

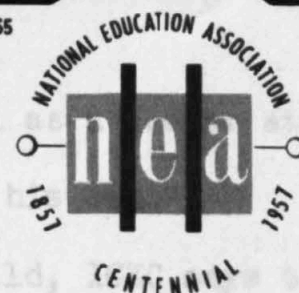
News

from the NATIONAL EDUCATION ASSOCIATION

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

ADams 4-4855

The National Education Association, celebrating its centennial anniversary this year, is the national professional organization of educators. More than 1,138,000 teachers are enrolled in the Association and its affiliated groups. Financed by the voluntary dues of its members, the NEA was founded in Philadelphia 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 activities to improve American schools.



For further information:
Roy K. Wilson or Myrtle Bonn

FOR RELEASE: A.M. Papers
Wednesday, December 19, 1956

Advice on Coping With "Gifted" Offspring Is Offered By International Council for Exceptional Children

WASHINGTON, D.C., Dec. 19 — Queries about the gifted child — how to recognize his special abilities and how to cope with his special problems — outweigh almost all other questions coming into its offices, the International Council for Exceptional Children (ICEC) revealed today. The Council is a department of the National Education Association.

To aid both the parents of the gifted and those responsible for advising these parents, the Council offers a series of clues to help determine superior ability and to help in the handling of specific problems. This information is published in an article appearing in the current issue of the ICEC Journal.

"While many parents overrate their child's ability it is also true that parents often do not realize that their child has exceptional potentialities," the article states. "They should be helped to appreciate signs of brightness. They should know that on the average, the gifted youngster is likely to walk early, to talk early, and to learn to read early (often well before five years of age)."

Other signs of exceptional ability, the ICEC publication says, are "intellectual curiosity, superior insight into problems, and superior ability in generalizing, reasoning, and dealing with abstractions. The gifted child also learns readily and easily, has a good memory and listens to, understands, and carries out directions

(more)

readily. He has a longer interest span and many interests as well as a longer attention span in listening to a story or in carrying out a project of his own."

Counseling parents on how they can best help their gifted child, ICEC says that parents must give three things -- acceptance, understanding, guidance. It urges that parents first understand the characteristics and evidences of giftedness plus some of the problems that are often the lot of the gifted. These problems, the article states, are most often loneliness, concern over destiny and death, intellectual development that is out of step with emotional and social development, frustration with school work that is so beneath them as to be boring and futile, and teachers who do not understand them or resent them.

There is a danger, ICEC warns, that parents will "overemphasize conformity" and teach the child to play down his special gifts so that he may be "popular" with the gang or crowd.

The article encourages "reasonable individuality" and deplores the overemphasis our society places on athletic prowess. On athletics, it says: "The gifted child who is not athletically inclined, should not be forced into athletics but rather helped to find other ways of mingling happily with his fellows whether this be through the medium of library clubs, science clubs, art clubs, dramatics or hobby clubs. Certainly attempts to force all children, gifted or not, into extroverted gladhandedness can be a devastating experience for many youngsters."

This advice was prepared by Dr. Samuel R. Laycock, member of the ICEC governing board and dean emeritus of education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada. It appears in the December ICEC Journal under the title, "Counseling Parents of Gifted Children."

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For further information
Roy K. Wilson or M. Ruth Broom
Press and Radio Relations

12/19/56
FOR IMMEDIATE RELEASE

NEA Honors Long-Service Employees
in Ceremony at New Colonial Hotel

Washington, D. C., Dec. 19 -- The National Education Association today honored 38 employees who have served on the headquarters staff of the association from 10 to 30 years. William G. Carr, executive secretary, presented diamond pins and special recognition certificates to the group in a ceremony at the New Colonial Hotel.

During the ceremony the NEA Staff Organization presented gifts to the following four employees who have retired this year: Belmont Farley, 5308 Kansas Ave., N.W.; Worth McClure, 2122 California St., N.W.; Mrs. Edith Nielsen, 9900 Moss Ave., Silver Spring, Md.; and Mrs. Bertha Hendricks, 5912 14th St., N. W.

Receiving diamond pins and certificates for 25 years service were: Mrs. Rose T. Springman, 110 8th St., N.E.; Dr. Ivan A. Booker, 617 N. Lincoln St., Arlington, Va.; Virginia Birkhead, 1215 Farragut St., N.W.; Mrs. H. W. Fenner, 1101 Kirklynn Ave., Takoma Park, Md.; and Maynard Turner, 1627 Lamont St., N.W.

Special recognition certificates were given to the following who have completed 30 years service: Macie Templeman, 1 Scott Circle, N.W.; Dr. Frank Hubbard, 3308 Runnymede Place, N. W.; Dr. Hazel Davis, 4815 11th St., N. Arlington, Va.; Eleanor Richards, 3806 30th St., Mt. Ranier, Md.; Elizabeth Berckmann, 3629 Highwood Drive, S.E.; George McCauley, 1801 N. Stafford, Arlington, Va.; Mrs. J. E. Geary, 5815 14th St., N.W.; and Mrs. Louise Sease, 3222 Martha Custis Drive, Alexandria, Va.

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NEA Honors Long-Service Employees
in Ceremony at New Colonial Hotel - Page 2

Certificates of recognition were given to the following who have completed 20 years of service: Mrs. Alice Sherwood, 8316 Carey Lane, Silver Spring, Md.; Mrs. Madaline Remmlein, 1500 Massachusetts Ave., N.W.; and O'Donald Weedon, 2247 12th St., N.W.

Two employees were given certificates for 15 years service. They are: Mrs. J. I. Callan, 3650 Minnesota Ave., S.E.; and Julie Krentzlin, 2725 29th St., N. W.

Receiving certificates for 10 years service were: Mrs. George Boland, 5603 El Nido Rd., Falls Church, Va.; Mrs. Dorothy Linehan, 5013 Edgewood Rd., College Park, Md.; Verena Huehn, 5738 7th St., N.W.; Mrs. Josephine D. Suppes, 4223 First St., S.E.; Levi Smith, 3904 13th St., N.W.; Mrs. Grace Dockery, 1724 N. Quinn St., Arlington, Va.; Mrs. Mary West, 201 8th St., N.W.; Mrs. E. A. Massicotte, 528 4th St., S.E.; Mrs. F. J. Taylor, 1409 15th St., N.W.; Katy B. Evans, 2709 S. Adams St., Arlington, Va.; Barbara Catton, 1925 16th St., N.W.; Mrs. Jack Wainger, 215 C St., S.E.; Hollis Guy, 7735 Dockser Terrace, Falls Church, Va.

Also in the 10-year service group were: Roy K. Wilson, 6103 Clearbrook Drive, Springfield, Va.; Walter Rau, Glenn Dale, Md.; Mrs. deGraffenried List, 6704 Hillandale Rd., Chevy Chase, Md.; Stanley Abercrombie, 603 Malcolm Place, Alexandria, Va.; Mrs. Frank Bailey, 4900 Neptune Ave.; Walter Graves, 5410 Blackstone Rd.; and Dr. Shirley Cooper, RFD 2, Upper Marlboro, Md.

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National Education Association



Dec. 17, 1956
1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4855

December 17, 1956

TO EDITORS OF STATE EDUCATION ASSOCIATION JOURNALS

Dear Editors:

The 1957 Yearbook of the American Association of School Administrators will be ready for release February 5, 1957. It is titled The Superintendent as Instructional Leader.

So that February issues of state journals may carry information on the Yearbook simultaneous with its publication, we asked Dr. Truman Pierce, dean of the school of education, Alabama Polytechnic Institute, to prepare the attached special article from advance proofs.

Dr. Pierce served as a member of the Yearbook Commission and is co-author of Community Leadership for Public Education, published by Prentice-Hall in 1955. He is also a member of the American Association of School Administrators Committee for the Advancement of School Administration.

The article runs approximately 775 words and is being distributed to state education journals exclusively.

Also enclosed, you will find a list of Commission members who prepared the Yearbook and a description of its contents. Proofs are included of three illustrations from the Yearbook. We can supply mats of these illustrations upon request.

If you wish ^{a press} ~~review~~ copies of the Yearbook, it will be mailed when it arrives from the printer in late January. (?)

For your convenience in requesting the illustrations or your ^{press} ~~review~~ copy of the Yearbook, ~~you will find~~ an order form enclosed.

Sincerely,

Roy K. Wilson, Acting Director
Press and Radio Relations

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"The Superintendent as Instructional Leader" 1957 Yearbook of AASA

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CHAPTER 2. INSTRUCTION COMES FIRST
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CHAPTER 12. INSERVICE EDUCATION OF THE SCHOOL SUPERINTENDENT

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COMMISSION ON THE SUPERINTENDENT
AS INSTRUCTIONAL LEADER

(1957 Yearbook of the American Association
of School Administrators)

C. C. TRILLINGHAM, Chairman
Superintendent, Los Angeles County Schools, Los Angeles, California

STEPHEN M. COREY
Dean, Teachers College, Columbia University, New York, New York

JOHNNY V. COX
Director, Georgia Program for the Education of Supervisors, College of
Education, The University of Georgia, Athens, Georgia

WALTER W. ESHELMAN
Supervising Principal, School District of Upper Dublin, Fort Washing-
ton, Pennsylvania

PHILIP H. FALK
Superintendent of Schools, Madison, Wisconsin

ROBERT S. FOX
Director, University School, School of Education, University of
Michigan, Ann Arbor, Michigan

T. J. JENSON
Superintendent of Schools, Shorewood, Wisconsin

TRUMAN M. PIERCE
Dean, School of Education, Alabama Polytechnic Institute, Auburn,
Alabama

LUCILLE RAMSEY
Classroom Teacher, Orange Public Schools, Orange, Texas

DEAN M. SCHWEICKHARD
State Commissioner of Education, Saint Paul, Minnesota

From Roy K. Wilson
National Education Association
1201 16th Street, N. W.
Washington 6, D. C.

For February 1957 issues of
State Education Journals
Approximately 775 words

NOT THINGS BUT PEOPLE

By Truman Pierce*

Superintendents sometimes worry because their jobs put them so far from the kids. They needn't. Actually, the duties of the superintendency find their only justification in a contribution to good instruction.

A concern for "better school administration" has attracted considerable attention as well as foundation funds in recent years. In the last analysis most people are saying this means administration for just one purpose: improved instruction. Teachers will applaud this approach to the superintendency in terms of instructional leadership. Good teachers will welcome this more than run-of-the-mill ones will.

Of course, everyone's in favor of better instruction. Trouble is we start too often with the wrong thing. The place to start is with people, not things. Important as new buildings and supplies may be, much can often be accomplished by better ways of teachers working together to learn from each other, closer attention to teacher morale, or effective use of consultants as helps to teachers.

Teachers who put in lots of extra hours just trying to keep up with the new developments in one field--take math, for instance--can sympathize with the superintendent who also has to keep up with the new curriculum developments if he is to "appraise the instructional program" and "give leadership." But for

*This article is adapted from the forthcoming yearbook of the American Association of School Administrators, The Superintendent as Instructional Leader, to be published in February 1957 (\$5.00). Dr. Pierce, dean of the school of education, Alabama Polytechnic Institute, served as a member of the yearbook commission.

the superintendent it's not just math, but math, home economics, French, football, physics, and fire prevention. In other words, the great challenge to the superintendent is growth in the capacity to lead the improvement of instruction. To be knowledgeable in many fields is essential.

The nature of the superintendent's job makes the earmarking of time for self-improvement a difficult task. Yet, the fact that it is difficult for him to exercise control over the use of his time is no insurmountable handicap. The job itself is the best kind of laboratory for the continuous development and improvement of needed competence. In this sense, one function of the superintendency is to provide a setting where he himself can learn.

The superintendent's own inservice education cannot be left to chance. Perhaps the first essential is for the superintendent's intellectual and professional outlook to be such that he analyzes his job and the strengths and weaknesses he brings to it as the setting for his professional growth. Methods of working together take on new significance. The role of qualitative evaluation increases in importance. The wise administrator picks up many cues from teachers and other colleagues as to administrative functions he could perform which would make a difference in instruction.

The superintendent who wants to see instruction improve must first of all straighten out the concept he has of his job. There is no reason why he should feel guilty or frustrated if his job demands more time spent on public relations, buildings, and finance than in visiting classrooms. Particularly is this so if he is superintendent in a fairly large school system. What is worth worrying about, however, is whether or not when he does these things--these thousands of duties which take him before dawn to after dusk--he appraises his actions in each case, and the decisions that are made, in terms of what all of this does for better

instruction of boys and girls. Without this quality of outlook, there can be no leadership by the administrator toward instructional improvement.

For example, it may be hard to find extra space in that new elementary school for a room where teachers can have all of the conglomeration of paints, paste, and paper they want for the construction of teaching aids. It may be hard to find a spot in the budget for the salary of extra clerical help to operate the duplicating machine. But things like these are the things that make a difference in the kind of instruction that goes on in a school. These perhaps should stay even if the fancy foyer in the new building has to go.

It may look like a terrible bother and expense to the community penny-pincher at the annual budget hearing when teachers are encouraged to travel to conventions and conferences to hear about new methods and materials in their special fields. Yet there may be tremendous mileage from these dollars in the long run.

It is a wise superintendent who doesn't let the improvement stop with the one teacher who made the trip either. Setting up ways in which this teacher's ideas can be shared with the rest of the faculty means this expenditure for inservice learning is extended over and over.

Recent studies of school administration as it is practiced show how difficult it is sometimes to interpret the instructional role of administration. Perhaps it has not always been easy to see how the varied duties of the superintendent focus centrally upon instruction and its improvement. Teachers who have shared this concern with administrators will be interested in the current yearbook of the American Association of School Administrators.

"The Superintendent As Instructional Leader" predicts that an expanded role for the superintendent is a natural consequence for the future in terms of the requirements the public is almost sure to make of its schools. But his basic

job--improving instruction--must keep top priority.

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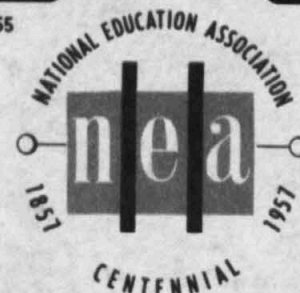
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For further information:
Roy K. Wilson or M. Ruth Broom

12/10/56

For Immediate Release

Note to Editors: The statement of Basic Principles for Federal School Construction Legislation adopted by the third annual national conference of state chairmen for federal relations and the Legislative Commission of the National Education Association is being released simultaneously today (Monday, December 10) in Chicago by Miss Martha Shull, President of the National Education Association, and in Washington by J. L. McCaskill, Executive Secretary of the NEA Legislative Commission.

A Call to Congress and the Administration to Consider
Basic Principles for Emergency School Construction Legislation
Made Today by NEA President Martha A. Shull

WASHINGTON, D.C., Dec. 10 — A call to the soon-to-be-convened 85th Congress and the Administration to "seriously consider" a statement of basic principles concerning emergency school construction legislation was made today by Martha A. Shull, president of the National Education Association, and J. L. McCaskill, executive secretary of the NEA Legislative Commission.

In issuing the statement, which was adopted during a joint meeting of the NEA Legislative Commission and state chairmen for federal relations in Chicago, Miss Shull said:

"NEA has well-established policy urging Congress to pass a federal school construction assistance bill. This statement of principles spells out in

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greater detail what the NEA Legislative Commission and our state leaders in federal legislative activity believe should be the salient features of a soundly-conceived federal school construction bill.

"There will undoubtedly be many school construction bills introduced in the new Congress soon after it convenes in January. We feel sure that President Eisenhower will propose a school construction program as he promised during his campaign. We believe that the bills to be considered should be consistent with the principles developed by NEA's legislative leadership."

The statement of basic principles for an emergency school construction program by the federal government was drawn up and adopted during the third annual national conference of state chairmen for federal relations and the NEA Legislative Commission meeting in joint session in Chicago. The meeting was sponsored by the nine-member Legislative Commission headed this year by Irving F. Pearson of Springfield, Ill., executive secretary of the Illinois Education Association. Attending the meeting were 59 representatives from 45 states. In addition to the chairmen of their committees for federal relations, some of the state teachers associations sent one or more of their officers.

The statement, in full, follows:

A STATEMENT OF BASIC PRINCIPLES
FOR AN EMERGENCY SCHOOL CONSTRUCTION PROGRAM BY THE FEDERAL GOVERNMENT

In view of the continuing nation-wide shortage of classrooms and the predictable needs to 1960, and in anticipation of early action by the 85th Congress on a program of emergency school construction legislation, the Legislative Commission of the National Education Association has drawn up the following basic principles which it believes should be seriously considered in any proposed legislation.

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Legislation affecting the welfare of the children of the Nation should be of major concern to every citizen regardless of political affiliations. Emergency school construction legislation, therefore, should be developed by the Congress and supported by individuals and organizations on a completely non-partisan basis.

We urge members of both parties to join in a spirit of cooperative leadership which will assure the enactment of this vitally needed legislation early in the first session of the 85th Congress.

* * * * *

PRINCIPLE NO. 1

Federal grants for public school construction should be made to states on an objective basis which assures no diminution of state and local effort. These funds should be administered by the United States Office of Education, channeled through official state education agencies, and distributed as provided by state law.

PRINCIPLE NO. 2

Traditional local and state control over public education should be assured by specific prohibition against interference by the federal government in the program, personnel, curriculum or administrative policy of the schools.

Legislation to enforce compliance with the decisions of the United States Supreme Court on the issue of segregation in the public schools contradicts the principle of federal aid without federal control. For this reason, compliance with the decisions of the Supreme Court should be the responsibility of the lower courts in the manner described by the United States Supreme Court.

PRINCIPLE NO. 3

An adequate emergency school construction program requires large-scale federal grants. To supplement this direct aid, the bill should provide for federal purchase of school bonds in districts where such bonds are not readily marketable at reasonable rates of interest.

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PRINCIPLE NO. 4

In addition to direct grants in aid, an emergency school construction bill should include federal funds to assist the states administer the program effectively and to provide state studies as a basis for future solutions to the problem.

PRINCIPLE NO. 5

An emergency school construction bill should apportion funds to all states using a formula that combines flat grants based on school-age population, as determined by the census of the United States, with equalizing grants based on generally accepted indexes of state financial ability.

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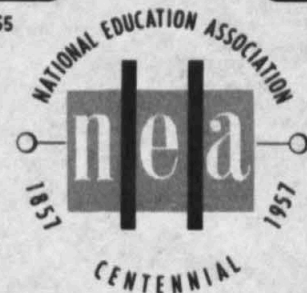
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For further information:
Roy Wilson or Torrey Baker
Press and Radio Relations

For release Monday, December 3, 1956,
after 12:00 Noon.
RADIO AND TV STATIONS

HERE'S SOME NEWS ABOUT THE NATION'S SCHOOLS:

THE NATIONAL EDUCATION ASSOCIATION REPORTS THAT PUBLIC SCHOOL ENROLLMENT IS UP ONE MILLION ONE HUNDRED NINETY-SEVEN THOUSAND (1,197,000) OVER LAST YEAR. THE NEA STUDY REVEALS ALSO THAT THERE IS A SHORTAGE OF ONE HUNDRED AND EIGHTY THOUSAND (180,000) QUALIFIED TEACHERS, AND THAT ONE HUNDRED AND TWENTY THOUSAND (120,000) NEW CLASSROOMS ARE NEEDED. AT LEAST EIGHT HUNDRED AND FORTY THOUSAND (840,000) PUPILS ARE NOW DEPRIVED OF FULL-TIME SCHOOLING; AND APPROXIMATELY EIGHTY THOUSAND (80,000) EMPLOYED SCHOOL-SYSTEM TEACHERS ARE NOT FULLY QUALIFIED FOR STANDARD CERTIFICATES.

"MOST OF THE FOREGOING CHANGES WERE NOT UNEXPECTED," THE NEA SAYS, "BUT THEY INDICATE A FURTHER STOCKPILING OF THE INSTRUCTIONAL, FINANCIAL, PERSONNEL, AND HOUSING PROBLEMS WHICH HAVE ADVERSELY AFFECTED SCHOOLS DURING THE PAST SEVERAL YEARS."

AN ENCOURAGING NOTE: THE AVERAGE SALARY OF CLASSROOM TEACHERS IS INCREASING SLOWLY. IT IS NOW \$4220 PER ANNUM.

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News

Oct. 23, 1956
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 Myrtle Bonn

FOR RELEASE: A.M. Papers, Oct 23, 1956

Educators Prepare to Meet Specialized Needs
Of Adults Enrolled in Public Schools

WASHINGTON, D.C., Oct. 22 — The majority of adults coming back to the public schools have educational needs which are immediate and urgent, and if the community is to meet those needs it must offer a program of education designed for adult interests, adult convenience, adult habits, and adult mores.

This pronouncement is made in "Public School Adult Education," a 156-page guidebook published today by the National Association of Public School Adult Administrators (PSAA), a department of the National Education Association. The first such manual for teachers and administrators in this rapidly growing field of education, its release coincides with the observance in many communities of the 100th anniversary of adult public education.

