

News from the NATIONAL EDUCATION ASSOCIATION

The National Education Association is the national professional organization of educators. More than 775,000 teachers are enrolled in the Association and its affiliated groups. Financed by the voluntary dues of its members, the NEA was organized in 1857 to promote the welfare of pupils and teachers, and to advance the science and practice of education. A headquarters staff is continuously engaged in research and study to improve American schools.

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

RELEASE WEEK OF OCTOBER 4

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NATIONAL EDUCATION ASSOCIATION

Washington, D.C., September __. — Rural communities throughout the nation will observe Rural School Charter Day, Friday, October 4, the anniversary of the White House Conference on Rural Education, when a Charter of Education for Rural Children was drafted. Community gatherings and school programs will focus their attention on the educational needs of rural children and youth and make plans to improve the schools of the nation.

In a proclamation issued by Mrs. Pearl A. Wanamaker, president, National Education Association, and state superintendent of public instruction, Olympia, Washington, all school personnel and citizens are called upon to participate in Charter Day activities. The proclamation urges each person to become informed of the work, program and problems of our rural school and renew devotion to the cause of public education.

Improvement of rural education to meet the needs of each rural child as set forth in the Charter, will be discussed in ceremonies and public meetings which will feature Charter Day. Many schools will display large copies of the Charter which epitomizes in ten statements the job ahead in meeting the educational needs of rural children and youth.

The Charter of Education for Rural Children was drafted following the White House Conference on Rural Education held October 3-5, 1944 by the National Education Association at the invitation of the President and Mrs. Roosevelt. The Conference, attended by more than 200 persons representing every phase of rural life and every state, studied the pressing problems of the public schools for rural children.

(MORE)

According to the National Education Association, more than half of the children of school age live in rural areas and more than half the teachers are working in rural schools.

"Many of the best and poorest schools in the nation are found in rural areas," stated the late President Roosevelt before the White House Conference. "When, however, rural schools as a class are compared with urban schools as a class it is an inescapable conclusion that millions of rural children are seriously handicapped in the educational opportunities available to them."

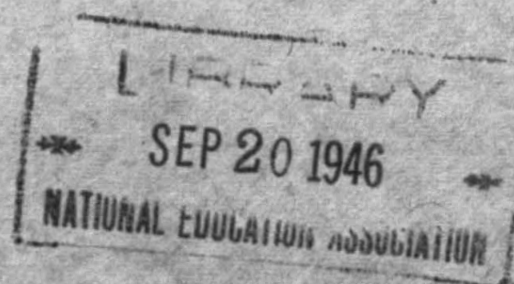
The average high school graduate in rural schools has had one year less schooling in his twelve years than the average urban graduate on the basis of length of school term, states Dr. Howard A. Dawson, director of the division of rural service of the NEA, the professional organization of teachers.

To further add to the educational inequalities of rural education, the average spent per pupil in average daily attendance in rural schools is \$84.41 as compared with \$131.83 in urban schools, continued Dr. Dawson.

Though 86 percent of the nation's school buildings are in rural school systems, the value of school property per pupil in rural areas is but \$200 while the average in urban areas is \$429, said Dr. Dawson.

"Rural communities throughout the nation must take inventory of their educational needs and achievements and plan further steps to improve educational opportunities in their local communities and states and in the nation," insisted Dr. Dawson.

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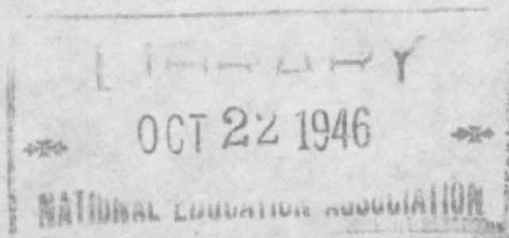
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Office of Press and Radio Relations
DI 4552, Ext. 48

For Release: A.M. Papers, Monday, Oct. 21



N.E.A. ETHICS COMMITTEE OPPOSES STRIKES BUT WARNS THAT IMMEDIATE SALARY ADJUSTMENTS MUST BE MADE FOR TEACHERS TO AVERT WHOLESALE EXIT FROM PROFESSION

Washington, D. C., Oct. 20 - - The Ethics Committee of the National Education Association, following a series of week-end conferences, today issued the following statement concerning teacher strikes:

"The N.E.A. Ethics Committee recommends a cost of living adjustment in teachers' salaries. It reaffirms its position regarding the sanctity of teachers' contracts. The Ethics Committee does not endorse breaking contracts by striking. However, the Ethics Committee warns that immediate consideration must be given to upward salary adjustments in countless communities in order to avert a wholesale withdrawal of trained teachers from the profession.

"The N.E.A. Code of Ethics for Teachers provides that 'a contract once signed should be faithfully adhered to until it is dissolved by mutual consent' (Article III, Section A), but it also provides that 'teachers should insist upon a salary schedule commensurate with the social demands made upon it' (Article III, Section 5).

"With several hundred teachers on strike at the present and

MORE

several thousand pupils out of classrooms because of strikes in school systems over the nation, the Ethics Committee expresses deep concern over the outlook for education as living costs skyrocket and as the antiquated school tax structures collapse."

The committee, headed by Dr. Virgil M. Rogers, superintendent of schools, Battle Creek, Mich., urged administrators and local and state leaders to bring to the attention of their communities, school boards and legislatures the gravity of the situation and the distressing implications for American democracy.

Other members of the committee include Miss Grace Campbell, a classroom teacher, Spokane, Wash.; Miss Marie Ernst, a classroom teacher, St. Louis, Mo.; Mrs. Lillian Gray, State College, San Jose, Calif.; and W. H. Lemmel, superintendent of schools, Baltimore, Md. Dr. T. D. Martin, director of the N.E.A. membership division, is advisor to the committee.

Press & Radio - 2/24
News from the

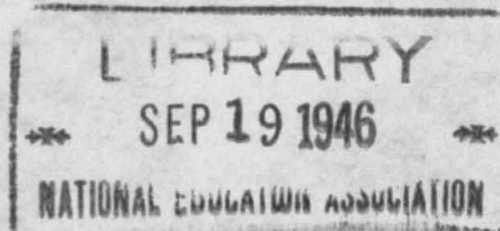
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For Release: After 4:30 pm (EST), Friday, Sept. 13, 1946

NATIONAL EDUCATION ASSOCIATION TAKES STEPS TO MEET A CRISIS IN AMERICAN EDUCATION

(A statement to the Press and Radio by the new Commission on Teacher Education and Professional Standards)

The proper education of citizens in a democracy has always ranked as one of the major concerns in this country. Despite arguments over techniques and details, the United States has always recognized universal public education as the basis of its peacetime industrial prosperity, and its wartime technical achievements as well the basis of its devotion to the ideals of freedom, justice, and equality.

That universal public education is today menaced by an acute shortage of teachers, a shortage so acute that not only will some rural areas be without schools, but students from city schools have been sent home for lack of instructors. To meet this crisis, the National Education Association has established a Commission on Teacher Education and Professional Standards.

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The basic facts of the emergency appear to be the following: A war-time shortage in the supply of teachers at the present time is still increasing and is greater than during any year of the war. The shortage promises to continue through an indefinite number of years unless it is promptly met more realistically. Last year 108,000 teachers with substandard emergency certificates were employed in American schools. During the war period 60,000 positions were dropped. This year, the number of emergency teachers, not yet summarized nationally, will be much greater. For example, Washington, D.C., expects to open school with 200 emergency teachers in the elementary white schools. Arlington County, Virginia, has sent several hundred children home for whom there were no teachers. Minnesota is operating with 3000 fewer teachers than it employed in 1940-41. Maine is seeking retired teachers from the city of New York to fill its vacancies. In Alabama, 30% of the teachers in 1946-47 will hold emergency certificates. Texas is 5400 teachers short at the opening of the year. Ohio needs 2031 teachers at once to open its schools. Similar figures were quoted to the Commission by Dr. Willard E. Givens, Executive Secretary of the National Education Association, for practically every state of the Union. The greatest shortage in rural areas and in small villages is in elementary schools. Towns and cities lack secondary teachers in many specialized fields.

Since Pearl Harbor, at least 350,000 public school teachers have left the profession. As a result, in addition to unfilled positions and substandard preparation, the schools are now operating with more inexperienced teachers than in many years.

The average annual salary of teachers and principals has increased from \$1470 in 1940-41 to about \$2000 last year. This increase has not kept up with the rise in living costs and has proved entirely insufficient to attract the required number of persons into teaching. The average salary now is below that of many unskilled laborers. It compares unfavorably, for example, with the minimum salary of \$2645 and the average salary of \$4150 in federal professional positions. In 1945, the average salary of all federal employees in continental United States was \$2595.

Low salaries are only one of the factors in the situation of shortage wherein the profession is failing to attract a sufficient number of competent persons. At present, education cannot compete favorably for personnel with business, industry, civil service and even military service. Contributing factors are housing shortages for married and unmarried teachers, increasing teaching loads, frustrating working conditions, and lack of normal social life. Teachers college enrollments are failing

to recover sufficiently fast from a war-time decline of 50%. In fact, teachers' colleges throughout the country are being pressed into service for 1946-47 education of students not planning to teach. At present only one-half of the normal proportion of G. I. students are planning to teach. The teaching profession needs many more men. The war has decreased seriously the proportions of men.

An acute shortage in college and university personnel is also developing by an increase of college enrollments over the prewar figures of 1,400,000 students to an estimate of over 2,000,000 college students for 1946-47. During the war, the enrollments of graduate schools which prepared college teachers almost dried up completely. It will take from 3 to 7 years for the freshmen of 1946-47 who are now entering in very insufficient numbers for teacher preparation to be ready for accepting positions in our schools and colleges. In the meantime a marked increase in the number of elementary school children also has begun in primary grades and will continue to extend into higher grades, high schools, colleges, the result of a marked increase in birth rates that had begun even before war.

The Commission in its initial three-day session of organization, held in Washington, D. C., believes that the nation must be aroused to the seriousness of this problem and take decisive steps immediately. The emergency in teacher supply and preparation is now a major crisis of our national life. Better, not poorer qualified, more, not fewer teachers, are needed to prepare elementary, secondary and college students to meet the domestic and world problems that lie ahead of the United States.

The Commission believes that the following action must be taken:

(1) Minimum salaries should be started at much higher levels for inexperienced persons with four years of college preparation. Annual salaries should yield the equivalent of a \$45 per week on a 52-week basis.

(2) Annual salary increases should start with the second year of service and should continue with additional experience and training. A level of at least \$4000

should be reached in ten years for college trained persons.

(3) Traditional overloads must be reduced to preserve the health and morale of teachers. To adjust school instruction to individual differences of ability, a teacher cannot change from ineffective mass instructive methods to more individualized attention to differing abilities and needs, unless the standard size of classes is brought within the range of 25 - 30 pupils. Teachers in departmentalized schools, such as high schools, cannot deal effectively with more than 100 pupils per day in four, or at most, five classes per day, plus the extra curricular duties expected of them.

(4) Our colleges and universities must cease as soon as it is possible to admit for preparation and to graduate into the teaching profession persons with low ability. Far more students of high ability must be attracted into teaching by adequate salaries and modern school programs.

(5) The communities of our nation must realize quickly that they must spend more money on education as they do on everything else. Rising prices are doubling the cost of construction, yet present buildings will not house tomorrow's avalanche of children. The defenses for war and peace begin in the primary grades and continue through the graduate schools. Education in large groups deprives children of individual opportunity, and mass regimentation deprives future citizens of opportunities to practice the initiative and cooperative endeavors that appear to be promising hopes for a functional Democracy. Superior education is expensive, but not so costly as deterioration or regimentation. Further, since many of our most talented students do not go on to higher education because of lack of finances, the Commission recommends the extension of state scholarships to the most competent as a wise social investment in talent.

(MORE)

(6) Opposition to adequate taxes for education must be overcome. The budgets for education are a basic investment in citizenship and not a used up expenditure. We spend about \$2,500,000⁰⁰⁰ or 1.5% of our present national income on elementary and secondary education. England is spending about 2% of her national income on an expanding plan of education. The U.S.S.R. is reported to be spending from 5 to 8% of her national income on education. Our nation's present educational budget needs to be increased speedily by $\frac{1}{2}$ to \$2,000,000⁰⁰⁰ from local, state and federal sources in order to reestablish a teaching profession and to educate all of our children. Substantial federal subsidies only can fairly equalize the tax load for education on a nationwide basis. Equalization cannot be effected otherwise. Unfortunately, the least money for schools is available in states and communities where children are the most numerous. Rural life with over $\frac{1}{2}$ of the children is spending a scant 1/3rd of the nation's educational budget on them.

The common trend of spending less money per student on teacher preparation than for other types of general and professional higher education must be remedied. Adequate preparation for teaching requires professional libraries, campus and off campus laboratory schools, supervised practice teaching and internships, psycho-educational clinics, graduate work, and more community contacts. These facilities require much more money than is now usually appropriated to teachers colleges, liberal arts colleges, and schools of education for teacher-preparing purposes. The average length of college preparation of all teachers should be lengthened to four and five years.

(7) Effective tenure, retirement and tax legislation must be extended to all states and institutions.

(8) In-service education of teachers is of prime importance. Teacher educating colleges and universities should provide consultant service which would give stimulation and growth for teachers in terms of their community and the children they teach. Such services cannot be rendered with present staff, and, if established, must be supported by additional funds.

(9) Affiliated commissions on teacher education and professional standards in each of the state education associations should be established at once.

The National Commission on Teacher Education and Professional Standards plans a national campaign to present to the public the basic facts of the situation, the importance of the teacher to national effectiveness. It will appeal to business, to labor, and particularly to agricultural groups. It is prepared to show that although parents and their children have a passion for more and better education, they have not been acting fast enough to provide for it financially. In fact, the United States has permitted a crisis to develop which will require bold steps to avert a progressive deterioration of education during the next ten years.

The problems which the Commission is studying are more particularly recruitment, guidance, selection, preservice education of elementary and secondary teachers, certification, placement and induction of teachers, personal satisfactions and frustrations in teaching, salaries, tenure and retirement, securing public recognition for teaching standards, the education of faculty members in teacher-preparing institutions, finance, and basic research in all these areas.

Officers of the new Commission, who have just been elected for 1946-47 are: Chairman, W. E. Peik, Dean, College of Education, University of Minnesota, Minneapolis; Vice Chairman, Miss M. Margaret Stroh, Executive Secretary, Delta Kappa Gamma society, Austin, Texas; Executive Secretary, Ralph McDonald, National Education Association, who also is Executive Secretary of the NEA Department of Higher Education.

