

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 Joseph Hanlon

FOR RELEASE: P.M. Papers
Monday, June 29, 1959

Low Education Budget Seen as Menace To National Security and Survival

ST. LOUIS, June 29 -- This year's \$10 billion expenditure for the nation's public schools falls \$8 billion short of what is required for a good educational program.

This is the conclusion of a new report by the Educational Policies Commission, a joint undertaking of the National Education Association and the American Association of School Administrators, headed by Virgil M. Hancher, president of the State University of Iowa.

The report, released at the NEA convention here today, is titled National Policy and the Financing of the Public Schools. It calls for a "massive" addition of funds for public education, with a "significant" share of that increase to be provided by the Federal government. On the issue of whether Federal money threatens local control of the schools, the report has this to say: "Initiative and control imply freedom of choice. But lack of money limits that freedom in most American school systems today. Too often the schools must choose not the best alternatives, but the cheapest."

"The prosperity, security, and very survival of the nation," the report says, "are staked, in the long run, on the public schools."

"These are national tasks, their accomplishment a national affair. Yet alone of all the vital national concerns, education is not recognized as an obligation in which the national government must carry a significant share."

The Commission's estimate of the current deficit in school spending is based on actual spending in the 1958-59 year. It takes no account of mounting school enrollments which promise additional burdens in the years ahead, nor of current shortages of school facilities and classrooms.

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Note: An advance press copy of National Policy and the Financing of the Public Schools is enclosed along with a reproduction proof of a graph illustrating the Commission's major recommendations.

"The public schools, in the American tradition, are locally controlled and locally operated," the report notes. "The assumption has been that the schools which communities provide for themselves will be adequate for the nation."

"But today," the report goes on, "the national need for high quality in public education has become more urgent than ever. America's success in fulfilling her new responsibilities of leadership may well determine the future of free peoples everywhere. Yet most localities today are hard put to finance the schools on which that success depends, and in too many places unsolved financial problems mean inadequate education. This is a tragedy for the undereducated, a menace to the society, and an incongruity in the world's richest nation."

The Commission notes that government has a moral responsibility to the individual to provide for him the opportunity to develop his full powers. But beyond that, it holds, "the interests of the nation -- its political effectiveness, prosperity, and security -- today lend new urgency to that moral principle."

"The modern economy demands not muscle, but skill and intellect," the report says. Industrial laborers and farm workers, who constituted half of the working population at the beginning of this century, will represent but 12.6 percent of the population by 1965. Conversely, professional, technical, white collar workers, and skilled craftsmen, who represented but 40.9 percent of the working population in 1900 will, by 1965, comprise 75.6 percent... Schools, even more than natural resources, are the basis of prosperity.

"Just as educational level and prosperity are associated, so ignorance and poverty generally go hand in hand," the report warns. "Where ignorance generates poverty, poverty perpetuates ignorance, and the whole nation is the weaker."

The complexity of modern weapons and modern warfare, the report adds, have made it essential that most military personnel be in effect, skilled workers, and that many be professional and scientific persons, so that adequate schooling has become essential to the national defense.

Similarly, on the political front, an educated electorate has become essential to national security, the report holds. "The effectiveness of the American political system demands that the people understand national and international issues, the relationships between them and the manner in which they arise, are dealt with, and abated. In promoting these understandings the schools have a basic role."

The Commission, in earlier studies, has developed a formula for estimating the minimum cost of operating good schools. This formula holds that the minimum annual per-pupil expenditure for good schools is about 12 percent of the salary which must be

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paid to a qualified beginning teacher. It is through the application of that formula that the Commission arrived at its estimate that current public school spending is about \$8 billion a year short of meeting the need.

Current expenditures for the public schools, the Commission found, are 2.4 percent of this year's total Gross National Product. An increase of about 1.7 percent would supply the needed \$8 billion and wipe out the deficit, the Commission notes.

It holds that the states and local communities which rely heavily for revenue on real estate taxes, do not have the economic strength necessary to finance their own schools adequately. Other forms of capital investment have overtaken real property, which now represents a relatively small portion of the nation's wealth, the report says.

"The traditional expectation that each state can and will finance its own system of education," the report adds, "is no longer realistic."

But the Federal government, the report notes, has a much superior capacity to obtain new revenue from newly created wealth.

"The performance of the Federal government as a tax-collecting agency has reflected the superiority of its position. It has a single tax jurisdiction covering the entire country. Its taxes are highly responsive to changes in income and to the ability of the taxpayer to pay them. It is free from the limitations and disadvantages which encumber the states and localities."

"Improvements in state and local financing of education are needed and can be achieved," the report says, "but they cannot be expected to occur rapidly or uniformly, and it is doubtful that, even at the optimum, they would meet all the needs."

"Therefore," the report concludes, "in the light of the responsibilities of American education, the tax structure of the nation, and the needs facing the schools, the Federal government should participate in the general financing of public schools."

"The choice now before the American people must be faced and resolutely made. The inadequacies of the schools' financial base are fully apparent. They must be overcome. This problem will not yield easily or simply. The decisions will be hard. But the times are hard."

This report is one of a series in line with the Commission's purpose of examining major issues in education and making recommendations for handling them. Other issues studied recently by the 20-man Commission include education for manpower, communication and education, and criteria for judging quality education.

Benjamin C. Willis, general superintendent of schools in Chicago, Ill. is slated to succeed Dr. Hancher as chairman of the group on July 4. He is presently vice-chairman. New vice-chairman will be John H. Fisher, superintendent of schools in Baltimore, Md. Dr. Fisher will become dean of the School of Education, Teachers College, Columbia University, September 1. James E. Russell is Commission secretary.

Former members of the Commission include Dwight D. Eisenhower, Ralph J. Bunche, and Lawrence G. Derthick, U.S. Commissioner of Education.