Recognizing that an ever increasing number of adults are coming to the public schools for a wide range of subjects, the Association calls for an adult education program in every public school system. "Wherever there is an opportunity," it says, "more and more adults are turning to their public schools for education ranging from the basic skills of reading, writing, and arithmetic, to the discussion of social and economic problems.... They desire training for new jobs. They want preparation to meet the problems of their homes, their families, and communities more adequately and effectively. They desire leadership and training so that they may use their leisure time wisely."

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In a warning against making adult education program mere extensions of elementary and secondary education, the guidebook asserts: "It is a different type of education with characteristics that call for a different curriculum, different course content, different methods and materials, different counseling service, different facilities, and for the most part, a different teaching staff. Merely to repeat the elementary, secondary and college courses in classes for adults would be to invite disaster.... Teachers must understand the interests, needs, capacities, and attitudes of adult students in order to do a successful teaching job."

To aid administrators and teachers in developing a program suitable to adults, the handbook offers specific "how-to-do-it" tips on curriculum development, teacher selection, teaching techniques, the use of community advisory committees, public relations, and other areas of administration, supervision, and instruction.

This volume is the first in a series of publications to be produced under the terms of a grant made available to PSAA through the Adult Education Association of the United States.

Written under the direction of a committee of distinguished adult educators, the book includes contributions from such specialists as: Dr. George C. Mann, chief, Bureau of Adult Education, State Department of Education, Sacramento, Calif.; Thomas A. Van Sant, assistant superintendent of schools, Baltimore, Md.; Dr. Homer Kempfer, executive director, National Home Study Council, Washington, D. C.; John P. Holden, newly appointed specialist in adult education, United States Office of Education, Washington, D. C.; Dr. Paul Essert, Institute of Adult Education, Columbia University, N. Y.; and Howard L. Johnson, principal, Emily Griffith Opportunity School, Denver, Colo. The editorial committee was under the leadership of E. Manfred Evans, assistant superintendent of schools, Los Angeles, Calif.

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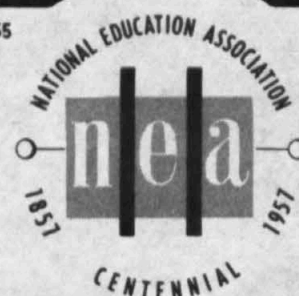
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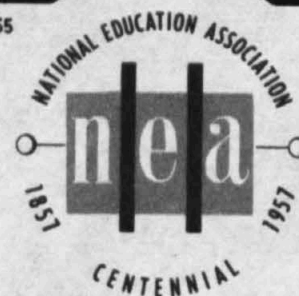
News

from the NATIONAL EDUCATION ASSOCIATION

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

ADams 4-4855

The National Education Association, celebrating its centennial anniversary this year, is the national professional organization of educators. More than 1,138,000 teachers are enrolled in the Association and its affiliated groups. Financed by the voluntary dues of its members, the NEA was founded in Philadelphia 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 activities to improve American schools.



For further information:
Belmont Farley or Myrtle Bonn

FOR RELEASE: P.M. Papers
~~Friday~~, December 3, 1956
Mon.

Public School Enrollment Up 1,197,000 Over Last Year, NEA Reports;
Average Teacher Salary is \$4220 With Many Still Paid Under \$2500

WASHINGTON, D.C., Dec. 3--To catch up with the needs of the nation's 32,338,688 school children we must build 328 classrooms a day and hire 493 new teachers daily for the next year. This is the outlook for public education during the present year as revealed by the first set of statistics compiled from October enrollment figures and released today by the National Education Association (NEA).

The statistics, published by the NEA Research Division in its yearly report titled "Advance Estimates of Public Elementary and Secondary Schools for the School Year 1956-57," show:

- * an increase of 1,197,000 in enrollments over last year.
- * a shortage of 180,000 qualified teachers.
- * an estimated 120,000 new classrooms needed.

(more)

Note to Editor: Information concerning current school conditions is given for each state and territory in the tables which are included as part of the enclosed report.

- * at least 840,000 pupils deprived of full-time schooling by half-day or other part-time arrangements.
- * approximately 80,000 teachers employed by school systems who are not fully qualified for standard certificates. This condition is most prevalent in rural elementary schools.

"Most of the foregoing changes were not unexpected," the report asserts, "but they indicate a further stockpiling of the instructional, financial, personnel, and housing problems which have adversely affected schools during the past several years."

The average salary of teachers, the report indicates, is increasing slowly. It is now \$4025 for elementary teachers and \$4560 for high-school teachers. The average for classroom teachers is \$4220.

In spite of the overall increase, close to 71,000 teachers are being paid less than \$2500. Seven states report more than 25 percent of their teachers in this extremely low salary range. On the other hand, 20 states report that more than 25 percent of their teachers are receiving \$4500 or more.

The problem of personnel turnover again shows up as a major factor in the teacher shortage. On the basis of records from 42 states, the total annual turnover is estimated to be 114,000 teachers. Of these, about 92,000 will drop out of teaching and need to be replaced. About half of the 80,000 emergency teachers will also need to be replaced and approximately 48,000 new teachers are essential if we are to reduce oversized classes. This makes a total of 180,000 -- the NEA's estimate of the real need for additional teachers in 1956-57.

(more)

On the financial side, the report shows an increase of \$731,300,000 in current expenditures over last year; an increase of 4.7 percent in the average salary of instructional staff; an increase of \$317,400,000 in expenditures for capital outlay and interest; and an increase of \$15 in the average current expenditure per pupil.

The average school now spends approximately \$295 per year on each pupil in daily attendance as compared with \$88.09 in 1940. That is an increase of 235 percent in current dollars. Measured in terms of pre-war dollars, it represents an increase of only 71 percent in purchasing power.

Eight states -- Alabama, Arkansas, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, and West Virginia -- are spending under \$200 per pupil, with Arkansas spending the least, \$138.

The current study is the 15th in a series of annual national estimates and is based upon information supplied by state and territorial departments of education and education associations.

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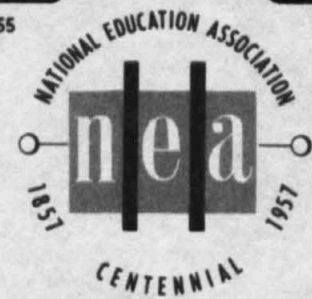
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For further information
Belmont Farley, Press & Radio Relations

For Immediate Release
10/25/56

Prominent American Leaders to Join Nation's Teachers in Celebrating Centennial of the National Education Association

Washington, D. C., Oct. 24 -- Prominent Americans from all walks of life will join the members of the National Education Association in celebrating the Centennial anniversary of that organization when the nation's teachers will appraise "a century of progress in education." The year-long celebration will begin January 1, 1957.

Martha A. Shull, president of the NEA, in making public the names of members of the Centennial Commission said: "This top-level working alliance symbolizes the partnership between teachers and citizens in the responsibility for the welfare of our schools."

Members of the Commission representing the public include: Eric Johnston, president, Motion Picture Association of America; Walter P. Reuther, president, United Auto Workers; Norman Cousins, editor, The Saturday Review; Willard E. Givens, chairman, U.S. Commission for UNESCO; J. William Fulbright, U. S. Senator from Arkansas; Harold Fellows, president, National Association of Radio and TV Broadcasters; and Mrs. Theodore Waller, Forum director, New York Herald Tribune.

- more -

The Commission has set three main objectives for the observance, said Miss Shull: 1) to consider the decisive role of education in a changing world; 2) to stimulate action to provide adequate education for the increasing millions of children; 3) to strengthen the teaching profession in its service to people of all ages. The general Centennial theme is "An Educated People Moves Freedom Forward."

In their first message to the public, Commission members made it clear that this project is "not intended to take the place of already organized citizen activity for better schools. It is to supplement projects already underway and is presented that the great mass of American citizens, through their own existing community organizations, may gain a more thorough understanding of their schools in their own communities."

The full membership of the Centennial Commission follows:

Robert D. Bailey, retired executive secretary, New Hampshire Education Association, Concord.
Mrs. Rollin Brown, president, National Congress of Parents and Teachers, Chicago, Ill.
Rufus E. Clement, president, Atlanta University, Atlanta, Ga.
Norman Cousins, editor, The Saturday Review, New York City, N. Y.
Harold Fellows, president, National Association of Radio and TV Broadcasters, Washington, D. C.
John H. Fischer, superintendent of schools, Baltimore, Maryland.
J. William Fulbright, U.S. Senator from Arkansas, Washington, D. C.
Willard E. Givens, chairman, U.S. Commission for UNESCO, Washington, D.C.
Eric Johnston, president, Motion Picture Association of America, Washington, D. C.
Grayson Kirk, president, Columbia University, New York City, N. Y.
Raymond Miller, visiting lecturer, Harvard Graduate School of Business, Boston, Mass.
Walter P. Reuther, president, United Auto Workers, Detroit, Mich.
Helen Ryan, field assistant, Illinois Education Association, Springfield.
Raymond Stites, curator of education, National Gallery of Art, Washington, D. C.
Mrs. Theodore Waller, forum director, New York Herald Tribune, New York City.
Louise A. Walter, teacher, Topeka, Kansas
Allen H. Wetter, superintendent of schools, Philadelphia, Pennsylvania
Mrs. Nell Wilcoxon, field secretary, Arizona Education Association, Phoenix.
J. C. Wright, state superintendent of public instruction, Des Moines, Iowa.
William G. Carr, executive secretary, National Education Association, Washington, D. C.
Martha A. Shull, president, National Education Association, Portland, Oregon.

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For further information
Belmont Farley or M. Ruth Broom
Press and Radio Relations

FOR IMMEDIATE RELEASE

10/23/56

Approximately 500 Council members from local and state chapters in Arizona, California, Colorado, Nevada, New Mexico, and Utah are expected to attend. Conference headquarters will be in the Westward Ho Hotel.

The problems involved in providing adequate educational opportunities for children who are mentally retarded, physically handicapped, or unusually gifted will be studied and discussed in general sessions and in more than 30 section meetings. Experts in their fields will serve as section meeting chairmen and lead panel discussion groups to consider such problems as vocational rehabilitation, legislation, psychology of the exceptional child, guidance, and teacher training.

Conference theme is "No Exceptions in Building Happy, Useful Lives," and the program has been designed to cater to the interests of school administrators, supervisors, teacher educators, classroom teachers, as well as to special educators.

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Paul J. Misner, superintendent of schools in Glencoe, Ill., and president of the American Association of School Administrators, will be guest speaker at the opening general session on Wednesday evening, November 8. Maurice H. Fouracre, head of the department of special education, Teachers College, Columbia University, New York, will make the keynote address at the second general session on Thursday morning. Dr. Fouracre is president-elect of the ICEC and will assume office at the annual convention in Pittsburgh next Spring.

ICEC President Elizabeth M. Kelly, assistant superintendent of the Newark, N.J., public schools, will address the traditional President's Dinner meeting on Friday evening. The topic of her address will be "The Implications of Growth of Needs for Special Education Programs in the United States."

At the closing luncheon meeting on Saturday, Francis E. Lord, coordinator of special education, Los Angeles State College, will speak on "Foundations for Special Education."

Among those who will take part in the conference are: Edgar A. Doll, consulting psychologist from Bellingham, Washington; Wilhelmina K. Harbert, director, Music Therapy Clinic, College of the Pacific, Calif.; Monica B. Owen, field consultant, National Council of Churches of Christ of the U.S.; John E. Bell, psychologist, Medical Health Services, U.S. Department of Health, Education, and Welfare, San Francisco, Calif.; Ellen A. Thiel, coordinator of special education, University of Utah, Salt Lake City; Arthur S. Hill, education director, United Cerebral Palsy Association, New York City; Frances E. Williams, Psychiatric Nursing Consultant, U. S. Department of Public Health, Washington, D. C.

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For further information:
Belmont Farley or Myrtle Bonn

FOR RELEASE: A.M. Papers
Wed., Oct. 17, 1956

NEA Urges Tax Equity for Teachers; Asks Presidential Candidates to State Views on Tax Policy

WASHINGTON, Oct. 16 -- The Executive Committee of the National Education Association (NEA), following its semi-annual meeting here, called upon both major presidential candidates to support changes in federal tax laws that would "give teachers additional incentive to stay in the classroom and improve their skills."

"We aren't asking any special tax favors," stated NEA President Martha Shull, who today released the text of a telegram sent to Mr. Eisenhower and Mr. Stevenson. "We just think teachers should be allowed to deduct their professional expenses in computing their federal income taxes just as other professional persons and businessmen do."

The NEA Executive Committee pointed out that present interpretations of federal tax laws by the Internal Revenue Service do not permit most teachers to deduct summer school expenses or the cost of further study to improve their competence. The NEA has asked the Internal Revenue Service to amend these regulations.

(more)

"It is just as important for teachers to continue their professional development as it is for doctors and lawyers to keep up with new medical techniques or legal interpretations," Miss Shull declared. "Doctors and lawyers may deduct their expenses for attending a medical convention or a tax institute while most teachers may not deduct comparable professional expenses."

Miss Shull called attention to the fact that for the first time education is a major issue in a presidential campaign.

"I think the parents and teachers of America want all candidates for every national office to state clearly what federal educational programs they will support in the 85th Congress," she said.

"Federal school construction assistance is one form of positive action that will bring immediate and much needed relief to many school districts. NEA's proposal for tax equity will also bring relief where it is much needed; namely, to the individual teacher whose salary already falls below earnings in many other occupations. We hope Mr. Eisenhower and Mr. Stevenson will give our requests serious consideration."

The full text of the telegram released by Miss Shull reads:

The National Education Association hopes that education as a major issue in the 1956 presidential campaign will continue to be discussed with emphasis on how to reduce the shortage of buildings and qualified teachers.

The Association invites the candidates for the presidency to consider another way by which the federal government can assist education by providing tax equity for teachers. At present, federal income tax deductions for professional expenses are not accorded to teachers as they are to other professional and business persons. This inequity can be remedied by allowing teachers to deduct from taxable income the expense of further education to improve professional competence. A less restrictive policy than is now in effect would give teachers additional incentive to stay in the classroom and to improve their skills.

(more)

The NEA Executive Committee, in conformity with the policy of the Association, respectfully invites you, as a candidate for the office of President, to announce your views on a federal tax policy that will treat teachers equitably in the matter of deductible professional expenses. We will be happy to provide further details.

The telegram was signed by Miss Shull, NEA president, and William G. Carr, executive secretary of the NEA.

The NEA has a membership of 659,000 teachers and school administrators in the United States and Territories. It is the largest professional organization in the world.

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NOTE TO EDITORS: Enclosed is further information on tax deductibility under federal law.

TAX DEDUCTIBILITY OF EDUCATIONAL EXPENDITURES OF TEACHERS

Since 1942, the Association, working through its Research Division, has tried to persuade the Internal Revenue Service to treat the continuing educational expenses of teachers as a deductible item of business expenditure. A lawyer can attend a tax or real estate institute, an insurance man may take a short course in new methods of writing insurance, a doctor can take a refresher course on the use of antibiotics, and an actor can take a course in physical culture for the purpose of losing weight and thereby keeping in good condition. In each of these cases the expenses are tax deductible. Not so with the teacher who goes to summer school or who takes courses during the winter toward an advanced degree or simply to broaden her professional competence.

In 1950, Mrs. Norah Payne Hill, a Virginia teacher, with help from the NEA, succeeded in getting a favorable decision from the Fourth Federal Circuit Court of Appeals which permitted her to deduct her summer school expenses on the ground that this was necessary in order to maintain a teaching certificate in Virginia. In 1951, the Internal Revenue Service modified its regulations slightly in order to permit deduction of summer school expenses only, such deduction to be limited to those cases where the teacher submitted satisfactory evidence that such courses were required in order for her to maintain her position. Even this concession has not proved satisfactory, since it has left regional directors of Internal Revenue with considerable discretion to rule against deductions for summer school expenses.

Most recently of all, on July 10, 1956, the Internal Revenue Service proposed new, and--apparently more restrictive, regulations on deductions for educational expenses. If the regulations become effective, the deduction will not be allowed for a course which gives academic credit, even though the course may be necessary to maintain a certificate, if by taking it the teacher can obtain a different position or qualify for entry into new employment.

The deduction cannot be taken if the course will advance the teacher in earning capacity, salary, status, or position, or even enhances substantially the teacher's reputation!

The NEA and several state education associations filed official letters of protest against this new regulation. In hearings held in Washington, D.C. on September 11 and 18, NEA was represented before the Internal Revenue Service by Milson C. Raver, Executive Secretary of the Maryland State Teachers Association. It is possible that Internal Revenue Service will modify its ruling so as to give teachers an equitable deduction for summer school expenses. If necessary, the Association should be prepared to ask Congress to amend the federal tax laws so as to assure a fair interpretation of the deductibility of professional educational expenses.

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For further information:
Belmont Farley or Roy Wilson

FOR RELEASE: A.M. Papers
Monday, Nov. 12, 1956

School Bell Magazine Makes Bow

Washington, D. C., Nov. 11 -- Today's citizens are far better informed and alert to school needs than they have been in decades, according to Roy E. Larsen, president, Time, Inc., partly because leaders in the mass communications field--national magazines, the press, radio, and television--have recognized their responsibility to report honestly, comprehensively, and frequently to their readers and listeners on the status of education.

Mr. Larsen's remarks are contained in a Foreword to a new 12-page bimonthly magazine, The School Bell, published here today by the National School Public Relations Association and the Division of Press and Radio Relations of the National Education Association.

"Objective of The School Bell whose November 1956 issue contains condensations of recent major articles on education from Life Magazine, Collier's, This Week, Parents', and The New York Herald Tribune, is, according to Mr. Larsen, "to take many of these fine things which are being said and written and broadcast about today's schools, and to channel them, on a regular basis, to the point where all action must originate--with the local citizen in his local community."

Articles appearing in The School Bell's maiden issue include "What to do About Our Schools", an editorial from Life Magazine; "To Help Your Child Succeed in School", by Harold G. Shane in Collier's; "Let's Give 'Oscars' To Our Teachers" by Bernard M. Baruch in This Week Magazine; "How Good is Your Child's School?" by Sloan Wilson in Parent's Magazine; and "A Proposal to the Candidates" by Roscoe Drummond in The New York Herald Tribune.

Copies of The School Bell may be ordered from the National School Public Relations Association, NEA, 1201 Sixteenth Street, N.W., Washington 6, D.C. at the following prices: Single copy, 20¢; 10 or more copies, 16¢ each.

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Nov. 10, 1956
News

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FOR RELEASE: Sunday Papers
November 11, 1956

School Visitations During American Education Week
Expected to Exceed 20 Million Mark Set Last Year

WASHINGTON, Nov. 10— The largest inventory of the nation's schools gets underway tomorrow with the opening of the 36th annual observance of American Education Week. In a special proclamation, President Eisenhower has called the observance one of "dedication to education...especially significant...in terms of local community needs and required action."

The number of persons attending open-house and other school activities during the week is expected to pass last year's 20 million mark, according to the National Education Association (NEA), one of the week's four sponsors. Other sponsors are: The National Congress of Parents and Teachers, the American Legion, and the U.S. Office of Education.

Coming on the eve of the NEA's centennial celebration, American Education Week programs in many areas will serve to mark a century of advancement in teaching. For the first time this year, National Teachers Day - a day to honor teachers and express appreciation for their service - will be incorporated in the observance. The general theme is "Schools for a Strong America."

In many school systems heavy emphasis is being placed on introducing congressmen and other influential citizens to the achievements and needs of local schools. Entire classrooms of children in numerous congressional districts have written letters of invitation asking congressmen to visit their schools for first hand information.

(MORE)

The proclamation issued by the President reads:

"WHEREAS since the founding of our Nation, our citizens have zealously worked and sacrificed to provide schools and colleges for the education of our children, our youths, and our adults; and

"WHEREAS the White House Conference on Education held in 1955, with delegates from all the States and Territories, representing millions of citizens of all races, faiths, and walks of life, reemphasized the needs of the Nation for more and better schools and colleges to the end that our people through improved education may make a greater contribution to the progress and future welfare of America, and to the peace and well-being of the world; and

"WHEREAS the setting aside of a special education week each year provides a fitting opportunity for parents and educators and the public generally to visit schools and educational institutions, to express their appreciation of the work of our teachers and school officials, and to exchange views upon educational problems and progress:

"NOW, THEREFORE, I, DWIGHT D. EISENHOWER, President of the United States of America, do hereby designate the period from November 11 to November 17, 1956, as American Education Week; and I urge the fullest possible participation in the observance of that week by the people throughout the United States. This week of dedication to education and to the efforts and achievements of teachers, school and college administrators, and others in this important area of public service is especially significant during this first year of appraisal, in terms of local community needs and required action, of the recommendations made by the White House Conference on Education. Let us all stress the need for good schools to keep America strong.

"IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the United States of America to be affixed.

DWIGHT D. EISENHOWER"

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FOR RELEASE: P.M. Papers, Saturday
November 10, 1956

California, Iowa and Kentucky Superintendents
Nominated to Head American Association of School Administrators

Washington, D. C., Nov. 9 -- Three school superintendents in California, Iowa and Kentucky have received the highest number of votes in a primary preferential ballot for the office of president-elect of the American Association of School Administrators (AASA).

