$3,780. About 25% of rural blacks have completed high school.

Spanish-origin

Two million, out of a total of 10.7 million people of Spanish origin, live in rural areas of the United States. These include Chicanos, Cubans, Latin-Americans, Mexicans, Mexican-Americans, Puerto Ricans, and "others." They are concentrated most heavily in the Southwest from California to Texas. An estimated 8% of all Spanish-origin people in the country are agricultural workers. Educational attainment figures show that 24% of the men and 31% of the women are high school graduates and roughly one-fourth have had less than five years of school.

Migrant

About 800,000 agricultural workers follow the crops. They are based primarily in southern and central California, the Rio Grande Valley of Texas and southern Florida. Many are Spanish-speaking. Migratory workers engage in a common occupation, but have little cohesion as a group. "Each harvest collects and re-groups them. They live under common conditions, but create no techniques for meeting common problems. The public acknowledges the existence of migrants yet declines to accept them as full members of the community."⁶ Income data for migrant farm workers is given in "daily" wages. In 1973, that wage averaged \$9.10 a day for workers 14-19 years of age, and \$12.05 a day for workers over 20. The total of paid working days in a year is extremely low—generally less than 25 per person, so it is usually necessary for every family member to take work where available.

Native Americans and Native Alaskans

Today there are about 800,000 U.S. citizens who consider themselves American Indians or Alaskan Natives. They are concentrated primarily in Arizona, Oklahoma, New Mexico, California and Alaska, although significant populations also live in Minnesota, North Carolina, South Carolina, South Dakota, Washington and Wisconsin. About 500,000 live on, or adjacent to, reservations. Overall, 70%

Appalachian

of this population is rural and 30% is urban. Native Americans have the distinction, among all American minorities, of having the least education, the lowest income, the highest infant mortality and the shortest life expectancy.⁷

Appalachia refers to an economically deprived region delineated in the Appalachian Regional Development Act of 1965, containing 397 counties in 13 eastern states. Those states which include portions of Appalachia are: Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and West Virginia. The total population approaches 20 million people. The average income in 1973 was \$3,098. For the region as a whole, one quarter of the people live in poverty. In some states—Kentucky and Mississippi, for example—the percentage of families living in poverty is as high as 39% and 34%, respectively. Literacy in Appalachia is below the national average.

In general, these and other rural Americans have a higher incidence of social problems and receive a lower per capita share of Federal dollars designed to meet those problems than the rest of the population.* Poverty, illiteracy, malnutrition, under-employment, infant mortality, economic exploitation, migration and lack of opportunity are all appreciably more prevalent in rural than urban areas. And the more sparsely settled and further removed from the population centers an area is, the higher the incidence of poverty and its concomitant circumstances.

To these broad characteristics of rural life can also be added the special hardships of life in the clusters or subgroups described above, which make up so large a percentage of our rural population: the racism to which rural blacks, Native American Indian and Alaskan, and Spanish-speaking are subjected; the language barriers of the Spanish, Asian and other groups for whom English is a second language; the debilitating and demoralizing effect of transience on the migrant population; the chronic unemployment and welfare dependency in Appalachia.



The Needs Defined: A Report of the Consultations

The four consultations convened by the Advisory Council provided an unique opportunity for rural women to speak out about the issues which concerned them most. The discussions were deliberately far-ranging, and topics varied somewhat from consultation to consultation. (Consultation agenda appear in Appendix A.) But there was also reflected, in the four sessions, a commonality of concern, to the extent that these issues emerged as the central ones: personal growth and recognition; political participation and legal rights; health education and health care; child care, early childhood and special education; counseling and career development; elementary and secondary education; and preservation of rural values. One other priority topic in all the consultations related not to an area of education but instead to a method of reaching people: there was great interest in the development of an educational delivery system that could genuinely and practically reach the isolated locations that make up rural America.

One speaker at the Appalachian consultation perhaps provided the appropriate introduction to this chapter by interpreting the concept of educational equity for rural women this way: rejecting the narrow definitions of what men and women can be; offering to women a wider range of choices in all aspects of life—along with the realistic information, the expanded experience, and the encouragement needed to pursue those choices.

Personal Growth and Recognition

“At last, someone has asked us rural women to tell them what we need and want, instead of speaking for us.” This comment from a Wisconsin farm woman was heard often and underscored other themes that ran throughout the consultations. Rural women and those who provide educational services for them indicated in many ways the prevalent hunger for recognition, for fuller utilization of the abilities of women, and for respect in law and public consciousness for the contributions of rural women in the home, on the farm, and in the community. There was common agreement that the women’s own self-confidence and self-esteem could be improved at least in part by assertiveness training, by various kinds of seminars touching on personal growth, and by more women’s history and study of women’s role in the rural heritage—both of which engender a true pride in self. There was further agreement that non-rural people also need better information about rural life, to

Political Participation and Legal Rights

be able to change their stereotypes of rural women and girls, and to develop more understanding of the circumstances and values of rural life. "You don't look like a farm woman," is one comment the consultation participants made clear they had heard too often and could do without.

Mental health workers in North Dakota and Colorado, representatives of a peer counseling project in Wisconsin, and counselors, teachers and health workers in California and New Mexico gave evidence of the value of self-awareness and value clarification experiences for the rural women with whom they work. Classes offered through Home Economics Extension and various university outreach departments which deal with personal growth and self-confidence were said to be increasingly requested and well attended. While the language of "consciousness-raising" or even "assertiveness" was found to be suspect in many rural areas, alternative titles such as "Who am I?" or "Knowing One's Self and One's Potential" were often effectively substituted. The same caution was expressed regarding other vocabulary of the feminist movement.

Within the family setting, where there is no question of women's paramount role, there were many expressions of the "right of women to be individuals in the family and not underdogs." Other farm and ranch women, on the other hand, not only exemplified great independence but were consciously aware of the egalitarian and cooperative nature of their total participation in the family enterprise. But while many of these rural women reported contributing labor skills, either along with men in farm chores or in paid employment in mills and other non-farm jobs, there were virtually no reports of reciprocal participation of men with the in-home chores. Several Appalachian, Native American and Mexican-American women whose husbands were unemployed while the wives were wage earners said it was still regarded as unmanly or inappropriate for husbands to help in the house. The educational and training implications for rural men are evident.

"How can we have a voice in community affairs and in the decisions that affect our lives?" "How can we break into the establishment when we aren't organized, when we don't have power, and when we don't know until too late how certain policies are going to affect us?"

These were some of the questions raised at the consultations. And the resulting needs for political education, training in community organization and action, and development and exercise of group strength were demonstrated in every locale. Many of the rural women appeared particularly uninformed of both the resources which could be called on and the ways they could be utilized. They suggested that both knowledge of theory and practical skills were lacking.

Suggestions were made for expanded programs that developed processes for the identification of leadership and then helped with the translation of leadership experience and skills—which rural women have developed in neighborhood, church and voluntary spheres—into political and public policy leadership. There was an expressed desire to understand the political process at all levels and to recognize the pressure points for influencing and entering the system. Women asked for courses or other information and skills development work in such areas as “The Role of Advisory Boards” or “How to Function as a Member of a Board or Commission.”

In all four of the consultations, representatives of state and local Commissions on the Status of Women and members of chapters of the National Women’s Political Caucus acknowledged that they could be more helpful in extending their expertise in these matters to rural residents. County boards, local school boards, village councils and other public bodies continue to be male-dominated and rural women and girls are only gradually becoming aware that they themselves must take the lead in steps to increase their own participation. While there was general recognition that those in power rarely if ever willingly relinquish or share that power, it was also felt that some special effort should be made to persuade decision-makers, in matters of rural concern, to understand and accept the competence of women.

There were also some clear signs of progress reported in the consultations: one of the New Mexican women is now a member of her Pueblo tribal council; a Potawatamie woman in Wisconsin is her tribe’s first female chair; the new national organization of farm women, American Agri-Women, is encouraging its members to be more politically active; and a number of cooperatives are engaged in effective community organization involving women. But on the whole, although many traditional rural organizations have for years been active in citizen participation and leadership development, the women at these consultations for the most part either had not been touched by this education or found it too often unrealistic and ineffective.

Related to political education and the development of better capabilities for effecting social change is the whole question of knowing one’s legal rights and being able to exercise those rights. California has a Rural Legal Assistance Agency, but in many rural areas there is no legal aid and people are simply without access to legal services. Even the people’s law classes, which have developed recently in many areas of the country, have yet to reach isolated rural areas.

During the consultations it became apparent that few of the recent non-discrimination laws governing employment, education, credit, housing and public accommodations are enforced in rural areas, and it was questioned whether those

Health Education and Health Care

responsible for enforcement even knew the legal requirements. Educational efforts have been made and are in process in some states to inform local officials of their responsibilities. But it was felt that far more is needed. Women and minorities who are the victims of discrimination must also know the law, or the procedures for utilizing legal remedies, and have access to resources which can be helpful. Women in particular need to know more about issues of property rights, inheritance, taxation, and social security—all of which impact heavily and unfavorably on rural women. In all of these areas, bi-lingual information is essential.

Participants in the consultations expressed enthusiasm over the publications in preparation for each of the fifty states from the National Commission on the Observance of International Women's Year on "The Legal Status of the Homemaker," and they anticipate with enthusiasm the forthcoming National Women's Conference and the meetings in their own states.

"It is easier in rural areas to get health care for brood sows than expectant mothers. Farmers are organized; mothers aren't." This statement from an Appalachian woman states dramatically the level of health education and service available to far too many rural people. From pre-natal care through the life cycle of many rural individuals, adequate health care is simply absent: there are few trained medical professionals within range (and even fewer indigenous ones); transportation to facilities is inadequate; costs are prohibitive; and physicians are reluctant to take time to explain matters to patients. At the consultations, women expressed the need to understand and control their own bodies and to have the information to enable them to do so. They also highlighted needs particularly in the areas of nutrition, family planning, pre-natal and infant care, health education for teenagers and especially teenage parents, and service for birth-damaged children and their parents.