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FOR RELEASE: A. M. Papers
Monday, June 29, 1959

For further information:
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School Bell Awards Recognize Excellence In Reporting on Education

ST. LOUIS, June 28 -- School Bell Awards for distinguished interpretive reporting on education were presented tonight to 27 winners in the fields of publishing and radio-television.

The awards, walnut-based bronze medallions depicting in relief an old-fashioned school bell, were presented to the winners at the opening session of the National Education Association convention in Kiel Auditorium.

The presentations were made by Sylvia Ciernick, president of the National School Public Relations Association (NSPRA) and editor of publications for the public schools of Dearborn, Mich. NSPRA is the coordinating agency for the awards, made each year by eight national education organizations.

Six of the awards went to national magazines, as follows:

Look -- for outstanding continuous coverage of education by a weekly or bi-weekly magazine.

Coronet -- for outstanding continuous coverage by a monthly magazine.

Saturday Evening Post -- for best single article by a weekly or bi-weekly magazine ("Don't Stop Criticizing Us Teachers"), by Earl H. Hanson.

Changing Times, The Kiplinger Magazine -- for best single article by a monthly magazine ("Jobs in the Education Field").

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The Saturday Review -- for comprehensive coverage through a special issue by a weekly or bi-weekly (Accent on Education issue).

Parents' Magazine -- for comprehensive coverage through a special issue by a monthly (U. S. Schools - A Report on the Progress and Problems of Education issue).

A second award, for a cover illustration, was presented to The Saturday Evening Post, for the cover by Norman Rockwell published last June 6.

In the field of television the awards went to:

National Broadcasting Co. -- for documentary interpretation ("Our Children and Their Schools") in the Outlook series.

Columbia Broadcasting System -- for documentary interpretation ("Lost Class of '59"), produced by Edward R. Murrow and Fred W. Friendly.

Columbia Broadcasting System -- for discussion ("Is America Anti-Intellectual?") in the Great Challenge series.

National Broadcasting Co. -- for dramatic interpretation ("The Twenty-Cent Tip") in the Loretta Young Show series.

Columbia Broadcasting System -- for dramatic interpretation ("The Case for Room 310") in the Armstrong Circle Theater series.

In radio, award winners were:

Columbia Broadcasting System -- for documentary interpretation ("The Educated Woman"), produced by Robert Allison, narrated by Edward R. Murrow.

National Broadcasting Co. -- for discussion program ("A Hard Look at U.S. Schools"), four-part series produced by Doris Corwith.

American Broadcasting Co. -- for continuing news coverage ("Edward P. Morgan and the News"), broadcast daily.

School Bell Awards in the press division went to:

The Associated Press -- for comprehensive coverage by press association or feature syndicate (coverage by G. K. Hodenfield, education editor).

The Christian Science Monitor -- for continuing coverage of education problems of national significance by a newspaper.

Chicago Sun-Times -- for coverage of an education problem of national significance through series of articles ("The Truth About Russia's Schools Today"), by Ruth Dunbar.

New York Times Sunday Magazine -- for continuing coverage by Sunday newspaper supplement.

Parade -- for best single article by a Sunday supplement ("Use Your Mind, Think, Search").

Herbert Block - for interpretation through editorial cartoons (Herblock cartoons in The Washington Post and Times Herald), syndicated to 200 other newspapers.

Walter Lippmann -- for editorial comment by a nationally syndicated columnist ("The Pursuit of Excellence") in his Today and Tomorrow column.

In the category of books and special reports the awards went to:

"The American High School Today," by James Bryant Conant, published by McGraw-Hill.

"The Pursuit of Excellence," report of the Rockefeller Brothers Fund, published by Doubleday.

In the field of public service advertising in behalf of education the winners were:

United States Steel Corp., for the film, "Plan for Learning."

International Latex Corp., for the editorial advertisement, "Roots of Child Delinquency."

Socony Mobil Oil Co., for advertisements titled "What Makes a School System Good?"

A special award was presented to Station WHEN-TV, Syracuse, N. Y., for one-hour special program, "Your Money or Your Schools," a documentary explaining the annual budget for Syracuse schools.

The eight national organizations which sponsor the School Bell Awards, and the representatives who selected award recipients were:

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Martin Essex, Akron, Ohio, President

Finis E. Engleman, Washington, D.C., Executive Secretary

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

George E. Watson, Madison, Wis., President

Edgar Fuller, Washington, D. C., Executive Secretary

NATIONAL ASSOCIATION OF SECRETARIES OF STATE TEACHERS ASSOCIATIONS

Phares E. Reeder, Charleston, W. Va., President

James L. McCaskill, Washington, D. C., Administrative Director

NATIONAL CITIZENS COUNCIL FOR BETTER SCHOOLS

Robert Heller, Cleveland, Ohio, Chairman

Henry Toy, Jr., New York, N.Y., President

NATIONAL CONGRESS OF PARENTS AND TEACHERS

Mrs. James C. Parker, Chicago, Ill., President

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Ruth A. Stout, Topeka, Kans., President

William G. Carr, Washington, D. C., Executive Secretary

NATIONAL SCHOOL BOARDS ASSOCIATION, Inc.

Robert E. Willis, Bradenton, Fla., President

William A. Shannon, Evanston, Ill., Executive Director

UNITED STATES OFFICE OF EDUCATION

Lawrence G. Derthick, Washington, D. C., Commissioner

NOTE: Complete list of awards is attached.