The three are:

Omer Carmichael, superintendent of schools, Louisville, Kentucky

Clyde Parker, superintendent of schools, Cedar Rapids, Iowa

C. C. Trillingham, county superintendent of schools, Los Angeles, California

The president-elect will be chosen from the three nominees for that office in a nation-wide mail ballot among the 10,520 members of AASA in December. The president-elect serves a one-year term (beginning March 15, 1957) before succeeding to the presidency. He will serve as president of the association from March 15, 1958 to March 15, 1959.

The results of the balloting were announced today by the Board of Tellers of AASA.

Members of the Board are:

J. E. Scott, superintendent of schools, Peekskill, New York, chairman

J. E. Pease, superintendent of schools, La Grange, Illinois

T. Edward Rutter, superintendent of schools, Arlington, Virginia

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Press and Radio Relations

For Immediate Release

Recreation Experts to Meet in Nation's Capitol To Find Out Why College Graduates are Bypassing Career Opportunities Now Opening Up in The Field

Washington, D. C., Nov. 9 -- Recreation specialists in the nation's colleges and universities are raising their collective eyebrows over a paradoxical situation that exists in this field. Now that career opportunities are opening up for recreation experts, good jobs with better-than-average-pay are going begging because so few young people are taking degrees in this new professional area.

The Association for Health, Physical Education, and Recreation (AAHPER) has taken the lead among the groups which are becoming increasingly alarmed over this situation and has invited approximately 100 educators from all parts of the nation to attend a conference here November 14-16 to see what can be done to remedy it.

The conference is being sponsored by the AAHPER, the Association for Higher Education, and the National Commission for Teacher Education and Professional Standards, with a number of other national recreation organizations cooperating.

"One of the purposes of the National Conference on Professional Preparation of Recreation Personnel is to study some of the reasons for the 25% drop this past year in the number of recreation graduates from colleges and universities," reports Jackson Anderson, AAHPER Assistant Executive Secretary. Dr. Anderson is consultant in recreation and outdoor education with the AAHPER and will serve as conference coordinator.

(more)

"Our nation faces a serious shortage of professional recreation leaders qualified to organize and conduct badly needed recreation programs in hospitals, industries, the Armed Forces, and public and private recreation agencies," Dr. Anderson said.

He explained that although there were more than 3,000 openings for full-time recreation leaders last year, our colleges and universities graduated just over 500 persons qualified to fill these vacancies.

Conference participants hope to get to the root of the problem, Dr. Anderson said, by taking up a barrage of questions concerning the curriculums being offered the would-be recreation specialists. High on the list of questions: Is it because curriculums are so loaded with "must" courses that the student's don't have time to specialize? Or, could it be that the colleges and universities are not offering enough specialized courses? How can teacher training institutions sharpen up curriculums so that more young people will be attracted to the recreation courses?

The three organizations sponsoring the conference are all affiliates of the National Education Association.

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Note to the Editor: A list of conference participants is attached. Those from your community have been especially marked for your convenience.

LIST OF CONFERENCE PARTICIPANTS

- ALABAMA - Dr. Jackson R. Sharman, University of Alabama, University.
- CALIFORNIA - Dr. Carl L. Nordly, Professor of Education, University of California, Berkeley.
 Dr. Marya Welch, Asst. Prof. of Physical Education, University of California, Davis.
 Mr. David Gray, Long Beach State College, Long Beach.
 Dr. Tillman Hall, University of Southern California, Los Angeles.
 Dr. Norman P. Miller, Assistant Professor of P.E., Univ. of Calif., Los Angeles.
 Mr. Louis E. Means, Consultant, School Recreation, Bureau of Health, P.E. & Recreation, Department of Education, 721 Capitol Avenue, Sacramento.
 Mr. W. H. Orion, 1551 - 18th Avenue, San Francisco.
- COLORADO - Dr. David Bartelma, Department of Physical Education, University of Colorado, Boulder.
 Mr. Granville Johnson, University of Denver, Denver.
 Miss Dorothy Humiston, University of Denver, Denver.
- CONNECTICUT - Dr. George Van Bibber, Director, School of Physical Education, University of Connecticut, Storrs.
- DELAWARE - Dr. John H. Jenny, Board of Education Building, 511 W. 8th Street, Wilmington.
- DISTRICT OF COLUMBIA - Mr. C. C. Bream, Jr., Recreation Specialist, Recreation Division, Special Service, Dept. of Medicine & Surgery, Veterans Administration, Washington.
 Mr. George Dickie, Secretary, Federal Inter-Agency Comm. On Recreation, Room 2649 Interior Building, Washington.
 Mr. Thomas Hart, Howard University, Washington.
 Miss Madolin Cannon, American National Red Cross, 18th & D Streets, N.W. Washington.
 Mr. Milo F. Christiansen, Superintendent, D.C. Recreation Dept. 3149 Sixteenth Street, N. W., Washington.
 Mr. Howard R. Boozer, Staff Associate, American Council on Education, 1785 Massachusetts Avenue, N.W., Washington.
 Mr. John H. Burr, Howard University, Washington.
 Mr. Simon McNeely, Dept. of Health, Education, & Welfare, U. S. Office of Education, Washington.
 Dr. B. E. Phillips, Recreation Specialist, Recreation Division, Special Service, Dept. of Medicine & Surgery, Veterans Administration, Washington.
 Dr. G. Ott Romney, Housing and Home Finance Agency, 1741 Rhode Island Avenue, Washington.
 Miss Dorothea F. Sullivan, School of Social Service, Catholic University, Washington.
- FLORIDA - Dr. D. K. Stanley, University of Florida, Gainesville.
 Dr. William J. Tait, Director, Recreation Curriculum, Florida State University, Tallahassee.
- GEORGIA - Dr. Zebulon B. Vance, Mercer University, Macon.
 Mr. Robert A. Turner, Coordinator, Recreation Department, West Point Manufacturing Company, West Point.
- ILLINOIS - Mr. Robert E. McBride, Southern University, Carbondale.
 Dr. William H. Freeberg, Chairman of Recreation & Outdoor Education Department, Southern Illinois University, Carbondale.
 Mr. Donald Clayton, George Williams College, Chicago.
 Colonel Theodore P. Bank, President, Athletic Institute, 209 South State Street, Chicago.
 Miss M. Virginia Frye, School of Physical Education, University of Illinois, Urbana.
 Mr. Robert Boyd, Chief, Special Services, VA Hospital, Downey.
- INDIANA - Mr. Reynold E. Carlson, Associate Professor of Recreation, Indiana University, Alpha Hall, Bloomington.
 Dr. Walter L. Stone, Professor of Sociology, Hanover College, Hanover.
 Dr. H. D. Edgren, Purdue University, LaFayette.
- IOWA - Dr. Elizabeth Van der Smitten, State University of Iowa, Iowa City.
- KANSAS - Mr. Lawrence J. Heeb, State Recreation Consultant, University of Kansas, 107 Robinson, Lawrence.

(more)

LIST OF CONFERENCE PARTICIPANTS (continued)

- KENTUCKY - Miss Martha G. Carr, University of Kentucky, Lexington.
Dr. Earl Kauffman, Jr., President College Recreation Association, Dept of Physical Education, University of Kentucky, Lexington.
- LOUISIANA - Dr. Henry O. Dresser, Assoc. Prof., La. State Univ., 730 Hebert Street, Baton Rouge.
- MARYLAND - Dean Lester Fraley, University of Maryland, College Park.
Dr. Ellen E. Harvey, Dept. of P. E. for Women, University of Maryland, College Park.
Dr. Marvin H. Eyler, University of Maryland, College Park.
Mrs. Ellen Linson, Director, Dept. of Recreation, 4811 Riverdale Road, Riverdale.
Mr. Forest Gustafson, Director, Department of Recreation, Rockville.
- MASSACHUSETTS - Mr. Charles F. Weckwerth, Springfield College, Springfield.
- MICHIGAN - Mr. A. W. Thompson, Wayne University, Detroit.
Dr. Joseph Gembis, Wayne University, Detroit.
Dr. Julian W. Smith, Associate Professor of Outdoor Education, Department of Education, Michigan State University, East Lansing.
Miss Janet Wells, 38 Mason, Michigan State University, East Lansing.
Mr. Russell B. Daubert, Michigan State University, East Lansing.
Dr. King McCristal, Michigan State University, East Lansing.
Dr. Thelma Bishop, Michigan State University, East Lansing.
Mr. Thomas C. Slaughter, Associate Professor of Physical Education, Western Michigan College, Kalamazoo.
Mr. Ernest V. Blohm, Executive Secretary, Michigan Inter-Agency Council for Recreation, 130 Mason Building, Lansing.
Dr. Ronald W. Finch, Central Michigan College of Education, Mount Pleasant.
- MINNESOTA - Dr. Gerald B. Fitzgerald, University of Minnesota, Minneapolis.
- MISSISSIPPI - Dr. Jean Kubik, Mississippi Southern College, Hattiesburg.
- MISSOURI - Mr. Norman S. Lawnick, Instructor in Physical Education, Univ. of Missouri, Columbia.
- NEW HAMPSHIRE - Miss Patricia Olkkonen, Director of Recreation Curriculum, Univ. of N.H., Durham.
- NEW JERSEY - Dr. George W. Dochat, Chairman, Teachers Training Division, Department of Physical Education, Rutgers University, New Brunswick.
- NEW MEXICO - Miss Cohyn Bowers, Eastern New Mexico State Teachers College, Portales.
- NEW YORK - Dr. Harlan G. Metcalf, Cortland State Teachers College, Cortland.
Dr. Harry C. Thompson, Public Schools, Great Neck.
Mr. Gene Welborn, Ithaca College, Ithaca.
Miss Florence Ray, Assistant Executive Secretary, National Association of Social Workers, 1 Park Avenue, New York City.
Dr. Leonard A. Larson, New York University, New York City.
Dr. Clifford L. Brownell, Teachers College, Columbia University, New York City.
Dr. Edith L. Ball, Assistant Professor, School of Education, New York University, Washington Square, New York City.
Mr. W. C. Sutherland, Director, Recreation Personnel Service, National Recreation Association, 8 West 8th Street, New York City.
Miss Gladys L. Brown, Leadership Services, YWCA National Board, 600 Lexington Avenue, New York City.
Dr. Milton A. Gabrielsen, School Of Education, New York University, Washington Square, New York City.
Dr. John L. Hutchinson, Teachers College, Columbia University, New York City.
Dr. Joseph Prendergast, Executive Director, National Recreation Association, 8 West 8th Street, New York City.
Dr. Richard E. Stultz, Syracuse University, Syracuse.
Mr. Thomas J. Desmond, Utica College, Utica.

(more)

LIST OF CONFERENCE PARTICIPANTS - (continued)

- NORTH CAROLINA - Dr. Harold D. Meyer, Professor of Sociology, University of North Carolina, Box 1139, Chapel Hill.
Dr. Allen E. Weatherford, Department of Physical Education, North Carolina College at Durham, Durham.
Charles C. Stott, Assistant Professor of Recreation, North Carolina State College, Raleigh.
Dr. Thomas I. Hines, Head, Department of Industrial & Rural Recreation, North Carolina State College, Raleigh.
Ralph J. Andrews, North Carolina Recreation Commission, Education Building, Annex, Room 134, Raleigh.
- OHIO - Mr. George Seedhouse, Chief of Community Centers and Playgrounds, Board of Education, Cleveland.
- OREGON - Mr. Mortimer H. Morris, Oregon State College, Corvallis.
- PENNSYLVANIA - Dr. H. D. Corbin, Lock Haven Teachers College, Lock Haven.
Dr. William Hughes, Temple University, Philadelphia.
Dr. Kenneth Runquist, Associate Professor, Department of HPER, Temple University, Philadelphia.
Mr. Fred M. Coombs, College of Physical Education & Athletics, Pennsylvania State University, University Park.
- TENNESSEE - Dr. A. W. Hobt, University of Tennessee, Knoxville.
- UTAH - Dr. H. B. Hunsacker, Utah State Agricultural College, Logan.
Mr. Israel C. Heaton, Brigham Young University, Provo.
- VIRGINIA - Dr. Thomas Verdell, Head, Dept. of Recreation, Virginia State College, Petersburg.
Mr. Jesse A. Reynolds, Director, Department of Recreation and Parks, City Hall, Richmond.
Mr. Harold K. Jack, Supervisor, HPES&R, State Board of Education, Richmond.
- WASHINGTON - Dr. Helen G. Smith, Chairman, Dept. of P.E. & Rec., State College of Education, Pullman.
- WEST VIRGINIA - Mr. D. Samuel Kistler, Recreation Consultant, Monongahela Power Company, Fairmont.
Mr. Howard Jeffrey, West Virginia University, Morgantown.
Mr. John C. Scherlacher, Director of Rec. Curriculum, West Va. Univ., Morgantown.
- WISCONSIN - Mr. Frederick E. Lengfeld, Assistant Professor of P.E., La Crosse State College, La Crosse.
Dr. H. Clifton Hutchins, Education Building, University of Wisconsin, Madison.
- WYOMING - Dr. R. D. Watkins, University of Wyoming, Laramie.

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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 1,083,000 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, Press and Radio Relations

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After Nov. 6: Aaron DeKosky, Room 123,
Haddon Hall, Atlantic City

FOR RELEASE: A.M. Papers
Tues., Nov. 6, 1956

Public School Adult Educators Convene in Atlantic City, Nov. 7-10

ATLANTIC CITY, N.J., Nov. 6 -- Cultural, economic, and social changes are coming so swiftly that, to cope with them, more and more adults are seeking further education. Developing public-school programs suitable for these adults is the purpose of the fourth annual conference of the National Association of Public School Adult Educators (NAPSEA) opening here tomorrow at the Haddon Hall Hotel.

Approximately 350 administrators of public adult education from 48 states are expected to attend the four-day meeting. The conference theme is "How Can We Build Better Programs for Adults in Our Communities?" Running from November 7 through 10, the conference of public school officials immediately precedes a four-day meeting of the broader Adult Education Association of the United States.

"The public school has a unique place in the total program of adult education," stated Robert A. Luke, executive secretary of NAPSEA. "Among all the agencies and institutions in the community, it reaches more people in more places than any other agency and thus becomes a cornerstone of our democracy through its educational influence on adults." Mr. Luke is scheduled to address the opening assembly of the conference on "Our Professional Concerns." Keynote speaker will be Frederick E. Raubinger, state commissioner of education, New Jersey.

(MORE)

On Friday, Nov. 9, conference participants will hear a five-man panel outline specialized needs of adults as parents, homemakers, workers, citizens, and individuals. Panel participants include: Bonaro Overstreet, nationally known lecturer, author, and psychologist, Falls Church, Va.; Myra Woodruff, chief, Bureau of Child Development and Parent Education, New York State Education Department, Albany, N.Y.; Lawrence Rogin, educational director, Textile Workers Union, Charlotte, N.C.; Stanley Swarder, consultant in adult education, California State Department of Education, Sacramento, Calif.; and Irene Patterson, associate professor of home economics, Cornell University, Ithaca, N.Y.

Schools in New York City, Philadelphia and other nearby cities are sending groups of teachers to a special session on Saturday morning.

A series of 40 discussion groups and workshops have been scheduled on such administrative problems as financing, status, staff training, community resources, teacher selection, counseling, testing, and publicity.

Group discussion leaders include: William M. Barr, Millburn, N.J.; Willard Browning, Red Bank, N.J.; Theodore Gnagy, Maplewood, N.J.; Richard Miller, Weehawken, N.J.; Kenneth S. Imel, San Diego, Calif.; Philo Chambers, Los Angeles, Calif.; Ray B. Minnis, Denver, Colo.; Kenneth Dunbar, Aurora, Colo.; Alan E. Hugg, Hartford, Conn.; James A. Fling, Tallahassee, Fla.; Samuel E. Hand, Tallahassee, Fla.; L.C. Reynolds, Tampa, Fla.; Robert J. Schultz, Indianapolis, Ind.; James A. Sheldon, Des Moines, Iowa; Ralph Shaw, Baton Rouge, La.; Herbert F. Woolweaver, Plymouth, Mich.; Paul Johnson, Carlsbad, N.M.; K. A. Schneider, Richmond, Va.; and Wayne Dick, Seattle, Wash.

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For further information:
Belmont Farley or Myrtle Bonn
Press and Radio Relations

FOR RELEASE: A.M. Papers, Monday, November 5, 1956

Football Coaches Score Financial Touchdown Over Many of Their Campus Colleagues

WASHINGTON, Nov. 4 -- As football coaches lead their 11-man teams across the gridiron and college deans lead their students to less flamboyant victories over the curriculum, it's the coaches, in many cases, who have the financial lead. When it comes to salaries, a substantial percentage of the coaches are scoring a touchdown over their campus colleagues -- and over many college presidents, too.

A survey just completed by the Research Division of the National Education Association reveals that more coaches than deans of colleges have reached the \$12,000-and-up bracket. (Dean of college is a specific administrative category higher than dean of students.) In fact, of 467 deans of colleges queried, only one is paid as much as \$15,000. But eight of 270 head football coaches queried receive above that figure.

State universities, the survey shows, pay their head football coaches more than other types of institutions. The median salary of football coaches in state universities is \$11,005 -- a higher salary than is paid to almost half of the nation's college presidents. The highest paid coaches get between \$17,000 and \$17,500. Land-grant colleges have the second highest pay scale for coaches. Their median is \$10,500. Municipal universities have the third highest pay scale and non-public universities have the fourth.

With the exception of land-grant institutions, colleges pay their coaches far less than universities. Head coaches receive the least pay from state colleges, teachers' colleges, and non-public colleges.

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1956

Nov. 1, 1956

News

from the NATIONAL EDUCATION ASSOCIATION

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For further information
Belmont Farley, Roy K. Wilson

FOR RELEASE: P.M. Papers, Tuesday,
November 1

DR HOWARD HANSON TO WRITE SPECIAL COMPOSITION
IN HONOR OF NATIONAL EDUCATION ASSOCIATION CENTENNIAL

Washington, D.C., November 1--Dr. Howard Hanson, director of the Eastman School of Music in Rochester, New York, has been commissioned by the National Education Association to write a composition for chorus and orchestra in honor of the Association's centennial in 1957. Under the terms of the commission, Dr. Hanson will be responsible for selecting a text suitable for the occasion.

"The National Education Association is honored to have Dr. Hanson accept its commission for a centennial composition," said William G. Carr, executive secretary of the Association. "He has contributed much to American music as a composer and conductor, and not least of all as an educator. We should like to hope that our commission will give him an opportunity to make a significant addition to what he has already achieved as a musician."

The NEA Centennial Commission has appointed a committee headed by Miss Vanett Lawler, executive secretary of the Music Educators National Conference, an NEA department, to make further arrangements for the first performance of Dr. Hanson's composition and to see that it is performed as widely as possible during 1957, the centennial year.

MORE

Dr. Hanson To Write Special Composition - page two

Dr. Hanson is an internationally known composer-director whose works include the well-known Merrymount opera written for the Metropolitan Opera Company in 1933. His Fourth Symphony won the Pulitzer award, and his Fifth was the opening number, written for the occasion, of the Philadelphia Orchestra's "Salute to France" performance recently in Paris. As director of the Eastman-Rochester Symphony Orchestra, he is heard frequently on radio. Groups under his direction have produced numerous choral and symphonic records. He is president of the National Music Council.

Dr. Hanson, working with the committee, is to select words for which he will prepare the musical score. Research to find suitable text is already under way. Arrangements will be made for a premiere performance, to be announced early in 1957. Copies will be available for local performances, especially in schools, during the year.

The number will be prepared by Dr. Hanson for chorus and orchestra. A part of the larger work, which is to be 10 to 15 minutes in length, will be especially written as a "song" for groups to sing throughout the nation.

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For further information
Belmont Farley or Myrtle Bonn

FOR IMMEDIATE RELEASE

Eisenhower Proclaims Nov. 11-17 American Education Week;
Urges "Fullest Possible Participation" Throughout Nation

WASHINGTON, D.C., Sept. 18 -- President Eisenhower, in an official proclamation, has called upon the nation to set aside American Education Week, November 11-17, as a "week of dedication to education" and has termed the observance a "fitting opportunity for the exchange of views upon educational problems and progress."

Stressing the need for "good schools to keep America strong," the President called this 36th annual observance "especially significant . . . in terms of local community needs and required action"

The full text of the President's proclamation reads:

"WHEREAS since the founding of our Nation, our citizens have zealously worked and sacrificed to provide schools and colleges for the education of our children, our youths, and our adults; and

"WHEREAS the White House Conference on Education held in 1955, with delegates from all the States and Territories, representing millions of citizens of all races, faiths, and walks of life, reemphasized the needs of the Nation for more and better schools and colleges to the end that our people through improved education may make a greater contribution to the progress and future welfare of America, and to the peace and well-being of the world; and

"WHEREAS the setting aside of a special education week each year provides a fitting opportunity for parents and educators and the public generally to visit schools and educational institutions, to express their appreciation of the work of our teachers and school officials, and to exchange views upon educational problems and progress:

"NOW, THEREFORE, I, DWIGHT D. EISENHOWER, President of the United States of America, do hereby designate the period from November 11 to November 17, 1956, as American Education Week; and I urge the fullest possible participation in the observance of that week by the people throughout the United States. This week of dedication to education and to the efforts and achievements of teachers, school and college administrators, and others in this important area of public service is especially significant during this first year of appraisal, in terms of local com-

(MORE)

munity needs and required action, of the recommendations made by the White House Conference on Education. Let us all stress the need for good schools to keep America strong.

"IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the United States of America to be affixed.

DWIGHT D. EISENHOWER"

Now in its fourth decade, American Education Week has traditionally been a period when the nation takes annual inventory of school needs and achievements. Upward of 20 million persons are expected to attend open house functions and otherwise visit their schools during the observance, according to the four national sponsors. The sponsors are: The National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers.

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For further information:
Belmont Farley or Myrtle Bonn

FOR RELEASE: P.M. Papers
Tuesday, Oct. 30, 1956

National Education Association Releases Comprehensive Study of Salary Schedules in Universities and Colleges

WASHINGTON, D.C., Oct. 29 — Institutions of higher learning face enrollments which are increasing at a higher rate than any other educational level -- and they face this crisis paying faculty members an average salary of \$5,243. The seriousness of their plight is revealed in the most comprehensive survey yet undertaken of salary schedules in the nation's universities and colleges released today by the Research Division of the National Education Association.

Facts disclosed by the survey are published in the NEA's quarterly Research Bulletin titled, "Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1955-56." They show that, on the average, municipal universities pay the highest salaries with state universities running second; that larger colleges pay more than the smaller ones; and that public institutions pay more than non-public institutions.

A geographical breakdown shows faculty salaries vary considerably from one part of the country to another, with the highest average -- \$5,758 -- paid in the Far West. The lowest average -- \$4,799 -- is paid in the Southeast. This difference of nearly \$1,000 shows up in all ranks of teachers and in all types of institutions.

MORE

Though administrative positions in the \$25,000 - \$30,000 bracket are not unknown and salaries of \$10,000 or more for straight teaching during the academic year can be cited, overall financial opportunities for teaching and administrative personnel are tragically limited. The average college president receives \$11,314; the average full professor, \$7,076; the average associate professor, \$5,731; the average assistant professor, \$4,921; and the average instructor, \$4,087.

"The shortage of competent teachers can rightly be charged to a number of contributing causes, but one stands far above all others in importance -- insufficient salaries," states the bulletin. "Employing officials ... lack the necessary funds to enter the free competitive market and obtain the services of superior teachers in the numbers needed by today's educational system. The extent of the unmet need varies from one subject of study to another and from one institution to another, but the net result is that emergency provisions are in operation almost everywhere."

The investigation further discloses that many of the higher educational institutions are forced to take unfair advantage of the devotion of their staff members. "Many superior teachers remain in the classroom year after year because of their sincere belief in the worth of their efforts and their dedication to work with growing minds," the report asserts. "In many other instances it must be admitted that mediocre and even inferior work in the classroom is condoned simply because funds are not available to attract and hold superior teachers."

Released at a time when most institutions are planning budgets for the coming year, the survey covers the year 1955-56 and is based upon replies from 730 degree-granting institutions. It is also based on tabulations of returns from 258 junior colleges.

Most colleges and universities try to maintain salary schedules, the report indicates. But the scarcity of new teachers in certain fields has forced the abandonment of schedules in many instances. Often an attractive candidate is offered a higher salary or a higher rank than the schedule provides. "Such emergency

measures immediately exert a depressing effect on the morale of all other teachers on the staff," the study reports.

Data relative to salaries paid in administrative positions are also revealed. The median for the college dean is \$7,495; for the registrar, \$5,230; for the head librarian, \$5,437; for the business manager, \$6,682. The salaries reported are for the full year but do not include such extras as a car or house frequently provided for the president, but rarely for any other official.

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NOTE TO EDITOR: Two tabulations showing median salaries paid by geographic regions and by types of institutions are appended. One is for college and university teachers. The other is for administrative officers.

Review copies of "Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1955-56" may be obtained from Research Division, National Education Association, 1201 - 16th Street, N.W., Washington 6, D.C.

MEDIAN SALARIES PAID TO CERTAIN COLLEGE AND UNIVERSITY ADMINISTRATIVE
OFFICERS FOR 12 MONTHS OF SERVICE, 1955-56

	Presi- dent	Dean of college	Business manager	Registrar	Dean of women	Head librarian	Director of public relations
1	2	3	4	5	6	7	8
All types of institutions in all regions	\$11,314	\$7,495	\$6,682	\$5,230	\$5,200	\$5,437	\$6,007
By type of institution:							
State universities ..	17,000	11,100	9,750	7,300	7,280	8,433	7,800
Nonpublic universities	18,125	9,160	9,033	6,050	5,500	6,300	7,350
Municipal universities	19,500	12,750	10,700	7,600	6,100	7,600	8,100
Land-grant colleges	15,325	10,500	9,175	7,250	6,650	8,020	7,550
State colleges	11,400	7,950	6,900	6,033	5,900	5,833	5,760
Teachers colleges ...	10,182	8,550	6,325	5,140	5,940	5,714	...
Nonpublic colleges:							
Large	12,200	7,700	7,333	5,167	4,700	5,417	6,029
Medium size	10,064	6,850	6,129	4,443	4,450	4,480	5,200
Small	7,900	5,680	5,109	3,825	3,710	3,867	4,800
By geographic region:							
New England	11,300	7,700	7,700	...	...	5,440	...
Middle Atlantic ...	12,317	7,700	6,543	...	...	5,580	...
Southeast	9,900	7,178	6,173	...	...	4,771	...
Middle	12,092	7,367	6,867	...	...	5,475	...
Southwest	12,045	8,000	7,150	...	...	5,557	...
Northwest	10,033	7,100	6,600	...	...	5,150	...
Far West	14,000	9,233	8,475	...	...	6,450	...

MEDIAN SALARIES PAID TO COLLEGE AND UNIVERSITY TEACHERS
FOR NINE MONTHS OF SERVICE, 1955-56

	Professors	Associate professors	Assistant professors	Instructors	All ranks combined
1	2	3	4	5	6
All types of institutions in all regions	\$7,076	\$5,731	\$4,921	\$4,087	\$5,243
By type of institution:					
State universities.....	7,736	6,158	5,162	4,159	5,649
Nonpublic universities.....	7,960	6,122	5,011	4,099	5,585
Municipal universities	8,968	7,326	6,224	5,084	6,435
Land-grant colleges	7,539	6,015	5,047	4,059	5,458
State colleges	6,150	5,242	4,802	4,118	4,992
Teachers colleges	6,854	5,917	5,188	4,534	5,401
Nonpublic colleges:					
Large	6,083	5,070	4,481	3,925	4,756
Medium size	5,381	4,659	4,210	3,702	4,411
Small	4,691	4,147	3,805	3,612	4,081
By geographic region:					
New England	7,340	6,023	5,118	4,190	5,417
Middle Atlantic.....	7,591	6,072	5,029	4,170	5,481
Southeast	6,350	5,170	4,422	3,651	4,799
Middle	7,497	6,052	5,169	4,256	5,456
Southwest	6,146	5,203	4,592	3,860	4,920
Northwest	6,417	5,325	4,684	4,059	4,900
Far West	8,416	6,355	5,354	4,440	5,758

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For further information:
Belmont Farley or Myrtle Bonn

FOR RELEASE: A.M. Papers, Oct 23, 1956

Educators Prepare to Meet Specialized Needs
Of Adults Enrolled in Public Schools

WASHINGTON, D.C., Oct. 22 -- The majority of adults coming back to the public schools have educational needs which are immediate and urgent, and if the community is to meet those needs it must offer a program of education designed for adult interests, adult convenience, adult habits, and adult mores.

This pronouncement is made in "Public School Adult Education," a 156-page guidebook published today by the National Association of Public School Adult Administrators (PSAA), a department of the National Education Association. The first such manual for teachers and administrators in this rapidly growing field of education, its release coincides with the observance in many communities of the 100th anniversary of adult public education.

Recognizing that an ever increasing number of adults are coming to the public schools for a wide range of subjects, the Association calls for an adult education program in every public school system. "Wherever there is an opportunity," it says, "more and more adults are turning to their public schools for education ranging from the basic skills of reading, writing, and arithmetic, to the discussion of social and economic problems.... They desire training for new jobs. They want preparation to meet the problems of their homes, their families, and communities more adequately and effectively. They desire leadership and training so that they may use their leisure time wisely."

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In a warning against making adult education program mere extensions of elementary and secondary education, the guidebook asserts: "It is a different type of education with characteristics that call for a different curriculum, different course content, different methods and materials, different counseling service, different facilities, and for the most part, a different teaching staff. Merely to repeat the elementary, secondary and college courses in classes for adults would be to invite disaster.... Teachers must understand the interests, needs, capacities, and attitudes of adult students in order to do a successful teaching job."

To aid administrators and teachers in developing a program suitable to adults, the handbook offers specific "how-to-do-it" tips on curriculum development, teacher selection, teaching techniques, the use of community advisory committees, public relations, and other areas of administration, supervision, and instruction.

This volume is the first in a series of publications to be produced under the terms of a grant made available to PSAA through the Adult Education Association of the United States.

Written under the direction of a committee of distinguished adult educators, the book includes contributions from such specialists as: Dr. George C. Mann, chief, Bureau of Adult Education, State Department of Education, Sacramento, Calif.; Thomas A. Van Sant, assistant superintendent of schools, Baltimore, Md.; Dr. Homer Kempfer, executive director, National Home Study Council, Washington, D. C.; John P. Holden, newly appointed specialist in adult education, United States Office of Education, Washington, D. C.; Dr. Paul Essert, Institute of Adult Education, Columbia University, N. Y.; and Howard L. Johnson, principal, Emily Griffith Opportunity School, Denver, Colo. The editorial committee was under the leadership of E. Manfred Evans, assistant superintendent of schools, Los Angeles, Calif.

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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
Myrtle Bonn, Press and Radio Relations

FOR IMMEDIATE RELEASE
10/19/56

Belmont Farley Feted for Achievements In Education News Coverage

WASHINGTON, D. C. — Belmont Farley, for 27 years director of press and radio relations for the National Education Association, received a surprise tribute here (Oct. 8) at a luncheon in his honor attended by more than 100 of his colleagues and friends.

A "bug" on history himself, the Missouri-born educator heard a group of long-time associates testify to his own historic achievements in lifting education news from the obituary to the front pages of newspapers throughout the country. Dr. Farley, one-time teacher, principal, superintendent of schools, news reporter, and radio producer, now heads a staff of 13 persons in the NEA Division of Press and Radio Relations. He is credited with developing the modern concept of school news reporting which has brought mature editorial status to the field of education.

Representing the corps of present-day education news writers assigned to conventions and other education events, Herman Allen, education editor of the Associated Press, attributed the present "excellent" press-education relationship to Dr. Farley's "joy" and "enthusiasm" in his work and to his penchant for accurate details.

- more -

Other speakers at the luncheon sponsored by the National School Public Relations Association (NSPRA), an organization which Dr. Farley was instrumental in founding, included: Martha A. Shull of Portland, president of the NEA; William G. Carr, executive secretary of the Association; Frank W. Hubbard, NEA assistant executive secretary for information services; and Roy K. Wilson, executive secretary of NSPRA. Robert E. McKay, assistant executive secretary of the California Teachers Association and president of NSPRA, was toastmaster.

An additional surprise for guests as well as for Dr. Farley came with the presentation of a 16-page booklet, Some Dreams Come True, a summary of his personal and professional achievements. It covers his career from his first study of school news reporting to his current pioneering in educational television. It includes the story of his successful network broadcast of a 1934 convention highlight -- the radio pickup of Admiral Byrd from the Antarctic when broadcasts from Europe were still rare.

In addition to his public school experience, Dr. Farley has been director of publicity at Western Michigan College, Kalamazoo, for two years, and professorial lecturer in numerous summer school sessions at the University of Missouri, University of Montana, University of Minnesota, and the University of Southern California.

He is currently responsible for many of the major education stories appearing in newspapers and magazines throughout the nation and for many of the special broadcasts and TV shows involving educational events.

He is a frequent contributor to education magazines and author of the following books: School Publicity, Stanford University Press; Interpreting the Secondary School, U. S. Office of Education; What To Tell the People About the Public Schools, Bureau of Publications, Teachers College, Columbia University. His degrees include: Pd.B., Central Missouri State Teachers College; B. S., University of Missouri; A. M. and Ph.D., Teachers College, Columbia University.

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NOTE TO EDITOR: A copy of Some Dreams Come True, a biographical booklet of Belmont Farley, is enclosed for any use you may wish to make of the material in it.

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For further information
Belmont Farley or M. Ruth Broom
Press & Radio Relations

FOR IMMEDIATE RELEASE

700 EDUCATORS AND CITIZENS TO SEEK
WAYS TO IMPROVE TEACHING METHODS AT
REGIONAL INSTRUCTIONAL CONFERENCE IN BOSTON

Washington, D. C., Oct. 14 — The National Education Association, in cooperation with educators from six New England states, has set the wheels in motion for a conference in Boston, Mass., next Spring to consider the ways and means of giving today's school children the benefit of better teaching methods, NEA President J. Lester Buford, announced today.

The 1956 Regional Conference on Instruction, to be held April 18-21, will be attended by approximately 700 representatives from state and local education associations and other organizations, as well as citizens groups from Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.

Delegates will tackle some of the problems that are of immediate concern to educators and parents alike as they focus attention on what can be done for the gifted child, how reading and handwriting are being taught, and other issues which cut across school levels and subject matter lines.

William G. Carr, NEA executive secretary, reports that this conference will be devoted exclusively to the improvement of instruction in the schools. Conference theme will be "Working Together for Good Teaching."

"Regional conferences represent a newer trend on the part of the national and state education associations to offer their members broadened programs of instructional service. The NEA and its departments have worked closely with state and local groups

(MORE)

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in sponsoring three similar conferences during the past four years," Dr. Carr said.

"The NEA recognizes that a series of regional conferences over a period of years would not only be a distinct service to education but would also reach many teachers who do not have an opportunity to attend national conferences sponsored by the NEA."

Similar conferences have been held in Toledo, Ohio; Minneapolis, and Denver.

Program plans for this conference were worked out in a series of meetings held by a Boston Planning Committee and a New England Planning Committee, Dr. Carr said. On the agenda will be twenty-five work group sessions at which classroom teachers, supervisors, and administrators will participate in discussions on developing better methods of teaching the fundamentals, challenging the gifted, helping the insecure child, and how to encourage the citizens in their own communities to help plan good school programs.

In addition, the program will include a series of "How We Do It" projects on new approaches to teacher education, methods of developing world understanding, and remedial speech and reading programs.

The chairman of the conference and of the New England Planning Committee is Emily M. McCormick, president of the Massachusetts Teachers Association.

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Oct 19, 1956

For further information
Belmont Farley or M. Ruth Broom
Press & Radio Relations

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For further information:
Belmont Farley or Myrtle Bonn

FOR RELEASE: A. M. Papers, Friday, October 12, 1956

Nation's "Undereducated" Set at 69 Million; Group Burdens Our Economy and Political Life

WASHINGTON, Oct. 11-- The nation's "undereducated" -- 67 million who have not completed high school and another two million with no schooling at all -- are a costly drain on our economy, political life, and national defense, according to Robert A. Luke, executive secretary of the National Association of Public School Educators, a department of the National Education Association (NEA). If we are to overcome this educational deficit, he states, we must double our expenditure for public school adult education.

Writing in the October issue of the National Education Association Journal, Mr. Luke calls the loss to responsible citizenship the greatest of all losses caused by undereducation.

"If a well-informed citizenry is a prerequisite of a functioning democracy," he states, "then lack of education is a continuing threat to our way of life. Each (undereducated adult) represents a drain on the productive economy of our country and a potential weakening of our democratic tradition. All kinds of remedial and welfare services must be called upon to assist the undereducated person. He must be aided in times of economic recession. His low earning capacity makes it necessary for the community to bear some of the costs of maintaining him and his family during times of severe illness."

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One cost of undereducation is revealed in the rejection rates for illiteracy by the armed forces, according to Mr. Luke. During 1950-51, over 16 percent of all military recruits were rejected on grounds of severe educational deficiency, he states, adding that "their duties had to be done by others, and while 'the others' were discharging their military obligations, the illiterates were producing little on the industrial front."

If the cost to the nation is heavy, declares Mr. Luke, the cost to the undereducated individual himself is equally high. He pays a price in terms of "his own personal frustrations and bewilderments. He is the last to be hired and the first to be fired. He must contend daily with problems of which educated people are never aware. Because his skills and personal resources are limited, the illiterate and undereducated person has little chance to solve his problems by self-help. The chances are great that he faces an old age of dependency unlightened by memories of past achievements and unrelieved by intellectual and spiritual insight."

Though many agencies are participating in adult education programs, Mr. Luke sees the major responsibility falling on the public school. "In practically every community," he says, "there is a public school with the personnel and facilities required to improve the vocational skills of adults, to illiminate illiteracy, and to help all those who lack a high-school education to obtain it."

In spite of these facts, studies conducted by the NEA Research Division show that over ~~one~~-third of the cities of America have no public school program for adults. Though some federal aid is available for adult vocational programs, Mr. Luke states, none is available to help reduce illiteracy. This, he suggests, accounts for the insignificant number of literacy courses even where adult education programs are established.

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For further information
Belmont Farley or Myrtle Bonn

For release: Sunday papers, Sept. 30, 1956

Modern Education Impossible Without Appropriate Materials, Principals Say

WASHINGTON, D.C., Sept. 29 -- "The modern child's world consists of a range and variety of products and processes vastly greater and more complex than in any previous society," according to the Department of Elementary School Principals (DESP) of the National Education Association. And if the schools are to bring the child first-hand information about that world, they must be prepared to utilize an equally wide variety of tools and materials.

To guide teachers and principals in the selection, management, and use of these materials, DESP tonight released its 35th Yearbook, "Instructional Materials for Elementary Schools." Compiled under the guidance of a four-man committee, the book includes experiences of scores of educators in bringing to their students "first-hand contacts with the world of living and inanimate things and with the world of people."

"The mastery of reading, writing, spelling, arithmetic, singing, and other skills require a variety of appropriate learning and practice materials," according to the report. "The skills involved in playing many games and in using simple tools can be developed only thru practice with appropriate materials." In fact, without appropriate materials a modern educational program is an impossibility.

Warning against "unquestioned acceptance" of all materials regardless of the way they might be used, the report states: "There are occasions when books may represent uneconomical avenues of learning, when graphs may conceal meaning for some, and when viewing television may be a waste of time. There are other occasions when each of these types of materials may have a unique place."

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To develop a "hand-in-glove" relationship between materials and teaching activities, the yearbook suggests that materials meet these minimum standards: They must be in harmony with the philosophy of education held by the school staff; appropriate to the maturity and educational level of the pupils who will use them; designed and used in accord with the best that is known about how children develop and how learning takes place; designed for repeated safe use; accurate, authentic, and up to date; based on the considered recommendations of teachers and supervisors.

Materials fall into several classifications, according to the report, and the educator must take the sources as well as the uses into consideration. Some are produced at great expense and distributed nationally, such as encyclopedias and textbooks. Some, such as picture collections or mimeographed stories, are developed by individual teachers. There are those ordered in great quantity by the school district and others secured free by a teacher from a business or industry. Equipment such as desks must be used over a long period of time, while supplies such as crayons are quickly consumed.

Other types of materials which need evaluation, the report says, are those of a specialized nature required by the mentally retarded, hard of hearing and other physically handicapped children. In addition, there are special materials for the library, auditorium, school playground as well as those for use by the custodian.

In connection with the publication of the book, the NEA Research Division in cooperation with the Yearbook Committee, surveyed a sample of the Department's membership on the problems of effective use of various types of instructional materials. By a fairly large margin, the principals queried indicated satisfaction with their supply and use of texts and other books. Next advantageous in use were films, filmstrips, and slides. Graphic materials, models, and displays were reported as not being used adequately. The greatest handicap reporting in utilizing materials to their fullest potential was inadequate funds.

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For further information:
Belmont Farley or Myrtle Bonn

FOR RELEASE: A.M. PAPERS, TUESDAY, SEPT. 11, 1956

"Give Colleges Back to the Students," Prexy Advises

WASHINGTON, D.C., Sept. 10 -- American colleges, faced with a shortage of funds, insufficient teachers, and the prospect of doubled student bodies within the next ten years, have one solution open to them, says Harold Taylor, president of Sarah Lawrence College, Bronxville, New York: "Give the college back to the students and let them do the learning."

Writing in the September issue of the NEA Journal published by the National Education Association, Dr. Taylor calls the crisis in higher education "so big and so complicated that the outdated teaching methods now in use are helpless to cope with them."

