

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
Belmont Farley or Roy K. Wilson
Press and Radio Relations

For Release to A.M. papers, May 29, 1956

Illinois Educator Elected President Of Association for Higher Education

Washington, D. C., May 28 -- The election of Robert G. Bone, president-elect of Illinois State Normal University at Normal, to the office of president of the Association for Higher Education was announced today from the Washington headquarters of the AHE.

Dr. Bone will assume the one-year term of office on June 1, 1956. He succeeds B. Lamar Johnson, professor of higher education at the University of California at Los Angeles.

Results of the balloting of its more than 17,000 members in over 1,600 of the nation's colleges and universities were announced by G. Kerry Smith, executive secretary of the Association for Higher Education, which is the college and university department of the National Education Association.

The three new members of the Executive Committee of the Association are: Harold A. Basilius, director, Humanities Program, College of Liberal Arts, Wayne University, Detroit, Mich.; Russell M. Cooper, assistant dean, College of Science, Literature, and the Arts, University of Minnesota, Minneapolis; and James W. Reynolds, professor of junior college education, University of Texas, Austin.

Dr. Bone received his B.A. from the College of Wooster, Wooster, Ohio; and his M.A. and Ph. D. degrees from the University of Illinois, Urbana, where from 1947 to September 1, 1956, he will have served in the following capacities: 1934-42, assistant professor of history; 1947-51, professor of history and director of the Division of Special Services;

(more)

Illinois Educator Elected President
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1952-53, acting dean, College of Education; 1946-54, director, Division of General Studies; 1954-56, assistant provost.

He began his teaching career in 1928 in the American College of Alexandria in Egypt where he was instructor of English, later becoming acting director of the college in 1930. From 1932-34, he was at Lincoln College, Lincoln, Ill., where he was professor of history, debate coach and acting dean.

He is a member of Phi Kappa Phi, Phi Kappa Epsilon, Phi Alpha Theta, the Archeological Institute of America, American Association of University Professors, National Education Association, and numerous other national professional organizations. Until his election to the presidency of the AHE he was a member of the Association's Executive Committee, as well as vice president of the Association for the preceding year.

Continuing members of the Executive Committee are: Marjorie Carpenter, chairman, Humanities Department, Stephens College, Columbia, Mo.; Charles C. Cole, Jr., assistant dean, Columbia University, New York; B. Lamar Johnson, ex officio; J. Paul Leonard, president, San Francisco State College, Calif.; Paul C. Reinert, S. J., president, Saint Louis University, St. Louis, Mo.; and Dorthea E. Wyatt, dean of women and professor of history, College of William and Mary, Williamsburg, Va.

Prominent among the activities which the AHE sponsors is the National Conference on Higher Education. This meeting, held annually in Chicago, brings together representative leaders in the field of higher education from throughout the United States. Other services of the Association include publications, liaison with government agencies, and cooperative programs with various national educational organizations.

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For Further Information
Belmont Farley or Mary Ellen Brain

(NOTE TO EDITORS: A complimentary copy of Invitation To Teaching
..If You Have What It Takes! will be sent to those who request it.
Please use the enclosed order form.)

For Release: P. M. Papers, Monday, May 28, 1956

NEA Issues Invitation to Teaching--
But Only For Those Who "Have What It Takes"

WASHINGTON, D. C., May 28 -- An invitation to teaching - but only for those who really qualify - was issued here today by the National Education Association (NEA) through a new booklet entitled Invitation To Teaching...If You Have What It Takes!

Prepared by the NEA's National Commission on Teacher Education and Professional Standards and National Association of Future Teachers of America, the publication points out that "teaching in today's schools is an exacting job that calls for top-notch ability. The fact that there is a critical need for teachers is not sufficient reason for just any young person to select teaching as a career. The children, the schools and the nation deserve only those young people who have what it takes."

Invitation To Teaching is an attempt to provide up-to-date and accurate information on the teaching profession in as compact a package as possible. It covers today's job openings and opportunities, requirements and responsibilities of teaching and summarizes salary schedules and tenure, leave and retirement plans in all of the states. It includes a chapter on preparation for teaching, considering such questions as "How much will college cost?" "How should a prospective teacher select a college?" "What courses should be taken?" and "What are the scholarship, loan and part-time employment opportunities?"

But throughout the publication the emphasis is on the importance of being "cut out for teaching" and answering the question "Would I enjoy teaching?" Many tests are presented for determining teaching aptitude. "But actual experience with children and youth," says the book, "is perhaps the best test. The opportunity to work with children - in Sunday School, Boy Scouts, Girl Scouts, 4-H, FFA - to help with details of organization, some of them dreary routine, will quickly bring a reaction. If the prospective teacher finds it monotonous, maybe he is not 'cut out for teaching.' However, he shouldn't give up the first day or first week. Every job has its dull aspects. The real test is whether the inspiring and the thrilling moments offer full compensation for the 'humdrum' ones."

Addressing itself directly to young people, Invitation To Teaching says, "Your choice of a career may well determine how you will spend the next 35-40 years of your life. Have you considered the opportunities for building your career in education? There is a growing need for teachers. Opportunities now exist and will continue to exist at all levels. Do you think you 'have what it takes' to become a good teacher? If you do, then you will wish to find out as much as you can about the teaching profession. Remember, it's your life - your decision. Read this presentation carefully - study it. Then, it's up to you!"

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For Further Information
Belmont Farley or Mary Ellen Brain

For Release: Wednesday, May 23, 1956

eighty junior U. S. good-will ambassadors who will leave New York City July 3 on a six-week Tour for International Understanding sponsored by the National Association of Student Councils (NASC). Names of those selected for the "mission" were released here tonight by Gerald M. Van Pool, NASC director of student activities.

Their itinerary will include England, Holland, Germany, Italy, Switzerland, Austria and France. The objective is to provide tour members with a sound basis for the establishment of effective plans to improve international relations in their home communities. In Holland and Germany tour members will stay in the homes of students, eating one or two meals with their European hosts. In London, Paris, and Geneva all tour members will stay in school dormitories. It is hoped that through informal contacts tour members will become acquainted with European family life and mode of living and that better understanding will result because of friendly, informal visits such as these.

"The group will represent the most outstanding young people in our nation," said Mr. Van Pool in describing the method by which participants were selected, "for each student had to be a member of the student council in his or her school, active in extra-curricular activities, a good student academically and well recommended by the high school principal."

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"Most important of all," he continued, "each student had to submit with his formal application an original plan which he had devised for the improvement of international relations and which he thought he could carry out in his school and community upon his return from Europe. Follow-up studies of these student plans will be made next fall by NASC."

The group is composed of 39 boys and 41 girls, from small as well as large schools, and representing 35 states and the District of Columbia. In addition to the students the tour will include 20 adult student council sponsors, four members of the NASC headquarters office staff and a registered nurse.

No students were selected until the list of chaperones had been completed, and only adults known to the NASC office as successful student council sponsors and trained youth leaders were invited.

The Tour for International Understanding marks the Silver Anniversary year of NASC, founded 25 years ago under the direction of Willis A. Sutton, then superintendent of schools in Atlanta, Georgia. It is an affiliate of the National Education Association through its department, the National Association of Secondary-School Principals. More than 7200 of the 20,000 schools having student council organizations hold membership in NASC. There are member chapters in all of the 48 states and all U. S. territories and possessions, including the South Sea Islands and American schools in U.S.-occupied countries.

Costs of the tour are being underwritten by grants from a number of business firms and with the cooperation of local service groups in the communities of the participants, state associations of student councils and individual student council chapters. The special rate of \$685 for each participant, including transportation, all meals and lodging, chartered buses with drivers and guides, all entrance fees and a boat trip on the Rhine, was made possible by grants from General Mills, Inc., Minneapolis, Minnesota, L. G. Balfour Company, Attleboro, Massachusetts, The Toni Corporation, Chicago, Illinois, and the Denim Company, New York City.

Special orientation sessions will be held for the tour group in New York City prior to departure and on board ship. Experts will present lectures concerning proper behavior in Europe and will warn tour members of dangers to avoid and actions which might be misinterpreted. Information which all tourists ought to have will be available from seasoned travellers so that, when the group finally arrives, they should be as well oriented as any group could hope to be. "Everything will be done," said Mr. Van Pool, "to make certain that our young travellers make a good impression and that they are the best possible representatives of American youth."

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Belmont Farley or Mary Ellen Brain

(NOTE TO EDITORS:----You may consult the attached list of 80 students and 20 adult faculty chaperones for the names of those from your state selected for the tour.)

For Release: A. M. Papers, Wednesday, May 23, 1956

Eighty High School Students To Make European Tour Under Plan To Promote International Understanding

WASHINGTON, D. C., May 22 -- Eighty junior U. S. good-will ambassadors will leave New York City July 3 on a six-week Tour for International Understanding sponsored by the National Association of Student Councils (NASC). Names of the high school students selected for the "mission" were released here tonight by Gerald M. Van Pool, NASC director of student activities.

Their itinerary will include England, Holland, Germany, Italy, Switzerland, Austria and France. The objective is to provide tour members with a sound basis for the establishment of effective plans to improve international relations in their home communities. In Holland and Germany tour members will stay in the homes of students, eating one or two meals with their European hosts. In London, Paris, and Geneva all tour members will stay in school dormitories. It is hoped that through informal contacts tour members will become acquainted with European family life and mode of living and that better understanding will result because of friendly, informal visits such as these.

"The group will represent the most outstanding young people in our nation," said Mr. Van Pool in describing the method by which participants were selected, "for each student had to be a member of the student council in his or her school, active in extra-curricular activities, a good student academically and well recommended by the high school principal."

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"Most important of all," he continued, "each student had to submit with his formal application an original plan which he had devised for the improvement of international relations and which he thought he could carry out in his school and community upon his return from Europe. Follow-up studies of these student plans will be made next fall by NASC."

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MEMBERS OF TOUR FOR INTERNATIONAL UNDERSTANDING

July 2, 1956 - August 17, 1956

Sponsored by

National Association of Student Councils
of the
National Association of Secondary-School Principals
A Department of the National Education Association
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(Jefferson High School)

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Mr. Manuel De Motta
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Bristol, Rhode Island
(Adult Advisor - Barrington
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Westerly, Rhode Island
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(Martin High School)

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Miss Ronda Jan Keng
Sonora, Texas
(Sonora High School)

Mr. Shannon Ratliff
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(Sonora High School)

Miss Diane Jensen
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Miss Suzanne Wilson
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(Washington-Lee High School)

Miss Jeanne Lynn Hornsby
Dumfries, Virginia
(Gar-Field High School
Woodbridge, Virginia)

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Miss Elizabeth V. Lloyd
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(Adult Advisor - Executive
Secretary of SCA)

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Seattle 16, Washington
(West Seattle High School)

Miss Phyllis Peregoy
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Beckley, West Virginia
(Woodrow Wilson High School)

Mr. Daniel Johnson
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Charleston, West Virginia
(Stonewall Jackson High School)

Mr. Herbert Walker
Minden, West Virginia
(Collins High School
Oak Hill, West Virginia)

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(St. Albans High School)

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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
Belmont Farley or Mary Ellen Brain

(NOTE TO EDITORS:----You may consult the attached list of 80 students and 20 adult faculty chaperones for the names of those from your state selected for the tour.)

For Release: A. M. Papers, Wednesday, May 23, 1956

Eighty High School Students To Make European Tour Under Plan To Promote International Understanding

WASHINGTON, D. C., May 22 -- Eighty junior U. S. good-will ambassadors will leave New York City July 3 on a six-week Tour for International Understanding sponsored by the National Association of Student Councils (NASC). Names of the high school students selected for the "mission" were released here tonight by Gerald M. Van Pool, NASC director of student activities.

Their itinerary will include England, Holland, Germany, Italy, Switzerland, Austria and France. The objective is to provide tour members with a sound basis for the establishment of effective plans to improve international relations in their home communities. In Holland and Germany tour members will stay in the homes of students, eating one or two meals with their European hosts. In London, Paris, and Geneva all tour members will stay in school dormitories. It is hoped that through informal contacts tour members will become acquainted with European family life and mode of living and that better understanding will result because of friendly, informal visits such as these.

"The group will represent the most outstanding young people in our nation," said Mr. Van Pool in describing the method by which participants were selected, "for each student had to be a member of the student council in his or her school, active in extra-curricular activities, a good student academically and well recommended by the high school principal."

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"Most important of all," he continued, "each student had to submit with his formal application an original plan which he had devised for the improvement of international relations and which he thought he could carry out in his school and community upon his return from Europe. Follow-up studies of these student plans will be made next fall by NASC."

The group is composed of 39 boys and 41 girls, from small as well as large schools, and representing 35 states and the District of Columbia. In addition to the students the tour will include 20 adult student council sponsors, four members of the NASC headquarters office staff and a registered nurse.

No students were selected until the list of chaperones had been completed, and only adults known to the NASC office as successful student council sponsors and trained youth leaders were invited.

The Tour for International Understanding marks the Silver Anniversary year of NASC, founded 25 years ago under the direction of Willis A. Sutton, then superintendent of schools in Atlanta, Georgia. It is an affiliate of the National Education Association through its department, the National Association of Secondary-School Principals. More than 7200 of the 20,000 schools having student council organizations hold membership in NASC. There are member chapters in all of the 48 states and all U. S. territories and possessions, including the South Sea Islands and American schools in U.S.-occupied countries.

Costs of the tour are being underwritten by grants from a number of business firms and with the cooperation of local service groups in the communities of the participants, state associations of student councils and individual student council chapters. The special rate of \$685 for each participant, including transportation, all meals and lodging, chartered buses with drivers and guides, all entrance fees and a boat trip on the Rhine, was made possible by grants from General Mills, Inc., Minneapolis, Minnesota, L. G. Balfour Company, Attleboro, Massachusetts, The Toni Corporation, Chicago, Illinois, and the Denim Company, New York City.

Special orientation sessions will be held for the tour group in New York City prior to departure and on board ship. Experts will present lectures concerning proper behavior in Europe and will warn tour members of dangers to avoid and actions which might be misinterpreted. Information which all tourists ought to have will be available from seasoned travellers so that, when the group finally arrives, they should be as well oriented as any group could hope to be. "Everything will be done," said Mr. Van Pool, "to make certain that our young travellers make a good impression and that they are the best possible representatives of American youth."