It was felt that many rural women, with in-home experience as nurses and health aides to their families, could be readily trained as valuable para-professionals in their communities. The fact that certification as practical nurses, for example, was not based at least in part on life experience or competency was said to represent an illogical and wasteful practice. Several Appalachian films depicting a mid-wife and folk medicine raised interesting speculation about training local personnel.

Utilization of local personnel who could relate easily to clients was also recommended. Especially noteworthy, in this light, were reports that when health care and examinations were offered by para-medics who were indigenous to the locality, the incidence of no-shows or broken appointments dropped markedly.

Child Care and Early Childhood and Special Education

At the Wisconsin consultation, a health cooperative in a sparsely settled northern area of Wisconsin was described, which combined a number of services and educational opportunities. About 1000 members now belong to the co-op from the three-community territory that extends over 800 square miles. Low cost preventive health care is delivered by a salaried physician, who because he is salaried is willing to take time to respond fully to questions. Co-op members make decisions, local para-medics are being trained for employment opportunities, community organization specialists are teaching techniques useful in other enterprises as well, people are gaining experience in working together, ambulance service is now available, and the University of Wisconsin Medical School provides a variety of educational services. Such cooperatives might well be encouraged and supported in many rural areas.

Women in the New Mexico consultation urged the opportunity to obtain medical/nursing training without having to be long distances from home for prolonged periods of time. They felt that alternative training opportunities need to be developed. These women emphasized, as others did, the absence of role models in rural health education and the failure of local hospitals to be concerned either with community health problems or with women's health problems.

There is a great need in rural areas for programs which provide opportunities for pre-schoolers to socialize and learn together, as well as make it possible for both parents (or the only parent) to be employed out of the home.

Subsidized child care is inadequate even in urban communities; it is virtually absent from rural areas except for a few experimental programs, notably in the Southeastern Day Care Experiment out of Atlanta, Georgia. Bi-lingual, cross-cultural programs which are consciously non-sexist are most rare. Recent educational experiences for three, four and five year old migrant children in Florida have demonstrated the lasting results in later school achievement of such early opportunity programs. Yet the continuation of funding for even this one program in Florida is in doubt.

Rural families with mentally or physically handicapped children are nearly always without convenient access to services, even where state policy and funding mandate the availability of such services. In the absence of each of these kinds of facilities or programs the rural woman generally has one more burden, one more reason to be educated, and one more impediment to her own continuing education.

Counseling and Career Development

The broad area encompassing vocational education, career counseling and job training was most vigorously discussed in all the consultations. In each of the four sessions it was stressed that increasing numbers of rural women are employed away from home, unemployment is high, job opportunities are minimal (and largely low-paid and dead-end), and the range of occupations available to women is pathetically limited. In Appalachia in particular, women cited severe health hazards, transportation nightmares, and family stresses resulting from situations where women work in the textile mills at very low wages while their unemployed husbands are relegated to positions of chauffeur and untrained reluctant homemaker. Migrant workers from the San Joaquin Valley, for whom the combined efforts of entire families still yield sub-standard incomes, spoke even more poignantly of work-related stress.

Women in each community spoke to the great need for counselors, employers, and Job Service and other personnel workers to recognize skills that rural girls and women have acquired in the course of various unpaid activity, to analyze employment opportunities by the tasks needed for the job, and to develop new positions that recognize and utilize the skills already identified. Examples given of jobs generally filled by men but equally appropriate for women with farm backgrounds were USDA milk inspection, Occupation Safety and Health Investigation (OSHA), farm machinery repair, and sales and demonstration.

Because of growing numbers of college women majoring in agriculture—women today are 25% of all agriculture majors—women are increasingly ready to move into a wide range of “men’s” jobs, from veterinary medicine to hog-grader.⁹ The first female county agricultural agent in the nation was a participant in the Santa Fe consultation. There are now five or six in the country. County agriculture agents also are gradually and belatedly making education programs available to women in such subjects as dairy science, herd management, and marketing. The response of women to these community-based educational opportunities has been overwhelming.

Like so many educational services however, counseling and career development helps for women are not available at all in many remote areas, and those job placement services which do reach rural areas are often highly traditional and not of much use to women. Some promising starts, mentioned in the consultations, include these:

- An itinerant counseling service of the University of Wisconsin-Extension funded under Title I of the Higher Education Act, took the service “to the people” and, based on the success of the program, has now established community-based counseling and referral centers in twenty counties.

Elementary and Secondary Education

- The UW-Stout Campus has a small but intensive peer counseling project, "Women Helping Women," which recruits and trains mature rural women to counsel other rural women. This program effectively combines skill utilization, increased employment, and the provision of services by people who are indigenous, knowledgeable, and accepted.
- One of the potentially most effective out-of-school counseling projects disclosed during the consultations is a five-state mid-western project to assist junior and senior high aged Native American girls in their life planning. This Federally-funded intensive group counseling program has prepared extensive written materials and guides, which are addressed separately to girls, parents, counselors and discussion leaders. Illustrated and largely written by Native Americans, the material covers career planning, marriage, family planning, and a general life-span view. The inclusion of parents in this process is a challenging but important ingredient in development and assurance of family support. This Native American group counseling project also makes use of field trips and conferences, and works to expose its participants to women who are themselves in a range of professions and occupations, both traditional and non-traditional, and who represent a variety of combinations of career/marriage. The total program thus stresses constantly wider choice and greater self-determination. The fact that the program and materials are designed by Native Americans assures the cultural awareness and respect all too often absent from counseling and other educational efforts.

Women at all four of the consultations continually stressed the needs for rural schools to become aware of their own sex-role stereotyping and to make use of the contemporary information available to help end that stereotyping. Some systematic procedures to assure a regular flow of these materials into rural school districts need to be developed, as do teacher training programs with a particular orientation to rural needs.¹⁰

Rural areas suffer a dearth of role models and field observation experiences which can broaden the realization of young girls that the world offers other career choices than motherhood and secretarial work. Schools themselves do little to dispel such myths when students see males as administrators, coaches, and decision-makers—while they see females in charge of younger children, working as school secretaries, and handling food-service. (Vocational schools that serve many rural residents were felt by consultation participants to be notably traditional and in need of change.)

Very special efforts are needed in rural communities to provide wider experiences and to remove sex-role stereo-

typing in personnel practices, curriculum, learning materials, and general expectations of female and male students. This includes truly welcoming girls in Future Farmers of America and providing sports and physical education equally to girls. It includes realizing that, while rural schools are ideally situated to make use of natural settings as laboratories to encourage interest in scientific careers, it takes special attention to assure girls that it is appropriate and sensible to pursue these studies.

Many specific situations which call for change were cited by the participants. Appalachian women spoke of the need for males and females to know about women's history, and to understand the psychology of women and women's contributions to literature. As one woman put it, "American women have been stripped of their heritage and roots, and remedial education should begin *now*."

Proposals for change from the San Joaquin Valley session ran from the need for early education, sex education, screening of all learning materials for sex and race bias, utilization of community women as role models, counseling for non-traditional careers and life-span planning, to the need for better enforcement of affirmative action programs in school employment.

In Santa Fe, physical education programs came under scrutiny. More equitable facilities and opportunities for girls, increased concentration on sports such as swimming, tennis and hiking which are lifetime activities rather than time-dated team sports, and greater employment of women coaches were among the needs emphasized.

Wisconsin farm women focused on sports and other extra-curricular activities as well. They urged de-emphasizing school sports for boys and providing either improved bus service for rural students to high schools or re-scheduling extra-curricular activities so those who must help with after school chores and are dependent on bus transportation can still participate. As it is now, rural families pay high school taxes based on property evaluation, but their children are effectively denied access to extra-curricular activity, and to the peer status which accompanies that participation.

Another secondary education need which surfaced in the consultations relates to the fact that too few rural communities provide for high school completion for pregnant teen agers, married or not married. Even where state policy requires that girls have the option of in-school or at-home study, it was felt that this policy is often violated and girls are simply not expected to stay in school. In addition, care for the children in such situations is rarely available.

Preservation of Rural Values

Both explicit and implicit comments were frequent during the consultations concerning rural values and the importance of preserving them and sharing them with others in non-rural America.

The importance of family and family-centered education was stressed in all four consultations. One Wisconsin woman remarked that many women would refuse to move ahead of the rest of their families and would thus only engage in educational activity that brought the rest of the members along. Families ties—including a reluctance to be separated from children and other relatives—were placed at the top of the list of values by Appalachian women. Other values explicitly enumerated by mountain women in Appalachia were independence, stoicism, attachment to the land, suspicion of the new or the strange, religion and church-centered activity, rejection of “outsiders” (to the point of initiating newcomers or “uppity” returnees through fear or falsehood), extreme loyalty and willingness to be giving to insiders, and clanishness.

There was considerable agreement that rural America has been a powerful value-setter and that much of our present national foundering and loss of direction is the result of an insistence on the new and the innovative and a widespread eschewing of tradition. It was felt that by recognizing and respecting rural people, their contributions and their way of life, our total society could perhaps recapture some of the earlier positive American spirit and dream.

Fear of a situation quite the reverse also surfaced, however. In a society which views itself as predominantly urban and prides itself on the notion that “bigger is better,” rural dwellers become one more minority. Many of the women pointed out that when rural values and lifestyles, and even speech, are devalued by others and often subjected to ridicule, it becomes increasingly difficult for rural people to retain pride in those values and in themselves. And when the objective facts of one's life circumstance are disadvantageous, this self-doubt grows and appears to be grounded in truth.”