"What we have now," Dr. Taylor asserts, "is a huge mechanical system for disseminating information" which assumes that the rewards of learning are academic credit, social status, and higher incomes. What we need, he says, is a system which will consider the student's views on education, seek the student's help in educational planning, and make him a responsible partner in the whole educational enterprise.

"If the student is to pay the intellectual price for learning," says Dr. Taylor, "he must feel that learning is worth the price. He must be allowed to work at the things which interest him and not be put off by sequences of introductory and preparatory courses. . . At least half the student's momentum is lost, half his interest destroyed by the mere fact that he must make his way through a welter of preliminary requirements to reach what he wants to study."

Declaring that the quality of learning will be improved only when "conditions for learning are arranged so that the student is confronted with the responsibility for

(MORE)

his own education," Dr. Taylor offers a series of suggestions for putting the student and school in close working relationship. He advocates revisions in the curriculum which will plunge the student into "a world of ideas with which he can become truly concerned" and which will cut the number of full class meetings, permitting concentration on a few things without being shuttled from one subject to another.

"The full class meeting would be the pivot around which the course moved," says Dr. Taylor in developing his plan. "Student questions -- brought up in the discussions led by student assistants or given in written form by the members of the class -- would serve as the basis of the talks to the class by the teacher.

"The technique of having 20-minute lectures, followed by 10-minute discussions in groups of six to eight, with questions emerging from the discussions answered before the whole class by the teacher, can be effectively used with the class of 200.

"Regular discussion groups of 15 to 20 students would be scheduled twice a week, with topics assigned to the class after consultation and planning with the student assistants. Toward the middle and latter part of the semester, freshman discussion leaders would begin to emerge and could be given some responsibility for working with the student assistants and the discussion groups.

"Evaluation of the individual student would be made by a combination of devices -- reports from student-discussion leaders, brief tests, written papers read by the student assistants and discussed with the individuals concerned. Cumulative records would furnish the basis for the teacher's judgment of student ability. . . .

"In the initial stage of a program of this sort, more time, rather than less, would be spent on organization and preparation. But, as the new system developed, a group of student leaders would be developed within it -- students capable of carrying on the major portion of the weekly discussions. . . .

"I believe this approach can succeed because I have seen it at work in a few institutions where students are given genuine educational responsibility," says Dr. Taylor. "Student government officers, the officers of national student organizations, and many other campus leaders have shown what they can do when they are asked to join with members of the faculty in an educational partnership."

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For further information:
Myrtle Bonn or Belmont Farley

FOR RELEASE: PM Papers, Tuesday, September 11, 1956

Top-ranking High-school Graduates Seek Careers in Teaching and Science

WASHINGTON, D. C., Sept. 11 -- Teaching, engineering, science -- the critical shortage areas in the nation's manpower picture -- are attracting many of this year's college-bound students, according to a survey made by the National Association of Secondary School-Principals (NASSP), a department of the National Education Association.

This information was gathered from more than 12,000 young people who ranked scholastically in the top five percent of their high-school graduating classes. All members of the National Honor Society, they discussed their future careers in connection with the annual scholarship awards sponsored by NASSP. Asked what they intended to major in at college and what careers they expected to follow, the greatest number -- 30 percent -- chose teaching. Engineering came next, with science, research and medicine following.

"These students are likely to follow through on their plans," according to Paul E. Elicker, executive secretary of NASSP, "because they are extremely capable of achieving outstanding records in college. They will make an impact on the critical shortages in needed personnel."

Dr. Elicker warned, however, that the picture is not completely bright. In teaching, for example, the survey shows that only 444 of the boys indicated they plan to teach as compared with 3119 girls. That means, according to Dr. Elicker, that many of the potential teachers will be leaving the field for matrimony.

Results of the survey were reported today in the September issue of the NEA Journal.

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Sept. 7, 1956

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For further information:
Belmont Farley or Roy K. Wilson

FOR RELEASE: A.M. Papers, Friday, Sept 7, 1956

NEA Appoints Sam Lambert to Direct Research Division

WASHINGTON, D. C., Sept. 6 — Sam M. Lambert is the new director of the Research Division of the National Education Association (NEA).

The appointment was made by the NEA executive committee and announced here tonight by William G. Carr, executive secretary of the association. The new research director will succeed Frank W. Hubbard, whose appointment as the NEA assistant executive secretary for information services was announced in February.

One of the nation's largest educational research agencies, the NEA research division was founded in 1922.

Dr. Lambert came to the National Education Association in 1950 as assistant director of the association's research division. In 1955 he was promoted to associate director and in this position has been responsible for coordinating many of the division's major studies.

Dr. Lambert is a native of Bluefield, West Virginia, where he attended the public schools and later served as a high-school mathematics teacher. He received his bachelor's and master's degrees from West Virginia University and his doctorate from George Washington University.

He served as state supervisor of school transportation and later as supervisor of surveys and school planning with the West Virginia State Department of Education. On leave from the department between 1943 and 1945, he carried out three assignments: with the U.S. Office of Education as a specialist on school finance; with the War Finance Division of the U.S. Treasury as deputy manager of the West Virginia office; and with the George D. Strayer research group as research associate and chief statistician.

From 1945 until 1950 he was director of research and public relations for the West Virginia Education Association. In that post and with the NEA he has written several booklets and research reports, has also edited yearbooks of the NEA Department of Elementary School Principals and the American Association of School Administrators.

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For further information
Belmont Farley or Myrtle Bonn

FOR RELEASE: P. M. Papers, Wednesday, Sept. 5, 1956

Superintendents Learn to Work with Architects On Problems of Good Lighting in the Classroom

WASHINGTON, Sept. 5 -- Good lighting has such a profound effect upon good learning that the modern school administrator -- if he wants an "educationally functional" school -- must have enough scientific information to work on a team with skilled architects and engineers. What every educator should know about school lighting is outlined in a 24-page booklet, "Common Sense in School Lighting," released today by the American Association of School Administrators, a department of the National Education Association.

The many modern, well lighted, educationally functional schools being built today in all parts of the country, the booklet states, are examples of what can be accomplished when educators who are well informed on building design work closely with their architects and engineers. Urging that the subject receive the attention it deserves, the booklet gives a set of realistic goals which can be met with currently available materials and without elaborate and costly school design.

Good planning, the booklet says, requires that all design factors concerned with light and light control be treated as related parts of one large problem -- that of visual environment. This is a combination of daylight, electric light, surface brightness, color, space relationships, and other design factors. A comfortable visual environment, the booklet points out, reduces unnessecary physi-

-MORE-

Superintendents Learn to Work with Architects on Problems of Good Lighting in the Classroom - page two

cal tensions, creates a cheerful atmosphere, helps pupils with subnormal vision, contributes to safety, and conserves physical energy.

"No longer is the adequacy of light measured in terms of the number of foot-candles of light introduced into the classroom by natural or artificial means," the booklet states. Good lighting is now recognized to have several important characteristics and it must be related to the various tasks and activities performed in the schoolroom. These include viewing printed symbols on a page, viewing pencil-written words on paper, and chalk-written symbols on a board. They also include examining material in a laboratory, seeing exhibits on tackboards, art on easels, motion pictures on screens, or viewing pieces of metal on a lathe. Lighting conditions for all these needs must be met without the loss of a cheerful, friendly, and aesthetically pleasing classroom environment.

A series of tips to the superintendent gives advice on reconditioning existing facilities and on controlling costs. Ten check-points at the end of the book list the kinds of action that will result in good lighting installation.

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"Common Sense in School Lighting" may be ordered from the American Association of School Administrators, 1201 - 16th Street, N. W., Washington 6, D. C. at 50 cents a copy.

For Further Information
Belmont Farley or Mary Ellen Brain

PREPARED FOR THE ASSOCIATED PRESS

Add to Educational "Shorts"

The average layman's concept of the typical classroom teacher just beginning a career in education as being a young unmarried woman with no one to look after but herself and intending to teach only until she can locate a suitable husband has been discredited by a new National Education Association study of first-year teachers.

Figures based on a sampling of 5000 beginning teachers in urban school systems, showed, first of all, that in 1955 more than one in four new teachers were men, not women. Almost 28 per cent finished their first year of teaching after they were 26 years old; over ten per cent did not complete their first year until they were 32 or older. More than 44 per cent were married, widowed or divorced, and over 19 per cent had one or more children.

Especially interesting were the facts reported just for male first-year teachers: 21.4 per cent had one child; another 18.4 per cent had two or more. Counting wives, it can be assumed that three in five of the men had at least one dependent, two in five had two dependents, and one in five had three or more dependents at the time they started their first year of teaching.

###

More than one-fourth of the nation's beginning teachers definitely plan to return to college for additional education the summer after their first year of teaching. In a poll of first-year teachers made by the National Education Association an additional 915 per cent indicated that they "probably" would go back to college the first summer.

This means that at least three of every ten new teachers plan to take this step to further their professional development - in spite of the fact that one of every six with such intentions indicated they would have to go into debt to do so!

###

The typical first-year teacher in urban school systems earned a total of \$3235, or \$269.58 per month if figured on a 12-month basis, in 1954-55. A National Education Association survey of beginning teachers shows further that the secondary school teacher started at only 3.3 per cent more than the elementary teacher in urban schools.

If the beginning teacher stayed in his job a second year, he earned only \$196 more than he was paid the first year. Fewer than one in 20 received as much as a \$500 increase for the second year of teaching, and for one in five the increase for the second year was less than \$100.

At such prevailing salary rates it is not surprising that the typical beginning teacher found that he had only \$191 on hand when the school year ended. Actually, over one-third of the beginning teachers ended the year with no money on hand, and of this group almost two in three were in debt. The typical married man serving his first year in teaching found himself in a considerably worse position. Over two-thirds of this group had no money on hand at the close of the year, and almost one-half of all of them were in debt.

###

Contrary to what some people believe, restrictions on the personal lives of young teachers no longer present a serious problem for the great majority of urban teachers. Almost two-thirds of the first-year teachers surveyed by the National Education Association said that their personal lives were not restricted in any way; a little less than one-third ~~said~~ that their lives were restricted but not seriously; and only 2.2 per cent reported any serious restrictions.

Analyzing the returns by sex and marital status, it was found that single men, more than any other group, felt that their personal lives were restricted in some way. Of this group 46 per cent reported restricted but not seriously; 3.5 per cent reported seriously restricted; and 50.5 per cent reported not restricted in any way. Corresponding percentages for married men were 35.7, 2.4 and 61.9.

Unmarried women reported as follows: 31 per cent restricted but not seriously; 2.1 seriously restricted; and 66.9 not restricted in any way. Corresponding percentages for married women were 26.4, 1.4 and 72.2.

###

The great majority of people who choose teaching as a career are not disappointed with it, at least not in their first year of service. In a National Education Association study of beginning teachers, 41.5 per cent said that they liked teaching more than they thought they would, and 47.9 per cent indicated that they found teaching just about the same as they expected. Only nine per cent reported that they liked teaching less than they thought they would.

When asked if they planned to teach a second year, 83.6 per cent answered definitely yes; 6.6 per cent said probably; 8.2 per cent reported definitely not; and 1.6 per cent said probably not. Thus the schools are likely to lose approximately ten per cent of the new teachers. However, since 72 per cent of these beginning teachers were women, undoubtedly marriage and having children would account for a major portion of the ten-per-cent probable loss between the first and second year.

###

The health of the nation's youth is becoming increasingly important to colleges and universities, indicates a study made by the American Association of Health, Physical Education and Recreation. Out of 442 colleges and universities surveyed, 358 reported a general course in personal health. This course is required of all students in 141 institutions and elective in 100 others.

Of the institutions preparing teachers, 204 require such a course for all prospective elementary school teachers, and 173 require it for all prospective secondary school teachers.

###

The National Education Association is preparing a year-long celebration of its 100th anniversary that will have as its theme "An Educated People Moves Freedom Forward." Founded in Philadelphia on August 26, 1857, in response to a "call" signed by presidents of ten state teachers associations, the national organization has grown from 43 to 651,882 members. It now has 12 service division, 13 committees and commissions, six joint committees with other organizations and 30 departments (separate associations in the different subject-matter fields).

In commemoration of a century of professional growth, the annual 1957 NEA convention will be held in Philadelphia, June 30-July 5. A Centennial Program will be held at the Athenaeum - in the same room in which the organization was founded 100 years before.

###

"Travel to learn" has taken on new significance for American teachers as more and more colleges and school systems are cooperating in granting credit and points toward salary increments to teachers who spend their summer vacations in "organized" travel.

This summer more than 1000 teachers will chalk up some 2-1/4 million miles through the National Education Association's 42 tours alone. College credit may be earned in 11 subject-matter fields through project work carried on in connection with the tours.

###

The emerging picture in the secondary schools regarding training of prospective scientists seems not nearly so dark as was predicted. 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.

And it becomes increasingly evident that more and more of the nation's top high school youth are planning careers in science. National Merit Scholarship Corporation selection program figures alone show that among 5078 semi-finalists this year, 56 per cent of the boys and 16 per cent of the girls expressed a desire to become scientists or engineers.

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.

###

Irregular progress in improving the teacher shortage situation among the states is reported in the annual "Teacher Supply and Demand" study of the National Education Association. Figures are based on a survey of the number of members of the nation's 1956 college graduating classes who are preparing for teaching in the 48 states, the District of Columbia and U. S. territories.

The class of 1956 will bring increases in the number prepared for elementary school teaching to 34 states and decreases to 18 states. Those to gain most are New York, 484; Ohio, 276; Michigan, 236; Illinois, 210; Florida, 124; and Massachusetts, 120. Those to lose most are Georgia, 399; Colorado, 212; Missouri, 180; Arkansas, 169; and Oklahoma, 109.

The June class will bring increases in the number prepared for high school teaching to 47 states, no change in one and losses in four. Those to gain most are Michigan, 762; Pennsylvania, 627; Ohio, 615; Louisiana, 422; Minnesota, 387; Illinois, 376; Texas, 371; Wisconsin, 343; Tennessee, 270; and New York, 268. Those failing to gain are Alabama, Alaska, California, Puerto Rico and South Dakota. In no instance will the loss of high school teachers be considerable with the range in the four states reporting losses running between one and 13 teachers.

###

Where do teachers come from? This year's annual "Teacher Supply and Demand" study of the National Education Association, which for the first time included figures covering the source of supply of new teachers, showed that many more are prepared by general colleges than by teachers' colleges or universities.

In 1955 over 37,000 bachelor's degree recipients were prepared for elementary school teaching. Of this total, 48.3 per cent were produced by general colleges, 28.7 by universities, and 23 per cent by teachers' colleges. Publicly controlled institutions produced 68.2 per cent, and non-publicly controlled institutions produced 31.8 per cent of the total.

The class of 1955 included more than 49,000 graduates prepared for high school teaching. Of this total, 42 per cent were produced by general colleges, 39.6 per cent by universities, and 18.4 per cent by teachers' colleges. Publicly controlled institutions produced 65.2 per cent, and non-publicly controlled institutions produced 34.8 per cent of the total.

###

A check of what happened vocationally to 77 per cent of the 37,409 members of the June, 1955 college graduating class who prepared for teaching reveals that 71.3 per cent of them actually took teaching jobs by September, 1955.

National Education Association figures show that at the elementary school level 81.6 per cent of the 37,712 graduates who prepared for teaching entered teaching - 74.6 per cent of the qualified men and 82.7 per cent of the qualified women.

At the high school level 62.9 of the 49,697 graduates who prepared for teaching entered the profession - 57.8 per cent of the qualified men and 68.5 of the qualified women.

###

How successful are employers of teachers in inducing newly qualified persons to accept teaching positions in the face of other competition for their services? A National Education Association study of members of the 1955 graduating class who prepared for teaching shows that 5.6 per cent entered other professions; 4.2 per cent went on to graduate school; 4.9 per cent entered military service - 14.0 per cent of the qualified men and 0.1 per cent of the qualified women; and 6.4 per cent of the qualified women became full-time homemakers.

Of those prepared for elementary school teaching, 1.8 per cent entered other occupations - 4.9 per cent of the qualified men and 1.4 per cent of the qualified women; 1.8 per cent continued their studies - 5.9 per cent of the qualified men and 1.2 per cent of the qualified women; 7.1 per cent of the qualified men entered military service; and 5.1 per cent of the qualified women became full-time homemakers.

At the high school level 8.6 per cent of those prepared for teaching entered other occupations - 8.9 per cent of the qualified men and 8.2 per cent of the qualified women; 6.2 per cent went on to graduate school - 8.2 per cent of the qualified men and 4.0 per cent of the qualified women; 15.3 per cent of the qualified men entered military service; and 8.3 per cent of the qualified women became full-time homemakers.

###

The truth of the old saying that the proof of the pudding is in the eating is well demonstrated in a study of what happens, vocationally, to a class of college graduates who have just completed four-year courses in preparation for teaching. A National Education Association study of the 1955 graduating class shows that in some high school teaching fields more than two-thirds of the newly qualified graduates actually entered teaching, while in other fields scarcely one-half of them did so.

The teaching field most successful in attracting members of the class of 1955 was English with 69.4 per cent. Then came music with 68.8 per cent and mathematics with 67.3 per cent. Chemistry succeeded in attracting only 46.6 per cent of those qualified to teach; biology, 55 per cent; and physics, 56.9 per cent. When all of those prepared to teach science were combined (general science, biology, chemistry and physics) only 56.4 per cent were reported to be teaching.

A partial explanation is that generally more science majors continue with graduate study than do majors in other fields. It can be assumed that many of those who continue their formal study on a full-time basis will be good prospects for teaching jobs one or two years later.

###

Some 96,079 young men and women will emerge from the nation's colleges in June having completed the full four-year program of preparation for teaching, according to the annual National Education Association "Teacher Supply and Demand" study.

The 1956 college graduating class will include 38,731 potential elementary school teachers - 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.

A 15.4 per cent increase over 1955 is noted in the total of 57,348 potential high school teachers prepared in the 1956 class - 30,195 men and 27,153 women. In 1955 only 49,697 prepared for high school teaching.

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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 1,083,000 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 Sunday papers, July 22, 1956

Adult Education Association of the U.S.A. Announces Election of New Officers

Washington, D.C., July 19 -- A St. Louis industrialist, a national library official, the president of a Negro college, and a New York adult education executive have been elected to the highest offices of the Adult Education Association of the United States. The announcement was made today by Maurice F. X. Donohue, dean of the University of Chicago's University College and chairman of the Association's election committee.

Elbert W. Burr, manager of personnel development at Monsanto Chemical Company in St. Louis, Mo., will be installed as president for one year at the Association's conference in Atlantic City, N.J., next November. To succeed him in 1957, the 12,000 members of the Association named Mrs. Grace T. Stevenson, associate executive secretary of the American Library Association in Chicago, Ill., as president-elect.

Charles S. Johnson, president of Fisk University of Nashville, Tenn., and a distinguished sociologist, was elected vice-president; and Winifred Fisher, executive director of the New York Adult Education Council, was named secretary-treasurer.

Five new Executive Committee members were elected for three-year terms. They are: Gunnar Dybwad, executive director of the Child Study Association in New York City; M. Leo Rippy, director, Department of Christian Education of Adults, Methodist Board of Education, Nashville, Tenn.; Thurman J. White, dean of extension, University of Oklahoma, Oklahoma City; John M. Eklund, director of adult education, National Farmers Union, Denver, Colo.; and Frank Munk, professor of political science, Reed College, Portland, Ore. The retiring president of the Association is Kenneth D. Benne, director of the Human Relations Center, Boston University, Boston, Mass.

The Adult Education Association was founded in 1951 to advance the concept that learning is a lifelong process among the American people and to improve the quality of adult educational opportunities available to them. In the five years since its founding, enrollments in adult education activities sponsored by public schools, universities, government agencies, voluntary organizations, labor and industry, and religious and other institutions, have grown from under thirty million to almost fifty million adults.

The Association publishes a monthly magazine, Adult Leadership, and a quarterly journal, Adult Education.

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For further information
Belmont Farley, Virginia R. Powell

FOR IMMEDIATE RELEASE

NATIONAL SCIENCE TEACHERS ASSOCIATION ANNOUNCES RESULTS OF ANNUAL ELECTION OF OFFICERS

Chicago, Ill., July 4—John S. Richardson, professor of education, Ohio State University, Columbus, has been named president-elect of the National Science Teachers Association, (NSTA), a department of the National Education Association, it was announced here today.

Results of a nation-wide ballot among the 5,500 NSTA members were released at the annual meeting of the Association board of directors which was held here in connection with the 93rd annual convention of the National Education Association.

Robert Stollberg, associate professor of science education, San Francisco (Calif.) State College, begins his term this month as NSTA president, succeeding Walter S. Lapp, chairman, science department, Overbrook high school, Philadelphia. Dr. Richardson will serve as president-elect during the current school year and will assume the presidency in July 1956.

Richard H. Lape, head of the science department, Amherst central high school, Snyder, N.Y., was elected as treasurer and Dorothy Tryon, head of the science department, Redford high school, Detroit, was re-elected as secretary. Each of their terms is for one year.