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MEMBERS OF TOUR FOR INTERNATIONAL UNDERSTANDING

July 2, 1956 - August 17, 1956

Sponsored by

National Association of Student Councils
of the
National Association of Secondary-School Principals
A Department of the National Education Association
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For Further Information
Belmont Farley or Mary Ellen Brain

For Release: P. M. Papers, Tuesday, May 22

Both Community and School Play Vital Part In Getting New Teachers Off To A Good Start

WASHINGTON, D. C., May 22 -- To have a new teacher say the words, "I like it here," has always been a satisfying experience for a school superintendent and a compliment to a school system. But, in an era of teacher shortages, the lures of other occupations, and the great mobility of the teaching force, these words have taken on a new ring - become an almost coveted sound.

The important role that "getting off on the right foot" plays in this final happy adjustment of the new teacher is described in Teacher Orientation: Off To a Good Start, latest publication of the American Association of School Administrators (AASA), a department of the National Education Association. The pamphlet, released here this morning, points out the kinds of help new teachers need, things to be done to give that help, and the people responsible for seeing that such help is forthcoming.

"With some school systems having as high as 30 per cent of their staff new to their jobs each year," says the pamphlet, "helping new teachers get off to a good start has become a compelling administrative problem. The new teacher, whether he or she is a veteran of another system or an enthusiastic youngster fresh from the college campus, finds the start in a new position a trying experience at best. There are so many things unknown about the community, the school plant, the instructional materials, the teachers on the staff, the children, the operational routines and what the teacher is expected to do and not to do."

Getting New Teachers Off To A Good Start - page two

Assistance needs to be given at the time it will be of the greatest help to the receiver, not at the convenience and whim of the giver, the new publication maintains, And orientation will not function as a corrective device. It will not be effective in undoing bad first impressions or making up for what has been left undone. The "survival of the fittest" philosophy has never had a respectable place in the teaching profession. The booklet points out that "inevitably teachers who enter school systems with confidence and relative ease are going to do a better job than those who must take weeks, months or even years to find themselves."

Parents and other citizens interested in the schools have much at stake in seeing to it that the new teacher succeeds, according to the pamphlet. Knowing that parents are interested and that they stand ready to help is a source of satisfaction to any teacher. Becoming acquainted with parents as individuals in their homes and in their community social functions is a big part of helping a teacher become acclimated to the new community and its life.

Organized groups in the community are also in a position to help the new teacher. "Aside from any planned formal welcome," says the booklet, "new teachers need to be brought actively into the fellowship and activities of community organizations, both for social acquaintance and for the help which such contacts can provide in relating the community and its interests to the work of the school."

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Teacher Orientation: Off To a Good Start. American Association of School Administrators, A Department of the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. May, 1956. 24 pp. Price, 50¢ per copy

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May 11, 1956

For Further Information
Belmont Farley or Mary Ellen Brain

For Release: A. M. Papers, Friday, May 11, 1956

Data on High School Science Enrollments Show Brighter Picture Than Was Expected

WASHINGTON, D. C., May 10 -- "More light and less heat" is what is needed in dealing with accusations that science teaching has failed to meet its responsibilities in today's world, according to Robert H. Carleton, executive secretary of the National Science Teachers Association (NSTA), a department of the National Education Association.

In an article released here tonight in the NEA Journal, Mr. Carleton points out that national leaders have made statements, with increasing frequency in recent years, that imply that "science teaching and science teachers have failed to such an extent that our national security and the continued expansion of our science-based industries are now seriously threatened."

Science teachers, he says, may resent these allegations "and fume and fret in rebuttal. Individuals in positions of responsibility where the impact of the shortage of scientific manpower is directly felt may continue to press the claims with vigor. What is most needed, however, is more light and less heat on the subject; more complete and up-to-date data, not hysteria; programs of substantial and positive aid and encouragement, not nostrums."

Happily, contends Mr. Carleton, "the emerging picture in the secondary schools seems not nearly so dark as has been thought." He presents the findings of four recent studies that support his contention.

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Data on High School Science Enrollments - page two

(1) The U. S. Office of Education's report on 1954-55 enrollments in three basic science courses at the senior high school level shows: in biology the enrollment was 1,293,900 students or 72.6 per cent of the total 10th-grade enrollment; in chemistry the number of students enrolled was 482,700 or 31.9 per cent of the 11th-grade enrollment; in physics it was 302,800 or 23.5 per cent of the total 12th-grade enrollment.

(2) A recent study of schools of NSTA members analyzing trends in junior high school general science courses from 1945 to 1955 reveals significant increases in the number of schools offering these courses and in the number of schools enrolling 90 to 100 per cent of their students in these courses.

(3) Among 5078 semi-finalists in the National Merit Scholarship Corporation selection program, 56 per cent of the boys and 16 per cent of the girls expressed a desire to become engineers and scientists.

(4) And the 1956 Teacher Supply and Demand Report of the National Education Association shows an upturn in the number of 1956 college graduates preparing to teach science courses. Some 4434 members of the June graduating class with bachelor's degrees will be potential science teachers. While this figure is still 51.3 per cent under the high of 9096 in 1950 (the biggest World War II veteran class), it is also 21.8 per cent above the low of 3641 in 1954.

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

May 2, 1956

MEMORANDUM TO PRESIDENTS AND SECRETARIES
OF STATE EDUCATION ASSOCIATIONS

The Columbia Broadcasting System is beginning now to search for a topic around which they might develop another major documentary television program similar to the one presented by Edward R. Murrow last fall on the "See It Now" show — "Ballots at Bear Creek—An Educational Western."

If you were recommending to Ed Murrow an appropriate subject for such a telecast, what would it be?

Such a program should be built around a problem, or activity, of education that is vital and affects a good many people.

I think it is important that the leaders from all parts of the country share with the NEA in making any suggestions that can appropriately be offered for a "See It Now" comparable to one which was so well received last November. Please let us have your suggestions.

In order that we may bring these suggestions to the attention of CBS representatives who will be visiting our offices on or about May 10, may we have a response by that time? A reply form is enclosed for your convenience.

Sincerely,


Belmont Farley, Director
Press and Radio Relations

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 or Mary Ellen Brain

For Release: P.M. Papers, Friday, April 27, 1956

Unbridled Branding of Mothers and Fathers as "Rejecting Parents"
Condemned, Particularly in Counselling of Handicapped Children

WASHINGTON, D. C., APRIL 27 -- Should every father and mother be completely happy and fully oriented to his or her child? Or is it to be expected that normal parents will be dissatisfied with one or more aspects of their offspring's personality, behavior or achievement? And, if dissatisfied, dare they express their feelings? And, having dared, are they then guilty of being what psychologists call "rejecting parents"?

These and other questions are answered in an article released here today condemning the unbridled branding of mothers and fathers as rejecting parents. Published in the Journal of the International Council for Exceptional Children, a department of the National Education Association, the article was prepared by James J. Gallagher, assistant professor, Institute for Research on Exceptional Children, University of Illinois, Urbana.

The answers to the above questions are rather obvious, writes Mr. Gallagher, for "every parent can be indicted at one time or another if expression of negative values is the only criterion for parental rejection. This is especially true if the observer happens to catch the parent under conditions of stress."

"And when we think of the problems that parents of normal children face, and then consider the extra stress which is placed on parents of handicapped children, it is little wonder," he continues, "that the term used loosely could apply to almost any mother or father. What parent could be completely happy or positively oriented to a child who is quadriplegic, blind or severely mentally retarded?"

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The "I-like-to-suffer-because-it-makes-me-feel-so-good-and-noble philosophy" occurs quite frequently in soap operas but does not turn up too often in real-life situations, and Mr. Gallagher believes that all parents are entitled to a little negative outpouring without having their human responses labelled as something psychologically revolting.

Yet the statement, "These parents have rejected their child," has become one of the most standard cliches in the area of education and training of handicapped children, according to the author. His purpose in writing the article is "to present an analysis of the meaning of the term 'rejection' so that it might be used in its proper context and, above all, with its proper limitations."

He defines parental rejection as "the persistent and unrelieved holding of unrealistic negative attitudes toward the child," and lists four general ways in which this rejection can be expressed:

1. Strong Underexpectations of Achievement: The child in this instance is considered so useless and devoid of positive attributes that the parents don't really believe that he is capable of any useful function at all. Such underexpectations are also often revealed in the child's own feelings - in short, the child has heard for so long that he is a worthless individual that he will start to believe it himself and act as though he is completely worthless.

2. Setting Unrealistic Goals: Some parents seem to set extremely high and impossible goals for their child to reach as a method for justifying their negative feelings and attitudes toward the child. This enables the parents to say that the child deserves punishment and reprimand because he didn't do what he was supposed to do.

3. Escape: This reaction may take the form of placement of the child at a great distance from the parents. Strong attempts may be made by the parents to rationalize this on the basis of their inability to care for the child even when there is definite evidence to the contrary.

4. Reaction Formation: In some parents their negative feeling toward their child are so unacceptable to their own total picture of themselves as loving, warm, kind individuals that they tend to adopt the psychological reaction of denying any negative feelings and presenting to the world precisely the opposite attitude of the one they actually experience.

Mr. Gallagher points out that without a full understanding of the terms and their implications the counsellor puts parents in the position of playing a game with the experts that they cannot possibly win. If they say "I don't like my child very much," then they are condemned for having the temerity of openly rejecting their children. If, on the other hand, they say "I like my handicapped child very much," they are labelled as manifesting reaction formation.

Thus, no matter which way the parents express themselves, they find that they are neatly entrapped in the net of rejection woven by the professionals. Four possibilities accounting for the over-use of the term are presented by the author:

1. Some professional personnel seem to like to use technical terms such as rejection without being truly aware of their meaning. In mystery there is authority and power, and the use of such terms seems to increase the professional's feeling of expertness or importance.

2. Professional persons working with a child may sometimes feel uncomfortable in the presence of some parents. Thus, they might sometimes use such a label as "parental rejection" to free themselves from the responsibility of contacting or dealing with particularly unattractive or potentially uncooperative parents.

3. In some rare instances it might be used by a professional person as a means of establishing a position of superiority over the parents. The professional person in effect would be saying, "I would not treat that child that way if it were mine and, what's more, no decent individual would treat the child that way."

4. The over-use of the term may be due to a highly unrealistic view of how the emotionally healthy parent should react to his handicapped child.

What then should we reasonably expect of the parents? asks Mr. Gallagher. And, in response, he suggests: "We can hope that the parents will accept the child's handicap, even though they don't like it. We can expect that the parents will want the child to perform at the level of social and intellectual ability that the child is capable of (and the professional worker has the responsibility of providing this information to the parents). Finally, we can expect that aspirations of parents for their child's future are in line with all that is known about the child's potential skills and abilities.

He concludes with the belief that "most parents have genuine affection for their children despite some negative reservations that may often be revealed under stress. The parents can be, and should be, valuable assistants in the training program of many kinds of exceptional children. A professional person who can understand and accept the reasons for the attitudes of parents, and also understands his or her own emotional reactions to the child and the parents, will be able to provide a richer and more effective training program for the handicapped child."

April 25, 1956

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 or Mary Ellen Brain

4/25/56

For Immediate Release

Appointment of Yale Coach Howard Hobson as Assistant Secretary Announced by Health, Physical Education and Recreation Association

WASHINGTON, D. C., April__ -- The appointment of Howard Hobson as assistant executive secretary of the American Association for Health, Physical Education and Recreation (AAHPER) was announced here this week by Carl Troester, executive secretary of the association.

Dr. Hobson, who has been head basketball coach at Yale University, New Haven, Connecticut, for the past nine years, will join the AAHPER headquarters staff on June 1. In his new position he will serve as the association's consultant in physical education and boys' and men's athletics. The organization, a department of the National Education Association, has a membership of more than 22,000 teachers and leaders in schools, colleges and community agencies for health, physical education and recreation.

In announcing the appointment Dr. Troester said, "Howard Hobson has served for the past two years as chairman of the newly-created Men's Athletic Division of AAHPER, and has just completed a tremendously successful multi-sports program at our national convention in Chicago. The effort is particularly directed toward increasing our nation-wide sports program and is closely related to President Eisenhower's Fitness of American Youth Movement."

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Dr. Hobson joined the Yale staff in 1947 after 12 years as head basketball coach at the University of Oregon, Eugene. He coached the 1950 Yale team to win its first berth in a National Collegiate Athletic Association tournament and to capture its first Ivy League title in 16 years. Two of his teams were the first Yale squads to play outside of the continental United States - in Puerto Rico in 1950 and in South America in 1953. And his teams won victories in 14 of their 18 encounters with their traditional rivals from Harvard University.

His coaching experience also includes four years as physical education teacher and coach in the Oregon high schools and service as athletic director and head football and basketball coach at Southern Oregon College, Ashland. His 1939 University of Oregon basketball squad won the NCAA title.

In addition to his coaching activities Dr. Hobson is the author of two basketball textbooks, Basketball Illustrated and Scientific Basketball, two basketball scout and record books, and more than 30 articles in national publications. During World War II he was an athletic consultant for the U. S. Army, and he has taught in basketball clinics in Japan, Korea, Germany, Finland, Egypt, Chile and Italy. He has served as president of the National Association of Basketball Coaches, chairman of the Olympic Basketball Committee and treasurer of the National Rules Committee.

Dr. Hobson graduated with a bachelor's degree in economics from the University of Oregon and holds the master's and doctor's degrees from Columbia University, New York City. He has two grown sons - both of whom are Yale graduates.

In announcing his resignation after 28 years of service in the coaching profession, Dr. Hobson said, "I shall greatly miss Yale and the coaching field. However, the new assignment offers a great opportunity and a great challenge. My work will include every ramification of competitive sports, and I hope to render a greater service to the broader field of athletics than would be possible in the specific area of coaching."

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Telephone ADams 4-4855

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For Further Information
Belmont Farley or Mary Ellen Brain

4/25/56

For Immediate Release

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FOR RELEASE: A.M. Papers, Tuesday, April 24, 1956

Controversial Experiment Aimed At Solving Educational Shortages Now Being Studied; Report on Findings Scheduled for June Release

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Coming, as they do, at a time when the Bay City Experiment is being simultaneously heralded as the "only satisfactory solution to the teacher and classroom shortage problem" at the one extreme and roundly condemned as being "at odds with almost every basic principle of sound instruction" at the other, many people hope that the study and report will provide some firm basis for resolving the controversy.