Participants agreed in perceiving a need for programs to help rural people have better feelings about themselves and their region. Such programs would focus on identifying those aspects of rural life which are important to people and then working to resist any further erosion of those aspects which “urbanizing” brings. The role that the arts have played in both capturing and reinforcing rural pride and values—especially in Appalachia—was stressed. Of particular note were the arts traditions in Appalachia and the Native American and Mexican American communities, and the strong Rural Arts Program that exists as a part of the University of Wisconsin-Extension and enables such efforts as a Rural Writers Organization, Wisconsin Women in the

An Educational Delivery System To Meet Rural Needs

Arts, and an experimental program of Arts in Small Communities.

Participants also stressed the importance, for urban-oriented individuals who work with and are in close touch with rural communities, to understand and appreciate rural values. Educators, employers and public servants who are familiar with and who esteem rural values will be most successful in building on the very real potential for more satisfying lives for rural women and girls.

Many Native American and Mexican-American women are discouraged, by culture and tradition, from venturing far from home even when they can afford to do so. They still want to learn, however: when conferences in New Mexico and Wisconsin have been held in pueblos and on reservations, "on the very doorsteps" of these women, attendance has been astonishingly high.

This simply illustrates by example what women in all the consultations affirmed in general: that because of isolation, prevailing behavior patterns and many other factors, the whole question of how to get education to rural people—and what techniques to use—is of paramount importance.

Some of the ideas and successful examples cited in the consultations revolved around traditional outreach methods. The sharing of resources, the development of consortia, and the use of mobile libraries were among the examples cited in the Stockton area consultation. Ideas mentioned in other sessions included the revival of Chautauqua in Nebraska, which would bring cultural and lecture events to small towns and rural schools, and the use of a rural transportation cooperative in Missouri, which was of special benefit to the elderly. Across the country, Cooperative Extension's home economics and agriculture agents have taken education to the people in the counties in every state for years. Correspondence programs, credit by testing, and schools without walls are also valuable and well known.

Two specific examples of extensive delivery systems are those provided by the University of Wisconsin-Extension and the satellite system of the Appalachian Regional Commission. Wisconsin's University Extension is one of several in the nation to have merged Cooperative Extension with the General Extension Division (1967), thus in theory making all the academic and research capability of the institution available through well-developed county and community-based channels.

Delivery methods using the newer technology of the electronic media were also cited. Public radio and television represents one important approach. Wisconsin and Maine are the only states in the nation with a complete statewide network of education radio, but 48 states and four terri-

tories have statewide education television. Approximately 80% of the national population is within reach of public television, and 60% has access to public radio. Expansion of educational radio networks especially could be important for the rural public.

Because the University of Wisconsin has pioneered so successfully with advanced educational delivery systems, a major segment of the Wisconsin consultation was devoted to investigating the utility of the University program in meeting educational needs of rural women and girls. Over the years, both the radio and the television stations sponsored by the University have prepared valuable program series of benefit to rural women and girls. "Accent on Living" is a 30 minute radio broadcast, aired five mornings a week, and covering a wide variety of subjects. A television-based pilot program "The American Pie Forum," was geared to people who had not completed high school, and offered career guidance and self awareness programs in a palatable entertainment format. That effort drew on an unique combination of written materials, personal face-to-face counseling, and regular weekly television programs. This experiment, consciously non-racist and non-sexist, was exported to a number of other states, and offers a pattern which could well be adapted to educational programs for rural girls and women.

Cable television is another medium offering much to rural education. Cable is a vehicle with enormous potential for local input. It is suited to programmed learning. With as many as 90 frequencies available, it also has the possibility for repeating a given program at many different hours to meet audience convenience and to permit more concentrated learning than can take place with one-time viewing. Cable can do much to make two-way communication more available. Its use in small schools can eliminate the costly practice in some regions of moving students from one school to another in order to provide an expanded curriculum. One participant in the consultation recommended that commercial cable television companies—which tend to "cream" the dense metropolitan communities—be required to install systems in rural areas in much the same way that rural electrification was mandated. Another suggestion was that funding by FHA and others for the development of cable TV cooperatives should also be expanded.

Another new technology project of great interest in Wisconsin is the Educational Telephone Network, a multi-way "party line" system through University Extension with sending-receiving outlets in every county. Conferences, staff meetings, non-credit classes, and in-service professional training sessions are carried on year round through this system and reach over 20,000 people in 120 different locations each year. The Dial-A-Question system recently in-

stalled by Agriculture and Home Economics faculty to respond by recorded answers to the most frequently asked telephone inquiries appears to have unlimited possibilities for other subject areas. Recommendations based on this example include moving toward a visual (television) component in the Wisconsin system, and pushing for far wider installation of comparable systems in other states. Travel time and expense, and fuel, are among the obvious savings, and universal availability for multi-way dialogue is a prime plus.

Whatever the technological possibilities, however, the television and radio personnel at the consultations urged that educators not overestimate the power of the media—which can in truth only supplement and reinforce other education. To provide good quality educational programs that respond sensitively to the needs of rural women, there must be a balanced staff of women and men, minority and majority members, which has commitment at the top to programming for the concerns of all populations. In designing content to speak to the needs of rural women and girls, these specialists cautioned against program labels or titles which would “turn off” the very people for whom they are intended. They also reminded that no one likes to be regarded as poor or isolated or disadvantaged, and that audiences should not therefore be too narrowly targeted. Other key features recommended for insuring sound education and sound delivery included these:

Provision for Feedback

Many techniques were advised for garnering feedback and determining needs for program content. These included use of advisory committees including rural girls and women, public hearings, surveys of listeners/viewers, and serious reading of letters to the stations. More talk shows, phone-in programs, and group listening sessions were also suggested—as enhancing both the educational effort and the evaluation process.

Timing

The timing of programs should be based on the realities of the daily schedules of anticipated audiences. One farm woman commended a rural TV station, for example, for having its “Farm Hour” from 10 p.m. to midnight, a time when farm work was completed.

Replication of Successful Demonstrations

A major recommendation from these discussions was that pilot demonstrations which are successful be widely distributed and utilized, and that funding agencies be encouraged (if not required) to develop systematic procedures for such replication.

Re-Thinking of Eligibility Criteria

Rural areas realistically require different eligibility criteria to qualify for educational programs. The rigidity of Federal regulations with respect to level of income removes from eligibility some of the very people for whom programs are intended. And the "numbers game" of those educational institutions that provide outreach programs—only for a minimum number of enrollees—needs to be rethought so that policy will take into account the often great difficulties of meeting those requirements in isolated areas.



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Review of National Programs

In the effort to learn what is now being funded on behalf of rural women and girls and to identify those sources potentially receptive to Council recommendations, the Advisory Council conducted an extensive search of educational programs of Federal and national education and farm organizations. The roster of agencies and groups investigated is a long and far-reaching one. In the public sector, the programs studied included, under the Department of Health, Education and Welfare: programs within the National Institute of Education; programs within the Office of Education (Office of Indian Education, Bureau of School Systems, Bureau of Post-Secondary Education, Bureau of Occupation and Adult Education, etc.); and the special projects sponsored by divisions including those dealing specifically with migrant and farm worker education. Also investigated were programs of the Appalachian Regional Commission, ACTION (University Year for Action), the Department of Labor (Job Corps), and the Department of Agriculture (Extension Service, Food and Nutrition Service, Rural Development Service, Youth Conservation Corps, and Farmers Home Administration).

Those non-governmental national organizations also explored for evidence of attention to rural women and girls included national farm organizations (American Farm Bureau Federation, the Farmers Union, the National Grange and Farmer Cooperatives), major grant making foundations (the Ford and W.K. Kellogg Foundations) and other selected organizations including the Rural Advancement Fund, Reading is Fundamental, and the Rural/Regional Education Association. (Study of the R/REA included sending a Council representative to the organization's 1976 Annual Conference.)

Findings from the investigation were not encouraging. In the private sector, with the exception of the W.K. Kellogg Foundation of Battle Creek, Michigan, which supports extensive rural development and community organization efforts, little if anything was noted. And even Kellogg had no programs directed specifically to rural women. In the public sector, of the two to three dozen programs that by their description seemed to have a rural intent (i.e. for American Indians, for other Native Americans, migrants, isolated and farm people), none was addressed to the specific needs of rural females except those for mothers and homemakers. Overall, investments in rural education were low, and were essentially specific to women only in Home Economics Extension and Future Homemakers.

Hard information to give further detail to those general findings was difficult to come by. Data in agency after agency failed to elicit or record information on the basis of sex, and the majority of the agencies had, in their publications and other printed materials, absolutely no subject headings either for *rural* or *women*. Thus, even where rural women might indeed be benefiting from a program, there was no statistical or evaluative evidence available to substantiate this. Within HEW for example, project offices were queried to discern impact by sex of the programs identified in that agency. But all efforts to get data on place of residence, sex, and numbers served were frustrated by the incompleteness of data in the program offices. The program officers explained that data are not available because most of the Federal money for education and job training goes into formula grants given directly to the states, where it is then distributed according to local determinations. Data on impact, if any, is gathered and kept by the states and not necessarily transmitted to Washington. And while it is possible to get figures on the amount of money spent by each HEW educational program in every county in the country, the Data Management Center of HEW was unable to provide a rural/urban or metropolitan/non-metropolitan breakdown of this information. And there was no disaggregation by sex in any of these data in the Center.

In a final inquiry, the Advisory Council also contacted the Office of Rural Development within HEW which was, at the time of the inquiry, involved in a major analysis of Federal outlay of HEW programs in rural areas. Unfortunately, the computer runs were in the planning stage during the period of the Advisory Council's survey. The director of the Office of Rural Development did not, however, give any encouragement that impact-by-sex data would be analyzed because in most programs data by sex had not been reported. Moreover, there is no similarity in the specifics of the various programs. Each program has its own relationship with the states which is defined by the legislation and regulations which shape it. In certain programs, that relationship varies from state to state. Without a change in either basic enabling legislation or in program regulations, the Federal government can neither require submission of certain kinds of data nor require certain kinds of performance.

Thus it soon became apparent that an adequate analysis of the impact of Federal funds spent for educational opportunities for rural women was not possible with the data and resources available to the investigator for the Advisory Council in Washington.