MORE

Ten new members were elected to the Association's board of directors. Robert A. Rice, chairman, science department, Berkeley high school, Berkeley, Calif., and Gertrude Witherspoon Cavins, head of science education department, San Jose (Calif.) State College, were elected for one-year terms. New directors elected for two-year terms are: Fletcher G. Watson, associate professor, Harvard Graduate School of Education, Harvard University, Cambridge, Mass.; Dorothy W. Gifford, head, science department, Lincoln school, Providence, R.I.; Robert T. Lagemann, professor of physics, Vanderbilt University, Nashville, Tenn.; Howard B. Owens, biology teacher, Northwestern high school, Hyattsville, Md.; Paul Klinge, biology teacher, Thomas Carr Howe high school, Indianapolis, Ind.; Violet Strahler, teacher of chemistry, Stivers high school, Dayton, Ohio; Herbert A. Smith, director, bureau of educational research and service, University of Kansas, Lawrence, Kansas; and Frederick B. Eiseman, Jr., chairman of science department, John Burroughs school, Clayton, Mo.

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July 4, 1955

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MORE

NCTA ANNOUNCES RESULTS OF ELECTION...page 2

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For further information:

Roy K. Wilson, NEA Convention Press Office
315 S. W. Clay St., Portland, Ore.

Myrtle Bonn, NEA Headquarters
Washington, D.C.

For Release: A.M. Papers, July 4

SEVEN ORGANIZATIONS PRESENT JOINT AWARDS FOR PRESS, RADIO, TV AID TO EDUCATION

Portland, Ore., July 4 -- Seven nation-wide organizations, with a combined membership of over 12 million parents and educators, will join here tonight in the first annual presentation of the School Bell Awards for "distinguished services in the interpretation of education" for the year 1955-56.

The presentation, before an estimated 10,000 gathered for the 94th annual meeting of the National Education Association, will go to: The Associated Press for its 16-page school supplement distributed to member newspapers in September, 1955; LOOK Magazine for its 16-page article titled, "What Is a Teacher" appearing in February 1956; Westinghouse Broadcasting Company for its coverage and interpretation of the White House Conference on Education held in November 1955; and the Columbia Broadcasting System for the Murrow-Friendly "See It Now" television production presented in November 1955.

Nominees for the School Bell Awards are limited to programs and publications of national scope, according to Robert E. McKay of San Francisco, president of the National School Public Relations Association and chairman of the Sponsors' Reviewing Committee. Other members of the Sponsors' Reviewing Committee are: John Lester Buford, president, National Education Association of the United States;

(MORE)

Mrs. Rollin Brown, president, National Congress of Parents and Teachers; Samuel Miller Brownell, United States Commissioner of Education, representing the Office of Education, Department of Health, Education and Welfare; Henry Toy, Jr., president, National Citizens Council for Better Schools; Vernon Nickell, president, Council of Chief State School Officers; Taylor T. Hicks, president, National School Boards Association; and C. O. Wright, president, National Association of Secretaries of State Teachers Associations.

Scheduled to receive the bronze medallion school-bell symbol on behalf of the recipients are: Herman Allen, education editor, Associated Press; John W. Dailey, West-coast editorial manager, LOOK Magazine; Gordon Hawkins, educational director, Westinghouse Broadcasting Company; and a representative of the Columbia Broadcasting System.

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For further information
Belmont Farley or Mary Ellen Brain

FOR RELEASE: A. M. PAPERS, Tuesday, July 3, 1956

Eric Johnston, Former Chamber of Commerce President,
Endorses Federal Aid For School Construction

PORTLAND, OREGON, July 2 -- Eric Johnston, president of the Motion Picture Association of America and former president of the United States Chamber of Commerce, declared here tonight that there is no crisis in education that money won't cure and that some of the money -- "perhaps most of it -- must come from the federal government." Mr. Johnston's endorsement of the use of federal funds for education and, more specifically of passage of the school construction bill now being debated in Congress comprised a major part of the speech delivered at the National Education Association annual convention being held here this week.

"At the outset," he said, "I would like to offer one personal conviction. I am for federal financial responsibility in American education. I say this unequivocally. I know and you know that we cannot buy one new classroom or hire one new teacher with a tax cut. Personally, as a businessman, I would favor postponing any cutting of corporate or income taxes until we deliver adequate funds for restoring our national educational system. ...I firmly believe that federal support for education can be supplied without disturbing the autonomy of our nation's schools in our local communities."

Mr. Johnston pointed to Congressional approval of an expenditure for highway construction that could amount to some three billion dollars annually for the next decade. "I favor this expenditure. We need the roads," he continued, "but if we can afford three billion dollars of federal funds each year to improve our roads, why can't we afford three billion dollars to improve our schools?"

-MORE-

Eric Johnston Endorses Federal Responsibility in Education - page two

"I know full well," he stated, "that an additional three billion dollars for our schools must come from taxes, not tax cuts. Now some people say we must cut taxes to stimulate business. As a businessman, I am sure we can also stimulate business through a federal school construction program."

"It's not hard to offer new ideas," he concluded, "It's always harder to work them out. One reason for this is that our society is always in motion - and today it is moving at breakneck speed, with the accelerator down to the floorboard. The status-quo people will undoubtedly argue that large-scale federal support for education is at least upsetting, possibly radical, probably dangerous. But status-quoism is an old-fashioned and fairly common disease. We've cured it before. We can cure it again, And we shall also cure the diseases now besetting education."

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An address by Eric Johnston before the annual convention of the National Education Association, Portland, Oregon, July 2, 1956, Multnomah Stadium.

The theme of your convention this week is "Be Proud To Teach." It's a fine theme. But pride is not enough. I have not come before you this evening to talk as a professional in the field of education. I don't pretend to be one. I have come to talk to you as a businessman and taxpayer who is interested in the welfare, growth and prestige of our country.

You have talked and I presume will continue to talk during your entire session on the crisis in education. I want to say to you as a businessman that there is no crisis in education — that money won't cure.

And that is why I say that pride is not enough. To be proud of your profession, your profession must have a proper status in our society. This will cost money.

At the outset, I would like to offer one personal conviction. I am for federal financial responsibility in American education. I say this unequivocally.

I know and you know that we cannot buy one new classroom or hire one new teacher with a tax cut. Personally, as a businessman, I would favor postponing any cutting of corporate or income taxes until we deliver adequate funds for restoring our national educational system.

At the same time, I would like to add that I am against the federal government telling our schools what they should teach, or how they should teach it. I firmly believe that federal support for education can be supplied without disturbing the autonomy of our nation's schools in our local communities.

...We've heard the nature of our educational crisis recited many times in many ways — inadequate schools for our growing population, inadequate salaries and status for teachers, inadequate recruits for the teaching profession, inadequate recognition of gifted students, inadequate opportunities for students to proceed to the limit of their talents, inadequate opportunities for students to become acquainted with our complex world — both at home and abroad.

-MORE-

Some of these problems have been with us for years, but never have they been more acute. Let me anchor this fact with a statistic. In the twenty years between 1930 and 1950 our school enrollments remained about the same. Today our school enrollments are increasing by one and one quarter million students every year. If we weren't prepared for our new students in the 1940's, how well prepared do we think we are in 1956?'

With that disturbing question, I hope to put aside the problems and consider some of the solutions. I don't think it will be hard to find workable solutions -- if we are willing to pay for them. As we all know, free education is free only to school children. Someone has to pay for it.

At this moment in our history, we're getting our nickel's worth of education -- perhaps even a dime's worth for a nickel. But if we want a dollar's worth, we're going to have to spend a dollar. There is no bargain counter price for education in this or any country.

This year our states and communities are spending almost ten and one-half billion dollars annually for our public elementary and high schools -- which amounts to about 3 per cent of our gross national income. How do we spend it? According to our public ledgers, we are now paying about two and one-half billion dollars annually for new school buildings, about five billion dollars for teachers' salaries, and about three billion dollars for all additional school costs -- books, pencils and paper; heat, light and water; and the salaries of clerks, cooks and janitors.

This amount is simply not enough -- neither for our school system today nor for the expanded school system we will require tomorrow. How much more do we need and where will it come from? As a rough figure - a kind of target figure to shoot at -- we might consider an additional sum of three billion dollars a year for education. I don't intend to stand here tonight and tell the Congress of the United States what it should appropriate -- as to the final precise amount, even educators will disagree.

Where the increased funds must come from, however, is a rather simpler question. Some of it -- perhaps most of it -- must come from the federal government. In the gas-light era of our recent past, the states and communities collected 75 per cent of all tax revenue and the federal government collected 25 per cent. Today the states and communities collect only 25 per cent while the federal government collects 75 per cent. If our schools need more tax money today, and they do, they have to go where the tax money is.

...Our Congress this year has considered an expenditure for highway construction that could amount to some three billion dollars annually for the next decade. I favor this expenditure. We need the roads. But if we can afford three billion dollars of federal funds each year to improve our roads, why can't we afford three billion dollars to improve our schools?

I know full well that an additional three billion dollars for our schools must come from taxes, not tax cuts. Now some people say we must cut taxes to stimulate business. As a businessman, I am sure we can also stimulate business through a federal school construction program. I am opposed to cutting taxes generally until we put our schools in order.

...How do we arrive at our target figure of an additional three billion dollars a year for education? First of all, we must have more classrooms because we have more children to put into them than ever before and because we have neglected to build enough classrooms for the past twenty years. Today more than a million children can't be properly educated -- unless you have no objection to such emergency "school houses" as war-weary barracks and empty garages.

Eric Johnston Speech - page four

I am no expert in this field, so I called on the experts. The Federal Office of Education -- which has more dedication to its work than funds to carry it out -- tells me we must build at least 95,000 classrooms a year for the next five years to meet our present needs and increasing enrollments. Their experts say we are now building only 67,000 classrooms a year and that unless we expand our construction program, we will have to stretch the very walls of our school houses to crowd in the avalanche of new students.

I asked how much more we needed -- at a minimum -- for school construction. With their hearts as well as with their slide rules, they set the figure at one and one-half billion dollars annually.

...It's not hard to offer new ideas. It's always harder to work them out. One reason for this is that our society is always in motion -- and today it is moving at breakneck speed, with the accelerator down to the floorboard. The status-quo people will undoubtedly argue that large-scale federal support for education is at least upsetting, possibly radical, probably dangerous. But status-quoism is an old-fashioned and fairly common disease. We've cured it before. We can cure it again. And we shall also cure the diseases now besetting education.

No nation on earth is more devoted than we are to a system of universal free education. After all, we invented the idea. But in recent years, we've neglected our responsibility and now we must give more than lip service -- we must dig into our own pockets. That may hurt a bit, but the rewards will be enormous -- for ourselves and the generations to come.

With the funds we need we can restore our educational system to the status it deserves; we can relieve the shortage of skilled people in this country; we can provide an adequate school plant for the children we're raising, an adequate staff to instruct them, and a status for the teaching profession to rank among the highest in America. When that day comes, one truly may be proud to teach.

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1 July 1956
CONFIDENTIAL

Not for release until 3 July 1956

"An inescapable responsibility of a democracy is the unceasing cultivation of individual talents and capabilities--all the abilities of all its people. To that ideal of promoting individual development is today added an unusually pressing need for all the ability the nation can muster."

Summary
of
M A N P O W E R A N D E D U C A T I O N
a statement by the
Educational Policies Commission

Part I of the volume reviews the salient features of the manpower situation in the United States as they have been mentioned by specialists in the field.

Part II suggests certain value criteria in terms of which the manpower situation should be approached.

Part III traces some of the major implications in the manpower situation for American schools and colleges; it presents the Commission's suggestions for educational policy.

The Educational Policies Commission is a deliberative body created in 1935 by the National Education Association of the United States and the American Association of School Administrators. It prepares, publishes, and disseminates statements of proposed policy regarding the conduct of education in the United States and the international relations of American education. The Commission does not, however, express official policies for the National Education Association or the American Association of School Administrators.

Present membership of the Commission includes 6 college or university presidents, 8 school administrators, 3 classroom teachers, and 3 executive officers of national or international organizations. The membership is as follows:

Herman B Wells, Chairman, President, Indiana University, Bloomington
Kenneth E. Oberholtzer, Vice Chairman, Supt. of Schools, Denver, Colorado
O. C. Aderhold, President, University of Georgia, Athens
L. Frazer Banks, Superintendent of Schools, Birmingham, Alabama
John L. Bracken, Superintendent of Schools, Clayton 5, Missouri
Ralph J. Bunche, Under Secretary, United Nations, New York 17
John Lester Buford, Pres., NEA, Supt. of Schools, Mt. Vernon, Illinois
Sarah C. Caldwell, Roswell Kent Jr. High School, Akron 13, Ohio
William G. Carr, Executive Secretary, National Education Association
Virgil M. Hancher, President, University of Iowa, Iowa City
James R. Killian, Jr., Pres., Mass. Institute of Technology, Cambridge
Lillian Larson, Grand Junction Junior-Senior High School, Grand Junction, Colo.
Franc L. McCluer, Pres., Lindenwood College, St. Charles, Mo.
Worth McClure, Exec. Secy., American Association of School Administrators,
Washington 6, D. C.
Ralph W. McDonald, Pres., Bowling Green State University, Bowling Green, Ohio
Paul J. Misner, Superintendent of Schools, Glencoe, Illinois
Eva M. Ott, Principal, Daniel Webster School, Oakland 21, Calif.
Margaret C. Schowengerdt, Webster Groves High School, Webster Groves 19, Mo.
Paul D. West, Superintendent of Schools, Atlanta, Georgia
Eugene Youngert, Principal, Oak Park and River Forest High School, Oak Park, Ill.

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National Education Association and the American Association of School Administrators, Educational Policies Commission. Manpower and Education. Washington: the Commission, 1956. 128 p. Charts, tables. (Price: paper, \$1.25; cloth, \$1.75. Discounts for quantity orders: 2-9 copies, 10 percent; 10 or more copies, 20 percent. To bookstores or other agencies for resale purposes, 20 percent.)

1. America's Manpower Problem
2. Areas of Manpower Shortage
3. Under-Used Potentials
4. Manpower Policy and Democratic Values
5. Education and Career
6. Guidance and Personnel Services
7. Educating the Gifted
8. Obtaining Enough Qualified Teachers
9. Conclusions and Recommendations

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America's Manpower Problem

In Manpower and Education, the Educational Policies Commission has examined the current manpower situation in order to discover its implications for education. The study has disclosed two major areas of manpower shortage--a numerical shortage in the productive age group and shortages of well-trained persons of high ability. Both of these shortages are so closely involved with education that the Commission has been led to conclude that "the fullest education of all Americans is the key to meeting manpower needs."

During the 1960's and the early 1970's a relatively small labor force (people aged 20 to 65) will be supporting larger proportions of younger and older people. At the same time manpower demands are increasing for a variety of reasons. Research, technological advances including automation, and the use of new sources of power are producing new types of jobs and greater demands for trained personnel. And the nation's international obligations and demands of national security continue to drain workers from occupations which are already experiencing serious shortages. Major shortages now exist in the fields of scientific research, engineering, health services, education, certain semiprofessional and technical occupations, and at executive and supervisory levels in many occupations.

To meet the needs will call for advances in the achievements of basic education, in adjustments of programs for technical training, and in the expansion of higher education including the most advanced phases of professional and graduate education.

The situation may be eased somewhat by the wiser use of the manpower available. More adequate recruitment of women, members of minority groups and older people for tasks suited to their best abilities will alleviate some of the difficulty. Improvements in the physical and mental health of workers, rehabilitation of the handicapped, and education of the illiterate and under-educated will also enlarge manpower resources.

Summary of Observations
Concerning the Manpower Situation

1. Population changes, widespread and rapid advances in technology, and expanded national defense activities have combined to cause acute shortages of manpower in a number of areas significant to American welfare.
2. During the 1960's and the early 1970's a relatively small labor force (people aged 20 to 65) will be supporting larger proportions of younger and of older people.
3. Extensive mobility, with increasing growth and expansion of metropolitan centers is both a result and a complicating influence in the manpower situation.
4. Technological advances, including those known as automation, and the use of new sources of energy are causing rapid changes in the nation's occupational patterns and creating urgent demands for manpower in certain fields. The most pressing demands are in research; the sciences applied to industry and agriculture and commerce; health services; education; managerial activities; and a variety of semiprofessional occupations.
5. Military training and research, technical assistance programs related to foreign policy, investments and industrial developments abroad, and international responsibilities in health, education, and welfare augment the manpower demands in the fields where the shortages are greatest.
6. The nation has resources of needed talent not now adequately employed. More manpower can be obtained now through better utilization of the services of women, minority groups, and older people. The reservoir of manpower can be enlarged and improved through the reduction of illiteracy, through the education of those who are now undereducated, through recognition of the mobility of workers, through vocational rehabilitation of the handicapped, and through wide-scale improvements in physical and mental health.
7. Manpower resources are adequate to meet present and predicted demands, if there is less avoidable waste of human resources and more careful development of all sources of ability.
8. The manpower problem is not only a matter of sheer numbers of people. Its solution requires full development and wise use of every person's abilities. The manpower problem is thus increasingly an education problem. The most important need is better educated men and women.

Implications for Education

1. Upgrading of the labor force. The history of manpower in the United States exhibits a long trend of upgrading of the labor force. There are progressively fewer jobs requiring unskilled labor and more calling for highly trained ability. Automation and other technological improvements continue to eliminate many routine jobs. "The present high level of education on which current technological advance is founded must continue to rise. There must be more effective education for more and more people."

2. Increased concern with career. The Commission believes that education can be made more effective--both generally and in regard to the manpower situation--through increased concern with careers. "The basic data of the scientific revolution are essential ingredients in liberal education for a modern people. General and liberal education must not proceed in isolation from career aspirations. In like degree, development of a full gamut of personal qualities and abilities should receive increased attention in professional and vocational education. School and college graduates capable of continued growth and flexible adjustment are in priority demand for the years ahead."

3. Development of new and improved post-high-school programs. "Schools and colleges should give special attention to curriculums designed to train highly skilled workers and technicians in an emerging group of semiprofessional occupations. While management and labor should take greater responsibility for training on the job, there is need for further development of vocational schools and institutes, some of them regional. Programs should be developed cooperatively by education, management, and labor. Military service, as far as the security situation permits, should contribute to career training, and educational and military authorities should coordinate their effort to that end."

4. Improved guidance and counseling programs. "Guidance services, uniquely characteristic of American education, should be further improved, and so increased in scope as to involve all who teach and to reach all who learn. Guidance programs should be soundly rooted in understanding of the manpower situation."

5. Education of the gifted. "All young people, including the particularly gifted, should be educated to the highest level of their abilities. Gifted pupils should be identified early and given opportunities which will challenge their powers and develop their talents to the fullest. They should be motivated to be genuine achievers, imbued with a sense of responsibility for the wise and socially profitable employment of their abilities."

6. Recruitment of qualified teachers. "The teacher is a prime influence in producing increased manpower, particularly the kinds of manpower which are now in great demand. The recruitment of enough qualified teachers is a priority need. It is highly important to attract and to retain capable teachers in the profession. Increased enrollment of college students, and

greater career opportunity for women, for minority groups, and for older persons augment the supply of qualified teachers. Attention must, however, be given to such fundamental improvements in educational practice as will alleviate shortages and improve educational standards."

Manpower Policy and Democratic Values

While the nation's manpower policy is a composite of actions and attitudes in governmental and economic and educational fields, education is the first essential of manpower development in a democratic society. And in all adjustments to the implications of the manpower situation democratic values must be kept in mind. The individual's right and responsibility to make his own career plans and decisions are inherent. Ultimate national needs as values must also be considered in reacting to manpower demands.

Need for Continued Study of Manpower Problems

The Commission emphasizes the fact that manpower problems cannot be immediately understood or solved by the reading of books or articles on the subject. A most important factor in framing a solution to the problem is continued study of local conditions. And a realistic manpower program will be based on an understanding of the wide variation in demands and opportunities which occur throughout the nation.

Relation of Education to the Economy

Manpower and Education concludes with the following observation: "Educators may at first thought welcome its dramatic demonstration that education is now, perhaps more than ever, one of the chief foundation stones of the economy. But they will also think deeply of their very great obligations in an era when highly educated men and women are a priceless ingredient of the nation's future safety and well-being."

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 M. Ruth Broom
Press and Radio Relations

For Release After July 1

President Magsaysay of the Philippines
To Welcome Delegates to WCOTP International
Conference in Manila, August 1-8

Washington, D. C., July () -- President Magsaysay of the Philippine Republic will welcome teachers from many lands to Manila when representatives from national teaching organizations from 31 countries meet here August 1-8, for an international conference of the World Confederation of Organizations of the Teaching Profession (WCOTP).

This announcement came today from William G. Carr, executive secretary of the National Education Association, who is also secretary general of the WCOTP. Dr. Carr said that observers from several inter-governmental organizations such as the United Nations, Unesco, and the International Labour Office, have accepted invitations to attend the conference.

