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# Law in the Elementary Schools

GERALD L. SBARBORO\*

"I believe in law, my wife believes in order, and my children are rooting for the Chicago Seven." Do these comments, overheard at an annual Illinois State Bar Association meeting, truly or accurately signify the times?

Those of us who appreciated the importance of the rule of law can understand the tremendous change being made in our social fabric, even though it often goes virtually unperceived by the ordinary observer. We are aware that our young are questioning the law and yet we know that if the law may be ignored for reasons we think good, others will claim the equal right to ignore it for reasons they think good—but which we may consider totally bad. Each man becomes his own judge and jury. Actions that would have been unthinkable in an earlier age, when law commanded respect, become commonplace. As William Pitt said, "Where law ends, tyranny begins."

The question of how to instill an appreciation of law as a means of solving problems has become the basis for a project, jointly sponsored by the Chicago Bar Association and the Chicago Board of Education. It aims at developing in students "... a respect for law and order, based on an increasing general understanding and appreciation of the role of law in American society." The plans are designed to help students understand the reasoning behind law as it developed through history. The project<sup>1</sup> is based on an awareness that a country that winks at the law is inviting trouble.

During a single year in the 1960's, more than two million Americans entered prison and juvenile training schools or received probationary sentences. In fact, the Federal Bureau of Investigation has said that in a typical year:

Every 17 seconds, a burglar broke and entered.  
Every 2 minutes, a robber struck.  
Every 17 minutes, a woman was raped.  
Every 39 minutes, a murder victim fell

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\* An attorney in Chicago, Illinois, and a member of the Chicago Board of Education.

<sup>1</sup> R. RATCLIFFE, *LEGAL ISSUES IN AMERICAN HISTORY: A CASEBOOK FOR HIGH SCHOOL AMERICAN HISTORY* (Chicago: Law in American Society, 1969).

Who are the chief offenders? In the major crimes against persons and property, fifteen year olds have the highest record of arrests, with sixteen year olds running a close second. Males tend to commit seven times more crimes of violence, but in recent years females have been closing that gap. The likelihood of a dangerous attack on one's person for any United States citizen is about one in 550.<sup>2</sup>

Believing that an appreciation of the system of law at the earliest possible age can help reduce these statistics, public school curriculum developers attempted to take stock and to reevaluate contemporary instructional programs in order to develop a program of instruction in accord with the students' desires for relevancy which also promotes the goals of responsible adulthood in an orderly society.

As a result, the Chicago public school system pioneered a unique program, promoting creative experimentation in the uses of legal content on various levels of instruction, starting with the fifth grade and extending to the eleventh. From modest beginnings, the program, formally known as "Law in American Society," has extended its influence throughout the Nation.

### Background

Law in American Society originated in 1966 when the Chicago Board of Education and the Chicago Bar Association combined their resources under federal funding to institute a program of legal education in the public schools. Initially, a legal institute was set up during the Summer of 1966 for thirty-one teachers from the Chicago school system. It included morning lectures on various aspects of substantive law by professors in the field, with afternoon sessions devoted to an educational workshop under practitioners in educational theory and methodology. The merits of the inquiry method were given due emphasis as the key instructional strategy. From its inception, the project enjoyed strong support from two members of the Federal District Court. Thus, adequate classroom and courtroom facilities within the Everett McKinley Dirksen Building were placed at the disposal of project staff.

During succeeding summer institutes, this format has been continued, although experience has necessitated that each session be split into distinctive courses of study adaptable to students on variable grade levels. Thus, in the 1971 institute, separate programs were developed for teachers functioning on the fifth, eighth, ninth and eleventh grade levels. Legal content included such areas as race and the law, law and the consumer, values reflected in the law, criminal procedure and due process, equal opportunity, and the suffrage, together with the expansion of federal power.

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<sup>2</sup> PRESIDENT'S CRIME COMMISSION REPORT (1967).

Educational methodology included role playing versus simulation, the uses of the case study approach, and mock trial procedures, as well as unit planning and analysis.

Each institute has served the dual role of introducing the teacher to the substantive core of law and to a methodology of instruction in which the inquiry approach becomes the dominant motif. Institute training has enabled participant teachers to simplify legal content for resourceful use within the classroom by expressing the study of law with appropriate techniques of instruction.<sup>3</sup> In 1970, the Chicago Board of Education helped to establish the Law in American Society Foundation as a separate entity to promote law-focused education nationwide. At the same time, the Board instituted a pilot program to continue efforts at law-focused education within its own schools under the title "Leadership Training Through Law in American Society Project."