To add some detail to that condensation of information, findings in relation to four particular programs or appropriations are outlined below.

Fund for the Improvement of Post- Secondary Education (FIPSE)

A most pertinent office in HEW is the Fund for the Improvement of Post-Secondary Education. Current FIPSE grants are supporting an exciting variety of projects using new ideas and new program designs in a sensitive response to the educational needs of those who are isolated and out of the "mainstream"—the disadvantaged, the rural, the old and the bypassed. FIPSE itself is well described in its own statement:

"In selecting proposals, the Fund's main emphasis is on the benefits to learners rather than on strengthening disciplines or developing institutions. Fund projects have recognized learning wherever it occurs. New grants focus on the quality of learning and teaching and on new ways of assessing the results of learning."

Twenty-five FIPSE grants in fiscal year 1977 have the primary purpose of extending effective educational opportunity by opening up new means of access to people who formerly have been excluded. Specifically designated, among others, are Native Americans, Mexican-American field workers, and rural dwellers.

Among the valuable projects of the Fund are the Center for Open Learning, a consortium effort of Alabama colleges engaged in outreach and in the development of flexible external degree programs; the Urban-Rural Cooperative in North Carolina, which exchanges students and faculty of predominantly white and black state universities; a program working toward collaboration of educational institutions and community services in Blue Mountain Community College, Pendleton, Oregon and Miles College, Eutaw, Alabama, both of which serve poor, isolated areas; Regional Learning Schools in five counties near Syracuse, New York; post-secondary training of low income small farmers by the Federation of Southern Cooperatives near Miles College in Eutaw, Alabama; and the External Studies Program of Winona State University in Minnesota. Other FIPSE learning centers in various outreach projects are located in New Hampshire, Montana, and Kansas, and there are nine different projects addressing the educational needs of Native Americans.

A number of the Fund projects particularly looked at in the Council's search have become, it was later learned, the nucleus of a major new FIPSE grant, "The Clearinghouse for Community Based Free-Standing Post-Secondary Institutions, to enhance the capacity of participating institutions to serve their non-traditional clients."¹²

National Institute of Education

The National Institute of Education, founded in 1972 within the U.S. Department of Health, Education and Welfare, is mandated to coordinate research to provide educators with ways to improve the quality and equality of education (including career education). Among the exciting

The Appalachian Regional Commission

United States Department of Agriculture

programs funded by NIE of interest to the Advisory Council are the "Ten Experimental Schools Programs in Rural Schools." Under this project, half of these school districts have five-year grants and half have one-year grants, to do a variety of experimental projects in rural schools. The "Rural Futures Development Strategies" of the Northwest Regional Educational Laboratory, is a five-year, five-pronged experiment for change. Its five inter-related strategies designed to improve learning opportunities for rural students are: community-centered, school-centered, learner-centered, support-agency-centered, and family-centered. Another NIE-supported project is the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), which emphasizes especially schools in these categories: American Indian, Mexican-American, Migrant, outdoor and rural education and small schools. (A predictable proposal from the Council consultations was that NIE funding guidelines incorporate a requirement to counteract sex-role stereotyping.)

Programs under the Appalachian Regional Development Act of 1965 are administered by the Appalachian Regional Commission in Washington. Over the past ten years, some \$240 million have been expended, 560 schools have been built and many projects are in process.¹³ The Commission's life has just been extended for another four years. The Act establishes responsibility for the total economic development of the Appalachian region. The educational mission, reflected under that responsibility, has had a three-fold thrust: job training for adults that is realistic and community-directed; demonstrations in each of the 13 states covered by the Act in one or more of four priority areas (in-service training for elementary and secondary schools, early childhood education, guidance and counseling, and recurrent and cooperative education); and the more recent "satellite" program developed with the National Air and Space Administration (NASA). Some 15 communities have participated in this ingenious satellite delivery system, with 15 more communities to be added in 1977. The two-way communications system incorporates various combinations and mixes of satellite television, radio, computers, and other electronic equipment. Already some 1200 teachers have been involved in the programs carried over this system.

Examination of educational programs in the United States Department of Agriculture covered Agriculture's network with state land-grant colleges and universities and county governments, and the non-governmental National 4-H Foundation and the Homemakers Council. This network is well developed and has the potential for reaching rural women and girls in ways that speak realistically to their

needs. Council investigation found that potential to be far from fulfilled, however, although there were of course local exceptions across the country.

In the Extension Service, for example, meaningful service to women is hampered by a view of sex roles so traditional that it misses the needs of vast numbers of rural women. In the Extension set-up, the County Agricultural Agent—almost always a man—is ordinarily the Director of the county Extension office. Under the Agent are the Home Economist and the Youth Leader. This set-up tends—wrongly—to pair the farm woman with the Home Economist. Extension people insist that their approach is to the family—without sexism, but with the traditional role patterns. They point out that the farm wife is part of the labor-management force of the family enterprise in an important way, and that she has status because of this. (This is certainly true compared to urban and suburban housewives. This social status is not, however, reflected in economic security.) But many farmers' wives are not *farm* wives, and must work at off-farm jobs to help support the family. These women need, from Extension, what one thoughtful person in the home economics establishment has described as “more economics” and “less home.” And many other farm women, who are either farm wives or farmers themselves, need the agricultural information that Extension—through the County Agent—has to give as much or more than they need the “home economics” information.

The publication “Focus II” was produced by Home Economics Extension to provide a guide to assist Extension staff with “program development and implementation,” to help resolve “major concerns related to quality of life,” and “to identify segments of the population which are in greatest need.” The areas of national concern identified are human nutrition, consumer concerns, children and families, housing, health and community development. The “priority” clientele identified in each area is described in terms of its relationship to the family group (i.e. young or old, low and marginal income families, limited resource families). This breakdown again reflects the traditional role approach. Women are targeted only as wives and/or expectant mothers. Economics is consumer economics—how to adjust and survive in the system. “Income economics,” such as collective bargaining or political and public interest legal action, is not touched. Nor is there any recognition of the problems of the rural woman in other than her maternal role—be that past, present or future. Her especially limited employment opportunities, her isolation within the economic structure—these are not mentioned, although the proportion of rural women who are heads of families compares closely with the national figure, and is almost as high as the urban figure.

A perusal of more than 800 Extension research titles and research reports only confirms this prevailing Extension view of the rural woman. That examination turned up a dozen or so studies on cooking, sewing, and buying clothes for women and girls. But only three studies look at women in any more complex way than in relation to their most obvious domestic chores. And these were still about the homemaking role.

Notes

- 1 Much of the data for this paper was taken from the Census Bureau's September 1975 Special Studies, "Social and Economic Characteristics of the Metropolitan and Non-Metropolitan Population: 1974 and 1970." Other publications and abstracts from the Bureau of the Census were also used. No attempt has been made to challenge any of the figures, although unemployment data for both rural individuals and females are often questioned on the grounds that the method and bases used to determine unemployment rates exclude many who should be counted. The Federally-established "poverty line" is also regarded by many as unrealistically low.
- 2 Swanson, Gordon L., Rural Education News, Vol. 22 #1, March 1970. Cited by Lewis R. Tamblin in "Inequality, A Portrait of Rural America," Rural Education Association, Washington, D.C., 1973.
- 3 Beale, Calvin L. and Glenn V. Fuguitt, "The New Pattern of Non-metropolitan Population Change," Center for Demography and Ecology, Working Paper 75-22, University of Wisconsin, Madison, 1975. Data confirmed by 1974 Appalachian Regional Commission Report.
- 4 Tamblin, Lewis R., "Inequality, A Portrait of Rural America," *op cit.* p. 8.
- 5 "Toward a Platform for Rural America," Report on the First National Conference on Rural America, April 4-17, 1975, Rural America, Inc. and Rural Housing Alliance, Washington, D.C., 1975.
- 6 National Advisory Commission on Rural Poverty, "The People Left Behind," 1967, cited by Tamblin, *op cit.*
- 7 *Ibid.*
- 8 McClellan, John L. (Chr., Committee on Government Operations), Foreword to Tamblin, "Inequality, A Portrait of Rural America." Documentation appears in some twenty pages of tables in that publication. While the concerns of this report extend beyond the rural poor, it may be useful to note the most concentrated areas of rural poverty: Southeast and Southcentral regions; Appalachia; Black Belt of the South; Ozark region; Southwest Mexican and American Indian populations; Northern Great Lakes region of Michigan, Wisconsin and Minnesota; northern New England and New York; and Indian populations of the Upper Great Plains.
- 9 In 1969, only 2% of agriculture majors were women and by 1975 the figure exceeded 25%, with the University of Arizona reporting 44% women. See McGill, Steve, "More Agricultural Careers for Women," The Furrow, May-June 1976.
- 10 As rural one-room schools went through the twentieth century process of consolidation (from 148,000 in 1930 to 10,500 today), the teacher training institutions which existed in every state also consolidated. The old county "Normals" became state colleges, and many which offer a few graduate programs are now state universities. In the midst of all the gains from these changes there have been losses: teachers are less likely now to be indigenous to the rural communities, and consequently have less understanding of an acceptance by the students and communities. Many of the former functions the rural schools served—as community center and resource—have vanished and have not been adequately replaced. All too often teacher training is geared to urban situations and superimposed with whatever misfitting onto the rural scene. Local participation and local control have been eroded in many ways.

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With this reorganization of state school systems into regional administrations, many state departments of education or public instruction no longer have special sub-divisions or even experts in rural education. Increasingly, state agencies are mandating that teacher training institutions incorporate human relations courses in curricula, including components on race, class and sex-stereotyping. What passes at this stage for the sex-stereotyping component is more often than not grossly inadequate and totally ignores rural women. In the effort to train teachers who value individual differences and are sensitive to various forms of stereotyping, the rural/urban presumptions might also well be included in this preparation. See Sher, Jonathan P., "Public Education in Rural America," Conference Working Paper No. 9, First National Conference on Rural America, April 1975, Washington, D.C.

