

Dec. 20, 1958

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

For further information:
Roy K. Wilson or Tom Erhard

FOR IMMEDIATE RELEASE

Note to Editor: The 1958 Legislative recommendations of the National Education Association were released to wire services, radio-TV networks, and Washington correspondents at a news conference in Washington, Friday, Dec. 20. For your background and general news use, we are mailing the following summary story based on the news conference and the statements issued there. If you wish complete text of the statements, use the request form on page 4.

NATIONAL EDUCATION ASSOCIATION URGES LONG RANGE FEDERAL SUPPORT TO SCHOOLS

WASHINGTON, D. C. -- A broad, long range four and a half billion dollar program of federal support for public schools is urged by the National Education Association (NEA), as the main plank in its 1958 legislative proposals for consideration by Congress.

"Schools have been starved too long," NEA Executive Secretary William G. Carr said, speaking for the 703,000-member association. "The public schools are trying to defend our way of government and advance the well-being of the nation, yet many people don't want to give education the necessary financial help."

Carr spoke at a press conference at which the NEA's Legislative Commission presented the professional organization's legislative program for the second session of the 85th Congress. Commission chairman is Irving F. Pearson, executive secretary of the Illinois Education Association. James L. McCaskill is executive secretary of the Commission which met with representatives from 46 states in Chicago last week to work out the new proposals.

In stepping up its basic approach to the problem of financing public education, the Commission said a massive program of federal financial support has become a national necessity in light of present world conditions. McCaskill said, "schools now need continuing federal support. Teachers of America have a responsibility to tell people the truth about the needs of our schools."

The new long range program of almost five billion dollars contrasts with the 300 mil-

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lion dollar federal aid bill the NEA supported last year.

The Commission's report, which translates NEA policy into an action program, urged "an infusion of federal funds for basic support of elementary and secondary education," and said that federal funds should be appropriated to the states for distribution locally either for school construction or for supplementing teacher salaries without regard for subject matter taught.

Beginning federal contributions of not less than \$25 per school age child were urged with a steady increase to at least \$100 a child in five years. The current average overall expenditure per school age child in the nation is \$332. McCaskill pointed out that districts which have expended strong local efforts in construction in recent years could probably use larger proportions of these funds to raise salaries.

The new program also urged 20,000 undergraduate scholarships the first year, growing to 80,000 in four years, and 5,000 graduate fellowships which would be increased to 15,000 after three years. This broad plan which could begin quickly at all levels, would cost about 40 million dollars, rising to 160 million annually.

The Commission also urged strengthening all aspects of the various state departments of education. "This will be one more assurance that the instructional program can't be dictated to states and communities from any higher level," McCaskill said.

Continued support of the King-Jenkins Bill to provide tax equity for teachers was also urged. "There has always been an inequity in the treatment of teachers' income taxes," McCaskill said. "Teachers are spending money to become better teachers. These educational expenses should be deductible from gross taxable income. Most teachers now cannot deduct these expenses and this is unjust. And whereas improved educational standards were a need before, they now are a necessity."

The report also requested continuation of federal assistance "for such well-established and clearly useful programs as vocational education, library services, school lunches, and

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aid to federally-affected areas. No consideration should be given to reduction or termination of these programs until it can be demonstrated that the need can be met from other resources."

In pointing up the need for increased financial support, McCaskill said, "The White House Conference on Education and the President's Committee on Education Beyond the High School point out that within 15 years educational expenditures must be increased at least 75 percent, just to stay where we are now. The number of teachers with emergency certificates and the number of children on half-day sessions are not going down. We know that enrollments are going to continue to grow."

Carr added, "This legislative program is the minimum safe level of federal action, provided that it is accompanied by steady and normal growth in state and local school revenues."

The new proposals urge "matching requirements and other measures to stimulate state and local effort" which would allow states sufficient time to increase their own spending for education.

On this point Carr emphasized, "The best evidence that local communities cannot handle the complete job of educational finance in the future is that despite valiant efforts they haven't done so over the years. The American economy is a rich and powerful instrument which operates at a higher level each year with evidence that it will continue to grow steadily. But changes in the economy have left schools dependent upon an outmoded tax structure."

The report said, "With one half of our public elementary and secondary school revenue tied to local property taxes, there is little hope that local governments can double their contributions to education."

Dr. Carr said, "In one phase of government after another we have recognized that federal funds are needed. Better schools are necessary for survival. The American people own

(MORE)

the schools, and they must tell their representatives whether they wish to deal firmly with the accumulated educational crisis now or whether they wish to allow the level of American education to continue to deteriorate."

The new legislative program recognizes the need for increased scientific training but insists that scholarships be awarded for students to attend institutions of their own choice and to pursue courses of study that meet their career goals.

McCaskill said the scholarship program should not be based on a single national test. "Federal testing would inevitably slant the curriculum and decide what will be taught. There is grave danger in placing too much emphasis on one test score, and it is far better and fairer to have stronger local guidance and testing programs that use national tests. Scholarships should not be restricted to certain subject areas because manpower needs shift, and the nation needs full utilization of everyone's abilities."

McCaskill added, "There is no question that communities, wherever possible, should and will strongly re-examine their school curricula in order to encourage higher standards."

When asked what would happen if substantial support for education is not given by Congress, Carr said, "More of our schools will continue to have many half-day sessions, many of our best brains will never attend college, crowded classrooms will handicap the work of even our best teachers, and we will have a nationwide school system not good enough for the United States in 1958. From here on, it's up to the American people."

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Members of the NEA Legislative Commission are: Chairman, Irving F. Pearson, Executive Secretary, Illinois Education Association; Vice Chairman, Mrs. Mary Jo Tregilgas, Classroom Teacher, Palos Verdes Estates, California; Dexter O. Arnold, Assistant Superintendent, Concord, New Hampshire; Thomas D. Bailey, State Superintendent of Public Instruction, Tallahassee, Florida; R. R. Hamilton, Dean of Law, University of Wyoming, Laramie, Wyoming; Everett Keith, Executive Secretary, Missouri State Teachers Association, Columbia, Missouri; Oscar V. Rose, Superintendent of Schools, Midwest City, Oklahoma; Mrs. May C. Smith, Classroom Teacher, Trenton, New Jersey; Executive Secretary, J. L. McCaskill, Director, NEA Division of Legislation and Federal Relations.

----- REPLY FORM -----

Mail to: Press-Radio Division, National Education Association
1201 Sixteenth Street, N. W., Washington 6, D. C.

Please send the complete text of recommendations for 1958 made by the NEA Legislative Commission, and statement by William G. Carr, Executive Secretary of the NEA.

Print your name _____ Representing _____

Mailing address _____

City _____ Zone _____ State _____

June 30, 1958

For further information:
Roy K. Wilson or Carol Scotton

FOR RELEASE: MONDAY, p.m. June 30, 1958

Local Classroom Teacher Attends
National Conference As Group Leader

WASHINGTON, D.C.--special--Over 300 leading classroom teachers from all over the nation will meet at Bowling Green State University in Ohio, July 6-18 to participate in the 15th National Classroom Teachers Conference of the National Education Association (NEA).

Note to editors: See attached list for names of conference group leaders in your area.

Teachers conferring in Bowling Green will represent the more than 560,000 teachers who are members of the NEA Department of Classroom Teachers--the largest and most powerful NEA department. The teachers' meeting immediately follows the general NEA convention scheduled in Cleveland, June 29-July 4.

Speeches by leading educators and laymen at the classroom teachers parley will center on "Quality Teaching: Keystone of Progress." NEA President Lyman V. Ginger and U. S. Assistant Secretary of Labor Newell Brown will address the opening conference session on July 7.

Other top speakers include Miss Sarah Caldwell, NEA past president; Ralph W. McDonald, president of Bowling Green State University; and Dr. Hilda Maehling, NEA assistant executive secretary in charge of welfare and professional development.

The conference will be essentially a working one in that it will be marked by daily workshops and clinics. In these meetings, teachers will map out improved instructional programs, exchange ideas, and solve problems.

Presiding over the conference will be Miss Vivian Powell, president of the Department of Classroom Teachers and a teacher in Detroit. Miss Margaret Stevenson is executive secretary of the department.

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NEW JERSEY	Laura R. Maltman 616 Summit Avenue Westville, New Jersey	OREGON	Elsa Hagen 118 $\frac{1}{2}$ S. E. 6th Pendleton, Oregon
NEW MEXICO	Velora Reed 1020 Hess Terrace Las Cruces, New Mexico	PENNSYLVANIA	Bertha P. Boyd 139 E Street Carlisle, Pennsylvania
NEW YORK	Brenda O. Hotaling 8 Wilson Boulevard Poughkeepsie, New York		Mrs. Mae Guhl 402 E. Cedar Avenue Connellsville, Pennsylvania
NORTH CAROLINA	Mrs. Hazel Curtright Box 350 Raleigh, North Carolina		Grace I. Kauffman 808 West Main Street Norristown, Pennsylvania
	Mrs. Elizabeth Koontz 418 S. Caldwell Street Salisbury, North Carolina	SOUTH DAKOTA	Merlin E. Hiaring 728 N. Lincoln Avenue Madison, South Dakota
OHIO	Elizabeth Corbett 43 Goodhue Drive Akron, Ohio	TEXAS	Mrs. Onita King 1006 Maple Street Lockhart, Texas
	Harold Nelson 2450 Francisco Road Columbus, Ohio	VERMONT	Norma Bailey 3 Snow Avenue Barre, Vermont
	Lucille Smith Box 95 Middleport, Ohio		Gertrude Sinclair 3 Snow Avenue Barre, Vermont
	Ralph Ringgenberg 2305 North Avenue Middletown, Ohio	VIRGINIA	Richard G. Neal 4901 S. Chesterfield Rd. Arlington, Virginia
	Carl W. Martin 814 Biltmore Toronto, Ohio	WASHINGTON	Eula May Taylor 801 S. G Street, Apt. 312 Tacoma 5, Washington
	Murl Huffman 103 Grand Avenue Trotwood, Ohio	WEST VIRGINIA	Carolyn Kallmerten 312 $\frac{1}{2}$ Monongalia Street Charleston, West Virginia
OKLAHOMA	Kate Frank 1301 Fremont Muskogee, Oklahoma	WISCONSIN	Rebecca Frank 3876 E. Layton Ave., #3 Cudahy, Wisconsin
	Pauline E. Ingram 123 N. W. 32 Oklahoma City, Oklahoma	WYOMING	Edward Spotts 904 E. 21st Street Cheyenne, Wyoming Paul G. Berteloot 1020 W. Maple Street Rawlins, Wyoming
	HAWAII		Mrs. Cathryn M. Irvine 3627 Kawelolani Place Honolulu 16, Hawaii

Leaders in National Classroom Teachers Conference, July 6-18, 1958

Group Coordinators

COLORADO	Robert A. Morton 154 Emerald Street Broomfield, Colorado	FLORIDA	Mrs. Carol Douglass Rt. 1, Box 125-B Gainesville, Florida
INDIANA	Jack A. Russell 373 Sheridan Court Evansville, Indiana	MISSOURI	Helen E. Ericson 4442 Summit Kansas City, Missouri
WYOMING		Mrs. Betty Lou Pagel 304 East 5th Avenue Cheyenne, Wyoming	

Buzz Group Chairmen

ALABAMA	Mrs. Katie Lee Thompson 4014 49th Court, North Birmingham 7, Alabama	KENTUCKY	Omega Lutes 1463 South Third Street Louisville 8, Kentucky
ARKANSAS	Mrs. Maxine L. Chapman 409 N. 8th Street Fort Smith, Arkansas	MICHIGAN	Edna M. Smallwood Box 101 Ontonagon, Michigan
CALIFORNIA	Paul M. Cook 826 Columbia Way Modesto, California	MISSISSIPPI	Mary Mobberly 1015 Second Avenue Laurel, Mississippi
	Thea Stidum 3301 X Street Sacramento, California		Mrs. Mary Lou Godbold 708 Tyler Avenue Oxford, Mississippi
COLORADO	Margaret E. Durocher 316 Belmont Place Ft. Morgan, Colorado	MISSOURI	Alene Sadler 339 N. Park Avenue Cape Girardeau, Missouri
GEORGIA	Miss Rita Collins 16 Second Street Chicopee, Georgia		Anna Mary Bullock 2710 Woodson Road St. Louis 14, Missouri
ILLINOIS	Kathryn G. Hansen 445 Wellington, Apt. 8 H Chicago 14, Illinois	MONTANA	Mrs. Dorcas Curtiss 1117 No. 25 Billings, Montana
	Katherine Stapp 920 Hazel Danville, Illinois		Veda Jacobs 32 Leighland Apartments Great Falls, Montana
IOWA	Mabel R. Kress 608 Sixth Street Ames, Iowa		Mrs. Mary Inez Vaughn 209 East First Street Laurel, Montana

June 28, 1958

For further information:
Roy K. Wilson or Carol Scotton
Press and Radio Relations

JUNE 28, 1958

FOR IMMEDIATE RELEASE

Top U. S. Films Named For
Non-Theatrical Festival In Edinburgh

WASHINGTON, D.C.—June 27--Twenty-four films--in the non-theatrical class (non-Hollywood type)--have been selected as United States entries in the Edinburgh Film Festival, August 18-25, the National Education Association (NEA) announced today.

These films, selected by the newly formed Committee on International Non-Theatrical Events (CINE) are expected to compare favorably with films from all over the world which will be shown at Edinburgh. They are the products of U. S. producers of non-theatrical, non-governmental films.

Note to Editor: Attached is a list of films selected for Edinburgh showing, with names of producers of each.

CINE was set up to screen and select non-theatrical U. S. films for entry in foreign film festivals. It was organized by the International Film Festival Advisory Council—a new council called together last fall under the auspices of the Department of Audio-Visual Instruction (DAVI) of the NEA.

Several of the U.S. entries to the Edinburgh Festival have been made familiar to the U. S. public through TV showings. Two of them are Edward R. Murrow's (CBS) story of Marian Anderson, "The Lady From Philadelphia;" and NBC's production on ballet "Petroushka."

Others such as the Cotton Council's "Cotton: Nature's Wonder Fiber" have been viewed by more specialized American audiences.

Several organizations worked with the CINE selection committee as screening agencies. They include: Educational Film Library; American Medical Association; Catholic Audio-Visual Education; National Council on Jewish Audio-Visual Materials; National Council of Churches of Christ; University Film Producers Association; Educational Television and Radio Center in Michigan; and the Business and Industry Subcommittee of CINE.

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COMMITTEE ON INTERNATIONAL NON-THEATRICAL EVENTS

Edinburgh Film Festival, August 18-25, 1958

<u>TITLE</u>	<u>SPONSOR</u>	<u>PRODUCER</u>
"THE EARTH IS BORN"	Life Magazine	Transfilm, New York
"NEW AGE OF ARCHITECTURE"	Architectural Forum	Transfilm, New York
"TREASURES OF THE EARTH"	none	Churchill-Wexler Film Productions, Los Angeles
"STORY OF THE BLOODSTREAM" Part I	none	Moody Institute of Science Los Angeles
"HELPING HANDS FOR JULIE"	American Medical Association	Henry Strass & Co. New York
"WHO KILLS THE TIGER"	none	Wayne State University Detroit, Michigan
"COTTON: NATURE'S WONDER FIBER"	Cotton Council International Nashville, Tennessee	Audio Productions New York
"ENERGETICALLY YOURS"	Standard Oil Company (N.J.)	Transfilm, New York
"THE TWENTIETH CENTURY -- FDR: THIRD TERM TO PEARL HARBOR"	Prudential Life Insurance Company	CBS/TV, New York
"THE DEEP WELL"	Child Welfare League of America, Inc.	Health & Welfare Materials Center, New York
"A DANCER'S WORLD"	WQED	Educational TV station Pittsburgh, Pa.
"HERITAGE IX: MRS. ANNA ELEANOR ROOSEVELT"	none	WQED, Educational TV station, Pittsburgh, Pa.
"SAN FRANCISCO"	Santa Fe Railroad	Ernest Kleinberg Los Angeles, California
"INFORMATION MACHINES"	IBM	Mr. & Mrs. Charles Eames Venice, California
"THE FLYING ANGEL"	none	Unusual Films, Bob Jones University, Greenville, S.C.
"NEW YORK, NEW YORK--A DAY IN NEW YORK"	none	Frances Thompson, New York
"BANGOR AND AROOSTOCK RAILROAD"	none	Harvard University, Graduate School of Business Administration, Cambridge Mass.
"LOOK UP AND LIVE (IF NOT HIGHER)"	none	The New York Board of Rabbis
"LADY FROM PHILADELPHIA"	CBS/TV	Morrow & Friendly, N.Y.

<u>TITLE</u>	<u>SPONSOR</u>	<u>PRODUCER</u>
"THE EIGHTH ANNUAL DARLINGTON SOUTHERN 500"	Champion Spark Plug Co.	Dynamic Films, New York
"THE FORGOTTEN"	none	Robert K. Sharpe Ardsley, New York (individual producer)
"TARA, THE STONECUTTER"	none	Fine Arts Productions Hollywood, California
"PETROUSHKA"	NBC	Fine Arts Productions, Hollywood, California
"MAKING CONVERSATION"	none	Audio Productions, Inc. New York

**NEW
FROM
NEA**

UPCOMING SCHOOL SHOWS

TV-RADIOGRAM

PUBLISHED BY THE NATIONAL EDUCATION ASSOCIATION

TARGET: 40 MILLION LIVING ROOMS

June 1958

Biggest TV splash in eight years of NEA film-making will come this fall when the new public relations film, "Crowded Out," produced in cooperation with state education associations, bows over the airwaves in a weeklong nationwide TV premiere Sept. 12-18.

Special prints for TV only will be provided free by NEA's Press and Radio Relations Division; state associations will arrange for bookings, according to Frank W. Hubbard, Chairman of the joint NEA-State Association Motion Picture Committee. Prints will be presented as gifts to the stations, and it is hoped that every TV station in every state will agree to show the film sometime during Premiere Week. If all stations cooperate, the poignant story of "Crowded Out" can be heard in some 40 million American homes.

A Promotion Packet designed to help state and local associations and TV stations win maximum publicity mileage from the airings will be provided by NEA (contents listed on Page 2). On-the-air promotion materials will be shipped with each print.

Five "special previews" are scheduled for summertime showing at major national conferences well in advance of the autumn Premiere Week: National Conference on Teacher Education at Bowling Green June 24-28; NASSTA Conference on Communication at Berea, Ohio, June 26-28; Classroom Teachers Conference at Bowling Green July 6-18; and NEA Cleveland Convention Thursday, July 3. Many state workshops will also show the film ahead of the television premiere.

"Crowded Out" is the eighth film in the NEA-State Association series which has included such bellringers as "Skippy and the Three R's," "Not By Chance," and others. The series is under overall direction of the Motion Picture Committee representing NEA and the National Association of Secretaries of State Teachers Associations. Some of the Committee members are pictured below. A complete listing will be found on Page 2.



Kathy



Miss Roberts



Frank W. Hubbard Irving F. Pearson Frederick L. Hipp Charles F. Martin N. B. Hackett Erwin L. Coons B. I. Griffith

PROMOTION PACKET

A Promotion Packet of ideas and sample materials to help each state and local association to reach the largest potential audience for the TV Premiere of "Crowded Out" is being prepared by the Press and Radio Relations Division, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Packet contains: two-color folder describing "Crowded Out"; sample news releases which can be localized giving time and channel of showing; a glossy print for newspapers; poster publicizing the film; condensed story outline of "Crowded Out"; sample letter to opinion leaders in the community; sample notice to teachers for local adaptation; and a sample "take-home" notice for parents.

THE MEN BEHIND THE FILM

Men (and women) responsible for "Crowded Out" were drawn from the Motion Picture Committee representing NEA and NASSTA. The following state education association executive secretaries served as Committee members: Irving F. Pearson, Illinois Education Association, NASSTA Chairman; Erwin L. Coons, Vermont Education Association; N. B. Hackett, Louisiana Teachers Association; Frederick L. Hipp, New Jersey Education Association; Charles F. Martin, Iowa State Education Association. B. I. Griffith, Director of Public Relations, Ohio Education Association, served as consultant to the Committee.

NEA Headquarters representatives on the Committee included Frank W. Hubbard, assistant executive secretary for information services, NEA Chairman; Robert W. Eaves, executive secretary, Department of Elementary School Principals; Tom Erhard, assistant director, Press & Radio Relations; Mildred S. Fenner, editor, NEA Journal; Anna L. Hyer, director, Audio-Visual Instructional Service; J. L. McCaskill, assistant executive secretary for state and federal relations; Margaret Stevenson, executive secretary, Department of Classroom Teachers; Ellsworth Tompkins, assistant secretary, National Association of Secondary-School Principals; and Roy K. Wilson, director, Press & Radio Relations. "Crowded Out" was filmed and directed by Agrafilms, Athens, Georgia.

THE STORY OF "CROWDED OUT"

Miss Roberts wrote slowly, "With deep regret, I hereby submit my resignation for the forthcoming year, for reasons. . ."

The year had started well, with Miss Roberts able to help each child whenever necessary: Joey, needing a challenge, given a book ahead of the others... Benjy, quiet, timid, needing to be drawn out... Kathy, with a special quality of eagerness... 24 children who could not be educated the same way.

But all this was past. The huge new plant near school triggered the neighborhood to new life. Suddenly the suburb became a small city. Inevitably the reshaping of the neighborhood reached the classroom: One by one, class projects were removed for more desks, until more than 40 pupils sat in a room designed for little more than half that number. Keeping discipline became the biggest chore... and any individual help for Joey, Benjy, and Kathy almost out of the question.

What this does to Miss Roberts and her pupils. . . and how classroom overcrowding spreads out to touch the community's homes and parents comprise the story of "Crowded Out."

OPERATION C O P (CROWDED OUT PREMIERE)

State education associations will try to arrange for booking the 29-minute film on every TV station in the state for showing sometime between Sept. 12 and 18. Each print becomes the property of the station. No station can be granted an "exclusive."

As soon as possible, states should notify NEA Division of Press and Radio Relations as to playdates, number of prints required, and shipping instructions. A form for this purpose is being sent to state association secretaries.

Prints will be shipped to state headquarters or directly to TV stations, whichever the state prefers. Included in each shipment will be on-the-air promotion materials (a slide or balop, copy, a matte print, and a one-minute filmed spot). Each "Crowded Out" print will contain the following end credit: "Produced by the National Education Association and the (State) Education Association."

OPERATION IMPACT

Effectiveness of C O P will be multiplied many times by a vigorous cooperative push on the part of the national, state, and local associations. In order to avoid duplication of effort, it is suggested that state associations arrange for promotional procedures in their areas. NEA will provide each state with a sufficient number of promotion packets for local use - these to be shipped to the states or directly to the local associations as requested by the state. A reply form covering this is being provided.

OHIO EDUCATION ASSOCIATION AN OLD HAND AT TV PREMIERES

The Ohio Education Association has chalked up three highly successful "Premiere Weeks" since 1955. Here's how they handled details for the premiere showing of "Mike Makes His Mark."

Stations were asked to show the film during the third week in Sept. In return OEA offered to (1) place ads in at least one newspaper in the TV city; (2) prepare a schedule and invite all schools and key lay people to view the film; (3) provide newspapers with special publicity; (4) brief local association leaders; and (5) run a full-page ad in the state education association journal.

All 18 TV stations agreed to show "Mike" during the premiere week. Then OEA placed 100-line ads in 20 newspapers. Some local associations also placed ads in the papers and prepared special news releases for the press. A formal invitation to the premiere and a schedule was sent to each school building in the state, to OEA's list of key leaders, and in quantity to local school systems which maintain lay mailing lists.

Publicity material was sent to TV station promotion departments, news stories to weekly and daily newspapers, with special announcements for radio-TV editors.

Local association leaders were asked to send letters of appreciation to the station following the showings.

"Premiere Week" assured a vast audience of Ohioans for "Mike," gave OEA an opportunity to do special promotion for the stations at a modest cost (around \$1,000); assured solid bookings for OEA's rental prints, and afforded members tangible evidence of the state association's prestige-building efforts for the teaching profession.

THINGS-TO-DO CHECKLIST

Key people in stimulating local support of TV Premiere Week are local association leaders. Here are some audience-building suggestions they may want to undertake - making sure, however, that these efforts do not duplicate those of the state association.

1. Provide local newspapers with time and channel of TV showing.
2. Check with TV station re scheduling of on-the-air promotion. (This material is being shipped along with the "Crowded Out" print.)
3. If TV station has a radio affiliate, ask for promotional spot announcements on radio station, giving time and channel of TV showing.
4. Use every opportunity to reach clubs and organizations. Ask for program time for "Minute man" speeches - announcements explaining purpose of "Crowded Out" and giving time and channel for TV broadcast.
5. Send letter to opinion leaders in the community (ministers, club secretaries, school board members, and other influential citizens) urging them to talk about the TV program.
6. Organize a telephone campaign through which each person called agrees to call five others. Announce time and channel of TV broadcast.
7. Talk over with station the advisability of placing an advertisement in local newspapers. (WARNING: Be sure to check this with the TV station, as some stations giving free public service time to a program resent having a competitor paid for advertising that same program.)
8. Send mimeographed notice to all teachers giving time and channel of showing.
9. Arrange for a poster for each school bulletin board, for display in store windows, in parish houses, and other appropriate places.
10. Prepare notice for children to take home to parents. Place these in the hands of teachers a few days before TV broadcast.
11. If space is available, arrange with station to have some V.I.P.'s attend the TV premiere in the studio. Take newsphotos for follow-up publicity.
12. Arrange with TV station for related programs: discussion of local "crowded out" school conditions, possible solutions.
13. Discuss with station possible full-hour broadcast using "Crowded Out" for first half, followed by discussion of local problems for second half.
14. Contact radio stations about possibility of a series of radio discussions on school conditions. If possible, try to schedule these for Sept. 12-18.
15. Arrange meetings of key school personnel. Preview the film for them and ask them to "talk it up."
16. Urge colleagues to write a letter of appreciation to the station manager after he has shown the film.

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

June 13, 1958

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

For Immediate Release
6/13/58

O. L. Davis, Jr. Appointed Associate Secretary
of NEA's Association for Supervision and Curriculum Development

Washington, D.C., June 13 -- O. L. Davis, Jr., formerly of Lometa, Texas, has been appointed associate secretary of the Association for Supervision and Curriculum Development (ASCD) of the National Education Association, according to an announcement here today by Rodney Tillman, ASCD Executive Secretary.

Dr. Davis will assume his new position here in the NEA's Education Center on July 1.

A native of Texas, Dr. Davis attended the public schools in Lometa and later received the B.A. and M. Ed degrees from North Texas State College in Denton. He received the Ph.D from George Peabody College in Nashville, Tenn.

The new secretary has taught at North Texas State College, Ozona (Tex.) High School, and in the Burleson (Tex.) public schools. While working on his doctorate at George Peabody College, Dr. Davis was a supervising teacher of the eighth grade in the Peabody Demonstration School and served as an assistant in elementary education at the College.

As ASCD associate secretary Dr. Davis will work primarily with the Association's committees and commissions, both in the Washington office and in the various states throughout the country. His duties also will include advising ASCD members regarding current curriculum and supervision practices.

Dr. Davis served in the U.S. Navy during the Korean War. He is married to the former Joan Elizabeth King of Parkersburg and Point Pleasant, W. Va.

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For further information:
Roy K. Wilson or Beatrice M. Gudridge

3/58
FOR RELEASE AT WILL

TEACHING CAREER MONTH, APRIL, 1958

FILLERS

Where do most new teachers begin their teaching careers? Back home? Or in other counties or states? 7 out of 10 graduates of teacher education institutions take teaching jobs in the county they came from, according to the National Education Association. About 30 per cent teach in their own home towns. So---to help the local teacher shortage--encourage capable local youngsters to enter the teaching profession.

Looking for a husband? Marriage prospects appear to be good in the teaching profession. The National Education Association reports that more than half of all women teachers are married....about the same percentage of married women as there are in the general labor force.

Teachers' salaries are going up says the National Education Association. Estimated average salary of all classroom teachers during 1957-58 was \$4520---an increase of 7.1% over 1956-57. Thousands of teachers are earning from \$5,000 to \$10,000 a year. The superintendent in one city earns \$32,500 a year.

What does it cost to become a teacher? A little or a lot--depending on which institution the student attends, and how expensive his living habits are. The lowest annual expenditure reported for 1952-53 was \$200....the highest for the same year, \$5,500! The estimated average expenditure per student according

to the National Education Association during 1957-58 in a public institution was \$1,483....in a private institution, \$2,037.

Every year, 75,000 students attend American colleges and universities on teaching scholarships.