Funded under the Federal Safe Streets Act with a discretionary grant, the pilot project sought to test procedures for implementing law-focused education with the specific materials developed by the Law in American Society program. District 6 of the Chicago public schools served as the pilot community. The pilot study has been completed. In May, 1972, in conformity with the requirements of its current grant, the project was moved to the central offices of the Board of Education for the purpose of expanding its activities to the entire school system.<sup>4</sup>

Course materials are developed for four levels: An intermediate grade; combined seventh and eighth grades; high school U.S. History; and high school Civics. The basic organization is similar for all four in that there is a paperbound book of student readings (a series for the Civics course) and suggested questions. In addition, a teacher's manual provides background information, student objectives (not behaviorally defined), and a variety of teaching suggestions. The mark of the Chicago Bar Association is plainly evident in both the subjects covered and the methodology. Essentially, the approach is to study key cases in the development of U.S. law. The origin of this course in Chicago might lead to the conclusion that it is mainly appropriate for big cities, but this is not true because in most cases the problems of law are equally pertinent to suburbs, smaller cities, towns and rural areas.

All but the course designed for high school Civics take a general chronological organization which fits the curriculum of U.S. History frequently offered in fifth, eighth and eleventh grades. The nature of the four courses is such that parts of each could be plugged into regular history courses. For example, the material on religious freedom could easily occupy a week or

<sup>3</sup> Teplin, *Law in American Society: Preventive Education in Law*, J. AM. JUDICATURE SOC'Y (Jan.-Feb., Vol. 55, No. 6).

<sup>4</sup> Dr. Robert H. Ratcliffe, Executive Director, Law In American Society Foundation.

so of constructive instruction in a history course. Later in the year the teacher might use one or two other selections. Several teachers could share one classroom set of student case books and use them at different times.

In the fifth grade unit, the students study and role-play parts of a situation in which some boys become lost on a planet and are faced with the need to establish leadership, law-making, and the duties of citizenship. Currently, eight legal content manuals have been published commercially, with others projected for the immediate future. Six of the manuals form the so-called Justice in Urban American Series: *Law and the City*, *Crimes and Justice*, *Law and the Consumer*, *Poverty and Welfare*, *Landlord and Tenant* and *Youth and the Law*. The other manuals designed for distinctive grade levels include: *Law in a New Land* (fifth grade), *Great Cases of the Supreme Court* (eighth grade) and *Vital Issues of the Constitution* (eleventh grade). The Justice in Urban America Series to date has enjoyed nationwide acceptance, having sold over 275,000 manuals.

These courses follow the pattern of our times. For example, the late 1960's witnessed an almost over-night emergence of Black Studies courses, studies centered on the questions of America's involvement in Vietnam, draft education and studies concerning the questions of law and order and the rights of the young. These issues found their way into classrooms mainly as topics for discussion and until the proliferation of some commercially prepared materials—mainly in Black Studies.<sup>5</sup> Thus, more and more schools, seeing the popularity of elective courses generally focusing on contemporary topics and the legal ramifications each entails, sequentially designed a curriculum to current topics.

There have, of course, been past efforts to introduce law to school children. These have included occasional lectures by lawyers, judges and other public figures, along with field trips to courts, mock trials, and films. But because they are sporadic, these tend to give a distorted picture of the law and its processes. School children emerge as adults without any real understanding of the legal process, of the role of courts and administrative agencies, of lawyers in the administration of justice, or of the underlying purposes of the role of substantive law. This is true of children in all areas of society. The major result is that vast numbers of our people are estranged from the law under which they live. Realizing the resentment and cynicism about law at a time in their development when children place the highest value on even-handed justice, a course emphasizing law as a positive means of achieving social reciprocity was needed.

The course is based on two premises:

1. Law as subject matter is exciting and very much a part of children's lives.

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<sup>5</sup> Lypens, Tepler & Lamont, *New Social Studies*, 2 NATION'S SCHOOLS 86 (1941).

2. If presented through the inquiry method, a method in which each child's opinion is welcomed and considered worthy of discussion, teaching law concepts can assist in improving communication between children and their teachers, lessening alienation and engaging them in a challenging and unifying inquiry.