11 One additional and related issue, discussed in the consultations, concerned the educational needs created when rural people must quickly adopt "urban" lifestyles.

One aspect of this involved the rapid development of rural areas, and the destruction, to both environment and personal lives, caused by what may look to outsiders like progress—mechanization of mines, development of mills and factories, etc. The town of Grants, New Mexico was mentioned in one of the consultations as an example—a "boom town" near uranium mines, now populated by a mix of those residents with sudden high incomes (and no experience in budgeting) and those who remain poor; offering virtually no social services; and exhibiting an extremely high rate of personal and mental health problems.

Another aspect of the sometimes difficult transition from rural to urban life involved migrants. Relocation of migrants (moving them from the migrant "stream" into permanent communities) is becoming more and more prevalent, especially in the Midwest, on the West Coast and along the Eastern Seaboard. Many of these people are Spanish-speaking. Their educational needs—in the areas of employment training and opportunity, basic education, housing, child care and legal and health services—are great. And these needs must be met in ways that recognize barriers of language and cultural pattern, and that bring compassion as well as material and programmatic resources to bear.

12 A publication of FIPSE, "Resources for Change, A Guide to Projects 1975-76," U.S. Government Printing Office, Washington, D.C. 1975, describes all 179 Fund projects.

13 1974 Annual Report of the Appalachian Regional Commission, Washington, D.C.

14 Data on rural women are hard to come by. In a 90 page document published April, 1976, by the Bureau of the Census, "A Statistical Portrait of Women in the United States," in almost 100 tables there is no urban/rural or urban/non-urban breakdown. Three occupation and work experience tables include a category of "Farm Labor" for women and one of these includes "Farm Labor" and "Farm Manager" for husbands. Apparently the Census Bureau finds no female farm managers. There are many.



Annotated Bibliography

Alan Guttmacher Institute. *Provisional Estimates of Abortion Needs and Services in the Year Following the 1973 Supreme Court Decisions.* For the U.S. and each state and metropolitan area. New York, N.Y.: Alan Guttmacher Institute and Planned Parenthood Federation of America, 1975. (Alan Guttmacher Institute, 515 Madison Ave., New York, N.Y. 10022).

Of special interest are the maps and charts which demonstrate scarcity of health facilities in rural areas.

Annual Register of Grant Support. Chicago: Marquis Who's Who, Inc., 1976.

There is no entry for rural grant awards, but Adult Education, Aged, American Indians, Black Students, Children and Youth, Continuing Education, Counseling and Guidance, Cross-Culture Studies, Equal Educational Opportunities, Family Planning, Health, Population, Poverty, Preschool, Recreation, and Women are covered.

Appalachian Education Satellite Project. *Review of the Literature: Appalachian Needs in Five Programming Areas.* Technical Report No. 13. Prepared by Donna M. Mertens and William J. Bramble. Lexington, Kentucky: University of Kentucky, 1976. (Resource Coordinating Center, 301 Bradley Hall, Lexington, Ky. 40506).

Updated summary of various projects and continuing needs of Appalachia.

Appalachian Education Satellite Project. *Results of Appalachian Needs Assessment Conferences.* Report No. 14. Prepared by Donna M. Mertens and William J. Bramble. Lexington, Kentucky: University of Kentucky, 1976. (Resource Coordinating Center, 301 Bradley Hall, Lexington, Ky. 40506).

Tabulations of area needs in education, medicine and health, business and industry, human resources, and government.

Appalachian Regional Commission. *Annual Report, 1974.* (Appalachian Regional Commission, 1666 Connecticut Avenue, N.W., Washington, D.C. 20235).

Magnificent illustrated report which lays out particulars of the various programs in this 13-state, multi-dimensional effort.

Beale, Calvin L., and Fuguitt, Glenn V. "The New Pattern of Nonmetropolitan Population Change." CDE Working Paper 75-22. Madison, Wisconsin: University of Wisconsin, 1975. (Center for Demography and Ecology, 3224 Social

Science Bldg., 1180 Observatory Drive, Madison, Wis. 53706).

Source examining new immigration to rural areas, reasons, and trends.

Beale, Calvin L., and Fuguitt, Glenn V. "Population Trends of Nonmetropolitan Cities and Villages in Subregions of the United States." CDE Working Paper 75-30. Madison, Wisconsin: University of Wisconsin, 1975. (Center for Demography and Ecology, 3224 Social Science Bldg., 1180 Observatory Drive, Madison, Wis. 53706).

Data source of interest.

Beck, E.M. and Bianchi, S. *Affluence and Equality in Non-metropolitan America, 1950-1970*. Ann Arbor, Michigan: University of Michigan, 1975. (Dr. E.M. Beck, Dept. of Sociology, University of Michigan, Ann Arbor, Mich. 48103. Free).

Brown, Victoria. *Uncommon Lives of Common Women: The Missing Half of Wisconsin History*. Madison, Wisconsin: Wisconsin Feminists Project Fund, 1975. (P.O. Box 1291, Madison, Wis. 53701. \$3.50 plus postage).

This collection of 40 brief biographies of women from every ethnic, geographic, educational, and economic segment of the state might serve as a model for other states.

The Center for Information on America. *Population Profile Series*. Washington, Conn.: The Center for Information on America. (Box C, Washington, Conn. 06703).

Series of 14 brief readable publications on specific subjects, including minorities, Black America, migrants, health, etc.

Christensen, Kathryn. "Ms. Farmer: Interest in Women's Rights Grows in Croplands," *Chicago Daily News*, September 16, 1975.

Short, to-the-point, encouraging.

Commonwealth Bureau of Agricultural Economics. *Women in Rural Society, an Annotated Bibliography*. Oxford, England: Dartington House, 1972. (Dartington House, Little Clarendon St., Oxford, England OX12H11).

Bibliography of rural women's employment, education, equality of opportunity, arranged by country.

Community Coordinated Child Care in Dane County (4-C in Dane County). "Rural Family Day Care." A report by Diane Adams and others, 1975. (4-C in Dane County, 3200 Monroe St., Madison, Wis. 53711).

Small-scale study of needs of young rural children and how those needs are being met.

Community Coordinated Child Care in Dane County (4-C in Dane County). "Rural Needs Assessment." A report by Diane Adams and others, 1975. (4-C in Dane County, 3200 Monroe St., Madison, Wis. 53711).

Describes methodology and findings of this study of rural child-care needs.

The Conference on the Arts and the Small Community. Five major papers presented at a national conference in Madison, Wisconsin, in 1967. (Women's Educational Resources, University of Wisconsin-Extension, 610 Langdon Street, Madison, Wis. 53706).

While the issues and implications of these papers are still current, some of the supportive material is dated.

Cosby, Arthur G., and Picou, J. Steven. "Model of the Transmission of Educational Status: Sex-Race Differentials." College Station, Texas: Texas A&M University, 1975. (ED 121-522 from EDRS, P.O. Box 190, Arlington, Va. 22210).

Cotera, Martha. *Profile on the Mexican American Woman.* Austin, Texas: National Educational Laboratory Publishers, Inc., 1976. (813 Airport Blvd., Austin, Tex. 78702). Singularly informative.

Daniels, Arlene Kaplan. *A Survey of Research Concerns on Women's Issues: Project on Status and Education of Women.* Washington, D.C.: Association of American Colleges, 1975. (1818 R Street, N.W., Washington, D.C. 20009).

Thorough, systemic, and succinct presentation.

Edington, Everett D., Pettibone, Timothy J., and Heldt, Jane E. *Educational, Occupational, and Residence Aspirations and Expectations for Rural and Minority Youth in New Mexico.* Las Cruces, New Mexico, 1975. (New Mexico State University, Box 3N, Las Cruces, N.M. 88003).

Research study with implications for educational needs.

Edington, Everett D., and Tamblyn, Lewis. *Research Abstracts in Rural Education.* Washington, D.C.: National Education Association, 1969. (Dept. of Rural Education, NEA, Division of Field Services, Rm. 315, 1201 Sixteenth St., N.W., Washington, D.C. 20036).

Elliott, Elizabeth A. "Extension Homemakers in Wisconsin." Madison, Wisconsin: University of Wisconsin-Extension, 1974. (Center for Women's and Family Living Education, 510 Langdon St., Madison, Wis. 53706).

Interesting and useful study which identifies members of Extension Homemakers and analyzes program content and trends.

ERIC Clearinghouse for Rural Education and Small Schools (ERIC/CRESS) Publications List, 1976. (Box 3AP, New Mexico State University, Las Cruces, N.M. 88003).

A periodic listing of studies, with prices and addresses, on American Indians, Mexican Americans, Migrants, Outdoor Education, Rural Education, and Small Schools.

Extension Committee on Organization and Policy (ECOP). *Focus II, Extension Home Economics.* A publication prepared by a Task Force of ECOP. Washington, D.C.: U.S. Department of Agriculture, 1974. (Available from Opal Mann, Extension Service, USDA, Washington, D.C. 20250).

Overview of six major program thrusts advocated for attention of all Extension Home Economists, with rationale for each.

Fahrer, Kimberly, and Vivolvo, Robert. "ERIC References on Urban and Minority Education" in *Equal Opportunity Review*, July 1976. New York, N.Y.: Columbia University, Teachers College. (ED 128-492 from EDRS, P.O. Box 190, Arlington, Va. 22210).

Extensive bibliography with 224 entries of valuable sources. Both supplements and complements comparable rural bibliographies.

Finley, Cathaleen. *Choices and Careers—Free to Choose.* Madison, Wisconsin: University of Wisconsin-Extension, 1976-1977. (Community Programs, Room 401, Extension Bldg., 432 N. Lake Street, Madison, Wis. 53706).

Series of study guides and outlines for group counseling of Native American girls, their parents, and counselors on being a special person, being an Indian woman, and on careers. Used and partially written by Native Americans, with assistance of U.W. Extension staff. Usable by many others.