The opening plenary session will be held in the House of Representatives, Congress of the Philippines, on August 1, with WCOTP President Sir Ronald Gould, general secretary of the National Union of Teachers of England and Wales, presiding. President Magsaysay and Roman Lorenzo, president of the Philippine Public School Teachers Association, will speak at this session.

The conference topic "The Teacher and the Well-Being of Society," will be introduced by R. Michel from Lausanne, Switzerland, who is secretary general of the International Federation of Teachers Associations, one of the constituent organizations of the WCOTP. Conference participants will discuss this theme as it relates to educational activities in urban areas, in rural communities, in economically under-developed and in highly industrialized nations.

At one of the business sessions the delegate assembly will elect a president of the organization and four Executive Committee members to represent the following areas: Africa-India, the Americas, Europe, and the Pacific. Gregorio Hernandez, Secretary of Education of

(more)

the Philippine Republic, will address the closing conference session.

Two days have been set aside during the eight-day meeting for visits to schools between Manila and Baguio, Mountain Province.

An international workshop of education editors from all parts of the world will be in progress in Manila at the same time as the WCOTP meeting and will afford an opportunity for WCOTP delegates and observers to take part in some of the workshop sessions. Sponsored by the Educational Press Association of America, with the cooperation of the WCOTP and the Philippine Public School Teachers Association (PPSTA), the workshop will promote the exchange of ideas, and seek to advance educational communications throughout the world. The workshop will be held August 1 through 18.

Main emphasis of the workshop will be on countries in Southeast Asia and the Far East. Education editors of governmental and professional publications have been invited to participate. Ricardo Castro, editor of the PPSTA Herald and the Philippine Educator, will serve as co-chairman of the workshop with G. Kerry Smith, editor of College and University Bulletin, and executive secretary of the NEA Association for Higher Education, Washington, D.C.

NEA President J. Lester Buford, superintendent of schools, Mt. Vernon, Ill., will head the NEA delegation to the WCOTP conference. The delegation also will include the new NEA president who will be elected at the 94th annual convention of the Association at Portland, Oregon, July 1-6.

Other members of the NEA delegation include: H. B. Allman, Chief Education Advisor, U.S. Mission to Pakistan; Mrs. Flossie V. Becknell, teacher from Evansville, Indiana; Mrs. Rollin Brown, president, National Congress of Parents and Teachers, Los Angeles, California; Mrs. Sarah C. Caldwell, teacher from Akron, Ohio; Lucille Carroll, teacher from Wooster, Ohio; Shirley Cave, teacher from Milton, Massachusetts; Mrs. Bernice Dondineau, supervising teacher, Wayne county schools, Detroit, Michigan; Francis L. Dragg, former assistant county superintendent of schools, San Diego, California, who is now Basic Education Specialist with the U.S. Operations Mission to the Philippines; Mary Ellen Faulk, teacher from Hobbs, New Mexico; Mildred Fenner, editor, NEA Journal, Washington, D. C.; Bessie Gabbard, supervisor, primary grades, Cincinnati (Ohio) public schools; W. Henry Galbreth, president, Educational Press Association of America, Des Moines, Iowa; Stella Kern, vice president, Chicago (Ill.) Council for the Social Studies; Ralph S. Miller, Findlay, Ohio, who is president of the Ohio Education Association; Ferman Phillips, executive secretary, Oklahoma Education Association, Oklahoma City; George H. Reavis, education counselor, Field Enterprises, Chicago, Illinois; Velora Reed, teacher from Las Cruces, New Mexico; Mrs. Mabel R. Richey, retired teacher from Lodi, California; Martha Shull, teacher, Jefferson high school, Portland, Oregon, and vice president, National Education Association; Elizabeth Yank, teacher from Maryville, California, and president, NEA Department of Classroom Teachers; Lucy A. Valero, president, Pennsylvania Education Association, Harrisburg, Pennsylvania; Paul Smith, acting executive assistant, NEA Committee on International Relations.

It is expected that representative teachers will also be present from the following countries: Australia, Canada, Ceylon, China, England, Estonia in exile, France, Germany, Japan, Iceland, India, Ireland, Israel, Korea, Liberia, Malta, Netherlands, New Zealand, Northern Ireland, Norway, Philippines, Scotland, Sweden, Switzerland, and Turkey.

Observers who have accepted invitations will represent the International Labour Office, the United Nations, and teachers in: Afghanistan, Burma, Cambodia, Hong Kong, Indonesia, Okinawa, and Thailand.

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For further information
Belmont Farley or Mary Ellen Brain

FOR RELEASE: A.M. Papers, Saturday, June 30, 1956

Portland To Play Host to 10,000 Educators For National Education Association Convention

PORTLAND, OREGON, June 29 -- Some 10,000 members of the teaching profession will attend the 94th annual convention of the National Education Association (NEA) that opens here tomorrow with general sessions, group meetings and receptions scheduled to occupy 44 of this city's centrally located buildings during the six-day program. It marks the first time in 20 years that the "City of Roses" has played host to an annual convention of the NEA which, with its membership of 659,190, is the largest professional organization in the world.

The delegate body to the convention will consist of more than 5000 members of state and local education organizations who have been selected to represent their associations at business and action sessions. Delegates will come from all of the 48 states, the District of Columbia, Hawaii, Alaska and Puerto Rico.

In addition, another 5000 educators are expected to be on hand for general sessions, seminars and discussion groups dealing with current educational problems and for sessions of an additional 27 affiliated associations that meet annually in connection with the NEA Representative Assembly. Nineteen NEA committees and commissions will also hold open meetings during the convention week.

Eric Johnston, roving ambassador to the Middle East and president of the Motion Picture Association of America, will be the principal speaker at the first general session of the convention. He will discuss the problems of the Middle East, their significance for this country and its leaders, and their implications for the nation's teachers.

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"Proud To Teach" has been selected as the theme of the convention, and NEA President J. Lester Buford, superintendent of schools, Mt. Vernon, Illinois, will use this theme as the basis of his address before the second general session on July 4. Lee DuBridge, president of California Institute of Technology, Pasadena, will take delegates on a tour of the frontiers of science when he speaks before the third general session on July 6. "Science, the Endless Adventure" is the title of his address which will feature recent advancements and achievements in the field as well as a discussion of the needs for scientific and technical personnel and their implications for educators.

National leaders scheduled to bring greetings from their organizations to the NEA delegates are J. Addington Wagner, national commander of the American Legion, Mrs. Rollin Brown, president of the National Congress of Parents and Teachers, and Samuel Brownell, United States Commissioner of Education.

Classroom Teachers Night on Tuesday, July 3, will feature a Chuck Wagon Supper and Variety Show at nearby Jantzen Beach. Sponsored by the Department of Classroom Teachers of the Oregon Education Association, the supper will be an interesting variant of the usual practice of seating all convention participants for a formal banquet as has been done at past NEA conventions. But it will be in the same tradition of affording an evening's entertainment in the middle of a week devoted to the serious program of instruction in American schools.

Another convention highlight will be the premiere of the hour-long motion picture, "A Desk for Billie," prepared as the Centennial-Year film of the National Education Association. Based on the life of Billie Davis, editor, writer and lecturer, the movie has been produced by the NEA and affiliated state associations and is the story of a little girl's fight for an education dramatically illustrating how America's schools open their doors to all children regardless of wealth or poverty. Mrs. Davis, author of the Saturday Evening Post article, "I Was a Hobo Kid," will be present at the film showing to talk with delegates and to autograph programs.

Balloting for national officers of NEA will take place Friday, July 6, and newly elected officers will be presented at the final general session on Friday evening.

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FOR RELEASE: A.M. Papers, Friday, June 29, 1956

(NOTE TO EDITORS: Summary sheets on the facts about misbehavior as revealed in the study are attached. Copies of the complete report may be obtained on request from the Division of Press and Radio Relations at the above address.)

Types and Causes of Misbehavior By Children and Youth Pinpointed in New National Education Association Report

WASHINGTON, D. C., June 28 — Any general assumption that children and youth of this generation have "gone to the dogs" is a serious mistake according to evidence in the report of a study released here tonight by the National Education Association (NEA). Admittedly, the report concludes, there are trouble spots and serious conditions in many communities and schools, but the picture for the nation as a whole is not nearly as bad as has been painted.

The study provides ample evidence that the great majority of boys and girls are not juvenile delinquents. Nearly two-thirds (64 per cent) of the public school teachers of the United States report that real trouble makers account for fewer than one in every 100 of their pupils; 92 per cent say behavior in their communities is not as bad as the impression given by press, radio and the movies; and 95 per cent describe the pupils they teach as either "exceptionally well behaved" or "reasonably well behaved" as a group.

The 60-page report, entitled Teacher Opinion on Pupil Behavior, was prepared by the NEA Research Division in cooperation with the NEA Commission for the Defense of Democracy Through Education. It is based on questionnaires filled out by 4270 classroom teachers representative of rural and urban school systems, of every size and grade level, and of the various geographic regions of the United States. Replies were received from everyone of the 48 states.

While the situation for the nation as a whole turns up in a rather favorable light, sheer bigness of the education enterprise and trouble with pupils seem to go hand in hand. Teachers in big school districts, in big schools and with big classes reported significantly more trouble with pupils than teachers in small school districts in small schools and with small classes. This was one of the clearest and most definite relationships established by the study. Evidence indicates that when class size moves from 30 to 40 pupils, problems tend to double. Teachers in the largest cities reported over twice as many trouble makers per classroom as those in the smaller cities.

A similar pattern was obtained on the question, "During the past 12 months has any act of violence against you been committed by a pupil in your school?" Less than one per cent answered affirmatively in cities under 5000 population. On the other hand, 3.3 per cent of the teachers in cities over 500,000 population said "yes." Over 28 per cent of the teachers in school districts containing 1,000,000 or more people reported at least one act of physical violence against a faculty member in their school had occurred in the past 12 months.

An evaluation of 18 acts of misbehavior occurring now as compared with 10 years ago and 20 years ago indicates that three acts - impertinence and discourtesy to teachers, failure to do homework and other assignments and drinking intoxicants - are definitely occurring more frequently now than they did 10 years ago. These three, plus stealing of a serious nature, sex offenses and cheating on homework, are definitely occurring more frequently now than they did 20 years ago. Again, the situation appears to be considerably worse in the large school districts, the large schools and in urban areas than in small schools and districts and in rural areas.

The factors most frequently associated with misbehavior in school, in the opinions of classroom teachers are related to the home and family life of the children and youth. When asked to rank causes of misbehavior, irresponsible parents, unsatisfactory home conditions, lack of parental supervision due to mother working and lack of training in moral and spiritual values headed the list in that order. Ranked 5 through 8 were lack of special classes for academically retarded pupils, lack of special classes for those of low intelligence, overcrowded classes and increased availability of automobiles to teenagers.

THE FACTS ABOUT MISBEHAVIOR IN OUR SCHOOLS

From Teacher Opinion on Pupil Behavior, 1955-56
Research Division, National Education Association

1. When asked "Is the situation in your community as a whole as bad as has been portrayed throughout the country by press, movies and radio?" replies of classroom teachers were as follows: not nearly so bad - 64.3 %; not quite so bad - 27.6 %; as bad but not worse - 6.9%; a little worse - 1.0%; a lot worse - 0.2%.
2. What per cent of the pupils you teach this year are real trouble makers? None of the pupils - 29.2%; less than one per cent of them - 35.0%; from one to four per cent - 22.8%; from five to nine per cent - 8.0%; from 10 to 24 per cent - 3.9%; from 25 to 49 per cent - 0.9%; from 50 to 74 per cent - 0.1%; 75 per cent or more - 0.1%.
3. During the past 12 months has any act of physical violence against a classroom teacher or principal been committed by a pupil or pupils attending your school? ("Physical violence" means striking with fists or some object that could cause physical injury; attacking with a knife, gun or some other dangerous weapon; throwing objects with intent to do bodily harm; etc.) Yes - 10.9%; No - 89.1%.

During the past 12 months has any act of physical violence against you been committed by a pupil or pupils attending your school? Yes - 1.6%; No - 98.4%.

Have you ever been subject to such an attack by a pupil since you began teaching? Yes - 10.7%; No - 89.3%.
4. On the whole how would you classify the pupils you are teaching this year? Exceptionally well behaved - 34.0%; reasonably well behaved but difficult to handle on occasions - 60.7%; misbehave frequently and often difficult to handle - 4.5%; misbehave very frequently and almost always difficult to handle - 0.8%.
5. Are you permitted to administer corporal punishment (physical whipping) to pupils? Yes - 45.5%; No - 54.5%.

Do you think classroom teachers should be allowed to administer corporal punishment to pupils in elementary-school grades? Yes - 77.0%; No - 23.0%. In junior-high-school grades? Yes - 62.5%; No - 37.5%. In senior-high-school grades? Yes - 37.4%; No - 62.6%.
6. Leading causes of misbehavior ranked on basis of teachers' answers when asked to indicate the extent to which each of 17 factors was responsible for misbehavior in their schools: (1) Irresponsible parents; (2) Unsatisfactory home conditions; (3) Lack of parental supervision due to mother working; (4) Lack of training in moral and spiritual values; (5) Lack of special classes for academically retarded pupils; (6) Lack of special classes for those of low intelligence; (7) Overcrowded classes; (8) Increased availability of automobiles to teenagers.
7. When teachers were asked to give their opinions as to whether certain types of misbehavior were now occurring more frequently or less frequently than they did 10 years ago and 20 years ago, the results on the following table were obtained. (Only teachers who were teaching 10 years ago were asked to answer the first part; only those who were teaching 20 years ago were asked to answer the second part.) An act of misbehavior was not labeled as either increasing or decreasing if as many as two-thirds of the respondents said that the act was occurring with about the same frequency or the act had not occurred either then or now.

7. (continued) After applying this two-thirds rule, the acts were classified as follows: Definitely increasing if the more frequently responses outnumbered the less frequently responses by at least 2 to 1; Probably increasing if the more frequently responses outnumbered the less frequently responses by at least 1.5 to 1; Definitely decreasing if the less frequently responses outnumbered the more frequently responses by at least 2 to 1; Probably decreasing if the less frequently responses outnumbered the more frequently responses by at least 1.5 to 1.

	Definitely Increasing		Probably Increasing	
	In last 10 years	In last 20 years	In last 10 years	In last 20 years
Impertinence and discourtesy to teachers.....	X	X		
Failure to do homework & other assignments.....	X	X		
Drinking intoxicants.....	X	X		
Using profane or obscene language.....			X	X
Stealing of a serious nature.....			X	
Sex offenses.....			X	
Cheating on homework.....			X	
Gang fighting.....				X
Cheating on tests.....				X

On the other hand, using the same two-thirds rule for interpreting results, two types of misbehavior - obscene scribbling in lavatories and unorganized fighting - were reported as definitely decreasing in the last 10 years and probably decreasing in the last 20 years.

* * * *

OBSERVATIONS ON MISBEHAVIOR Drawn From Data Revealed by the Study

1. GENERAL. Most public school teachers say the situation in their school neighborhoods and communities is not nearly as bad as the impression portrayed in mass media of communication. According to teachers there are not many real trouble makers in their classes. Almost three in 10 classroom teachers say none of their pupils could be so classified; almost two-thirds say such pupils account for fewer than one in 100. While chaotic situations are revealed by almost one in 100 who said their classes misbehaved very frequently and were almost always difficult to handle, well over 90 per cent of the teachers reported that they had exceptionally or reasonably well behaved students.

2. PUPIL BEHAVIOR AND SCHOOL FACTORS. From the evidence presented in this section it is obvious that the incidence of misbehavior among pupils tends to increase with city and school system size. The proportion of trouble makers in the typical classroom is significantly higher in urban areas than in rural areas. And behavior problems tend to increase as the enrollment of the school increases.

Class size is another important factor. There is evidence to indicate that when class size moves from 30 to 40, problems with pupils tend to double. Elementary school teachers are twice as likely to view their pupils as exceptionally well behaved when they have fewer than 20 in their class as when they have 45 or more. High school teachers say their largest classes are their most difficult ones to manage.

The teachers who have the most trouble with pupils today are those who are teaching in the junior high school grades. Junior high school teachers have more trouble than senior high school teachers, and senior high school teachers more than elementary school teachers.

- MORE -

3. PUPIL BEHAVIOR AND COMMUNITY AND FAMILY FACTORS. The types of communities and homes in which children live have a tremendous impact on the way they behave in school. If all school neighborhoods were entirely residential, if none were dying or deteriorating areas and if none contained slum areas or sections where living conditions are bad, the behavior of boys and girls in school would be a far less serious problem to their teachers. The worse living conditions were, the lower the teachers rated the behavior of the boys and girls in their schools and in their classes.

The results of another question indicate that the children of high-income families are not always thought to be the best behaved in school. The evidence suggests that children of average and somewhat above average income families behave as well if not better than children of high-income families. The situation most conducive to good pupil behavior, as far as wealth of families is concerned, is an income sufficient to provide a reasonably good standard of living but not high enough to employ a full-time maid. Respondents were highly critical of the tendency in high-income families to assign parental responsibility to maids.

A combination of very good community programs of recreation and equally good programs of moral and spiritual guidance by churches, civic clubs and child and youth organizations is likely to be highly conducive to improved behavior of young people both in school and out of school.

The one indispensable ingredient in the recipe for high-quality behavior of boys and girls in school is parents who are willing to assume responsibility for what their children do in school and who cooperate with the school in seeking solutions to problems involving the behavior of their children.

4. PUPIL BEHAVIOR AND MISCELLANEOUS FACTORS. Everything else being equal, classroom teachers are likely to have fewer behavior problems among pupils if (1) they feel they have sufficient authority to maintain effective control over pupils (2) they have an important voice in the determination of discipline policies in their school and school system, (3) most of the pupils in school are above average in intelligence and (4) their classes are relatively free of pupils who need psychiatric help.

Some people contend that intelligent children cause as much trouble in school as children who are not so intelligent. The facts collected in this study do not support the contention. Four and one-half times as many classroom teachers in schools where pupils are below average in intelligence as in schools where pupils are above average said they had been struck by a pupil during the past 12 months. The proportion of teachers describing the pupils they taught as exceptionally well behaved was four and one-half times as large in schools with pupils of above average IQ's as in schools with pupils of below average IQ's. The per cent of teachers reporting no trouble makers in their classes was over three times as large in above average schools as in below average schools.

The presence of one or two pupils in a classroom who need but are ^{not} getting psychiatric help appears to have a strong effect on the behavior of the group as a whole. Of the teachers who reported they had hardly any such pupils, almost one half described the pupils they were teaching as exceptionally well behaved. Of those who had several such pupils, only 9.8 per cent applied the same description to their pupils as a group.

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News

June 28, 1956
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: A.M. Papers, Friday, June 29, 1956

(NOTE TO EDITORS: Summary sheets on the facts about misbehavior as revealed in the study are attached. Copies of the complete report may be obtained on request from the Division of Press and Radio Relations at the above address.)

Types and Causes of Misbehavior By Children and Youth
Pinpointed in New National Education Association Report

WASHINGTON, D. C., June 28 — Any general assumption that children and youth of this generation have "gone to the dogs" is a serious mistake according to evidence in the report of a study released here tonight by the National Education Association (NEA). Admittedly, the report concludes, there are trouble spots and serious conditions in many communities and schools, but the picture for the nation as a whole is not nearly as bad as has been painted.

The study provides ample evidence that the great majority of boys and girls are not juvenile delinquents. Nearly two-thirds (64 per cent) of the public school teachers of the United States report that real trouble makers account for fewer than one in every 100 of their pupils; 92 per cent say behavior in their communities is not as bad as the impression given by press, radio and the movies; and 95 per cent describe the pupils they teach as either "exceptionally well behaved" or "reasonably well behaved" as a group.

The 60-page report, entitled Teacher Opinion on Pupil Behavior, was prepared by the NEA Research Division in cooperation with the NEA Commission for the Defense of Democracy Through Education. It is based on questionnaires filled out by 4270 classroom teachers representative of rural and urban school systems, of every size and grade level, and of the various geographic regions of the United States. Replies were received from everyone of the 48 states.

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While the situation for the nation as a whole turns up in a rather favorable light, sheer bigness of the education enterprise and trouble with pupils seem to go hand in hand. Teachers in big school districts, in big schools and with big classes reported significantly more trouble with pupils than teachers in small school districts in small schools and with small classes. This was one of the clearest and most definite relationships established by the study. Evidence indicates that when class size moves from 30 to 40 pupils, problems tend to double. Teachers in the largest cities reported over twice as many trouble makers per classroom as those in the smaller cities.

A similar pattern was obtained on the question, "During the past 12 months has any act of violence against you been committed by a pupil in your school?" Less than one per cent answered affirmatively in cities under 5000 population. On the other hand, 3.3 per cent of the teachers in cities over 500,000 population said "yes." Over 28 per cent of the teachers in school districts containing 1,000,000 or more people reported at least one act of physical violence against a faculty member in their school had occurred in the past 12 months.

An evaluation of 18 acts of misbehavior occurring now as compared with 10 years ago and 20 years ago indicates that three acts - impertinence and discourtesy to teachers, failure to do homework and other assignments and drinking intoxicants - are definitely occurring more frequently now than they did 10 years ago. These three, plus stealing of a serious nature, sex offenses and cheating on homework, are definitely occurring more frequently now than they did 20 years ago. Again, the situation appears to be considerably worse in the large school districts, the large schools and in urban areas than in small schools and districts and in rural areas.