Never in history have there been so many opportunities for teachers. The National Education Association reports that there will be positions for approximately 125,000 to 150,000 newly qualified public elementary and secondary teachers each year through 1965. Production of qualified teachers in 1958 will be 115,000. Of this number, it is expected that, on the average, only 70% will actually take teaching jobs. If the proportion of college-age students who attend college remains constant, from 300,000 to 350,000 college teachers will be needed by 1970....an increase of from 150,000 to 200,000 over the present number.

FILLERS ON THE FUN OF TEACHING

Teachers' own true classroom anecdotes, gathered by the National Education Association for use during Teaching Career Month as newspaper features, fillers, in speeches, etc.

One day I asked a fourth grader to explain the meaning of the word "succeed".

"Well, it's like that old saying," the boy replied, "If at first you don't succeed, why try again?"

I showed my six-year-old bi-lingual students a picture of a man mowing a lawn, and asked them what he was doing.

"Brasing the grass," said Pedro.

I was trying to teach arithmetic reasoning when I asked, "If you know the price of seven hats, how would you find the price of one?"

"Ask the clerk," replied one ten-year-old.

A little girl appeared downhearted about the passing of September.

"I just learned to spell it," she mourned, "and now it's gone."

The music teacher was preparing a class of first graders for a song about Peter Rabbit. Placing her hands at either side of her head to look like long ears, she asked enthusiastically, "What do rabbits have that no other animals have?"

"Little rabbits," said a child.

The kindergarten teacher had been struggling with the top hook of a child's new rain coat for five minutes. Finally, in exasperation, she asked, "Did your mother hook the coat for you this morning?"

"Oh no!" said the child indignantly. "She bought it at Penney's!"

A school inspector was questioning some boys.

"Can you take your warm overcoats off?"

"Yes, sir."

"Can the bear take his warm overcoat off?"

"No, sir."

"Why not?"

After a long pause, one little fellow said, "Because only God knows where the buttons are."

Tim holds out a jar of grasshoppers and caterpillars. "I caught them all last night," he said. "What are they?"

Susan shows me a handful of stones, exclaiming, "Aren't the colors pretty?"

Donnie is so engrossed in his work that he is startled by the bell.

"Oh! Is it time to go home already?"

These are some of the many reasons why I am proud and happy to be a teacher.

A Los Angeles teacher, training her class in the use of proverbs, said "Cleanliness is next to----What?"

A little boy exclaimed feelingly, "Impossible!"

The Measure of a Man

Fifth graders comments on a beloved principal who died after
32 years of loving service:

- Every time you talked to him you felt like you belonged to him.
- He joked a little when he talked.
- When you got into trouble, he understood your feelings. He always listened and helped.
- He smiled from ear to ear wherever he went; he tried to make you happy.
- He lived a big life, as big as anyone who lived to be a hundred years old.
- He's still here. He's still in my heart.

News

Feb-24, 1958
from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

For further information
Roy K. Wilson or Tom Erhard

FOR RELEASE: February 24, 1958

INTELLECTUAL LEADERS WILL SEEK WAYS TO STRENGTHEN QUALITY OF HIGHER EDUCATION

WASHINGTON, D.C. -- How can the quality of a college education in America be strengthened in the satellite age?

This will be the primary concern of more than one thousand of the nation's leading educators at the Thirteenth National Conference on Higher Education at the Congress Hotel in Chicago, March 2-5. The Conference is sponsored by the Association for Higher Education, a department of the National Education Association.

Several of the 28 different sectional groups will study President Eisenhower's recent proposals for American education. Delegates will seek answers to the problems of who should go to college, how high school guidance services can be improved, how high schools can offer college level work for academically talented students and what responsibilities colleges have for these young people, and how more college teachers can be secured and retained.

Another highlight of the Conference will be an "Educational Spectacular." Two outstanding college professors will demonstrate teaching of both humanities and science by television over Chicago's educational station, WTTW. A special closed circuit system will enable delegates to examine and comment on the methods used, and a panel will analyze the effectiveness of television teaching. The program itself can be seen by everyone within range of the channel.

Major addresses will be delivered by Max Lerner, author of the recent America as a Civilization; Henry A. Kissinger, of the Center for International Affairs at Harvard and also Director of Special Studies for the Rockefeller Fund; and John W. Gardner, president of the Carnegie Foundation for the Advancement of Teaching.

Included in a series of special information sessions will be reports on liberal education and labor unions, recruiting college faculty, the Congress and higher education, and developments in school segregation-desegregation.

#####

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National Education Association



7-22, 1958
1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4855

February 22, 1958

Dear Colleague:

The Three R's will soon be getting top TV billing across the country in a new half-hour film, "Satellites, Schools & Survival." This is a report on the prospects and challenges facing U. S. schools today.

We, at the NEA, hope that the members of your local association will want to help let the people in your community know about this film.

"Satellites, Schools & Survival" will have its nation-wide premiere on more than 230 local television stations over the weekend of March 1 - 2. Check the timetable on the following pages to see if and when the film will be shown in your city.

Some of the most important people in the United States today help tell the story of American schools in the film. Charles Van Doren - well known to the TV-viewing public for his own educational accomplishments that made him a top money-winner last season on NBC-TV's "Twenty-One" serves as narrator.

"Satellites, Schools & Survival" has been produced by the Division of Press and Radio Relations of the NEA in cooperation with its affiliated state education associations. It is being distributed free to local TV stations by state and local education associations across the country and the U. S. territories.

On the inside page you will see a proof of a two-column advertisement prepared especially for local education associations like your own to use in letting the public know about this documentary film. You will note that there is provision at the top of the ad for you to insert the name of your local association. In this way, you can personally invite your friends and neighbors to view the show.

A mat of the ad - just like the proof, but with space to insert your name - will be sent to you free of charge. We, at NEA, hope that you will want to place this ad in your hometown newspaper, giving the viewing time and station for "Satellites, Schools & Survival."

Wire me at the NEA - or write if there is time - and I will send to you a copy of the mat. See enclosed order form.

For the premiere weekend (March 1 - 2), the film will be shown most heavily on NBC-TV stations by special arrangement. After this date, however, it can be booked on any station. If no station in your area has planned to show the film, contact your state education association to see if such arrangements can be made.

Cordially,

Roy K. Wilson

Roy K. Wilson, Director
Press and Radio Relations

enclosure

rkW/jm

Kearney	KHOL-TV	TBA	TBA	Rapid City	KRSD-TV	Mar. 2	6:30 PM
Lincoln	KOLN-TV	TBA	TBA	Reliance	KPLO-TV	Mar. 2	3:30 PM
Omaha	KMTV	TBA	TBA	Sioux Falls	KELO-TV	Mar. 2	3:30 PM
Omaha	WOW-TV	TBA	TBA				
Scottsbluff	KSTF	Mar. 16	2:00 PM				
NEVADA				TENNESSEE			
Las Vegas	KLRJ-TV	Mar. 2	2:30 PM	Chattanooga	WRGP-TV	Mar. 2	12:30 PM
Reno	KOLO-TV	Mar. 2	TBA	Jackson	WDXI-TV	Mar. 1	4:00 PM
				Johnson City	WJHL-TV	Mar. 2	1:00 PM
NEW HAMPSHIRE				Knoxville	WATE-TV	Mar. 1	5:00 PM
Manchester	WMUR-TV	Mar. 2	7:00 PM	Memphis	WMCT-TV	Mar. 1	6:00 PM
				" "	" "	Mar. 2	11:30 AM
NEW MEXICO				Nashville	WSM-TV	Mar. 1	4:00 PM
Albuquerque	KOB-TV	Mar. 1	3:00 PM	TEXAS			
NEW YORK				Amarillo	KGNC-TV	Mar. 15	10:30 AM
Binghamton	WNBF-TV	Mar. 1	2:00 PM	Austin	KTBC-TV	Mar. 2	6:30 PM
Buffalo	WBUF	Mar. 2	2:00 PM	Corpus Christi	KRIS-TV	Mar. 9	2:00 PM
Carthage-Watertown	WCNY-TV	Mar. 2	3:00 PM	El Paso	KTSM-TV	Mar. 1	3:00 PM
New York City	WRCA-TV	Mar. 2	2:30 PM	Fort Worth	WBAP-TV	Mar. 1	3:00 PM
Pltsbg.-L. Placid	WPTZ	Mar. 1	5:00 PM	Houston	KPRC-TV	TBA	TBA
Rochester	WROC-TV	Mar. 2	2:00 PM	Lufkin	KTRE-TV	Mar. 1	1:30 PM
Schenectady	WRGB	Mar. 1	5:00 PM	Port Arthur	KPAC-TV	Mar. 1	12:30 PM
Syracuse	WSYR-TV	Mar. 1	1:30 PM	San Antonio	WOAI-TV	TBA	TBA
Utica	WKTU	Mar. 2	2:30 PM	Weslaco	KRGV-TV	Mar. 8	1:00 PM
				Wichita Falls	KFDX-TV	Mar. 2	4:30 PM
NORTH CAROLINA				UTAH			
Asheville	WLOS-TV	Mar. 1	12:30 PM	Salt Lake City	KTVU	TBA	TBA
Chapel Hill	WUNC-TV	Mar. 2	9:00 PM	VERMONT			
Charlotte	WBTV	Mar. 2	3:30 PM	Burlington	WCAX-TV	Mar. 1 or 2	TBA
Charlotte	WSOC-TV	Mar. 1	1:00 PM				
Durham	WTVD	Mar. 16	3:00 PM	VIRGINIA			
Fayetteville	WFLB-TV	Mar. 2	7:00 PM	Bristol	WCYB-TV	Mar. 2	5:30 PM
Greensboro	WFMY-TV	Mar. 2	6:00 PM	Hampton-N'flk	WVEC-TV	Mar. 2	5:30 PM
Greenville	WNCT-TV	Mar. 2	3:30 PM	Harrisonburg	WSVA-TV	Mar. 2	5:30 PM
Raleigh	WRAL-TV	Mar. 2	12 Noon	Lynchburg	WLVA-TV	Mar. 1	3:00 PM
Washington	WITN	Mar. 2	2:00 PM	Petersburg	WXEX-TV	Mar. 2	2:00 PM
Wilmington	WMFD-TV	Mar. 1	5:00 PM	Roanoke	WSLS-TV	Mar. 2	1:00 PM
Winston-Salem	WSJS-TV	Mar. 1	6:00 PM	WASHINGTON			
NORTH DAKOTA				Clarkston	(See Lewiston, Idaho)		
Bismarck	KFYR-TV	Mar. 2	2:30 PM	Ephrata	KBAS-TV	Mar. 2	3:00 PM
Dickinson	KDLX-TV	Mar. 1 or 2	TBA	Pasco	KEPR-TV	Mar. 2	3:00 PM
Fargo	WDAY-TV	Mar. 2	TBA	Seattle-Tacoma	KING-TV	Mar. 4	11:30 AM
Grand Forks	KNOX-TV	Mar. 2	TBA	Seattle-Tacoma	KIRO-TV	TBA	TBA
OHIO				Seattle-Tacoma	KOMO-TV	Mar. 2	6:30 PM
Cincinnati	WLW-TV	Mar. 1	1:00 PM	Seattle-Tacoma	KTNT-TV	TBA	TBA
Cleveland	KYW-TV	Mar. 1	5:00 PM	Seattle-Tacoma	KTWV	Mar. 8	4:00 PM
Columbus	WLW-C	Mar. 2	12:30 PM	Spokane	KHQ-TV	Mar. 2	TBA
Dayton	WLW-D	Mar. 1	5:30 PM	Yakima	KIMA-TV	Mar. 2	3:00 PM
Lima	WIMA-TV	Mar. 1	1:30 PM	WEST VIRGINIA			
Toledo	WSPD-TV	Mar. 2	4:30 PM	Bluefield	WHIS-TV	Mar. 1 or 2	TBA
Youngstown	WFMI-TV	Mar. 1	6:15 PM	Charleston	WSAZ-TV	Mar. 2	3:30 PM
Zanesville	WHIZ-TV	Mar. 2	6:30 PM	Clarksburg	WBOY-TV	Mar. 1	6:00 PM
OKLAHOMA				Parkersburg	WTAP	Mar. 2	3:30 PM
Ada	KTEN-TV	Mar. 16	2:00 PM	Wheeling	WTRF-TV	Mar. 1	5:00 PM
Enid	KGEO-TV	Mar. 2	3:00 PM	WISCONSIN			
Lawton	KSWO-TV	Mar. 2	4:30 PM	Eau Claire	WEAU-TV	Mar. 1	3:00 PM
Oklahoma City	WKY-TV	Mar. 1	2:00 PM	La Crosse	WKBT	Mar. 4	9:30 PM
Oklahoma City	KWTV	Mar. 5	5:00 PM	Madison	WMTV	Mar. 1 or 2	TBA
Tulsa	KOTV	Mar. 8	3:30 PM	Superior-Duluth	WDSM	Mar. 1	12:30 PM
OREGON				Wausau	WSAU-TV	Mar. 12	6:30 PM
Corvallis	KOAC-TV	Feb. 28	6:30 PM	WYOMING			
Eugene	KVAL-TV	Mar. 2	2:30 PM	Casper	KITV-TV	Mar. 1 or 2	TBA
Klamath Falls	KOTI-TV	TBA	TBA	Cheyenne	KFBC-TV	Mar. 16	2:00 PM
Portland	KPTV	TBA	TBA				
Roseburg	KPIC-TV	Mar. 2	2:30 PM	UNITED STATES ARMED FORCES OVERSEAS - 30 stations			
PENNSYLVANIA				ALASKA			
Erie	WICU	Mar. 2	3:30 PM	Anchorage	KENI-TV	Mar. 2	TBA
Johnstown	WJAC-TV	Mar. 2	3:00 PM	Fairbanks	TBA	TBA	TBA
Lancaster	WGAL-TV	Mar. 2	1:00 PM	Juneau	KINY-TV	TBA	TBA
Philadelphia	WRCV-TV	Mar. 2	2:00 PM	HAWAII			
Pittsburgh	WLIC	Mar. 2	2:30 PM	Honolulu	KONA	Mar. 1	6:30 PM
Wilkes-Barre	WBRE-TV	Mar. 2	11:30 AM	PUERTO RICO			
RHODE ISLAND				San Juan	WKAQ	Feb. 28	7:00 PM
Providence	WJAR-TV	TBA	TBA				
Providence	WPRO-TV	Mar. 2	2:30 PM				
SOUTH DAKOTA							
Garden City	KDLO-TV	Mar. 2	3:30 PM				

Notes: TBA - to be announced. Times listed are local

Feb. 20, 1958

For further information:
Roy K. Wilson or Tom Erhard

2/20/58
FOR IMMEDIATE RELEASE

NEA Executive Secretary Testifies Before
U.S. Senate Committee on Education's Needs

WASHINGTON, D.C. -- Feb. 20 -- A federal support program for education that could increase teacher salaries by \$500 for each of the next four years, build schools, and improve instructional materials should be enacted by the present Congress, William G. Carr, executive secretary of the National Education Association (NEA) said here today.

"The NEA approves of the educational bills now before Congress, but we do not think the Administration's bill or any of the others is adequate to strengthen our entire public education program," Dr. Carr commented. He spoke in testimony before the U.S. Senate Committee on Labor and Public Welfare.

"Many of the proposals are like patches on the roof of a house when its foundation should be reinforced," Dr. Carr said. "If we can afford adequate national security, we can afford education for all our children and youth."

He said that the need for education is expanding in geometrical proportions while the present financial resources for education are expanding only in arithmetical proportions. "Never has a nation been so deeply committed to education as ours, yet no nation in history has been so reluctant to fulfill its commitment -- as a nation."

The NEA education support program -- now before both houses of Congress -- is a long term one, calling for \$1 billion allotments by the Federal government to states in 1958-9, and increasing to \$4.5 billion in 1961-62.

Federal funds would be turned over to the states in equal proportion to the number of school age children, under the NEA plan. Funds could be used for either school construction, basic equipment, or for supplementing teacher salaries.

"It should be emphasized that the NEA proposal is designed to strengthen state and local control of education," Dr. Carr said. "The precise distribution among the three broad categories is for each state and then each local school system to determine."

The NEA favors a beginning federal allotment of at least \$25 per school age child. This figure would rise to at least \$100 in four years.

(MORE)

If each state spent 30 per cent of its allotment on construction over the next four years, a minimum of 83,000 new classrooms could be built. "These classrooms added to the present rate of construction would be sufficient to eliminate the existing backlog of urgently needed schools," Dr. Carr said. Enough new classrooms would be available by 1962 to reduce the average class size to desirable levels.

If each state spent 65 per cent of its allotment toward raising teacher salaries, this sum would boost salaries by approximately \$500 a year, or \$2,000 at the end of four years. "This federal support would permit more effective competition by schools for the enlistment and retention of high quality personnel," Dr. Carr commented. "Increases from present financial sources have done little more than keep pace with rising costs." Average teacher salaries are now about \$4,500 a year. Dr. Carr testified that one quarter of all teachers this year are receiving less than \$3,500.

Dr. Carr also testified, "To the charge that public education is unconcerned about quality education, the teachers of the nation plead emphatically not guilty." He said that with all its faults, the American public school system produces skilled scientists and technicians, and at the same time educates millions of free and thinking people. "This is our greatest national accomplishment."

He said, "American public school teachers are just as concerned about providing the best possible quality of education for the academically talented, manually gifted, musically gifted, and the artistically gifted child; they are also concerned about the academically retarded, the shy child, the belligerent and even the problem child -- for all of these children are important. They are the citizens who will elect the President and Congress of 1980."

Rep. Lee Metcalf of Montana introduced a bill (HR 10763) including the NEA proposals in the U.S. House of Representatives February 17, 1958. Sen. James E. Murray of Montana and others introduced a similar bill (S 3311) in the U.S. Senate February 19.

###

National Education Association



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

February 19, 1958

MEMORANDUM TO: Local school officials arranging for distribution
of "Satellites, Schools, and Survival."

Dear Colleague:

Enclosed is a copy of the shipping instructions which we have prepared for TELENEWS, the organization that is making and shipping prints of "Satellites, Schools, and Survival." Prints will be leaving Washington (in most cases by air) within two days. The shipment will contain not only the 28-minute documentary, but also three promotion spots on film featuring Charles Van Doren. In addition, the shipment will include a set of brief promos to be read by local station announcers. A telop for the latter is included.

I have to be away from Washington for the next three weeks and am asking Mrs. Torrey Baker of our staff to take care of additional bookings of the film. Mrs. Carol Scotton will be in charge of providing newspaper promotional material and the flyers which have been prepared for distribution among the various school systems. Please wire Mrs. Scotton if you would like to order such items and in what quantity.

With your good help, "Satellites, Schools, and Survival" has already been booked in most markets across the country. 215 stations, a good number of which are NBC affiliates, have scheduled the film so far. In view of the urgent message contained in the documentary, however, we hope that before the end of the month of March is over, every television station in the country will have included it in their schedules. If there should be stations in your area which have not yet scheduled the film, perhaps you will be willing to urge them to carry it as soon after the premiere weekend as possible. Prints can go from one station to another; but if you should need an additional one, please notify Mrs. Baker.

In order to encourage viewing of the film in every television city across the country, we are going to send a 4-page communication to all local associations affiliated with the NEA. This will include a listing of nation-wide booking of the film as of February 19. A copy will be sent to you, along with some other material contained in a kit, next Monday or Tuesday.

May I take this chance to thank you for the splendid support you have given to this new venture of the NEA's.

Cordially,

Roy K. Wilson
Roy K. Wilson, Director

Division of Press and Radio Relations

P.S. A number of people have asked us what is to be done with the films after they have been used on television. It is our plan to leave them on deposit with the state associations for use at meetings, further scheduling on television -- or for whatever other occasion they might be useful. So after you are through with the film, would you please return it to the secretary of your state association.

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

February 7, 1958

MEMORANDUM TO: State Education Associations cooperating on the distribution of the new NEA film "Satellites, Schools, and Survival"

Dear Colleague:

This is to report to you a number of developments on the national premiere of "Satellites, Schools, and Survival" and to request from you information urgently needed to firm up our promotion and distribution pattern.

1. To gain the most effective national publicity (from which your stations will benefit), we must line up a maximum number of station showings for the national premiere March 1-2. Therefore, we are asking you to check again with those stations which have turned down a premiere weekend booking. If the NBC outlet cannot book for the premiere weekend, please contact other stations for a commitment March 1-2. Please rush firm information on bookings to us by wire or in the enclosed reply form.
2. One print of the film will be mailed to you on or about February 20, from New York City. At the same time, a set of three television spot announcements publicizing the film, for use by the station in advertising the show will be mailed to you. The film print and the set of spots can move from you to the station in your headquarters city which has booked the show. We need your instructions on where other prints and spots for the premiere showing should be sent. Please furnish this information on the reply form.
3. In the meantime, we are enclosing a copy of the completed script, and copy for the three television spots. Please indicate on the reply form if you need additional scripts and spot copy.
4. A press release for use with your stations is enclosed. Let us know if you need additional releases for other publicity outlets.
5. The key NBC outlet in the Nation's Capital, WRC-TV, is planning to run a quarter-page advertisement of "Satellites, Schools, and Survival" in each of Washington's daily newspapers. We are hoping there will be similar newspaper advertising of the film showings around the country, and we are prepared to furnish mats or proofs of a 2 col.x 6½" advertisement in the quantity needed. On the enclosed reply form please tell us where and how many mats and/or proofs should be shipped.
6. Available around February 17, will be a two-color, 8½ x 11 flyer describing "Satellites, Schools, and Survival," designed for posting on every school bulletin board in the viewing area. Please indicate whether you can make distribution of this flyer to your local teacher associations or other local contacts, and how many copies of the flyer you will need for the purpose.

Your immediate reply to these questions is most urgently needed if we are to proceed effectively. Please use the reply form and the enclosed airmail envelope, or wire me your answers.

Sincerely yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press and
Radio Relations

Promotion Spot SATELLITES, SCHOOLS & SURVIVAL!

(1 min.)

VAN DOREN:

I'm Charles Van Doren. I want to tell you about a very important film that will be shown on this station soon. Its title is SATELLITES, SCHOOLS AND SURVIVAL! Joining me on this program will be Vice President Richard Nixon ... Senator Lyndon Johnson ... Rowan Gaither, author of the famous Gaither Report ... Dr. James Killian, top science adviser to the White House, and others. We hope to throw some light on the most-discussed subject of our day -- the education of our children. You'll see how our schools got where they are today, and you'll hear some suggestions about your part in making them even better. I don't think there's a topic in the news that deserves more careful attention on the part of every citizen than our children's education. I hope you'll be watching this channel soon when the National Education Association and your State Education Association presents SATELLITES, SCHOOLS AND SURVIVAL!

MS - Van Doren in schoolroom

TITLE - "Satellites, Schools and Survival!"

CU - Nixon
MS - Johnson

CU - Gaither
MS - Killian

CU - Van Doren

TITLE - "Satellites, Schools and Survival!"
(SUPERED)

Promotion Spot SATELLITES, SCHOOLS & SURVIVAL!

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CU - Nixon

MS - Johnson

CU - Gaither

MS - Killian

CU - Van Doren

TITLE - "Satellites, Schools and Survival!"
(SUPERED)

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

February 7, 1958

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Roy K. Wilson

Roy K. Wilson, Director
Division of Press and
Radio Relations

National Education Association



1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
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I have to be away from Washington for the next three weeks and am asking Mrs. Torrey Baker of our staff to take care of additional bookings of the film. Mrs. Carol Scotton will be in charge of providing newspaper promotional material and the flyers which have been prepared for distribution among the various school systems.

With your good help, "Satellites, Schools, and Survival" has already been booked in most markets across the country. 215 stations, a good number of which are NBC affiliates, have scheduled the film so far. In view of the urgent message contained in the documentary, however, we hope that before the month of March is over, every television station in the country will have included it in their schedules. So if there are stations in your area which have not yet scheduled the film, perhaps you will be willing to urge them to carry it as soon after the premiere weekend as possible. Prints can go from one station to another; but if you need additional ones, please notify Mrs. Baker.

If your state is among those which have asked us to contact local school officials or television stations direct, please know that a letter similar to this one is going to the people whose names you have given us.

In order to encourage viewing of the film in every television city across the country, we are going to send a 4-page communication to all local associations affiliated with the NEA. This will include a listing of nation-wide bookings of the film as of February 19. A copy will be sent to you, along with some other material contained in a kit, next Monday or Tuesday.

May I take this chance to thank you for the splendid support you have given to this new venture of the NEA's.

Cordially,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press and Radio Relations

P.S. A number of people have asked us what is to be done with the films after they have been used on television. It is our plan to leave them on deposit with the state associations for use at meetings, further scheduling on television -- or for whatever other occasions they might be useful.

National Education Association



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

February 19, 1958

MEMORANDUM TO: Program Directors of TV stations scheduling
"Satellites, Schools, and Survival."

Dear Sir:

Enclosed is a copy of the shipping instructions which we have prepared for TELENEWS, the organization that is making and shipping prints of "Satellites, Schools, and Survival." Prints will be leaving Washington (in most cases by air) within two days. The shipment will contain not only the 28-minute documentary, but also three promotion spots on film featuring Charles Van Doren. In addition, the shipment will include a set of brief promos to be read by local announcers. A telop for the latter is included.

Next Monday or Tuesday we will be sending you a kit of materials about the film, which we hope will be useful.

We are most grateful to you for scheduling "Satellites, Schools and Survival," and deeply appreciate your friendly interest.

Sincerely yours,

Roy K Wilson

Roy K. Wilson, Director
Division of Press and Radio Relations

Enclosure

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

February 7, 1958

MEMORANDUM TO: State Education Associations cooperating on the distribution of the new NEA film "Satellites, Schools, and Survival"

Dear Colleague:

This is to report to you a number of developments on the national premiere of "Satellites, Schools, and Survival" and to request from you information urgently needed to firm up our promotion and distribution pattern.

1. To gain the most effective national publicity (from which your stations will benefit), we must line up a maximum number of station showings for the national premiere March 1-2. Therefore, we are asking you to check again with those stations which have turned down a premiere weekend booking. If the NBC outlet cannot book for the premiere weekend, please contact other stations for a commitment March 1-2. Please rush firm information on bookings to us by wire or in the enclosed reply form.
2. One print of the film will be mailed to you on or about February 20, from New York City. At the same time, a set of three television spot announcements publicizing the film, for use by the station in advertising the show will be mailed to you. The film print and the set of spots can move from you to the station in your headquarters city which has booked the show. We need your instructions on where other prints and spots for the premiere showing should be sent. Please furnish this information on the reply form.
3. In the meantime, we are enclosing a copy of the completed script, and copy for the three television spots. Please indicate on the reply form if you need additional scripts and spot copy.
4. A press release for use with your stations is enclosed. Let us know if you need additional releases for other publicity outlets.
5. The key NBC outlet in the Nation's Capital, WRC-TV, is planning to run a quarter-page advertisement of "Satellites, Schools, and Survival" in each of Washington's daily newspapers. We are hoping there will be similar newspaper advertising of the film showings around the country, and we are prepared to furnish mats or proofs of a 2 col.x 6½" advertisement in the quantity needed. On the enclosed reply form please tell us where and how many mats and/or proofs should be shipped.
6. Available around February 17, will be a two-color, 8½ x 11 flyer describing "Satellites, Schools, and Survival," designed for posting on every school bulletin board in the viewing area. Please indicate whether you can make distribution of this flyer to your local teacher associations or other local contacts, and how many copies of the flyer you will need for the purpose.

Your immediate reply to these questions is most urgently needed if we are to proceed effectively. Please use the reply form and the enclosed airmail envelope, or wire me your answers.

Sincerely yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press and
Radio Relations

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:
Torrey Baker

FOR IMMEDIATE RELEASE

NEW DOCUMENTARY FILM, "SATELLITES, SCHOOLS & SURVIVAL" TO PREMIERE
ON 200 LOCAL TV STATIONS MARCH 1-2.

WRC-TV Leads Nation with Special Showing February 28, at 7:00 P.M.

Appearing in Special Report on Problems and Prospects of Nation's Schools
are Charles Van Doren, Vice President Nixon, Rowan Gaither, Senator
Lyndon Johnson, Dr. William G. Carr, and Dr. James Killian.

"SATELLITES, SCHOOLS & SURVIVAL," a half-hour television film report to the
nation on the vital problems and prospects of our public schools, will have its
nationwide premiere on more than 200 local television stations on the weekend of
March 1-2.

Charles Van Doren, Columbia University English instructor and top money-winner
last season on NBC-TV's "Twenty-One," is narrator for the 30-minute documentary pro-
duced by the Press and Radio Division of the National Education Association in cooper-
ation with its affiliated state education associations.