The George Washington University, Social Research Group. *The Status of Children, 1975.* By Kurt J. Snapper and others. Washington, D.C.: The George Washington University, 1975. (2401 Virginia Ave., Washington, D.C. 20037).

Excellent study of demographic trends, status of children, and proposals of new measuring devices for determining which people have which needs in child care.

How Well Do They Represent You? A Handbook on Local Rural School Boards for Parents and Other Citizens. Las Cruces, New Mexico: ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), 1974. (Box 3AP, New Mexico State University, Las Cruces, N.M. 88003).

Very useful guide to help move non-professionals into policy-influencing positions.

Kuvlesky, William P. and others. "Ethnic Group Identity and Occupational Status Projections of Teenage Boys and Girls: Mexican American, Black, Native American, and Anglo Youth." University Park, New Mexico: New Mexico State University, 1976. (ED 121-499 from EDRS, P.O. Box 190, Arlington, Va. 22210).

Lewis, Martha Wells. "National Education Programs for Rural Women." Washington, D.C.: Advisory Council on Women's Educational Programs, 1976. (mimeograph). (Suite 821, 1832 M St., N.W., Washington, D.C. 20036).

Overview of Federal programs and those of national farm organizations directed toward rural education. Highlights gaps and failure to address special needs of women.

Lincoln, Sara Ann, ed. *Sex Discrimination in Education.* Ann Arbor, Michigan: University of Michigan, 1975. (Department of Psychology, University of Michigan, Ann Arbor, Mich. 48105).

Newsletter containing succinct accounts of publications, research, and activity to counter sex-discrimination in education.

Loomis, Rosemary, and Starry, Richard. "Rural WIN-ings." *Journal of Employment Counseling.* (December 1974). pp. 183-186.

Brief article presenting experiences of two employment counselors in rural WIN program. Highlights problems of transportation, flexibility, and sex barriers.

Loustaunau, Martha. *Small Rural Schools Can Have Adequate Curriculums.* Austin, Texas: National Educational Laboratory Publishers, Inc., 1975. (NELP, 813 Airport Boulevard, Austin, Texas 78702).

Description of successful efforts to expand curricula and resources, and list of 20 educational programs that utilize various techniques.

McCune, Shirley, and Matthews, Martha. *Complying with Title IX: The First Twelve Months.* Washington, D.C.: National Foundation for the Improvement of Education, 1976. (Resource Center on Sex Roles in Education, NFIE, 1201 16th St., N.W., Washington, D.C. 20036. \$1.00).

McCune, Shirley, and Matthews, Martha. *Complying with Title IX: Implementing Institutional Self-Evaluation.* Washington, D.C.: National Foundation for the Improvement of Education, 1976. (Resource Center on Sex Roles in Education, NFIE, 1201 16th Street, N.W., Washington, D.C. 20036. \$1.00).

McGrath, Patricia L. *The Unfinished Assignment: Equal Education for Women.* Worldwatch Paper 7. Washington, D.C.: Worldwatch Institute, 1976. (1776 Massachusetts Ave., Washington, D.C. 20036. \$2.00).

Mann, Opal H. and Magrabi, Frances M. *Objectives of International Women's Year: Implications for Extension.* Paper presented at 1975 National Agricultural Outlook Conference, Washington, D.C., November 18, 1975, (U.S. Department of Agriculture, Washington, D.C. 20250).

Excellent summary of IWY World Plan of Action and its application, especially to rural women, in the U.S.A.

Mielke, David N. "Women and the Appalachian Region: A Bibliography." Boone, N.C.: Appalachian State University, 1976. (The Center for Continuing Education, Appalachian State University, Boone, N.C. 28608).

Compiled for "The Consultation on Educational Needs of Rural Appalachian Women and Girls," October 1976.

Miller, Michael V., and Kuvlesky, William P. "Status and Familial Projections of Mexican-American Migrants and Non-Migrants: Are Migrant Youths Different?" College Station, Texas: Texas A&M University, 1976. (ED 123-027 from EDRS, P.O. Box 190, Arlington, Va. 22210).

Moe, Edward O., and Tamblyn, Lewis R. *Rural Schools as a Mechanism for Rural Development.* Las Cruces, New Mexico: Educational Resources Information Center/Clearinghouse for Rural Education and Small Schools, 1974. (ED 093-507 from ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, N.M. 88003).

Very useful overview and summary of contemporary rural development programs. Funded by NIE, focuses on rural education.

Monk, Phillip M., and Medina, Dennis. "Residence Projections of Mexican-American Youth from the Border Area of South Texas: A Study of Changes Over Time." College Station, Texas: Texas A&M University, 1975. (ED 121-508 from EDRS, P.O. Box 190, Arlington, Va. 22210).

Moser, Collette, and Johnson, Deborah. *Rural Women Workers in the 20th Century: An Annotated Bibliography.* East Lansing, Michigan: Michigan State University, 1973. (Center for Rural Manpower and Public Affairs, Rm. 41, Agricultural Hall, East Lansing, Mich. 48824).

Interesting bibliography, demonstrating how sparse recent research on this subject is.

National Assessment Studies. Obtain from ERIC Clearinghouses: Rural Education and Small Schools/RC, New Mexico State University, Box 3AP, Las Cruces, N.M. 88003; Career Education/CE, 204 Gabel Hall, Northern Illinois University, De Kalb, Ill. 60115; Early Childhood Education/PS, University of Illinois, 805 W. Pennsylvania, Urbana, Ill. 61801.

National Center for Education Statistics (NCES). *Projects, Products, and Services of The National Center for Education Statistics, 1976.* (DHEW Publication, S/N 017-080-01562-5). (GPO, Washington, D.C. 20402. \$2.05).

Description of activities, reports, and services of Center.

National Vocational Guidance Association. *Facilitating Career Development for Girls and Women.* Monograph. Washington, D.C.: American Personnel and Guidance Association, 1975. (1607 New Hampshire Ave., N.W., Washington, D.C. 20009).

Twelve papers presented at a workshop on women, which cover many contemporary aspects of subject.

Newland, Kathleen. *Women in Politics: A Global Review.* Worldwatch Paper 3. Washington, D.C.: Worldwatch Institute, 1975. (1776 Massachusetts Ave., Washington, D.C. 20036. \$2.00).

First-rate analysis of women's political participation with comments relevant to rural U.S. women.

Paltiel, Freda L. "Rural Women's Concerns—Some Government Responses." An address to the Federated Women's Institutes of Canada, Inc. Sixth Annual Convention, Banff, Alberta, June 1973. (Federated Women's Institutes of Canada, Inc., Rm. 28, 46 Elgin Street, Ottawa, Ontario K1P5K6).

Incisive statement of the many concerns of rural Canadian women and efforts being made toward solutions.

The Population Institute. *Community Survey on the Status of Women.* Prepared by the Organization Liaison Division. Washington, D.C.: The Population Institute, 1975. (110 Maryland Ave., N.E., Washington, D.C. 20002).

A "how-to kit" for conducting local surveys on employment and decision-making status of women.

Rural America—A Voice for Small Town and Rural People. Washington, D.C.: Rural America, Inc., 1976. (1346 Connecticut Ave., Washington, D.C. 20036).

This new monthly newspaper contains information on critical rural needs, pending legislation, public policy questions, and interchange of opinion.

Rural/Regional Education News. Bi-monthly. Knoxville, Tennessee: University of Tennessee. (REA Field Office, 212 Claxton Education Bldg., Knoxville, Tennessee 37916).

Rich source of events, people, programs, issues, and research in rural education.

Southern Regional Education Board. "Building Day Care Models for the South." Report of the Southeast Day Care Project. Atlanta, Georgia: Southern Regional Education Board, 1975. (130 Sixth St., N.W., Atlanta, Ga. 30313).

Comprehensive account of objectives, issues, activities, and results of this 8-state project. Includes rural day care.

Southern Regional Education Board. "Southeastern Day Care Project's Evaluation Report." Atlanta, Georgia: Southern Regional Education Board, 1974. (130 Sixth St., N.W., Atlanta, Ga. 30313).

Report of this three-year project emphasizes results of day care programs on children, families, and communities. Includes rural day care.

Sher, Jonathan P. and others. "Public Education in Rural America." Conference Working Paper No. 9, presented at First National Conference on Rural America, Washington, D.C., April 1975. (Rural Housing Alliance and Rural America, Inc., 1346 Connecticut Ave., N.W., Washington, D.C. 20036).

Updated summary of various projects, and continuing needs of Appalachia.

Sollie, Carlton R. and others. "Changes in Quality of Life in Mississippi: 1960-1970." Mississippi Agricultural Experiment Station Bulletin No. 824. State College, Mississippi, 1975. (ED 121-503 from EDRS, P.O. Box 190, Arlington, Va. 22210).

Summers, Gene F. "Nonmetro Industrial Growth: Warts and All." Madison, Wisconsin: University of Wisconsin, 1975. (mimeographed) (Center of Applied Sociology, 640 WARF Bldg., Madison, Wis. 53705).

Study and analysis of 25 years of experience in efforts to develop industry in rural areas.

Sweet, James A. "The Employment of Rural Farm Wives: 1970." Working Paper 74-22. Madison, Wisconsin: University of Wisconsin, 1974. (Center for Demography and Ecology, 3224 Social Science Bldg., 1180 Observatory Drive, Madison, Wis. 53706).

Presentation of data, and analysis of the facts and problems of rural women's paid employment.

Tamblyn, Lewis R., *Inequality—A Portrait of Rural America.* Washington, D.C.: Rural Education Association, 1973. (Rural Education Assoc., 1201 Sixteenth St., N.W., Washington, D.C. 20036).

Eloquent, well-documented plea for more equitable distribution of Federal funds for rural areas. Restates recommendations of the National Advisory Committee on Rural Poverty (1967).