### Description of the Project At Present

The Chicago Board of Education received federal support for the Law in American Society project, which is designed to foster law-focused education as a part of the curriculum of the Chicago public schools. The involvement of the Chicago public schools was made possible because of the acceptance, first by the Law Enforcement Assistance Administration and, in 1972, by the Illinois Law Enforcement Commission, of proposals to continue the project submitted by the Chicago Board of Education.

The project has been established to foster law-focused education. The staff of the project is developing both unit and new course designs for elementary and senior high school. Law-oriented student instruction materials are used in these designs to introduce the study of law into the instructional program. The case method is advocated by the project as the most effective instructional strategy to be used with these materials. The project uses the summer institute of the Law in American Society Foundation to train teachers in the case method and to increase their competence in the field of law. Toward the same ends, continuous in-service and liaison activities are performed by the staff of the project throughout the school year. The project can expedite law-focused education by providing instruction and resource materials, consultant services and field class experiences.

The project plans to provide suitable student and adult materials in the national and cultural languages of newcomers to the city of Chicago. Publication in the Spanish language of the series *Justice in Urban America* is a part of this effort.

The project also solicits the counsel of parents, students, community leaders, community agencies and an advisory council in planning and implementing its activities.

### Objectives

The specific objectives of the project are:

1. Inclusion of the study of law as part of the elementary and secondary curriculum of the Chicago public schools.

The planning of unit and course content and placement.

The development of distinct curriculum guides for each unit and course and at the necessary placement levels.

Acquisition of input from educators, parents, students, community personnel and legal professionals in the curriculum activities of the project.

Publication of complete curriculum guides.

Expansion of classroom periods devoted to law-focused instruction.

2. Experimentation with procedures for including the study of law as part of the curriculum of the Chicago public schools.
3. Improvement of positive student attitudes toward law enforcement, legal procedure, legislation and the law.
4. Increased student knowledge of the content existent in the academic discipline of law.
5. In-service training of teachers to increase their knowledge of law and use of the case-study method.

The effective use of the Law in American Society Foundation Institute.

Teacher in-service activities conducted by the project staff.

6. Effective liaison activities of the project staff with teachers, administrators, and consultants of the Chicago public schools at the area, district and school levels.
7. The provision of student instruction materials by the project and their effective use in increasing law-focused unit and course offerings employing the case-study method.
8. The provision of teacher resource materials by the project and their effective use in improving course content.
9. Continuation of the Spanish language translation of appropriate legal content in addition to the *Justice in Urban America* series and the publication of completed volumes in the latter series.
10. Effective and proper use of the Spanish translation in public and private schools, adult education centers and other institutions.

11. Inclusion of the study of law within the instructional program of the Department of Education Extension.
12. Coordination of the curriculum activities with the Department of Curriculum.
13. Solicitation and use of community groups, agencies and institutions in the project's activities.
14. Formation and use of a city-wide representative advisory council to assist the project in determining its direction and in implementing its activities.

### Accomplishments

The data collected to detail the degree of accomplishment of the objectives of the project cover the period from September 1970 through September 1972. At points it is necessary to make reference to the Law in American Society project under its previous Elementary and Secondary Education Act funding and prior to the "spin-off" of the Foundation. The results of the 1970-71 school year are based largely on four reports submitted by independent consultant evaluators.

A principal result has been the development of positive student attitudes toward law enforcement, legal procedure, legislation and the law.

Pre- and post-testing were used to evaluate changes in student attitude toward law enforcement, legal procedure, legislation and the law. The test, the Chicago Opinion Panel, is a paper and pencil measurement device which has been used in the past to determine if a positive attitudinal change does occur in students exposed to law-focused instruction materials such as the Law in American Society materials. Past use has indicated that these positive changes do occur.

A table of results from the pilot program 1970-71 testing follows:

TABLE 1  
SUMMARY OF CHICAGO OPINION PANEL RESULTS

GRADE	N		MEAN		Diff	Note
	Pre	Post	Pre	Post		
5	195	188	70.50	74.53	3.03	Significant beyond .05 level
7-8	65	62	70.70	72.47	1.77	Significant beyond .05 level
9	147	124	74.04	75.12	1.08	Significant beyond .05 level
11	142	147	73.94	76.19	2.25	Significant beyond .05 level
	549	521				



The changes are all in the positive direction, indicating a more positive general attitude toward the law.<sup>6</sup>

A team headed by Professor John W. Wick, Professor of Educational Psychology and Evaluation at Northwestern University, developed testing implements for experimental groups of 100 selected at random from the total group of students currently using the Law in American Society materials in grades 5, 7, 8, 9 and 11 and matched with control groups from neighboring schools similar to the experimental group schools, based on pre-test and testing of ideas and hypothesis, especially student generated ideas and beliefs.