"SATELLITES, SCHOOLS, & SURVIVAL" will be distributed free to local TV stations
by state education associations in all 48 states, the District of Columbia, Hawaii,
Alaska, and Puerto Rico. Also, the Armed Forces network will distribute it to 30
stations in all parts of the world.

In Washington, it was announced by Carleton D. Smith, vice president of the
National Broadcasting Company and general manager of WRC-TV, that arrangements have
been made for a special television showing of the documentary in the nation's capital.
It will be shown on WRC-TV on Friday night, Feb. 28, at 7:00 P.M., immediately follow-
ing the NBC News report by Chet Huntley and David Brinkley, and one night ahead of the
national release.

(more)

Appearing with Van Doren in the film are:

Vice President Richard M. Nixon;

H. Rowan Gaither, Jr., Chairman of the Board, the Ford Foundation, and head of the committee which produced the Gaither Report;

Senator Lyndon B. Johnson (D., Tex.), chairman, Senate Armed Services Preparedness Subcommittee;

Dr. William G. Carr, executive secretary, the National Education Association of the United States;

Dr. James R. Killian, Jr., president, Massachusetts Institute of Technology, on leave to serve as Special Assistant to President Eisenhower for Science and Technology.

Aim of "SATELLITES, SCHOOLS & SURVIVAL" is to clarify the state of the U. S. public education system, in the wake of conflicting reports of classroom and teacher shortages, nature of the curriculum, amount of "frill" and elective courses offered, training of scientists, and other controversial topics.

In addition to statements and interviews with government and education leaders, "SATELLITES, SCHOOLS & SURVIVAL" includes a film-highlight history of U. S. education in the past fifty years.

Several "future scientists" are identified, at the Mt. Hebron Junior High School in Montclair, N.J., as they testify to the importance of beginning their science training early in the school years, under an inspiring and understanding teacher. His name is Ted Johnson.

"SATELLITES, SCHOOLS & SURVIVAL" was directed by Richard Krolik, NEA television consultant in New York. Telenews did the filming.

Some quotes from the picture:

H. Rowan Gaither: "I think education today cries for citizen participation. Each citizen, in accordance with his abilities and his interest, should do what he can to strengthen American education, to make the position and prestige of the teacher understood in the community, to give priority and to improve values to the content of education. This I think they can do, and they must do."

(more)

Dr. James Killian: "I do not imply that all of our people should be scientists; far from it. I do emphasize the importance of providing our young people, whether they become scientists or not, with some of the intellectual wealth of science, some of its excitement and adventure, some of its special vision for interpreting nature--some of the understanding which our citizens should have if they are to deal intelligently with the great issues of our time arising out of science."

Dr. William G. Carr: "I think that the way to survive in a free country is to teach the habits and instincts and loyalties of freedom and not to endeavor to copy the educational institutions or policies of the totalitarian state."

Senator Lyndon Johnson: "If this nation should unfortunately be called upon to defend itself, the real front-line soldier would be the scientist with the test tube and the Geiger counter. No country can be prepared today unless it has a large reservoir of trained minds."

Vice President Richard Nixon: "United action by an informed, aroused American citizenry is essential if we are to have an educational system which can adequately meet the needs of a nation facing the ultimate challenge to its very survival."

Charles Van Doren: "We are engaged in the great struggle for the world, as men have always been. We can no longer depend entirely on manpower, that power with which Alexander the Great ruled the world. We can no longer depend entirely on seapower, which created the British Empire. We can no longer depend even on air power, whether it be bombers or guided missiles. We must depend on brainpower. We must depend on our education institutions' providing us with the best opportunity to cultivate that brainpower. If we can devote as much of our effort to strengthening those educational institutions as we have to cultivating the comforts of American life, we will be able to give to our children a world in which there can be satellites and safety, side by side.

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Promotion Spot SATELLITES, SCHOOLS & SURVIVAL!

(1 min.)

VAN DOREN:

I'm Charles Van Doren. I want to tell you about a very important film that will be shown on this station soon. Its title is SATELLITES, SCHOOLS AND SURVIVAL! Joining me on this program will be Vice President Richard Nixon ... Senator Lyndon Johnson ... Rowan Gaither, author of the famous Gaither Report ... Dr. James Killian, top science adviser to the White House, and others. We hope to throw some light on the most-discussed subject of our day -- the education of our children. You'll see how our schools got where they are today, and you'll hear some suggestions about your part in making them even better. I don't think there's a topic in the news that deserves more careful attention on the part of every citizen than our children's education. I hope you'll be watching this channel soon when the National Education Association and your State Education Association presents SATELLITES, SCHOOLS AND SURVIVAL!

MS - Van Doren in schoolroom

TITLE - "Satellites, Schools and Survival!"

CU - Nixon

MS - Johnson

CU - Gaither

MS - Killian

CU - Van Doren

TITLE - "Satellites, Schools and Survival!"
(SUPERED)

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News

Feb 17, 1958

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

For further information:
Roy K. Wilson or Carol Scotton

For Release: 6 P.M. EST., Monday, February 17, 1958

NEA Commends Public Schools
For Producing Satellite Scientists

WASHINGTON, D.C., Feb. 17 — The public school systems that produced 15 of the 16 key scientists who developed America's first satellite at the California Institute of Technology received letters of commendation from the National Education Association (NEA) today.

That public school graduates figured prominently in the satellite race "dramatically underscored the relationship of America's public schools to America's scientific achievements," NEA executive secretary William G. Carr said in his letters. School administrators in California, Massachusetts, Maryland, Ohio, Minnesota, and Texas received letters about their graduates--almost all still in their thirties.

Joint credit for the launching of Explorer I goes to the Jet Propulsion Laboratory at Cal Tech and the Army Ballistic Missile Agency at Huntsville, Ala., according to official Army records. The Huntsville group is known for its German rocket scientists, but 15 of the 16 Cal Tech satellite men received their science grounding and education in American public high schools.

(The Huntsville center supplied the first stage of the U.S. Satellite--a modified Redstone liquid propellant rocket. The high speed stages--including the satellite itself and the satellite instrumentation were provided by Cal Tech.)

Dr. Carr commended individual school systems for "academic programs that over the years have helped to educate men of such calibre." He congratulated "the teachers of yesterday and today who help make such progress possible."

Only one member of the Cal Tech crew is not a U.S. high school product, although he is a graduate of Cal Tech. He is Laboratory Director William H. Pickering, 47, who was born and educated in New Zealand.

Ten of the satellite producers are graduates of California public schools.

(MORE)

The scientists are:

California

Manfred Eimer, 33, is Research Group Supervisor, Research Analysis, at the California Institute of Technology Jet Propulsion Laboratory. In the satellite program, his assignment was assistant supervisor of satellite observations.

Dr. Eimer was born in Vienna, Austria, in 1925. He attended Robert Hammerling Real Gymnasium, Vienna, and Susan Miller Dorsey High School, Los Angeles. He was graduated from California Institute of Technology with a B.S. degree in mechanical engineering, and did graduate work in aeronautics at Cal Tech, where he received his Ph.D. degree in that field in 1953. He has been associated with the Laboratory since 1949.

Jack E. Froehlich, 37, is Department Head of Design and Power Plants at the California Institute of Technology Jet Propulsion Laboratory. In the satellite program, his assignment was project director.

Dr. Froehlich was born in Stockton, California, in 1921. He attended Theodore Roosevelt Grammar School in Burbank, California, and Burbank High School. He was graduated from Cal Tech with a B.S. degree in mechanical engineering and did graduate work in aeronautical engineering there where he received his Ph.D. degree in that field in 1949. He has been associated with the Laboratory since 1949.

Karl W. Linnes, 35, is an Engineering Group Supervisor at the California Institute of Technology Jet Propulsion Laboratory. In the satellite program he supervised the development of the Microlock tracking stations.

Mr. Linnes was born in Los Angeles in 1923. He attended Broadway Grammar School in Venice, California, and Francis Polytechnic High in Los Angeles. He was graduated from the University of California with a B.A. degree in physics and received his M.A. degree in that field from the University of California in 1950. He has been associated with the Laboratory since 1950.

Robert J. Parks, 36 is Chief of the Guidance Department at the California Institute of Technology Jet Propulsion Laboratory. In the satellite program, his assignment was to supervise the environmental lab work, testing equipment to design components to stand shock and rigors of space.

Mr. Parks was born in Los Angeles in 1922. He attended Mark Keppel Grammar School in Glendale, California, and Newport Harbor Union High School, Newport Beach, California. He was graduated from Cal Tech with a B.S. degree in electrical engineering in 1944. He has been associated with the Laboratory since 1947.

John C. Porter, 31, is a Research Engineer at the California Institute of Technology Jet Propulsion Laboratory. In the satellite program, his assignment was to supervise the data analysis section at the Laboratory.

Mr. Porter was born in Shawnee, Oklahoma, in 1927. He attended 24th Street School in Los Angeles and Pasadena Junior College. He received his B. S. degree in mathematics from Cal Tech in 1951 and is presently doing graduate work in that field. He has been associated with the Laboratory since 1951.

Eberhardt Rechtin, 32, is Chief of the Guidance Research Division at the California Institute of Technology Jet Propulsion Laboratory. He was a consultant in the satellite program.

Dr. Rechtin was born in Orange, New Jersey, in 1926. He attended South Side Junior High School in Rockville Centre, New York, and Redondo Union High School in Redondo Beach, California. He received a B.S. degree in electrical engineering and a Ph.D. degree in the same field from Cal Tech. He has been associated with the Laboratory since 1949.

Henry L. Richter, Jr., 31, is Supervisor of New Circuit Elements and Stable Oscillator Research Groups at the California Institute of Technology Jet Propulsion Laboratory. In the satellite program, he served as Jet Propulsion Laboratory coordinator for I.G.Y. experiments.

(MORE)

Dr. Richter was born in Long Beach, California, in 1927. He attended Miraleste Grammar School, Miraleste, California, and Narbonne High School in Lomita, California. He received his B.S. and Ph.D. degrees from Cal Tech in chemistry. He has been associated with the Jet Laboratory since 1955.

John G. Small, 38, is Chief of the Design Section at the California Institute of Technology Jet Propulsion Laboratory. He was in charge of missile operations, supervising mechanics, design, and field preparations in the satellite program.

Mr. Small was born in San Rafael, California, in 1920, where he attended the public schools. He was graduated from Cal Tech with a B. S. degree in physics and received his M.S. degree in aerodynamics there in 1945. He has been associated with the Jet Laboratory since 1951.

Robertson Stevens, 36, is Engineering Group Supervisor in Guidance Techniques Research at the California Institute of Technology Jet Propulsion Laboratory. He was in charge of the development of the satellite and microlock antenna in the satellite program.

Born in San Diego, California, in 1922, Mr. Stevens attended Euclid Grade School and Herbert Hoover High School there. He was graduated from the U.S. Naval Academy, Annapolis, with a B.S. degree, and did graduate work in electrical engineering at the University of California, Berkeley, where he received his M.S. degree in that field in 1949. He has been associated with the Jet Propulsion Laboratory since 1949.

Allen E. Wolfe, 35, is Engineering Group Supervisor in Instrument Development at the California Institute of Technology Jet Propulsion Laboratory. In the satellite program, his assignment was to supervise the electric circuitry in the missile operations.

Mr. Wolfe was born in Kalispell, Montana, in 1923 and attended South Side Grammar School there. He is a graduate of University High School in Oakland, California. He received a B.S. degree in electrical engineering in 1944 from Cal Tech and has been associated with the Laboratory there since 1952.

Maryland

Samuel E. Benesch, 34, is Research Group Supervisor, Research Analysis Section, at the California Institute of Technology Jet Propulsion Laboratory. In the satellite program, he supervised all data reduction.

Dr. Benesch was born in Baltimore, Maryland in 1924, where he attended Public School #20 and Baltimore City College. He was graduated from Johns Hopkins University with an A.B. degree in math and received his Ph.D. degree in that field from the University of Illinois in 1953. He has been associated with the Jet Propulsion Laboratory at Cal Tech since 1953.

Massachusetts

Frank E. Goddard, Jr., 43, is Chief of the Aerodynamics and Propellants Department at the California Institute of Technology Jet Propulsion Laboratory. He supervised wind tunnel work on configuration of the Jupiter-C in the satellite program.

Born in Fall River, Massachusetts in 1915, Dr. Goddard attended the public schools in Attleboro, Massachusetts. He received a B.S. degree in aeronautics from the Massachusetts Institute of Technology. He earned his Ph.D. degree in that field in 1957 from Cal Tech and has been associated with the Laboratory since 1949.

Minnesota

Homer J. Stewart, 43, is Division Chief of Liquid Propulsion Systems at the California Institute of Technology Jet Propulsion Laboratory. He served as a consultant in the satellite program.

Dr. Stewart was born in Elba, Michigan, in 1915. He attended Murray Grammar School and Central High School in St. Paul, Minnesota. He received a B.S. degree in aeronautical engineering from the University of Minnesota and did graduate work in aeronautics and meteorology at Cal Tech where he received his Ph.D. in that field in 1940. He has been associated with the Laboratory at Cal Tech since 1936.

(MORE)

Ohio

Albert R. Hibbs, 34, is Chief of the Research Analysis section at the California Institute of Technology Jet Propulsion Laboratory. He was supervisor of satellite observations in the satellite program.

Born in Akron, Ohio, in 1924, Dr. Hibbs attended Kilgore Elementary School in Cincinnati and Chillicothe High School in Chillicothe, Ohio. He was graduated from Cal Tech with a B.S. degree in physics. He received his M.S. degree in math from the University of Chicago and his Ph.D. degree in physics from Cal Tech in 1955. He has been associated with the Jet Propulsion Laboratory since 1950.

Texas

Walter K. Victor, 36, is Section Chief of Electronics Research at the California Institute of Technology Jet Propulsion Laboratory. He was in charge of flight and ground electronic instrumentation in the satellite program.

Mr. Victor was born in New York City in 1922, but attended the public schools in Abilene, Texas. He was graduated from the University of Texas with a B.S. degree in mechanical engineering in 1942. He has been associated with the Jet Propulsion Laboratory since 1953.

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News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

For further information,
Roy K. Wilson or Carol Scotton
NEA Commends Public Schools
For Producing Satellite Scientists

For Release: 6 PM MONDAY, FEBRUARY 17, 1958

WASHINGTON, D.C.—The public school systems that produced 15 of the 16 key scientists who developed America's first satellite at the California Institute of Technology received letters of commendation ~~from~~ ^{for their} ~~boys~~ from the National Education Association (NEA) today.

That public school graduates figured prominently in the ~~satellite~~ satellite race "dramatically underscored the relationship of America's public schools to America's scientific achievements," NEA executive secretary William G. Carr said in his letters. School administrators in California, Massachusetts, Maryland, Ohio, Minnesota, and Texas received letters ^{almost all} about their graduates—~~all~~ still in their thirties.

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(The Huntsville center supplied the first stage of the U.S. Satellite—a modified Redstone liquid propellant rocket. The high speed stages—including the satellite itself and ~~satellite instrumentation~~ ^{the} and some of the group tracking and receiving stations were provided by Cal Tech.)

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more

-2-

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) Texas (

Walter K. ~~Victor~~ Victor, 36, is Section Chief of Electronics Research at the California Institute of Technology Jet Propulsion Laboratory. He was in charge of flight and ground electronic instrumentation in the satellite program.

Mr. Victor was born in New York City in 1922, but attended the public schools in Abilene, Texas. He was graduated from the University of Texas with a B.S. degree in mechanical engineering in 1942. He has been associated with the Jet Propulsion Laboratory since 1953.

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News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

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

For release Friday, Feb. 14, 1958

LOCAL EDUCATOR ON PROGRAM
OF NATIONAL CONFERENCE

INDIANAPOLIS, INDIANA, FEBRUARY 14 --

More than five thousand school administrators are expected to attend the 42nd annual meeting of the NASSP, a department of the National Education Association. The conference begins tomorrow.

High on the list of discussion topics will be the amount of math and science that should be taught in junior and senior high schools. Delegates will re-evaluate the over-all educational program in order to see where new emphases in secondary education can be placed without curtailing any of the existing values in education.

Also to be stressed will be the education of the gifted student. Several sectional groups will consider new ways to give gifted children the best possible schooling.

Nationally known speakers at the conference will be James B. Conant, director of the Study for the American High School; Lawrence G. Derthick, U.S. Commissioner of Education; Howard Fehr, noted mathematician; Lester W. Nelson, Fund for the Advancement of Education; Robert J. Havighurst, professor and author, University of Chicago; Shane McCarthy, the President's Council on Youth Fitness; Harold Benjamin, Connecticut Dept. of Education; Thad Hungate, Teachers College, Columbia University; and Jesse Stuart, poet, lecturer and educator.

More than 60 different discussion groups are scheduled for the conference which ends Wednesday, February 19.

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Feb. 12, 1958
2/12/58
FOR IMMEDIATE RELEASE

For further information:
Roy K. Wilson or Carol Scotton

Educators Endorse Special Classes
For Academically Bright Within Regular High Schools

WASHINGTON, D.C.--special--The rising heroes of American education--academically talented students--should get their schooling in special classes within the present framework of today's comprehensive high schools, 200 top educators have agreed.

This is the most significant result to come out of a National Education Association invitational conference on the identification and education of academically talented high school students. It was held in Washington, D.C. February 6--8. Conference chairman was James B. Conant, former U.S. Ambassador to the Federal Republic of Germany and president emeritus of Harvard University.

The conference was the major step in a year long NEA project on academically talented high school students, financed by a Carnegie Foundation grant. J Ned Bryan, on leave from Rutgers University, is project director.

Dr. Conant called the proposal for special classes for talented students within the community high school "A very important recommendation." He termed the conference "a great success" and said "I have been surprised to see how high has been the degree of unanimity among us."

The conferees met for two days in small discussion groups and generally came out for these points:

1. An advanced placement program in all areas. Under this plan a student is graduated from school with his own class, but enters college with advanced standing and/or credit towards a college degree.
2. "Tailor made" courses for talented students. Diagnostic tests should be given at the beginning of the school year so that no time is wasted on areas already mastered, the conferees recommended.
3. Small class load for teachers of the academically talented.
4. Special classes for the talented does not mean "piling on the work" but "getting on with the business." That is, bright students will do more work in terms of quality rather than quantity.

(MORE)

5. Programs for the talented must be flexible and "open-ended." For example, a specific student may be in a special English class, but take mathematics in a class with students of normal ability.

6. The purposes of summer school should be re-evaluated. Instead of reserving summer courses for those who fail in the regular school year, schools should plan special offerings for the talented student. For example, additional creative writing courses would be summer school fare.

7. Teachers of the academically talented must be liberally educated and know methods of learning and teaching.

Specifically, the discussion groups proposed these requirements for talented high school students:

English--Four years of regular English--with emphasis on reading and writing--should be required of every "academically bright" student. Debating, most dramatic work, public speaking, and journalism should be left to special elective classes.

Mathematics--All academically talented students should take math for at least three years in high school.

Math educators recommended that present high school math offerings be compressed into three years for bright students in order to clear the way for calculus in the 12th grade. Schools should consider offering algebra in the 8th grade.

Science--The minimum science requirement for the talented student should be a general science course, one in biology and one in the physical sciences (in the 11th and 12th grades). In the long run, two or three sequences in physics, chemistry, and biology should be developed for the most able students, the educators said.

Schools should place more importance on science in the elementary grades, the conferees said. "We believe the psychological effects of the confusion about (science) in many elementary schools is an impediment to the progress of students of high ability...in their subsequent education."

Foreign Languages--A foreign language should be required of every talented high school student. The educators stressed the need for a four year sequence in one language. Talented "pupils should not dabble in language study--a program of two years in each of two languages is definitely not to be recommended."

Social Studies--At least three years of advanced work--including a year of American history, another year of history, and a third year in the other social studies--was recommended by educators in the social studies field.

Guidance--In their final report, the guidance group pointed up the need for

(MORE)

more counseling and increased staff to reduce the counsellor-student ratio. At an earlier meeting, a panel of experts in the field agreed that tests combined with school grades gave a good indication of academic talented. They said that this identification could be and usually should be made in the eighth grade, but tests should be given even earlier and records kept of achievements.

Seven regional conferences to follow up this national conference have been scheduled during the spring. A Northwest regional meeting will be held February 16--19 in Boise, Idaho in connection with a regional conference of the Association for Supervision and Curriculum Development, a department of the NEA. Another regional meeting is set for Portland, Ore., February 19--22.

A Western regional conference will be held March 27--29 in Denver in connection with the national conference of the National Science Teachers Association, a department of the NEA. An entire section of the national conference of the International Council for Exceptional Children, a department of the NEA, will be devoted to discussion of talented students. This meeting will be held April 11 and 12 in Kansas City.

A one-day Northeast regional conference is scheduled at the Massachusetts Institute of Technology in Cambridge, Mass., on April 19. Dates for a California regional and Southeast regional meeting have not been set.

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Feb. 8, 1958

SUMMARIZING STATEMENT OF THE NATIONAL EDUCATION ASSOCIATION
CONFERENCE ON THE IDENTIFICATION AND THE EDUCATION OF THE
ACADEMICALLY TALENTED PUPIL IN THE AMERICAN SECONDARY SCHOOL
FEBRUARY 6-8, 1958 WASHINGTON, D.C.

by James B. Conant, Chairman of the Conference

If I were to try to sum up the conference in a word it would be to say that it has been a great success. I doubt if there are many in this audience who would disagree with this appraisal. We came here to see if there would be agreement on many detailed matters connected with the education of one group of American pupils. There has been agreement in the working groups on a number of important questions. As to be expected, there have been important questions on which there was so much disagreement that the group could not come to a definite conclusion; in a number of instances the need for further study was clearly indicated.

I am frank to say that I have been surprised to see how high has been the degree of unanimity among us. For we are two hundred individuals with a variety of educational experiences--secondary school teachers, professors, administrators, independent school people, public school people from all over the United States.

Proceeding with this conference in these days when public attention is focused so critically on our schools was something of a calculated risk. That the participants would benefit from the frank exchange of opinions in closed sessions was certain. But it was an open question whether there would be any concrete conclusions that could be given to the public. Disagreement among educators is almost an occupational disease, as you all know full well. And if this morning at the one public session we had nothing to report but agreements to disagree and the listing of the topics requiring further study, this conference would have deserved the title of an ambitious failure. The educational profession and the general public would have been disappointed and correspondingly critical. And an educational failure would have been widely noted and commented on in the press.

Now, many people may disagree with certain of the conclusions that our groups have reached. There will be repercussions in the educational world, I feel certain. Indeed, I hope there will be. But the significant fact is that definite answers to some important questions have been made. Let me give you my judgment as to what are some of the important answers that have come out of this conference.

In the first place, I thought Thursday morning's meeting was both interesting and encouraging. The panel of experts was in agreement as to the general methods to be used in identifying the academically talented youth. They were in agreement that this identification could be and usually should be made in the eighth grade but tests should be given even earlier in a pupil's career and a record kept of his or her achievements. For, as one of the experts on tests declared, "We know that test scores and school marks together predict more accurately than either separately; the optimum weighting of each may vary from one situation to another, but in general there can be greatest confidence in expectancy of academic success for pupils who rank high on both predictors." The same speaker went on to point out that tests scores have certain advantages as compared with school marks. They furnish--at any grade level--a standardized, comparable set of observations of pupils who may have had different teachers and come from different schools with different marking systems. They are unaffected by any disciplinary element such as affect course grades. What tests can do for us, he said, if "we are fishing for sizeable talent" is not to single out the species or net the catch but to identify those pools which "are likely to have the greatest number of big fish."

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As I listened to the speakers and the discussion that morning, I became more convinced than ever that a guidance officer advising an eighth grade pupil and his parents can speak with considerable assurance when indicating the most rewarding courses to be elected in the ninth grade and later years. If the tests and record clearly point to the fact that the boy or girl in question is in the group we are designating as academically talented, then the chances are ten to one, at least, that the pupil can and will do well in those courses in mathematics which are too difficult for the average, in foreign languages, and in certain types of science courses. In other words, educators who talk about what academically talented students ought to study for their own good and in the nation's interest are talking about something that can be translated into action in every school if those in charge so desire.

The remarks of the fine speakers and the questions kept emphasizing the importance of counsellors and the guidance system. To quote from one of the addresses, "What is needed in many school systems is a more intensive statistical and clinical study of children at the end of the eighth grade or whenever the critical choice point is made as to high school curriculum. Sufficient counseling manpower should be available to advise personally with parents of talented children and help those parents to have appropriate attitudes and techniques of implementing the attitudes."

The attitude of parents, indeed of a whole community may be in some instances one of the major blocks to a successful school program for the bright pupils. For as was pointed out during Thursday morning's symposium, "Most citizens stand ready at any time to help a handicapped person--but the obverse of this attitude -- that academically superior school children also need special school help--is a thought that requires a complete change of mental set to gain acceptance." And as an example the speaker related his experience at a dinner party where a mother of three bright children told him quite frankly that she was not interested in geniuses. "All I want to do is raise my kids to be normal, well adjusted adults" she said. It was all too evident from her conversation that by "normal" she meant "mediocre" and by "well adjusted" she meant children who would create a minimum of problems for mama. Those of you who were present will recall the laugh which this anecdote evoked. If I read correctly the expressions on the faces of many in the audience, however, there was behind the laughter deep appreciation of the problem that lies behind the story. Indeed, in a number of the working groups the seriousness of this problem was underlined. Many of those here, perhaps all of us, believe that a re-orientation of public opinion (including particularly parental opinion) is required if we are to get ahead with the improvement of the secondary education of the academically talented youth.

Throughout the conference it seems to have been taken for granted that the group we are considering would receive their education in the same secondary school as others less talented. This assumption, which I venture to say I believe is the right assumption, raises certain questions about the organization of instruction, particularly in those subjects which are studied by all or almost all of the pupils in the school. There was a strong sentiment in all the working groups for arranging classes so that a pupil of high ability in a given subject, English for example, will study this subject together with others of comparable ability. The same would be true in the social studies and in mathematics, foreign language, and science if these subjects are elected by many pupils of less ability than those we are here considering. That this is a highly important recommendation goes without saying.

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Such organization of instruction should not be confused, of course, with a mechanical separation of all pupils with an I.Q. above an arbitrary value into a fixed curriculum as a block. The sentiment against any such arrangement appeared to be as strong as the sentiment for a grouping according to ability subject by subject. It was also made clear in many discussions that there must be flexibility in the organization of the curriculum and provision must be made for the "late bloomer."

Since you have all heard this morning the reports of the reporters of the working groups concerned with subject matter, I shall not attempt the impossible task of summarizing the six excellent and succinct reports. I am just going to comment on what seemed to me to be the most significant recommendations from the point of view of those responsible for secondary school curricula in thousands and thousands of cities, towns and rural communities.

First, the report of the group concerned with the study of foreign languages. Though I have attempted to play the role of an impartial chairman, and am endeavoring to suppress my prejudices in this summary statement, my resistance gives way when I come to consider the recommendations of the foreign language group. They have come out strongly and unanimously against a practice which I have found in school after school as I have been travelling around the United States in the last months; namely, the two-year program of study of a foreign language. I can only say I hope their recommendation that more than two full years should be devoted to the study of a foreign language will be widely read and accepted. I must say I applaud their statement that the academically talented pupil should have a reasonable proficiency in a modern foreign language, both as a skill necessary in the modern world and as an experience in a foreign culture. I would venture to add to their arguments another that is of a practical nature; namely, that the testimony of many who are proficient in several languages is to the effect that the mastery of one foreign language makes the learning of other languages (even if unrelated) much easier than would otherwise be the case.

And that in this restricted world, the United States needs to have citizens competent in several languages hardly needs to be stated. A great deal is being said about Russian science in these days but what is sometimes overlooked is the fact that in those slowly developing countries in which we and the Soviets are to some degree in competition, the Soviet representatives always speak the language of the people; the American representatives rarely do.

The highlights of this morning's session include the endorsement of the Advanced Placement Program. This means offering a course at the college level in such subjects as English Literature, English Composition, American and European history, foreign languages, advanced mathematics and science. The pupil graduates from school with his class but enters college with advanced standing and/or credit towards a college degree.

The fact that the mathematicians strongly recommended at least three years of mathematics for all academically talented pupils and four or five for those with a bent for science and mathematics and also recommended that algebra be started in the eighth grade, will perhaps have surprised few of the profession but augurs well for the education of our talented boys and girls. (I emphasize the girls as did the mathematicians.) The general public will be interested in this recommendation and in

(more)

that of the working groups concerned with science. That recommendation was, you will recall, to the effect that all the academically talented youth ought to take in three of the last four school years a course in science-general science, biology and a physical science; those with special interest in science, a fourth year of science. (Either physics or chemistry is recommended.) These recommendations, like those of the mathematicians, are not intended to prejudice new developments in the secondary school curricula in these fields.