The other members of the new Commission appointed by the Executive Committee of the N.E.A. are: L. Frazer Banks, Superintendent of Schools, Birmingham, Alabama; Miss Jean Armour MacKay, teacher, Highland Park, Michigan; Miss Dorothy McCuskey, State Curriculum Coordinator, State Department of Public Instruction, Madison, Wisconsin; Miss C. Marguerite Morse, teacher, Clearwater, Florida; Paul V. Sangren, President, Western Michigan College of Education, Kalamazoo, Michigan; C. O. Williams, Director of Teacher Placement, Pennsylvania State College; T. M. Stinnett, Executive Secretary, Arkansas Education Association, Little Rock, Arkansas.

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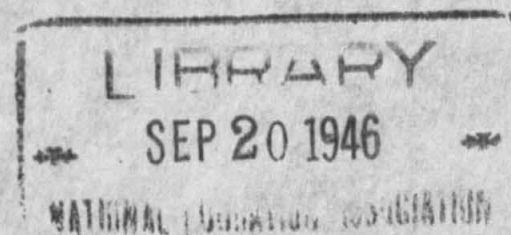
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WASHINGTON 6, D. C.

For Week of October 4, 1946

EDITORIAL -- CHARTER DAY



October 4 is a red-letter day in every rural community. It is Rural School Charter Day -- the day when schools and community groups take stock of the education system and make plans for improvement.

October 4 is the second anniversary of the White House Conference on Rural Education when more than 200 leaders from every state and representing every phase of rural life met for three days to study the pressing problems of the public schools for rural children and youth.

During the Conference, the late President Roosevelt said:

"In three generations 80 percent of the total population will be direct descendants of those now living on farms in the United States. Thus, many of those who will be the leaders and citizens of our nation will be given their understanding and appreciation of democracy in educational institutions in rural areas.

"Many of the best and most of the poorest schools in the nation are found in our rural areas. When, however, rural schools are compared with urban schools as a class it is an inescapable conclusion that millions of rural children are seriously handicapped in the educational opportunities available to them."

It was following this Conference and the President's speech that the Charter of Education for Rural Children was adopted.

Such a charter can remain just a collection of nice-sounding words, or it can be a goal on the horizon. But it can also be the standard of educational opportunity for every rural child.

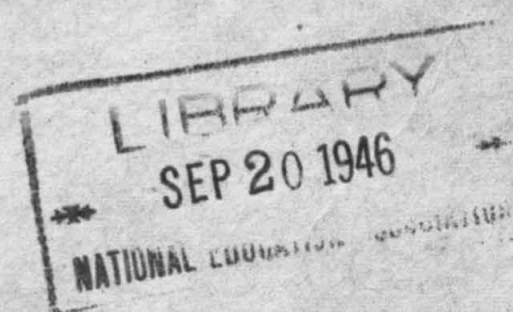
(MORE)

To be such a standard, which should be the birthright of every child, there must be a determined action program in every community. The school board can do a part. It can fight for more money for the school program so that the teachers will be better qualified and better paid, buildings will be better equipped, and the educational program broad enough to meet the needs of the children in a democracy.

But it takes more than a determined and enlightened schoolboard. Every citizen, whether he is a parent or not, must resolve to work for the betterment of his school so that every child will be a contributing citizen in our democracy, regardless of the part of the nation in which he went to school. Every citizen should contribute his effort to make the school the center of the community and HIS school.

Charter Day is merely one day to focus attention on the schools but it should serve to stimulate continuous action to improve education.

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Belmont Farley or Roy Wilson

For Release A.M. Papers
Monday, November 1, 1948

<u>Event:</u>	American Education Week - 28th Observance
<u>Dates:</u>	November 7-13, 1948
<u>Theme:</u>	"Strengthening the Foundations of Our Freedom"
<u>Sponsors:</u>	National Education Association American Legion United States Office of Education National Congress of Parents and Teachers

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PRESIDENT HARRY S. TRUMAN has prepared the following statement on the responsibility of the American schools for "strengthening the foundations of our freedom":

"The theme selected for American Education Week in 1948, 'Strengthening the Foundations of Freedom,' could not be more timely.

"Less than two centuries have passed since the foundations of our freedom were laid down. In that brief time our country has become a standard bearer of freedom. Today throughout the world people look to us for hope of peace and for guidance in the practice of democracy.

"Today, as in the early days of the Republic, this places a grave responsibility upon our schools. The wise men who created this Nation recognized education as a foundation stone of freedom. With great vision, they charged the teachers of the country to 'proclaim liberty' as vigorously as they taught the 3 R's.

"Through the years loyal men and women in their classrooms have maintained this vigilance. They have sought to give each succeeding generation a love for the American way of life. They have worked to inculcate both the inspiration and the knowledge necessary for the practice of democracy.

"During this 28th annual observance of American Education Week, let us pause to recognize solemnly that our schools are still custodians of freedom. Let American Education Week be one of rededication to this heritage.

"But let us remember that this is not a task for any single week or any single year. As citizens - as parents, teachers, or students - let us charge ourselves with the daily practice of democracy. Every child should learn at first hand not only its benefits, but also its duties.

"Like the days of the founding fathers, this is a time which challenges our coming citizens to grow in stature and wisdom. It is they who for the future must strengthen the foundations of freedom at home and stand shoulder to shoulder with other freedom-loving peoples throughout the world. Let us pledge ourselves anew during this week to assure them the education and the opportunity which they need in this great endeavor."

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FOR RELEASE

A.M. Papers, Monday, Nov. 1, 1948

Note to Editor: The complete text of the statement by President Truman, issued in connection with American Education Week, November 7-13, is enclosed on a separate page.

WASHINGTON, D. C., OCT. 31 -- In a special American Education Week message, released tonight, President Truman urged the people of the United States to assure "our coming citizens" the opportunity they need to "strengthen the foundations of our freedom."

The schools of the nation will begin on Sunday the 28th annual observance of American Education Week sponsored by the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers.

Officials of the National Education Association estimated that more than ten million people will visit the schools during the observance this year, which will focus attention on the responsibility of the American schools for "strengthening the foundations of our freedom."

President Truman in his speech declared: "Like the days of the founding fathers, this is a time which challenges our coming citizens to grow in stature and wisdom. It is they who for the future must strengthen the foundations of freedom at home and stand shoulder to shoulder with other freedom-loving peoples throughout the world. Let us pledge ourselves anew during this week to assure them the education and the opportunity which they need in this great endeavor."

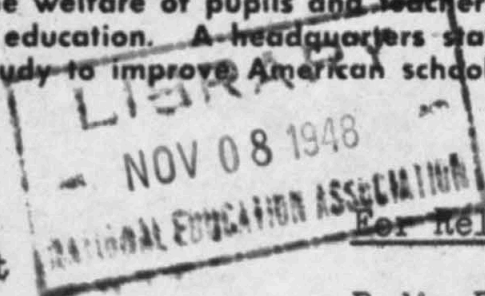
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For Release: Sunday Papers, Nov. 7, 1948

Radio Release: 6 P.M., Saturday, Nov. 6, 1948

TEN-POINT NATIONAL EDUCATION ASSOCIATION PLATFORM
TO STRENGTHEN SCHOOLS INCLUDES FEDERAL AID TO EDUCATION

WASHINGTON, D. C., NOV. 6 -- Prompt consideration by the 81st Congress of federal aid to education is one plank in a 10-point platform which the National Education Association announced here tonight to "strengthen education in the United States during the coming year."

Willard E. Givens, executive secretary of the association, released details of the program as the nation's schools prepared to receive ten million visitors during the annual observance of American Education Week which opens tomorrow.

Joining with the National Education Association in sponsoring the week-long program to focus attention on the need for strengthening schools and colleges are the National Congress of Parents and Teachers, the United States Office of Education and the American Legion.

President Truman, in an American Education Week statement, described the schools as "custodians of freedom." "This is a time," he added, "which challenges our coming citizens to grow in stature and wisdom. It is they who for the future must strengthen the foundations of freedom at home and stand shoulder to shoulder with other freedom-loving peoples throughout the world. Let us pledge ourselves anew during this week to assure them the education and the opportunity which they need in this great endeavor."

Federal aid to education, Givens said, is essential "to remove the threat to our nation's security caused by millions of children who today are denied a fair chance to get a basic education."

Conditions which the National Education Association regards as a threat to the nation's security were listed by Givens as follows: 4,000,000 children of school age are not enrolled in any school; 2,800,000 persons, 14 years of age and older, are illiterate; 8,197,000 persons, 14 years of age and older, have less than a fifth grade education;

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NATIONAL EDUCATION ASSOCIATION PLATFORM TO STRENGTHEN SCHOOLS

659,000 persons, about twice the number of combat divisions deployed in the South Pacific operations of World War II, were rejected solely for educational deficiencies; although 100,000 new elementary teachers will be needed annually for the next ten years, the output of our colleges which prepare teachers in 1948 was about 20,000 persons prepared for elementary school positions, of whom less than 12,000 were four-year college graduates; our public school systems are not being prepared to receive the 9,000,000 more children who are expected to be enrolled in 1957 than were enrolled in 1947.

If the American principle of equal opportunity is to mean anything, he added, "it must mean that accident of birth in a poorer state should not deprive a child of educational advantages. Education is too vital to the nation, as well as to the nation's children, to be denied or lost due to the inability of a state to provide it. The harmful effects of ignorance and its accompanying train of evils are not confined by state boundary lines."

In addition to federal aid to education, the action program which NEA will seek to advance in the year ahead was listed by Givens as follows:

1. Preservation of Democracy. All schools have an obligation to teach the rights, privileges, and the responsibilities involved in living in a democracy. It is the responsibility of the schools to indoctrinate our youth in the American way of life so that they know it, believe in it, and live it continuously. We urge all members of the teaching profession to expose and obstruct the activities of all groups which have as their objective the undermining of the Constitution of the United States.

2. Education for World Understanding. We believe the teaching profession must accept the responsibility to educate our youth in international understanding, so they may have a basic preparation to face the problems of living in an interdependent world. The association urges that all schools provide for systematic instruction about the United Nations, its history, structure, purposes, accomplishments, and problems. We advocate that all teacher educational institutions provide instruction and experiences that will insure an opportunity to prospective teachers to acquire the attitudes and practices necessary to teach world understanding.

3. Reorganization of Administrative Units. Citizens of every state are urged to give serious attention to the reorganization of school districts into larger administrative units with sufficient resources and pupils to provide economically adequate educational opportunities for all.

4. Professional Standards. To insure competent teachers, the NEA urges adoption of these standards: (a) The minimum educational qualification for all teachers shall be a bachelor's degree with an in-service educational requirement for additional work toward a master's degree or its equivalent; (b) Issuance of emergency certificates shall be discontinued; (c) Minimum salaries with adequate annual increments shall be established which recognize the services and responsibilities of the teacher and compensate for thorough professional training.

5. State and County School Administrators. We urge an upward revision of educational qualifications for state and county school administrators.

6. Expansion of School Services. The public school program should be expanded to provide summer camping, recreational and creative activities. The association also recommends that public education should be extended through grades 13 and 14.

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NATIONAL EDUCATION ASSOCIATION PLATFORM TO STRENGTHEN SCHOOLS

7. Teacher Recruitment. National, state, and regional conferences should be conducted to attract persons of adequate scholastic ability, high character and integrity, and outstanding personality to the profession of teaching. Public and private scholarships should be made available for assistance of worthy students when financial help is necessary.

8. United States Office of Education. The development of education, whether at the local, state or national level, should be placed above all temporary and partisan political issues with appropriate administrative arrangements to safeguard the integrity of the educational process. To this end the association urges Congress to make the United States Office of Education an adequately-financed, independent agency, headed by a national board of education. This board should be appointed for long overlapping terms by the President with the consent of the Senate. It further recommends that a professionally-qualified commissioner of education be selected by the board to serve as its executive officer.

9. Professional Responsibilities. All teachers should strive to improve existing practices and standards in school policy by participating in groups working for the solution of school problems, such as curriculum revisions, teacher welfare, opportunity for advancement, salary schedules, tenure, sick leave, and retirement benefits.

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WASHINGTON, D. C., NOV. 6 -- Prompt consideration by the 81st Congress of federal aid to education is one plank in a 10-point platform which the National Education Association announced here tonight to "strengthen education in the United States during the coming year."

Willard E. Givens, executive secretary of the association, released details of the program as the nation's schools prepared to receive ten million visitors during the annual observance of American Education Week which opens tomorrow.

Joining with the National Education Association in sponsoring the week-long program to focus attention on the need for strengthening schools and colleges are the National Congress of Parents and Teachers, the United States Office of Education and the American Legion.

President Truman, in an American Education Week statement, described the schools as "custodians of freedom." "This is a time," he added, "which challenges our coming citizens to grow in stature and wisdom. It is they who for the future must strengthen the foundations of freedom at home and stand shoulder to shoulder with other freedom-loving peoples throughout the world. Let us pledge ourselves anew during this week to assure them the education and the opportunity which they need in this great endeavor."

Federal aid to education, Givens said, is essential "to remove the threat to our nation's security caused by millions of children who today are denied a fair chance to get a basic education."

Conditions which the National Education Association regards as a threat to the nation's security were listed by Givens as follows: 4,000,000 children of school age are not enrolled in any school; 2,800,000 persons, 14 years of age and older, are illiterate; 8,197,000 persons, 14 years of age and older, have less than a fifth grade education;

. (MORE)

NATIONAL EDUCATION ASSOCIATION PLATFORM TO STRENGTHEN SCHOOLS

659,000 persons, about twice the number of combat divisions deployed in the South Pacific operations of World War II, were rejected solely for educational deficiencies; although 100,000 new elementary teachers will be needed annually for the next ten years, the output of our colleges which prepare teachers in 1948 was about 20,000 persons prepared for elementary school positions, of whom less than 12,000 were four-year college graduates; our public school systems are not being prepared to receive the 9,000,000 more children who are expected to be enrolled in 1957 than were enrolled in 1947.

If the American principle of equal opportunity is to mean anything, he added, "it must mean that accident of birth in a poorer state should not deprive a child of educational advantages. Education is too vital to the nation, as well as to the nation's children, to be denied or lost due to the inability of a state to provide it. The harmful effects of ignorance and its accompanying train of evils are not confined by state boundary lines."

In addition to federal aid to education, the action program which NEA will seek to advance in the year ahead was listed by Givens as follows:

1. Preservation of Democracy. All schools have an obligation to teach the rights, privileges, and the responsibilities involved in living in a democracy. It is the responsibility of the schools to indoctrinate our youth in the American way of life so that they know it, believe in it, and live it continuously. We urge all members of the teaching profession to expose and obstruct the activities of all groups which have as their objective the undermining of the Constitution of the United States.

2. Education for World Understanding. We believe the teaching profession must accept the responsibility to educate our youth in international understanding, so they may have a basic preparation to face the problems of living in an interdependent world. The association urges that all schools provide for systematic instruction about the United Nations, its history, structure, purposes, accomplishments, and problems. We advocate that all teacher educational institutions provide instruction and experiences that will insure an opportunity to prospective teachers to acquire the attitudes and practices necessary to teach world understanding.