In evaluating the experiences of the teachers of the over 40,000 school children in the new course, one thing obvious to the project staff is the enthusiasm of the teachers in returning to their classrooms with new materials and new skills. We cannot overlook the increased self-esteem of teachers as a factor in this enthusiasm. They have generally reported increased class attendance and a marked falling off of disciplinary problems. Perhaps it was best put by teacher Bobbie Britton of Chicago's Cooper Upper Grade Center: "The books found frequent use for reference in other classes and students often requested permission to check them out for use. These students often used the books for reference in later classes and with but few exceptions described the books as 'cool'".

Thus, by the end of the school year of 1971, we could point as well to the pervasive influence of legal content in the instructional programs of many Chicago schools. Within the range of the experimental district alone, some 1,155 pupils were directly involved in the project for purposes of instructional and cognitive testing through instruments devised by Dr. John W. Wick. The results bore out staff expectations, since the post-test confirmed positive evidence of constructive affective change in the test group and, no less significant, a marked improvement in content mastery by our students.<sup>7</sup>

### Emerging Consequences

What has emerged as the consequences of the Law in American Society program may be defined in these terms: (1) A concentrated effort to bring the study of law close to the levels of comprehension of students whose experiences have been confined primarily to the inner city; (2) an attempt to employ legal content materials as an interdisciplinary bridge to span other areas of study; (3) a presentation of the law as an agent of social

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<sup>6</sup> Law In American Society Project, Final Report to the Law Enforcement Assistance Administration of Illinois by the Department of Government-Funded Programs, Board of Education of the City of Chicago (Oct. 1972).

<sup>7</sup> *Id.*

reform and an indispensable component of an ordered society; (4) the effort to overcome misconceptions of legal rights and responsibilities amongst those handicapped by language or illiteracy; (5) the endeavor to assist teachers of community civics, United States history and contemporary problems courses in leavening their own program content with the pragmatic aspects of substantive law; (6) the necessity for exploring still further the manifest virtues of legal education in the field of adult education as well as the instructional programs in correctional institutions; and (7) the imperative of emphasizing the merits of the inquiry method as a key instructional device.

But above all, the study of law is being introduced systematically into the framework of the school curriculum to take into account the requisites of educational psychology through what might be termed sensitivities of social stress tolerance in the chronological emergence of the child by unfolding legal concepts as early as the fifth grade.

Although we are encouraged by this experiment, it is too early to gauge its full impact or to know if it will increase the desire to resolve problems by legal action rather than extra-legal channels. However, due to the innovativeness and widespread acceptance of the project, the Chicago public schools have begun to consider new goals for law-focused education.

### Future Plans

The following is an incomplete list of proposed future activities: law-focused audio and video tape productions covering legal content, the case method and current developments and problems, perhaps made in English, Spanish, Italian and Greek;

an increased number of titles of student instruction materials in Spanish;

the implementation of extensive police-school liaison activities similar to those of the Cincinnati Police Project;

the development of planned staff-conducted law-focused field activities;

the support of student managed law-focused in-school activities;

annual city-wide events for students and teachers on Law Day and Constitution Day;

annual teacher seminars on current constitutional and other legal problems;

extensive law-focused teacher in-service at the area and district levels;

sponsorship of a law-focused student—oriented weekly radio program;

development of law-focused curriculum guides coordinated with the language arts curriculum of the Chicago public schools;

development of a year-long legal content course at the high school level.

The developers of this proposal believe that results similar to those which occurred from use of the Law in American Society law-focused social studies materials can be expected from a communications arts context. It is believed that many students will respond in a more positive way to the personal, human aspect of law-focused literature and other communications arts than to the repetitious presentation of court cases presently evident in law-focused materials.

A communications arts approach will also reinforce the social studies program in another subject area, which is required in every year of instruction in the Chicago public schools.