The factors most frequently associated with misbehavior in school, in the opinions of classroom teachers are related to the home and family life of the children and youth. When asked to rank causes of misbehavior, irresponsible parents, unsatisfactory home conditions, lack of parental supervision due to mother working and lack of training in moral and spiritual values headed the list in that order. Ranked 5 through 8 were lack of special classes for academically retarded pupils, lack of special classes for those of low intelligence, overcrowded classes and increased availability of automobiles to teenagers.

THE FACTS ABOUT MISBEHAVIOR IN OUR SCHOOLS

From Teacher Opinion on Pupil Behavior, 1955-56
Research Division, National Education Association

1. When asked "Is the situation in your community as a whole as bad as has been portrayed throughout the country by press, movies and radio?" replies of classroom teachers were as follows: not nearly so bad - 64.3 %; not quite so bad - 27.6 %; as bad but not worse - 6.9%; a little worse - 1.0%; a lot worse - 0.2%.

2. What per cent of the pupils you teach this year are real trouble makers? None of the pupils - 29.2%; less than one per cent of them - 35.0%; from one to four per cent - 22.8%; from five to nine per cent - 8.0%; from 10 to 24 per cent - 3.9%; from 25 to 49 per cent - 0.9%; from 50 to 74 per cent - 0.1%; 75 per cent or more - 0.1%.

3. During the past 12 months has any act of physical violence against a classroom teacher or principal been committed by a pupil or pupils attending your school? ("Physical violence" means striking with fists or some object that could cause physical injury; attacking with a knife, gun or some other dangerous weapon; throwing objects with intent to do bodily harm; etc.) Yes - 10.9%; No - 89.1%.

During the past 12 months has any act of physical violence against you been committed by a pupil or pupils attending your school? Yes - 1.6%; No - 98.4%.

Have you ever been subject to such an attack by a pupil since you began teaching? Yes - 10.7%; No - 89.3%.

4. On the whole how would you classify the pupils you are teaching this year? Exceptionally well behaved - 34.0%; reasonably well behaved but difficult to handle on occasions - 60.7%; misbehave frequently and often difficult to handle - 4.5%; misbehave very frequently and almost always difficult to handle - 0.8%.

5. Are you permitted to administer corporal punishment (physical whipping) to pupils? Yes - 45.5%; No - 54.5%.

Do you think classroom teachers should be allowed to administer corporal punishment to pupils in elementary-school grades? Yes - 77.0%; No - 23.0%. In junior-high-school grades? Yes - 62.5%; No - 37.5%. In senior-high-school grades? Yes - 37.4%; No - 62.6%.

6. Leading causes of misbehavior ranked on basis of teachers' answers when asked to indicate the extent to which each of 17 factors was responsible for misbehavior in their schools: (1) Irresponsible parents; (2) Unsatisfactory home conditions; (3) Lack of parental supervision due to mother working; (4) Lack of training in moral and spiritual values; (5) Lack of special classes for academically retarded pupils; (6) Lack of special classes for those of low intelligence; (7) Overcrowded classes; (8) Increased availability of automobiles to teenagers.

7. When teachers were asked to give their opinions as to whether certain types of misbehavior were now occurring more frequently or less frequently than they did 10 years ago and 20 years ago, the results on the following table were obtained. (Only teachers who were teaching 10 years ago were asked to answer the first part; only those who were teaching 20 years ago were asked to answer the second part.) An act of misbehavior was not labeled as either increasing or decreasing if as many as two-thirds of the respondents said that the act was occurring with about the same frequency or the act had not occurred either then or now.

7. (continued) After applying this two-thirds rule, the acts were classified as follows: Definitely increasing if the more frequently responses outnumbered the less frequently responses by at least 2 to 1; Probably increasing if the more frequently responses outnumbered the less frequently responses by at least 1.5 to 1; Definitely decreasing if the less frequently responses outnumbered the more frequently responses by at least 2 to 1; Probably decreasing if the less frequently responses outnumbered the more frequently responses by at least 1.5 to 1.

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On the other hand, using the same two-thirds rule for interpreting results, two types of misbehavior - obscene scribbling in lavatories and unorganized fighting - were reported as definitely decreasing in the last 10 years and probably decreasing in the last 20 years.

* * * *

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Class size is another important factor. There is evidence to indicate that when class size moves from 30 to 40, problems with pupils tend to double. Elementary school teachers are twice as likely to view their pupils as exceptionally well behaved when they have fewer than 20 in their class as when they have 45 or more. High school teachers say their largest classes are their most difficult ones to manage.

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The results of another question indicate that the children of high-income families are not always thought to be the best behaved in school. The evidence suggests that children of average and somewhat above average income families behave as well if not better than children of high-income families. The situation most conducive to good pupil behavior, as far as wealth of families is concerned, is an income sufficient to provide a reasonably good standard of living but not high enough to employ a full-time maid. Respondents were highly critical of the tendency in high-income families to assign parental responsibility to maids.

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

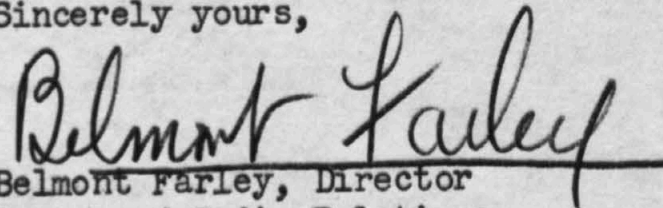
June 27, 1956

TO SECRETARIES OF STATE EDUCATION ASSOCIATIONS

The Motion Picture Committee of the NEA and affiliated state associations was asked by many state and local educational officials interested in "A Desk for Billie" to attempt to get it broadcast on a national television network. There was some objection to a national showing on the part of the staffs of education associations in some states because they had expected to make arrangements with local stations for its use.

The NBC feels that the film is too long for network television showing, and we would likely get the same reaction from any other network. We thought you might like to have this information as soon as possible so that you could proceed with plans for your state premiere of Billie Davis without likelihood of any local TV showing conflicting with a network broadcast.

Sincerely yours,



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
Roy K. Wilson (College Union,
Pacific Lutheran College, Parkland, Washington,
Telephone: Granite 4-977, beginning June 25)

For Immediate Release

National Commission on Teacher Education
To Celebrate 10th Anniversary at Conference
To Be Held in Parkland, Washington, June 26-30

Washington, D. C., June 22 -- Leaders in the professional standards movement in the teaching profession will meet in Parkland, Washington, June 26-30, for a combination work conference and celebration of the 10th anniversary of the National Commission on Teacher Education and Professional Standards (NCTEPS), according to an announcement here today by the National Education Association.

The conference, which will be held on the campus of Pacific Lutheran College, will have as its theme "The Professional Standards Movement in Teaching: Progress and Projection." Approximately 600 participants, representing state education associations, state departments of education, teacher education institutions, and national and lay professional organizations, are expected to attend.

T. M. Stinnett, executive secretary of the commission, said in announcing the conference that the major objectives will be to reappraise progress made in the professional standards movement during the past decade, to identify goals for the future, and to chart action programs to achieve the goals.

NEA President J. Lester Buford, who is also superintendent of schools, Mt. Vernon, Ill., will preside at the opening general sessions. The keynote address will be given by Ralph W. McDonald, president, Bowling Green State University, Bowling Green, Ohio. Conference participants will be welcomed to the state of Washington by Pearl Wanamaker, state superintendent, Washington State Department of Public Instruction, Olympia; and P. E. Hauge, dean, Pacific Lutheran College, Parkland, host to the conference.

(MORE)

Lionel De Silva, executive secretary, Southern Section, California Teachers Association, Los Angeles, will present the work plan of the conference at this opening meeting. Participants will then spend the rest of the week studying four major problem areas - the selection processes for prospective members of the profession, the program of teacher education, licensing members of the profession and accreditation of institutions preparing them, and personnel policies for permanent members of the profession.

Among the speakers who will make addresses dealing with the study topics are: Walter W. Cook, dean, College of Education, University of Minnesota, Minneapolis; Lyman V. Ginger, dean, College of Adult and Extension Education, University of Kentucky, Lexington; F. Floyd Herr, director, certification and college accreditation, Kansas State Department of Public Instruction, Topeka; Elsie Parnell, high school teacher, Mineral Wells, Texas, and president, Texas State Teachers Association, Austin.

Summaries of conference study groups will be given by the following who have been selected as reporters: Jay E. Greene, Board of Examiners, Board of Education of the City of New York; Daryl Pendergraft, director of field services, Iowa State Teachers College, Cedar Falls; Wendell C. Allen, assistant superintendent in charge of Teacher Education and Guidance Services, Washington State Department of Instruction, Olympia; and William Brown, associate superintendent, Los Angeles (Calif.) city schools.

Arthur Corey, executive secretary, California Teachers Association, San Francisco, will be the principal speaker at the conference banquet and closing general session. The banquet will mark the celebration of the 10th anniversary of the NCTEPS, which was founded by the NEA in 1946. The commission is responsible for a nationwide program of educational improvement with regard to improved standards in the field of teacher recruitment, selection, preparation, certification and working conditions of teachers.

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

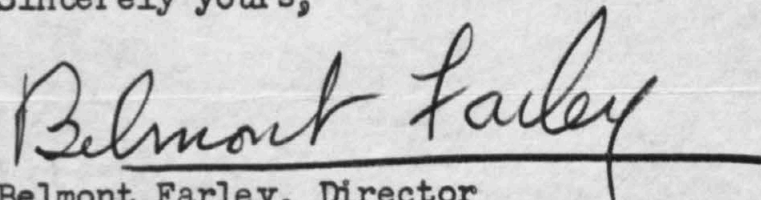
June 15, 1956

To Editors and Education News Writers:

The 94th annual convention of the National Education Association will be held in Portland, Oregon, July 1-6. Practically every community in the United States will be represented either by an elected delegate to the Representative Assembly of the Association or by educators who attend general sessions and discussion meetings on their own. Information about teachers who will attend from your community may be obtained from your superintendent of schools. Enclosed is a copy of the convention program. Names of the convention participants are indexed.

We will maintain a Press Office throughout the convention for newspaper reporters. Typewriters, telephones, telegraph, and other facilities for convention reporting, will be available. We shall be glad to make a room reservation for anyone you may wish to send to the meeting. If you do not cover the convention directly, you may wish to use the facilities of the wire associations.

Sincerely yours,

A handwritten signature in cursive script that reads "Belmont Farley". The signature is written in dark ink and is positioned above a horizontal line.

Belmont Farley, Director
Convention Press and Radio Service

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

June 14, 1956

To: Editor, State Education Association Journal
President, State Education Association
Executive Secretary, State Education Association

The NEA Convention Press Office has made arrangements to take a photograph for the state education journals of a few leaders from each state with each candidate for the NEA presidency. Unusual interest has been expressed in having pictures made this year as the winning candidate in Portland will serve as president for the NEA Centennial Convention.

Photographs will be made in the State Historical Society, 2nd floor, in the Civic Auditorium, on Wednesday, July 4, according to the enclosed schedule.

A copy of this letter is being sent to the editor of each state journal and to the president and executive secretary of the state education association so that all of those concerned will be aware of the plans for the photographs.

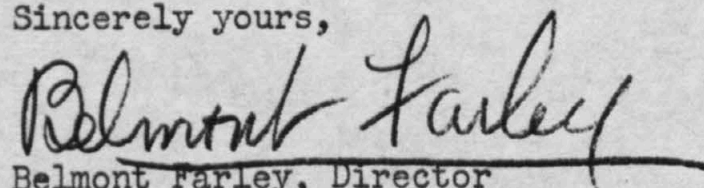
If more than one candidate is nominated for the NEA presidency, arrangements will be made for the photographer to take a picture of each candidate with each group of state leaders, although a print will be developed only of the group with the winning candidate.

The cost to each state education journal for this service will be \$3.75 for making the picture and for one 8x10 glossy print, plus mailing charges. Additional glossy prints may be obtained at \$1.10 each. The photograph and invoice will be mailed directly to each magazine by Mr. Claude F. Palmer, Manager of the Photo-Art Commercial Studios, 420 S.W. Washington Street, Portland 4, Oregon, Telephone: Capitol 7-5411.

A blank is enclosed for your convenience in placing an order to have your picture made. On the order blank is a space in which you should give your instructions for mailing and billing. If some emergency develops so that you can not have your leaders present at the time which has been scheduled, please select a new time from one of the "open" periods on the schedule and list it on the reply form.

In order to obtain the photograph(s), it means that the candidate(s) for the NEA presidency must follow a strenuous schedule of several hours while the photographs are made. For this reason, it will be very much appreciated if all members of your group can report promptly for the photograph when it is scheduled.

Sincerely yours,


Belmont Farley, Director
Press and Radio Relations

BF/ils
Encl.

News

from the NATIONAL EDUCATION ASSOCIATION

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For further information
Belmont Farley or M. Ruth Broom
Press and Radio Relations

FOR IMMEDIATE RELEASE

**SALARIES OF SMALL TOWN TEACHERS
ON THE UPSWING, SAYS NEA REPORT**

Washington, D. C., June 10--Teachers in the nation's smaller communities are edging up salarywise to their Big City Cousins.

This is one of the major trends highlighted in a recent salary study of city school systems made by the National Education Association.

The study points out that there is a definite trend toward a closing of the gap that has existed between salaries paid to teachers in the nation's larger cities and those paid teachers in the smaller urban districts.

Salaries of elementary school teachers in communities 2500 to 5000 population have jumped 198.3 per cent since 1930-31--and 201.7 per cent since 1940-41. The salaries of this same group in urban districts over 500,000 population have increased only 112.3 per cent since 1930-31--and only 109.9 per cent since 1940-41.

"The tendency for salaries to increase with the size of the district was one of the major causes of a high employment turnover in rural areas and small towns," says Frank W. Hubbard, director, NEA's Research Division, who conducted the survey.

"It made for an acute teacher shortage in the war years between 1941 and 1945 by drawing school personnel from the small to the large communities. On the basis of trends in median salaries paid classroom teachers, the former advantages in the larger urban areas are decreasing."

MORE

Two other major trends are in evidence, adds Dr. Hubbard. One is that the gaps are also closing between the average salaries of classroom teachers and of school administrators and the other, the relative reduction since 1930-31 of the gaps that have existed salarywise between the various types of classroom teachers.

He points out that in the larger school districts the median salaries of all classroom teachers advanced 112.2 per cent between 1930-31 and 1954-55, while in this same period the median salaries of no supervising principals and superintendents in this group increased by more than 92.4 per cent.

"The reasons for this trend are not hard to find," says Dr. Hubbard. "Generally speaking, before World War II the salaries of classroom teachers were exceptionally low, especially in the elementary schools. As the teacher shortage and cost of living increased during the war years, relatively large proportions of any additional funds were put into salaries of classroom teachers in order to hold the staffs.

"The increase in state aid for salary purposes and the tendency to raise the minimum salaries for the inexperienced teachers in order to attract properly trained persons to take care of the ever increasing enrollments are other factors that have pushed up the median salaries of classroom teachers so rapidly."

The third trend indicated in the study is the relative closing of the gaps between average salaries paid elementary school teachers and high school teachers. In larger school districts the average salary of high school teachers increased 91.6 per cent and elementary school teachers, 112.3 per cent between 1930-31 and 1954-55.

Dr. Hubbard says that "undoubtedly the main reason for this change has been the widespread adoption of the single-salary schedule idea."

"Remarkable as these increases in salary have been," he added, "they must be judged in terms of relative purchasing power. For example, the average salary of classroom teachers in cities 30,000 to 100,000, which has reached \$4242 in 1954-55, will not purchase more than \$2220 would have in the years from 1935 to 1939. Furthermore, where the salaries of these teachers increased 123 per cent between 1939 and 1953 the income of the average employed person advanced 184 per cent. The increased income for teachers has been good, but not good enough to compete with other types of employment."

The salary survey was based on figures submitted by almost 2500 city school systems across the nation and is the seventeenth in a series prepared biennially by the NEA.

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News

from the NATIONAL EDUCATION ASSOCIATION

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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
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Controversial Experiment Using Teacher Aides Declared
Of "Dubious Value" in Solving Teacher and Classroom Shortages

WASHINGTON, D. C., June 7 — The widely publicized Bay City, Michigan, plan of using non-professional "teacher aides" to help compensate for a shortage of teachers and classrooms was declared here tonight to be of questionable significance by a spokesman of the National Education Association (NEA).

T. M. Stinnett, secretary of the NEA Commission on Teacher Education and Professional Standards, in introducing a report appraising the Ford Foundation supported "Bay City experiment," says editorially, "The teacher aide idea has merit; if properly used and safeguarded it could be made most fruitful in the improvement of the quality of instruction. But, as an effective answer to the teacher shortage or the classroom shortage, or as a means of reducing the number of qualified teachers our schools ought to have, it is of dubious value." He expressed the hope that there might be wide-spread employment of this kind of experiment but designed primarily to improve teaching.

Another author, Francis Chase, head, Department of Education, University of Chicago, who is one of six impartial specialists in different areas of education who prepared the report, observes, "There is little to support either the exaggerated hopes or the aggravated fears which the project has aroused; one has to look elsewhere for the source of the heat that has been generated."

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 48 to 55 students, assisted by someone who has not been prepared as a teacher but selected because of an interest in children. This "aide" presumably performs "non-instructional" duties.

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The report, published in the June Journal of Teacher Education by the NEA commission, is an attempt to get an independent appraisal of the experiment for the guidance of the profession and the public. The six "investigators" were selected jointly by the commission and the Bay City directors from the following areas of education: child psychology, school superintendency, teacher college administration, educational experimentation, curriculum development and classroom teaching.

Each of the six visited Bay City at a different time and wrote an independent appraisal of the project in terms of his own area of specialization. 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. The resulting reports, published as submitted by the authors, present a wide range of reactions to the first-hand observation of the teacher aide program. However, there is a noticeable common thread throughout and some striking similarity of reaction. Each of the following seven points was cited independently by a majority of the specialists.

1. Bold experimentation in education is needed, and the profession should welcome any serious research in the basic areas of curriculum, procedures and organization.

2. The Bay City experiment, formally titled, "A Cooperative Study for the Better Utilization of Teacher Competencies," is not "real" research or a "real" experiment in the scientific sense of the word. Appraisal is complicated by the fact that the study does not deal primarily with identifying, increasing or releasing teacher competencies but with the use of teacher aides.

3. Generally, the professional teachers involved in the experiment view teacher aides as desirable emergency measures only. As an emergency expedient the plan seems to be working. But teacher aides do not reduce overcrowding nor do they cure bad teaching.

4. Teaching in the observed classrooms tended to be mechanical. If education is conceived as assignment, memorization and examination only, then the plan may work.

5. The professional teacher needs contacts with pupils in all aspects of the classroom work, even drill and checking papers, to see where mistakes are being made, correct errors at their source and attempt to avoid possible failures. Teacher aides are not really

teacher aides but pupil aides, and the experiment, therefore, is not operating so much to relieve the teacher of non-professional duties as it is to make the aide another teacher in the classroom. Thus the Bay City plan is simply a new idea for preparing teachers.

6. Why not maintain desirable class size but provide staff clerical assistance in a school to assist all teachers?

7. Since the experiment has one more year to run, no final evaluation is as yet available.

In the introductory editorial certain other facts are pointed up, among them that the basic idea of teacher aides is not new in the United States. "The teacher aide idea, like some others," it says, "is often labeled as a 'bold new approach' and, like some others, it is already of old time. It is but a variation of the Dame School and Lancastrian Systems."

And, in conclusion, Dr. Stinnett's editorial asks, "Why not experiment with the teacher aide idea in a normal size classroom to ascertain if it can be fruitful in improving the quality of teaching? Why not authorize experiments with clerical helpers for teachers, not aides? Why not experiment with a team of unassigned, qualified teachers in a building to serve as substitutes, to provide harassed and overloaded teachers with rest periods during the school day and to perform all of the duties the aides can perform, plus many more? The cost would not be more - probably less. ...The plain truth is, the Bay City plan is not a teacher aide plan. It is a pupil aide plan. ...And, please, could some method be devised for identifying 'professional' and 'non-professional' duties of teachers? These terms are used frequently and loosely. But the dividing line is extremely difficult to locate."

The six educators who participated in the study and wrote reports for the Journal, in addition to Dr. Chase, are: Lucille Carroll, classroom teacher, Wooster, Ohio; James Hymes, Jr., professor of education, George Peabody College for Teachers, Nashville, Tennessee; Dorothy McCuskey, director of student teaching, Bowling Green State University, Ohio; G. E. Rast, superintendent of schools, Westport, Connecticut; P. G. Rulon, Graduate School of Education, Harvard University, Cambridge, Massachusetts; and Charles B. Park, Central Michigan College, Mount Pleasant, director of the Bay City project, who prepared the first chapter giving an overview of the experiment and a description of progress to date.