3. Reorganization of Administrative Units. Citizens of every state are urged to give serious attention to the reorganization of school districts into larger administrative units with sufficient resources and pupils to provide economically adequate educational opportunities for all.

4. Professional Standards. To insure competent teachers, the NEA urges adoption of these standards: (a) The minimum educational qualification for all teachers shall be a bachelor's degree with an in-service educational requirement for additional work toward a master's degree or its equivalent; (b) Issuance of emergency certificates shall be discontinued; (c) Minimum salaries with adequate annual increments shall be established which recognize the services and responsibilities of the teacher and compensate for thorough professional training.

5. State and County School Administrators. We urge an upward revision of educational qualifications for state and county school administrators.

6. Expansion of School Services. The public school program should be expanded to provide summer camping, recreational and creative activities. The association also recommends that public education should be extended through grades 13 and 14.

(MORE)

NATIONAL EDUCATION ASSOCIATION PLATFORM TO STRENGTHEN SCHOOLS

7. Teacher Recruitment. National, state, and regional conferences should be conducted to attract persons of adequate scholastic ability, high character and integrity, and outstanding personality to the profession of teaching. Public and private scholarships should be made available for assistance of worthy students when financial help is necessary.

8. United States Office of Education. The development of education, whether at the local, state or national level, should be placed above all temporary and partisan political issues with appropriate administrative arrangements to safeguard the integrity of the educational process. To this end the association urges Congress to make the United States Office of Education an adequately-financed, independent agency, headed by a national board of education. This board should be appointed for long overlapping terms by the President with the consent of the Senate. It further recommends that a professionally-qualified commissioner of education be selected by the board to serve as its executive officer.

9. Professional Responsibilities. All teachers should strive to improve existing practices and standards in school policy by participating in groups working for the solution of school problems, such as curriculum revisions, teacher welfare, opportunity for advancement, salary schedules, tenure, sick leave, and retirement benefits.

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News from the NATIONAL EDUCATION ASSOCIATION

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WASHINGTON 6, D. C.

From Press and Radio Office
For further details contact
Belmont Farley or Roy Wilson

For Release A.M. Papers
Sunday, November 7, 1948

<u>Event:</u>	American Education Week - 28th Observance
<u>Dates:</u>	November 7-13, 1948
<u>Theme:</u>	"Strengthening the Foundations of Our Freedom"
<u>Sponsors:</u>	National Education Association American Legion United States Office of Education National Congress of Parents and Teachers

ERIC JOHNSTON, President, Motion Picture Association of America, has prepared the following statement on the responsibility of the American schools for "strengthening the foundations of our freedom":

"I thoroughly favor the idea of sharply focusing attention on our schools through American Education Week.

"At the same time, I could wish that the vital importance of our schools to the foundations of our freedom could be brought home to us all every day in the week, every week in the year.

"The free school, the free ballot, the free church, and the free press are the pillars of a four-square democracy.

"We demand more of our schools than any others of our institutions. We spend too little on education. The unselfish devotion of self-sacrificing educators has made us accustomed to expect miracles of accomplishment for a relative pittance of investment.

"Only a public thoroughly aroused to the situation can correct this unhappy imbalance. I have no fear of the great majority of our educators ever failing in their responsibility to the foundations of our freedom, but in their efforts they need our help and fullest support.

"Freedom is in peril around the world. If we would preserve it as the most precious of our heritages to our children, then surely we must give our schools - the shock troops against the enemies of freedom - all the weapons necessary to fight and maintain their ground."

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ERWIN D. CANHAM, Editor of the Christian Science Monitor and President of the American Society of Newspaper Editors, has prepared the following statement on the responsibility of the American schools for "strengthening the foundations of our freedom":

"As a newspaper man, I wish the American schools could give citizens a better capacity to evaluate the facts of our time. Every day we are setting before Americans better information - with all its well-known limitations and distortions - than is available to the people of any other nation. Naturally this information focuses first on what interests people most, and that is events nearest their own daily lives. Newspapers and schools, working together, must help to lift these sights.

"The stark fact is that events half way around the world have primary significance to every citizen right where he lives. But awareness of this fact has not yet come to enough people. If schools and press can help people to separate the trivial from the urgent, they will start laying the foundations of freedom - and by urgent I do not mean negotiations in the Kremlin or the Palais de Chaillot.

"An honest city government, a community awake to the need for saving our schools in an inflationary crisis, an awareness of unsolved problems and unhealed conditions in our own midst: these are all urgently needed foundation stones. But civic awareness is indivisible. The good citizen of his suburb is likely to be a good citizen of the world. Let the schools and the press strive for this awakening."

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PAUL G. HOFFMAN, Economic Cooperation Administrator, has prepared the following statement on the responsibility of the American schools for "strengthening the foundations of our freedom":

"It is difficult, forcefully, to transmit my deep feeling about the fundamental role of education in our schools in the service of peace and freedom.

"Only by informing, by teaching the truth about our own democratic system and the truth regarding the political systems which seek world domination, can we hope to preserve the liberties which each of us so greatly cherishes.

"The United States, through the Economic Cooperation Administration, is providing billions of dollars to restore the industry and agriculture of Western Europe so that the peace and free institutions of the 270,000,000 peoples there may be preserved.

"If these free institutions fall, our very own - including our own great school systems - will go also.

"The greatest danger to our freedoms is ignorance of what constitutes them; of the dangers that beset them; and of the duties and obligations of good citizens.

"Good schools and good teachers can produce citizens who are fully aware of the basic values of our democratic society and will be willing and capable of preserving our ideals and liberties.

"Good schools and good teachers are an impregnable line of defense against the teachings of totalitarian thought and practices.

"The school children of today will be the scientists, the legislators and the presidents of tomorrow. All of us know how important it is to our future that these citizens of tomorrow have the very best educational opportunities today."

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News from the NATIONAL EDUCATION ASSOCIATION

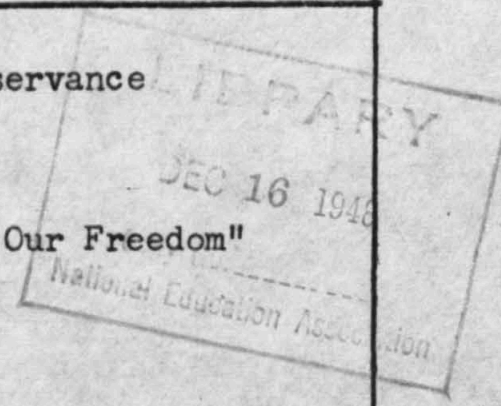
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HARRY A. BULLIS, Chairman of the Board for General Mills, Inc., has prepared the following statement on the responsibility of the American schools for "strengthening the foundations of our freedom":

"During the second half of the 20th century, the preservation of our freedom will depend upon the progress that is made in human relations. Unless the many intricate relationships of our modern world can be harmonized, with tolerance and human understanding, we can expect no perpetuation of our American heritage.

"The statesmen who will represent the United States before the world during this crucial period, the labor leaders and industrial leaders who will work out vital agreements, the leaders in agriculture, science, the professions, and the arts, the men and women who will forge the temper of our national thought, are now attending school.

"Our country is already in a position of world leadership, and it is to the young people who are in the schools of America today that the world will look for leadership tomorrow. Upon their understanding of the American concept of personal liberty, their freedom from racial and religious prejudice, their devotion to right and justice, their willingness to accept the responsibilities as well as to claim the rights of free citizens, may depend the future of the world.

"It devolves upon the teachers and parents of America to see that our schools provide the kind of training best calculated to prepare these young people for the great responsibilities that will be theirs."

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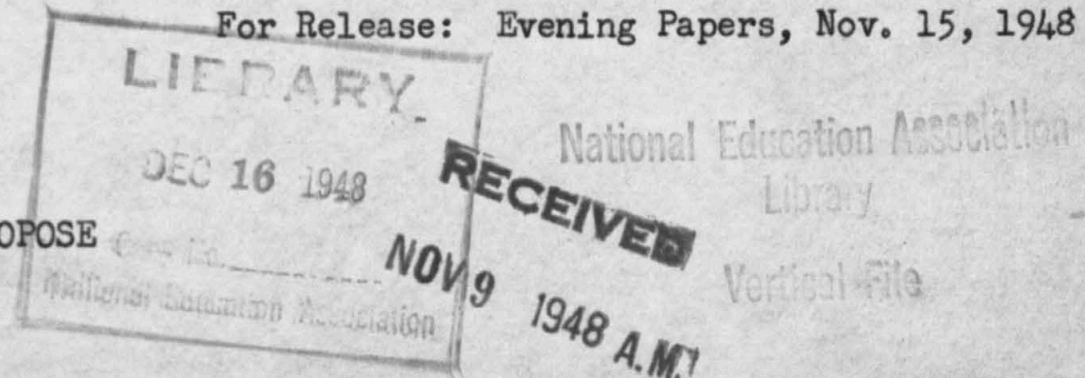
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NATION'S SOCIAL STUDIES TEACHERS PROPOSE TO BREACH IRON CURTAIN



WASHINGTON, D. C., Nov. 15 -- The social studies teachers of the nation's schools plan to give American youth some glimpses behind the iron curtain of the Soviets, according to the convention program of the National Council for the Social Studies, which will hold its annual meeting in Chicago, November 25-27. A prominent convention topic is "What the Social Studies Teacher Should Teach about Russia."

"There are no ideas or activities about which it is more important to have full and accurate information than the ideas and activities that are hostile to the American way of life," says Merrill F. Hartshorn, executive secretary of the National Council, in releasing the program of the 28th convention. "An accurate appraisal of democracy itself cannot be made without knowledge of all the political systems by which men have governed themselves. At the same time we must give our students a clearer understanding and deeper appreciation of the ideals of democracy. The social studies teacher carries a heavy responsibility in the preparation of youth for intelligent and loyal citizenship."

Much attention will be given at the convention to the teaching of history in the making. Participants in the discussion of this subject include members of the New York Times survey staff studying the problems of teaching current events.

Other prominent program subjects include labor-management relations, the economic aspects of world peace, the effect of the 1948 election on America's role in the United Nations, aviation and world relations, teaching about atomic energy and the educational rehabilitation of Germany.

More than 1500 teachers of history, geography and the political sciences of all grade levels from elementary school through the university are expected to attend. Meetings of the organization will be held jointly with the National Council of Geography Teachers.

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For Release P. M. Papers
Tuesday, November 23, 1948

Note: Background information on the Educational Policies Commission is enclosed.

EISENHOWER, HILL, JANSEN AND HERRINGTON
APPOINTED TO EDUCATIONAL POLICIES COMMISSION

WASHINGTON, NOV. 23 -- The appointment of Dwight D. Eisenhower, president of Columbia university, and three other members to the Educational Policies Commission of the National Education Association and the American Association of School Administrators was announced here this morning.

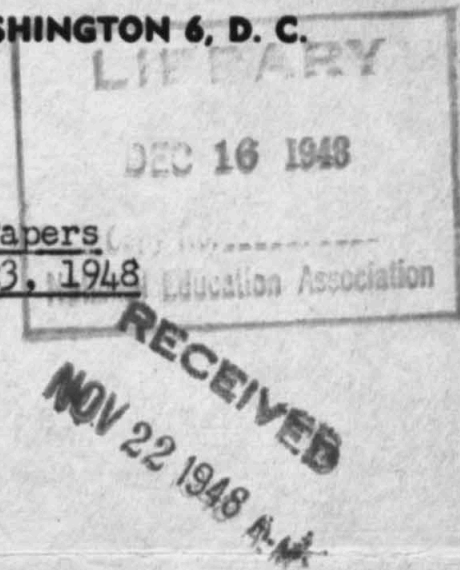
Willard E. Givens, executive secretary of the National Education Association, in making the announcement, called attention to the fact that the commission, which is composed of 20 educators, will make a study during 1949 of the role of the public schools in the face of continuing international tensions.

Also appointed to the commission for four-year terms beginning January 1, 1949, are Henry H. Hill, president, George Peabody College for Teachers, Nashville, Tenn., and William Jansen, superintendent of schools, New York City. Eugene H. Herrington, principal, Ebert school, Denver, Colo., was reappointed for a similar four-year term on the commission by the NEA Department of Elementary School Principals.

A second major issue which the commission will study is the role of public schools in developing moral and spiritual values.

Established in 1935 the commission prepares and disseminates statements of proposed policy for American education.

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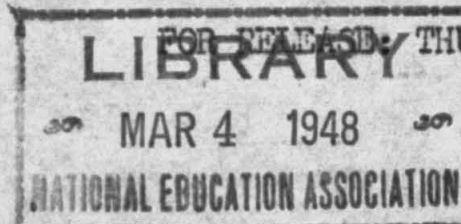


424 1948
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Note to Editors and Correspondents: The following story is for release from either Washington, D. C., where the report has been prepared, or from Atlantic City, N.J., where the report will be formally presented.

NEA EDUCATIONAL POLICIES COMMISSION
ISSUES REPORT "EDUCATION FOR ALL AMERICAN CHILDREN"

RECEIVED
FEB 24 1948 A.M.

Atlantic City, N.J., Feb. 25 — "Education for All American Children", a statement of policy for elementary education based on two years of research and visits to 82 superior elementary schools in the United States, was released here this afternoon by the Educational Policies Commission of the National Education Association and the American Association of School Administrators.

"Elementary education," according to the Commission's report, "is now entering a period of significant change." This time of transition, according to the Commission, is being used as the occasion for the development of long-range plans for elementary education.

This is the third volume in a series issued by the Commission. In 1944, the Commission issued "Education for All American Youth," which dealt with the years from the junior high school through the junior college. In 1945, the Commission issued "Educational Services for Younger Children," in which it recommended the extension of school services downward to at least the third or fourth year of life and outlined the characteristics of an educational program for children of these early years.

The present volume fits in between the other two. It focuses upon the elemen-

(MORE)

tary schools, from the kindergarten through the sixth grade, although some of its recommendations will apply to a wider range of ages.

"The elementary school," according to the report, "is necessarily a center of increasing importance. All children attend elementary school. In that school they acquire the fundamental skills in communication and understanding we commonly designate as the three R's. In that school also they fix the primary attitudes toward social relationships which they will carry with them through life."

In describing elementary school conditions in the United States today, the Commission points out: "During the depression years the birth rate dropped steadily --so regularly that statisticians predicted a stationary population by the 1960's. The last seven years have seen a big change. Since 1940 the number of births has increased each year. When the number of births in 1946 passed the 3,000,000 mark, the old record was broken. But 1946's banner crop of children totalled 3,260,000. The indications are that three million babies a year will be a minimum for several more years."

Calling today "an important date in American educational history," the Commission states: "In the next ten years the elementary schools of the United States will have to provide teachers, buildings, supplies, and equipment for nearly 2,000,000 more children than they do now. The kinds of buildings, the qualities and training of the teachers for these children must be planned now. Can your present staff, buildings, and equipment stand a 10 percent increase in enrollment?"