The study and report have been designed neither to defend nor to denounce, according to the commission, but to "probe the possibilities and get at the probable effects that the use of teacher aides will have upon instruction - in terms of the full growth of children - and to appraise their effectiveness and general value in improving teaching services."

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The Journal feature, which will also carry an introduction prepared by the directors of the Bay City Experiment, will be written by specialists in six areas of education. It is the result of visits and study made by these educators in February and March on the invitation, and with the full cooperation, of the Bay City directors. The six "investigators" were jointly selected by the NEA commission and the directors from the following areas of education: child psychology, school superintendency, educational experimentation, teachers college administration, curriculum development and classroom teaching.

Each of the six educators visited Bay City at a different time, and each is free to write an independent appraisal of the project in terms of his own area of specialization. "What we wanted," says T. M. Stinnett, commission secretary and editor of the Journal, "was an honest, impartial appraisal, with no strings attached, for the guidance of the profession and the public. The editors of the Journal and the directors of the experiment agreed in advance that they would not seek in any way to influence the direction of the study or the content of the final six reports."

In addition to reporting in his field of education, each author has been asked to give his answers to eight general questions: (1) Is the plan educationally sound? (2) Will it result in better instruction? (3) Is it in conformity with our best knowledge of child growth and development? (4) What are ways in which the plan can be used to the best educational interests of children? (5) What are serious administrative problems? (6) What safeguards should be observed in using the plan? (7) Does this plan look like one possible solution to the critical problem of large class size, which has been brought on by the high birth rates and the lack of enough classrooms and teachers? (8) Does this plan have implications for the more effective use of the master teacher?

The experiment itself was launched four years ago in an attempt to meet both the classroom and teacher shortage in Bay City. The general plan employs the use of one professionally qualified teacher for some 40 to 55 students, assisted by one non-professional aide. The aides perform "non-instructional" duties. They are responsible for giving certain individual attention to students, such as helping them with coats and hats, tracing lost articles and assisting during "play" periods - duties usually requiring the time and attention of the regular teacher. The aides also grade papers, arrange bulletin boards and classroom exhibits, and perform routine classroom and clerical duties. "No presentation of a lesson is ever made by the aide" is a standard declaration of Bay City policy.

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FOR RELEASE: A.M. Papers, Tuesday, April 17, 1956

NEA Continues New Trend in Conventions
With Fourth Instructional Conference

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The Annual Regional Conference on Instruction this year moves into New England with the scope, planning and content of a full-scale national convention. Educators, parents and representatives of citizens' organizations will attend the four-day session that starts here Wednesday, April 18, at the Hotel Statler. In sponsoring the conference the NEA has enlisted the help of all of its 30 departments and the cooperation of state and local education associations in the six New England states.

Another new trend represented by the annual regional conference is that of offering educators broadened programs of instructional service. Cutting across all grade levels and all subject-matter fields, attention will focus on the entire school program in order to consider ways and means of giving today's school children the benefit of better teaching methods from kindergarten to college.

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Keynoting the convention will be an address on "Objectives for Today's Schools," by Alice V. Keliher, professor of education, New York University. Other major speeches include: "What Do We Know About Motivating Learners To Achieve," by George W. Denemark, executive secretary, Association for Supervision and Curriculum Development, Washington, D. C.; "What Instructional Methods Seem Best for Achieving Our Educational Objectives?" by LaVerne Strong, curriculum consultant, Connecticut State Department of Education, Hartford; "How Can We Best Evaluate Educational Achievement?" by Louis E. Raths, professor of education, New York University; and "Impact of These Times on Children," by Bruno Bettelheim, director, Sonia Shankman Orthogenic School, University of Chicago.

Four special workshop-type sessions are scheduled for Friday morning: (1) "Discipline in Today's Schools," using the new NEA Research Division report on discipline as a point of departure; (2) "Safety Education in the Program of Instruction," under the direction of the NEA Safety Commission; (3) "What Are the Most Promising Materials and Methods in Audio-Visual Education?" planned with the cooperation of the NEA Department of Audio-Visual Instruction; and (4) "Science and Mathematics in the Junior and Senior High School Program of Instruction Today," sponsored jointly by the National Science Teachers Association and the National Council of Teachers of Mathematics, both NEA departments.

Charles B. Park, director of special studies, Central Michigan College, Mt. Pleasant, will give the final address at the conference luncheon on Saturday. He will report on the findings of the study he is heading on teacher aides in the classroom. Following his talk a panel of educators and laymen will pinpoint issues and raise questions about the teacher aide program and its significance.

More than 20 discussion groups have been set up to cover a wide range of topics including new approaches to teacher education, methods of developing world understanding, remedial speech and reading programs, better methods of teaching fundamentals, challenging the gifted, helping the insecure child, and encouraging citizens to help plan good school programs in their own communities.

Similar regional conferences have been sponsored by the NEA in Toledo, Ohio, in 1953, Minneapolis, Minnesota, in 1954, and Denver, Colorado, in 1955. Chairman of the Fourth Regional Conference on Instruction is Emily M. McCormick, president, Massachusetts Teachers Association, Boston.

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Four special workshop-type sessions are scheduled for Friday morning: (1) "Discipline in Today's Schools," using the new NEA Research Division report on discipline as a point of departure; (2) "Safety Education in the Program of Instruction," under the direction of the NEA Safety Commission; (3) "What Are the Most Promising Materials and Methods in Audio-Visual Education?" planned with the cooperation of the NEA Department of Audio-Visual Instruction; and (4) "Science and Mathematics in the Junior and Senior High School Program of Instruction Today," sponsored jointly by the National Science Teachers Association and the National Council of Teachers of Mathematics, both NEA departments.

Charles B. Park, director of special studies, Central Michigan College, Mt. Pleasant, will give the final address at the conference luncheon on Saturday. He will report on the findings of the study he is heading on teacher aides in the classroom. Following his talk a panel of educators and laymen will pinpoint issues and raise questions about the teacher aide program and its significance.

More than 20 discussion groups have been set up to cover a wide range of topics including new approaches to teacher education, methods of developing world understanding, remedial speech and reading programs, better methods of teaching fundamentals, challenging the gifted, helping the insecure child, and encouraging citizens to help plan good school programs in their own communities.

Similar regional conferences have been sponsored by the NEA in Toledo, Ohio, in 1953, Minneapolis, Minnesota, in 1954, and Denver, Colorado, in 1955. Chairman of the Fourth Regional Conference on Instruction is Emily M. McCormick, president, Massachusetts Teachers Association, Boston.

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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 or Mary Ellen Brain

FOR RELEASE: A. M. Papers, Thursday, April 12, 1956

"Modern Education Does More Effective Job of Educating"...
Says Parent-Ex-Reporter-Author in Answering School Critics

WASHINGTON, D. C., April 11 -- "Education in the real sense is not digging a well - it is opening up a spring." And modern teaching methods are the most effective spring openers ever perfected, says Gladys Denny Shultz, parent-ex-reporter-author of Garrison, New York, after her investigation of today's education compared with that of "those dear, dead days to which we are urged to return - but only insofar as the education of children is concerned."

"Does Modern Education Really Educate?" an article released here tonight in the Journal of the National Education Association (NEA), is Mrs. Shultz's answer to the "vocal critics of modern education who are in such a hurry to speak their pieces that they don't even wait to see how newer methods turn out before launching their attack." She says that criticism probably stems largely from the fact that today's critics were victims of old-fashioned methods under which they never developed suspended judgment or an inquiring state of mind.

The first and greatest difference between yesterday's and today's methods of education believes Mrs. Shultz, is in their objectives. In the past, teachers worked hard at drumming education into their students - at "well digging." Modern educators work hard at becoming inspired teachers - at being skilled "spring openers."

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"There have," she admits, "been individual openers of springs as teachers since civilization first set in, but the well-diggers predominated in my school days, and I shall never know how many springs were blocked forever by rubble from the well-digging technique. The general aim was to discipline the minds of the young. That learning can and should be an enjoyable process was, and in some circles still is, considered an absurdity."

All teachers today are not successful openers of all the hidden springs in the minds of youngsters, but Mrs. Shultz points out "the new thing is that more try. Where they lack the inspired touch of the born spring-opener, they are furnished by their training with lighter, subtler tools for such digging as must be done. And the search is unceasing, in modern pedagogy, for ever better tools."

A second difference between the two systems as cited by the author is in what some people would call schoolroom discipline. "Over and over," she says, "I have been impressed by the businesslike way in which the children conduct their affairs in truly modern classrooms. Made to feel that they are responsible beings, they act like responsible beings. In school, as in other areas of life, more springs of good conduct are opened by earned commendation than by continued harping on shortcomings."

All of Mrs. Shultz's answers are documented with actual cases and their outcomes, and she has drawn heavily on her own experience as mother and grandmother of children in the public schools. She has had additional first-hand experience in school affairs as the school board reporter for the Des Moines, Iowa, Register and is a seasoned writer as co-author with Lee F. Hill of Your Baby and author of It's Time You Knew and the popular "Letters to Jane" series.

"Another thing I wonder about," she continues in the Journal article, "is the legend that every school child of my generation got a thorough grounding in the basic learning skills, while children educated by modern methods do not. Speaking for myself alone, I have to testify that my daughter is a better speller and has a surer sense of grammar than I do. Whenever I have a mathematical question I appeal to my son. And my eight-year-old granddaughter knows more about the natural sciences than I do." -MORE-

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"Yet I don't blame these teachers or the schools I went to any more than I would blame a doctor of 50 years ago for failing to use penicillin. The prime tools of modern education didn't exist then. Teachers didn't have the general knowledge of child nature and motivations, or the skills and techniques for making learning a pleasure."

And she concludes, "I suppose I shouldn't place too much blame on those who condemn modern education without investigating it. They themselves were probably victims of well-intentioned well-diggers whose methods thwarted the development of suspended judgment and an inquiring state of mind."

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TO: Directors of Divisions and
Secretaries of Departments
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FOR YOUR INFORMATION

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Belmont Farley or Roy K. Wilson

For Release: 11:15 a.m., Friday,
April 6, 1956

NEA Official Evaluates White House Conference Committee Report

Washington, D.C., April 6—"The recommendation of the Committee for the White House Conference on Education for emergency federal funds to help build schools is exactly what President Eisenhower recommended to Congress three months ago," William G. Carr, Executive Secretary of the National Education Association, said today. "It is the kind of emergency program NEA has urged upon Congress for the past several years. A bipartisan bill to do just what the White House Conference Report has recommended is now pending in the Rules Committee of the House. I hope that the President will now use this Report as further support for a special request that Congress pass an emergency school construction bill before it adjourns.

"Apart from these recommendations that bear so directly on pending legislation the Report includes many other excellent comments. It stresses the need for better school organization. It outlines what the schools should teach in relation to the varying needs of our children and youth. It gives high priority to adequate salaries in order to keep highly qualified teachers in the profession."

Dr. Carr pointed out that the participants in the November 1955 White House Conference on Education approved increased federal financial participation in public education by more than two to one; and that school construction aid was approved by an overwhelming majority of those favoring this increased participation. "The 1,800 delegates were more definitely in favor of federal aid than the 33-member Conference Committee," Carr observed.

MORE

"Certainly, the NEA is convinced that the need for federal assistance is neither temporary nor confined to school building construction."

Dr. Carr called attention to the dissenting statements issued by Martha A. Shull, Portland, Oregon, classroom teacher and first vice-president of the NEA, and by Albert J. Hayes, president of the International Association of Machinists. Commenting on their statements he said:

"I am glad that a classroom teacher and a labor union president tried to extend the White House Conference Committee's vision to the future need for increased and substantial federal participation in the financing of public elementary and secondary education. They deserve to be congratulated for pointing out the lack of a clear-cut federal educational policy and urging that something be done about it. I trust that some other members of the Committee felt as they did even though they did not issue a formal dissent."

Dr. Carr continued that the uneven growth and shifting of the population and the great differences in wealth between and within states are factors that helped to create the present condition. These factors are not going to be brought into balance and kept in balance by any temporary program. Short term building aid will help to close the gap between need and ability but it will not keep it closed.

Although the Committee Report says that the money spent on education ought to be doubled in the next decade, it offers no policy of federal help toward meeting operating costs which account for 80 per cent of all school expenses. Funds are needed to employ more teachers, pay them more adequately and to provide better tools and materials for teaching and learning.

Even if every state spent for education 4 per cent of the income of its citizens as is implied in the Report, 14 states could not equal the present national average expenditure per classroom unit.

Federal aid for school operation is needed, and the facts presented in the White House Conference Committee Report provide conclusive evidence to support this view, Dr. Carr added.

The NEA is preparing an analysis of the Report of the Committee which will take up in detail some of its implications for school finance as well as for the other topics discussed in the Conference.

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FOR RELEASE: 11:00 A.M. (E.S.T)
Wednesday, April 4, 1956

WASHINGTON, D.C. - - THE NATIONAL EDUCATION ASSOCIATION REPORTED TODAY THAT THERE WILL BE A 10 PERCENT INCREASE IN THE NUMBER OF NEW TEACHERS WHO WILL GRADUATE IN JUNE. IN SPITE OF THIS INCREASE, IF ALL THE 96,000 (NINETY-SIX THOUSAND) GRADUATING TEACHERS ENTER THE TEACHING PROFESSION, THERE WILL STILL BE A SHORTAGE OF 80,000 (EIGHTY THOUSAND) QUALIFIED TEACHERS IN THE UNITED STATES.

THE NEA COMMISSION ON TEACHER EDUCATION RECENTLY STATED THAT "TEACHER SUPPLY AND DEMAND CAN BE BALANCED BY 1962 IF ECONOMIC GAINS OF TEACHERS CONTINUE AND IF STANDARDS CONTINUE TO BE RAISED."

THE NATIONAL EDUCATION ASSOCIATION STATES THAT THE 10 PERCENT INCREASE IN GRADUATING TEACHERS THIS YEAR PROVES THAT THE TEACHER SHORTAGE PROBLEM CAN BE SOLVED IF HIGH STANDARDS ARE MAINTAINED IN THE PROFESSION.