Terry, Geraldine B., and Bertrand, Alvin L. *Labor Force Characteristics of Women in Low-Income Rural Areas of the South.* Southern Cooperative Series Bulletin No. 16. Baton Rouge, Louisiana: Louisiana State University, 1966. (Louisiana State University, Agricultural Experiment Station, Baton Rouge, La. 70803).

Thompson, Carmen, and Jensen, David. *Community-based Educational Counseling for Adults.* Madison, Wisconsin: University of Wisconsin, 1975. (Office of Student Services, 209 Extension Bldg., 432 N. Lake Street, Madison, Wis. 53706).

Report of three-year experiment on the development of an itinerant and community-based adult counseling service.

"Toward a Platform for Rural America." Report of the First National Conference on Rural America, April 14-17, 1975. Washington, D.C.: Rural America, Inc. and Rural Housing Alliance. (1346 Connecticut Ave., N.W., Washington, D.C. 20036).

Twelve succinct, militant statements of basic rural issues, each with recommendations to the public sector.

United Nations. *World Plan of Action.* Adopted by the United Nations World Conference of the International Women's Year (IWY). Mexico City, 1975. (U.N. Book Store, New York, N.Y. 10017).

The sections on education and training and economics and health, in particular, should be required reading.

United Nations Educational, Scientific, and Cultural Organization (UNESCO). *Access of Girls and Women to Education in Rural Areas: a Comparative Study.* Paris, France: UNESCO, 1964. (UNESCO Publications Center, 317 East 34th St., New York, N.Y. 10016).

A 1962-1964 study. Data collected from 94 nations indicating needs, opportunities, trends in education of rural women.

U.S. Commission on Civil Rights. *Civil Rights Digest*. Quarterly. Washington, D.C.: U.S. Commission on Civil Rights, 1964. (Commission on Civil Rights, Washington, D.C. 20425).

Excellent background material on effects of discrimination on all women. A few significant articles have been "Feminist Perspectives," Spring 1974; "Women and Poverty," June 1974; "Half the World," Summer 1975.

U.S. Department of Agriculture. *Rural People in the American Economy*. Agricultural Economic Report No. 101. Washington, D.C.: USDA, Economic Research Service, 1966. (Government Printing Office, Washington, D.C. 20402).

Somewhat dated-but-basic presentation of the problems.

U.S. Department of Commerce. Bureau of the Census. *Bureau of the Census Catalog*. Published quarterly, with monthly supplements; cumulates annually. (Suitland, Md. 20233).

Part I (Publications) is a classified and annotated guide to all publications issued by the Bureau for the reporting period, with geographical and subject indexes provided.

U.S. Department of Commerce. Bureau of the Census. *Farm Population of the United States: 1974*. Current Population Reports, Farm Population. By Vera J. Banks and others. Suitland, Md.: Bureau of the Census, 1975. (Government Printing Office, Washington, D.C. 20402).

University of Wisconsin, Center for Studies in Vocational and Technical Education. *Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System*. Final Report. Merle E. Strong, Project Director. Madison, Wisconsin: University of Wisconsin, 1975. (Center for Studies in Vocational and Technical Education, 321 Education Bldg., Madison, Wis. 53706).

A model placement system to assist youths in transition from school to employment.

University of Wisconsin, Center for Studies in Vocational and Technical Education. *Review and Synthesis of Job Placement Literature*. By Merle E. Strong, and others. Madison, Wisconsin: University of Wisconsin, 1975. (Center for Studies in Vocational and Technical Education, 321 Education Bldg., Madison, Wis. 53706).

Special chapters on needs of women and of rural youth.

Venegas, Moises, and Kuvlesky, William. "Do Metropolitan and Nonmetropolitan Chicano Youth Differ? A Study of South Texas Teen-Agers, 1973." College Station, Texas: Texas A&M University, 1975. (ED 121-514 from EDRS, P.O. Box 190, Arlington, Va. 22210).

W.K. Kellogg Foundation. *1975 Annual Report.* Battle Creek, Michigan: W.K. Kellogg Foundation. (400 North Ave., Battle Creek, Mich. 49016).

Illustrated sections on funded projects which deal with improving rural life, programs for rural minorities, and delivering quality health care.

White, Carolyn Delores. "The Social Mobility-Fertility Hypothesis: A Racial and Class Comparison Among Southern Females." MS Thesis, Texas A&M University, 1974. (Inter-Library Loan, Texas A&M University, College Station, Texas 77843).

White, Marjorie B. *Rural Education—Partners for Accountability.* Austin, Texas: National Educational Laboratory Publishers, Inc., 1979. (NELP, 813 Airport Blvd., Austin, Texas 78702).

Handbook for the rural lay person defining respective responsibilities of government, community, school, parent, and student. Very useful.

Wisconsin Feminists Project Fund, Inc. *Attitudes, Women and Employment Project Evaluation.* Submitted by Ellen O. Saunders and others. Madison, Wisconsin: Wisconsin Feminists Project Fund, Inc. and Wisconsin Department of Industry, Labor, and Human Relations, 1976. (DILHR, Job Service, 201 East Washington Avenue, Madison, Wis. 53702).

Carefully written report of experience in "desexigrating" approach of job service counselors and private sector employers in 20 locations in Wisconsin, both urban and rural.

Wiser, Vivian. "Women in American Agriculture." Address presented at Freer Gallery, Washington, D.C., November 18, 1975. (From Vivian Wiser, Economic and Research Service, USDA, Washington, D.C. 20250).

Discussion of needs and possible trends for U.S. women in agriculture.

"The Woman Activist Guide to Precinct Politics," December, 1976. Falls Church, Virginia: *The Woman Activist.* Monthly bulletin, edited by Flora Crater. (2310 Barbours Rd., Falls Church, Va. 22043).

ABC's of first steps to political participation for women.

Appendix A: Agenda and Participants for the Four Consultations

MADISON, WISCONSIN - JUNE 18 and 19, 1976

**Friday,
June 18**

**9:00 a.m. - 10:30
Educational TV
and Radio**

Dr. Norma Simpson
Asst. Prof., Ag Journalism,
UW
WHA-Statewide Radio
Madison, Wisconsin

Boris Frank
Project Director, WHA-TV
UWEX, Madison, Wisconsin

Dr. Ron Bornstein
Prof., Communication
Arts, UWEX
Director, WHA-Radio
Madison, Wisconsin

Denise Tabet
Producer, WHA-TV
UWEX, Madison, Wisconsin

**Feminist
Leaders**

Ellen O'Brien Saunders
Wis. Feminist Projects, Inc.
Mazomanie, Wisconsin

Gene Boyer
Beaver Dam and Wisconsin
Governor's Commission
on the Status of Women
218 Front Street
Beaver Dam, Wisconsin

**10:30 a.m. -
12:00
Rural Schools
and Projects**

Dr. Ron Powers
North Central Rural
Regional Project
Iowa State University
Ames, Iowa

Dr. Ralph Polenz
118 Berry Pine Rd.
Rural Experimental Schools
Project
Rapid City, South Dakota

**1:00 p.m. - 5:00
Rural Women**

**Wisconsin
Women for
Agriculture**

Nancy Smidle, President
Rt. 1, Kewanee, Wisconsin

Jo Anne Vogel
RFD, Cato, Wisconsin

Betsy Thronson
Rt. 1, Blue Mounds
Wisconsin

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**Wisconsin Tribal
Women, Inc.**

* Lois Crow (Potawatamie),
Co-Chair
Box 13, Rt. 1
Wabeno, Wisconsin

Fanny LeMay (Menominee),
Co-Chair
Keshena, Wisconsin

**Migrants and
Spanish
Speaking**

Cathaleen Finley
Assoc. Prof., Family
Development
UWEX, Madison, Wisconsin

*Unable to attend

**Rural Mental
Health**

Gladys Corbitt
Equal Opportunity
Commission
351 W. Wilson
Madison, Wisconsin

Anne Angerman
N.W. Colorado
Mental Health Clinic
Craig, Colorado

Pamela McLean
NE Region Mental Health
Retardation Center for
Human Development
Grand Forks, North Dakota

**Youth
Development
(4-H)**

Lee Morical, Director
"Women Helping Women"
Peer Counselor Project
Student Health Bldg.
UW-Stout
Menominee, Wisconsin

Bonnie Trudell
Dane County Youth
Development Agent
City/County Bldg.
Madison, Wisconsin

**Saturday,
June 19
9:00 a.m. - 12:00**

Robert Gard
Chair, UWEX Arts
Author, Theatre Specialist
Madison, Wisconsin

Karen Howard
Program Coordinator for
College Week for Women
UWEX, Madison, Wisconsin

Frank W. Groves
Chair, University Center for
Co-Ops Ext.
Madison, Wisconsin

Helen E. Nelson
Member, State Agricultural
Board
Prof., Consumer Affairs
Chr., UWEX Consumer
Center
1260 N. Prospect Avenue
Milwaukee, Wisconsin

STOCKTON, CALIFORNIA - AUGUST 2 and 3, 1976

Feminist Leaders will sit with the Council during consultation.

Ms. Beverly McCarthy
Stockton, California

Ms. Lucille Eisner
Manteca, California

**Monday,
August 2**

9:00 a.m. - 10:30

Panel Discussion on *Schools*

Questions:

What does the rural population look like? What services and opportunities are provided by the schools for rural women and girls? What can realistically be done?

Participants:

Ms. Mary Lois Campos
Stockton Unified Schools
Stockton, California

Dr. Frances McFarland
Stockton Unified Schools
Stockton, California

Dr. Diane Sorensen
San Joaquin County
Schools
San Francisco, California

Ms. Della Blust
Northeastern California
Higher Education Council
Chico, California

Ms. Evelyn Neubaum
Oakdale Joint Union High
School
Oakdale, California

Ms. Karen Haberbusch
High School Student
Modesto, California

**10:45 a.m. -
12:15 p.m.**

Panel Discussion on *Outreach and Educational Delivery Systems*

Question:

How can educational opportunities be provided for rural women and girls living in situations where they cannot attend formal classrooms?