"Not only is the total number of children attending elementary schools going to increase in the next years but also the present population has shifted during the past few years. The war years gave great impetus to a westward and northward movement of people. During the war many people moved to the north of the Ohio River, and millions more moved to the west coast. War industries located in those areas attracted people from 1941 to 1945, but apparently most of them intend to stay. In 1940 the Pacific Coast states had a population of 9,800,000. By 1945

(MORE)

this number had reached 12,000,000.

"Such migration complicates the problems of supplying educational facilities for a population with an increasing birth rate.

"Increases in population elsewhere through migration are not so spectacular, but there has been a steady movement from rural to urban areas, from farms to industrial centers."

During the period of World War II, the Commission recalls that almost no new school buildings were erected except for some emergency, temporary structures.

The Commission raises the question: "Where are the 2,000,000 extra children going to attend school? In many places now facilities are strained to the bursting point. What will happen when the extra millions appear?"

The Commission continues: "Democracy must succeed in the United States now or it will fail everywhere. Traditional ways of teaching and learning democracy are not adequate. Children must have more opportunity to practice the skills they are taught. Teachers and parents need to spend more time and energy in planning together to make schools meet the needs everyone recognizes. The usual problems have been enhanced by the increases in the number of children, by the crowding in industrial areas, by conflicts between minority groups and majority groups intensified by the sudden mingling of folk-ways brought on by war-time migration."

A major part of the Commission's report describes a series of hypothetical schools and school systems which the authors "hope and believe" may be developed in the United States during the next ten years. This part of the report, therefore, is written in such a way as to describe these hypothetical schools as they might appear to an observer in 1958. "American City" and "Farmville" are the two imaginary communities in which elementary school practices are envisioned in the state of "Columbia" for the next ten year period.

The Commission states: "During the elementary school years, physical growth and development take place continuously, but at different rates. Boys and girls differ in rate of development. In fact, no two children have identical patterns

of growth. The good elementary school should record the rate of growth and call attention to the spurts and periods of slower growth, teach the dietary, rest, and exercise needs of sturdy, disease-free growth, and aid parents and children in understanding the processes involved.

"Health care and instruction start for American City children as soon as they are born and are available as long as they are in school through services provided by the schools. Parent-education classes, 'well-baby' clinics, pediatric and dental clinics are various expressions of the concern that the schools of Columbia feel for the health of the community. Only in a healthful community of healthy homes can children grow into strong, well adults.

"Farmville schools have added measurements of each child's height, weight, strength of grip, mental age, and educational age to the long-used data of birth date, attendance, grade placements and teachers' marks in the cumulative record which is kept for each child. Record of immunizations, diseases, injuries, the results of vision and hearing tests, recommendations for special or remedial treatment and care are all included in the record of physical growth and development. Farmville teachers feel that they can discuss intelligently with each child and his parents the elements of his own personal growth problems, as well as talk with all pupils about the usual course of development."

In its conclusions the Commission asserts: "Good schools don't just grow -- they are planned carefully. Goodwill and good ideas are not enough. Skill, experience, vision, leadership are needed. In planning the schools of Columbia, school people found that all concerned, teachers, parents, other adults, and children, needed to work on the whole problem from the beginning. They found, too, that the administrator, the teacher, and the community had particular responsibilities. The good administrator is a skilled teacher, a trained leader, an experienced worker with people. He has vision, insight, understanding; he encourages teachers, parents, children to share in planning and carrying out the educational program.

"The good teacher is a trained, skilled, sympathetic instructor. The good
(MORE)

teacher has economic security, a feeling of adequacy, a feeling of belonging; he recognizes the vital role of the school, but also the part of home and community in education of children.

"The good community is one in which the status of the teacher is enhanced; the economic security of the teacher is insured at the professional level; the people help to plan the program of education; the special resources are used in every way possible."

In the imaginary state of Columbia, according to the Commission, "Raising teachers' salaries, reducing the teaching load, providing time for conferences, for guidance, and for curriculum planning all cost money. School costs in many parts of Columbia are as much as four times what they were ten years earlier, Columbia has been able to meet the increased cost by reorganizing the tax structure, by consolidating many school districts, and by securing money from the Federal Government. Before any of these measures were taken, the people of the state made the decision that good schools were important, and that good schools could be secured only by making teaching attractive enough to get good teachers.

"The state now levies several kinds of taxes on a much widened tax base so that the basic program can be supported from these state funds. Every community now levies a higher tax for schools than it formerly did. The money from the Federal Government is distributed by the state and completes the financial support."

The NEA Department of Elementary School Principals has prepared "Teach Them All," a 32-page pictorial summary of the Commission report and a 35mm filmstrip of 52 frames of titles, graphs and pictures which illustrates the major Commission conclusions and recommendations. "Teach Them All" was written by William H. Anderson, Jr., principal, Park Hill School, Denver, Colorado.

The Educational Policies Commission of the National Education Association and the American Association of School Administrators includes the following appointed members: Francis L. Bacon, superintendent, Township High School, Evanston, Ill., chairman; O. C. Carmichael, president, Carnegie Foundation for the Advancement of Teaching, New York, N.Y.; Prudence Cutright, assistant superintendent of schools,

(MORE)

Minneapolis, Minn.; A. C. Flora, superintendent of schools, Columbia, S.C.; E.W. Jacobsen, president, Los Angeles City College, Los Angeles, Calif.; Edwin A. Lee, dean, School of Education, University of California, Los Angeles, Calif.

Also: Paul R. Mort, Teachers College, Columbia University, New York, N.Y.; Paul T. Rankin, assistant superintendent of schools, Detroit, Mich.; Maycie Southall, George Peabody College for Teachers, Nashville, Tenn.; James M. Spinning, superintendent of schools, Rochester, N.Y.; George D. Stoddard, president, University of Illinois, Urbana, Ill.; Mabel Studebaker, 426 East 10th Street, Erie, Pa.; Pearl A. Wanamaker, state superintendent of public instruction, Olympia, Wash.

Ex-Officio members of the commission are: Marie A. Ernst, president, NEA Department of Classroom Teachers, 2903 Russell Boulevard, St. Louis 4, Mo.; Willard E. Givens, executive secretary, NEA, Washington, D.C.; Herold C. Hunt, president, American Association of School Administrators, and general superintendent of schools, Chicago, Ill.; Worth McClure, executive secretary, American Association of School Administrators, Washington, D.C.; Glenn E. Snow, president, NEA, and president, Dixie Junior College, St. George, Utah.

Advisory members of the commission are: J.W. Studebaker, U.S. Commissioner of Education, Washington, D.C., and George F. Zook, president, American Council on Education, Washington, D.C.

William G. Carr, associate secretary of the National Education Association, is the commission's secretary.

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From: Press and Radio Office
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For Release: A. M. Papers, Monday, Dec. 13, 1948

NEA DEPARTMENT OF HIGHER EDUCATION ANNOUNCES
PRINCIPLES FOR NATIONAL COLLEGE SCHOLARSHIP PROGRAM

WASHINGTON, D. C., DEC. 12 -- Seven principles for legislation to establish a national scholarship program for college and university students have been developed by the Department of Higher Education of the National Education Association.

The scholarship bill, under bipartisan sponsorship, will be introduced in the 81st Congress, according to Dr. Ralph McDonald, executive secretary of the NEA Department of Higher Education. "This bill," he added, "is not to take precedence over, or side-track in any way, the movement to secure federal aid to the states for elementary and secondary education.- As the college and university branch of organized education, we shall support such federal aid legislation as the number one Congressional measure for education. But we shall work simultaneously, with every resource at our command, for the enactment of the scholarship program for higher education."

Principles which the NEA Department of Higher Education will urge as a basis for the scholarship legislation include:

1. The program must involve no possibility whatever of federal control or pressure upon higher education, either upon the institution or upon the student.
2. It must be administered at the state level by a committee or an agency which is non-political and arises from the educational and civic interests within the state.
3. Scholarships must be awarded on the basis of ability, with only the highest one-fourth or one-third of high school graduates being eligible.
4. The student must be entirely free to choose any accredited institution, public or private, and elect his own field of study without interference or pressure.
5. The stipend must be at least \$400 or \$500 annually to insure that the economic barrier will in reality be broken down. The student must be free to use his stipend for tuition, for board and lodging, or for any other necessary expense in actual pursuance of a higher education program.
6. The formula for distribution of federal money to the states must be sound and equitable and must provide objective safeguards against any discrimination in scholarship awards because of race, creed, sex, or other social circumstance.
7. The administrative and financial provisions at the national level must be such as to insure that the money goes to its intended purpose, without fraud or partiality.

Department officials estimated that a minimum appropriation for the first year of operation of the scholarship program would require \$100,000,000. This amount, they said, would "open college doors to 200,000 to 250,000 able students."

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News from the NATIONAL EDUCATION ASSOCIATION

The National Education Association is the national professional organization of educators. More than 775,000 teachers are enrolled in the Association and its affiliated groups. Financed by the voluntary dues of its members, the NEA was organized in 1857 to promote the welfare of pupils and teachers, and to advance the science and practice of education. A headquarters staff is continuously engaged in research and study to improve American schools.

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Belmont Farley or Roy Wilson

For Release in Sunday Papers, December 26, 1948

SOUND BUSINESS PRACTICES FOR PROSPECTIVE YOUNG FARMERS
DRAMATIZED IN NEW PUBLICATION

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FEB 18 1949
INFORMATION COPY
THE RELEASE HAS GONE TO
YOUR WASHINGTON OFFICE.

WASHINGTON, D. C., DEC. 25 — Sound business practices for the prospective young farmer are described in Your Life in the Country, the newest in a series of publications prepared by the Consumer Education Study of the National Association of Secondary-School Principals, a department of the National Education Association.

Written by Dr. Effie G. Bathurst of the Office of Education, the 400-page book is presented as both a "story and study" of the consumer problems which confront a rural family. Through the experiences of one family dealing with consumer problems it dramatizes the problems of rural young people.

The wide range of consumer topics covered in the book includes family, community and school activities; income management on the farm; and using and spending money wisely.

Typical of the advice to the prospective farm owner is this suggestion from the chapter on "Income Management on the Farm":

Suppose that a young man wants to buy land instead of renting. It is sometimes possible for him to borrow enough so that he can buy a farm even though he has few resources of his own. But, even if this is possible, it may be neither safe nor wise...Generally speaking, it is wiser not to buy a farm until you can pay one-third of the purchase price.

Furthermore, it is essential for you to measure carefully the total price to be paid, no matter how 'easy' terms of payment are. By studying production records in your vicinity for many years back, you can get a clear idea of how much your farm should produce. Then you can figure out the value of its stock and crops at average prices, subtract such items as taxes and cost of upkeep, and you will have an idea of how much net income you can expect.

-more-

However, it doesn't pay to be overtimid about borrowing to boost your production. The young person who has trained himself to know his job and who is willing to work hard at it has every right to be confident of his ability.

Emphasis in the book is placed on the concept of "farming as a way of living as well as a way of making a living." The publication stresses values in richer life for rural young people who intelligently use the resources of the farm and illustrates ways in which these resources may be utilized.

Howard A. Dawson, NEA rural service director, in commenting on the new publication, summed up the need for guidance information on farming as a "way of life."

"Of the 8,600,000 young people of school age living on farms," he said, "approximately half of them will remain on the farm. All of these young people need the facts concerning what farm life can become for them. The choices they make should not be left to chance--as has usually been the case in the past. This is of concern not only to the young people involved but of the entire country.

"The productivity, stability and sound economic condition of agriculture is of nation-wide concern. In 1945, 39 percent of the 5,860,000 farms in the United States had incomes of less than \$1,000. Subsistence farming does not strengthen our economy and is probably an unwholesome influence upon our entire social structure.

"This book points the way to making the job of farming pay. Although it gives much emphasis to intelligent use of resources, it does not advocate the economically self-contained type of farming. Too many of the goods and services needed require considerable cash outlays.

"Cash crops are essential, and the publication gives numerous illustrations to young people on how to finance and carry on such projects, on how to save money and how to spend it wisely."

The book includes extensive listings of U. S. Department of Agriculture bulletins and other inexpensive publications related to farm life.

Thomas H. Briggs is the director of the Consumer Education Study which was initiated in 1942. Your Life in the Country was published for the Consumer Education Study by the McGraw Hill Book Company.

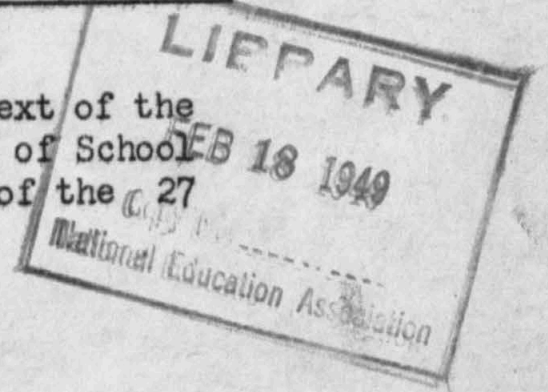
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DI. 4554

For Release: P. M. Papers, Sat., Jan. 15
Sunday Papers, Jan. 16

Vertical File

Note to Editors and Correspondents: The full text of the resolutions adopted by the American Association of School Administrators is enclosed, along with a list of the 27 committee members.



ADMINISTRATORS DRAFT PROGRAM FOR IMPROVED PUBLIC SCHOOL SYSTEM

WASHINGTON, D. C., JAN. 15 -- The American Association of School Administrators today urged the teaching profession to "expose and combat the activities of all groups which have as their objective the undermining of the Constitution of the United States and the civil rights guaranteed therein."

Teachers also were urged to help all citizens to recognize propaganda devices, and to prevent the use of the public schools as instruments of any factional propaganda agency.

The action was taken by the American Association of School Administrators, the department of the National Education Association which includes administrative and supervisory school officers, as a part of a program for the extension of democracy through "a constantly improved free public school system."

Resolutions were adopted by a nation-wide mail ballot conducted among members of the American Association of School Administrators who, instead of holding a national convention this year, have scheduled three regional conferences to be held at San Francisco, February 20-23, at St. Louis, February 27-March 2, and at Philadelphia, March 27-30.

Full use of all existing and potential school facilities by the national government in support of an adequate national defense plan was pledged by the group.

The administrators also reaffirmed their "belief in the necessity for a federal aid plan to enable any state to meet its public school educational responsibilities of the years immediately ahead." Such a plan, they said, must safeguard the fundamental concepts of state and local control of public education, a proper balance among local, state and federal participation in financial support so as to preserve local interest in the school program; and the need for federal financial assistance for school building construction, as well as for teachers' salaries and other current school support purposes.

In order to stimulate the recruitment of more young people with outstanding qualifications for the teaching profession, to upgrade those teaching with emergency certificates, and to improve public regard and status for teachers, the organization endorsed a more systematic and effective program of interpretation of the public school program and its needs to citizens.