A strong impact is foreseen in class instruction based on the thesis of protection by the law, as expounded by Sir Thomas More in *A Man For All Seasons*, and in the dialogue on the legal aspects of remaining silent, indicated in the same play. Some intriguing possibilities are the discussion of legal social development during the reading of Langston Hughes' poem on *Restrictive Covenants* and the discussion of due process during the reading of the imprisonment of the Count of Monte Cristo or the trial sequence in *Compulsion*. *The Man In The Iron Mask* and the woman of the *Scarlett Letter* have much to teach about cruel and unusual punishment. A lesson of the law and its functions may be learned from the play *Detective Story* and from segments of Kafka's *The Trial*. The necessity does not exist to present the entire literary work, but rather, key segments with the essential background and learning activities. From *Les Miserables* to *Perry Mason*, communications arts are concerned with the law. Why not bring the significant aspects of this concern into the classroom and direct them at socially worthwhile student objectives?<sup>8</sup>

The project advocated by this proposal will constitute the first curriculum effort at law-focused instruction through the field of communications arts. It will link the humanities to citizenship, a most innovative approach thus giving to the student a new meaning to law and creative and supporting roles.

<sup>8</sup> Chicago Board of Education Report 71-1339 (Nov. 29, 1972), Submission of Preliminary Proposal Law-Focused Communications Arts to ESEA Title III Officers.

It is appropriate that this project has been initiated in Illinois, the "Land of Lincoln", for it was Abraham Lincoln who said:

Let every American, every lover of liberty, every well wisher to his posterity swear by the blood of the Revolution never to violate in the least particular the laws of the country and never to tolerate their violation by others. . . .

Let every man remember that to violate the law is to trample on the blood of his father and to tear the charter of his own and his children's liberty. Let reverence for the laws be breathed by every American mother to the lisping babe that prattles on her lap. Let it be taught in schools, in seminaries and in colleges. . . .

Let it be preached from the pulpit, proclaimed in legislative halls and enforced in courts of justice. And, in short, let it become the political religion of the nation. . . .

While ever a state of feeling such as this shall universally or even very generally prevail throughout the nation, vain will be every effort and fruitless every attempt to subvert our national freedom.

## APPENDIX A

## LAW IN AMERICAN SOCIETY MATERIALS

*Total Periods of Actual Classroom Use\***School Year 1970-1971*

School	Unit	No. of Periods Used
Andersen	2060	105
Austin H.S.	1220	525
Bogan H.S.	1230	50
Calumet H.S.	1250	315
Chicago Voc. H.S.	1010	1,840
Coonley	2880	234
Cooper U.G.C.	7610	500
Crane H.S.	1270	422
Dante Branch of Marshall H.S.	1471	305
Dunbar Voc. H.S.	1030	15
Englewood H.S.	1290	90
Emerson U.G.C.	4781	341
Farragut H.S.	1300	110
Gage Park H.S.	1340	140
Harlan H.S.	1350	500
Harper H.S.	1500	240
Hilliard Adult Education Center	0880	48
Hirsch H.S.	1380	216
Hyde Park H.S.	1390	2,030
Jamieson	4180	75
Kennedy H.S.	1420	25
Kenwood H.S.	1710	200
Kinzie U.G.C.	4340	100
Lane Tech. H.S. (Night School)	1440	15
LeMoyne	4440	12
Lewis-Champlin	4460	15
Lindblom Tech. H.S.	1450	220
Locke	4510	20
Manley U.G.C.	4600	552
Mann	4610	88
Marshall H.S.	1470	130
Mason Experimental School	4660	544
Midwest Family Education Center	1160	16
O'Toole	5230	8
Parker H.S.	1500	210
Phillips H.S.	1510	128
Ray Learning Center	5560	500
Richards Voc. H.S.	1110	300
Roosevelt H.S.	1520	645
Senn H.S.	1540	20
Steinmetz H.S.	1560	35
Tilden H.S.	1590	180
Waller H.S.	1620	250
Waller Satellite	1620	55
Wells H.S.	1640	3,005
Total Periods Used		15,374

\* In conformity with in-kind contribution as specified under Grant No. 70-DF-274.