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For release A.M. papers, Monday, June 29, 1959

1959 SCHOOL BELL AWARDS

NATIONAL MAGAZINES

For distinguished continuous coverage of education during the school year 1958-59 by a weekly or bi-weekly magazine of general circulation:

Look Magazine, Daniel D. Mich, editor. Coverage included:

"Education Fall 1958" by Lawrence G. Derthick and George B. Leonard, Jr., published October 14, 1958

"A Hard Look at Our High Schools" by James B. Conant, published February 3, 1959

"Comeback of the Male Teacher" by Jack Star, published Feb. 17, 1959

"What Is a Professor?" by Richard Schickel, published March 31, 1959

For distinguished continuous coverage of education during the school year 1958-59 by a monthly magazine of general circulation:

Coronet, Lewis Gillenson, editor. Coverage included:

"Bargain-Basement Education Is No Bargain" by Martin L. Gross, published October 1958

"Teachers On a Treadmill" by Jack Mulligan, published January 1959

"No 'Bargain-Basement Education' for Us!" by Jack Cushman, published June 1959

For the best single article on education published during the school year 1958-59 by a weekly or bi-weekly magazine of general circulation:

The Saturday Evening Post, Ben Hibbs, editor, for the article "Don't Stop Criticizing Us Teachers" by Earl H. Hanson, published April 11, 1959

For the best single article on education published during the school year 1958-59 by a monthly magazine of general circulation:

Changing Times, The Kiplinger Magazine, Herbert L. Brown, Jr., editor, for the article "Jobs in the Education Field," published February 1959

For distinguished comprehensive coverage of education through a special issue published during the school year 1958-59 by a weekly or bi-weekly magazine of general circulation:

The Saturday Review, Norman Cousins, editor, for its "Accent on Education" issue, published September 13, 1958

For distinguished interpretation of education through a cover illustration published during the school year 1958-59 by a magazine of general circulation:

The Saturday Evening Post, Ben Hibbs, editor, for the cover illustration by Norman Rockwell, published June 6, 1959

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For distinguished comprehensive coverage of education through a special issue published during the school year 1958-59 by a monthly magazine of general circulation:

Parents' Magazine, Mrs. Mary E. Buchanan, editor, for its special issue, "U.S. Schools -- A Report on the Progress and Problems of Education," published October 1958

TELEVISION

For distinguished documentary interpretation of education during the school year 1958-59 aired over a national television network:

"Our Children and Their Schools," one-hour program in the Outlook series, produced by Reuven Frank, narrated by David Brinkley, televised August 31, 1958, over the National Broadcasting Company network, Robert E. Kintner, president

"Lost Class of '59," one-hour program produced by Edward R. Murrow and Fred W. Friendly, televised January 21, 1959, over the Columbia Broadcasting System network, Frank Stanton, president

For distinguished discussion on education during the school year 1958-59 aired over a national television network:

"Is America Anti-Intellectual?" one-hour program in The Great Challenge series, produced by James Fleming, moderated by Eric Sevareid, televised March 1, 1959, over the Columbia Broadcasting System network, Frank Stanton, president

For distinguished dramatic interpretation of education during the school year 1958-59 aired over a national television network:

"The Twenty-Cent Tip," half-hour program in The Loretta Young Show series, produced by John London, televised over the National Broadcasting Company network, Robert E. Kintner, president

"The Case for Room 310," one-hour program in the Armstrong Circle Theatre series, produced by Robert Costello and Jacqueline Babbitt, televised October 1, 1958, over the Columbia Broadcasting System network, Frank Stanton, president

RADIO

For distinguished documentary interpretation of education during the school year 1958-59 aired over a national radio network:

"The Educated Woman," one-hour program produced by Robert Allison, narrated by Edward R. Murrow, broadcast April 30, 1959, over the Columbia Broadcasting System network, Frank Stanton, president

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For distinguished discussion on education during the school year 1958-59 aired over a national radio network:

"A Hard Look at U.S. Schools," a series of four half-hour programs produced by Doris Corwith, broadcast August 6, 1958, August 13, 1958, August 20, 1958, and August 27, 1958, over the National Broadcasting Company network, Robert E. Kintner, president

For distinguished continuing news coverage of education during the school year 1958-59 aired over a national radio network:

"Edward P. Morgan and the News," daily program broadcast over the American Broadcasting Company network, Leonard H. Goldenson, president

PRESS

For distinguished comprehensive coverage of education during the school year 1958-59 by a press association or feature syndicate:

The Associated Press, Frank J. Starzel, general manager, for its coverage of education news by G. K. Hodenfield, education editor

For distinguished continuing coverage of education problems of national significance during the school year 1958-59 by a newspaper:

The Christian Science Monitor, Erwin D. Canham, editor, for coverage throughout the year of such issues as teacher salaries and shortages, curriculum, class size, school district reorganization, academically talented students, and many others

For distinguished coverage of an education problem of national significance through a series of articles published during the school year 1958-59 by a newspaper:

The Chicago Sun-Times, Marshall Field, Jr., editor, for the 11-part series, "The Truth About Russia's Schools Today," by Ruth Dunbar, published October 26--November 7, 1958

For distinguished continuing coverage of education during the school year 1958-59 by a Sunday newspaper supplement:

The New York Times Sunday Magazine, Lester Markel, editor, for more than 20 major articles on educational problems of national significance published throughout the year

For the best single article on education published during the school year 1958-59 by a Sunday newspaper supplement:

Parade, Jess Gorkin, editor, for the article "Use Your Mind, Think, Search," published February 15, 1959

For distinguished interpretation of education through editorial cartoons published during the school year 1958-59:

Herbert Block for his "Herblock" cartoons on education published in the Washington (D.C.) Post and Times Herald and some 200 other newspapers through distribution by the Hall Syndicate (New York).

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For distinguished editorial comment on an educational problem of national significance published during the school year 1958-59 by a nationally-syndicated columnist:

Walter Lippmann for his Today and Tomorrow column, "The Pursuit of Excellence" distributed June 1959 by the New York Herald Tribune, Inc.

BOOKS AND SPECIAL REPORTS

For distinguished coverage of education during the school year 1958-59 by a book:

"The American High School Today" by James Bryant Conant, published 1959 by the McGraw-Hill Book Company, Inc.

For distinguished coverage of education during the school year 1958-59 by a special report:

"The Pursuit of Excellence: Education and the Future of America," a special report of the Rockefeller Brothers Fund, Inc., published 1958 by Doubleday & Company, Inc.