Accrediting of non-public schools by state public school authorities was advocated by the administrators to "guarantee that the minimal educational goals set for the public schools shall be equaled or exceeded in all private institutions."

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4. United States Office of Education. We believe that the development of education, whether at the local, state, or national level, should be placed above all temporary and partisan political issues with appropriate administrative arrangements to safeguard the integrity of the educational process.

To this end our Association urges Congress to make the United States Office of Education an adequately financed, independent agency, headed by a national board of education. This board should be composed of representative laymen, appointed for long overlapping terms by the President with the consent of the Senate. We further recommend that a professionally qualified commissioner of education, responsible to the board for the conduct of his office and the performance of his duties, be selected by the board to serve as its executive officer.

5. Professional status of the superintendency. We recognize the need for a continuing study of the role of the educational administrator as an educational leader. We pledge our support and cooperation to all lay and professional groups in their exploration of better ways to define and clarify the relationships of the school administrator to (a) the public generally, (b) boards of education, or other such groups, and (c) teacher organizations. We request the support of all such groups in behalf of the project initiated by the American Association of School Administrators with the cooperation of the National Council of Chief State School Officers and the National Conference of County and Rural Superintendents for the further professionalization of the superintendent of schools at city, county, and state levels.

6. Interpretation of school program and its needs to the public. We endorse, and urge especially at the local level, a more systematic and effective program of interpretation of the public school program and all of its needs to our citizens generally. We particularly wish to stimulate the recruitment of more young people with outstanding qualifications for the teaching profession, to upgrade those now teaching with emergency certificates, and to secure improved public regard and status for those engaged in public school teaching.

7. Accrediting of non-public schools by state public school authorities. We recognize the necessity for an adequate plan in every state for the regular inspection and approval of the educational programs offered in non-public schools. Only in this way can we guarantee that the minimal educational goals set for the public schools shall be equaled or exceeded in all private institutions.

8. More adequate educational program at all levels. We pledge our continuing support and cooperation to all groups interested in extending the scope of the American public school program, or in making it more effective at each level, to the extent that necessary funds are now or may become available to finance these extensions and improvements. We reiterate our belief that the public education program should at all levels and at all times be conducted by the regularly constituted public school authorities.

9. Coordination of public school services with those of other governmental and voluntary agency services. We acknowledge our responsibility to assume the initiative in seeking more effective cooperative working-relationships with all other local governmental and lay groups that have responsibilities or interests in such fields as health, recreation, character education, parks, libraries, and the like, which supplement and reinforce our own public school program. It is our particular concern in this endeavor to assure the greatest possible return to all citizens from all money expended.

(MORE)

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Copy to

10. Platform of the American Association of School Administrators. We endorse the platform of the American Association of School Administrators adopted March 5, 1947, and recommend that it be brought to the attention of the related educational groups and lay organizations. We urge promotion of its advancement by all of our members.

We further recommend closer relationships with state organizations of administrators and state educational associations, the expansion of services of this Association and the extension of representation and meetings on a regional basis from time to time.

11. The American Association of School Administrators expresses appreciation to:

- Willard E. Goslin, for the superior way in which he has discharged his duties as the president of the Association.
- Committees and commissions of the Association and Executive Secretary Worth McClure and his staff for their loyal and efficient service.
- John W. Studebaker for his many years of effective service and leadership in behalf of public education.
- Parent-teacher associations, school board associations, and other groups that are lending their support to school legislation and their efforts to the improvement of public schools.
- Local and national press, radio, and other agencies of public information for their generous and intelligent support of public education.

Members of the 1949 Resolutions Committee:

Lester B. Badger	D. A. Emerson	Joe B. McNiel
Union Supt. of Schools	State Dir. of School	Supt. of Schools
Peterborough, N. H.	Administration and	Wichita Falls, Tex.
Medill Bair	Secondary Educ.	Robert O. Nelson
Supervising Principal	Salem, Ore.	Supt. of Schools
Pennsbury Schools	Clyde A. Erwin	Newport News, Va.
Fallsington, Pa.	State Supt. of Public	Mark F. Scully
Selmer H. Berg	Instruction	Supt. of Schools
Supt. of Schools	Raleigh, N. C.	Paducah, Ky.
St. Paul, Minn.	M. C. Gallagher	D. R. Sheldon
E. B. Bergquist	Supt. of Schools	Supt. of Schools
Supt. of Schools	Billings, Mont.	Prescott, Ariz.
Rapid City, S. D.	Jesse L. Goins	Robert N. Taylor
T. C. Bird	Supt. of Schools	Union Supt. of Schools
Supt. of Schools	Cheyenne, Wyo.	Northfield, Mass.
Santa Fe, N. M.	George D. Hann	A. C. Van Wyk
Darrell R. Blodgett	Supt. of Schools	Supt. of Schools
Supt. of Schools	Ardmore, Okla.	Bismarck, N. D.
Jacksonville, Ill.	Thomas W. Howie	Harold S. Vincent
Omer Carmichael	Supt., A. I. duPont	Supt. of Schools
Supt. of Schools	Special School Dist.	Canton, Ohio
Louisville, Ky.	Wilmington, Del.	Raymond A. Watson
A. Bruce Denniston	Horace M. Ivy	Supt. of Schools
Supt. of Schools	Supt. of Schools	Hastings, Nebr.
Greenville, Pa.	Meridian, Miss.	R. H. Wilson
Harl R. Douglass	W. F. Johnson	Supt. of Schools
Dir., Col. of Educ.	Supt. of Schools	Alpena, Mich.
Univ. of Colorado	Spencer, Iowa	William R. Odell, <u>Chairman</u>
Boulder, Colo.		Supt. of Schools
		Oakland, Calif.

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National Education Association

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Vertical File

Washington, D.C., Feb. ___—Geography as related to the national and international program of education and the security of world alliance is reviewed in a study, "Geographical Approaches to Social Education", released today by the National Council for the Social Studies of the National Education Association.

The very survival of our national and international unity depends upon a proper and workable understanding of our own and other nations' environments and standards of living, according to Clyde F. Kohn, associate professor of geography and education, Northwestern University, and editor of the volume.

Asserting the promotion of human progress has become as much a prime purpose of geographers as it has of others interested in social education, the Council called on the 800,000 teachers in elementary and secondary schools, and colleges in the United States to further the teaching of geography as a means of developing "worldmindedness."

"War places social institutions under intense strain," Stanley E. Dimond, director, Citizenship Education Study, Detroit, Mich., and president, National Council for the Social Studies said. "And schools, far from being exempt from these stresses, receive their full impact. As World War II took on a global character, all of us in education started thinking more seriously about the place of geography in the school curriculum."

A compilation of articles by prominent educators throughout the country, the year-book is designed to bring to teachers an understanding of recent geographic approaches to social education and show the valuable contributions geographic knowledge and understanding make to insight into human problems.

(MORE)

"World understanding will come only to those who, knowing the conditions under which other people live, are generous and sympathetic, who can allow for differences among the citizens of various nations, and still recognize that the great mass of people throughout the world have essentially the same fundamental ideas for their lives and obligations which they have toward others," according to Wallace W. Atwood, president emeritus of Clark University and one of the contributing editors.

"All citizens of the modern world who share the responsibility of guiding public affairs in any nation should have an intelligent understanding of the living conditions and of the principal problems of the people in each of the leading sovereign communities of the world," he said. "Public opinion framed by the influence of thousands of local leaders scattered through every large population, will in turn be expressed in the action of those who hold responsible positions in the government of nations and must determine affairs of international significance. The study of geography helps to provide the much needed perspective which is indispensable if we are to understand and appreciate other people's problems, aspirations, and motives, especially when they differ from our own."

The teacher education program in geography, as presented in the yearbook, involves "instruction not merely in basic geographic facts but in the way geographic facts and principles are used to achieve the understandings, skills, appreciations, and attitudes which make for integrated socialized learning and living experiences of elementary and secondary school pupils." Many of the chapters offer practical help in classroom problems.

Contributing editors include: Edith Putnam Parker, associate professor, Department of Geography, University of Chicago, Chicago, Ill.; Derwent Whittlesey, Harvard University, Boston, Mass.; Preston E. James, professor of geography, Syracuse University, Syracuse, N.Y.; Wallace W. Atwood, president emeritus, Clark University, Worcester, Mass.; Edwin H. Reeder, professor of education, University of Illinois, Chicago; George B. Cressey, chairman, department of geography, Syracuse University.

Sidney E. Ekblaw, professor of geology and geography, University of Kansas, Kansas City, Mo.; Wesley Calef, University of Chicago; Sigismond deR. Diettrich, head professor, Department of Geography, University of Florida, Gainesville, Fla.; Edna E. Eisen,

(MORE)

associate professor of geography, Kent State University, Kent, Ohio; Erwin Raisz, lecturer in cartography, Harvard University; Katheryne Thomas Whitttemore, professor of geography, N.Y. State College for Teachers, Buffalo, N.Y.

M. Melvina Svec, assistant professor, State Teachers College, Oswego, N.Y.; F. Borden Mace, Louis deRochemont Associates, Inc.; Fred E. Dohrs, Department of Geography, Northwestern University, Chicago; Alice Foster, Department of Geography, University of Chicago; J. Granville Jensen, professor of geography, Oregon State College, Corvallis, Ore.; George J. Miller, professor of geography, Indiana University, Indianapolis, Ind.; Cora P. Sletten, professor of geography, State Teachers College, Mankato, Minn.; Thomas Frank Barton, associate professor of geography, Indiana University; Clyde F. Kohn, associate professor of geography, Northwestern University; Mamie L. Anderzhon, teacher of social studies, Junior High, Oak Park, Ill.

H. O. Lathrop, professor of geography, Illinois State Normal University, Normal, Ill.; Henry J. Warman, associate professor, Clark University; Ralph H. Brown, who prior to his death was professor of geography, University of Minnesota; Richard L. Tuthill, professor of geography, University of Kentucky, Lexington, Ky.; and Alfred H. Meyer, chairman, department of geography, Valparaiso University, Indiana.

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1949

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BACKGROUND STORY ON THE EDUCATIONAL POLICIES COMMISSION

The role of the schools in the face of continuing international tensions is one of two major studies which will be undertaken in 1949 by the Educational Policies Commission of the National Education Association and the American Association of School Administrators.

A second major issue which the commission will study is the role of the public schools in developing moral and spiritual values.

Twenty educators serve on the Commission, representing all levels of the nation's educational system from the elementary school through the university.

Established in 1935 by joint action of the executive committees of the National Education Association and the American Association of School Administrators, the Educational Policies Commission prepares and disseminates statements of proposed policy for American education. It deals chiefly with questions basic to long-range educational planning, largely in the field of elementary and secondary education, and to a lesser extent in higher education and adult education.

The Commission has no authority to enforce its recommendations. It is, however, regarded by educators as highly influential, and its recommendations have been accepted by leaders in the field because of their contribution toward solutions to current problems and indications of future trends. Of the 20 Commission members, 16 are elected to staggered terms of four years each, and four members serve ex-officio.

EDUCATIONAL POLICIES COMMISSION

- 2 -

During the 1930's the Educational Policies Commission was active in study of, and issued policy statements on, the relations of education to American democracy. It emphasized to educators and laymen that the public schools are "a major bulwark of democracy." Educational purposes and procedures for strengthening American democracy were clarified in a series of books, among which were: The Unique Function of Education in American Democracy, The Purposes of Education in American Democracy, The Education of Free Men in American Democracy, and Learning the Ways of Democracy.

In the early years of World War II the Commission published: A War Policy for American Schools, The Support of Education in Wartime, and What the Schools Should Teach in Wartime.

During the later years of the war and in the first postwar years, the Commission was concerned with long-range educational planning. Basic patterns for improvement were recommended for elementary education in Education for all American Children, for secondary education in Education for All American Youth, and for international educational relations in Education and the People's Peace.

Some major recommendations for American education by the Commission have included: public responsibility for providing educational opportunity should be extended downward to include all children ages three through five and upward to include all youth for two years beyond high school; educational services, including school-sponsored summer camps, should be available to all elementary-school children during the summer months; policies for the U. S. Office of Education should be controlled by a national board of education, and the Office should be independent of the executive branches of the federal government.

Other recommendations are: local school boards should be politically and fiscally independent of other branches of local government; public schools should accept increased responsibility for the health and physical fitness of all children and youth; high-school curricula should include a program of "common learnings" for all students plus differentiated programs of vocational training and studies adapted to different special interests and abilities; and there should be an international office of education. (This recommendation, made during the war, has been largely fulfilled by the subsequent establishment of Unesco.)

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MEMBERS OF THE EDUCATIONAL POLICIES COMMISSION

Representing all levels of the nation's school system, from the elementary school through the university, the Educational Policies Commission includes 20 members. Four are classroom teachers, three are school superintendents, three are administrative college staff members, four are college or university presidents, one is an elementary school principal, two represent educational associations, one represents an educational foundation, and two are serving on education assignments with the federal government.

New Members Appointed for Four-Year Terms Starting January 1, 1949:

Dwight D. Eisenhower, President, Columbia University, New York, New York

Eugene H. Herrington, Principal, Ebert School, Denver, Colorado

Henry H. Hill, President, George Peabody College for Teachers, Nashville, Tennessee

William Jansen, Superintendent of Schools, New York, New York

Other Members:

John K. Norton, Director of Administration and Guidance, Teachers College, Columbia University, Chairman

Ethel J. Alpenfels, School of Education, New York University, New York, New York

Ruby Anderson, Athens High School, Athens, Georgia

O. C. Carmichael, President, Carnegie Foundation for the Advancement of Teaching, New York, New York

Worth McClure, Executive Secretary, American Association of School Administrators, Washington, D. C.

James B. Conant, President, Harvard University, Cambridge, Massachusetts

Willard E. Givens, Executive Secretary, National Education Association, Washington, D. C.

Willard E. Goslin, President, American Association of School Administrators, and Superintendent of Schools, Pasadena, California

Alonzo G. Grace, Director, Division of Educational and Cultural Relations, Office of Military Government, Berlin, Germany

Galen Jones, Director, Division of Secondary Education, U. S. Office of Education, Washington, D. C.

T. R. McConnell, Dean, College of Science, Literature and the Arts, University of Minnesota, Minneapolis

Paul R. Mort, Institute of Educational Research, Teachers College, Columbia University

Mae Newman, Huntington High School, Huntington, West Virginia

George A. Selke, Chancellor, University of Montana, Helena

James M. Spinning, Superintendent of Schools, Rochester, New York, Vice-Chairman

Mabel Studebaker, President, National Education Association

Commission Staff Members:

William G. Carr, Secretary

Wilbur F. Murra, Assistant Secretary

Press & Radio

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FOR RELEASE MONDAY, APRIL 18 p.m. papers

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NATIONAL ASSOCIATION
SECONDARY - SCHOOL PRINCIPALS

APR 21 1949
National Education Association

THREE R'S BETTER TAUGHT TODAY, SAYS EDUCATOR'S ANNUAL REPORT

OTHER SCHOOL SUBJECTS SEEN MEETING THE CHANGED NEEDS OF YOUTH

Washington, D.C., April 18 — "The Three R's are still the foundation of our school studies. Schools are teaching them better than they have ever been taught," said Willard E. Givens, executive secretary of the National Education Association, on releasing the fourth Annual Report of the Profession to the Public. "The current Report, entitled Our School Studies, begins with a chapter devoted to the subjects ordinarily referred to as the fundamentals, with emphasis upon reading. It is an answer to critics who assert that the modern school is getting away from such essential learnings as reading, writing and arithmetic.