Participants:

Dr. Naomi Fitch
San Joaquin Delta
Community College
Stockton, California

Ms. Helen Kelly
Former re-entry student
Stockton, California

Ms. Beatrice Cossey
Village Avante
Morgan Hill, California

Ms. Dorothy Woodford
Central Stockton
Community Center
Stockton, California

Alan Mikels
Director—University
Without Walls
University of the Pacific
Stockton, California

Robert Wyman
Associate Dean
of Instruction
Consumnes River College
Sacramento, California

1:45 p.m. - 3:15

Panel Discussion on *Politics, Power Bases and Legal Rights Education*

Question:

How can rural women and girls be educated to assume an equal place in the decision making structure of society?

Participants:

Ms. Annie Stallworth
Stockton Unified
School Board
Stockton, California

Ms. Peggy Mensinger
Councilwoman
Modesto, California

Ms. Joyce Sullivan
Former Candidate
Lodi, California

Ms. Nena Torrez
Legal Aid—CRLA
Stockton, California

3:30 p.m. - 5:00

Panel Discussion on *Rural Women*

Question:

What efforts are being made to educate rural women and girls?

Participants:

Ms. Gloria Bacchetti
San Joaquin Valley Women
for Agriculture
Tracy, California

Ms. Juanita Boggiano
Teacher Aide
Stockton, California

Ms. Ellen Pulleyblank
Women's Center
Stockton, California

Ms. Laurie Shields
Displaced Homemakers
Oakland, California

Ms. Isis Stafford
Agricultural student
Lincoln, California

Ms. Pat Paul
Vice President, NOW
Oakdale, California

**Tuesday,
August 3**

**10:10 a.m. -
12:00**

Panel Discussion on *Migrant, Low Income, Minority Women*

Questions:

What are the unique educational needs of this population of women and girls? How can services be provided?

Participants:

Ms. Sara Gomez Kantes
State Department
of Education
Sacramento, California

Ms. Violet Masuda
Third World Women
Livingston, California

Ms. Mary Johnson
Project Gemini
Stockton, California

Fabio Clete
Merced County Schools
Merced, California

Dr. Gus Garcia
University of the Pacific
Stockton, California

Ms. Rebecca Gonzales
United Farm Workers
Stockton, California

1:30 p.m. - 3:00

Panel Discussion on *Change Strategies*

Question:

What needs to be done to provide better educational opportunities for rural women and girls?

Participants:

Maria Vargas
Project Advance
San Francisco, California

Ms. Mercedes Garcia
Division of Compensatory
& Migrant Education
California Department
of Education

Mrs. Clarence Mapes
Former Board of Trustees
Lincoln High School
Linden, California

Mrs. Pat Stewart
Director, Leadership
Commission
8th District—PTA
(five county region)

Ms. Alicia Santana
Central Coast Counties
Develop Corp.
Capitola, California

SANTA FE, NEW MEXICO - SEPTEMBER 10 and 11, 1976

**Friday,
September 10,**

9:00 a.m.

Introductions
Gerald Weaver, Chair, Information Resources Committee

9:10 a.m.

Welcome, Introductory Remarks
Ernestine Evans, Secretary of State of New Mexico

9:30 a.m.

Panel of School System Personnel

Participants:

Jean Page
Career Education
State Department
of Education
Santa Fe, New Mexico

Elayne Bluestone
Indian Education
State Department
of Education
Santa Fe, New Mexico

Mary Welsh
New Mexico State
University
Las Cruces, New Mexico

Carolyn Smiley Marquez
Cross Cultural Unit
State Department
of Education
Santa Fe, New Mexico

Margaret Rutz
Physical Education
State Department
of Education
Santa Fe, New Mexico

Betty Rose Rios
ERIC Clearinghouse
on Rural Education
and Small Schools
New Mexico State
University
Las Cruces, New Mexico

Vera Norwood
N.M. Commission on
the Status of Women
Placitas, New Mexico

Wilbert Maes
Northern New Mexico
Technical-Vocational
School
Espanola, New Mexico

Roberta Stewart
Testing
State Department
of Education
Santa Fe, New Mexico

1:30 p.m.

Panel of Health Education Personnel

Participants:

Steve Trujillo
Sandoval County
Mental Health Program
La Buena Vida
Corrales, New Mexico

Marie Sanchez
La Clinica
Tierra Amarilla,
New Mexico

Loretta Armenta
March of Dimes
Albuquerque, New Mexico

Anna Padilla
New Mexico Health
Education Coalition
Albuquerque, New Mexico

Lyn Butcher
Women's Health Specialist
Training Program
University of New Mexico
Albuquerque, New Mexico

Julie Stephens
Project Porvenir
University of New Mexico
Albuquerque, New Mexico

3:30 p.m. - 5:00

Panel of Special Programs Personnel

Participants:

Emily Velasquez
Consumer Education
and Advocacy Program
All Indian Pueblo Council
Albuquerque, New Mexico

Carla Lopez
Community Law Center
Santa Fe, New Mexico

Gloria Emerson
Native American
Materials Center
Albuquerque, New Mexico

Nancy Evans
Navajo Women's
Association
Window Rock, Arizona

Stella Lee
Federal Women's Program
Bureau of Indian Affairs
Shiprock, New Mexico

George Baca
League of United
Latin American Citizens
National Education
Service Center
Albuquerque, New Mexico

Tonia Garcia
American Indian Law
Center
University of New Mexico
Albuquerque, New Mexico

**Saturday,
September 11**

9:00 a.m. Panel on Grants, New Mexico Area

Participants:

Jessie Fitzgerald
Valencia County Agent
(Ag Agent)
Grants, New Mexico

Grace Woodard
County Extension
Home Economist
Grants, New Mexico

Geraldine Murphy
Grants Counselling Service
Grants, New Mexico

Laura Garcia
Sky City Middle School
San Fidel, New Mexico

Grant Fullerton
Community Education
New Mexico State
University
Branch College
Grants, New Mexico

Mary Waconda
Public Health Service
New Laguna, New Mexico

Jackie Robbins
Legal Aid
Las Vegas, New Mexico

11:00 a.m. North American Indian Women's Association
Presentation and Film

Participants:

Maxine Zotigh
State President
North American Indian
Women's Association
(NAIWA)
Albuquerque, New Mexico

Reycita Jiron
State Education Director
NAIWA

11:30 a.m. Vocational Education Panel

Participants:

Wilma Ludwig
Vocational Education
State Department
of Education
Santa Fe, New Mexico

Daniel Lopez
New Mexico Advisory
Council of Technical-
Vocational Education
Albuquerque, New Mexico

2:00 p.m. Farm and Ranch Women's Panel

Participants:

Mary Blakley
Women's Committee
Farm Bureau
Rogers, New Mexico

Romaona Payne
4-H Club Member
Carrizozo, New Mexico

Povy Bigbee, Rancher
Encino, New Mexico

Anna Riggs
New Mexico 4-H Queen
Student in Animal Science
NMSU
Estancia, New Mexico

Grace Cain
Rancher, Student
Truth or Consequences
New Mexico

Marcia Medina
Rio Arriba Feminists
Alcalde, New Mexico

3:30 p.m.

Final Comments:

Shirley Hill Witt
United States Commission
on Civil Rights
Mountain Regional Office
Suite 22, Ross Building
1726 Champa
Denver, Colorado 80202

Roberta Beale
Former Chair
North Dakota Commission
on the Status of Women
13th Floor
State Capitol Bldg.
Bismarck, North Dakota

BOONE, NORTH CAROLINA — October 18 and 19, 1976

**Monday,
October 18**

9:00 a.m. - 9:15

Welcome and Introduction of Advisory Council and Guests
Gerald Weaver, Chair, Information Resources Committee

9:15 a.m. - 10:15

Keynote Address: Dr. Sharon Lord, Associate Professor
Department of Educational Psychology
University of Tennessee, Knoxville

**10:30 a.m. -
12:00**

Session I (Four concurrent seminars)

1. Health Care—sex education, birth control, and prenatal care
2. Marriage and Family, Divorce, Abandonment
3. Educational Needs of Older Women
4. Spontaneous Seminar

1:30 p.m. - 3:00

Session II (Four concurrent seminars)

1. Health Care and Educational Needs—mental health, preventive medicine, alcoholism, and drug abuse
2. Educational Needs of the Family—child care and parenting
3. Educational Needs of Youth
4. Spontaneous Seminar

3:15 p.m. - 4:45

Films of Appalachia

4:45 p.m. - 5:00

Summary Comments
Susan Huffman, Associate Director,
Appalachia Consortium, Boone, North Carolina

7:00 p.m. - 8:30

Appalachian Activities
Cratis Williams, Master of Ceremonies
Special Assistant to the Chancellor,
Appalachian State University

**Tuesday,
October 19**

**9:15 a.m. -
10:45**

Session III (Four concurrent seminars)

1. Educational needs regarding legal rights, legal aid, discrimination, and legislation
2. Formal education, continuing education, and non-traditional education needs
3. Educational needs of the employed and unemployed
4. Spontaneous Seminar

Concluding Remarks

Patricia Beaver, Department of Sociology/Anthropology
Appalachian State University

Appendix B

Special Committee on Rural Women

Gerald Weaver, Chair
Columbus, Mississippi

Mary Allen
Valley Center, Kansas

Joanne Carlson
Eugene, Oregon

Agnes M. Dill
Isleta, New Mexico

Ruth Nadel
Washington, DC

Leslie Wolfe
Washington, DC

Consultants

Consultant for Madison,
Wisconsin Session: Kathryn Clarenbach

Consultant for Stockton,
California Session: Betty June Bradlyn

Consultant for Santa Fe,
New Mexico Session: Tasia Young

Consultant for Boone,
North Carolina Session: Richard Howe

Consultant for Washington,
DC Programs: Martha Lewis

Consultant for Initial and Final Reports: Kathryn Clarenbach

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