PUBLIC SERVICE ADVERTISING

For distinguished public service advertising in behalf of education undertaken during the school year 1958-59:

United States Steel Corporation, for its 27-minute motion picture "Plan for Learning," showing dramatically, in terms of one community, how communities can design and build the schools they need. The corporation has made the film available to communities for showing.

International Latex Corporation, A.N. Spanel, Chairman, and W.O. Heinz, president, for its widely-reprinted editorial "Roots of Child Delinquency," which originally appeared in several major national magazines.

Socony Mobil Oil Company, A.L. Nickerson, president, for its public service advertisements entitled "What Makes A School System Good?" appearing in Augusta (Kansas) Gazette and Trenton (Michigan) Times, September 25, 1958

SPECIAL CATEGORY

For the most outstanding local or state reporting of education during the school year 1958-59 by a magazine, newspaper, radio, or television station, in cooperation with a school system or education association:

Station WHEN-TV, Syracuse, New York, Gordon Alderman, program and production manager, for its one-hour special program "Your Money or Your Schools," produced in cooperation with the Board of Education, Syracuse Public Schools, and telecast June 7, 1959. This live documentary program presented the school budget for the coming year to the community at large.

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For further information:
Roy K. Wilson or Myrtle Bonn

FOR IMMEDIATE RELEASE

NEA Convention to Stress Quality in Education;
More Than 10,000 Expected in St. Louis June 28

ST. LOUIS, June 26 -- Quality education -- through adequate financing, an improved curriculum, better trained teachers, and more efficient school organization -- will be the chief concern of more than 10,000 teachers and school administrators when the annual convention of the National Education Association opens here June 28. The six-day meeting of the world's largest professional organization runs through July 3.

Reports on four special projects developed during the past year are expected to highlight the sessions. They deal with the role of the schools in educating the academically talented student, the causes and prevention of juvenile delinquency, the development of a policy on working conditions for teachers, and methods of financing the schools.

Key convention speakers include Dr. Charles Habib Malik, president of the UN General Assembly; Henry J. Kaiser, Jr., director of the Kaiser Industries Corporation, Oakland, Calif.; The Honorable Brooks Hays, former member of the House of Representatives from Arkansas, and immediate past president of the Southern Baptist Convention.

Other highlights include:

Address by John W. Gardner of New York City, president of the Carnegie Foundation for the Advancement of Education, on "The Impact of Change In Education." This will be followed by a panel

(more)

discussion with Ethel Alpenfels, New York University professor; Lee A. DuBridge, president of California Institute of Technology, Pasadena; Martin Essex, president of the American Association of School Administrators and superintendent of the Akron (O.) Public Schools; and Walter Heller, chairman of the department of economics at the University of Minnesota, Minneapolis.

Discussion before principals, curriculum supervisors, and rural educators on the topic, "Should the U.S.A. Have a National Curriculum?" by Paul Hanna, Stanford University, Palo Alto, Calif.

Discussion of "The National Defense Education Act: Policies, Problems, and Promises," by Herbert A. Smith, president of the National Science Teachers Association, now on leave from the University of Kansas, Lawrence, Kans., to the U.S. Office of Education, Washington, D. C.

Report on the 1960 White House Conference on Children and Youth by Mrs. Rollin Brown of Los Angeles, Calif., Conference chairman and former president of the National Congress of Parents and Teachers.

Speech by Earl J. McGrath, former U.S. Commissioner of Education, now with Teachers College, Columbia University, New York City, on "Seeing Each Other As We Are."

In addition, the teachers and administrators will study such pressing problems as educational television, teachers in politics, world affairs education, teacher ethics, tenure and academic freedom for teachers, current status of federal legislation affecting education, the increasing cost of education and the national economic picture, and teacher education.

NEA departments that will meet during the convention include those concerned with art, business, exceptional children, rural education, mathematics, science, speech, social studies, vocational education, home economics, kindergarten and primary education, and physical education.

The annual School Bell Awards, honoring distinguished reporting of education by all news media, will be presented at the opening general session.

Ruth A. Stout, director of field programs for the Kansas State Teachers Association, Topeka, Kans., is president of the NEA. President-elect is W. W. Eshelman, supervising principal, Upper Dublin Schools, Fort Washington, Pa. Executive secretary is William G. Carr of Washington, D. C.

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For further information:
Roy K. Wilson or Torrey Baker

FOR IMMEDIATE RELEASE

NEA Convention Views TV Highlights;
John Secondari Is Commentator

WASHINGTON, June 25 -- Excerpts from TV network shows of the past year which illuminated some facet of education are to be shown next week at the annual convention of the National Education Association in St. Louis.

John Secondari, chief of ABC's Washington Bureau, will be the on-stage commentator when the film is presented next Thursday night (July 2) in the vast Convention Hall of the St. Louis Municipal Auditorium. More than 10,000 educators from all parts of the country are expected to attend.

Titled TV Panorama: Open Hearing on Education, the one hour film draws not only on discussion and documentary programs, but also on dramatic presentations.

"There have been at least 50 network television shows during the past year that have helped significantly in bringing about public awareness of various critical problems in education today," says Roy K. Wilson, NEA director of Press and Radio.

"I'm not referring only to the many fine discussion and documentary programs -- but also to a number of dramatic shows -- even Westerns -- that have dealt with some aspect of education that needs public emphasis," he pointed out.

"TV Panorama is being presented to the teaching profession in an effort to show graphically some of the ways in which ABC-TV, CBS-TV, NBC-TV, and the Westinghouse Broadcasting Company have served education," Wilson stated.

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Included in the film are portions of Open Hearing, Bold Journey, College News Conference, Naked City, The Rifleman, Meet the Press, Chet Huntley Reporting, Today, Wagon Train, The Loretta Young Show, Outlook, Wisdom, Bachelor Father, Where We Stand, Small World, I've Got a Secret, Lassie, School Year '58, World of Ideas, Sam Levenson Show, Father Knows Best, Armstrong Circle Theatre, and Youth Wants to Know.