"The amount of time spent in today's school on the three R's is more than four times as great as it was a hundred years ago," Secretary Givens states in his Report. "Year by year, opportunity to acquire skill and interest in reading has been advanced in our schools. Children read more books. They read more rapidly. They read with greater understanding. In the schools of our grandfathers, one basic reader was often the only reading text. It is not unusual in the better schools of today for a pupil to read 25 or 30 books during his first year."

Dr. Givens offers as evidence of the increasing interest and skill of the American people in reading that they bought an average of more than fifty-two million newspapers every day in 1948. He cites the fact that there are also 10,500 weekly newspapers and 5,468 magazines that circulate to millions of readers. In 1896, he says, books loaned to the public from libraries and lending societies totaled 35,000,000. Fifty years later, readers borrowed 356,000,000 books from public libraries. "Readership is extended still more by hundreds of school and college libraries, by the bookstores found literally everywhere, and by the book clubs which fill home shelves to overflowing," he points out.

That more of the American people read, and read faster and with more understanding, Dr. Givens attributes to improved methods of teaching the subject in the public schools. "The modern school has instruments which measure eye movements, and tests which uncover faulty reading habits. The pupil who progresses slowly is given remedial help based upon scientific diagnosis of his disabilities."

(more)

In arithmetic, also, tests discover the "mistake habits" of students in operations with numbers. Special exercises are prescribed to correct these faults.

To those who complain that the modern school has "substituted something called 'the social studies' for history and civics" Dr. Givens answers that the social studies are not substitutes for any other studies. "The term is applied to a group of our school studies that deal with various aspects of human relationships. They include history, geography, government, sociology, economics, and various combinations of these subjects." Explaining that sometimes more than one of these subjects is taught from a single text, Dr. Givens points out that "the social studies are closely related. Where an event happened may be the most significant thing about it. Geography and history are, therefore, tied together. One can more effectively help remedy social problems when he knows what caused them. Sociology and history, therefore, cover much common ground."

Far from being neglected, history is the backbone of the social studies, according to Dr. Givens' Report. "American history is especially emphasized. Its study begins in the first grade. It is a required subject in all public high schools."

"The first and most important objective of the social studies is effective citizenship in a democratic society," says the Secretary's Report, which shows how each of the social studies makes a contribution to this objective.

Important contributions of the schools to the longevity and good health of the American people are shown in the Report. Pointing out that the life span has nearly doubled in one generation, and that the death rate has declined from 17.2 persons per 1000 of the population in 1900, to 10 per 1000 in 1948, the Report calls attention to the periodic physical examinations of the school health program and many other contributions of the school to health ideals and practices. "The school begins in early years to lay the basis for good habits of sleep, eating and exercise. It builds appreciation for the science of medicine. It turns the ignorant from superstition and quackery. The physician and nurse are found on the staffs of an increasing number of school systems each year. They give emergency care, and direct students who need medical treatment to the sources that provide it. Students learn for what diseases there is immunization, and how and when to turn for the protection it offers. They acquire a knowledge of nutrition. In first-aid classes they learn to prevent infections and to give emergency care to the injured and drowning. Home nursing, care of infants, use of antidotes, prevention of accidents, and the responsibility of the community for public health and sanitation are only a few of the many such units in our school studies. These all contribute to healthier living and longer life."

Secretary Givens points out that the American people are more than usually sensitive to the value of good health at the present time. This interest is manifested in the scores of group hospitalization and group medical plans now in existence, and in the consideration by Congress of legislation which may offer added health protection not now in force. He urges that the health services of the schools be made an integral part of whatever general plan is adopted on a community, state or national basis.

(more)

Other school studies included in the Annual Report of the Profession to the Public are: Safety and conservation, science and mathematics, vocational education, international understanding, moral and spiritual values, music and the visual arts.

The Report makes no attempt to treat all the school studies. "It is confined to those in which changes have been particularly significant in recent years. School studies change because people change. It is utterly impossible for the school to remain the same."

With a bow to critics of the schools, the Report acknowledges that human nature often resists change. "It is most likely to do so in the institutions which are vital to success and happiness. The criticisms leveled at the school are a recognition of education as one of the most important experiences of life. Those who find fault with the school should try also to understand it. It is hoped that this Report will help them do so."

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Note to the Editor: It is respectfully suggested that you may wish to publish a series of stories based upon all the subjects of this Report, in cooperation with your local school system dealing with the curriculum of the schools in your community.

News from the NATIONAL EDUCATION ASSOCIATION

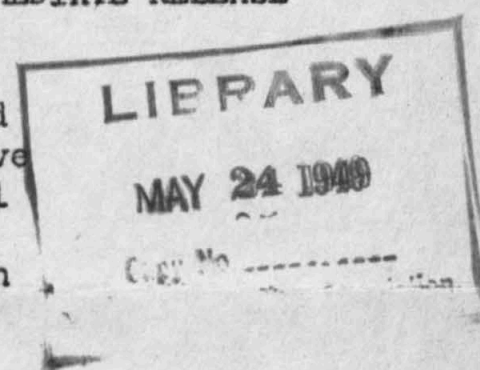
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From: Press and Radio Office
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Belmont Farley or Roy Wilson

5/2/49
FOR IMMEDIATE RELEASE

Note to Editor: A reprint of the article, "How to Avoid Federal Control of Education" by Edgar Fuller, Executive Secretary of the National Council of Chief State School Officers published today in the May issue of the NEA JOURNAL is enclosed. The following release is based on the article.



SECRETARY FOR STATE SCHOOL OFFICERS DECLARES FEDERAL CONTROLS CAN BE AVOIDED IN EDUCATION AID

WASHINGTON, MAY 2 -- Edgar Fuller, executive secretary of the National Council of Chief State School Officers, declared today that "we are certain that we know how to have federal financial aid for state and local educational systems without undesirable federal controls."

The Thomas-Taft federal aid bill, now being debated in the Senate, was cited by Dr. Fuller as one illustration of how legislation can "insure against such objectionable controls."

This bill (S 246), he said, safeguards the federal funds through thoroughly responsible accounting procedures but leaves no room for federal determination of educational policies.

Dr. Fuller presents an analysis of federal controls in an article "How to Avoid Federal Control of Education" published today in the NEA Journal, monthly magazine of the National Education Association.

"Our system of local-state-federal educational government," Dr. Fuller says, "does not lend itself to an easy solution of the problems of organizing and administering schools. The state is legally and constitutionally the basic unit for educational responsibility, but the local school districts are usually the operating units. They act under powers delegated by the state, which could be reassumed by the state at any time."

"Yet in education, perhaps more than in any other field, both professionals and laymen have their hearts set on preserving the freedom and autonomy of the local 'administrative unit.'"

"If we insist that the state, with all its power and responsibility, shall not exercise more than a minimum of controls over local school districts, it should be easily understood why we insist that the federal government, with comparatively flimsy legal authority and less responsibility, shall leave free from federal controls both the legally responsible state and the operating local 'units' . . ."

"There are still those who say federal control is inevitable if federal funds are used, and that controls follow finance as night follows day. History is sometimes on their side, but only because of the obvious mistakes that have been made."

"We are certain that we know how to have federal financial aid for state and local educational systems without undesirable federal controls. We know how to insure more care and prudence in spending such funds than is usually found within the federal government itself."

news? 424 Rev'd the pamphlet

News from the NATIONAL EDUCATION ASSOCIATION

The National Education Association is the national professional organization of educators. More than 775,000 teachers are enrolled in the Association and its affiliated groups. Financed by the voluntary dues of its members, the NEA was organized in 1857 to promote the welfare of pupils and teachers, and to advance the science and practice of education. A headquarters staff is continuously engaged in research and study to improve American schools.

Telephone District 4552
1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.

From: Press and Radio Office
For further details, contact
Belmont Farley or Roy Wilson

LIBRARY
MAY 24 1949
For Release: Copy to A. M. Papers, Tuesday, April 26
National Education Association

Note to Editor: Simultaneous release of this report will be made in Washington through the AASA headquarters and at a news conference at the New Yorker Hotel in New York City on Monday afternoon, April 25, by Dr. Worth McClure, Executive Secretary of the AASA, and Paul Loser, Superintendent of Schools, Trenton, N. J., a member of the AASA Executive Committee. A copy of the report is enclosed.

NEW REPORT CITES DIMINISHING SUPPLY OF SCHOOL SUPERINTENDENTS

WASHINGTON, D. C., APRIL 25 -- The diminishing supply of good superintendents is one of the most critical problems now facing boards of education throughout the nation. Choosing the Superintendent of Schools, a report released today, is designed to place selection on a professional basis and to assist school boards in choosing the most competent man available in the face of this current shortage of good administrators.

The new report, published by the American Association of School Administrators, a department of the National Education Association, emphasizes the importance of maintaining a minimum turnover in the superintendency. "Frequent changes in the superintendency," it asserts, "destroy staff morale and make long-range planning virtually impossible. Hence it is important to keep a good superintendent as well as to find one."

"The selection of the superintendent of schools is the most important single decision the board of education makes," states the report, and "the superintendent's skill and effectiveness mean much to the satisfaction which the board derives from its civic service and to the response the board receives from the public."

"His personal and professional equipment is the hope of the school staff for sympathetic, wise, and competent leadership. Under policies determined by the board with his advice and counsel, the superintendent is the hope of the citizens for schools of which to be proud. These are some of the considerations which emphasize the importance of securing the right kind of leadership for the schools."

The report points out that "in selecting the superintendent of schools the board's action often affects the education of a generation of American citizenship. The best selection results only when board members cooperate harmoniously to find competent professional leadership. To the extent that the board succeeds in this, its most crucial decision, does it measure up to the full stature of its civic duty."

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1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

May 26, 1949

Press & Radio 424

Dear Co-Worker:

"First get your facts and then you can arrive at better conclusions. I started out not quite so strong for Federal aid to education, but the facts have opened my eyes," Chairman Graham A. Barden of the House Subcommittee on Federal Aid to Education told the Chamber of Commerce witnesses today.

Clarence A. Jackson, President of the Council of State Chambers of Commerce, and four representatives from the State Chambers of Commerce appeared today before the Subcommittee in opposition to Federal aid to education. Mr. Jackson criticized the Senate Committee's report favoring its Federal aid legislation as being "replete with erroneous assumptions, misleading statistics and false assertions." He stated: "Most of our State Chambers of Commerce have been refusing to support local efforts to obtain funds from the Federal Treasury for public improvements and other outlays, no matter how meritorious they might appear to be. Federal control of our schools is implicit in any legislation proposing Federal financing of schools."

Congressman Howell of New Jersey told Mr. Jackson that he believed the Chamber of Commerce weakened its case as opponents of Federal assistance when, as Mr. Jackson stated, it refused to support efforts to obtain funds for public improvements no matter how meritorious they might appear to be.

Congressman Sims of South Carolina asked the witness if he felt there was any Federal control of education in Mr. Barden's bill. Mr. Jackson replied: "No, but I am afraid that the next Congress will put controls in it."

Congressman Barden commented that the next Congress could also abolish the legislation as it had done with the N.Y.A. and the C.C.C. Congressman Steed said that what the next Congress does will largely be decided by the type of men that voters decide to send to Congress.

F. B. Ross of Emporia, Kansas, representing the Kansas State Chamber of Commerce, said that his organization believed that the financing of the education of our children is a matter of state and local concern and that it can be adequately financed from state and local levels. In answer to a question of the Subcommittee as to which of the two bills he preferred, the Senate-passed bill S. 246 or Mr. Barden's bill, H.R. 4643, he said that he thought that Mr. Barden's bill was the superior of the two.

Harold W. Arlin, manager of the Industrial Relations Department of Westinghouse Electric Corporation, Mansfield, Ohio, testified against Federal aid to education on behalf of the Ohio Chamber of Commerce. Mr. Arlin contended: "Federal aid to the public schools of this country is not desirable and is not necessary." He concluded that the issue was "far greater than money".

H. A. Stansbury, managing director of the West Virginia Chamber of Commerce, gave the Subcommittee the reasons why his organization opposed Federal aid to education. He related the work for educational improvement that was being done in West Virginia by the West Virginia Chamber of Commerce. He said: "Based on results to date, our efforts appear to be futile, but we have consistently sought to show the people of West Virginia that the more they tax themselves to pay for schools at the local level, the less they will be compelled to pay more extravagantly at the State level, as well as at the Federal level."

Warren C. Bullette of York, Pennsylvania, represented the Pennsylvania State Chamber of Commerce before the Subcommittee. Mr. Bullette's opposition was based on a belief that business is improving in the "so-called poorer States" and therefore Federal aid to education is not needed.

Mrs. Elizabeth Babbitt, in behalf of the Service Star Legion, testified in favor of Federal aid to education. Mrs. Babbitt told of her experience with the teaching of deaf children for many years and stated that it is not only in Southern states where education needs to be aided, but also in the "backroads of Massachusetts and Rhode Island where I have seen very bad conditions." Mrs. Babbitt stated that "if I thought there was any Federal control in this bill, I would be just as strongly opposed to it as I am for it." The representative of the Service Star Legion told the Subcommittee that she wanted to retire from teaching, but since she had been working for Federal aid to education for twenty years, she was not going to retire until this legislation is passed.

The hearings were adjourned until Wednesday, June 1st.

DIVISION OF PRESS AND RADIO
NATIONAL EDUCATION ASSOCIATION

Press & Radio
NEA 424
News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W. WASHINGTON 6, D. C.

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Press and Radio Relations

For Release: April 7, 1950

(Approx. 200 wds.)