THE NEA EMPHASIZES THAT KEEPING THESE STANDARDS AT A HIGH LEVEL IS A RESPONSIBILITY FOR EACH STATE AND INDIVIDUAL SCHOOL DISTRICT.

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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:
Belmont Farley or Mary Ellen Brain

FOR RELEASE: P.M. Papers, Wed., April 4, 1956

NOTE: With this release is a "Summary of Facts and Implications" based on The 1956 Teacher Supply and Demand Report. A complimentary press copy of the complete 46-page report, which includes tables by states will be sent on request. Request form is enclosed, or telephone -- ADams 4-4855, Extension 232.

New Study Reveals Enough Teachers Can Be Trained
But Real Problem Will Be To Recruit And Hold Them

WASHINGTON, D. C., April 4 -- "The proof of the pudding is in the eating." The truth of that old saying is well demonstrated in the new Teacher Supply and Demand Study released here today by the National Education Association (NEA). Prospects for a total of 96,079 new teachers graduating from college in June, marking a 9.9 per cent increase over the June, 1955, total, are revealed in the study. Even more encouraging are figures showing a corresponding increase in every one of the high school teaching fields.

But how about proof of the pudding? What will happen, vocationally, to this class of college graduates after completing four-year courses in preparation for teaching? How successful will employers of teachers be in inducing these newly qualified persons to accept teaching positions in the face of other competition for their services?

A survey of the prepared teachers who graduated in the 1955 class is included in the new study and indicates what the answers will be. By November, 1955, a total of 71 per cent of these qualified teachers had actually entered the profession. The figures ran as high as 81.6 per cent for elementary school teachers and 69.4 per cent for English teachers but as low as 46.6 per cent for chemistry and 55 per cent for biology teachers.

-MORE-

New Study Reveals Enough Teachers Can Be Trained - 2

How about the need for teachers? The report indicates that schools will need 175,000 new teachers by September 1956. This estimate includes those needed to meet increased enrollments, to relieve over-crowding and half-day schedules, to expand educational programs in neglected areas, to replace the most woefully unprepared teachers now in service, and to fill the vacancies of 85,000 qualified teachers who, experience has shown, will leave the profession this year.

If all of the 96,079 prepared teachers graduating in June entered teaching, the deficit would still be approximately 80,000. Considering the similarity between this final deficit and the replacement of loss figure set at 85,000, the report points out the obvious necessity of finding some more effective method of retaining qualified teachers in service.

Many of the teachers who will leave, according to the report, "will be among the best and in the fields of greatest shortage. The sheer financial loss in the existing routine - recruiting, preparing, inducting into service, then ~~quickly~~ forfeiting the fruits of these costly efforts --is scarcely equaled anywhere in American occupational life. In truth, increased efforts to retain good teachers can strike a telling blow at the teacher shortage. Improvement of standards of admission to teaching is one imperative step. This must go forward on a statewide basis, but each locality has an incapable responsibility; most of the vital remedies must be found and applied in the local districts."

Based on a survey of all colleges and universities that prepare teachers and on conditions in all 48 states, the District of Columbia, Alaska, Hawaii and Puerto Rico, the new study is the ninth annual report on teacher supply and demand. It was prepared by the NEA Research Division under the sponsorship of the National Commission on Teacher Education and Professional Standards and is being published exclusively in the Commission's Journal of Teacher Education.

The Commission feels encouraged by the new report because it tends to confirm the Commission's recent optimistic statement that "teacher supply and demand can be balanced

New Study Reveals Enough Teachers Can Be Trained - 3

by 1962 if economic gains of teachers continue and if standards continue to be raised.!!!"
The report shows a definite break in the downtrend in the total number of college graduates. Along with this is the fact that 30.2 per cent in 1955 were prepared to teach, compared to 21 percent in 1949.

Also encouraging is the evidence that raised standards of certification are proving to be an incentive rather than a deterrent in attracting new teachers. The number of well-qualified, adequately-prepared elementary school teachers, for example, continues to increase each year. Figures in the new study from states reporting on elementary school teachers in service show that only 46 per cent were college graduates in 1949; today 67.7 per cent are at this level.

Over-all standards and the quality of college preparation for teachers are also improving. The new report shows that 62.2 per cent of the teachers prepared in 1955 graduated from institutions accredited by the National Council for Accreditation of Teacher Education.

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April 4, 1956

FOR RELEASE: P.M. PAPERS, Wednesday, April 4

THE 1956 TEACHER SUPPLY AND DEMAND REPORT

Prepared by the Research Division of the National Education Association
Under the Sponsorship of
The NEA National Commission on Teacher Education and Professional Standards

--SUMMARY OF THE FACTS AND THE IMPLICATIONS--

1. The number of 18-21-year-olds in the United States decreased at the rate of 100,000 per year from 1945 to 1955. Along with this, the number of college graduates decreased from an all-time high of 434,000 in 1950 to only 287,000 in 1955. However, the number of 18-to-21-year-olds is now at the point of expansion, and from June, 1956, on, each future year will see a significant increase in the number of college graduates.

Since 1948 there has been a steady increase in the per cent of all college graduates who were prepared to teach. In 1949 it was 21 per cent; in 1955 it was 30.2 per cent.

Looking at these enrollment predictions and the percentage trends in the number of college students preparing to teach each year, we get a fairly optimistic picture. "These favorable factors will not, in themselves, eliminate the teacher shortage," says the report, "however, they do point the way to fruitful action. If the momentum generated by the increased concern of citizens throughout the nation can be sustained, and if wise leadership can channel this momentum into positive action, there is reason to be optimistic about the possibility of not only continuing educational services at their present level, but of steady improvement in both the quality and the supply of teaching personnel. If long-range plans are developed and vigorously pursued, there is reason to anticipate a balance between supply and demand within a decade. The over-riding need -- the fundamental issue -- is to bring the whole teaching profession to a higher level of appeal to talented youth."

2. The 1956 class will include 38,731 college graduates prepared as elementary school teachers (full four-year program) -- 5,192 men and 33,539 women. This total is up 2.7 per cent from the 37,712 members of the class of 1955 who prepared for elementary school teaching.

This slender increase is not at all commensurate with the increase in enrollments due to hit the elementary schools next September. "However, it is," says the report, "a positive sign -- a vote of confidence by nearly 40,000 college graduates who believe that efforts will be continued across the nation to improve the status of the elementary school teacher."

-MORE-

THE 1956 TEACHER SUPPLY AND DEMAND REPORT - 2

3. Records, from states that have made a complete study of elementary teachers in service for the past seven years, show that only 46 per cent were college graduates in 1949; 67.7 per cent are at this level in 1956. In 1949 some 16.5 per cent had completed less than two years of college; in 1956 only 3.9 per cent are in this group.

This part of the study was directed at an examination of the competence of elementary school teachers on the basis of the total number of college credits they had earned. It reveals steady progress in upgrading the elementary school staff but tremendous differences among the individual states. In most of the states the group of new elementary teachers tends to pull up the general level of preparation of the whole staff.

4. The 1956 class will include 57,348 graduates prepared as high school teachers - 30,195 men and 27,153 women. This total is up 15.4 per cent from the 49,697 members of the class of 1955 who prepared for high school teaching.

Those 1956 graduates preparing for high school teaching by fields show the following increases over 1955: 18.6 per cent in general science; 19.5 per cent in biology; 11.6 per cent in chemistry; 20.6 per cent in physics; 20.7 per cent in mathematics; 25 per cent in commerce; and 22.1 per cent in industrial arts.

Figures for the 1955 graduates prepared to teach but not employed as teachers by November, 1955, show a loss of one in five eligible elementary school teachers and a little more than one in three eligible high school teachers. However, the percentage actually entering teaching was 5.5 higher than the previous year (November, 1954 - 65.8 per cent; November, 1955 - 71.3 per cent).

At the high school level a field-by-field break down shows the teaching field most successful in attracting qualified 1955 graduates was English with 69.4 per cent of those prepared actually entering teaching. Other fields: music - 68.8 per cent; mathematics - 67.3 per cent; art - 65.9 per cent; physics - 56.9 per cent; biology - 55 per cent; chemistry - 46.6 per cent.

Not only is the general increase encouraging, it occurs in every one of the high school teaching fields. The meaning of these increases is tempered, of course, by the facts presented on losses - the number of graduates prepared for teaching who do not enter the profession. The extent to which school employing officials can attract these new graduates into teaching in the face of competition by other occupations presents a real problem.

5. The report estimates the following need for new teachers in September of 1956: 85,000 to replace those in service now who will leave the profession; 35,000 to meet increased enrollments; 20,000 to relieve overcrowding and half-day schedules; 10,000 to expand educational programs in neglected areas; and 40,000 to replace the most seriously unprepared teachers now in service. This makes a total need of 190,000.

Certain savings in personnel could possibly reduce this number by 15,000, making a realistic need of 175,000 qualified teachers. If all the members of the 1956 graduating class who are preparing to teach (paragraphs 3 and 4 above) actually take teaching positions, the deficit will be approximately 86,000. 80,000

It becomes more obvious here that every effort must be made to have qualified members of the 1956 class who are preparing for teaching to actually enter the profession next fall. The final deficit will be met by qualified members of earlier graduating classes -- former teachers returning, and those completing military service or graduate study who will be ready to begin teaching in September. Some positions will have to be filled by persons without minimum qualifications, and it is obvious that even then some of next year's needs will remain unmet.

One of the best solutions, of course, would be to reduce the annual demand for replacement of teachers who quit. "Many of these," points out the report, "will be among the best and in the fields of greatest shortage. It is realistic to believe that this staggering annual loss can be cut in half. Every superintendent and every school board should be commended for conducting a continuous study of why teachers leave the profession. Improvement of standards of admission to teaching is one imperative step. This must go forward on a statewide basis, but each locality has an inescapable responsibility; most of the vital remedies must be found and applied in the local districts.

"The sheer financial loss in the existing routine -- recruiting, preparing, inducting into service, then quickly forfeiting the fruits of these costly efforts -- is scarcely equaled anywhere in American occupational life. In truth, increased efforts to retain good teachers can strike a telling blow at the teacher shortage."

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March 23, 1956

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
11th ANNUAL CONFERENCE, March 19 - 23, 1956
Hotel New Yorker, New York City

For Immediate Release

From: Laurence B. Johnson, Chairman, ASCD Conference Publicity Committee

NEW YORK CITY -- Dr. Robert S. Gilchrist, superintendent of schools in University City, Missouri, took over as president of the Association for Supervision and Curriculum Development at the close of the association's 1956 conference, held in New York City March 19-23. G. Robert Koopman, associate superintendent, Michigan Department of Public Instruction, was designated as president-elect of the association, which is one of the departments of the National Education Association.

Rodney Tillman, formerly on the staff of the College of Education at the University of Arkansas and associate secretary of ASCD since June 1954, was announced as the successor to George W. Denemark as executive secretary of the organization. Dr. Denemark has resigned, effective in June, to become assistant dean of the College of Education at the University of Maryland.

More than 3,100 school and college representatives in the instructional field participated in the 11th Annual Conference of ASCD.

An ASCD committee on school crowding is planning a collective "hot-foot" for American educators, according to its chairman, Dr. Robert Anderson of Harvard University. "Teachers are meekly tolerating impossible conditions which are going to get worse instead of better," Dr. Anderson said. "Individually, in groups, and through their professional organizations, teachers will be asked to tell the public what is going to happen and to see that something is done about it."

MORE

Fr: Laurence B. Johnson - page two

Dr. Anderson's committee is planning a three-pronged approach to overcrowding, first through giving the "needle" to the teachers themselves; second, through an elaborate program of research on the effects of overcrowded classrooms on children; and third, through widespread publicity and advertising of conditions. Among the contemplated projects is a lengthy list of suggested research topics on school crowding as a possible inspiration to graduate schools and doctorate condidates.

H. Gordon Hullfish of Ohio State University, chairman of an ASCD committee on the forces affecting education, warned of the possible effects on education of labor pressures for collective bargaining by public employees. "The individual teacher may find help and comfort in the arms of organized labor," he said, "but the profession as a whole should not be so organized that it represents any single facet of American life."

The theme of the conference was "Creative Thinking, Living, and Teaching." William H. Whyte, Jr., associate editor of Fortune Magazine, speaking at the opening session, warned that the increasing organization of American life may stifle creativity. Specifically he pointed out that "the organization man has little time for idle curiosity, while half the trick is finding out that there is a problem." Mr. Whyte saw threats to creativity in the practical measures of research results and in the pressure for collective versus individual creativity. "The foundations, who have the great franchise of stimulating creativity, are compounding the emphasis by the way they give money...the overwhelming bulk of their research funds goes to large team projects."

The conference, which was held at the Hotel New Yorker, featured a special exhibit of curriculum materials for creative work. Out of more than 1,000 materials submitted, a very limited number were selected for their creative approach. They were not only given a special display, but were listed in a special convention publication.

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Memo to Editors of State Education Journals

Dear Editor:

As you probably know LOOK magazine has granted to the National School Public Relations Association permission to reprint the 16-page article from its February 21 issue on "What Is A Teacher?" A brief item about this is enclosed.

LOOK also has asked us to supply tear sheets on articles from state journals of any stories or pictures which were carried about the 16-page feature. I shall greatly appreciate it if you will send me tear sheets which we will share with the staff of LOOK.

Yours sincerely,

Roy K. Wilson
Roy K. Wilson
Assistant Director
Press and Radio Relations

RKW/jes
Enc.

For further information:
Belmont Farley or Roy Wilson

News Item on LOOK Magazine Article

LOOK magazine has granted permission to the National School Public Relations Association to reprint the 16-page feature "What Is A Teacher?" from its February issue.

The attractive reprint may be ordered from NSPRA, c/o NEA headquarters, 1201 Sixteenth Street, Northwest, Washington 6, D.C., at the following prices: 2 copies for 25¢; 3-99 copies at 15¢ each; 100 or more copies at 11¢ each, plus transportation; 1,000 or more copies at 9¢ each, plus transportation.

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1956
mar. 17, 1956

For Release: Sunday Papers, March 18

Educators To Meet In New York City For Reappraisal Of Curriculum And Methods During National Convention

NEW YORK, N.Y., March 17 — Some 2500 curriculum builders and supervisors from the nation's schools and universities will gather here Monday to set the stage for a reappraisal of modern teaching methods and to test some new creative approaches to established curriculum practices. Occasion will be the 11th annual convention of the Association for Supervision and Curriculum Development (ASCD), a department of the National Education Association.