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College Teacher Shortage Greatest Where Need Is Most Acute -- Math, Engineering, Science

WASHINGTON, June 22 -- The shortage of well-qualified college teachers is most critical in those fields of learning about which public concern has been greatest -- engineering, chemistry, physics, and mathematics.

The situation has been getting progressively worse over the past six years. Data for the 1958-59 year appear to show that the downward trend has been checked -- but at a distressingly low level.

These are the conclusions reached by the Research Division of the National Education Association in a report made public today: Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1957-58 and 1958-59. It is the third in a series of such studies which have been made each two years since 1955.

Dr. Ray C. Maul, assistant director of the Research Division and author of the report, said that somewhat more than half of the institutions surveyed expected the situation to worsen in the next 10 years.

The report attempts to project the need in institutions of higher learning for new full-time teachers over the next 10 years. Starting with an estimate of

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Note: Complimentary press copies of Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1957-58 and 1958-59 are available from NEA Research Division, 1201 - 16th Street, N.W., Washington 6, D. C. Other copies: \$1.

26,900 needed as of next September, an increase is projected for each year up to 1969-70 when, it is estimated, 35,700 will be needed.

Resources are not now in sight to provide for this expansion of the teaching staff, Dr. Maul says. "The evidence would seem to indicate," he adds, "that the needed numbers, if obtained, will be at the expense of qualifications.

"It seems clear that the institutions of higher education will not be staffed with the needed number of competent teachers," he adds, "unless their financial resources are vastly expanded.

"With a continuance of the present level of support the employing officer has no choice but to choose between an insufficient number and an inferior quality of teachers."

For purposes of the study, in assaying the qualifications of college teachers, they were arranged into arbitrarily chosen categories: those with an earned doctor's degree; those with a master's degree plus one additional year of graduate study; those with the master's degree; and those with less than a master's.

As a bench mark the study had the data accumulated in the 1954-55 study, which showed how many teachers were in each category. Subsequent studies, including the latest one, examined the status of new teachers, to determine whether the newcomers tended to raise or lower the general level of preparation.

In considering the top category -- those with doctor's degrees -- it was found that 40.5 percent of all college teachers had that degree in 1954-55. But when new teachers were considered separately it was found that of those employed in 1953-54 only 31.4 percent held doctor's degrees and the percentage declined in each subsequent year to 23.5 percent in 1956-57. A year later it rose to 25.3 percent, but this year it fell off again to 23.8 percent.

The trend in the other categories has been what might be expected in the light of the data about those with doctor's degrees. New teachers with less than a master's

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degree were 18.2 percent of all new college teachers in 1953-54. In 1958-59 teachers in that category were 20.8 percent.

The study discloses that nearly half of those who receive doctor's degrees are already occupationally committed at the time the degree is awarded. In the humanities, social sciences, and in education, particularly, the recipients of the doctorate generally are well settled occupationally before the degrees are awarded.

This is not true in the sciences. Three out of every four who graduate in chemistry, for instance, are available for a new occupation after obtaining a degree.

When those new holders of doctor degrees who are available for a new occupation are considered, it is seen that the appeal of education as the career of choice varies widely, depending on the field of learning. Nine out of every 10 history majors enter educational work, but only three out of 10 in chemistry and one out of three in engineering.

Of particular interest, insofar as the staffing of institutions of higher education is concerned, is the percentage of all doctor's degree graduates who contribute to the instruction program either by continuing in the work in which they were previously engaged or as new entrants.

The survey shows that in English, foreign languages, and history, 75 percent or more become educators. Then the percentages fall off rapidly. In accounting it is 70.3 percent; mathematics, 56.1 percent; biological sciences, 42.1 percent; engineering, 30.2 percent; physics, 26.6 percent; psychology, 26.5 percent, and chemistry, 15.8 percent.

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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:
Beatrice M. Gudridge

A list of the delegation from California is attached

WASHINGTON, June 22 -- Thirty California educators, accompanied by three leaders of the California Student Education Association have been invited to participate in a major national educational conference in Kansas this coming week. The question for discussion will be: "What should teachers learn to qualify for teaching?"

Specialists in "methods" (professionals in teacher education) will join forces with specialists in "subjects" (liberal arts educators and teachers from the field) at the University of Kansas at Lawrence, June 23-26, to hammer out agreements as to the total content for a modern-day collegiate curriculum which will properly prepare elementary and secondary teachers for their careers.

The meeting will be under the overall sponsorship of the National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association. Co-sponsoring the Kansas Conference are eight professional associations, concerned with either teacher education or the scholarly disciplines. They include the American Association for the Advancement of Science, American Association of Colleges for Teacher Education, American Council of Learned Societies, Commission on Teacher Education of the Association of American Colleges, Council on Cooperation in Teacher Education of the American Council on Education, National Research Council of the National Academy of Sciences, National Association of State Directors of Teacher Education and Certification, and National Council for Accreditation of Teacher Education.

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CALIFORNIA REPRESENTATIVES AT KANSAS TEPS CONFERENCE

Louise Ambs
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Junior High School Counselor
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Donald Ericksen
Chairman, Division of Arts and
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Alice Neilsen
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Director of Elementary Education
Pacific Union College
Angwin, California

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High School Mathematics Teacher
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Robert Poppendieck (Dr.)
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Office of Education
U. S. Department of Health, Education,
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Washington 25, D. C.

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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 Myrtle Bonn

FOR IMMEDIATE RELEASE

Local Driver Education Teacher Receives Summer Scholarship

WASHINGTON, June 18 -- The National Commission on Safety Education of the National Education Association today named recipients of 46 summer scholarships to driver education teachers in 23 states.

Note to Editor: For names of scholarship recipients from your community,
see attached list.

Each scholarship is for an intensive summer session graduate course in driver and safety education at Michigan State University, East Lansing, Mich. The courses start immediately following the Third Annual Conference of the American Driver and Safety Education Association scheduled for June 17-20 at Michigan State.