STUDENT EXCHANGE

WASHINGTON, D. C.MARYLANDERS BECAME BETTER ACQUAINTED WITH NEW ENGLANDERS LAST WEEK WHEN A GROUP OF 30 STUDENTS AND TWO TEACHERS FROM CONCORD, MASSACHUSETTS TRAVELED BELOW THE MASON-DIXON LINE TO VISIT STUDENTS IN HYATTSVILLE, MARYLAND. THE VISITORS ATTENDED CONGRESSIONAL SESSIONS, AND LEARNED SOMETHING OF THE WORKINGS OF THE NATIONAL GOVERNMENT. IN A FEW WEEKS, MARYLAND BOYS AND GIRLS WILL RETURN THE VISIT, AND LEARN THE HISTORY OF THE NEW ENGLAND TOWN MEETING WHICH WAS TYPICAL OF DEMOCRATIC GOVERNMENT A HUNDRED YEARS AGO. THE STUDENT EXCHANGE PLAN IS BECOMING A POPULAR PART OF THE MODERN SCHOOL CURRICULUM. WHEN BOYS AND GIRLS FROM AN INDUSTRIAL CITY VISIT AN AGRICULTURAL COMMUNITY.... WHEN NORTHERN YOUNGSTERS ARE ENTERTAINED IN THE HOMES OF THEIR SOUTHERN NEIGHBORS....THESE ARE LIFE-EXPERIENCES WHICH MAKE FOR BETTER NATIONAL RELATIONS. THE ONLY EXPENSE INVOLVED IS THAT OF TRAVEL. PARENTS ARE HAPPY TO OPEN THEIR HOMES TO THE VISITORS....AND SERVICE GROUPS COOPERATE IN ARRANGING GUIDED EDUCATIONAL TOURS. LEADING THE WAY IN THE STUDENT EXCHANGE PLAN IS WYANDOTT, MICHIGAN. HIGH SCHOOL STUDENTS FROM THAT MID-WESTERN COMMUNITY HAVE BENEFITED FROM THIS MODERN EDUCATIONAL FEATURE FOR SEVERAL YEARS. OAK RIDGE, TENNESSEE HAS EXCHANGED WITH BRONXVILLE, NEW YORK. FREDERICK, MARYLAND WILL ADD ITS NAME TO THE STUDENT EXCHANGE HONOR ROLL THIS MONTH.

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Press and Radio Relations

For Release: April 8, 1950

(Approx. 200 words)

ATOMIC ENERGY GOES TO SCHOOLS

WASHINGTON, D. C.THE SMALLEST STATE IN THE UNION IS ATTEMPTING THE BIGGEST EDUCATIONAL PROGRAM OF THE YEAR....TEACHING ATOMIC ENERGY TO SECOND GRADERS! PROFESSOR RUSSELL MEINHOLD, OF RHODE ISLAND COLLEGE OF EDUCATION IS RESPONSIBLE FOR IT ALL....HE'S BEEN HOLDING WORKSHOPS FOR TEACHERS TO DISCUSS HOW THIS COMPLEX SUBJECT CAN BE INTEGRATED INTO THE SCHOOL CURRICULUM. THE TEACHERS, FILLED WITH INFORMATION AND INSPIRATION RETURN TO THEIR CLASSROOMS, CARRYING THE STORY OF ATOMIC POWER TO CHILDREN AT ALL GRADE LEVELS. NEW YORK STATE PAYS ITS RESPECTS TO THE ATOM, TOO! LAST MONTH THE TEACHERS COLLEGES OF THE EMPIRE STATE SPONSORED A CONFERENCE AT BROOKHAVEN NATIONAL LABORATORY, ON THE EDUCATIONAL ASPECTS OF ATOMIC ENERGY. THIRTY EDUCATORS CONSIDERED WAYS AND MEANS OF BRINGING THE STATE'S PUBLIC SCHOOL CURRICULUM OUT OF THE HORSE AND BUGGY ERA INTO THE ATOMIC AGE. THEY CAME TO THE CONCLUSION THAT KEEPING UP WITH THE ATOM REQUIRES CONSTANT STUDY AND RESEARCH ON THE PART OF THE TEACHERS. BUT THERE'S A WEALTH OF INFORMATION AVAILABLE ABOUT THE POWER THAT CAN BECOME A GREAT FORCE FOR GOOD, OR FOR EVIL....A POWER THAT COSTS OUR GOVERNMENT ONE BILLION DOLLARS A YEAR. OUR SCHOOLS HAVE A RESPONSIBILITY IN PREPARING AMERICAN YOUTH TO COPE WITH THIS POWER. IT'S BEEN FIVE YEARS SINCE THE RELEASE OF ATOMIC ENERGY....IT'S OLD ENOUGH TO BE IN SCHOOL!

News from the NATIONAL EDUCATION ASSOCIATION

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Press and Radio Relations

For Release: April 9, 1950

(Approx. 200 wds.)

SENATE PAYS RESPECT TO ROBERT FROST

WASHINGTON, D. C.THE SENATE PAUSED IN DEBATING THE ISSUES OF THE 81ST CONGRESS TO SAY "HAPPY BIRTHDAY" TO 75-YEAR OLD ROBERT FROST. SENATORS FROM OHIO, MASSACHUSETTS, VERMONT AND NEW HAMPSHIRE PAID THEIR RESPECTS TO THE MAN WHOSE POETRY IS KNOWN AND LOVED BY SCHOOL CHILDREN AND LITERARY CRITICS ALIKE. THERE WAS, HOWEVER, SOME DISCUSSION AS TO THE POET'S NATIVE STATE. ROBERT FROST WAS BORN IN SAN FRANCISCO, BUT THE WEST HAS YIELDED ALL CLAIMS TO THE MAN WHO SPENT MOST OF HIS LIFE IN NEW ENGLAND. ACCORDING TO WHO'S WHO, CAMBRIDGE, MASSACHUSETTS IS HIS MAILING ADDRESS....AND SENATOR SALTONSTALL HONORED HIM AS A RESIDENT OF THE BAY STATE. SENATOR AIKEN REMARKED THAT FOR MANY YEARS MR. FROST HAS CALLED VERMONT HIS OFFICIAL HOME, WHICH GAVE HIM THE ADDED DISTINCTION OF BEING A VERY DISCRIMINATING CITIZEN. SENATOR TOBEY KNEW HIM A A RESIDENT OF NEW HAMPSHIRE AND WANTED THAT STATE INCLUDED IN THE OFFICIAL LIST OF HOME ADDRESSES. THE REQUEST WAS GRANTED. SO THE CONGRESSIONAL RECORD STATES THAT ROBERT FROST WAS BORN IN SAN FRANCISCO, AND NOW LIVES IN MASSACHUSETTS, VERMONT, AND NEW HAMPSHIRE. BUT THERE WAS NO DISAGREEMENT ABOUT EXTENDING GREETINGS TO AMERICA'S FOREMOST POET, BORN 75 YEARS AGO ON THE 26TH OF MARCH. THE RESOLUTION TO DO SO WAS INTRODUCED BY SENATOR TAFT OF OHIO, WHO CITED ROBERT FROST AS A WRITER WHO "HELPED GET THE UNITED STATES STATED"....AND WHOSE POETRY HAS GIVEN AMERICANS IN EVERY WALK OF LIFE A DEEPER APPRECIATION OF OUR NATIVE LAND.

News

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Press and Radio Relations

For Release: April 10, 1950

(Approx. 200 wds.)

EDUCATIONAL TRENDS

WASHINGTON, D. C.WHAT ARE THE TRENDS IN EDUCATION? TOP SCHOOL ADMINISTRATORS THINK THE MOST IMPORTANT TREND IS THE INCREASED INTEREST OF LAY CITIZENS IN THE AFFAIRS OF THEIR SCHOOLS. ALL OVER THE COUNTRY, PARENTS, TEACHERS, AND CIVIC GROUPS ARE TALKING OVER THE STATE OF EDUCATION IN THEIR COMMUNITIES.... AND PLANNING FOR IMPROVEMENTS. BETTER UNDERSTANDING BETWEEN THE PEOPLE AND THEIR SCHOOLS PROMISES A BETTER EDUCATION FOR AMERICAN CHILDREN. TAKING SECOND PLACE IN THE LINE-UP OF TRENDS IS A NEW TYPE OF ADULT EDUCATION. NOT TOO LONG AGO THAT PHRASE WAS LIMITED TO TRADE SCHOOLS AND CLASSES IN AMERICANIZATION. TODAY MEN AND WOMEN ARE LEARNING LANGUAGES, ATTENDING DISCUSSIONS AND STUDYING CREATIVE ARTS. IT'S ALL PART OF A NEW CONCEPT OF PUBLIC EDUCATION....WHICH EXTENDS BEYOND HIGH SCHOOL GRADUATION. ANOTHER SIGNIFICANT TREND POINTS UP THE IMPORTANCE OF OUR NATURAL RESOURCES....THE MOVEMENT TOWARD OUTDOOR EDUCATION, COMBINED WITH THE STUDY OF CONSERVATION. BATTLE CREEK, MICHIGAN AND SAN DIEGO, CALIFORNIA LEAD THE WAY IN MAKING THE SCHOOL CAMP A REGULAR PART OF THE CURRICULUM. MANY OTHER COMMUNITIES REPORT SUCCESS WITH SCHOOL DAY CAMPS DURING THE SUMMER. ALL OF THESE MOVEMENTS ARE WORTH WATCHING, SAY THE EDUCATORS. THEY INDICATE THAT THE PUBLIC SCHOOL SYSTEM IS CHANGING TO MEET THE NEEDS OF A CHANGING WORLD.

News

from the NATIONAL EDUCATION ASSOCIATION

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Press and Radio Relations

For Release: April 11, 1950

(Approx. 200 wds.)

TEACHING THE PEACE

WASHINGTON, D. C."TEACHING THE PEACE" IS PLACED AT THE TOP OF A LIST OF THINGS TO BE ACCOMPLISHED BY THE NATION'S SCHOOLS, ACCORDING TO WILLARD E. GIVENS, OF THE NATIONAL EDUCATION ASSOCIATION. AS A PRACTICAL WAY OF DOING THIS, DR. GIVENS URGES EDUCATORS TO TEACH CHILDREN TO THINK....TO READ....TO LISTEN AND OBSERVE. THESE SKILLS ARE BASIC TRAINING FOR EVALUATING THE WEALTH OF INFORMATION WHICH COMES THEIR WAY ON THE AIR WAVES, AND ON THE PRINTED PAGE. WHEN YOUNG PEOPLE ARE TRAINED TO THINK THINGS THROUGH FOR THEMSELVES, AND TO REACH SOUND CONCLUSIONS, WE'LL BE ON THE WAY TO POLITICAL MATURITY, WORLD UNDERSTANDING AND PEACE. IF, HOWEVER, WE ARE TO TEACH THE PEACE, WE NEED TO PROVIDE AN ADEQUATE SUPPLY OF BETTER PREPARED, BETTER PAID, AND MORE COMPETENT TEACHERS. WE ALSO NEED TO DEAL WITH THE SERIOUS SHORTAGE OF SCHOOL BUILDINGS. AND ALL OF THESE THINGS COST MONEY. EDUCATORS THROUGHOUT THE COUNTRY NOW FEEL THAT PUBLIC EDUCATION MUST BE SUPPORTED ON A LOCAL, STATE AND NATIONAL LEVEL. SECRETARY GIVENS SUMMARIZED THE FACTS BY SAYING, "WE NEED MORE MONEY FOR EDUCATION. GIVE US 10 PERCENT OF WHAT WE SPEND ON WAR, AND IN A FEW YEARS WE'LL STOP YOUR WARS."

News

from the NATIONAL EDUCATION ASSOCIATION

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Press and Radio Relations

For Release: April 12, 1950

(Approx. 200 wds.)

SCHOOLS OF TOMORROW

WASHINGTON, D. C.GONE ARE THE DAYS OF THE LITTLE RED SCHOOL HOUSE! OR AT LEAST THAT IS THE HOPE OF SOME OF THE LEADING ARCHITECTS AND EDUCATORS OF THE COUNTRY. THEY ASSEMBLED SOME 100 MODELS OF SCHOOL BUILDINGS OF TOMORROW, FOR THE SCHOOL ADMINISTRATOR'S CONVENTION IN ATLANTIC CITY LAST MONTH. THESE SHOW-PIECES DREW A WIDE-EYED CROWD OF SUPERINTENDENTS....WHO CARRIED STORIES OF "THINGS TO COME" BACK TO THEIR LOCAL SCHOOL BOARDS. NEW AND DIFFERENT BUILDING MATERIALS ARE THE ORDER OF THE DAY....WITH PLENTY OF GLASS BLOCKS FOR BETTER LIGHTING. CLASSROOMS WILL BE LARGER, TO ALLOW FOR MORE INFORMAL GROUPING OF STUDENTS. ONE-STORY-BUILDINGS ARE POPULAR WHEREVER THERE ARE LARGE PLOTS OF LAND AVAILABLE. THEY'RE SAFER, AFFORD GREATER OPPORTUNITY FOR GOOD LIGHTING AND INCIDENTALLY, HAVE A GREATER APPEAL TO CHILDREN THAN THE MORE MASSIVE STRUCTURES. ASPHALT TILE AND LINOLEUM TAKE THE HONORS FOR FLOOR COVERING....AND PASTEL COLORS ON THE WALLS AND CEILINGS MAKE FOR A PLEASANT ATMOSPHERE IN THE CLASSROOM. MORE AND BETTER BUILDINGS ARE NEEDED TO TAKE CARE OF THE BUMPER CROP OF AMERICAN CHILDREN. THE TIME HAS COME, THE EDUCATORS SAY, TO BID FAREWELL TO THE LITTLE RED SCHOOL HOUSE AND TO PLAN FOR A BETTER PROGRAM OF EDUCATION IN ATTRACTIVE, MODERN BUILDINGS. IT'S TIME FOR EVERY COMMUNITY TO START PLANNING THEIR "SCHOOLS OF TOMORROW."

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June 6, 1951

Washington, D.C.--The National Education Association announced this week that Negro state teacher groups in fourteen southern states had affiliated with it or are considering affiliation with that national association of teachers and educators.

State organizations having already affiliated, according to the NEA, are located in Alabama, Arkansas, Florida, Georgia, North Carolina, South Carolina, Tennessee and Virginia. Kentucky, Mississippi and Oklahoma are listed as having taken initial steps to affiliate, while Louisiana, Maryland and Texas are reported as having the matter of affiliation under consideration.

The affiliations were made as a result of an April, 1951, interpretation which broadened the association's policy on state affiliations to permit the affiliation of Negro associations in those states where Negro teachers cannot hold membership in the state associations, already affiliated with the NEA.

Local associations of Negro teachers have always been permitted to affiliate directly with the national body and could send delegates to the NEA's representative assembly. In the past, several of the southern state affiliates of the NEA have apportioned delegates to the Negro state teachers associations.

Under the NEA's recent interpretation, the Negro state teachers associations which affiliate will have their own delegates accredited to the NEA assemblies on the basis of the number of their members who are also enrolled in the NEA.

This year the NEA will hold its convention at San Francisco during the first week of July. This association with its affiliated state and local organizations has more than 850,000 members. There are more than three thousand accredited delegates representing state and local affiliated associations in the body's assembly.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

CORMA MOWREY
PRESIDENT



WILLARD E. GIVENS
EXECUTIVE SECRETARY

April 23, 1951

Item 9

TO PRESIDENTS AND SECRETARIES
OF NEGRO STATE ASSOCIATIONS

Dear Friends:

You probably have had word already from Dr. H. Council Trenholm, Executive Secretary of the American Teachers Association, regarding the action of the Executive Committee of the National Education Association, in broadening the interpretation of the phrase "The State Teachers Association" as found in Article II, Section 2 of the NEA bylaws.