Of primary concern during the next five days will be what courses the Johnnies and Janes need to take in order to get a well-rounded education. The convention, expected to attract school curriculum directors and supervisors from all levels of instruction as well as classroom teachers, school administrators and teachers from institutions of higher learning, will have its headquarters in the Hotel New Yorker. Major sessions will be held in Manhattan Center.

Taking their cue from the convention theme, "Creative Thinking, Living and Teaching," participants will study and discuss variations of the creative approach during three major sessions and more than 75 group discussion meetings.

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ASCD To Meet In New York City - 2

William Jansen, superintendent of New York City schools, will extend greetings from the host city at the opening general session. A symposium on "Creative Thinking and the Common Man" is also scheduled for this session with Harold Taylor, president, Sarah Lawrence College, Bronxville, New York, leading the discussion. Gardner Murphy, director of research, Menninger Foundation, Topeka, Kansas, and W. H. Whyte, Jr., associate editor, Fortune Magazine, New York City, will participate.

Following up the theme, the second general session will be devoted to a discussion of "What Is Creative Living in Modern America?" by Harry and Bernice Moore, Austin, Texas. Mr. Moore is associate professor of sociology at the University of Texas, and Mrs. Moore is consultant, Home and Family Life Education Service, the Hogg Foundation for Mental Hygiene.

Closing address on "Creative Teaching for Creative Thinking and Living" will be given by Laura Zirbes, professor emeritus, Ohio State University, Columbus.

In announcing the convention program, George W. Denemark, executive secretary of ASCD, said that an innovation in the group-discussion-type meetings will be introduced this year. Two new meetings have been set up, and participants have been given some "homework" to do before attending. One group will study creative ideas in a selected list of current books on education, and the other will analyze significant research papers which have been prepared for this meeting.

In the belief that no trip to New York is complete without a visit to the United Nations, ASCD has arranged for a tour of the buildings and a meeting with members of some of the delegations. Participants will meet with UN leaders to consider the role education can play in promoting better understanding between nations. Trips to schools in the New York City area have also been scheduled.

Gordon N. MacKenzie, head, department of curriculum and teaching, Teachers College, Columbia University, New York City, has served as president of ASCD for the past year. He will turn his gavel over to Incoming President Robert S. Gilchrist, superintendent of schools, University City, Missouri, at the close of the convention.

TO: Directors of Divisions
and Secretaries of Depart-
ments and Commissions

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For further information:
Belmont Farley or Myrtle Bonn

FOR RELEASE: P.M. PAPERS, MARCH 13, 1956

Survey Shows Status of Urban Teachers After One Year on Job;
Responses Jolt Old-Fashioned Notions of "School Marm"

Washington, D.C., March 13 — When a new teacher finishes her first year on the job, she has good cause to lead a chorus of that popular song of woe, "Sixteen Tons," but, according to a survey released today by the National Education Association, she whistles a far braver tune. Despite the fact that the average first-year teacher in urban schools has only \$191 to carry her through the summer, she and the great majority of her colleagues are not disappointed with teaching. More than 40 percent say they like it even better than they thought they would.

The survey, a project of the NEA Research Division, draws a candid portrait of the young teacher who in 1954-55 completed one year of service in an urban school system. It tallies the responses of 2600 men and women who were queried on such intimate details as personal finances, social life, marital status, and plans for the future.

Conclusions of the survey severely jolt the popular concept of the classroom teacher just beginning a career. For example:

• Gone are the days when the beginning teacher was on the job by the time she reached her 20th birthday. Today's typical first-year teacher is 23 years and nine months. Only one in 1000 starts teaching before reaching 20.

• Chances are better than one in four that the teacher entering the profession is a man. If the teacher is a woman, there's a good possibility that she has a husband. Close to 36 percent do. Of the men, almost 60 percent are married.

(MORE)

• The average salary is \$3235 with the promise of \$196 more between the first and second year. (Had the survey included rural schools, these figures would be lower.)

• Contrary to popular belief, only 7.8 percent live with parents or other relatives.

• The typical first-year teacher who lives away from home, spends \$65 a month for room and board, an expenditure which can finance only the bare essentials.

• Of the married men, one-half have no funds or are in debt at the end of the first year; 18 percent are \$750 or more in debt. Two in five of the beginning male teachers have at least one child.

• Socially, 7.3 feel ignored by the community in which they are teaching and 12.1 percent feel only partially accepted.

• Only 2.2 percent say their jobs put serious restrictions on their private lives, while a little less than one-third claim their lives are restricted, but not seriously. Single men feel the restrictions most. Fewer restrictions are felt in the larger cities.

• College degrees are held by 94.2 percent, an indication that new teachers are coming to their jobs better prepared.

• Approximately one-third go back to school the summer after their first year of teaching, with a sizeable portion going into debt to do so.

• Given a choice, most of the young teachers prefer medium-sized cities to the very large or the very small. Cities with a population of between 10,000 and 30,000 are the most popular.

• Commenting on the types of assistance needed in the first year, 21.3 percent said they needed "much help" in handling discipline problems.

The survey further reveals that Horace Greeley's advice to young men in the 19th century to go west is equally good for young teachers in the 20th century. The Far West pays considerably more to beginners than any other region.

(MORE)

Civic and social activities, the report says, play a relatively small part in the life of the new urban teacher. Though a wide range of reasons were noted, a common reason given by the men was that outside jobs leave no time. One young teacher commented, "I've given up my bridge club because my friends outside of education won't let me enjoy myself. The women, especially the mothers, know all about teaching -- they've got all the answers. I just couldn't take it."

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NOTE TO EDITOR: Copies of the complete survey (48 pages) may be obtained from Research Division, National Education Association, 1201 - 16th Street, N.W., Washington 6, D.C.

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Belmont Farley

3/6/56

FOR IMMEDIATE RELEASE

Teachers Specializing in Audio-Visual Aids Will Assemble in National Convention at Detroit

Washington, D.C., March __—Approximately 1,500 educators and audio-visual specialists from all parts of the nation are expected to attend the 1956 National Convention of the Department of Audio-Visual Instruction, National Education Association, to be held in Detroit, Michigan, March 12-16, according to Floyd E. Brooker, acting executive secretary.

The convention, which has as its theme "Audio-Visual Leadership Faces Educational Realities," will get underway at the Sheraton-Cadillac Hotel, with Virgil Rogers, dean, School of Education, Syracuse University, Syracuse, N.Y., making the keynote address. Other major talks will be made by DAVI President Walter Wittich, director, Bureau of Audio-Visual Instruction, University of Wisconsin, Madison; Lyle W. Ashby, NEA assistant executive secretary for educational services; and Gordon Sabine, dean, College of Communication Arts, Michigan State University, East Lansing.

Sessions of the convention will give special attention to the teaching of foreign languages with audio-visual aids, such as television and films. The methods of instructing specially gifted children and those who are underprivileged, through the use of audio-visual aids will be demonstrated.

One of the high spots of the convention will be a special telecast demonstrating educational television in action presented by William Wood, manager of Detroit's Educational Television Station WTVS.

(MORE)

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The convention program will be organized around "professional progress" seminars on such topics as: budgeting for public school, college and university audio-visual programs, developing teacher competency in audio-visual instruction, curriculum trends, in-school radio, and research.

The annual conference of the Michigan Audio-Visual Association will be held in conjunction with the Department of Audio-Visual Instruction convention.

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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:
Belmont Farley or Roy Wilson

For Release: A.M. Papers, Thursday,
March 8, 1956

Finis E. Engleman Is Appointed Executive Secretary
of American Association of School Administrators

Washington, D.C., March 7--The appointment of Finis E. Engleman, Connecticut state commissioner of education, Hartford, as executive secretary of the American Association of School Administrators (AASA), was announced here tonight. Dr. Engleman will assume his new duties about September 15, succeeding Worth McClure, whose retirement was announced several months ago.

Selection of Engleman brought to a close a year-long search by the AASA executive committee for a successor to Dr. McClure, former Seattle superintendent, who has held the post for ten years. Announcement of the appointment was made here by Henry I. Willett, superintendent of schools, Richmond, Virginia, AASA president, and Paul J. Misner, superintendent of schools, Glencoe, Illinois, who is president-elect of the association.

Engleman, whose most recent special assignment was as vice chairman of the White House Conference on Education, has held many of the positions represented by the 10,000 men and women who are members of AASA. Starting as a rural school teacher in his native Missouri, he has served over a 35-year period as a teacher, in elementary and secondary schools, and in college; as an administrator he has filled positions as an elementary school principal, high school principal, superintendent of schools, college president, and state commissioner of education.

MORE

Finis E. Engleman Is Appointed - page two

Except for military service as a naval aviator in World War I and for two years overseas as a commander and executive officer of naval air stations during World War II, his professional career has been in the schools and colleges of Missouri and Connecticut. Before coming to the State Department of Education at Hartford in 1945, he was president of New Haven State Teachers College for ten years.

As a school administrator, he served as superintendent of a small community school system at Monett, Missouri. For four years, he was superintendent of schools at Nevada, Missouri, before going to Kansas City, Missouri, as a supervising principal.

In 1951 he was a United States delegate to the 14th International Conference on Public Education at Geneva, Switzerland. Other special assignments and honors have included service as a consultant to the Army War College; as president of the Council of Chief State School Officers; two terms as chairman of the National Commission on Teacher Education and Professional Standards of the National Education Association; as president of the National Aviation Education Council; and as a member of the Development Committee for the AASA Cooperative Program in Educational Administration.

The new AASA executive secretary was born August 19, 1895 at Dunnegan, Missouri. He received the B.S. degree from Southwest Missouri State College in 1920; the A.M. degree from the University of Missouri in 1925; and the Ph.D. degree from Yale in 1934. He was married in 1921 to Ruby Lane. They have two daughters, Mrs. Virginia (Adolf) Dehn, and Mrs. Nancy (Frederick) Lowe, Jr.

A frequent contributor to professional journals, Dr. Engleman is the author of two books. He is a life member of the National Education Association and an honorary life member of the National Congress of Parents and Teachers.

Formed in 1865, AASA in 1870 became one of the two original departments of the National Education Association. AASA headquarters is located in the new NEA Education Center at 1201 Sixteenth Street, N.W., Washington 6, D.C.

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Mon. 8, 1956

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from the NATIONAL EDUCATION ASSOCIATION

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For further information:
Belmont Farley

3/6/56
FOR IMMEDIATE RELEASE

Teachers Specializing in Audio-Visual Aids
Will Assemble in National Convention at Detroit

Washington, D.C., March __—Approximately 1,500 educators and audio-visual specialists from all parts of the nation are expected to attend the 1956 National Convention of the Department of Audio-Visual Instruction, National Education Association, to be held in Detroit, Michigan, March 12-16, according to Floyd E. Brooker, acting executive secretary.

The convention, which has as its theme "Audio-Visual Leadership Faces Educational Realities," will get underway at the Sheraton-Cadillac Hotel, with Virgil Rogers, dean, School of Education, Syracuse University, Syracuse, N.Y., making the keynote address. Other major talks will be made by DAVI President Walter Wittich, director, Bureau of Audio-Visual Instruction, University of Wisconsin, Madison; Lyle W. Ashby, NEA assistant executive secretary for educational services; and Gordon Sabine, dean, College of Communication Arts, Michigan State University, East Lansing.

Sessions of the convention will give special attention to the teaching of foreign languages with audio-visual aids, such as television and films. The methods of instructing specially gifted children and those who are underprivileged, through the use of audio-visual aids will be demonstrated.

One of the high spots of the convention will be a special telecast demonstrating educational television in action presented by William Wood, manager of Detroit's Educational Television Station WTVS.

(MORE)

Student projectionists from the Detroit metropolitan area schools have been invited to attend a special convention session to meet audio-visual specialists and other leaders in the field, and to visit the commercial exhibits of the latest audio-visual equipment and materials which will be on display throughout the convention.

The convention program will be organized around "professional progress" seminars on such topics as: budgeting for public school, college and university audio-visual programs, developing teacher competency in audio-visual instruction, curriculum trends, in-school radio, and research.

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For further information:
Belmont Farley or Mary Ellen Brain

(Note to Editor: Full text of Mr. Carleton's statement is attached)

FOR RELEASE: Sunday Papers, March 4, 1956

Proposal for "Lend-lease" Scientists in Classroom Ill-Advised Says Secretary of National Science Teachers Association

WASHINGTON, D. C., March 3 -- Robert H. Carleton, executive secretary of the National Science Teachers Association (NSTA), tonight termed as "ill-advised" recent proposals for a "lend-lease" supply of scientists to help meet shortages in the science teaching field. Such a plan, he said, "promises nothing to help correct the fundamental cause of our current problem."

In a statement released here tonight Mr. Carleton specifically referred to the plan suggested last month by David Sarnoff, chairman of the board, Radio Corporation of America. Mr. Sarnoff proposed the release from industry of a number of physicists, chemists, engineers and mathematicians to teach in local schools -- "with full pay for at least a year," thereby establishing what he called a "national educational reserve" of scientists for the classroom.

"Undoubtedly there is a shortage of qualified science teachers available for service in our schools," said Mr. Carleton, and "in view of this no promising idea to help alleviate the situation should be lightly cast aside without the most careful consideration." NSTA, he continued, is therefore ready to participate in any objective and serious study of Mr. Sarnoff's idea.

Mr. Carleton posed the following questions regarding the plan that he believes need full exploration. How well would the location and need for science teachers match the availability of scientists? If industry's need for scientists is as critical as reported, how can companies afford to release a "qualified" scientist for a year without serious interruption of the research and/or development projects in which he is engaged - perhaps as a member of a team? Who, or what agency, would develop and administer the idea, and from where would the money for administration come? How many scientists are qualified to step into teaching positions for a year - and to do the job that teaching consists of today?

MORE

Proposal for "Lend-Lease" Scientists in Classroom Ill-Advised, etc.

Regarding this last question Mr. Carleton draws a graphic picture of the highly specialized, well-paid chemist, for example, stepping into a small school, keeping records for a home room, serving on faculty committees, attending PTA and teachers' meetings, coaching the basketball team or junior class play, serving as advisor to a student organization, handling study hall assignments and lunchroom duty -- in addition to teaching general science, biology and perhaps mathematics.