The scholarships, administered by the NEA Commission on Safety Education, were made possible through a \$2500 grant by the American Trucking Association of Washington, D.C. Recipients may select one of eight advanced courses offered in the field. Cost of tuition, room, and meals are included in the award.

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"These scholarships are further evidence of efforts being made to improve and extend driver education," Norman Key, executive secretary of the NEA Commission, said. "They also demonstrate how these gains can be made through cooperation between business-industry groups and education."

In making the grant, John V. Lawrence, managing director of the American Trucking Association stated: "We agree wholeheartedly with the view expressed by the National Commission on Safety Education, that an exceptionally effective educational program is needed if we are to rely on driver education to prepare people to become safe drivers and good highway citizens."

"It is because we share this conviction that we have made this fund available for assisting qualified teachers of driver education who should periodically bring themselves up to date in the fields of traffic safety, traffic engineering, personality factors in driver education, highway traffic administration, public safety and enforcement."

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CONNECTICUT

Old Greenwich: John E. Powers, 22 MacArthur Dr.
West Hartford: William E. Tansey, 182 Selden Hill Dr.

FLORIDA

Riveria Beach: Jimmie H. James, 595 George St.

ILLINOIS

Bloomington: Warren P. Quensel, 1316 N. Linden
Rock Island: Chester A. Schultz, 24 Brittany Lane
Springfield: Donald K. Blount, 832 West 4th St.
Springfield: George P. Mathis, 929 S. Walnut

IOWA

Cedar Falls: Richard G. Boyer, 921 W. 13th St.
Decorah: Charles I. Patridge, Oneota Rd. R.R. # 5
Des Moines: Richard E. Frey, 1314 E. Sheridan.
Marshalltown: Lloyd E. Christensen, 411 N. 1st Ave.

KANSAS

Turon: Denzell B. Ekey, Box 68

KENTUCKY

Lexington: Jess L. Gardner, 364 Mockingbird Lane

MASSACHUSETTS

Taunton: Walter E. Skwarlo, 37 Hodger Ave.

MINNESOTA

Chisholm: Harold D. Ruparcich, 300 W. 9th St.
Duluth: Harry C. Brown, 4519 W. 7th St.

MISSISSIPPI

Jackson: David H. Sahler, 4115 Liberty Hill Rd.

MISSOURI

Florissant: James W. Bowman, 10 Nanette Dr.
Kansas City: Joseph B. Crouthers, 3615 E. 53rd St.
Kansas City: Nevin E. Wasson, 4515 Norwood
Owensville: Clarence E. Gawer, 609 S. 1st
Springfield: Garrard E. Carter, 2002 Ron., R.R. # 9
Springfield: Nathan L. Weems, 1001 S. New.

(more)

NEW JERSEY

Livingston: (Mrs.) Virginia M. Reddy, 3 Twin Oak Rd.

NEW MEXICO

Albuquerque: Ramon R. Martinez, 1520 Gerald Ave., S.E.
Albuquerque: Stephen A. Salisbury, 2417 Blake Rd., S.W.

NEW YORK

Horseheads: Gene F. MacDowell, 149 Catalpa Dr.
Oriskany: Richard D. Ellis, Judd Rd.

OHIO

Campbell: Ernest C. Hudak, 8 Struthers-Liberty Rd.
Lowell: John C. Evans, R. R. # 1
Salem: Ervin F. Coleman, R. R. # 4

OKLAHOMA

Lone Wolf: Larry P. Martin, Box 158

PENNSYLVANIA

Chambersburg: John G. Rajtik, 158 S. 6th St.
Noblestown: Alexander J. Kramer, Box 162
Waynesboro: Robert C. Rankin, 247 W. 2nd St.

TENNESSEE

Maryville: Earl W. Henry, R. R. # 5

TEXAS

Austin: George W. Boone, 2804 Roe Dell
Lake Jackson: Russell Johnson, 204 Forest Dr.

UTAH

Salt Lake City: DeVon Anderson, 2037 Bryan Ave.
Salt Lake City: Robert D. Goff, Extension Division, University of Utah
Salt Lake City: L. R. Ivins, 2405 E. 3300 S.
West Jordan: Robert H. Bailey, Box 511, R. R. # 1

VERMONT

Bellows Falls: John A. Miller, 15 Henry St.

WASHINGTON

Seattle: Mark M. Knoll, 2111 - 2nd Ave., W.
Spokane: John J. Stantus, R. R. # 6

WISCONSIN

Waukesha: Robert G. Simon, 201 Estberg Ave.

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June 8, 1959

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

FOR IMMEDIATE RELEASE

Local Students to Take Part in Future Business
Leaders of America Convention in Washington, D.C.

WASHINGTON, June 8 -- The lobby, meeting rooms and corridors of the famous Mayflower Hotel here will be buzzing with business talk come June 13 when more than 800 high-school and college students from all over the U.S. arrive for the eighth annual convention of the Future Business Leaders of America (FBLA).

Delegates to the FBLA conclave include the following student(s) from

On Monday, June 14, delegates will begin studying aspects of the convention theme "Good FBLA Public Relations Opens Windows on the World" in general session meetings and discussion group sessions.

Two prominent communications experts - Harold Fellows, chairman and member of the board of the National Association of Broadcasters, and Charles E. Shutt, Washington manager of Hearst Metrotone Telenews, Inc. -- are scheduled to address the group. The District of Columbia's Assistant Commissioner A. C. Welling, will welcome delegates, and Lyle W. Ashby, deputy executive secretary of the National Education Association, will extend greetings from the world's largest professional organization.

The FBLA, which has chartered over 2000 chapters all over the U.S., is a national youth organization for high-school and college students who plan to make careers in business. It is sponsored by the United Business Education Association, a department of the NEA.