In states where the constitution and bylaws of "The State Teachers Association" does not permit all teachers to belong, hold office and vote, the Executive Committee's interpretation permits the state negro teachers associations to send delegates to the NEA Representative Assembly on the same basis as delegates are sent from "The State Teachers Association".

This, of course, makes it possible now for your state association to be affiliated with the National Education Association. If you need more information about possible affiliation, you should write directly to Mr. W.L. Christian, Director of our Division of Records here at the NEA headquarters.

The purpose of this letter is to express our pleasure that this new relationship will enable us to cooperate more effectively in behalf of all of the nation's teachers.

Whenever we can be of service to you, we hope that you will call upon us.

Most cordially yours,

Willard E. Givens
Executive Secretary

Corma Mowrey
President

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

CORMA MOWREY
PRESIDENT



WILLARD E. GIVENS
EXECUTIVE SECRETARY

April 6, 1951

Item 9

TO STATE SECRETARIES OF STATE TEACHERS ASSOCIATIONS
IN ALABAMA, ARKANSAS, FLORIDA, GEORGIA, KENTUCKY,
LOUISIANA, MARYLAND, MISSISSIPPI, NORTH CAROLINA,
OKLAHOMA, SOUTH CAROLINA, TENNESSEE, TEXAS, VIRGINIA
AND WEST VIRGINIA

Dear Friends:

Early in March I wrote to you concerning the desire of the Executive Committee of the National Education Association to interpret the phrase "The State Teachers Association" as found in Article II, Section 2, of the NEA bylaws to be the State Teachers Association to which the teachers concerned were permitted to belong. In other words, in states where the constitution and bylaws of "The State Teachers Association" does not permit all teachers to belong, hold office and vote the Executive Committee wished to broaden its interpretation to permit the State Negro Teachers Association to send delegates to the NEA Representative Assembly on the same basis as delegates are sent from "The State Teachers Association."

A discussion over the telephone with you indicated that the recommendation would work out satisfactorily. In light of your reactions to this interpretation of the bylaws the Executive Committee of the NEA is putting this interpretation into effect at once with the understanding that after one year's trial the Executive Committee will again review the case.

We are all very much pleased with your fine attitude in this situation and your willingness to cooperate with the NEA in rendering more service to Negro teachers. We are sure that this action will help in the unifying and strengthening of the entire teaching profession.

With sincere appreciation for your fine cooperation and looking forward to seeing you at our Representative Assembly meeting in San Francisco during the first week in July, I am

Most cordially yours,

Willard E. Givens

Willard E. Givens
Executive Secretary

1952

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W. WASHINGTON 6, D. C.

Telephone ADams 4-4855

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For further information:

Belmont Farley,
Gerald A. Rogovin

FOR IMMEDIATE RELEASE

WASHINGTON, D.C. — Runaway, ninth radio dramatization in a series of public relations programs, has been released by the Division of Press and Radio Relations of the National Education Association.

The 13½-minute program emphasizes the importance of effective cooperation between parents and teachers -- as partners -- in the business of rearing children. Chris Martin runs away from home when he thinks his parents don't care how well he does his school work. His teacher knows that Chris only needs recognition. She solves the problem by pointing this out to Mr. and Mrs. Martin.

The series interprets education, acquainting parents and other citizens with what is happening in their schools. More than 900 copies of the first eight programs (two to a transcription) have been circulated since it began in 1951. Independent and affiliated radio stations have used the programs extensively during American Education Week, local and state bond campaigns, teacher recruitment drives, and for other public service programs.

Runaway can be purchased for \$5 from the NEA Division of Press and Radio Relations, 1201 16th Street, N.W., Washington 6, D.C. Previous programs (described in enclosed folder) are available, two 13½-minute dramatizations per transcription, for \$10.

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For further information
Belmont Farley or Roy K. Wilson

FOR RELEASE: Sunday Papers, January 27, 1952

Note to Editors and Correspondents: A comprehensive biographical summary of William G. Carr is attached.

NATIONAL EDUCATION ASSOCIATION APPOINTS NEW EXECUTIVE SECRETARY

WASHINGTON, D.C., January 26 — William G. Carr has been appointed Executive Secretary of the National Education Association, it was announced here tonight by the Board of Trustees of that organization. Dr. Carr succeeds Executive Secretary Willard E. Givens who retires August 1 from the position, to which he came in 1935 from the superintendency of the Oakland, California, public schools.

In making the announcement of Dr. Carr's appointment A. C. Flora, formerly superintendent of the Columbia, South Carolina, public schools, and Chairman of the NEA Board of Trustees, said: "The executive secretaryship of the NEA is one of the most influential educational posts in the world. The trustees were unanimous in inviting Dr. Carr to fill this position. After a nationwide search, conducted by means of discussions and correspondence with officers of the NEA and other educational leaders, the Board feels sure that it has found the leadership that the teaching profession needs in the years ahead."

Dr. Carr has been Associate Secretary of the National Education Association since 1940 and Secretary of the Educational Policies Commission of the NEA and the American Association of School Administrators since 1936. Dr. Carr has served as general secretary of the World Organization of the Teaching Profession since 1946.

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The newly appointed Executive Secretary joined the staff of the National Education Association in 1929. His work has been most directly connected with those activities of the NEA which deal with research, policy, and international relations. He has been a teacher in the public schools and in numerous colleges and universities.

As consultant to the United States Delegation of the United Nations in San Francisco, he worked effectively for the creation of the United Nations Educational, Scientific, and Cultural Organization. He was deputy secretary of the Conference on Educational and Cultural Organization in London in 1945. In 1947 he was adviser to the United States Delegation at the Second Conference of UNESCO in Mexico City.

Dr. Carr is the author of numerous books and articles on international relations, school finance and school administration. Among the many publications issued by the Educational Policies Commission during the secretaryship of Dr. Carr are Education and National Security, Learning the Ways of Democracy, Purposes of Education in American Democracy, and Education for All American Youth.

The National Education Association is the national professional organization of American teachers. It includes in its direct and affiliated membership a total of 875,000 educators. Policies of the Association are determined by an Assembly of elected representatives from 4,000 local and state affiliated associations of the organization. Created in Philadelphia in 1857, it now operates under a charter issued by Congress in 1906. Its purpose is to improve the education of children and youth and to serve the economic and professional interests of the members of the teaching profession.

During the administration of Executive Secretary Willard E. Givens the Association has become the world's largest professional organization with 32 Departments and 24 Commissions and Committees. Its headquarters staff is located in Washington and includes more than 400 persons engaged in the various special fields of education from the kindergarten through the university.

WILLIAM G. CARR

Biographical Summary

A. B., Stanford University, California, 1924
A. M., Stanford University, California, 1926
Cubberley Fellow, Stanford University, California, 1928-1929
Ph.D., Stanford University, California, 1929

Teacher, Roosevelt Junior High School, Glendale, California 1924-25
Professor of Education, Pacific University, Forest Grove, Oregon 1926-1927
Director of Research, California Teachers Association, 1928-1929
Assistant Director of Research, National Education Association, 1929-1931
Director of Research, National Education Association, 1931-1940
Secretary, Educational Policies Commission, 1936 to date
Associate Secretary, National Education Association, 1940 to date

Visiting professor or lecturer (Summer or Special Sessions): Stanford University;
Universities of Michigan and California; Oregon System of Higher Education;
Columbia University; and Unesco Seminars

Member, U.S. National Commission on Unesco, 1946-1950
Life Member, American Educational Research Association; National Education Association
Honorary Member, Philippine Public School Teachers Association
Honorary Member, Malta Union of Teachers
Member, Board of Trustees, Institute of International Education, 1950 to date
Member, U.S. Delegation, Sixth International Documentation Conference (Oxford, 1938)
Member of the Organization Committee, White House Conference on Children (1941)
Member, U.S. Delegation, Eighth Pan-American Child Congress (Washington, 1942)
Consultant, U.S. Delegation, United Nations (San Francisco, 1945)
Deputy Secretary, Conference on Educational and Cultural Organization (London, 1945)
Adviser, U.S. Delegation to 2nd General Conference of Unesco, Mexico, 1947
Participant in international educational conferences in London (1948), Endicott (1946),
Paris (1946-1951), Glasgow (1947), Berne (1949), Ottawa (1950), Malta (1951), Cairo
(1951)
General Secretary, World Organization of the Teaching Profession, 1946 to date

Books and Pamphlets:

Education for World Citizenship, 1928
County Unit of School Administration, 1931
The Lesson Assignment (with John Waage), 1931
School Finance, 1933
John Swett, the Biography of an Educational Pioneer, 1933
Educational Leadership in This Emergency, 1942
New Frontiers in International Education (editor), 1944
Only By Understanding, 1945
One World in The Making, 1946

Personal:

Born: June 1, 1901
Parents: Mr. and Mrs. Alfred S. Carr, 1414 W. 60th Street, Los Angeles
Married: (since 1924) to Elizabeth (Vaughan) Carr
Children: one son, Wilfred J. Carr, U. S. Geological Survey, Plant City, Florida

The National Education Association is the national professional organization of educators. More than 825,000 teachers are enrolled in the Association and its affiliated groups. Financed by the voluntary dues of its members, the NEA was organized in 1857 to promote the welfare of pupils and teachers, to advance the science and practice of education, and to build strong school-community relationships. A headquarters staff is continuously engaged in research and study to improve American schools.

BIOGRAPHICAL SKETCH OF WILLIAM G. CARR

William G. Carr, recently named executive secretary of the National Education Association, will be the fifth administrator to hold that position in the 95-year-old organization. He will take office August 1, succeeding Willard E. Givens who is retiring after 18 years of service.

Dr. Carr joined the NEA headquarters staff in 1929 as assistant director of research. Previously he was director of research in the California Teachers Association for two years. In 1931 he was named director of the NEA Research Division and served in that capacity until 1940 when he was appointed associate secretary of NEA.

Since 1936 Dr. Carr also has served as secretary of the Educational Policies Commission, which is primarily concerned with the formulation of statements of policy for American education.

His teaching career began in 1924 when he taught in the Roosevelt Junior High School, Glendale, Calif. He later taught at Pacific College, Forest Grove, Ore., Stanford University, the Universities of Michigan and California, the Oregon System of Higher Education, Columbia University, and UNESCO Seminars.

During the past ten years, much of his time has been devoted to international relations. Since its inception in 1946, he has served as secretary-general of the World Organization of the Teaching Profession. In this capacity he has been an active participant in international educational conferences in London, Endicott, N.Y., Paris, Glasgow, Berne, Ottawa, Malta, and Cairo.

Dr. Carr is author of a number of books and pamphlets. Among his more recent publications are: Educational Leadership in this Emergency, New Frontiers in International Education, Only by Understanding and One World in the Making.

Other organizations in which he has been associated include: U.S. National

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Commission on UNESCO; Board of Trustees of the Institute of International Education, Eighth Pan-American Child Congress; and the Organization Committee of the White House Conference on Children (1941).

Dr. Carr also served as consultant to the U.S. Delegation of the United Nations in San Francisco in 1945 and as deputy secretary to the Conference on Educational and Cultural Organization in London the same year. In 1947, he was adviser to the U.S. Delegation to the second General Conference of UNESCO in Mexico. He is an honorary member in the Philippine Public School Teachers Association and the Malta Union of Teachers and holds life memberships in NEA and the American Educational Research Association.

Dr. Carr received his undergraduate and graduate degrees from Stanford University in California. He received his A.B. in 1924, a master's degree in 1926, and his doctorate in 1929. He was recipient of the Cubberley Fellowship at Stanford in 1928-29.

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News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W. WASHINGTON 6, D. C.

Telephone ADams 4-4855

The National Education Association is the national professional organization of educators. More than 950,000 teachers are enrolled in the Association and its affiliated groups. Financed by the voluntary dues of its members, the NEA was organized in 1857 to promote the welfare of pupils and teachers, to advance the science and practice of education, and to build strong school-community relationships. A headquarters staff is continuously engaged in research and study to improve American schools.

For further information
Roy K. Wilson or Belmont Farley

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National Education Association

ASSOCIATION FOR HIGHER EDUCATION
NAMES GEORGE KERRY SMITH AS EXECUTIVE SECRETARY

Washington, D. C., September 17--George Kerry Smith, director of the Reports and Publications Division of the U. S. Office of Education, has been named executive secretary of the Association for Higher Education, it was announced here tonight. The Association is a department of the National Education Association.

He succeeds Francis H. Horn, who has served as executive secretary of the Association since October 1951. Dr. Horn recently accepted the presidency of Pratt Institute, Brooklyn, New York.

The Association for Higher Education is a professional organization of faculty members and administrators in colleges and universities throughout the United States and territories. Its 18,000 members are teachers or administrators in more than 1600 institutions of higher learning. Some of the major activities of the Association in recent years have helped shape national policies for the education of veterans and military manpower issues.

Prior to joining the staff of the Office of Education, Dr. Smith served as chairman of the Division of Language, Literature, and Fine Arts at West Georgia College at Carrollton, a unit of the University System of Georgia. He established and directed the Communication Center and was chairman of the Publications Committee at West Georgia College. He also served as consultant on public relations for the Georgia Teacher Education Council and as chairman of committees on FM radio for the Georgia Association of Colleges and Universities and the Georgia State Department of Education.

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ASSOCIATION FOR HIGHER EDUCATION
NAMES GEORGE KERRY SMITH AS EXECUTIVE SECRETARY

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From 1934 to 1942 he taught both at the Horace Mann School and at Teachers College, Columbia University. Since 1942 he has been visiting professor during some summer sessions at Columbia University as well as instructor during others at the College of Charleston, South Carolina. His teaching experience has also included courses in freshman orientation at New Haven College, New Haven, Connecticut; in public relations at American University, Washington, D. C.; and in English and social studies in the elementary and secondary schools of Des Moines, Iowa, and Madison, New Jersey. For three summers he was business manager of the American Seminar in Europe.

Dr. Smith received his A.B. degree, magna cum laude, from Emory University and his A.M. and Ed.D. degrees from Teachers College, Columbia University. He is a member of Phi Beta Kappa, Phi Delta Kappa, and Omicron Delta Kappa. Currently he is serving as president of the Educational Press Association of America. He was formerly chairman of the Higher Education Group, an informal Washington organization of leaders in higher education.

In his duties as executive secretary of the Association for Higher Education, Dr. Smith will become the editor of College and University Bulletin and of Current Issues in Higher Education, regular publications of the Association. He will also direct the National Conference on Higher Education, which is the largest annual gathering of college and university representatives in the United States.

Dr. Smith with his wife and four children, two boys and two girls, lives in Chevy Chase, Maryland. He will assume his new duties on October 26.

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