"It is this concept of teaching," he continued, "that I fear the 'qualified scientists' simply would not understand - could not be expected to understand. And this concept of the functions of the schools and teachers in the education of all the children of all the people could not readily be reduced simply to the teaching of biology, chemistry or physics."

In a counter proposal Mr. Carleton calls for all industrialists, businessmen, Chambers of Commerce, scientists, and all other non-school citizens who are interested in the schools to "join forces in a vigorous, action campaign to achieve as nearly as possible in every community the goal of the National Education Association for a salary schedule for teachers ranging from \$4200 to \$9500."

"For the past several years," he points out, "we have been losing about 50 per cent of the university output of decided, trained, and certified science teachers mostly because they simply could not afford to take positions at the going rates. Instead of making up for this by lend-lease scientists, let's get these and future potential teachers into the schools for keeps by getting salaries up to reasonably attractive levels. If the science teacher is truly a member of the scientific team, as many have recently proclaimed, then let's treat and pay him like he is."

"Business-industry, which is so dependent on all the output of the schools," he concludes, "ought to take the lead in working for these goals. The initial and key step is salary improvement. In the long run, this will prove to be the soundest and most productive course of action."

The statement was released along with the preliminary announcement of plans for the fourth national convention of NSTA to be held here March 14-17 at the Shoreham Hotel. Some 1500 science teachers representing every level of instruction will participate in the four-day session. Emphasis will be on methods of instruction, the problem-solving approach to learning, what makes a good science teacher and how he works with, but differs from, the "pure" scientist.

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5 p.m., March 3

FOR RELEASE: Sunday Papers, March 4, 1956

If industry's need for scientists is as critical as reported, how can companies afford to release a "qualified" scientist for a year without serious interruption of the research? ... is a member of a "team"?

FULL TEXT OF STATEMENT BY ROBERT H. CARLETON, EXECUTIVE SECRETARY

NATIONAL SCIENCE TEACHERS ASSOCIATION*, WASHINGTON, D. C.

Who, or what agency, would develop and administer the idea? The U. S. Office of Education? The Department of Defense? A committee from industry? The AAAS? Or, possibly, a council from the education profession itself, comprised of representatives of

Undoubtedly there is a shortage of qualified science teachers available for service in our schools. In view of this, no promising idea to help alleviate the situation should be lightly cast aside without the most careful consideration. The latest idea is the proposal by Mr. David Sarnoff, Chairman of the Board of Radio Corporation of America. I quote Mr. Sarnoff's statement recommending:

How many scientists are "qualified" to step into teaching positions for a year - and to do so? ... The establishment of a "National Educational Reserve" comprising qualified teachers in mathematics, physics, chemistry, engineering and related subjects, to be drawn from the technological ranks of industry. I have in mind the release - and with full pay for at least a year - of a reasonable number of men and women for teaching assignments in their local schools.

This unique Reserve could also mobilize those who have reached the retirement age but whose knowledge and experience would make them inspiring teachers. In addition, it could include qualified people willing to volunteer their services to teach in night schools without giving up their industry jobs.

This Educational Reserve would, of course, have to be strictly an interim program, let's say for five years, to help meet an immediate situation.

Men and women who normally would have become teachers of the sciences have instead gone into industry, where the rewards are more enticing. I think it is fair to say, in fact, that in the current crisis industry has an obligation to help develop this kind of Educational Reserve.

Because of their practical experience, teachers in the Educational Reserve Corps would bring the breath of living reality into the classroom. They would help restore the sense of adventure to technical careers and inspire many an able and imaginative student to follow the scientific and technological disciplines into the college years.

Perhaps Mr. Sarnoff has already consulted with school personnel on the feasibility and acceptability of his plan. If so, I fear he has been ill-advised. It promises nothing to help correct the fundamental cause of our current problem. Nevertheless, NSTA is ready to participate in any objective and serious study of the idea. Here are some of the questions that I think would need to be explored.

How well would the need for science teachers match the availability of scientists? The plan mentions scientists serving in schools in their local communities. Would we be prepared to transport a scientist from, say, the Pittsburgh area to teach for one year in a 113-pupil high school in Nebraska?

... schedules for teachers ranging from \$4,200 to \$9,500.

-MORE-

*The National Science Teachers Association is a Department of the National Education Association and an Affiliate of the American Association for the Advancement of Science.

If industry's need for scientists is as critical as reported, how can companies afford to release a "qualified" scientist for a year without serious interruption of the research and/or development projects in which he is engaged - perhaps as a member of a "team"?

Who, or what agency, would develop and administer the idea? The U. S. Office of Education? The Department of Defense? A committee from industry? The AAAS? or, possibly, a council from the education profession itself, comprised of representatives of the NEA departments of science, mathematics, secondary school principals, and school administrators and augmented by representatives from the Council of Chief State School Officers and the National Association of School Boards? Where would the money come from that would be needed to administer this "National Reserve" for science teaching?

How many scientists are "qualified" to step into teaching positions for a year - and to do the job that teaching consists of today? It should be remembered that the teacher of chemistry, especially in a small school (where shortages are most likely to occur), must do many other things besides "teach chemistry." There is a home room and its associated record-keeping; the scientist probably would teach general science, biology, mathematics, and possibly one other course; he would serve on faculty committees and attend PTA meetings; he would (or should) attend two or three general and science teachers' meetings during the year; he might, and probably would, accept some extracurricular activity such as coaching the basketball team or the junior class play and serving as adviser to the school's fire safety council. Oh, yes, I almost forgot that there would be study hall assignments and lunchroom duty.

But let me hasten to say that most teachers accept the notion that these "extras" are a desirable part of American education - sports, dramatics, student committees and student government, and the like. In most schools, these "extras" are truly extra; they do not cut in on students' time for academic studies, the criticisms of uninformed critics to the contrary notwithstanding. They do, however, take time and energy of teachers; and this is where teachers ask for, even gripe about, assistance that will produce a reasonable work week for them and enable them to do a good job in all aspects of the teacher's job today.

It is this concept of teaching that I fear the "qualified scientists" simply would not understand, could not be expected to understand. And this concept of the functions of the schools and teachers in the education of all the children of all the people could not readily be reduced, for science, simply to the teaching of biology, chemistry, and physics. Don't all of us, as parents, want our children to achieve in academic spheres - and also to have the benefits of democratic experiences, advisory services, and the advantages of full participation in living as they grow and mature into citizens? I think we do.

But one should not criticize a positive suggestion, as I have been doing, without offering what he thinks is a better one. And I think I have it. It is not original. It is very simple. It calls for no super-committee to organize and administer; it would require no fund to underwrite administrative costs.

It is this: All over the country, let all the industrialists, business men, Chambers of Commerce, scientists, and all the other non-school citizens who are interested in the schools join forces in a vigorous, action campaign to achieve as nearly as possible in every community the goal of the National Education Association for a salary schedule for teachers ranging from \$4200 to \$9500.

For the past several years we have been losing about 50 per cent of the university output of decided, trained, and certified science teachers mostly because they simply could not afford to take positions at the going rates. Instead of making up for this by lend-lease scientists, let's get these and future potential teachers into the schools for keeps by getting salaries up to reasonably attractive levels. What excuse can there be for paying a competent, Master's degree, six-years' experience teacher in the shadow of Oak Ridge, Tennessee, only \$3000 a year (an actual case)? We are ready to admit that the Oak Ridge effort and the efforts in hundreds of other scientific research centers must depend upon a plentiful flow of capable, educated, and inspired young people from our high schools. To get this takes good teachers. Let's pay what it takes to get and keep them. With today's economic picture being what it is and the current rates of pay for non-professional help being what they are, it is folly to think we can attract qualified teachers to do the job that needs to be done on anything less than \$4200 a year - and opportunity to go considerably beyond this.

If the science teacher is truly a member of the scientific team, as many have recently proclaimed (and a viewpoint which I applaud), then let's treat and pay him like he is.

Once more, though, I must hasten to add a qualifier. I am not making a plea for differential and higher salaries for science teachers. Industry is the first to want our high school graduates more literate in English - and so we need good English teachers, and more literate in economics and the American way of life - and so we need good teachers of the social studies. The need for technicians is great - and so we need good teachers in the industrial arts fields and in our technical schools. Anyone who has tried to hire office personnel knows the need for more well-trained typists, stenographers, secretaries, and office managers - and so we need good teachers in the business departments of our high schools.

It's so obvious, so simple. Why don't we do it? Salaries, merited but not overdone recognition of the key role of high school teachers, and teaching conditions - improvement in these factors is the surest way of getting and keeping good teachers. Business-industry, which is so dependent on all the output of the schools, ought to take the lead in working for these goals. The initial and key step, I say, is salary improvement. In the long run, this will prove to be the soundest and most productive course of action.

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Collier's

March 2, 1956 Vol. 137 No. 5

First, the Schools

PRESIDENT EISENHOWER'S emergency school-building program is far too urgent to permit its being sidetracked or sabotaged by anti-segregation riders attached to authorization or appropriation bills.

The President's program was accompanied by his stated belief that provision of educational facilities is basically a local responsibility. But the states alone cannot meet the urgent needs of 1960. For every 71 pupils in the nation's schools in 1945 there are 100 today, and there will be 120 in 1960. In 1945, 6,000 classrooms were built in America; in 1955 that number was multiplied tenfold. But to meet the needs of 1960 an additional 500,000 units must be available. Labor and material shortages of two wars plus a population boom launched by bumper crops of postwar babies have created problems far beyond the capacities of the states.

The provision of adequate educational facilities is a primary obligation upon America at any time. Today it is more than an obligation—it is a practical necessity, a function of survival.

The President's \$2,000,000,000 school program is offered at a time when the very democracy to which we are pledged is threatened. At a time when an understanding of American history and American principles is vital to the defense and preservation of our way of life, we are still coping with the burden of 2,500,000 illiterates unfit even to undertake the basic responsibility of national defense. At a time when Russia is graduating scientists and engineers in record and ever-increasing numbers, we are failing even to train enough scientists and engineers to sustain our present rate of technical expansion. Russia, alert to the meaning of the forthcoming global competition in the areas of scientific and technological know-how, spent \$16,000,000,000 on education in 1954. In the United States, the outlay for public education in that year was less than \$8,000,000,000.

It is unwise to confuse the matter at hand with segregation, an issue already decided by the U.S. Supreme Court. The segregation problem must and will be solved—but the solution can be found only in part in law; the passage of time and the onset of enlightenment must do the rest. How shall the light be provided, unless the basic facilities for enlightenment—public schools—are made available?

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For further information: Roy K. Wilson
After 10 a.m., Tuesday, March 6,
Room 203, City Auditorium, Denver

Hold

Mar. 1, 1956

3/1/56

For Immediate Release

For Release: A. M. Papers, Monday, March 5

National Convention of Elementary School Principals
To Cope With "Hows" and "Whys" of Improved Leadership

To

DENVER, March ~~4~~ ⁵ — The challenge for improving educational leadership will be faced by more than 2000 elementary school educators who will meet here this week for the annual convention of the Department of Elementary School Principals of the National Education Association. "The Principal's Role in Instructional Leadership" is the theme for the conference being held at City Auditorium, March 7-10.

at the convention
Keynote address will be given by Lawrence D. Haskew, dean of the College of ~~Education~~ ^{and vice president of the} University of Texas, Austin, at the first general session at 3 p.m. Wednesday. Other general session addresses include "Instructional Leadership Which I, as a Principal, Should Provide for Teachers," by Beatrice O'Brien, principal, Nestle Avenue School, Los Angeles, California, and "Instructional Leadership Which I, as a teacher, Expect From the Principal," by James W. Gail, Valverde Elementary School, Denver.

The Honorable Frank G. Clement, Governor of Tennessee, will be the principal speaker at the closing general session during a special luncheon program on Saturday at 12:30 in the Lincoln Room of the Shirley-Savoy Hotel.

In addition to the general sessions, 35 panels and discussion groups under eight major headings will be built around the instructional leadership theme. They include: Deciding What To Teach, Evaluating the Instructional Program, Working With

Individual Teachers, Group Planning for Instructional Leadership, Keeping Up With Materials of Instruction, Using Specialist Resources, Administrative Phases of Instructional Leadership, and Preparation for Instructional Leadership.

A special feature of the meeting will be five assemblies covering the subject-matter areas of arithmetic, language arts, reading, science and social studies. They will be held Wednesday evening and repeated Friday morning so that each participant may attend two different subject-matter assemblies.

Thursday morning has been set aside for school visits, and conference participants will have the opportunity to observe first-hand definite phases of the Denver school program in action. An additional convention highlight will be the extensive exhibits of educational materials open Wednesday, Thursday and Friday at the Exhibit Hall in City Auditorium. Technical and professional experts will be on hand to answer questions, offer advice and discuss school needs with conference participants.

Three special conferences will be held during the week. On Wednesday at 9 a.m. there will be a meeting of presidents of state elementary school principals associations and state representatives to the national Department of Elementary School Principals.

Presidents of elementary school principals associations in cities of 400,000 population or more will hold a meeting at 11 a.m. on Wednesday at the University Club, and administrators of laboratory schools on college campuses will meet at 9 a.m. on Thursday at the School Administration Building.

③ Conference director is Robert W. Eaves, executive secretary of the Department of Elementary School Principals. Robert W. Langerak, principal, Greenwood and Hanawalt Schools, Des Moines, Iowa, is president of the department.

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For further information:
Belmont Farley or Myrtle Bonn
Atlantic City Auditorium--Room 8

FOR IMMEDIATE RELEASE

18,000 School Administrators Meet February 12-23 in Atlantic City

Atlantic City, N.J., Feb ----The largest gathering of school superintendents ever to meet in one place will converge on The Boardwalk here for the 82nd annual convention of the American Association of School Administrators (AASA) starting February 18.

For six days, in continuous sessions, more than 18,000 of the nation's leading educators will study the most crucial issues facing the schools, and hear leading statesmen, businessmen, and school administrators explore various phases of the theme, "Education, Key to Lasting Peace."

Meeting simultaneously and in conjunction with the AASA will be 30 allied organizations. These range from research groups to specialists in religious, safety, citizenship, and legal aspects of education. Many of the organizations are affiliates of the National Education Association (NEA) of which the AASA is one of the largest departments.