It won't be all work and no play for FBLA conventioners. One of the exciting features of the conclave is the election of national officers. Oldtime political campaigners (who have held many a session in Washington hotels) will have to move over when these young adults start their serious "politicking." The air will be filled with campaign speeches and busy managers will be swarming everywhere displaying posters and banners in every available space.

In addition, friendly competition will be generated in a whole series of contests between individuals and between state delegations. In time-out periods delegates will see the sights of Washington and will take part in social functions. An awards banquet, and a talent parade will be held at the close of the convention on Wednesday evening, June 17.

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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:
Beatrice M. Gudridge or Dorsey Baynham

FOR RELEASE: Sunday papers
June 7, 1959

Nationwide Meeting On Teacher Preparation Opens In Kansas June 23: 1000 Expected

WASHINGTON, June 6 -- A renowned physicist, a university chancellor, a dean of education, and a world-famous news correspondent will add depth and scope to a nationwide conference on teacher education designed to bring agreement on ways to strengthen the educational preparation of American teachers.

Convening at the University of Kansas, in Lawrence, June 23-26, the meeting will be under the overall sponsorship of the National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association. More than 1000 participants, including representatives from liberal arts and from professional teacher training colleges, teachers and administrators from elementary and secondary schools, state department of education personnel, state and national education association staff members, and lay representatives, will attend.

The conference will be the second in a series of three annual meetings bringing together specialists who often find themselves at odds over what constitutes the best preparation for teachers.

Lead-off session on Tuesday evening, chaired by Kansan Ruth Stout, NEA president, will hear Max Freedman, Washington correspondent of the Manchester Guardian, and Dr. I. James Quillen, dean of the school of education, Stanford University, Stanford, Calif.

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Dr. Franklin D. Murphy, chancellor of the University of Kansas, will address delegates on Wednesday night, speaking on "Educational Dimensions for a Revolutionary Epoch."

Dr. Jerrold R. Zacharias, professor of physics at the Massachusetts Institute of Technology, Cambridge, will speak on Thursday evening on "Substance and Method," using a film to illustrate his theme.

Dr. Arthur F. Corey, executive head of the largest state professional organization of teachers in the United States, the California Teachers Association, will address a general session on "Quantity Teachers for Quality Schools."

The Kansas Conference, like last year's conference in Bowling Green, Ohio, will feature not only the cooperative approach between specialists in "methods" courses in teacher education and specialists in "subject matter" courses, but also something new. This year's group meetings have been planned on a "clinical" basis to explore the total curriculum program in the college training of future teachers. The first day two representatives, one from the college of liberal arts and one from the school of education, from each of 30 outstanding teacher training institutions in the United States will describe the programs at their particular institution to 30 sub-groups.

The colleges will include such institutions as Carleton College, Northfield, Minn., Ball State Teachers College, Muncie, Ind., Stanford University, Stanford, Calif., and the University of Minnesota, Minneapolis, Minn. Conferees will divide into four sections of about 250 persons that evening, each section being addressed by a panel made up of a scholar, a professional educator, a classroom teacher, and an administrator. Panels will speak on "The Education of Teachers - If I had My Way."

On Thursday 12 colleges, including the University of Wisconsin, Bethany College, Lindsborg, Kans., the University of Illinois, Urbana, and the University of Nebraska, Lincoln, will present programs of specialization -- science, social studies, languages, English, etc. -- in the various teaching fields.

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According to T.M. Stinnett, TEPS executive secretary, this second-year conference on professional preparation for teachers assumes new importance in the light of recent recommendations by President Eisenhower's Science Advisory Committee in the report, "Education for the Age of Science." Dr. Stinnett noted that the committee urged "scientists and engineers in universities and industries to seek to establish organized programs of collaboration with high-school and college teachers in order to reduce the gap in communication and understanding between these groups, rendering assistance and providing teaching material to teachers and their students, and bringing high-school and college students and teachers into more direct contact with scientific and scholarly work in universities and industry."

Dr. Stinnett also pointed out that the NCTEPS conferences anticipated the Killian committee's recommendation that a research program be sponsored by an appropriate foundation or agency and organized on a national scale to bring together a key group of scientists and scholars to collaborate with teachers and educators on the problem of designing more adequate curricula for the education of high-school and college teachers.

Delegates to the Kansas Conference will devote the last day of the meeting to hammering out areas of agreement and disagreement, which will be incorporated into a tentative report. Next year a nation-wide follow-up study, winding up the three-year examination of modern teacher education, will be made at a series of regional conferences. It is expected that areas of agreement reached in the tentative report will be considerably broadened at that time.

Sixty cooperating organizations and nine co-sponsoring organizations, representing virtually every academic field, are uniting in planning the Kansas Conference.

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ADams 4-4855

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

FOR IMMEDIATE RELEASE

NEA Convention Opens June 28 In St. Louis;
Theme Stresses Quality In Education

WASHINGTON, June 4 -- Quality in education will be the dominant theme when the 1959 convention of the National Education Association opens in St. Louis, Mo., June 28. The annual meeting of the world's largest professional organization runs through July 3.

Between 10- and 12,000 persons including 5700 official delegates, are expected to spend six days discussing and pointing the way toward more quality teaching in American schools. The predicted number of delegates would set a record for official representatives in attendance.

The convention officially begins with an address by Ruth Stout, NEA president, on "Quality Teaching Opens Windows on the World," and ends on an international note with a speech by Charles H. Malik, president of the General Assembly of the United Nations. In between participants will hear talks by key leaders in education and related fields.

In 475 discussion groups, delegates will debate the problems of a balanced school program and how teachers can organize to provide a more effective curriculum.

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Note to Editor: Printed copies of the complete convention program will be mailed to you June 19.

For the first time, findings of a current NEA project on the development of policies for working conditions of teachers and administrators will be presented. Kenneth R. Brown, professional services executive of the California Teachers Association, is director of the project and will present preliminary studies. His report will be discussed by a panel representing school administrators, teachers, school boards, and state education associations.