The social study groups also agreed to a strong curriculum for the academically talented. Three years of social studies are recommended. Two of the years should be devoted to history including one of American history and one of some other area.

As chairman of this conference, I feel sure I am authorized by all to thank the NEA for arranging this conference and inviting us to participate. I particularly want to thank Dr. Bryan for his careful planning and excellent arrangements. I hope I am not exceeding my authority by saying that I believe the educational world ought to thank all of us for our work in these last few days. As chairman, it has been a pleasure to assist in the undertaking. For your kind cooperation, ladies and gentlemen, many thanks.

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For further information:

Myrtle Bonn

NEA Division of Press and Radio Relations

After Feb. 27: ASCD Convention Press Office

Rex Room, Olympic Hotel

Seattle, Washington

FOR RELEASE:

P.M. PAPERS,

WEDNESDAY, FEB. 12, 1958

Curriculum Experts Meet to Map School Program Of the Future; Sessions Open in Seattle, Mar. 2

WASHINGTON, D.C., Feb. 11 — The educators most directly caught in the cross-fire of recent public opinion—those whose major concern is curriculum development—will meet in Seattle, Washington, March 2-6 to decide what and how the schools should teach in the years just ahead.

The meeting will be the 13th annual conference of the Association for Supervision and Curriculum Development (ASCD), a department of the National Education Association.

In general sessions, clinics, and discussion groups the experts will tackle such headline problems as challenging the gifted, evaluating the math and science program, maintaining a balance in the curriculum, and when to start teaching foreign languages. Significant research findings are expected to be reported along with an exchange of information on promising ideas and practices.

Announcing the conference program, ASCD Executive Secretary Rodney Tillman said that approximately 3000 of the Association's 7000 members are expected to attend. G. Robert Koopman, associate superintendent of the Michigan Department of Public Instruction, Lansing, is president of the organization.

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Note: For the benefit of newsmen covering the convention, a series of daily news conferences, all with nationally-known experts in the field of curriculum development, is being scheduled. Topics include: What's Ahead in Math and Science; How Early Can We Identify the Gifted?; The Report Card and Grading Furor; The "Frills"—Will They Be Kept?; The Parents' Role in the Schools; Foreign Languages—When Should We Start Teaching Them? Reporters desiring interviews on other topics will be given every assistance.

Speakers who will address general sessions include: Benjamin A. Cohen, under secretary, Department of Trusteeship and Information for Non-Self-Governing Territories, United Nations, New York, who will speak on "Values That Bridge the Gap Between Cultures"; Arthur W. Combs, professor of education, College of Education, University of Florida, Gainesville, whose topic will be "Seeing Is Behaving"; C. C. Trillingham, superintendent, Los Angeles County Schools on "A Superintendent Looks at Curriculum Improvement"; and Howard Y. McClusky, professor of educational psychology and consultant in community adult education, University of Michigan, Ann Arbor, on "The Constructive Use of Change in a Changing World."

Washington's Governor Albert D. Rosellini and Ernest W. Campbell, superintendent, Seattle Public Schools, will greet the opening general session, March 2.

Scheduled to chair a series of assembly sessions are: Gordon N. Mackenzie, Teachers College, Columbia University, past president of ASCD; William Van Til, New York University; Paul Klohr, Ohio State University; Hilda Taba, San Francisco State College; G. F. Stover, Rutgers University; A. J. Foy Cross, New York University; Joyce Cooper, University of Florida at Gainesville, Florida; Galen Saylor, Teachers College, University of Nebraska, at Lincoln, Neb.; Burton C. Tiffany, School District, Chula Vista, Calif.

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NOTE TO EDITOR

A press office at the forthcoming convention of the Association for Supervision and Curriculum Development will open February 28, two days before the sessions get underway. It will be located in the Rex Room, Olympic Hotel, Seattle, Washington.

If you are planning to send a representative, please return the form below by February 21. It will help us estimate the number of reporters attending and permit us to make necessary press office arrangements.

Myrtle Bonn
Division of Press and Radio Relations
National Education Association
1201 Sixteenth Street, N.W.
Washington 6, D. C.

We are planning to send a representative to Seattle for the convention of the Association for Supervision and Curriculum Development which opens March 2.

Name of Publication

City State

Name of representative

Approximate time of arrival

National Education Association



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

February 11, 1958

Dear Editor:

The launching of satellites by Russia--ahead of the United States--has catapulted education suddenly into the news.

It might not be too great of an exaggeration to say that education these days almost replaces weather as the number one topic of conversation. Sure to come up in any talk about education is the matter of training our "academically bright" students. How can we tell who is bright and how should the bright ones be taught?

To help answer this question, the National Education Association held a national work conference February 6-8 in Washington, D. C. under the chairmanship of Dr. James B. Conant, former U. S. Ambassador to the Federal Republic of Germany and president emeritus of Harvard University. Invited to attend were 200 of the top educators in the country.

We at NEA think that the results of this conference are significant for the American public. We hope that you will feel so too and that you will find the enclosed materials useful in developing news, features and comment on this topic.

Sincerely,

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

enc.

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

February 7, 1958

MEMORANDUM TO: State Education Associations cooperating on the distribution of the new NEA film "Satellites, Schools, and Survival"

Dear Colleague:

This is to report to you a number of developments on the national premiere of "Satellites, Schools, and Survival" and to request from you information urgently needed to firm up our promotion and distribution pattern.

1. To gain the most effective national publicity (from which your stations will benefit), we must line up a maximum number of station showings for the national premiere March 1-2. Therefore, we are asking you to check again with those stations which have turned down a premiere weekend booking. If the NBC outlet cannot book for the premiere weekend, please contact other stations for a commitment March 1-2. Please rush firm information on bookings to us by wire or in the enclosed reply form.
2. One print of the film will be mailed to you on or about February 20, from New York City. At the same time, a set of three television spot announcements publicizing the film, for use by the station in advertising the show will be mailed to you. The film print and the set of spots can move from you to the station in your headquarters city which has booked the show. We need your instructions on where other prints and spots for the premiere showing should be sent. Please furnish this information on the reply form.
3. In the meantime, we are enclosing a copy of the completed script, and copy for the three television spots. Please indicate on the reply form if you need additional scripts and spot copy.
4. A press release for use with your stations is enclosed. Let us know if you need additional releases for other publicity outlets.
5. The key NBC outlet in the Nation's Capital, WRC-TV, is planning to run a quarter-page advertisement of "Satellites, Schools, and Survival" in each of Washington's daily newspapers. We are hoping there will be similar newspaper advertising of the film showings around the country, and we are prepared to furnish mats or proofs of a 2 col.x 6 $\frac{1}{2}$ " advertisement in the quantity needed. On the enclosed reply form please tell us where and how many mats and/or proofs should be shipped.
6. Available around February 17, will be a two-color, 8 $\frac{1}{2}$ x 11 flyer describing "Satellites, Schools, and Survival," designed for posting on every school bulletin board in the viewing area. Please indicate whether you can make distribution of this flyer to your local teacher associations or other local contacts, and how many copies of the flyer you will need for the purpose.

Your immediate reply to these questions is most urgently needed if we are to proceed effectively. Please use the reply form and the enclosed airmail envelope, or wire me your answers.

Sincerely yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press and
Radio Relations

For further information:
Roy K. Wilson or Myrtle Bonn

FOR RELEASE: P.M. Papers
Thursday, Feb. 6, 1958

Curriculum Experts Study Children's Own Reactions to School Situations

WASHINGTON, D. C., Feb. 5 -- How do children themselves account for the ups and downs that affect smooth progress in school?

The Association for Supervision and Curriculum Development (ASCD) of the National Education Association queried 3000 boys and girls at kindergarten through high-school levels to learn where in the school program they felt a lack of continuity. Results showed that students most often felt an interruption in school work when moving to a new community. Of those having negative reactions to changing schools, losing old friends and fear of the unknown are the most common causes. Other situations which children said affect their progress most include certain types of teacher behavior, dealing with school subject matter, and moving to a new school level, such as from elementary to junior high school.

Answers to the queries which covered 11 states are included in the 1958 ASCD yearbook just released titled, "A Look at Continuity in the School Program."

"The fact that moving to a new school community was mentioned so often," said Rodney Tillman, executive secretary of ASCD, "is a reflection upon the mobile characteristic of present society. We estimate that one fourth of the school children of the country are attending schools that are new to them this year and they are facing the problems of getting placed in the new program of studies, establishing satisfactory relations with teachers, and achieving status with new classmates."

The study identifies this fourth of the school population as children of migratory families, tourists, or military personnel, children whose parents move to new permanent locations, children who are forced to live with relatives or friends because of special circumstances, and children whose homes are reclassified as to school district.

Though negative reactions to changing schools were by no means confined to younger pupils, children from kindergarten through sixth grade reacted to such changes most frequently. In grades seven through nine, children were most affected by changes

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to a new school level, indicating the importance attached to transferring from elementary to junior high school. Senior high school was the only level at which teacher behavior ranked first.

Other factors to which children at all school levels reacted include extra curricular activities, illness, punishment, differences in teaching methods, rewards, promotions, accidents, grading and retention.

Some teachers are adept at handling such situations "by ear," the report admits, but it calls such an approach inadequate. An evaluation of present practices plus further research is needed to fully determine the needs of pupils and the abilities of communities to meet those needs, the study asserts.

The 307-page yearbook, carrying a foreword by ASCD President G. Robert Koopman, associate superintendent, Michigan Department of Public Instruction, Lansing, Mich., was prepared under the direction of the following committee:

Esther J. Swenson, professor of elementary education, University of Alabama, University, Ala. (chairman); Melvin W. Barnes, superintendent, Oklahoma City Public Schools, Oklahoma City, Okla.; Charles G. Caldwell, director, Division of Teacher Education, Madison College, Harrisonburg, Va.; James E. Curtin, director, University Elementary School, University of Minnesota, Minneapolis, Minn.; Mary E. Ferguson, elementary supervisor, Atlantic City Public Schools, Atlantic City, N.J.; Herman L. Frick, professor of education, Florida State University, Tallahassee, Florida; Helen M. Flynn, director of secondary instruction, Great Neck Public Schools, Great Neck, N.Y.; Lola Fay Gordon, supervisor, Santa Clara County Schools, San Jose, Calif.; John D. Greene, director of instruction, East Baton Rouge Parish, Baton Rouge, La.; Melvin J. Hetland, curriculum director, Downers Grove Public Schools, Downers Grove, Ill.; Pauline Hilliard, professor of education, University of Florida, Gainesville, Fla.; Gladys Hopkins, supervisor of curriculum, State Department of Education, Baltimore, Md.; Miriam Howell, assistant professor of education, Agnes Scott-Emory University Teacher Education Program, Emory University, Ga.; James Hymes, professor of education, University of Maryland, College Park, Md.

Also: Daisy M. Jones, director of elementary education, School City of Richmond, Richmond, Ind.; Paul Klohr, assistant dean, college of education, Ohio State University, Columbus, Ohio; James Knight, professor of educational psychology, University of Texas, Austin, Texas; Eleanore E. Larson, assistant professor of education, University of Wisconsin, Madison, Wisc.; C. Louis LeCocq, director of curriculum, Dubuque Public Schools, Dubuque, Iowa; Mary L. McMillan, curriculum director, Iron County School District, Cedar City, Utah; Loraine Meusey, secondary school teacher, Salem, Ore.; John I. Nurnberger, head, Department of Psychiatry, Indiana University Medical Center, Indianapolis, Ind.; Philip W. Perdew, associate professor of education, University of Denver, Denver, Colo.; E. I. Sawin, professor of education, Air University, Hqs., Air Force ROTC, Maxwell AFB, Ala.; Yewell R. Thompson, associate professor of elementary education, University of Ala., University, Ala.; Louise L. Tyler, Chicago Teachers College, Chicago, Ill.; Kenneth D. Wann, professor of education, Teachers College, Columbia University, New York, N.Y.

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Feb. 2, 1958

For further information:
Roy K. Wilson or Beatrice Gudridge

FOR RELEASE A.M. PAPERS:
Monday, Feb. 3, 1958

Cabinet Member Folsom
Wins Golden Key Award

WASHINGTON, D.C., Feb. 2 -- Health, Education and Welfare Secretary Marion B. Folsom will receive a Golden Key Award for his "significant contribution" to the national welfare at the American Association of School Administrators Convention which opens February 22 in St. Louis.

A second solid gold key will go to his former fourth-grade teacher, Miss Lila Windsor, 82, of McRae, Ga. The Cabinet member selected her as the person who influenced him decisively at a formative stage in life--namely, age 10.

The awards--sponsored by seven national organizations representing teachers, parents and school board members--were set up three years ago to recognize the influence of the teacher in shaping the careers of America's leaders.

Announcement of this year's recipients was made by Miss Sylvia Ciernick of Dearborn, Mich., president of the National School Public Relations Association which coordinates the awards program. The awards ceremonies will lead off the first general session of the convention at 8:30 p.m. February 22 in Kiel Auditorium.

Selection of the award winners was made by the following members of the Golden Key Council: American Association of School Administrators, Dr. Philip J. Hickey of St. Louis, president, Dr. Finis E. Engleman of Washington, executive secretary; Council of Chief State School Officers, Dr. A. John Holden of Montpelier, Vt., president, Dr. Edgar Fuller, executive secretary; National Association of Secretaries of State Teachers Associations, Everett Keith of Columbia, Mo., president, Dr. James L. McCaskill of Washington, administrative director.

National Citizens Council for Better Schools, Henry Toy, Jr. of New York, president, Robert Heller of Cleveland, chairman; National Congress of Parents and Teachers, Mrs. Rollin Brown of Los Angeles, president; National Education Association of the United States, Dr. Lyman V. Ginger of Lexington, Kentucky, president, William G. Carr of Washington, executive secretary, and National School Boards Association, Everett N. Luce of Midland, Mich., president, and William A. Shannon of Chicago, executive secretary.

Last year's Golden Key winners were General Maxwell D. Taylor, Chief of Staff, U.S. Army, and Beardsley Rumml, economist and tax expert, and their respective teachers,

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Clifford H. Nowlin, Kansas City, Mo., and Miss Alice Rudd, Cedar Rapids, Iowa.

Harking back to the hickory switch, water totin' school era of the turn of the century, Miss Windsor said: "Marion was an exceptional student...one who had an easy manner, a flair for mathematics and a marvelous ability to learn. He was never idle and when not studying kept books in his father's business."

Folsom recalled: "She was one of the best teachers I ever had and we took school and teachers pretty seriously in those days."

And apparently the only school in McRae (population, 1900) offered a good brand of education then and now.

Folsom, appointed to his present Cabinet post in 1955, has the reputation of being a whiz at figures and a man who does not resort to Madison Avenue techniques to sell an idea.

As an executive for the Eastman Kodak Co., Rochester, N.Y., Folsom was a pioneer in developing private company benefit plans for employees. In 1934, he served on the President's Advisory Council on Economic Security which helped draft the original Social Security Act in 1934.

In 1942, the native of McRae--a town named for his mother's people--was one of the organizers of the Committee for Economic Development, comprised of businessmen and educators concerned with the maintenance of a healthy economy.

Appointed Under Secretary of the Treasury in 1953, Folsom helped plot the complete revision and codification of the tax laws--the first overhaul of the tax structure in 79 years.

Now, Folsom is boss of 53,000 employees and administers a $2\frac{1}{2}$ -billion yearly budget.

Since Folsom became HEW boss, the Office of Education appropriation has more than doubled. The Office also obtained the first Federal funds in history for basic research in education.

His former teacher, known as "Miss Lila" back home, taught 38 years "without missing one single day" in McRae, where, naturally enough, she is an educational institution.

Since her retirement, she spends her time gardening and watching television, particularly quiz programs.

She's quite partial to Charles Van Doren who she terms a "well spoken" young man. She's also partial to the Secretary of Health, Education and Welfare...."a home town boy made good."

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Jan. 28, 1958

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

January 28, 1958

Dear Education Writer:

How much and what kind of attention are today's high schools paying to the "bright" students?

The National Education Association will hold a national work conference in Washington, D. C., February 6-8, to provide answers to this question. The meeting is scheduled at the Statler Hotel.

James B. Conant, former U. S. Ambassador to the Federal Republic of Germany and past president of Harvard University, will be chairman. Invited to attend are 200 of the nation's top educators in the field. They include classroom teachers, college professors, curriculum experts, and college and school administrators.

This conference is the first major step in a year-long NEA project on the identification and education of the academically talented student in the American high school. The project is made possible by a Carnegie Foundation grant. J. Ned Bryan, on leave from Rutgers University where he is a professor of education, is project director.

You are invited to cover the following sessions of this conference:

1. Address by Carl Elliott, U. S. Representative from Alabama, and Chairman of House Sub-Committee on Special Education, Friday, February 7, 8:30 P.M.
2. Press Conference, Saturday, February 8, about noon. James B. Conant and J. Ned Bryan will summarize the results of the conference and discuss plans for the future.

Although small work group discussions on Thursday and Friday will be closed, you will have ample opportunity to interview participants individually, and at the Saturday news conference.

A press office will be located in the Massachusetts Room on the mezzanine floor of the Statler. Mrs. Carol Scotton will be in charge of press office activities.

We at NEA consider this one of the most important education conferences of the year, in terms of action and reaction. I hope that you will be able to attend the sessions.

Sincerely yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press & Radio Relations

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News

Jan 27 1958

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

For further information:
Roy K. Wilson or Beatrice Gudridge

For Release 6:00 P.M.
Monday, January 27, 1958

Editor's Note: In a news conference held at 1:30 P.M. today in Washington, D.C., Executive Secretary William G. Carr of the National Education Association, made the following statement regarding President Eisenhower's Special Message on Education delivered to Congress today.

The National Education Association is glad that the President has again recognized that we must have better schools and that the Federal government must help.

I am afraid however that the message greatly underestimates what needs to be done, and what the American people are ready and willing to do, in education.

If we really want to meet the challenge to American education, we must recognize the crucial importance of first class teachers. We will never get enough first class teachers until we pay salaries that compete for the best in business and industry.

Scholarships will help only if good teachers are available. Schools are not business institutions but they are the nation's greatest produce of wealth. It is time for teachers to share more fully in the dividends they help to create. That is why the National Education Association is urging Federal funds to improve teachers salaries and construct needed classrooms.

The first educational requirement of the space age is enough space in our schools so that every student may attend a full day in an uncrowded classroom with a thoroughly competent professional teacher. That is not too good or too costly a specification for building the future adult citizenship of the United States of America.

The Administration proposals would provide very small expenditures to a few selected areas of education. The NEA calls for strengthening American education right across the board.

(MORE)

The NEA has supported federal school construction legislation believing such federal financial action was acceptable to the largest possible segment of the American public and hence most likely to be enacted. With an Administration and Congress under the control of different political parties, the NEA has been willing to work for compromise measures which, although not adequate, would still be of some assistance. Now, confronted by new and dramatic evidence of need, the NEA proposes a program which represents more nearly what should now be done as a minimum. The NEA can no longer agree that small sums, short-range programs, and narrow objectives are sufficient to meet the current situation.

The NEA favors federal funds for state-directed educational programs and services in all areas, including science and mathematics. In our judgment, a Federal decision to support any particular selected area of instruction carries with it some danger of federal direction of state educational policy. On the other hand, general federal support leaves the states free to decide how much stress to place on mathematics, or on science, or on other areas of instruction.

The NEA therefore urges substantial federal undergirding of the financial structure of public education. The present base, limited largely to revenue from local property taxes or from state taxes, cannot fairly and efficiently reach the wealth and income of the entire nation.

The NEA believes state education agencies should be allowed to allocate federal funds between construction and teachers salaries. Both need help, but there are districts where one need outweighs the other.

The NEA's proposal is a federal payment to the states of \$25 per child rising to \$100 per child within five years. This is still only a small share of the total cost of education, so the states and localities must also continue to exert their own best efforts.

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Jan. 27, 1958

For further information:
Roy K. Wilson or Carol Scotton

FOR RELEASE: MONDAY, JANUARY 27, 1958

NEA Calls Conference To Study Schooling of Academically Talented

WASHINGTON, D.C. -- Jan. 26--The "powerhouse kids" of American education--academically talented high school students--and their schooling will be the subject of a national working conference here February 6-8 at the Statler Hotel.

Sponsored by the National Education Association (NEA), the invitational conference will draw together 200 of the nation's top educators in the field. They will include classroom teachers, college professors, curriculum experts and researchers, and college and school administrators.

James B. Conant, former U. S. Ambassador to the Federal Republic of Germany and past president of Harvard University, will be chairman.

Conference sessions will represent ground work for a year-long NEA project on the identification and education of the academically talented student in the American high school. The project is made possible by a Carnegie Foundation grant. J Ned Bryan, on leave from Rutgers University where he is a professor of education, is director of the project.

Four educators actively concerned with educating academically talented students will kickoff the conference Thursday, February 6, with a symposium. John M. Stalnaker, president of the National Merit Scholarship Corporation, will speak on "Methods of Identification--the Complexity of the Problem." Discussing "Measurement and Prediction --Tests of Academic Ability" will be Henry Chauncey, president of the Educational Testing Service. Samuel A. Stouffer, director of the Laboratory of Social Relations at Harvard University, will speak on "The Student--Problems Related to the Use of Academic Ability." Lyle Spencer, president of Science Research Associates, will

more

speak on "Implementation--The Effective Use of Identification Techniques."

William G. Carr, NEA executive secretary, will welcome the participants at the opening session. U. S. Secretary of Health, Education, and Welfare Marion B. Folsom and NEA president Lyman V. Ginger will extend greetings.

Ten concurrent group sessions (closed) are scheduled Thursday afternoon and evening and Friday morning and afternoon. Topics include "Society's Responsibility and Means of Providing for the Academically Talented" and "Strengths and Weaknesses of Accelerating the Academically Talented."

Dr. Conant will summarize conference results at a luncheon meeting Saturday, February 8. Speaking on project plans for the future will be Dr. Bryan. Saturday morning a reporter from each discussion group will present results of his own session.

Among the educators attending will be Milton Eisenhower, president of Johns Hopkins University; Herman B. Wells, president of Indiana University and chairman of the Educational Policies Commission; James E. Allen, Jr., New York State Commissioner of Education; Elbert P. Little, executive director of the Physical Science Study Committee at the Massachusetts Institute of Technology; Paul A. Witty, professor of education and director of the psycho-educational clinic, Northwestern University; Arthur S. Adams, president of the American Council on Education; Robert J. Havighurst, professor of education, University of Chicago; and Harry Passow, associate professor of education and research associate, Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University, New York, New York.

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

January 23, 1958

MEMO TO EDITORS AND CORRESPONDENTS:

The National Education Association will release its testimony requested by Senator Lyndon Johnson, Chairman of the Preparedness Subcommittee of the United States Senate, at a news conference to be held at 1:30 p.m., Monday, January 27, in the Board Room, NEA headquarters, 1529 M Street, N. W., Washington 6, D. C.

On hand to answer questions will be NEA Executive Secretary William G. Carr.

Roy K. Wilson

Roy K. Wilson, Director
Press and Radio Relations

Telephone: Adams 4-4855
Extension 227

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

For further information:
Roy K. Wilson

FOR RELEASE:
Sunday papers, Jan. 19, 1958

EDUCATION IN THE 1959 FEDERAL BUDGET, a statement by William G. Carr, executive Secretary, National Education Association.

"The proposed 1959 Budget does not provide an adequate minimum Federal program to strengthen education.

"In fact, it proposes less than the 1958 Budget. The 1958 Budget contained \$451 million for grants and loans for school construction with \$325 million in direct grants to the states, contingent on passage of a school construction bill. The 1959 Budget contains nothing for school construction but proposes \$145.5 million for scholarships and special programs.

"The 1959 Budget cuts the school program for federally-affected areas by nearly \$100 million. It cuts the library services grants by \$2 million below last year and \$5½ million below the authorization. The NEA urges Congress to restore these cuts.

"Why require the states to match grants for the new programs and at the same time ask them to expand school construction without Federal support? Why pour new money into defense programs and cut off the funds needed for schools in communities affected by these programs?

"Secretary Folsom and Commissioner of Education Derthick testified last year to the urgent needs of our schools and colleges. The NEA continues to urge Congressional action geared to a realistic appraisal of the current national necessity for better schools. The NEA urges substantial federal undergirding of the financial structure of public education. The NEA believes state education agencies should be allowed to allocate federal funds between construction and teachers' salaries.

"The NEA's proposal is a federal payment to the states of \$25 per child rising to \$100 per child within five years, which is still only a small share of the total cost of education. States and localities must also continue to exert their own best efforts."

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National Education Association



Jan. 17, 1958

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

January 17, 1958

MEMORANDUM TO THE EDITOR:

William G. Carr, executive secretary of the National Education Association, has issued the following statement on provisions in the 1959 Federal Budget affecting education.

The statement is for release in Sunday papers, January 19, 1958.

Roy K. Wilson
Roy K. Wilson, Director
Division of Press and Radio Relations

For further information:
Roy K. Wilson

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News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

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

For Immediate Release

NEA Urges Congressional Committee to Back Teacher Tax Equity Bills at Hearing

WASHINGTON, D. C., Jan. 15 -- The National Education Association told a Congressional committee here today that tax equities for teachers who now have to dig in their own pockets for extra education would be "one definite way" to improve the educational opportunities of the children of this country.

Ruth Stout, NEA's first vice-president, testifying before the House Ways and Means Committee, said that teachers should not be penalized "taxwise" for trying to advance themselves professionally. Miss Stout is director of field programs for the Kansas State Teachers Association in Topeka.

"We feel that teachers should be able to deduct their educational expenses as necessary business expense," Miss Stout said. "We do not believe that teachers should be penalized tax-wise for improved status or increased earning capacity resulting from professional growth."

Miss Stout presented a statement on behalf of NEA President Lyman Ginger who was unable to attend the committee hearing, and gave the Association's endorsement to two bills which will be before the House this session.

The bills, HR 4662 and HR 5477, are sponsored by two members of the House Ways and Means Committee, Representatives Cecil King (D-Calif.) and Thomas Jenkins (R-Ohio). They would permit teachers (including college teachers and both public and private school teachers) to deduct up to \$600 a year from their income taxes

(More)

for tuition, books, other equipment, travel and living expenses incurred by taking summer school and similar courses.

The NEA has been trying since 1942 to persuade the Internal Revenue Service to treat the continuing educational expenses of teachers as a deductible item of business expenditure.

"Although teachers must incur expenses to keep abreast of changing conditions," Miss Stout said, "they have never received consistent and appropriate tax recognition of these expenses."

"Tax regulations now in effect," she added, "recognize that the educational expenses of teachers are deductible under certain circumstances, but due to vague wording and inconsistent interpretation of the existing regulations, it is extremely difficult, if not impossible to determine the conditions under which the deductions are allowable."

In urging consideration of the two bills, Miss Stout said that although their enactment would result in substantial tax deductions for individual teachers who qualify, the total loss of revenue to the Treasury would be relatively negligible. The NEA Research Division estimates that the total loss of revenue from deductions claimed by teachers in both public and private and in elementary schools, secondary schools and colleges would amount to between \$15.2 million and \$23.7 million.

"Finally, and most important," Miss Stout concluded, "the proposed legislation is in the public interest because it would encourage the highest quality of teaching for the boys and girls of our nation."

"Today some people are claiming that our schools have been derelict in not having trained more scientists and engineers. The shortage of teachers, the rel-

(More)

atively low salaries, and the almost unbearable conditions under which many teachers work because of crowded classrooms and poorly equipped schools have been discussed in many circles over the past years.

"The need for improving the quality of teaching cannot be denied," she added. "To improve his teaching competence, a teacher must incur educational expenses. To allow the deduction of these expenses is one definite way to improve the educational opportunities of the children of this country."

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(NOTE TO EDITOR: Copies of the complete statement presented by Miss Stout may be obtained from the Division of Press and Radio Relations, National Education Association, 1201 16th St., N.W., Washington 6, D.C.)

Jan 14 1958

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

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

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National Education Association



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

January 14, 1958

MEMO TO CORRESPONDENTS:

Ruth Stout, First Vice-President of the National Education Association, will testify before the House Ways and Means Committee on Wednesday, January 15, on behalf of the King-Jenkins bill which would adjust income tax inequities for teachers.

Miss Stout, who is Director of Field Programs for the Kansas State Teachers Association, Topeka, will present a statement prepared by NEA President Lyman Ginger at hearings in Room 1102, House Office Building, at 10 a.m. Dr. Ginger will be unable to attend because of illness.

For your advance information we are enclosing a copy of the statement Miss Stout will give to the Committee.