The effects of this national conference upon the everyday life of the country's school children, their teachers, and parents will be sharpened by 81 clinics and workshops scheduled for four of the six days. Coming up for evaluation will be such subjects as report cards, promotion practices, health and vocational guidance, and current controversies in the teaching of reading.

Before the superintendents leave for home, they will be helped in decisions on such professional and community duties as the recruitment of teachers, planning for school finance, improving the curriculum, and working with the PTA. They will also take back current opinions on the role the school should play in such areas as international understanding and the development of moral and spiritual values. Practical problems such as running school lunchrooms efficiently and employing

MORE

teacher aides will also be discussed.

During the general sessions, the administrators will hear a special message from President Eisenhower and an address on "America's Stake in Asia" by General Carlos P. Romulo, chairman, Philippine delegation to the United Nations.

For the first time this year, the 1956 Herald Tribune Forum for High Schools will be held at one of the general sessions. Thirty-three students, each from a different country, will describe "The World We Want."

Guest speakers include: Marion B. Folsom, secretary, Department of Health, Education and Welfare, whose topic will be "Facing Our Educational Problems"; V. Carney Hargroves, pastor from Germantown, Pa., who will address the group on "The Gold Cross and the Red Star"; Wm. J. Grede, past president of the National Association of Manufacturers, speaking on "Our Role in Freedom"; and Charles Collingwood, CBS news correspondent, speaking on "Education and American Foreign Policy."

Other speakers include: J. Lester Buford, NEA president; Henry I. Willett, AASA president and superintendent of schools, Richmond, Va.; Edward M. Tuttle, Executive Secretary, National School Boards Association; Mrs. Rollin Brown, president, National Congress of Parents and Teachers; and Lois M. Corbell, president, Associated Exhibitors of the NEA.

The School Building Architectural Exhibit, sponsored by the AASA and the Associated Exhibitors of the NEA, will be a special feature of the convention. Convention plans show that more than 300 commercial exhibitors, from manufacturers of pen points to school buses, will have displays in the block-long Convention Hall.

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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
Belmont Farley or M. Ruth Broom
Press and Radio Relations

For Release to A.M. Papers, Wednesday, Feb. 15

NEA Official One of Three Americans
Awarded Eisenhower Fellowships For
Study Abroad Under 1956 Program

Washington, D. C., Feb. 14 -- An official of the National Education Association (NEA) is one of three Americans -- and the first educator -- to receive Eisenhower Fellowships for a year's study abroad, it was announced by NEA headquarters today.

Robert H. Reid, executive secretary to the NEA Committee on International Relations, whose special interest is in the part education can play in promoting understanding between nations and peoples, will spend the next year examining schooling in 20 countries in Europe, Africa and Asia. He will be on leave of absence from his position at the NEA.

Recipients do not apply for the Fellowships but are chosen by a Selection Committee which has sole responsibility for naming each year's award winners. Thirteen career men from overseas and three Americans have been awarded Fellowships under the 1956 program.

The Eisenhower Fellowships were established in honor of the President on a non-partisan basis for citizens of the United States and of the other free nations who have demonstrated their ability in their chosen fields. The Fellowships are not based on formal study but provide the opportunity for each recipient to pursue his own field of interest in any manner he may wish. He may travel, consult experts in his own or related fields, or he may arrange for a combination program which would include a period of advanced study.

(more)

Organized in 1954 by a group of internationally minded business and professional men, the Fellowship program is administered by a Board of Trustees composed of prominent business and professional leaders. Funds for the program are contributed by individuals and private organizations.

Mr. Reid has been active in furthering international educational activities since joining the NEA in 1949 including work with the United Nations Education Service and the Overseas Teacher Fund to aid colleagues in Korea.

An accredited observer to the UN, he maintains liaison with the U. S. Mission, as well as with other governmental and private organizations. He has been an NEA representative at international education conferences in Canada, France and Holland; and was a delegate to the White House Conference on Education held in Washington, D.C., in 1955.

Mr. Reid was born in New York City, and is a graduate of the College of the City of New York. He received his A.M. from Teachers College, Columbia University. He matriculated for his doctorate there in 1949 and served on the faculty in the Social Science Department.

Beginning his teaching career in the Malverne, New York, public schools, he has been a teacher of history and other subjects, a social studies coordinator, and a public relations director.

Mr. Reid is active in many professional organizations, and holds offices in such groups as the U.S. National Advisory Committee for the Exchange of Teachers; Washington International Center of the American Council on Education; U. S. Committee for the United Nations; and Education Committee for School and College Activities, American Association for the UN.

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News

from the NATIONAL EDUCATION ASSOCIATION

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For further information
Belmont Farley, Mary Ellen Brain

For release: A.M. Papers, Wednesday,
February 1, 1956

American Association of School Administrators Cites Sorting and Restraining Of Pressures As Key to Survival of Public Schools

Washington, D. C., Jan. 31--American public schools are, in plain advertising language, the biggest, most coveted "sucker list" on earth; for everyone who is anyone, and virtually every organization bigger than the neighborhood crochet club, has something to promote in the schools.

These bids for the attention of the school audience and the ocean of cross pressures resulting from them are described in School Board-Superintendent Relationships, a 250-page report published today by the American Association of School Administrators (AASA).

Prepared by a commission of 10 members following a 15-month study, the report is the most inclusive statement now in existence on the duties of the superintendent of schools and of members of the board of education and on their relationships with one another. The strains that continuously test these relationships are illustrated in every chapter of the report with examples of actual cases and incidents reported to commission members during their study.

There is the request one superintendent received for the formation of a committee of school children to collect dead cats and dogs for identification, and the low-rate insurance plan presented to one board by a local company, admittedly at great financial loss but as a hoped-for wedge into the homes of the community through its school children. "With every extension of public interest and pressures in the schools," says the

(more)

commission, "the role of the board and administration as directors--and sifters--of these pressures is more vital and more difficult."

"Taken singly," it continues, "most pressures are well intentioned. Many are useful. Taken in the mass, they are overwhelming. If unsorted and unrestrained, they could crowd out the curriculum, disperse the student bodies, stuff the buildings with tons of promotional material, not to mention the greatest danger latent in ungoverned or exploited education pressures, the transposing of the schools into an arena for community fights."

The commission points out, however, that "the future of America's children does not lie in turning off the pressures, though there are a good many extremist pushes right now that the schools could well do without in the interest of getting on with the business of education. The future, for better or worse, depends on what the school boards and the superintendents do with those pressures. After all, the whole unique American concept of public responsibility for the education of all children is the result of pressures."

Turning to the responsibility of the superintendent or the board in meeting these pressures and solving problems, the report states, "That a board should stick to policy matters and leave administration to the superintendent it has hired for that job is as obvious as a maxim. Recent studies have documented the fact that lack of understanding of the responsibilities and boundaries of their jobs is a prime source of administrator-board trouble. What makes this news for all the people is that administrator-board troubles in schools inevitably damage the system all the way through into the classroom."

"While the best brains of the country are beating themselves and their typewriters out to impress the public with the expanded and awesome responsibilities facing their schools," says the commission, "the future of a local district, for uphill or down, hangs on the attitudes that four to 10 men and women have toward each other and toward their jobs."

The authors agree that the road block that causes trouble is the failure of these men and women to define their responsibilities as board member and superintendent and to spell out their relationship to one another. They call for a definite statement in writing if each board member and each superintendent is to understand the proper functions of his office.

(more)

The school board's chief responsibilities, as developed by the commission, are: (1) to develop and constantly improve the educational program, (2) to provide personnel for staffing the school program, (3) to provide and maintain an educationally efficient physical plant, (4) to secure adequate financial resources, (5) to maintain a two-way contact with the adult community and the schools, and (6) to choose the chief executive and work harmoniously with him. "Where school boards have taken a long look in school planning and where well-thought-out policies have been interpreted into rules and regulations," points out the commission, "the way is clear for the superintendent to make administrative decisions and to act efficiently."

The superintendent, it continues, "if properly chosen, is well versed in the philosophy, objectives, and procedures of public education. He is the representative of the board and also the representative of the school personnel. It is his responsibility to weld the staff into a team that can help to set up the goals for the educational program. He coordinates the efforts of the entire system. He is the administrative and advisory counselor on many problems."

The nine chapters that follow show the need, in one specific field after another, for written policies to help school board and superintendent get along well together and accomplish the most for public education. Detailed treatment is given the basic ways of operating--getting new board members and superintendents oriented, holding board meetings, dealing candidly with the press and the community, keeping on an even keel between board meetings--and the process through which school policies are produced.

Program, personnel, plant and finance are covered with a view toward showing how each function tests the relationship of board and superintendent, rather than merely describing how to perform these functions. The final chapter is an effort by the authors to look beyond the horizon at some of the coming tests and opportunities for the board-superintendent partnership.

"If you had to do a one-gauge appraisal of a school system," concludes the commission, "you could do worse than to take a barometric reading of its school board-superintendent

(more)

relationships. In this world of growing educational pressures, a district could be populated with saints, have tax money falling on it like silver from a Reno slot machine, and its schools would still be in jeopardy if its board and administrator were failing in their responsibilities to each other."

School Board-Superintendent Relationships is published as the 34th yearbook of AASA. It is dedicated to Worth McClure, who has announced that he will retire this summer after serving ten years as executive secretary of AASA. The dedication was written by Lawrence G. Derthick, superintendent of schools, Chattanooga, Tenn., who served as AASA president during 1953-54.

J. Chester Swanson, superintendent of schools, Oklahoma City, Okla., served as chairman of the commission appointed two years ago by the American Association of School Administrators, a department of the National Education Association.

Other commission members were: Sylvia K. Bingham, member of the Connecticut State Board of Education, Salem, Conn.; Irby B. Carruth, superintendent of schools, Austin, Texas; James L. Creasy, superintendent, Berkeley County Public Schools, Martinsburg, W. Va.; Cecil D. Hardesty, superintendent of schools, San Diego County, San Diego, Calif.; Francis Keppel, dean, Graduate School of Education, Harvard University, Cambridge, Mass.; C. H. Moore, superintendent of schools, Clarksville, Tenn.; Wilma Morrison, education editor, The Oregonian, Portland, Oregon; James A. Redmond, president 1953-54, Texas Association of School Boards, Beaumont, Texas; and O. H. Roberts, Jr., president, National School Boards Association, Evansville, Ind.

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For further information:
Belmont Farley or Mary Ellen Brain

For Release: A.M. Papers, Friday,
January 20, 1956

TEACHER SHORTAGE PROBLEM TAKES OPTIMISTIC TURN
WITH HINT AT SOLUTION IF CERTAIN CONDITIONS CONTINUE

Washington, D. C., January 19 -- An unexpected hint of optimism regarding the teacher shortage came from the National Education Association with the release here tonight of a report stating definitely that new data reveal the possibility of solving this critical problem.

The Crucial Years, annual report to the profession prepared by the NEA National Commission on Teacher Education and Professional Standards, sounds a note of encouragement in predicting a solution to the teacher problem if certain conditions are met within the next decade.

Basis for this belief are new figures published in the report which show a correlation between raised standards of teacher certification and an increase in the percentage of college graduates preparing to teach. The conclusion to be drawn is that as standards are raised, the prestige of the profession mounts, and the appeal of teaching as a life career increases accordingly.

MORE

In 1955 the annual production of teachers, for the first time since 1950, showed a tendency to turn up. While this upturn was small (about 1.5 per cent), it nevertheless was a hopeful sign, says the commission. College enrollments have been increasing rapidly and in 1955 reached an all-time peak. At the same time the percentage of college graduates prepared for teaching has increased. In 1948 only 21 per cent of the graduates were prepared to teach - now this figure has risen to 30.2 per cent.

In 1956 there will be another healthy enrollment - the total to reach nearly three million - as the "baby boom" of the post-depression years hits the colleges with full force. It is reasonable to predict, according to the report, that by 1961-62 college enrollments will have reached such a height that college graduating classes of approximately 400,000 can be expected.

If standards continue to be upgraded, including economic returns to teachers, and prestige for the profession thereby increased, the report states that it is also reasonable to assume that at least 30 per cent of this 1962 graduating class will prepare for teaching - producing a total of 120,000 new teachers. With yearly increases on this basis all the teachers who could annually be consumed by society will not be produced before 1965, but there is fairly good evidence that in the early 1960's there will be enough teachers to supply the minimum, indispensable needs.

Substantiating its position, the report points out that in 1946 only 15 states required a college degree to teach in their elementary schools, the average teacher's salary was approximately \$2080, and only 41,000 students prepared for teaching. In 1955, 31 states required college degrees at the elementary level, the average salary was \$3800, the percentage of graduates preparing to teach was up, and 86,698 teachers were produced.

Achievement of the goal is based on the need to induce most of those who prepare for teaching to actually enter the profession. In the past, somewhat less than 70 per cent of those prepared actually took teaching positions, but the commission believes that if the prestige of the profession continues to climb this percentage will also rise sharply.

MORE

The next 10 years are the crucial ones, according to the report, for the same conditions that help make the picture bright at the teacher-education level carry a warning at the elementary and secondary levels. The pressures of expediency arising from rapidly increasing enrollments with resulting shortages of classrooms and shortages of teachers will be the heaviest in history.

Continually increasing enrollments, states the commission, are impelling many people to feel that there is no chance in the foreseeable future for any semblance of a balanced supply of teachers to be achieved. Under these conditions in the past there have been tremendous pressures to lower standards - permit almost anyone to teach under almost any conditions just to get a person in every classroom.

"Influential voices are also being heard," warns the report, "advising the American people that by providing a qualified teacher with mechanical and teaching aids and clerical helpers the number of children to each classroom can be materially increased without loss of efficiency and without diminishing the quality of teaching service; indeed, that the quality of teaching service can be increased thereby. This is a fetching argument, since it promises to save the taxpayers the cost of constructing thousands of needed classrooms and the cost of the salaries of thousands of additional needed qualified teachers."

The report shows, however, that just the opposite is true and that the "only sound approach to the ultimate solution of this perplexing cluster of problems in the next decade is for the profession to mobilize resolutely in support of the continuous drive to raise standards to professional levels for admission, preparation, practice, and continuation in service of its members. Anything short of this goal will be disastrous. Anything short of this goal will not give to teaching the vast appeal that it must have to command the devoted commitment of capable young people in sufficient numbers."