## APPENDIX B

## LAW IN AMERICAN SOCIETY PROJECT

*Selected List of Teacher Participants*

School	Unit	Teachers
Anderson Elementary	2060	Virginia P. Wrobel
Austin High School	1220	Henry Balser Gerald Jarbigian
Bogan High School	1230	Anna L. Groat
Calumet High School	1250	Bernadette McHale Toni Preckwinkle Romelle Winters
Chicago Vocational High School	1010	Wayne Anderson Bernice Aurelius Blondean Cox Fredrick Desco Anne Ford James Hardy Thomas Holland James Johnson Thomas Kwit Karen McKenna Sharon Murphy Wesley Nygren Allan Owens Randal Powers Lillian Schwartz Patrick Varilla Thomas Watson Thomas West
Coonley Elementary	2880	Beatrice Greene Betty Henderson Joan May
Cooper Upper Grade Center	7610	Bobbie Britton Warren Dulski Romuald Hejna Gerald Mapes
Crane High School	1270	Calvin Bomer Risa Buckstein Jerome Lattyak Sandra Saddler
Dante Branch of Marshall H.S.	1471	Larry Lynne Marcia Magier Dan Pupo
Dunbar Vocational High School	1030	Patricia Sanders Forney A. Wesson
Emerson Upper Grade Center	4781	Thomas Morrison
Englewood High School	1290	Minnie Davis Stuart Gosenpud Eunice Hurens Richard Kroll Eudell McKenzie James Moreno
Farragut High School	1300	Janet Frydman Joan Johnson

## APPENDIX B (Con't.)

School	Unit	Teachers
Gage Park High School	1340	Joseph Dooley Eugene McCarthy Ronald Wagner
Harlan High School	1350	Leo Boughton J. Brisben Earl Jeffrey Frank Martin Lynn Slivka George Whitley
Harper High School	1360	Thomas Bond Peter Eckroth Robert Fahlburch Mary Kostewa
Hirsch High School	1380	Agnes Donoghue Frank Sarich Joan Spears Carlie Johnson
Hyde Park High School	1390	Marvin Jorsey James Hirsch Wallace Marks Richard McCullough Elizabeth Mock Thomas Staniszewski Jeanette Uhlmann Lenore Wolf Michael Wolkov
Jamieson Elementary	4180	Harvey Courtney Jr. Bernard Goldman
Kennedy High School	1420	John R. Doherty Amy Haley
Kenwood High School	1710	Alice Crawford Lois Kraft
Kinzie Upper Grade Center	4340	Susan Korshak
Lane Technical H.S. (Night School)	1440	Lawrence S. Goldberg
LeMoyne Elementary	4440	Elvira Seips
Lewis-Champlin Elementary	4460	James McDowell
Lindblom Technical H.S.	1450	Bobby Furham Charles Vass
Locke Elementary	4510	James Dunne
Manley Upper Grade Center	4600	Marke Hordes James Nieman
Mann Elementary	4610	Pommata Adams Laura Holland Hoytenze Mitchell Ursula Pollack Carolyn Smith
Marshall High School	1470	Fred Klaus Robert Laier Mark Wilmot
Mason Experimental School	4660	Joe Johnson Allen Miller William White

## APPENDIX B (Con't)

School	Unit	Teachers
Midwest Family Education Center	1160	Genevieve Haugen Margaret McGowen
O'Toole Elementary	5230	Joseph Meier
Parker High School	1500	Lorraine Everett Betty Johnston Raul Ruiz Bonnie Smith Thomas Wiser
Phillips High School	1500	Janice Armstrong R. Goldman Mary Keithahn James Murvine
Richards Vocational H.S.	1110	Richard Appelt Theodore Glatz Ann Lavender Sharon Steberl
Roosevelt High School	1520	Louis Gattorna Norman Baskes
Senn High School	1540	Harvey M. Schwartz
Steinmetz High School	1560	Charmayne Posey Ronald Sabel
Tilden High School	1590	Kathleen Dyke Mary Kroll Marry Morris George E. Tomek
Waller High School	1620	Ruth English Barbara O'Donnell Phyllis Wright
Waller Satellite	1620	Jane Campbell
Wells High School	1640	Thomas A. Bump Bernice Byles Marlene Chomon Josephine Filipowicz Paul Gordon Maria Henely Frank L. Holt Gloria Johns Joseph W. Offerman Marcia Pavlov Margaret Prentice Ann R. Rinland Patrick Rodgers Helen Rubenstein Ben Smolensky Rosella White
Yale Upper Grade Center	7200	Thomas G. Siedis