Sincerely,

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

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

For further information:
Roy K. Wilson or Tom Erhard

FOR IMMEDIATE RELEASE
1/2/58

Policies Commission Outlines
The Challenge to American Education

Note to Editor: Members of the Educational Policies Commission, which released its 5,000-word statement on "The Contemporary Challenge to American Education" at a news conference in Washington on January 2, come from California, Colorado, District of Columbia, Illinois, Indiana, Iowa, Kentucky, Minnesota, Missouri, New York, Ohio and Oregon. See page 4 for a list of members and for a request form which you may use to obtain a press copy of the 32-page publication. The commission, established in 1935 by the National Education Association and the American Association of School Administrators, includes 20 leading educators in its membership. Dwight D. Eisenhower served as a Commission member during the time he was president of Columbia University.

WASHINGTON, JANUARY 2 -- Immediate emphasis on higher education at the graduate level, increased stress upon the recruitment and education of teachers, and enduring public support for education were urged today by the Educational Policies Commission (EPC).

A special statement, "The Contemporary Challenge to American Education," was issued after a special meeting to discuss the nation's most pressing educational needs.

The Commission is sponsored jointly by the National Education Association and the American Association of School Administrators. Herman B. Wells, president of Indiana University, is chairman of the group which is composed of 20 of the nation's leading educators.

The Commission pinpointed three strong needs that should be met as quickly as possible: (1) earlier identification and more thorough development of gifted students; (2) stepped up guidance programs for students of all ages and abilities; and (3) improvement in teaching at all levels. Commission Vice Chairman Benjamin C. Willis, who is superintendent of schools in Chicago, said, "Survival in this age may be staked on science, but the building of peace calls for knowledge, insights and abilities of many kinds."

(MORE)

"The highest single priority," said Dr. Lyman V. Ginger, president of the National Education Association and dean of the College of Education, University of Kentucky, "is the recruitment, education and retention in the profession of qualified teachers."

The Commission called for a three track program to meet these needs. "For the short run," Dr. Wells said, "the emphasis should be on higher education, particularly at the graduate level, including opportunities, as appropriate, in the fields of mathematics, science and technology."

He added, "Intermediate-range programs are needed at both the secondary and the higher level in the area of recruitment, training, and retraining of teachers in most subject matter fields including mathematics, science and languages." These programs should begin without delay.

Chief long-term need, EPC Secretary James E. Russell pointed out, "is for improved underpinning of the entire enterprise of American education, beginning at its foundation point in the elementary schools."

Dr. Russell warned, "It is futile to expect that a multitude of small, limited projects can do much lasting good for American schools and colleges. The real need is for an infusion of public and private support on a massive scale."

He said, "At the minimum, expenditures on education should be doubled within a decade. Realistic programs which will bring about such levels of spending should be developed without further delay."

The Commission observed that the quality of American public schools although higher than many people realize, is uneven. "Excessive localism in state legislatures, the limitations of the traditional tax sources for education, and the age-old propensity of local governments to delay have blurred the issues and prevented citizens from understanding the choices necessary to guarantee educational advance. Professional leadership has sometimes been lacking."

(MORE)

The Commission added, "It is unwise to assume that merely shifting salary levels of teachers of particular subjects will improve instructional performance. Raising salaries of mathematics and science teachers only would cause serious deterioration in staff morale and in the quality of teaching in many schools."

Increased guidance services for younger students are needed, but the Commission warned, "Guidance of gifted students should not be permitted to detract from equivalent services for all students." The report also said there is an urgent need to foster in both parents and children a fuller appreciation of the values of intellectual endeavor.

Advanced courses, however, should not be imposed on students who lack the required talent; and abler students should be encouraged to carry heavier loads in high school, the Commission warned. There is also a great need to expand non-degree post-high school education for technicians. Dr. Philip J. Hickey, president of the American Association of School Administrators, and superintendent of instruction, St. Louis, Mo., said, "The failure of this nation to develop fully its intellectual potential underlines the importance of guidance programs for all youth."

On teacher supply the Commission noted that in 1956-57 about 5,000 new mathematics teachers were employed, but only 2,500 qualified teachers in math had just been graduated. The comparable figures for science teachers were 5,500 newly employed but only 2,600 newly graduated. New elementary teachers totaled 78,938, but colleges graduated only 37,992 qualified to teach at this level. At present more than 80,000 teachers have sub-standard credentials.

The report said there must be improvement not only in the economic status of the teacher but also in the environment of learning. "Where teachers are overburdened, they should have fewer pupils, fewer class hours, and improved instructional facilities. They need clearer public understanding of their work and of its importance."

"Small, weak school districts must be consolidated into larger, more effective units," the Commission said, pointing out that half of all American high schools have fewer than 175 pupils.

Strengthening schools, however, will depend upon public understanding and support, and public misinformation can cause serious damage to education. The report said, "Citizens must recognize that careless criticism of education may actually result in a deterioration of quality rather than in improvement. An atmosphere of fear, distrust, or emotional antagonism is not conducive to those changes and tests of new ideas which are the basis of improvement."

"Citizens ought not to overestimate the speed with which an educational program will change scientific or intellectual achievement," Dr. Wells said. "Any program to improve science teaching, if adopted today, could not provide better trained, practicing scientists for at least five to seven years."

American imitation of Soviet education, the Commission believes, would undermine American democracy. The Commission said Soviet practices cannot be used to achieve American objectives. Soviet education, the Commission pointed out, serves the Communist state. It creates an intellectual and technological elite which control the masses. American education has avoided the creation of an aristocratic class.

(MORE)

Policies Commission Outlines
The Challenge to American Education--Page 4

The Commission also reiterated its statement made in 1951: "Twice before, within living memories, major national crises have been allowed to undermine the schools, to create a legacy of neglect which continues to enfeeble and harass the schools today, to weaken the power of the nation to withstand subsequent crises, and to injure beyond repair the educational opportunities of two generations of Americans. Will this record of inattention and shortsightedness be repeated?"

EPC members are: Herman B. Wells, president, Indiana University, Bloomington, Chairman; Benjamin C. Willis, general superintendent of schools, Chicago, Ill., Vice-Chairman; John L. Bracken, Clayton, Mo.; Sarah C. Caldwell, Roswell Kent Junior High School, Akron, Ohio; William G. Carr, executive secretary, National Education Association, Washington, D.C.; James B. Conant, New York, N.Y.; Arthur F. Corey, executive secretary, California Teachers Association, San Francisco; Edgar Dale, Ohio State University, Columbus; Ruth E. Eckert, University of Minnesota, Minneapolis; Finis E. Engleman, executive secretary, American Association of School Administrators, Washington, D. C.; Lyman V. Ginger, president, National Education Association, and Dean, College of Education, University of Kentucky, Lexington; Virgil M. Hancher, president, State University of Iowa, Iowa City; Philip J. Hickey, president, American Association of School Administrators, and superintendent of instruction, St. Louis, Mo.; Lillian Larson, Grand Junction High School, Grand Junction, Colo.; Wilma Morrison, Portland Oregonian, Portland, Ore.; Gerhardt E. Rast, superintendent of schools, Westport, Conn.; Wilbur Schramm, Stanford University, Stanford, Palo Alto, Calif.; Paul H. Van Ness, principal, Central Ave. and Warren St. Schools, Newark, N.J.; and Eugene Youngert, New York, N.Y.

#

REPLY FORM

Mail to: Press-Radio Division, National Education Association
1201 Sixteenth Street, N. W., Washington 6, D. C.

Please send me a press copy of the 32-page EPC report, "The Contemporary Challenge to American Education."

Print your name _____ Representing _____

Mailing address _____

City _____ Zone _____ State _____

Jan. 27, 1958

For further information:
Roy K. Wilson or Beatrice Gudridge

For Release 6:00 P.M.
Monday, January 27, 1958

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I am afraid however that the message greatly underestimates what needs to be done, and what the American people are ready and willing to do, in education.

If we really want to meet the challenge to American education, we must recognize the crucial importance of first class teachers. We will never get enough first class teachers until we pay salaries that compete for the best in business and industry.

Scholarships will help only if good teachers are available. Schools are not business institutions but they are the nation's greatest produce of wealth. It is time for teachers to share more fully in the dividends they help to create. That is why the National Education Association is urging Federal funds to improve teachers salaries and construct needed classrooms.

The first educational requirement of the space age is enough space in our schools so that every student may attend a full day in an uncrowded classroom with a thoroughly competent professional teacher. That is not too good or too costly a specification for building the future adult citizenship of the United States of America.

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(MORE)

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The NEA favors federal funds for state-directed educational programs and services in all areas, including science and mathematics. In our judgment, a Federal decision to support any particular selected area of instruction carries with it some danger of federal direction of state educational policy. On the other hand, general federal support leaves the states free to decide how much stress to place on mathematics, or on science, or on other areas of instruction.

The NEA therefore urges substantial federal undergirding of the financial structure of public education. The present base, limited largely to revenue from local property taxes or from state taxes, cannot fairly and efficiently reach the wealth and income of the entire nation.

The NEA believes state education agencies should be allowed to allocate federal funds between construction and teachers salaries. Both need help, but there are districts where one need outweighs the other.

The NEA's proposal is a federal payment to the states of \$25 per child rising to \$100 per child within five years. This is still only a small share of the total cost of education, so the states and localities must also continue to exert their own best efforts.

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National Education Association



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

January 20, 1958

MEMORANDUM TO:

Dear

We have been working for several weeks on a major half-hour filmed television program called "Satellites, Schools, and Survival" which will provide perspective and insight on some of the current controversies over education.

Our negotiations to make this a topnotch dramatic and newsworthy vehicle are now coming to completion, with the following persons taking part in the program: Charles Van Doren, who will serve as narrator; H. Rowan Gaither, Jr., Chairman of the Board, Ford Foundation, and head of the committee which has produced the still-secret Gaither Report; James R. Killian, Jr., former president of the Massachusetts Institute of Technology and Special Assistant to President Eisenhower for Science and Technology; William G. Carr, Executive Secretary of the National Education Association; Vice President Richard M. Nixon; and Senate Majority Leader Lyndon B. Johnson.

In addition to statements and interviews with these personalities, the film will contain a dramatic pictorial history of education in the United States, and a segment of the science teaching program in a junior high school.

As this will be one of the major efforts in the expanded NEA public relations program, we will assume the entire cost of prints for use with your television stations. We hope the film can be shown on every local TV station in the United States during the next few weeks.

Filming of the show is now under way by Telenews. Within a week we will wire you the national showing date (premiere) on which prints will be available for use by stations in your state. We expect to place in your hands a sample print ten days ahead of the national show date, for your own screening and solicitation purposes.

Additional facts about the film are enclosed. There are four points, however, which I would like to mention in this letter:

1. We will plan distribution of prints under Plan A, Plan B, or Plan C, as outlined in the Preliminary Fact Sheet enclosed.
2. The film may be used only as a sustaining public service program, with no commercial sponsorship (under terms of our contract in obtaining the services of Charles Van Doren from NBC).

January 20, 1958

3. Also, because of Van Doren as narrator, the NBC station in each community should have first opportunity to run the film. NBC will send a teletype message about the show to all of its affiliated stations, thus paving the way for all their local contacts about the program. If for any reason the NBC station is unable to carry the program, you may then offer it to any other station.
4. We are prepared to add a state association credit to each print, patterned as follows:

Filmed by Telenews for the National Education Association
and thestate education association.

Sincerely,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press and Radio Relations

P.S. At your earliest convenience, will you please wire me your choice of distribution Plan A, or Plan B, or Plan C.

Because of the importance in making immediate contact with TV stations concerning bookings, we are sending an information copy of this letter to the public relations director for each state association. We are doing this in the event that you should be absent and so that preliminary work with stations can proceed without delay.

RKW

CC: Dr. J. L. McCaskill

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

Jan, 19, 1958

For further information:
Roy K. Wilson

FOR RELEASE:
Sunday papers, Jan. 19, 1958

EDUCATION IN THE 1959 FEDERAL BUDGET, a statement by William G. Carr, executive Secretary, National Education Association.

"The proposed 1959 Budget does not provide an adequate minimum Federal program to strengthen education.

"In fact, it proposes less than the 1958 Budget. The 1958 Budget contained \$451 million for grants and loans for school construction with \$325 million in direct grants to the states, contingent on passage of a school construction bill. The 1959 Budget contains nothing for school construction but proposes \$145.5 million for scholarships and special programs.

"The 1959 Budget cuts the school program for federally-affected areas by nearly \$100 million. It cuts the library services grants by \$2 million below last year and \$5½ million below the authorization. The NEA urges Congress to restore these cuts.

"Why require the states to match grants for the new programs and at the same time ask them to expand school construction without Federal support? Why pour new money into defense programs and cut off the funds needed for schools in communities affected by these programs?

"Secretary Folsom and Commissioner of Education Derthick testified last year to the urgent needs of our schools and colleges. The NEA continues to urge Congressional action geared to a realistic appraisal of the current national necessity for better schools. The NEA urges substantial federal undergirding of the financial structure of public education. The NEA believes state education agencies should be allowed to allocate federal funds between construction and teachers' salaries.

"The NEA's proposal is a federal payment to the states of \$25 per child rising to \$100 per child within five years, which is still only a small share of the total cost of education. States and localities must also continue to exert their own best efforts."

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National Education Association



1958
1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4855

MEMORANDUM TO:

We have found that much greater public attention can be obtained for major problems before the profession through special events. This has been true for many years on American Education Week. During the current school year, the Back-to-School event also brought good coverage in the press and on the radio and TV networks.

Plans are now under way for a Teaching Career Month for April 1958. You are invited to represent your organization on an Advisory Panel planning session to be held at 2:00 P.M., Thursday, January 9 in the Board Room, NEA Headquarters. We expect to conclude the meeting by 4:00 P.M.

The enclosed sheets describe the proposal and list advisory groups which are being invited to participate in the planning.

We are hoping, with your help, to develop an annual event of major public relations significance, not only for the NEA, but for the entire field of education.

Roy K. Wilson

Roy K. Wilson, Director
Division of Press and
Radio Relations

For further information:
Roy K. Wilson or Carol Scotton

12/27/57
FOR IMMEDIATE RELEASE

Classroom Teachers To Receive
Grants For On The Job Research

WASHINGTON, D.C.--Dec. 27--A new program of grants to junior and senior high school science teachers for on-the-job basic research was announced today by the National Science Teachers Association (NSTA), a department of the National Education Association.

Four grants have been made for the current school year to teachers who will work on basic research projects, usually during after school hours with student assistants. Within two years the science teachers group hopes to make grants regularly to 50 or 100 teachers a year.

"Basic research and classroom teaching can be compatible. We have good reason to believe many able classroom teachers are anxious and able to do research if they can be helped financially," commented Robert H. Carleton, executive secretary of NSTA.

Each teacher receiving a grant will work on a project directly with his students to involve them personally in basic research, "not by reading about it or hearing about it, but by doing it." A college or university scientist will consult with project teachers on their studies.

The program is being conducted by NSTA's Future Scientists of America Foundation and is financed by contributions from industry.

This year's award winners include Mrs. Ethelreda Laughlin, Cleveland Heights (Ohio) High School, whose project will be "A Study of the Nitrogenous Constituents of the Blood, Especially Those Making Up the 'Rest' Nitrogen"; Richard Salinger, head of the science department, Wilston (Conn.) High School, whose study will be "The Role of the Reticuloendothelium System (RES) in Protecting Animals Against Bacterial Toxins"; George W. Hosker and Richard N. DiLorenzo, science department, Memorial Junior High School, Valley Stream, N.Y., whose project will be "The Collecting of Protozoa and the Investigation of Their Suitability for Research"; Robert L. Walker, chairman, science department, Lyons Township High School, La Grange, Ill., who will study "Water Evaporation Rate Control."

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National Education Association



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

December 20, 1957

Memorandum to the Chief Editorial Writer:

Up-to-date statistics on the immediate outlook for education were released to the press associations and Washington correspondents near the end of November. Copies of the complete study, "ADVANCE ESTIMATES OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS FOR THE SCHOOL YEAR 1957-58" prepared by the Research Division of the National Education Association were not available at that time. These have now been printed and are available for distribution.

As the complete study contains estimates for the various states, we are sending a copy to you for your background and any use you wish to make of it. Also enclosed is a copy of the press story which was released earlier to the wire services and Washington correspondents.

Sincerely,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press and
Radio Relations

ENCS.

Dec 20, 1957

NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.
Washington 6, D.C.

December 20, 1957

A LEGISLATIVE PROGRAM FOR THE 2nd SESSION, 85th CONGRESS

Report of the NEA Legislative Commission
to
the Executive Secretary
of the
National Education Association

The NEA Legislative Commission believes that a massive program of federal financial support for education at all levels has become a national necessity. There can be no doubt that present world conditions require bold answers, especially in education where the challenge of the USSR has renewed public interest in the welfare of our schools and colleges.

The Commission recognizes that legislation alone cannot improve the quality of teaching in our schools. State education agencies and local boards of education must maintain their current financial efforts and must continue to make important decisions as to what shall be taught and by whom. But the fact remains that today the major deterrent to quality education is its cost. Moreover, there is an immediate need for more funds to stop the deterioration in the quality of instruction resulting from inadequate and overcrowded physical facilities, from the loss of fully qualified teachers, and from forced reliance on

NEA Legislative Commission

Chairman: Irving F. Pearson, Ex. Sec'y., Illinois Education Association
Vice Chairman: Mrs. Mary Jo Tregilgas, Clrm. Tchr., Palos Verdes Estates
Dexter O. Arnold, Asst. Supt., Concord, New Hampshire /Calif.
Thomas D. Bailey, State Supt. of Public Instruction, Tallahassee, Florida
R.R. Hamilton, Dean of Law, University of Wyoming, Laramie, Wyoming
Everett Keith, Ex. Sec'y., Missouri State Teachers Assn., Columbia, Mo.
Oscar V. Rose, Supt. of Schools, Midwest City, Oklahoma
Mrs. May C. Smith, Clrm. Tchr., Trenton, New Jersey
Executive Secretary: J.L. McCaskill, Dir., NEA Div. of Legislation and
/Federal Relations

obsolete textbooks and instructional aids. The existence of this need is nothing new to the Legislative Commission nor to most informed members of the teaching profession. Today, however, the American public is coming to a fresh awareness of this need.

At present our elementary and secondary schools cost \$12 billion a year to build and operate. Higher education costs another \$3.4 billion. Reports of high-level official bodies such as the 1955 White House Conference on Education and the President's Committee on Education Beyond the High School indicate that a 75% increase in educational expenditures must take place over the next 15 years simply to maintain the present standards of instruction in schools and colleges. It is reasonable to call for at least a doubling of education expenditures within a decade. With one-half of our public elementary and secondary school revenue tied to local property taxes, there is little hope that local governments can double their contribution to education. State governments can do more, and most of them should; but the states also are under pressure to meet internal demands in the field of higher education, as well as the external demand to match federal funds for highway construction, public assistance, and other important and necessary governmental functions now supported in part by the federal government. Federal sharing in the support of education is now a necessity.

General Principles

The Legislative Commission will offer specific suggestions for legislation to be considered in the second session of the 85th Congress. There will doubtless be a great variety of related proposals coming from other educational organizations as well as from groups outside of education. In general, the Commission will support those proposals which are in conformity with certain general principles based on the

NEA Platform and 1957 Resolutions. It will not support and may be forced to oppose proposals that run counter to these principles.

The Commission believes the following principles should guide any sound federal legislation in the field of education:

(a) Freedom of choice - Federal scholarships at the undergraduate level should be awarded for students to attend institutions of their own choice and to pursue courses of study that meet their career goals. While graduate fellowships might be awarded in specified fields where there is a shortage of manpower, freedom of institutional choice should be permitted. The Commission believes it would be in the best interests of the nation to allow a broad choice of fields of graduate study for which federal fellowships would be awarded.

(b) Control of education - The NEA Legislative Commission reaffirms its belief that state, local, and institutional control of education can best be maintained if federal educational programs are located in the U. S. Office of Education. Federal funds for elementary and secondary education should be allocated to the states on an objective basis to be administered by the established state educational agencies with which the local school districts are accustomed to deal.

(c) State and local efforts - Federal educational legislation should be designed to encourage a greater effort to finance education from state and local resources. The application of matching requirements and other measures to stimulate state and local effort should take into account the fact that the states need a reasonable amount of time to increase their spending for education.

Specific Proposals

The Legislative Commission respectfully but urgently suggests to the American people and to the President and Congress of the United

States that substantial federal funds be appropriated for education.

1. Scholarships and Fellowships - Funds are needed to provide at least 20,000 scholarships per year for undergraduate study, or a total of 80,000 per year after a four year period. Funds are also needed to provide 5,000 fellowships per year for graduate study, rising to 15,000 at the end of a three year period. If scholarship awards average \$1,200 a year and fellowship stipends average \$3,000 a year, the cost of this program would begin at about \$40 million and rise to about \$160 million annually in four years.

2. Strengthening State Education Agencies - Much attention has been called to the fact that only a few state departments of education offer specialized services in science and mathematics education or in testing and guidance services. The Legislative Commission believes it is important to encourage state education agencies to expand all of their educational services. An initial appropriation of at least \$25 million annually should be included for stimulation and expansion of state education agency services.

3. Teachers Educational Expenses - The Commission will continue to press vigorously for the adoption of HR 4662, the King-Jenkins bill to provide tax equity for teachers who spend their own money to improve their professional competence. More than ever before, we need quality teachers in our classrooms, teachers who have not stopped learning. Certainly teachers should not be penalized by federal tax laws for expenses that in other professions and businesses are legitimately deductible.

4. Established Programs - The Commission recognizes the need for federal assistance for such well-established and clearly useful programs as vocational education, library services, school lunches, and aid to

federally-affected areas. No consideration should be given to reduction or termination of these programs until it can be demonstrated that the need can be met from other resources.

5. School Construction - Teachers' Salaries - The foregoing four proposals are relatively small-scale and are directed to specific needs. Underlying all of these should be an infusion of federal funds for basic support of elementary and secondary education. Therefore the Commission recommends that federal funds should be appropriated to the states for distribution to local school districts to be used either for construction (and basic equipment) or for supplementing the salaries of teachers in public elementary and secondary schools, without regard for subject matter taught. The states should determine the proportion in which funds shall be allocated as between capital outlay and salaries. The contribution of the federal government should amount to not less than \$25 per school-age child and should rise within 5 years to at least \$100 per child. Thus, the annual federal appropriation would begin at about \$1 billion (\$1.05 billion). This initial appropriation is less than 10% of the present educational expenditures for elementary and secondary education.

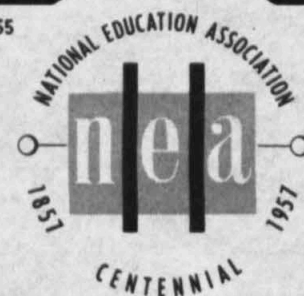
News

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.



December 18, 1957

MEMO TO EDITORS AND CORRESPONDENTS

The National Education Association will announce its recommendations for federal legislation in the field of education to be presented to the second session of the 85th Congress at a news conference to be held at 10:30 A.M., Friday in the Board Room, NEA Headquarters, 1529 M Street, N.W., Washington, D. C.

On hand to answer questions will be NEA Executive Secretary William G. Carr, and James L. McCaskill, Executive Secretary of the NEA Legislative Commission.

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

For further information:
Roy K. Wilson or Carol Scotton

FOR RELEASE: A.M. Papers
Wednesday, Dec. 18, 1957

Summer Workshops To Explore Classroom Use of Daily Newspapers

WASHINGTON, D.C.--Dec. 17--How to bring the daily newspaper into classrooms as a "living textbook" will be the topic of press-education workshops at three universities next summer.

Workshop plans were announced today by Merrill F. Hartshorn, executive secretary of the National Council for the Social Studies. He headed a planning committee of educators.

Teachers and newspaper people will be invited to three workshops scheduled for two week periods at the State University of Iowa, Iowa City; Syracuse University, Syracuse, N.Y.; and the University of Los Angeles.

"The workshops are a result of a study showing that fewer than half of the nation's junior and senior high schools make any classroom use of a daily newspaper," Mr. Hartshorn commented. A Youth Reading Attitudes Study Committee set up by ten education and newspaper organizations reported these results.

The summer workshop program is being arranged by the National Education Association (NEA) through the National Council for the Social Studies, an NEA department. It is financed by a grant from the International Circulation Managers' Association and a large number of newspaper publishers.

Commenting on the program, the president of the Circulation Managers' group said, "We hope there may be a spiralling effect (from the workshops)--better understanding by youth of newspaper-reading values and a future citizenry more capable of independent thinking because they are better informed." He is George Hicks of the Pittsburgh Post-Gazette.

(more)

Workshop directors will be Dr. John W. Haefner at the University of Iowa, Dr. Roy A. Price at Syracuse, and Dr. Howard E. Wilson at U.C.L.A. Dr. Jonathan McLendon of Duke University will prepare evaluation reports on the program and a manual will be published for general distribution to schools. Each workshop will enroll about 20 educators supported by scholarships with university credit available.

National groups advising in the Youth Reading Attitudes Study included the International Circulation Managers' Association, the NEA, the National Council for the Social Studies, the American Association of School Administrators, the Association for Supervision and Curriculum Development, the American Newspaper Publishers Association, The American Society of Newspaper Editors, and the National Newspaper Promotion Association.

The Youth Reading Attitudes Study Committee, acting in behalf of the International Circulation Managers' Association, was composed of C. K. Jefferson of the Des Moines (Iowa) Register and Tribune, chairman; James F. Dark, Providence (R.I.) Journal; M. E. Fisher, Minneapolis (Minn.) Star and Tribune; H. Phelps Gates, Christian Science Monitor, Boston, Mass.; and E. J. DeVore, Washington (D.C.) Star.

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National Education Association



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

December 13, 1957

Dear Editor:

At the AFL-CIO convention in Atlantic City, the following resolution was adopted on December 11:

"Furthermore, in most American communities, classroom teachers are still without a genuine union organization of their own through which they can seek redress from exploitation. The National Education Association, NEA, dominated as it is by the school administrators does not and cannot fulfill that need because it is in effect a company union. In fact, in many instances membership in the American Federation of Teachers--the only bona fide trade union organization of classroom teachers in the United States--is subtly and even openly discouraged by school administrators and by school boards."

Attached is a press release based on a statement made by Dr. William G. Carr, NEA Executive Secretary, concerning the resolution.

Cordially,

Roy K. Wilson, Director
Division of Press and
Radio Relations

For further information:
Roy K. Wilson or Beatrice Gudridge

12/12/57
FOR IMMEDIATE RELEASE

Carr Says AFL-CIO Branding of NEA as "Company Union"
Denies Independence of Teaching Profession

WASHINGTON, D.C., Dec. 12--"The resolution adopted by the AFL-CIO convention in Atlantic City Wednesday (Dec. 11) condemning the National Education Association (NEA) was engineered by some members of the American Federation of Teachers who deny the independent professional character of their own calling," William G. Carr, Executive Secretary of the National Education Association, said today.

"Those powerful organizations in American life which oppose both the NEA and organized labor on such vital questions as federal and state financial support of education will be pleased by these efforts to divide our educational forces," Carr continued.

"It is misleading to apply the term 'company union' to the National Education Association. Our public schools are not a company; they are government services; they are not operated for profit."

Dr. Carr pointed out that NEA's 704,000 members contrast with approximately 50,000 members in the American Federation of Teachers, AFL-CIO. Although the National Education Association includes all professional persons, most of its members are classroom teachers. He said that 70% of the 6,000 delegates at the 1957 NEA Centennial Representative Assembly were classroom teachers. Hundreds of classroom teachers serve on major NEA policy-making and controlling committees, and as officers of NEA local and state affiliates.

"The National Education Association," Dr. Carr concluded, "is a professional organization which serves the public interest and the entire teaching profession. It has worked closely with labor unions, as well as with parent-teacher, business, and veterans' organizations. It will continue to do so."

"The independent, professional status of teaching carries with it no implications of hostility toward any other group. The National Education Association and its strong state and local affiliates have proved that the teaching profession is big enough to stand on its own feet. Any arrangement whereby the teaching profession became dependent upon any single section of our society would profoundly affect the nature of American education."

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For further information:
Roy K. Wilson or Beatrice Gudridge

12/12/57
FOR IMMEDIATE RELEASE

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National Education Association



Dec. 10, 1957
1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4855

Dear Colleagues:

December 10, 1957

Recent world events, and the reaction of citizens throughout the United States to these events, have rocketed education to a spot among the three major news stories of the day.

While this interest is at a peak, we would like to explore with broadcasting executives the following:

- (1) For a Radio Network, a daily 5 to 10 minute program which would report the top news and features of the day in education.
- (2) For a Television Network, a weekly 15 minute program which would report the top news and features of the week in education.