MORE

TEACHER SHORTAGE PROBLEM - page four

"The next ten years are called 'the crucial years'," concludes the report, "because it is precisely in this period that teaching must become a true profession. We are slowly winning the battle to correct our dangerous shortage of qualified teachers. That battle can be won or lost in the crucial decade ahead."

So, according to the report, the quantity problem can be licked - but only if the quality is maintained or raised. Evidence is presented showing that young people will choose, prepare for, and enter teaching as a life career in sufficient numbers if they know they will have the prestige of a real profession guaranteed by high minimum standards, can earn a substantial salary, and can teach a reasonable number of children in an adequate classroom.

The conclusion to be drawn is that if America will build the classrooms, it will get the teachers to fill them.

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News

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For further information:
Belmont Farley or Mary E. Brain

For Release: P.M. Papers, Thursday,
January 19, 1956

FORTY PER CENT OF COLLEGES ALREADY REPORT UNFILLED FACULTY VACANCIES WITH WAVE OF WAR BABIES JUST BEGINNING TO HIT HIGHER EDUCATION LEVELS

Washington, D.C., January 19--Where to obtain - and how to retain - qualified college faculties will be the greatest single problem confronting the already harassed university administrator in the next decade, according to a report released here today by the National Education Association.

Marking a shift in past NEA focus on shortages at the elementary and secondary levels to those at the level of higher education, this report is the result of the first comprehensive study ever made on faculty supply and demand in the nation's colleges. Cooperating in the study, which was made by the NEA Research Division, were 673 degree-granting institutions.

Nearly 40 per cent (38.1%) of the colleges reported vacancies that have been budgeted for but gone unfilled in the past two years because there are no qualified candidates. These shortages are concentrated in the fields of chemistry, physics, engineering, mathematics, and education. Of the 673 colleges and universities surveyed, almost seven in ten had a shortage of physical science teachers, and three in ten had a shortage of mathematics teachers.

MORE

Compounding the problem is the fact that colleges are already in this situation but barely into the period of vast enrollment expansion - the "baby boom" is just beginning to hit the higher education level. The report points out that the total number of 18- through 21-year olds will increase each year for the next 18 years, and the per cent of this group who wish to attend college is also likely to increase.

Of major concern also, says the report, is the fact that many of the well-prepared teachers now on college and university faculties are nearing retirement age. Over 18 per cent of those now employed have reached their 55th birthday. Assuming retirement age at 65, nearly one-fifth of the total will have to be replaced within the next ten years.

Only a little less baffling than the problem of numbers is that of adequate preparation. "Higher education institutions," reveals the report, "are entering the new era of expanded enrollments with an inadequately prepared staff." Only two in five faculty members now employed hold doctors' degrees, and ten per cent have not yet earned masters' degrees.

To make matters worse, according to the report, the professional status of faculties is being pulled down because new teachers hired in the last two years have not been as well prepared as in the past. Only three in ten of these new staff members hold doctors' degrees, and almost 19 per cent have not earned masters' degrees. Most colleges, when they cannot find qualified candidates for vacancies, follow the pattern of the elementary and high schools and employ persons not adequately prepared for the job to fill the gap.

Investigating the sources of supply, the report shows that almost one half of the new teachers employed during the past two years came from sources other than graduate schools. Figures indicate that colleges are drawing substantially from high school staffs, while high schools, with their rapidly expanding enrollments and dwindling supply of teachers are facing the same shortages. Thus we have the

MORE

Forty per cent of Colleges - page three

paradox of high schools crying to the colleges to prepare more teachers, particularly in science and mathematics, while the colleges, to meet this cry and their own pressing needs concentrated in the same fields, are taking teachers out of the high school classroom.

As higher education faces the future task of staffing its classrooms with qualified personnel, says the report, many of the needed basic facts are lacking. Future plans, to be effective, must be undergirded by a clear picture of existing conditions. Only then can a projection of future needs be built. Unlike elementary and secondary education, however, where national studies have been conducted annually for the past eight years, higher education has little or no backlog of information concerning its instructional staff needs.

In presenting this new NEA study, William G. Carr, executive secretary, calls it a "pioneer effort" to measure the personnel needs in the nation's higher education institutions. The report, punctuated with descriptive charts, provides for the first time a description of the total, full-time teaching staff now in service, by sex, by age, and by teaching field.

"There is abundant evidence today that America's most critical shortage is that of trained manpower," says Dr. Carr. "Just now this shortage is dramatized by the demands for engineers and scientists because of the obvious relation of these fields to our national defense. But it is also clear that America's employers will be plagued with an insufficient number of trained specialists in many aspects of our national life in the years immediately ahead. And, unhappily, it is clear that one of the most critical shortages is in the educational system at all levels."

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

January 20, 1956

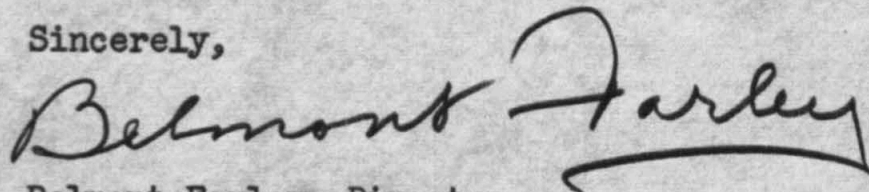
To The Education Editor:

Leonard Buder, President, Education Writers Association, shares with me the enclosed information concerning the competition for the Annual Awards to be given by the Association.

He has distributed this information to daily newspapers through Editor and Publisher. I am, however, sending this additional copy to you to be sure that the information comes to your attention.

Please note that the entries should be submitted to Joseph Deitch, Secretary of the Education Writers Association, 525 West 120th Street, New York 27, New York, and that the deadline for entries is February 1, 1956.

Sincerely,



Belmont Farley, Director
Press and Radio Relations

BF/jes
Enc.

E D U C A T I O N W R I T E R S A S S O C I A T I O N

The National Professional Organization of Education Editors and Reporters

ANNUAL AWARDS

The Executive Committee of the Education Writers Association announces a series of prizes to be awarded for the year ending December 31, 1955 in the following categories:

1. The outstanding article or series of articles, dealing with education, appearing in a newspaper during the year 1955.
2. The outstanding article or series of articles on education appearing in a magazine of general circulation, a radio or television program or wire service during the year 1955.
3. The outstanding work of interpreting education appearing in a newspaper during the year 1955.
4. The outstanding editorial dealing with education appearing in a newspaper or magazine of general circulation during the year 1955.

The prizes will be awarded by the Association on the recommendation of a Board of Judges, whose decision will be final, and which can, if it wishes, change the categories for awards.

* * * * *

Entries must be submitted not later than February 1, 1956 and may be made by any working member of the press, magazine, news service, radio or television, either direct or through his organization. All entries must be accompanied by an exhibit in convenient form and should be labeled as to the category or categories in which they are submitted. The Education Writers Association does not assume any responsibility for the return of any exhibit. All entries become the property of the Education Writers Association.

* * * * *

Entries should be submitted to Joseph Deitch, Secretary of the Education Writers Association, 525 West 120th Street, New York 27, N.Y.

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

January 20, 1956

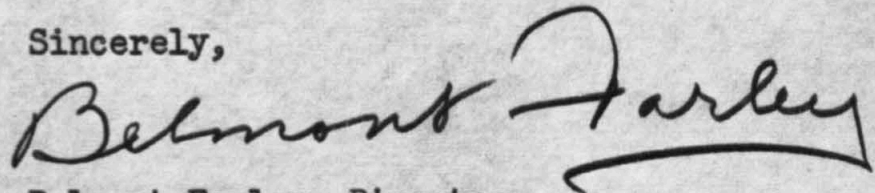
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Sincerely,

A handwritten signature in dark ink, reading "Belmont Farley". The signature is fluid and cursive, with the first name "Belmont" and last name "Farley" clearly distinguishable.

Belmont Farley, Director
Press and Radio Relations

BF/jes
Enc.

Jan. 11, 1956

News

from the NATIONAL EDUCATION ASSOCIATION

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Telephone ADams 4-4855

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For further information
Belmont Farley or Roy K. Wilson

For Release: A.M. Papers, Wednesday,
January 11, 1956

Note to Editors and Correspondents: Information concerning current school conditions is given for each state and territory in the tables which are included as part of the enclosed report on public elementary and secondary schools prepared by the Research Division of the National Education Association.

NUMBER OF CHILDREN "CHEATED EDUCATIONALLY" APPROACHES ONE MILLION AS NATION ENTERS ELEVENTH STRAIGHT YEAR OF CRITICAL SCHOOL SHORTAGES

Washington, D.C., January 10—Nearly one million American children are being deprived of full educational opportunities during the current school year according to a survey released here tonight by the National Education Association (NEA). As the nation enters its eleventh straight year of increasing enrollments, the report shows shortages of teachers and classrooms will continue to squeeze children into understaffed, overcrowded, often obsolete school buildings on half or part-time schedules.

"Advance Estimates of Public Elementary and Secondary Schools," the annual look-ahead picture of public education prepared by the Research Division of NEA, indicates that at least 900,000 students are attending school in shifts or for so-called half-day sessions. Previous studies have shown one in three pupils in urban elementary schools attending overcrowded classes where it is impossible for teachers to give every child the individual attention he needs.

MORE

There are 31,238,863 youngsters in public schools this year, the report shows, for an increase of 1,272,811 over 1954-55 enrollments. With this increase, all 48 states report serious building shortages in urban elementary schools, and the secondary-school shortage has now reached substantial proportions in 44 states.

While 60,000 new classrooms were completed in 1954-55 in an effort to stem the tide, it was accompanied by a wave of more than one million new students, and now a flood of more than 1-1/4 million additional students is predicted in the report for the new year. With these increases in enrollment and at least 900,000 already on part-time shifts, there is the need for at least 75,000 additional classrooms - in addition to an estimated 20,000 classrooms needed to replace the deterioration and obsolescence of present buildings.

Approximately 171,000 new teachers are needed in 1955-56, according to the survey. The accelerating enrollment is still compelling school systems to employ large numbers of teachers who are not fully qualified for standard teaching certificates. There is a total of approximately 1,201,392 classroom teachers, principals, and supervisors employed in 1955-56 (a gain of nearly 51,000 over last year), but the report points out that, of this total, 80,815 are "emergency teachers." Thus, the number of persons employed who hold sub-standard certificates as "emergency teachers" this year is one out of 14, in contrast to one in 340 in 1941.

The number of teachers employed on emergency certificates only partly indicates the real shortage, says the report, for a substantial part of the shortage is concealed by enlarging classes. In order to obtain enough teachers to reduce class size to the optimum 30, approximately 47,104 additional teachers would need to be employed.

The enrollment in teacher-education institutions is not gaining rapidly enough to fill this need, says the NEA Research Division. These institutions produced 86,696 qualified teachers in June 1955, but on the basis of 1954 experience only about 57,000 of them actually entered the profession in 1955-56. This number subtracted from the 171,000 needed to reduce class size, fill vacancies, and provide for new enrnlments leaves a gap of more than 100,000. Thus, the school administrator must continue to depend upon "emergency teachers," enlarge the already-too-big classes, or adopt other stopgap measures.

Although average salaries for classroom teachers, principals, and supervisors will be up about 3.8 per cent this year, as shown in the new study, the classroom teacher who will receive an average \$4,000 (about \$2,082 in prewar dollars) is still underpaid in comparison with persons in other occupations.

The survey report on revenues and expenditures indicates that the median expenditure per pupil in average daily attendance will be up about \$11 over last year's figure for a total of \$275.47 per pupil.

The current study is the 14th in a series of national estimates begun in 1942 and is based upon information supplied by state and territorial departments of education and education associations. On the basis of previous experience it is believed that the new summary presents an accurate picture of conditions as of October 1955, and a reasonably accurate prediction of nationwide conditions for the school year ending in June 1956.

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✓ For further information
Belmont Farley, Roy Wilson

1/6/56

FOR IMMEDIATE RELEASE

Instruction
HENRY I. WILLETT, SUPERINTENDENT OF SCHOOLS, RICHMOND VA.,
CHOSEN TO HEAD AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

ST. Louis, Mo.

Washington, D. C., January 12⁶—Henry I. Willett, superintendent of schools, Richmond, Va., has been chosen as president-elect of the American Association of School Administrators (AASA). He will serve in this capacity for the year beginning March 15, 1954⁵, and will begin a one-year term as president on March 15, 1955.

Results of a nation-wide ballot among 9,000 members of the American Association of School Administrators, which is a department of the National Education Association, were announced here today.

Other officers elected were Omer Carmichael, superintendent of schools, Louisville, Ky., vice president, to serve for one year beginning March 15, 1954; and Starr M. King, superintendent of schools, Beverly, Mass., member of the Executive Committee to serve from 1954-1958.

Mr. Willett was chairman of the AASA Resolutions Committee in 1951. He is chairman of the Association's 1955 Yearbook Commission on "The Superintendent Works With His Staff." He was a speaker on the general convention program in 1952 and has served as chairman and participant in convention discussion groups. He has served as superintendent of schools in Richmond since 1946.

-more-

Election to the presidency of the American Association of School Administrators is regarded as one of the top honors in the field of education in the United States.

Formed in 1865, the association in 1870 became one of the four original departments of the National Education Association. Members today include city, county and state school superintendents; college and university presidents and deans of colleges of education; administrative officers of state and national education associations; and heads of private schools who work directly with governing authorities.

Yearbooks of the association cover current problems in education and authors include educational leaders and distinguished laymen. The 1953 Yearbook was entitled "American School Curriculum" and the 1954 Yearbook, "Educating for American Citizenship" will be published late in January.

National conventions sponsored by the association bring together annually some 15,000 persons to consider current school problems. The world's largest educational trade show featuring school supplies and equipment will be a feature of the 1954 convention in Atlantic City, N. J., February 14-19.

The results of the balloting were announced by the following AASA Board of Tellers:

Irvin H. Schmitt, superintendent of schools
Falls Church, Va., chairman;

John M. Hough, superintendent of schools,
Leaksville, N. C.;

W. F. Loggins, superintendent of schools,
Greenville, S. C.

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