First of all, we shall have to convince any network executive to whom we present the idea that there is a sufficient volume of interesting education news to fuel a daily radio network program and/or a weekly television network program.

We are following an old but highly successful formula by tossing this idea out for our friends in the National School Public Relations Association to evaluate. Would you be willing to send us some selected clippings of news stories, features and editorials about schools from newspapers which you regularly read?

A stamped envelope is enclosed. Here are two suggested procedures: (1) we would like to have you send us any available clippings you might have available one week after you receive this letter; (2) You may have one or two ideas for good stories on what your schools are doing to improve the quality of education that haven't been reported in your newspapers. If so, please use the reply form enclosed to describe briefly.

On the back of this letter are a few sample stories we have obtained recently through newspaper clippings.

We hope that some of the interesting things about education which are being reported in your newspapers will help us to reveal to the networks the real news potential in today's schools. If the proposal is accepted by a network, we will be back to seek your further cooperation early in the New Year.

Meanwhile, all members of the NEA Press and Radio Staff, and the staff members and officers of NSPRA send you the warmest of holiday greetings and best wishes.

Cordially,

Roy K. Wilson, Director
Division of Press & Radio Relations

(Please turn the page)

SAMPLE STORIES

Community A (Pa.) is a low-teacher-pay story. Four men teachers in the town run a catering service. They claim to be the only catering service in the U.S. whose directors all hold master's degrees in education.

* * * *

Community B (Tenn.) is a story showing how kids learn science from first grade up. First-graders learn about magnets, water solubility, inclined plane; second-graders learn about sound, electricity, friction. By the time they reach 5th grade, they can talk intelligently about planetoids, wire a barn for light, make a heating coil. Interest in science and math runs high in this city's schools, including Science Fairs, etc.

* * * *

Community C (Colorado) is a class size story. High school is experimenting on class size and makeup; some classes have only 9 students, some up to 80. There are some classes where teacher meets with students only once a week; otherwise they meet by themselves. Conducted at high school level with English, American history, biology, and plane geometry.

* * *

TEN SIGNIFICANT TRENDS IN TEACHERS' SALARY SCHEDULING

By Eric Rhodes, Salary Consultant, National Education Association

Mr. Rhodes served as consultant to discussion groups at the study conference on professional salary schedules for classroom teachers held at NEA headquarters in Washington, D.C., Nov. 29-30. Meeting with small groups of delegates, he discussed these trends and principles in salary scheduling. The conference was sponsored by the NEA Department of Classroom Teachers. Representatives from 35 states participated. (Note to Editor: An earlier version of this article was prepared at the request of the Minnesota Journal of Education and is scheduled to appear in January. It is being distributed to all state journals now because of widespread interest in the subject matter.)

* * * * *

Reasoned, intelligent approaches to the problems of salary are enlisting public support and are resulting in substantial increases such as the past year has seen in many school districts.

Even with these gains, however, we still are faced with a critical teacher shortage. One of the basic reasons for this is the salary disadvantage which still exists in teaching. To illustrate: Northwestern University's study of salaries offered college graduates last June showed that the average beginning salary offer for all occupations was approximately \$4800. For teachers, the average was \$3800. While actual dollar figures vary in different sections of the country, this \$1000 differential remains about the same.

Continuing efforts must be made to close this gap and to provide maximum salaries at professional levels. As these efforts get underway, let's take stock of today's most significant trends. A study of state developments, an analysis of schedule changes and a review of association activities in local school systems make it possible to identify ten trends which are of particular interest. They are significant because they relate clearly to the development of a professional salary structure for teachers.

1. The first trend is the most obvious one — salaries have gone up.

Evidence of this upward movement may be seen in the median beginning salaries in our urban school systems. This year, the median of these salaries is \$3800 for schools in cities of 30,000 - 500,000 population. The median last year was slightly above \$3500. In the large cities (500,000 and up), the median is now \$4000. These increases represent an improvement of about 7 per cent in one year.

The average salary of all teachers in the nation has increased approximately \$1000 in the last five years. In 1956-57, this average was estimated at \$4330 for all instructional personnel. Figures are now being compiled to compute this year's average.

2. The second trend which we can observe across the nation is the rapid increase in the number of school districts which are adopting salary schedules. A few years ago, most salary schedules were found in the larger city school districts, and the typical rural or small town area hired teachers through individual negotiation (too frequently, as someone has said, "individual surrender").

Today the areas of the country without salary schedules are rapidly shrinking in number, and in only a few states is there a large percentage of schedule-less districts. This has come about in part because of the wide-spread recognition of the positive morale and sound personnel policy values of schedules, and in part because teachers have become educated to expect a schedule. As one superintendent put it, "Every time I try to hire a teacher, he doesn't ask the salary, he asks what the salary schedule is. We have to have one."

(more)

3. The third trend is a very clear-cut and dramatic one -- the shrinking of the number of annual increments in salary schedules.

Many teachers remember the days when salary schedules often had 20 or 25 steps, perhaps of \$50 each, so that at some dim future day the teacher would have inched up to the maximum salary.

With the rapid changes in our economy after World War II, teachers' associations were able to convince school boards that reasonable salary levels must be reached in a much shorter time in order to keep teachers and to compete for new ones. Other types of occupations had such shorter schedules, and this was a persuasive factor.

Contrast, then, the old 20 and 25 year schedules with last year's typical one - 12.1 annual steps was the average last year. This has been a remarkable and rapid change.

4. Related directly to this change is the next trend --toward larger annual increments. Obviously, if you're going to get there faster, you must do so in larger annual amounts.

Not so long ago the typical annual increment in the larger cities' schedules was \$100; today the most common amount is closer to \$200.

This is fine, although not so much of a gain as it might seem, since deflation in the buying power of the dollar has taken a toll upon the increase. But it is a step in the right direction.

It should be noted that increments in the better salary schedules often are \$300 or even \$350.

5. An important trend is the growing interest of teachers' associations in working for higher top salaries.

In spite of the fact that maximum salaries in general have not maintained their position relative to minimum salaries, these maximums still reach new dollar highs each year, and there is a concerted effort by many teachers' associations to make top salaries reach really professional levels. These groups recognize the fact that only by reaching such levels can teaching be made truly competitive in efforts to attract, both in quality and quantity, the necessary share of college graduates.

Although still a relatively small percentage, more and more schedules each year push top salaries into the \$8000, \$9000, even \$10,000 brackets. Medians of maximums in urban districts this year are \$6400 in cities of 30,000 - 500,000, \$6950 in cities over 500,000.

6. Related directly to this effort to raise maximum salaries is the clear-cut trend toward more ample recognition for advanced training and experience.

More and more schedules have salary columns for training beyond the M.A., and the schedule without an M.A. column is virtually extinct. The trend also is for these advanced training columns to begin somewhat higher than the A.B., but, with one or more steps more than the A.B. schedule, to provide a more substantial differential at the top. This provides incentive to teachers in the system to work toward advanced levels of training.

7. An extension of the trend just described is a growing movement to work for schedules which make it possible for a teacher to reach a salary at least twice the beginning A.B. salary for the school district.

Many businesses and industries employing professional personnel have long recognized this as a desirable plan for such personnel. Doubling a reasonable beginning salary as a career possibility is considered a sound yardstick in determining what salary potential will hold a professional employee in the job.

Teacher salary schedules which accomplish this are, as yet, relatively few. In fact, across-the-board raises after World War II helped to destroy such a ratio

(more)

in many schedules. But each year a larger number of systems adopt such schedules (example: Hempstead, New York — A.B. minimum \$4,600, 6 year maximum \$10,000), and more teachers' groups and school boards agree on such a goal. It should be noted that such plans usually base the doubled salary upon higher levels of preparation. Thus, teachers can work toward them if they wish to do so.

8. Another growing practice is that of adding super-maximum or longevity increments above the regular salary schedule. Industry has recognized this as a desirable practice for a number of years.

The theory is this: A teacher may reach the normal maximum of a 12-year schedule by about age 35. There remain 25 or 30 years of teaching with no financial improvement ahead. So, every 5 years (or other regular interval) after reaching maximum, the teacher may receive an additional increment. This may require a certain amount of additional in-service work, or some other qualifying factors may be agreed upon.

9. There is a very widespread trend toward the discussion of so-called "merit rating". I use the word "discussion" advisedly, since most school administrators agree with teachers that it seems impossible to rate teachers for purposes of differentiating salary without incurring serious morale problems and letting personal factors enter the rating process.

There has been, however, an increase this year of about 2 per cent in the number of school districts reporting some form of "merit" plan. Greater efforts to inform the public of existing evaluation and professional growth programs may be needed in many school systems.

10. The last trend is the trend toward teachers wielding greater influence, through their professional associations, in the shaping of the structure of professional salary schedules.

This is perhaps the most significant development of all. Evidence that our profession is coming of age may be found in local associations' efforts to develop sound plans for professional compensation — not just dollar increases. Working cooperatively with school boards, these associations are drafting schedules which will attract and retain good teachers, and treat fairly those who are already devoting their careers to education.

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12/57

For further information:
Roy K. Wilson or Myrtle Bonn

FOR RELEASE: A.M. Papers
Friday, November 29, 1957

New NEA Estimates Put Teacher Salary at \$4520;
Predict Continuing Competition With Industry

WASHINGTON, D.C., Nov. 28--With the public schools coming under sputnik-inspired scrutiny, the National Education Association (NEA) today released the most up-to-date statistics available on education's outlook for the immediate future.

The report, titled Advance Estimates of Public Elementary and Secondary Schools, shows that unless drastic emergency measures alter present trends, 1957-58 will go down as the 13th straight year of school shortages. The most severe shortage--that of qualified teachers--will soon accompany the post-war baby crop from the elementary schools into the high schools, the report indicates.

"Vocational, mathematics and science teachers are especially likely to leave--or never enter--the profession because of higher salaries paid in industry," according to Sam. M. Lambert, director of the NEA Research Division which compiled the report. Pointing out that the average classroom teacher salary is \$4520 this year, Dr. Lambert added that the skills of qualified beginning as well as experienced teachers will continue to be attractive to industry. "Teachers who are skilled in management, public speaking and writing are highly desirable employees in several fields," he said.

Dr. Lambert listed these highlights from the report:

- * A total enrolment in public elementary and high schools of 33,508,814 --an increase of 3.8 percent over last year and an increase of nearly 50 percent over 10 years ago.
- * An average classroom teacher salary of \$4520--an increase of 7.1 percent over last year.
- * A total of 1,240,424 teachers--4.2 percent more than last year.
- * A need for 227,500 additional qualified teachers.
- * A total of 87,319 emergency teachers--an increase of almost 1 percent over last year. Three out of five emergency teachers have less than four years of college training.

(more)

- * An average expenditure per pupil in daily attendance of \$320--an increase of 6.7 percent.
- * A difference of \$1940 between average salaries paid in the Far West which pays highest salaries and the South East, lowest on the scale.
- * A decrease in the number of school districts from 53,197 to 49,477.

As in past years, the report shows the teacher shortage to be more acute in the elementary schools and in rural areas. Two out of three emergency teachers are employed in rural areas. Three out of four emergency teachers are employed in elementary schools.

Two main factors are responsible for this situation, Dr. Lambert said: 1. Salary schedules in secondary schools and in city schools are more attractive; 2. The postwar wave of enrolments until recently has affected only the elementary schools, making the teacher shortage more acute there.

"Unless secondary teaching positions are made more attractive," the report states, "the number of emergency teachers in high-school grades will also increase in the next two years."

Reporting on the outlook for a balance between teacher supply and demand by 1960, the study says, "Only one state is anticipating an adequate supply in the elementary grades and only six in the secondary grades."

This year's report is the 16th in a series begun in 1942-43. Estimates are based on trends of previous years, legislation within the states, economic and social conditions, and expert opinion of state school officials.

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Review copies of Advance Estimates of Public Elementary and Secondary Schools may be obtained from Research Division, National Education Association, 1201 16th Street, N.W., Washington 6, D.C. Copies for other purposes: 25¢.

Nov. 27, 1957

For further information:
Carol Scotton, Press Office
Penn-Sheraton Hotel
17th Floor, Parlor G

FOR RELEASE: P.M. Papers
Wednesday, November 27, 1957

Don't Neglect Liberal Arts
In Science Age, Educator Warns

Pittsburgh, Pa.--Nov. 27--In its present preoccupation with science, the nation must not allow liberal arts to be lost in the shuffle, a leading educator said here today.

"Teach more science, but not at the expense of the liberal arts," commented Merrill F. Hartshorn, executive secretary of the National Council for the Social Studies. "A grounding in the humanities and awareness of social responsibility make a man educated--whether he is a scientist or an artist."

He added, "Naturally we are vitally concerned today with what happens in the laboratory and on the missile proving grounds. But we must remember that the decisions that finally shape events are made at the polls and at the world's conference tables."

The National Council for the Social Studies is holding its 37th annual meeting here today through Saturday, November 30 at the Penn-Sheraton Hotel. General meetings begin Thanksgiving Day. The Council is a department of the National Education Association (NEA).

The role of social studies courses today and how they should be taught in relation to science will come under consideration by the 1800 educators expected to attend the meeting.

"Social studies teachers cannot ignore science's impact in their teaching," Hartshorn said. "But they are apprehensive that an imbalance in the curriculum--with social studies at the short end--could result."

Speaking on quality education for all children at the first general

more

session Thanksgiving Day at 8 p.m. will be NEA president Lyman V. Ginger. S. P. McCutchen, chairman of the social studies department in New York University's school of education, will report Friday at 9 a.m. on a new study on "Concepts and Values in the Social Studies Curriculum."

Harold Benjamin, director of the Connecticut Study of the Role of Public Education, will speak Friday at 7:30 p.m. on "How Good Should Our Schools Be?" The Council's president will deliver his presidential address Saturday noon on "The Social Studies: Scholarship and Pedagogy." He is William H. Cartwright, professor at Duke University.

Luncheon meetings on the various disciplines in the social studies are scheduled Friday. They include a session by Ben W. Lewis, professor of economics at Oberlin College, who will speak on "It's Political (Repeat Political) Economics." The editor of the Journal of Modern History, Charles L. Mowat will speak on "Great Britain Today: Low Pressure Politics" at another session.

New ideas in teaching will be discussed at section meetings Friday afternoon and Saturday. "The Teaching of Communism" is one of the topics for a Saturday 9:30 a.m. session. Speakers include William H. E. Johnson of the University of Pittsburgh and Clarence D. Stephenson of Pennsylvania State Department of Public Instruction. Pittsburgh redevelopment is also slated for discussion Saturday at 9:30 a.m.

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For further information:
Roy K. Wilson or Carol Scotton

FOR RELEASE: Monday,
November 25, 1957

Local Educator Travels to Pittsburgh
For Annual Social Studies Meeting

WASHINGTON, D.C.—Special— will be one
of 1800 educators traveling to Pittsburgh this week for the 37th annual
meeting of the National Council for the Social Studies. The Council is a
department of the National Education Association.

Everything from Pittsburgh's own urban redevelopment program to how to
teach social studies in relation to today's age of science will be discussed
at the meeting, according to Council executive secretary Merrill F. Hartshorn.
It is scheduled Wednesday through Saturday, November 27-30.

Speaking at the first general session on Thanksgiving Day (Nov. 28)
will be NEA President Lyman V. Ginger. He will speak on "Education's New
Look." Dr. Ginger is dean of the college of education at the University of
Kentucky. S. P. McCutchen, chairman of the social studies department at
New York University's school of education, will speak Friday morning on new
concepts and values in the social studies.

"How Good Should Our Schools Be?" is the topic of Harold Benjamin, di-
rector of the Connecticut Study of the Role of Public Education. He will
speak Friday night at a general session. The Council's president, William
H. Cartwright of the department of education at Duke University, will speak
Saturday noon on "The Social Studies: Scholarship and Pedagogy."

Sectional meetings on each subject in the social studies field and on
new ideas in teaching are scheduled during the conference.

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National Education Association



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

November 22, 1957

Dear Colleague:

CORONET Magazine has requested NEA assistance in uncovering a story that can be of great significance to the teaching profession. We in turn are asking your cooperation, in order to give this story national impact.

CORONET wants to use both pictures and text to show how teachers are often forced to take part time jobs outside of classroom hours in order to support their families. Often these jobs bite heavily into the time needed by teachers to prepare top quality lessons. They also tend to slow up or make impossible teachers' progress toward advanced degrees at a time when students need the most highly prepared professional teachers. CORONET wants to give strong visibility to this situation in order that public interest in education will be strengthened and new awareness of the teachers' professional status will be gained.

Naturally the magazine is interested in unusual occupations that will have strong reader interest. They are looking especially for those jobs with unique pictorial qualities.

We have called upon you as one of a select group of local leaders in education across the country and are asking your help in identifying one or more teachers in your system who are holding down jobs outside of the classroom.

If you know of a teacher who is willing to cooperate in this venture, will you or the teacher please fill in the enclosed questionnaire and return it within a day or two? A reply envelope is enclosed for your convenience.

Thanks very much for your cooperation and professional interest.

Cordially,

Roy K Wilson

Roy K. Wilson, Director
Division of Press & Radio Relations

REPLY FORM

Mail to:

Mr. Roy K. Wilson, Director
Division of Press and Radio Relations
National Education Association
1201 Sixteenth Street, N.W.
Washington 6, D.C.

Here is a suggestion about a local teacher with an unusual part time job that may be of interest to CORONET Magazine. The teacher has given his (or her) approval and wishes to cooperate with this nationwide project.

TEACHER'S NAME.....

TEACHER'S HOME ADDRESS.....STREET

.....CITYSTATE

SCHOOL IN WHICH THIS PERSON TEACHES

GRADE LEVEL OR SUBJECT TAUGHT.....

NATURE OF THE JOB HELD OUTSIDE OF CLASSROOM HOURS. PLEASE DESCRIBE:

SUBMITTED BY,

YOUR NAME.....

STREET ADDRESS.....

CITY & STATE.....

NAME OF YOUR LOCAL EDUCATION ASSN.

.....

National Education Association



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

November 21, 1957

MEMORANDUM TO NEWS EDITORS:

Pittsburgh--the city that industry built and that social study is helping redevelop--will be host to the 37th annual meeting of the National Council for the Social Studies, November 27--30. The Council is a department of the National Education Association.

Almost 1,800 teachers, supervisors, researchers and interested lay people who work in the social studies field are expected to attend the various sessions.

You--or a member of your staff--are invited to join these educators and friends of the schools as they convene in Pittsburgh. A press office will be located in the Penn-Sheraton Hotel where the meetings will be held. It will be on the seventeenth floor--in Parlor G and will be open from Wednesday afternoon, November 26 until Saturday afternoon, November 30.

Directors of special programs in social studies and top speakers from various parts of the country will be on hand for informal questioning by the press. General sessions and section meetings will also be open to the press.

Harold Benjamin, director of the Connecticut Study of the Role of the Public Schools, will head a list of distinguished speakers scheduled to address the meeting.

In addition to helping reporters get spot coverage, the press office will have advance copies of some of the major speeches before sessions get underway.

I look forward to seeing you in Pittsburgh at the meeting of the National Council for the Social Studies.

Sincerely,

Carol Myers Scotton

Carol Myers Scotton, Director
Conference Press Service

Nov. 20, 1957

For further information:
Roy K. Wilson or Carol Scotton

FOR RELEASE: A.M. PAPERS
Wednesday, Nov. 20, 1957

College Teaching Staffs--And Students--Will Suffer
If New Ph.D.'s Turn From Teaching, Educators Say

WASHINGTON, D.C.—Nov. 19—Colleges today and industry tomorrow will suffer if the present movement of new Ph.D.'s away from college teaching continues, the president of the Association for Higher Education said today.

"Without an adequate supply of college teachers, the supply of trained youth is soon depleted," commented Association president Paul G. Bulger, who is provost of Columbia University's Teachers College.

"It is unrealistic to hope for water from the spring that is drying up at its source."

Dr. Bulger's comment came as the National Education Association (NEA) today released a new nationwide study on college teacher supply and demand. The Association for Higher Education is a department of the NEA.

The quality of college teaching staffs—with science the hardest hit—is going downhill, the study shows. Fewer and fewer new doctor's degree graduates become college teachers. At the other end of the scale, the proportion of new teachers with less than a master's degree is steadily increasing.

During the past year (1956-57) only 23.5 per cent of all new full-time college teachers were Ph.D. holders. Four years ago 31.4 per cent of the new teacher crop were Ph.D.'s.

Many more Ph.D.'s than ever before are being graduated, the study shows. But increasing numbers are heading for jobs in business and industry.

As science becomes the nation's number one immediate concern, college science teaching is ironically losing more potential teachers than any other field. Three of every four new Ph.D.'s in chemistry who take new jobs upon graduation turn their

(more)

backs on educational careers. Three of every five new Ph.D.'s in physics also spurn teaching.

To raise salaries and build college teacher prestige will help reverse this situation, college educators say.

"The figures of the study threaten a great decline in college educational standards unless new ways can be quickly found to attract and hold competent people for higher education," said Russell M. Cooper, assistant dean of the University of Minnesota's college of science, literature, and arts.

"Improved salaries are essential but attention must also be given to teaching loads and other troublesome factors in the college situation," Dr. Cooper added. He is a member of the Association for Higher Education's executive committee.

The chairman of the Association's National Committee on the Recruitment of College Teachers warned, "Faculty salaries must be increased, recruitment programs must be stepped up, and the academic profession must be restored to its competitive position among the professions." He is Charles C. Cole, Jr., associate dean of Columbia College of Columbia University.

"The study confirms what those of us who recruit new faculty members have suspected for a long time--that serious changes are taking place in the market for academic talent," commented Blair Stewart, dean of Oberlin College's college of arts and sciences. He is a member of the Association's Committee on the Recruitment of College Teachers.

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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:

Roy K. Wilson or Carol Scotton

FOR RELEASE: P.M. Papers, Tuesday
November 19, 1957

College Faculties Suffer As New Ph.D.'s Head for Other Fields

WASHINGTON, D.C., Nov. 19--A beginning deterioration in the quality of college teaching staffs--with science bearing the major brunt--was reported in a new study released here today by the National Education Association (NEA).

Fewer and fewer of the new doctor's degree graduates have been joining the teaching ranks in colleges and universities during the past four years, according to a nationwide study made by the NEA Research Division. During the past year (1956-57) only 23.5 per cent of all new full-time college teachers held the Ph.D. degree. Four years ago, 31.4 per cent of the new teaching crop were Ph.D.'s.

The production of Ph.D.'s is four times greater than it was 10 years ago, the study shows. But these new graduates are turning their backs on teaching and heading for jobs in business and industry.

Science teaching is hardest hit. Three of every four new Ph.D's in chemistry who take new jobs upon graduation go outside education's environs. Three of every five new Ph.D.'s in physics and the other physical sciences take the same path.

William G. Carr, executive secretary of NEA, expressed concern over the trend revealed in the study. "Colleges and universities," he said, "do not now have the resources to do the job the nation expects of them. If they continue to be priced out of the market, the quality of the educational service they render will deteriorate at the very moment it should be further strengthened.

"On many campuses, the only course open will be to lower standards and thus concede the necessity for accepting a lower quality of teaching performance."

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In all fields, one of every three new Ph.D.'s by-passes teaching for another career.

"This means that colleges take second-best when they recruit new teachers," said Ray C. Maul, author of the study and NEA assistant research director.

The number of new full-time college faculty members without even a master's degree is increasing. Four years ago the minus master's degree group comprised 18 per cent of the total. In 1956-57 this figure had climbed to over 23 per cent.

Every one of the 22 fields studied except one showed an increase in the percentage of new teachers at the bottom of the scale and a decrease in the percentage of new top level teachers. More than half (54.7 per cent) of new teachers of engineering started their teaching careers in 1956-57 with less than a master's degree. The other science fields also report new teachers who do not reach the master's degree level.

In all fields combined, educational service did claim about 57 per cent of 1955 and 1956 Ph.D.'s who entered new occupations. But almost 42 per cent turned to other careers. (Two of every five of all new Ph.D.'s continue in the job they had before receiving doctorates, and therefore cannot be counted as new teaching resources.)

But almost 88 per cent of the colleges and universities cite a serious shortage of qualified teachers.

"Despite the fact that the colleges need teachers, tapping some sources of supply will inevitably lead to trouble elsewhere," said Dr. Maul. Almost 14 per cent of all new full-time college teachers for the last two years came directly to the colleges from high school positions where teachers can hardly afford to be lost.

The study discusses three possible sources of better educated college teachers: (1) more encouragement to women to pursue graduate study, (2) the possibility of part-time teachers, (3) more opportunities for upgrading by teachers now in service.

The study also investigates the supply and demand of administrative personnel in higher education.

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Excerpts from NEA Research Division Study, Teacher Supply and Demand in Colleges and Universities, 1955-56, 1956-57

Among the full-time teachers employed in 1956-57 the range of those with the doctor's degree is from 32.5 per cent in nonpublic universities to 15.7 per cent in teachers colleges. For the year just past, the state universities, municipal universities, state colleges, and large nonpublic colleges reported about one-fourth of their new full-time teachers to be holders of the doctor's degree. Land-grant colleges did just a little better than one in five, while the medium size and small nonpublic colleges report fewer than one in five of their new teachers to be at the top level of preparation.

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It is significant to note that among the new full-time teachers employed by all types of institutions in 1956-57, as many as 23.1 per cent—almost one of every four—have not yet achieved master's degree status while as recently as 1953-54, only 10.4 per cent of the entire full-time staff were below the master's degree level.

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Of the new college teachers in 1955-56 and 1956-57, one out of every seven were high school teachers the year before. More than a third of those employed by teachers colleges and one of five of new teachers in state colleges came directly from high school teaching positions.

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About 50 per cent of the institutions were participating in the study reported that 1196 positions were unfilled in 1956-57. The institutions reported that these positions were unfilled through lack of acceptable candidates, although funds were budgeted for the positions.

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Educational work claims practically all those earning the doctor's degree in accounting, journalism, and library sciences; 94.7 per cent of those in physical and health education; 92.4 per cent in English; 90.4 per cent in foreign languages; 90.2 per cent in history; and about 90 per cent of those earning either the Ph.D. or Ed.D. in education.

At the other extreme is chemistry; almost three of every four prepared in this field enter non-educational occupations. In like manner, educational services loses about three of every four in engineering and three of every five in physics and the other physical sciences. Small wonder, then, that the shortage of qualified science teachers tops the list!

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About 10 per cent of the annual doctor's degree classes are women.

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Approximately one half the colleges and universities do not make systematic provision for leaves of absence for advanced study. It seems doubtful, therefore, that many of the partially prepared new full-time teachers employed recently will enjoy such opportunity. (In 1956-57 only 2.3 per cent of the faculty members of all colleges and universities were on leave for advanced study.)

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Of the new Ph.D.'s who entered new occupations upon graduation in the last two years, 25.4 per cent went into business or industry; Government work claimed 9.4 per cent.

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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.

Nov. 19, 1957
November 19, 1957

MEMORANDUM TO THE EDITOR:

A six-point program to "use the full potentials of our schools and their products to assure that the United States will remain free, independent and strong" was recommended today at the final conference session of the National Association of Secretaries of State Teachers Associations. The organization is composed of executive secretaries of state teachers' associations from the 48 states. Each state association is affiliated with the National Education Association. Representatives from 41 states attended the three-day meeting at the Mayflower Hotel.

Full text of the resolution adopted at today's meeting is enclosed.

Sincerely,

Roy K. Wilson

Roy K. Wilson, Director
Press and Radio Relations

RKW/sr
enc.

Resolution Adopted by the
National Association of Secretaries of State Teachers Associations
Meeting at Washington, D.C., November 20, 1957
1201 - 16th Street, N.W. ADams 4 - 4855

Recent demonstrations by Russia of outstanding progress in technological developments are cause for grave concern by all American citizens and by their school system. The importance of scientists and mathematicians has recently and dramatically been called to the attention of the American people. However, in preparing the scientist and all other individuals essential to the welfare and progress of our democratic society, the schools have the responsibility to emphasize the great values of life, to foster the arts, the ideals, the language, and the liberal arts upon which our scientific achievement and our culture rest.

In the ultimate sense this nation cannot survive without a high quality of performance of its educational institutions, both public and private, from kindergarten through the graduate school.

To meet immediate and long-range goals, we recommend the following program designed to use the full potentialities of our schools and their products to assure that the United States will remain free, independent, and strong:

1. An immediate national manpower survey of the graduates of all our schools--and others--who are prepared in the sciences and whose knowledge and talents are sorely needed at this moment; and furthermore, that these scientists be utilized in the most effective manner possible for the national good.
2. An immediate program to expand substantially the graduate schools of our public institutions of higher learning in science and in all their other offerings.

3. A program to provide for the immediate and long-term expansion of our public institutions of higher learning. Make available to them sufficient buildings, salaries for teachers that will attract and hold superior talent, funds for equipment and other current expense items to enable these institutions to offer programs for every capable high school graduate interested in developing his abilities in any area made available by these institutions.
4. Provide without delay the public elementary and secondary schools of this nation with substantial moneys to build buildings that will properly house all pupils, pay salaries that will attract and hold superior teachers, purchase facilities, equipment, and other current items.
5. Provide scholarships sufficiently generous so that every capable graduate of our high schools will be accorded the opportunities of higher education.
6. To accomplish the above, we recommend that in addition to scholarship grants to individuals annual expenditures for public elementary, secondary, and higher education be doubled and at least five billion dollars (\$5,000,000,000) of federal funds be made available annually to the states--without federal control; the remainder to come from state and local sources.

It is obvious that the program required transcends the financial ability of the states and localities. Because of this and the fact that its major purpose is to safeguard our security, generous participation by the federal government is required.

Nov. 19, 1957

Annual Meeting of the
National Association of Secretaries of State Teachers Associations
Mayflower Hotel, Washington, D. C.
November 18-20, 1957

For Release on Delivery: 9 a.m.
Tuesday, November 19, 1957

TOPIC: "Tax Sources for Financing Public Schools - A Look Ahead"

SPEAKER: Edgar Fuller, Executive Secretary, Council of Chief State School Officers

PLACE: North Room, Mayflower Hotel

The following are excerpts from Dr. Fuller's talk. He will also discuss two important resolutions adopted by the Council at their annual meeting in Williamsburg, Virginia, November 15. Text of the resolutions are attached.

I. Misuse of Citizens Committees

"There appears to be an ill-concealed national drive among certain citizen organizations to separate boards of education from their executive officers, who are the local and state superintendents of schools.

"Professional administrators believe completely in appropriate citizen participation and in citizen determination of general educational policies, but many are concerned about interference with the professional aspects of education. This concern has been deepened by the promotion of educational nostrums we believe are designed primarily to undermine adequate financial support of education. This is no way to win a cold war in which education will probably be the deciding factor."

II. Educational Television

"The Council of Chief State School Officers was one of the first to petition the Federal Communications Commission to set aside educational television channels. It was my privilege to serve as chairman of the

(more)

national Joint Committee on Educational Television for the first three years of its existence, and as vice-chairman for another two years. I am still a member of the JCET, and also affiliated with two other national organizations devoted to the promotion of educational television. I believe in educational television as a tool for the improvement of education, but I do not believe in it for some of the purposes for which it has been advertised recently.

"These purposes are to save facilities, teachers and money through total teaching by television. In higher and professional education there appear to be situations in which teaching by television alone can be justified, and it may be the best that can be provided for isolated elementary and secondary students or shut-ins. It seems clear to me, however, that to substitute television for the teacher under ordinary circumstances is not only impracticable, but also that it will degrade the quality of education. The spontaneous question by the pupil, the personal explanation and other fundamentals of the arts of teaching are too likely to be sacrificed for the sake of learning facts to pass examinations. For use as a tool to assist teachers television has a large place, but as a panacea to save buildings, teachers and money by mass spectatoritis we cannot afford it."

III. The All-Year School

"The all-year school can be interpreted in several different ways. One is the excellent plan, now in rather common use and increasing in popularity, under which the summer months are used for outdoor and conservation education, recreation, special classes for the gifted and makeup work in the schools. But that is not the way the all-year school advocates who have been getting the headlines lately have conceived it. They are thinking of four quarters of three months each, with each school divided into four sections having registration and graduation each three months. This means that each student

(more)

would attend school three of the four quarters and would have the other quarter for vacation. This plan has been tried from time to time for nearly forty years, but has always been abandoned.

"The objections to this sort of four-quarter plan have been represented as principally interference with the vacation time of families. The heat during the summer months in most school buildings, the lack of time for school plant repairs and lack of time for the teachers to attend summer sessions, to travel, or merely to rest have been noticed. But the most fundamental objection was not mentioned by a single governor at the Williamsburg conference, even though it had been presented in a research document published by the State Department of Education of Florida which had been distributed there.

"The real objection to the four-quarter school, as pointed out in the Florida study, is that only a minority of the schools of Florida could administer it, panacea style, without cutting down on the educational program. In other words, it takes a school of about 720 elementary pupils to be large enough to have a teacher for each grade when it is cut into quarters for administrative purposes. For junior high schools the number is 1500 students and for senior high schools about 2400. All elementary schools in 32 of Florida's 67 counties, all junior high schools in 60 and all senior high schools in 62 of the 67 counties would have to reduce the quality of their educational programs under this all-year plan, or employ additional teachers.

"Let us illustrate this specifically. Suppose a pupil under this all-year plan must learn long division in the fifth grade, and that some fifth graders take their vacations in the Summer, others in the Fall, others in the Winter, and others in the Spring. There must be long division taught in the fifth grade each quarter to be certain all receive such instruction, so there must be four fifth grades. Now if a school isn't large enough

(more)

to have four fifth grades, then other arrangements have to be made or some children do not get long division in the fifth grade. The same applies to all school subjects. One can readily see, knowing that small size is already one of the greatest sources of weakness in our schools, that this weakness would be spread into thousands of additional schools by the four-quarter school. Such a panacea would cut down on the quality of education in America where it is most in need of improvement."

IV. Double Sessions For All High Schools

"We have been astonished by other such panaceas currently being proposed. For instance, a prominent member of the National School Boards Association recently recommended that all secondary schools have double sessions, four hours in the morning and four hours in the afternoon, for 245 days each year. This, he said, would provide an "answer to the claim that teachers are not working full time."

"I believe this would degrade the quality of education, even though he may honestly believe it would not do so. Double sessions are satisfactory for nurseries and kindergartens, but not for elementary or high schools. School buildings should be used by the communities as much as required during the summer. But to attempt to save teachers, buildings and money by cutting down high school programs and increasing the teaching loads with double sessions in all high schools would be to me merely another brand of educational escapism.

"Far from making an effort to move toward the better financing of schools recommended by the White House Committee on Education, even leading school board members are working closely with the U. S. Chamber of Commerce to save money on education. It is difficult to escape the conclusion that money is to some of these people more important than education."

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RESOLUTIONS ADOPTED BY COUNCIL OF CHIEF STATE SCHOOL OFFICERS IN THEIR
ANNUAL MEETING IN WILLIAMSBURG, VIRGINIA
NOVEMBER 15, 1957

1. The Emergency in Education

Recent statements by President Eisenhower and Congressional leaders present dramatic evidences of Russian technological developments which should give concern to the American people and their public school system. It is the belief of this Council that America's outstanding leadership in world affairs including its industrial and technological developments, and its great potential for future leadership has been, and is, largely due to the effectiveness of its long established democratic public school system.

The Council believes that the greatest defense of a democratic society is an electorate with emotional and intellectual balance and ability to make intelligent decisions. It holds that such an electorate is composed of individuals whose capabilities, talents, and desires have been tempered and refined by an education appropriate to the interest of every individual and of society.

On the other hand, a national emergency appears to exist and the public schools of the nation are in a strategic position to assist. They stand ready to carry out any emergency program of education necessary for the preservation and protection of the country. The Council extends its good offices in this connection and respectfully requests those in authority to define clearly the nature of the emergency, advise as to the kind of emergency program of education necessary in the interest of the nation, and to confine these educational activities to the demands of the emergency. The public schools of our democracy should not adopt the educational procedures of a nation whose political philosophy is antithetical to ours, for in adopting the means of Communism they run the risk of adopting its ends.

II. Federal Support for Construction of Public Elementary and Secondary Schools

The Council reaffirmed its present program of federal support for public school building construction with two dissenting votes.

#

National Education Association



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

November 18, 1957

Dear Conference Participant:

I look forward to seeing you soon at the 37th annual meeting of the National Council for the Social Studies, November 27-30, 1957 in Pittsburgh.

As I mentioned in my letter of November 5, I will be handling press office activities at the conference.

If the various sessions are to be covered by newspaper and radio and TV reporters, we must supply the news representatives with copies of speeches -- in advance.

You will greatly facilitate press coverage and service by sending to me a copy of your manuscript -- if you will make a prepared speech -- or an outline of your remarks. (Copies of manuscripts brought with you to the various sessions will be no good for press purposes -- they are needed in advance.)

Please send this material to me at the above address.
Thank you for your help.

Sincerely yours,

Carol Myers Scotton

(Mrs.) Carol Myers Scotton
Assistant for Press Relations
Press and Radio Division

Nov. 17, 1957

For further information:
Roy K. Wilson or Carol Scotton

For Immediate Release

SPECIAL TO EDUCATION JOURNALS

NEA Lays Cornerstone of Education Center

WASHINGTON, D.C.—Nov. 17—U. S. Secretary of Health, Education and Welfare Marion B. Folsom counseled today against a crash educational program in science and technology.

Folsom, speaking at the cornerstone laying ceremony of the new National Education Association headquarters here, noted that one reason our educational system is one of the greatest accomplishments of this country "is the fact that it is adaptable to change." He added that "changes have been and will continue to be made to meet changed conditions."

He predicted that "quite a few bills" will be introduced in Congress in January if the current reexamination of our educational system continues. But he admonished, "We want to be sure we are not stampeded into any crash program."

Referring to the NEA, he said, "It is very fortunate that we have such a fine organization representing the teachers of America. You are doing one of the most important jobs, if not the most important job, in the country today—the training of our youth—the real human resources or human assets of the country."

NEA president Lyman V. Ginger also advised the 300 persons gathered for the ceremony not to be panicked into hasty action by Sputnik. He conceded that Russia's technological advances have grown from their concentration on education "of a type" and called for serious study of at least four points in their educational philosophy. These are "training the best minds in the country in science and mathematics; placing teachers in a prestige position; compensating teachers adequately; and giving teachers a workable number of children in their classrooms."

(more)

"Some of the values that they(Russians) have held and do hold....I'm sure we could not accept," Ginger said, mentioning nationally controlled education. But, he added, their system "has produced results of a kind."

Dr. Ginger outlined a six-point program for the NEA to consider for education in America. He called for interpretation to the public of what "adequate education means"; better service to teachers at all levels; welfare, status, and prestige benefits that recruit the best minds into teaching; solid research to back up any changes in curriculum and teaching methods; improved international relations and quality teaching, the "heart" of an education program.

Speaking at the close of the ceremony, NEA Executive Secretary William G. Carr said that confidence in the future and gratitude for the past must be qualities of today's NEA.

Dr. Carr said, "If the buoyant spirits which founded this Association one hundred years ago could not imagine the status it would occupy today, if the first daring attempts to establish a Washington office were based on assumptions long since shown to be inadequate, how can we, today, dare to set limits upon our hopes for the future?"

On behalf of the NEA staff, Dr. Carr said, "We shall work in this building with gratitude for the past, but I promise you also we shall work here with unshakable confidence in the future of the National Education Association and of the ideals for which it stands."

A. C. Flora, chairman of the NEA Board of Trustees, presided at the ceremony. Wayne O. Reed, assistant commissioner of the U. S. Office of Education, extended greetings on behalf of Commissioner Lawrence G. Derthick.

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200 copies
Nov. 17, 1957

News

from the NATIONAL EDUCATION ASSOCIATION

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

Telephone District 4552

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For further information
Roy K. Wilson or Carol Scotton

For Immediate Release
~~NEA Lays Cornerstone of Education Center~~

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"Some of the values that they (Russians) have held and do hold.....I'm sure we could not accept," Ginger said, mentioning nationally controlled education. But, he added, their system "has produced results of a kind."

(more)

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For further information:
Roy K. Wilson or Carol Scotton

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Bdq - 75
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11/17/57

For Immediate Release

SPECIAL TO ~~STATE~~ EDUCATION JOURNALS

NEA Lays Cornerstone of Education Center

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Sch Exec.

WASHINGTON, D.C.--Nov. 17--^{U.S.} Secretary of Health, Education, and Welfare Marion B. Folsom counseled today against a crash educational program in science and technology.

Folsom, speaking at the cornerstone laying ceremony of the new National Education Association headquarters here, ^{noted that one reason} said, "Our educational system is one of the greatest accomplishments of this country. ^{is the} fact that it is adaptable to change." He added that ~~reason for this success is the fact that the system is adaptable to~~ ^{changes.} And "Changes have been ~~made~~ and will continue to be made to meet changed conditions."

He predicted that "quite a few ~~bill~~ bills" will be introduced in Congress in January if the current reexamination of our educational system continues. But he admonished, "We want to be sure we are not stampeded ~~into~~ into any crash program."

^{Referring to the NEA,} He added, "It is very fortunate that we have such a fine organization ^A as this representing the teachers of America ~~because in the final analysis~~ the teachers are the ones who do the job, ~~and we must~~."

"You people in my ~~opinion~~ are doing one of the most important jobs, if not the most important job, in the country today--the training of our youth ~~which are~~ the real human resources or human assets of the country."

NEA president Lyman V. Ginger also ^{advised} told the 300 persons gathered for the ceremony not to be ^{panicked into hasty action by Sputniks.} so quick to call for changes in our present educational system in light of the two Sputniks. ^{He conceded that Russia's technological advances have} grown from their concentration on education "of a

"Everyone is writing and talking about these things, and yet I'm not too sure but that we might have been panicked just a bit by the mere presence and development of these particular inventions," Dr. Ginger said.

Mace

type" and called for serious study of at least four points in their educational philosophy. These are "training the best minds in the country in science and mathematics; placing teachers in a prestige position; compensating teachers adequately; and giving teachers a workable number of children in their classrooms."

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The advances came as a result

~~although we could not accept some of the values, such as nationally-controlled education that the Russians~~

~~on~~ Holding education of a type important has resulted in Russia's technological advances, he said. Dr. Ginger cited four characteristics philosophy that should be seriously studied. He cited the following: "training of the Russian educational system—elevation of science and mathematics; the best minds in the country in science and mathematics; placing ~~the best~~ prestige position for teachers, adequate teacher compensation, and teachers in a prestige position; compensating teachers adequately; reasonable class size.

~~and giving teachers a workable number of children in their classrooms."~~

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I'm sure we could not accept," Ginger said, ~~and mentioning~~ nationally controlled education. But, he added, their system "has produced results of a kind."

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of what "adequate education means," better service to teachers—including all levels—, welfare, status and prestige, research in every field, improve international relations, ~~improve instructional quality.~~ *benefits that recruit the best minds into teaching, solid research, quality teaching, the 'heart' of an educational program.*

Speaking at the close of the cornerstone laying ceremony, Dr. Carr ~~William~~ said that the ~~future of the NEA is to be determined by the confidence of the past~~ history of the NEA ~~on the part~~ NEA of the past conjures up gratitude and confidence for the association's future.

The ~~NEA~~ NEA executive secretary said, "If the buoyant spirits which founded this Association one hundred years ago could not imagine the status it would occupy today, if the first daring attempts to establish a Washington office were based on assumptions long since shown to be inadequate, how can we, today, dare to set limits upon our hopes for the future?"

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Nov. 15, 1957



from the NATIONAL EDUCATION ASSOCIATION

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

For Immediate Release
11/15/57

(NOTE TO EDITOR: A list of conference participants, which includes those from your area who are expected to attend, is attached for your convenience).

Experts From 19 Top Professional Organizations to
Take Part in Conference on Recreation for Mentally Ill

Washington, D. C., Nov. 15 -- A pioneering conference of experts from 19 top professional organizations concerned with hospital recreation programs for the mentally ill will be held here November 17-20, the National Education Association has announced.

The conference earns the title "first", says Jackson Anderson, recreation consultant for the American Association for Health, Physical Education, and Recreation (AAHPER), because it will mark an initial attempt by educators to sit down with specialists in this field to study recreational therapy programs.

The meeting is being sponsored by the AAHPER, an NEA department. Approximately 120 persons are expected to take part in sessions at the Woodner Hotel.

Among the experts invited to take part in discussions are psychiatrists, psychologists, occupational therapists, nurses, recreation experts from veterans, state and military hospitals, representatives from some of the nation's leading educational, medical and social organizations.

"The shortage of specialists in hospital recreation programs is a concern to both the educators who train people for these jobs and the professional people responsible for setting up recreation programs," Dr. Anderson said.

B. E. Phillips, recreation specialist from the Veterans Administration in Washington, who is chairman of the conference steering committee, has this to say about the meeting:

(more)

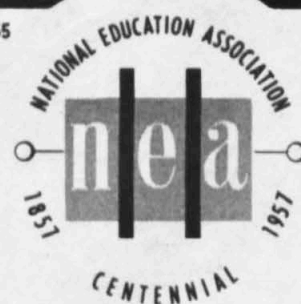
"Since the advent of the tranquilizing drugs, a greater number of patients are able to participate in and profit from hospital recreation programs. The job of the specialists takes on increased importance when we realize that mental patients occupy one out of every two hospital beds in the nation.

"Increased amounts of money are now being devoted to research in this field and there are still a lot of questions that need to be answered if we are to make the most of the recreation programs so urgently needed, ~~to help mentally ill persons.~~ We hope to find some solutions to the problems facing those responsible for planning and conducting such programs."

Paul Haun, M.D., director of psychiatric education, New Jersey State Department of Institutions and Agencies, will act as general conference consultant. Other specialists serving as committee chairmen include Alexander Reid Martin, M.D., chairman of the Committee on Cooperation with Leisure Time Agencies of the American Psychiatric Association; Harold Meyer, chairman of the recreation curriculum, University of North Carolina; Charles E. Goshen, M.D., director of the APA's Architectural Study Project; Lee Gurel, executive officer for the Veterans Administration's Psychiatric Evaluation Project.

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Among the organizations sending representatives to the meeting are: Association for Physical and Mental Rehabilitation, American Library Association, American Medical Association, American National Red Cross, American Nurses Association, American Occupational Therapy Association, American Psychiatric Association, American Psychological Association, American Recreation Society, Group for the Advancement of Psychiatry, National Association of Recreational Therapists, National Association of Social Workers, National Institute of Mental Health, National Recreation Association, Veterans Administration, American Association of Rehabilitation Therapists, National Association for Music Therapy, Association of Medical Rehabilitation Directors and Coordinators, and the International Council for Exceptional Children.

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 Carol Scotton

November 15, 1957

MEMO TO PHOTO AND CITY DESKS:

Marion B. Folsom, Secretary of Health, Education, and Welfare, will speak briefly at the National Education Association's cornerstone laying ceremony Sunday, November 17, for its new Education Center.

Secretary Folsom will speak on the NEA's Centennial Theme, "An Educated People Moves Freedom Forward." The NEA is celebrating its 100th year in 1957.

The cornerstone laying ceremony is scheduled for 3 p.m. at the NEA building site at 16th and M Streets N.W.

The NEA's \$7 million Education Center will be completed in late summer of 1958. It will contain in storage and office space combined over 130,000 square feet. The third and final unit is now being built.

Thousands of American teachers and administrators contributed and made pledges to the NEA Building Fund during a five-year campaign initiated in 1952.

Making the major address at the cornerstone laying will be Lyman V. Ginger, NEA president. Dean of the college of education at the University of Kentucky, Dr. Ginger will speak on "The Association As It Enters Its Second Century."

The chairman of the NEA Board of Trustees, A.C. Flora of Columbia, S.C., will preside. William G. Carr, NEA executive secretary, will make the closing remarks.

The trowel used for the cornerstone laying will be a replica of the one used by President George Washington in 1793 in laying the cornerstone of the U.S. Capitol. The original trowel was used in 1930 when the NEA's first building was completed.

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Nov. 14 1957
News

from the NATIONAL EDUCATION ASSOCIATION

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

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For further information:
Roy K. Wilson or Beatrice Gudridge

FOR IMMEDIATE RELEASE
November 14, 1957

Memo to the News Desk:

The following statement concerning President Eisenhower's address at Oklahoma City was made here this morning (Thursday) by Dr. William G. Carr, Executive Secretary of the National Education Association:

As a sponsor of American Education Week, the National Education Association welcomed President Eisenhower's summons to all citizens to observe greater concern for education as a primary source of national strength. I think people generally realize that our schools and colleges are not nearly good enough now.

The President's recommendations for scientific education leave unanswered many crucial questions. For example, how will the great wealth of the nation be tapped to finance the student incentives, better teaching, science laboratories and fellowships for teachers which the President has proposed? What the schools and colleges have needed for a very long time, is not a crash program, but a cash program. This was clearly demonstrated in most of the recommendations from the White House Conference on Education held two years ago this month.

We can only assume, therefore, that because of dramatic world events the President is going to spearhead a bold program of action to meet those educational needs which he has rightly called "the most crucial problem of all."

I hope these and other educational questions will be prominent on the agenda for the discussions which the President will soon hold with Administrative and Congressional leaders. I feel sure that the teaching profession as well as the public in general is ready now to respond to such leadership.

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FUTURE RELEASE

200. 11. 1957
PLEASE NOTE DATE

HOLD FOR RELEASE
UNTIL DELIVERY OF ADDRESS
EXPECTED 10:00 P. M., 11 NOVEMBER 1957 (EST)

ADDRESS BY
GENERAL LAURIS NORSTAD
SUPREME ALLIED COMMANDER EUROPE
BEFORE THE "SALUTE TO TEACHERS"
AT THE CINCINNATI GARDENS
CINCINNATI, OHIO
MONDAY, NOVEMBER 11, 1957

EDUCATION, THE CITIZEN, AND NATO

It is a privilege to participate in American Education Week, and I am grateful for the opportunity you have given me. Here, today, we salute American teachers, past and present, at home and abroad. We honor them. We thank them.

Each of us knows how much our schools and teachers have contributed to his own life; but all of us should know what they have contributed to the life of the nation. Our founding fathers, the pioneers who settled the American wilderness, brought with them a lively sense of education's importance. One of the earliest laws of the English colonies in America referred to the need for training the young in "learning and labour and other employments which may be profitable to the Commonwealth." Later, our political leaders recognized that education, available on the broadest basis, fortified our republic. They believed that -- as Lord Brougham put it -- "Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave." Their confidence in what Lincoln called "the ultimate justice of the people" was reasonable only in a society that gave every man the right to acquire knowledge, but with that right, the responsibility for employing it to the best personal and public advantage.

Our nation has indeed been fortunate. Its legacy from the old world includes a deep respect for education in preparing man for a full and useful life. We have built on that foundation until today opportunity for learning is limited only by one's capacity to learn. Our growth in strength and prestige is a reflection of this progress in education even more than of our great national resources and of our advances in commerce and industry. Due credit goes to our founding fathers and to our leaders, for theirs was the concept. But its application has been left to the teachers, and it is to give them credit -- to give you credit -- that we are gathered here now.

Recent developments of great technical and political significance have re-emphasized the importance of scientific training. If this nation is to keep its position in the first rank of world leaders, it must continue to have the means to support that position. Essential among these means are the products of scientific achievements. We Americans are agreed, firmly and unanimously, that we must maintain our technical superiority and we are determined to do so.

In using the phrase "technical superiority" I am not deaf to the message of the Sputniks. But I balance against them not only our success in developing weapons of war, but also the tremendous contributions our scientists have made toward prolonging our lives and enhancing the conditions under which we live them.

In these times we are preoccupied, as we should be, with strength -- with military strength. We need strength to survive. But let us not forget that though true leadership springs in part from strength, it springs equally from the wisdom and justice with which that strength is applied. For this, we need not only scientists but, as the Secretary of State has said, also "ministers and historians, teachers and people interested in the humanities." In Mr. Dulles's further words, we need "a balanced society, with balanced teaching." Education should be concerned with more than survival alone. Our sights must be set far higher, so that the society we protect will be truly worth the effort, in terms of our own noblest aspirations and those of freedom-loving peoples everywhere.

Today, November 11th, is Veterans Day -- a day for honoring Americans who fought in past wars. It is fitting that the topic for this, the second day of Education Week, is "Education for Responsible Citizenship," because those who offer their lives for their country discharge the citizen's ultimate responsibility. As often in the past, so today American men and women are serving their country in many parts of the world. I am here as a representative of the tens of thousands of soldiers, sailors and airmen, stationed throughout Europe, who have joined with their comrades of the other NATO countries to forward our hopes of peace and freedom. It is of their work, as responsible citizens, that I want to speak to you.

We all remember those first years after World War II, when a brutal Russia dashed our hopes for a brave new world. We remember 1948, when Czechoslovakia was dragged behind the Iron Curtain, and the Soviets, by their blockade, tried to starve Berlin into submission. We remember other events by which Russia created the background for the Korean War. It was in this climate of concern that twelve Western nations banded together in the North Atlantic Treaty Organization, NATO, in April 1949. The membership increased to fifteen with the admission of Greece and Turkey in 1952 and of the Federal Republic of Germany in 1955. NATO territory now embraces 450 million people, and runs northward to the tip of Norway, eastward through Italy and Greece to Turkey, and westward through the United Kingdom and Iceland, across the Atlantic to Canada and the United States.

The aim of the organization is best stated in the preamble to the treaty that established it:

"The Parties to this Treaty reaffirm their faith in the purposes and principles of the Charter of the United Nations and their desire to live in peace with all peoples and all governments.

"They are determined to safeguard the freedom, common heritage and civilization of their peoples, founded on the principles of democracy, individual liberty and the rule of law.

"They seek to promote stability and well-being in the North Atlantic area.

"They are resolved to unite their efforts for collective defense and for the preservation of peace and security."

.

This treaty, which gives NATO its direction and defines the mission of the NATO forces, imposes on us two broad tasks. These are: to prevent war, but -- should we be attacked -- to defend the peoples and territories of the NATO countries. Let me emphasize that preventing war is our primary mission -- primary in time, in importance, and in the effort we devote to it. This is the mission that has added such weight to the term "deterrent." Since World War II, the main element of the deterrent has been our heavy strategic forces, which have contributed so much to the preservation of peace and which continue to be a main buttress to our hopes. The second element is the land, sea and air forces -- our shield forces -- which actually hold the forward line against aggression. The third element is no less vital for being intangible. Regardless of the strength of our forces, they can not be effective unless they are supported by our will, our determination, to use them promptly in time of need. This will, this determination, we have.

I shall not dwell on the strategic forces. Their role is well known, and they are deservedly supported by the American people. I shall, however, discuss the shield forces, for here the American contribution, though also indispensable, is but narrowly known and appreciated.

The functions of the NATO shield are three. The Russian menace having compelled the organization of NATO, it is essential that we present concrete evidence of our determination, and of our ability, to defend NATO territories. This, then, is the shield's first function. Our forces are not meant to engage in great campaigns in the traditional sense; rather, they are defensive. Their mission is to hold our frontier until the total effort of the Alliance becomes effective. How long this would take, no one knows, but we believe the time would be short. Accordingly, the need to mobilize men and industry may be less than in the past. How the forces are balanced, their organization and composition, is being governed by this first function.

The second function of the shield directly supports our primary purpose, the prevention of war, and is of the greatest interest and importance. The might of our strategic retaliatory forces vastly reduces the danger of a general war. The aggressor knows that to start such a war would invite his own destruction. However, there remains the risk of a war by accident, by miscalculation. A probing operation to achieve political advantage -- a border incident, negligible in itself -- might flare out of control. And here lies the value of the shield forces, deployed along NATO's frontier -- a frontier which is not an imaginary line, a mere geographical concept like the Tropic of Capricorn. It is an actual, physical line that runs for more

than 4,000 miles through the villages, forests and the farms of Europe. If this critical line, which the fifteen NATO nations have vowed to defend, is held with reasonable force, then force must be used to breach it. The decision to apply that force would be terrible in its implications. It must consider not only the stout shield in immediate defense, but the sharp sword of our strategic retaliation. The shield force thus serves to complete the deterrent, to integrate all the elements that compose its strength. This is the second function.

The third function is closely related to the second, but is important enough to be discussed separately. In an era of nuclear plenty and of delivery means adequate in number and in effectiveness, the NATO shield provides us with an option more useful than the simple choice between all or nothing. Should we fail to maintain reasonable shield strength on the NATO frontier, then massive retaliation could be our only response to an aggression, regardless of its nature. There is real danger that inability to deal decisively with limited or local attacks could lead to our piecemeal defeat or bring on a general war. If, on the other hand, we have means to meet less-than-ultimate threats with a decisive, but less-than-ultimate response, the very possession of this ability would discourage the threat, and would thereby provide us with essential political and military maneuverability.

Here, then, is the central military meaning of the NATO Alliance: to deepen the deterrent to another great aggression that could well wreck civilization; and also, by means of the covering shield, to save civilization from being whittled away by forays and incursions which otherwise could be halted only by invoking our full apparatus of destruction.

Does this meaning still hold? Are the NATO assumptions still valid? Or, have the Soviet moons suddenly changed everything?

Foolish indeed would be the man who tried to brush off the Soviet accomplishment. None of us can feel comfortable in the knowledge that these objects whizzing about in space are not our own. By my uncertain recollection, the model presented to our youth of what the first space-man would be was Buck Rogers, as authentically American as Dan'l Boone. It is disquieting to find, now, that he is a commissar -- the first space defector, so to speak -- and that his vehicle was made not in Detroit, but in Moscow.

Indeed, had the Russians only managed their other, their political, satellites with a truer understanding of human aspirations, we could applaud them for being the first to project man's reach into outer space. Instead, a sinister shadow lies over what, in less cruel hands, would be an epochal advance in the continuing adventure that is life. The Soviet moons are another sobering example of the power of a dictatorship to concentrate resources toward a specific end. In the long run, we can expect the military implications to emerge.

But this is not to say that their moons have overnight altered the universe. The heavens have been with us since the beginning, and all the contraptions the Russians and ourselves may dispatch there in what remains

of our lifetimes are not likely to make much of a dent on the mighty worlds beyond our own. Nor has the stout edifice of deterrence that preserves the peace of our own planet been brought down by those two mindless, tumbling pieces of metal.

The techniques underlying the new developments are, of course, known to the West. Our scientists have also been working with them. Although our work is clearly cut out for us, it is not my impression that the West has suddenly been thrown into a technological crisis. What we are undergoing is a crisis of confidence.

A cold war demands cold nerves. Let us not discount our own assets, merely because Soviet science has scored in one area. Our air and atomic advantages remain, and these, combined with the West's chain of air, sea and land bases, encircling the world, will determine the military balance of power for some years to come. Meanwhile, improved delivery systems, including long-range missiles, will be entering our own arsenal. The problem confronting our scientists and engineers is to maintain unimpaired the deterrent power through the continuing cycles of technological change.

What we will have in forces and weapons, and what we know or assume the Russians will have -- this forms a basis of our military planning. I recently submitted to my NATO superiors the outline of a strategy for the next five years. In the light of Russian announcements, it is interesting to note that this study states, in its opening paragraph, that the next five years seem certain to witness a climax in the evolution of military forces -- Soviet, as well as our own -- toward a nuclear footing. It credits the Soviets with weapons which I am sure they wish they could have in this time period. And I cannot resist pointing out that this study, submitted prior to the launching of Sputnik I, states the following: "The Soviets have announced intentions to launch an earth satellite in 1957. Western scientists credit them with this capability. A vehicle able to gather and transmit military information may therefore become available." Our study nevertheless concludes, despite even these generous allowances, that the West can maintain at tolerable cost, through a cycle of radical technological change, a force sufficient to uphold the deterrent strategy and to give assurance to the NATO peoples. Our study also finds, however, that the danger of general war can be kept remote only by our unity, our ready military power, and our steadfastness.

More and better nuclear weapons and advanced delivery systems add authority to the deterrent; but these same improvements make it all the more necessary that we bear in mind the purpose for which they are being created -- namely, to prevent war. Because of the great technical advances now being achieved, the deterrent function of the NATO shield gains importance. Its ability to control an action short of unlimited nuclear war will tend to prevent an incident which, though expected to be limited, might not be limitable; and this ability faces an aggressor with the terrible consequences of a rash adventure. Thus, the shield must be maintained, if the deterrent is to be maintained, for the shield completes the deterrent.

I have spoken of military tasks and means. I have done so because the reasonable military strength now coming into place has enabled our nations to regain their confidence, their hope for the future. This strength continues to be essential. However, the NATO Alliance has created something more powerful by far than its weapons in the hands of our soldiers, sailors and airmen. That something is hope and resolution that spring from the unity of fifteen countries with a common purpose. Here indeed is the great deterrent. With such strength in hand, is our confidence so small that it can be eclipsed by a tiny manmade moon?

It is symbolic of our unity that the Heads of Government of the NATO countries are meeting in Paris next month, to reaffirm their devotion to the principles of the Treaty and to take action to strengthen the Alliance. Out of this meeting will surely come an even firmer resolve to meet the challenge of the times. Great impetus will be given to welding the means at our disposal into a more effective union. We are strong now in spirit -- strong in the physical means of defense. What we shall presently witness in Paris is, I am confident, a furthering of the great conception of the Alliance, a tighter union of our efforts and resources. With this, we can fulfill our mission of preserving freedom and preventing war.

We live in freedom. We enjoy its blessings. Deserving this privilege requires us to learn -- perhaps re-learn -- freedom's value and to face afresh the fact that, as often in our history, freedom comes at a price. Ours is a world whose dangers are increasingly subtle and complex. To recognize these dangers and participate in disarming them is the duty of every citizen. No program is stronger than the people who support it. Support is based upon knowledge and understanding, and here lies our problem. I propose merely to state it: how can our children best be made to understand the value of peace and freedom? How can they best be prepared to advance this great cause?

I have concentrated today on only one aspect of the question -- why an adequate military posture and an educated people are essential to our security. Both are needed, for only thus do we meet the requirement so aptly stated by Pascal: "Justice without might is helpless; might without justice is tyrannical. We must then combine justice and might, and for this end make what is just strong, and what is strong just."

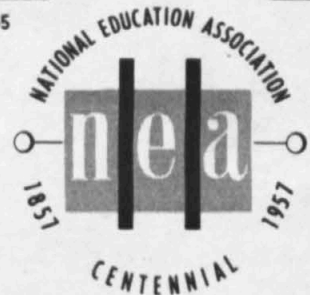
News

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 Carol Scotton

FOR RELEASE: Sunday papers
Nov. 10, 1957

Social Studies Group Meets
Nov. 27-30 in Pittsburgh

WASHINGTON, D.C. — November 9— How to teach social studies in this age of snowballing science is one of the questions the National Council for the Social Studies will consider November 27-30 in Pittsburgh.

About 1500 educators and laymen are expected to attend this 37th annual meeting, according to Merrill F. Hartshorn, Council executive secretary. The Council is a department of the National Education Association (NEA).

Speaking at the first general session Thanksgiving Day (November 28) will be NEA President Lyman V. Ginger. He will talk about the NEA's present and coming role in building quality education. New concepts and values in the social studies curriculum will come in for discussion Friday morning by S. P. McCutchen. He is chairman of the social studies department in New York University's school of education.

Harold Benjamin, director of the Connecticut Study of the Role of Public Education, will speak Friday night on "How Good Should Our Schools Be?" The Council's president William H. Cartwright of the department of education at Duke University, will deliver his presidential address Saturday noon (November 30) on "The Social Studies: Scholarship and Pedagogy."

Each subject in the social studies discipline will be considered individually at Friday luncheon meetings. Section meetings Friday and Saturday are scheduled to discuss new and changing ideas in teaching. Some of the subjects are the teaching of Communism, English-social studies correlation, and history and geography in the elementary grades. "The Pittsburgh Story: A Case Study in Urban Redevelopment" is slated for discussion Saturday morning in one of the section meetings.

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For your information:
Roy K. Wilson or Carol Scotton

FOR RELEASE: P.M. Papers
Saturday, November 9, 1957

Texas, Ohio, Iowa Superintendents Nominated
To Head American Association of School Administrators

WASHINGTON, D.C.—Nov. 8—Three public school superintendents in Texas, Ohio, and Iowa have been nominated president-elect of the American Association of School Administrators (AASA).

They are:

Irby Carruth, superintendent of schools, Austin, Texas

Martin W. Essex, superintendent of schools, Akron, Ohio

Clyde Parker, superintendent of schools, Cedar Rapids, Iowa

The three were nominated in a primary preferential ballot conducted by mail among the 11,000 members of AASA. The members will choose a president-elect from among the three in a nation-wide ballot in December.

The president-elect serves a one-year term (beginning March 15, 1958) before succeeding to the presidency. He will then serve as AASA president from March 15, 1959 to March 15, 1960. AASA is a department of the National Education Association.

Both Dr. Carruth and Dr. Parker have served as president of the association of school administrators in their respective states. Dr. Parker was also one of two AASA representatives to attend the Mid-Century White House Conference for Children and Youth. Dr. Essex has been active in Ohio education circles and in 1953 headed a successful statewide constitutional amendment campaign for a State Board of Education.

The results of the primary balloting were announced today by the AASA Board of Tellers. The Board includes T. Edward Rutter, superintendent of schools, Arlington, Va.; J. E. Pease, superintendent of schools, La Grange, Ill.; and John E. ^{Morgan} ~~Morgan~~, superintendent of schools in Burlington County, Mount Holly, N.J.

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For further information,
Roy K. Wilson or Tom Erhard

FOR IMMEDIATE RELEASE
November 8, 1957

IMPROVING QUALITY IS CONCERN OF CONFERENCE ON HIGHER EDUCATION

WASHINGTON, D.C.-- "Higher Education: Strengthening Quality in the Satellite Age" will be the theme of the thirteenth annual Conference on Higher Education planned for March 2-5, 1958, in Chicago.

Paul Bulger, president of the Association for Higher Education, said the conference will follow through on last year's "Bold New Look at the Not Too Distant Future" with a series of 28 discussion groups. They will seek ways to better the quality of education in today's exploding era.

In announcing plans for the conference, G. Kerry Smith, association executive secretary, said, "At this moment we are not ready to meet the urgent demand for more teachers at the college level. The dramatic impact of the Soviet satellites symbolizes how important trained manpower is to our national survival today. This applies to all fields of knowledge, makes education for increasing numbers more necessary than ever, and makes imperative the highest possible quality of instruction."

Chairman of the conference planning committee is George F. Budd, president of St. Cloud, Minnesota, State College. Larry Dennis, vice chairman for academic affairs, Pennsylvania State University, will serve as chairman of the conference resolutions committee. More than one thousand leaders in higher education are expected to attend.

A new feature of the 1958 conference will be an exhibit of significant books in the field of higher education. Chairman of the committee planning the exhibit is Lewis B. Mayhew, office of evaluation services, Michigan State, and director of research, Stephens College, Columbia, Missouri.

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Roy K. Wilson or Carol Scotton

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National Education Association



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

November 6, 1957

MEMO TO THE EXECUTIVE SECRETARY

Dear Colleague:

At the suggestion of NEA, the Advertising Council prepared a special one-minute animated TV spot on American Education Week. Distribution was made by the Advertising Council through its regular channels to some 500 TV stations throughout the United States.

I have just obtained some extra prints and thought that you and members of your staff might enjoy seeing the one enclosed.

Sincerely,

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

cc: Dr. J. L. McCaskill

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For further information:
Roy K. Wilson or Myrtle Bonn

FOR RELEASE: A.M. Papers
Monday, November 4, 1957

NEA Sees Struggle for Competent Teachers Reaching Far Into Future; Cites Alarming Loss of Science Teachers

WASHINGTON, D.C. November 3 -- The National Education Association (NEA) today predicted that the struggle to provide competent teachers - especially science teachers -- "casts its shadow far into the future."

In a review of the teacher supply and demand picture over the past decade, the NEA reports that as the "sputnik" age sharpens the need for scientific and other specialized personnel, an alarming number of teachers specifically trained to develop that personnel are leaving the field before they even enter it. The 28-page study, published by the NEA Research Division, is titled The Postwar Struggle to Provide Competent Teachers. *See Research Bulletin No 3, 1957*

The years just ahead are certain to bring new problems in a different framework and of even greater magnitude, the study suggests.

"Recent developments have greatly increased America's needs for scientists and engineers," it says. "Here the primary role of the public schools is clear -- to identify and encourage the young student with aptitude for and interest in scientific studies. But the diminishing supply of new teaching candidates in science and mathematics fell precipitately from 1950 to 1955, and the modest increase recently does not compensate for that loss. Moreover, the aggressive competition of other occupations for this inadequate supply makes even more difficult the task of staffing the schools."

The review shows that while the loss of candidates is substantial in all areas of teaching, it is most acute in the sciences and math. This year, for example, 5,044 graduates are newly prepared for high-school science teaching. If the same percentage fail to enter the classroom as failed last year, the schools will lose over 40 percent - or over 2000 - of these graduates to other occupations or activities.

(more)

The report lists the specific teaching fields in which candidates are most likely to be attracted elsewhere. They are, besides science and math, commercial subjects, agriculture, industrial arts, and home economics. Graduates prepared to teach music, art, English, foreign languages and social studies are more likely to enter teaching.

Urging that students and all others considering teaching as a profession be kept up to date on supply and demand statistics, the report adds that "school administrators and college teachers have a responsibility" to help students apply this type of information to their own circumstances.

A comprehensive report on supply and demand problems in higher education is scheduled for completion shortly, the NEA Research Division announced.

Other highlights from the review include:

- * In the last decade elementary-school enrollments have increased 32.4 percent but elementary-school teachers in service have increased only 30.0 percent. In the same 10-year period secondary-school enrollments have increased 39.0 percent; teachers in secondary-school service, 33.4 percent.
- * In the next decade college enrollments promise to increase at a faster rate than either elementary- or secondary-school enrollments.
- * As many as 4 of every 5 college graduates prepared for elementary-school teaching actually enter classroom service while only 3 of every 5 prepared for secondary-school teaching do so.
- * As many as one-half of all new teachers employed in September 1956 came from sources other than the 1956 class of college graduates. These sources include former teachers, former college graduates who prepared for teaching but never taught, persons with temporary certificates or some other kind of license.
- * The typical elementary-school teacher of 1957 is better prepared, by one full year of college education, than was her counterpart in 1947.
- * The outstanding achievement of the postwar era has been the improved status of elementary-school teachers. Higher standards adopted in almost every state and widespread acceptance of the concept of equal pay for elementary and high-school teachers have been major contributors.
- * The postwar record indicates clearly that high standards of preparation and admission to the teaching profession tend to stimulate the interest of youth of high ability, while low standards discourage them.
- * The number of college graduates prepared for secondary-school teaching has responded to quite different influences from those affecting the flow of new elementary-school teachers; in the five years following 1950 the number of new secondary-school teachers dropped 42.8 percent while the number of new elementary-school teachers climbed 31.9 percent.

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National Education Association



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

November 4, 1957

To the President of the Local Association:

You will soon be receiving your copy of School--1957, a new handbook which can help you to line up potent newspaper support for a really outstanding observance of American Education Week in your community this year.

School--1957 contains penetrating reports on the problems of today's schools by 25 of the nation's top editors, broadcasters, and leaders, including the President of the United States. Condensed from articles appearing in the press, national magazines, radio or television broadcasts in recent months, the articles show clearly the intelligent and constructive interest in education being shown currently by national media.

What is more important to you personally, and to the editor of your newspaper, is that many of these articles deal with problems that have direct application to the school children, parents, and teachers in your own community.

Your editor, we believe, would appreciate having this copy of School--1957 to use as a sort of "idea file" from which he could develop local angle stories and editorials keyed to American Education Week Nov. 10-16. We hope you--or possibly your association's public relations or AEW chairman--will find occasion to present him this copy personally, and to chat with him regarding increased local coverage of the week's events. As just one suggestion--please note the strong statement made by President Eisenhower in the lead article regarding the importance of parents visiting their child's school.

We are also enclosing a roundup press release on American Education Week which your editor can adapt for local use.

Sincerely yours,

Beatrice M. Gudridge

Beatrice M. Gudridge
Assistant Director
Press and Radio Division

11/57
FOR RELEASE AT WILL

Norstad, McElroy to Open American Education
Week With "Salute to Teachers," November 11

WASHINGTON, D.C., Nov. 1 -- Two top government officials -- General Lauris Norstad, Supreme Allied Commander in Europe, and Defense Secretary Neil H. McElroy -- will launch the 37th annual observance of American Education Week scheduled for November 10-16 with a nationwide "salute to teachers" originating in Cincinnati, Ohio, November 11.

The salute will be the first in a series of week-long, country-wide activities and will be carried to the rest of the nation via TV and radio networks that evening.

Throughout the week, several of the Nation's leading personalities will, according to the National Education Association (NEA), participate in "this intensive community focus on schools." They include the governors of most of the states and territories, plus such famous mothers and dads from the entertainment field as Arlene Francis, Ronald Reagan, Arthur Godfrey, Tex and Jinx, and Garry Moore.

The observance, during which some 20 million parents are expected to visit schools, is sponsored by the NEA, the American Legion, the U.S. Office of Education, and the National Congress of Parents and Teachers.

President Dwight D. Eisenhower set the tone for the week in an official proclamation in which he called on Americans everywhere to "demonstrate their appreciation of the work of our Nation's teachers," and support "every program designed to improve our schools and colleges which are firmly engaged in building a better and stronger nation."

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National Education Association



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

November 2, 1957

Dear Colleague:

As you will see from the special edition of the TV-Radiogram enclosed, the expanding NEA public relations program in television and radio is beginning to yield large-scale results. The new NEA TV-Radio Office is now established and functioning in New York City under the direction of Richard Krolik, former network executive.

As we move forward with other plans in the television and radio field, we need your help. It may be only the jotting on the back of this letter of a name and address of a resource person to whom we might write for suggestions. In any event, let me tell you as briefly as possible about the kind of assistance we need.

Our job in television and radio is to get more and better programs on the air which further our common aims. We have been reasonably successful in the area of public affairs programming this fall, with two major events - Back-to-School and American Education Week - to provide the clothesline on which we can hang our stories.

Programs such as WIDE WIDE WORLD; TODAY; NBC NEWS; LET'S TAKE A TRIP, have carried major features about the public schools. Others are in the works.

To invade other areas of programming and to maintain our representation on the public affairs shows, we must have material to offer the producers. None of them is against doing shows about education; our job is to provide the answer to their question, "Where are the stories you would like us to do?"

These stories are in every school in the country. Perhaps you know of a good story; or you may know of a person in your school system who could direct us to such a story. If you have time to write a brief description of the most interesting, personal story of a teacher that you know, we would like to hear from you. If you don't have the time, send us the name of one of your colleagues who might be willing to do this.

Several producers have shown interest in developing a series of programs about true experiences of teachers - a series that might have the same relationship to the teaching profession as CROSSROADS has to the clergy, MEDIC to doctors, and DRAGNET to the Los Angeles police.

It could be the story of the moment when the teacher's faith in a pupil proved justified. It could be the story of a teacher's heroism and self-sacrifice in the face of danger to her class. It could be the story of a teacher's adjustment to a community, or a community's adjustment to a teacher.

It could be a story of bravery, or sympathy, or love, or laughter, or tears. It should be a human story.

(please turn the page)

Nov. 1957

NATIONAL CONFERENCE ON RECREATION FOR THE MENTALLY ILL
WOODNER HOTEL, WASHINGTON, D. C.

November 17-20, 1957

LIST OF CONFERENCE PARTICIPANTS

- ALABAMA- Mr. Charles G. Bevans, Sr., Assistant Chief, Recreation Section, V. A. Hospital, Tuskegee.
Miss Virginia L. Dobbins, Patient Activity Director, Bryce Hospital, Station 3, Tuscaloosa.
- CALIFORNIA- Mr. Gerald J. Callahan, Chief, Recreation (Brentwood), Veterans Administration Center, Los Angeles.
Mr. Lee Helsel, Chief, Rehabilitation Services, State Department of Mental Hygiene, 1320 K Street, Sacramento.
Mr. Lourence O. Janssen, Area Chief Special Service, Veterans Administration, Area Medical Office, VARO - 49 - 4th Street, San Francisco.
- CONNECTICUT- Miss Marjorie Rosebrooks, Recreation Director, Norwich State Hospital, Norwich.
- DELAWARE- Dr. John Eisele Davis, 105 St. Lawrence Street, Rehoboth Beach.
Dr. John H. Jenny, Board of Education Building, 511 West 8th Street, Wilmington.
Mr. E. G. Lindsay, Director of Recreational Therapy, Delaware State Hospital, Farnhurst.
- FLORIDA- Mr. Floyd E. McDowell, Director of Cottage Life, Sunland Training Center, Gainesville.
- GEORGIA- Mr. Bruce Prosser, Recreation Director, Milledgeville State Hospital, Milledgeville.
- ILLINOIS- Mr. Robert C. Boyd, Chief, Special Service, Veterans Administration Hospital, Downey.
Mr. Francis W. Heinlen, Chief, Recreation Section, Downey VA Hospital, Downey.
Miss Beatrice D. Wade, Head, Dept. of Occupational Therapy, College of Medicine, University of Illinois, Chicago 12.
Dr. Wallace Ann Wesley, Consultant in Health & Fitness, Bureau of Health Education, American Medical Association, 535 North Dearborn Street, Chicago 10.
- INDIANA- Mrs. Janet R. MacLean, Department of Recreation, University of Indiana, Bloomington.
Mr. Richard S. Marnocha, Chief, Special Service, VA Hospital, Marion.

(continued)

INDIANA-
continued

Mr. George E. McCormick, Chief, Recreation, VA Hospital -
43 - A, Marion.
Mr. Albert Meuli, Director, Activity Therapies, Dr. Norman
Beatty Memorial Hospital, Westville.
Dr. Martin W. Meyer, Coordinator of Activity Therapy, Division
of Mental Health, 1315 West Tenth Street, Indianapolis 7.
Mr. Lloyd H. Roberts, Coordinator of Activity Therapy, Madison
State Hospital, Madison.

KANSAS-

Dr. Lawrence Appleby, Senior Staff Psychologist, Osawatomie
State Hospital, Osawatomie.
Mr. Thomas J. Clark, Assistant Chief Special Service, Veterans
Administration Hospital, Topeka.
Edward D. Greenwood, M. D., Coordinator of Training in Child
Psychiatry, The Menninger Foundation, Topeka.
Mr. Jim Hean, Activities Coordinator, Prairie View Hospital,
324 East First Street, Newton.
Mr. Ira J. Hutchison, Jr., Recreation Director, 624 Western
Street, Topeka.

MARYLAND-

Mr. Robert K. Bing, Teaching Fellow, Institute for Child Study,
University of Maryland, College Park.
Miss Phyllis E. Cromwell, Recreation Director, Patient Activity
Section, Room 13N202, Clinical Center, National Institutes of
Health, Bethesda 14.
Leonard J. Duhl, M. D., National Institute of Mental Health,
Psychiatrist, Professional Services Branch, Bethesda 14.
Mr. Robert T. Giraldi, Chief, Special Service, Veterans Adminis-
tration Hospital, Perry Point.
Dr. Ellen E. Harvey, Recreation Coordinator, Student Activities
Building, University of Maryland, College Park.
Robert T. Hewitt, M. D., Chief, Hospital Service, National
Institute of Mental Health, Bethesda.
Mrs. Ethel P. Hoffman, Recreation Supervisor, c/o American Red
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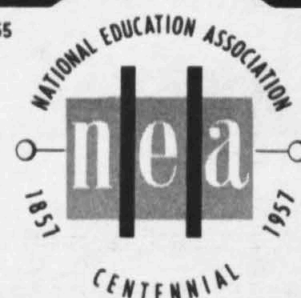
News

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:
Roy K. Wilson or Myrtle Bonn

11/57

FOR RELEASE AT WILL

AMERICAN EDUCATION WEEK, NOV. 10-16, 1957

FILLERS

Forty percent of all American families have one or more child in the public schools, according to the National Education Association.

* * *

Approximately 20 million Americans are expected to visit their schools during American Education Week, November 10-16, the National Education Association reports.

* * *

Before 1900, the education of exceptional children was, for the most part, in the hands of medical men. In recent years, says the National Education Association, work with handicapped and gifted children has become primarily the responsibility of the public school. In fact, adds the NEA, several universities now give doctorate degrees in special education.

* * *

In spite of an increasing number of scholarships offered by states, corporations, and foundations, the National Education Association estimates that each year some 50,000 of the ablest graduates of American high schools are not going on to college. Reason is inability to finance a college education.

* * *

Of the 17,000 school superintendents in the United States, fully 70 percent are in rural areas, reports the National Education Association.

* * *

Of the 1956 college graduates prepared for high-school teaching, 9.3 percent chose other occupations, says the National Education Association. Only 2.1 percent of those prepared for elementary-school teaching during the same year chose other jobs.

* * *

Rural schools enroll about 11,898,000 pupils, or about 39.5 percent of the nation's total, the National Education Association reports. They have about 47 percent of the nation's teachers.

(more)

A child's chance of getting a good education depends upon where he lives, reports the National Education Association. In one state his chances are 98 in 100 that he will have an elementary teacher who has had four years of college training. In another state his chances are three in four that his elementary teacher will not be a college graduate.

* * *

Total school and college enrolment in the U. S. in the school year 1957-58 is expected to reach a new all-time peak of approximately 43,135,000, according to the U. S. Office of Education. It is estimated that one of every four persons will attend school or college this year.

Elementary-school enrolment (kindergarten thru grade 8) is expected to be about 30,670,000 as compared with 29,711,000 last year, while high-schoolers (grades 9 thru 12) will total about 8,424,000, more than half a million over last year's 7,820,000. Colleges and universities will enrol about 3,450,000 as compared with 3,244,000 last year.

In 1951, says the National Education Association, only 20 of the states and territories had subscribed to the policy that every elementary school teacher should be a college graduate. Today no fewer than 37 states have adopted this standard or are in the process of doing so.

* * *

Approximately 150,000 buses and other school vehicles transport 9,500,000 children to 20,000 schools daily, according to an estimate by the National Education Association. The buses travel at least seven million miles a day and provide the "safest transportation system in the world."

* * *

The number of college graduates in the nation reached a 10-year peak in 1950 when 434,000 persons received bachelor's degrees, reports the National Education Association. The number fell to 287,000 in 1955 and went up only slightly in the past two years.

* * *

An estimated 138,000 new teachers were employed by the public schools last year, according to figures from the National Education Association.

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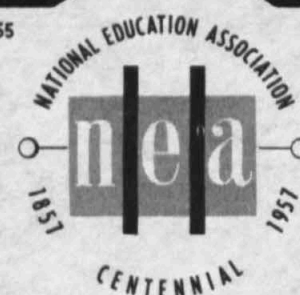
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For further information:
Roy K. Wilson or Myrtle Bonn

11/57

FOR RELEASE AT WILL

Norstad, McElroy to Open American Education
Week With "Salute to Teachers," November 11

WASHINGTON, D. C., Nov. 1 -- Two top government officials -- General Lauris Norstad, Supreme Allied Commander in Europe, and Defense Secretary Neil H. McElroy -- will launch the 37th annual observance of American Education Week with a nationwide "salute to teachers" originating in Cincinnati, Ohio, November 11.

The salute will be the first in a series of week-long activities and will be carried to the rest of the nation via TV and radio networks that evening.

Throughout the week, several of the Nation's leading personalities will, according to the National Education Association (NEA), participate in "this intensive community focus on schools." They include the governors of more than half the states and territories, plus such famous mothers and dads from the entertainment field as Arlene Francis, Ronald Reagan, Arthur Godfrey, Tex and Jinx, and Garry Moore.

The observance is sponsored by the NEA, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers. It runs from November 10 through 16.

"Everybody from the President of the United States to TV personalities, political leaders and his own parents will be casting more-searching-than-ever looks

more

at Johnny and his schoolroom," a spokesman for the sponsors predicted. An estimated 20 million persons are expected to visit the schools during the observance.

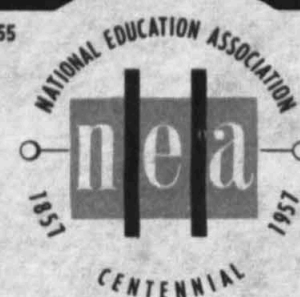
President Dwight D. Eisenhower set the tone for the week in an official proclamation in which he called on Americans everywhere to "demonstrate their appreciation of the work of our Nation's teachers," and support "every program designed to improve our schools and colleges which are firmly engaged in building a better and stronger nation."

The Cincinnati program was planned by a group of former local schoolboys, now all prominent business- or statesmen, who "realize how seldom the work of teachers is recognized." Among them are Secretary McElroy and former Secretary of Commerce Charles Sawyer. The salute is scheduled to take place in the Cincinnati Garden.

"The important fact is that an entire community is bending together to salute the teachers of America," said Joseph B. Hall, general chairman of the program and president of the Kroger Company. "Here, in only one of thousands of communities celebrating American Education Week, approximately 2800 individual families will play host to the teachers who live in their neighborhoods. All teachers, including retired and student teachers, and their wives or husbands, will dine with a neighborhood family before the show. They will be escorted to the Garden by their hosts. A total of 780 citizens, plus committees and school officials, are responsible for arrangements."

Also scheduled to appear on the opening night program out of Cincinnati are Governor C. William O'Neill of Ohio and Cincinnati's Mayor Charles P. Taft. The United States Marine Band will perform.

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