Scheduled to be released at the convention is a new report by the Educational Policies Commission, "National Policy In the Financing of the Public Schools." The Commission is headed by Virgil M. Hancher, president of the State University of Iowa at Iowa City.

Progress reports on two national projects of the NEA will also be presented to the convention. Coordinating these discussions will be Charles E. Bish, director of the Project on the Academically Talented Student, and William C. Kvaraceus, director of the Juvenile Delinquency Project.

Other highlights include:

● Address by John W. Gardner of New York City, president of the Carnegie Foundation for the Advancement of Education, on "The Impact of Change In Education." This will be followed by a panel discussion with Ethel Alpenfels, New York University professor; Lee A. DuBridge, president of California Institute of Technology, Pasadena; Martin Essex, president of the American Association of School Administrators and superintendent of the Akron (O.) Public Schools; and Walter Heller, chairman of the department of economics at the University of Minnesota, Minneapolis.

● Discussion before principals, curriculum supervisors, and rural educators on the topic, "Should the U.S.A. Have a National Curriculum?" by Paul Hanna, Stanford University, Palo Alto, Calif.

● Discussion of "The National Defense Education Act: Policies, Problems, and Promises," by Herbert A. Smith, president of the National Science Teachers Association, now on leave from the University of Kansas, Lawrence, Kans., to the U.S. Office of Education, Washington, D.C.

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● Report on the 1960 White House Conference on Children and Youth by Mrs. Rollin Brown of Los Angeles, Calif., Conference chairman and former president of the National Congress of Parents and Teachers.

● Speech by Earl J. McGrath, former U.S. Commissioner of Education, now with Teachers College, Columbia University, New York City, on "Seeing Each Other As We Are."

In addition, the teachers and administrators will study such pressing problems as educational television, teachers in politics, world affairs education, teacher ethics, tenure and academic freedom for teachers, current status of federal legislation affecting education, the increasing cost of education and the national economic picture, and teacher education.

Departments that will meet during the convention include those concerned with art, business, exceptional children, rural education, mathematics, science, speech, social studies, vocational education, home economics, kindergarten and primary education, and physical education.

The annual School Bell Awards, honoring distinguished reporting of education by all news media, will be presented at the opening general session.

For play, convention participants will hear a concert by the U.S. Navy Band, attend an Ozark Supper in St. Louis' Forest Park, and hear a production of Opera Under the Stars.

Business activity will include the election of officers and the adoption of new resolutions.

Current NEA president is Ruth A. Stout, director of field programs for the Kansas State Teachers Association, Topeka, Kans. President-elect is W. W. Eshelman, supervising principal, Upper Dublin Schools, Fort Washington, Pa. Executive secretary is William G. Carr whose office is at the NEA headquarters building in Washington, D. C.

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For further information:
Roy K. Wilson or Anne Lewis

FOR RELEASE: Sunday Papers
May 31, 1959

Teacher Salaries Advanced Last Year, But Not Above "Blue Collar" Level

WASHINGTON, May 30 -- Salaries of teachers still rank with the earnings of skilled and semi-skilled workers, the Research Division of the National Education Association reports.

Its latest study, The Economic Status of Teachers in 1958-59, shows an increase of more than seven percent in the national average of teachers' salaries from 1957 to 1958, but the salaries continue to rank far below those of other professional groups.

Part of the 35-page summary of salary trends gives comparisons of the earnings of teachers with other professions--doctors, lawyers, chemists, engineers. Current figures on the earnings of these groups show the financial advantage that college trained persons have in professions other than teaching. Generally, these professions have annual starting salaries of between \$4000 and \$5000 and average salaries of \$8000 and upward. Beginning salaries of teachers range from \$3000 to \$4000 and average less than \$5000.

In 1958 the average calendar-year salary for teachers was \$4792 compared to \$4991 for employes in manufacturing. Between 1957 and 1958, teachers' salaries, like those of other workers on fixed salary schedules, advanced faster than those of most workers. However, these increases were not enough to lift the salaries of teachers from the "blue collar" to the professional level.

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The research report includes a state-by-state analysis of the earnings of teachers, the average incomes of consumer spending units (a consumer spending unit may mean one person living alone, a family or any other group living together and sharing expenses), and the weekly earnings of production workers in manufacturing. The figures show that in 41 states average teachers' salaries for the school year 1957-58 were below the statewide average income of all consumer spending units.

The report, an annual study of the NEA Research Division, was prepared by Dr. Hazel Davis and Mrs. Jean Flanigan.

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Note: Complimentary press copies of Economic Status of Teachers, 1958-59 may be obtained from Division of Press and Radio Relations, National Education Association, 1201 16th St., N.W., Washington 6, D.C. Other copies: 50¢.

News

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For further information:
Roy K. Wilson or Anne Lewis

FOR RELEASE: A. M. Papers
Tuesday, May 26, 1959

Teaching Career Ranks First
With Scholarship Winners

WASHINGTON, May 25 -- Some of the nation's brightest high-school seniors are rating teaching first as their future career, Paul E. Elicker, executive secretary of the National Association of Secondary-School Principals, said here today as he announced the winners of \$24,500 in college scholarships.

This is the fourteenth year of the National Honor Society Scholarship Program. The 1959 roster lists 523 winners, of which 73 will receive cash awards, and the remainder will receive either honorary scholarships or certificates of merit.

Dr. Elicker said that teaching ranked first among vocational choices of the scholarship finalists. Engineering and science ranked second and third respectively.

All of the finalists are college-bound seniors who are members of the National Honor Society, a selective scholarship group for students with "A" and "B" averages. It has more than 9000 chapters in senior and junior high schools throughout the country and in American schools in 17 foreign countries.

The winning students were put through a scholastic and ability screening that might unnerve a doctoral degree candidate. An original group of over 45,000 National Honor Society members was reduced to 2300 after a preliminary test last October. The 523 who won scholarships, awards, or merit certificates attained a percentile rank of 99.96 on another test given in March. The second test is prepared and administered by the Scholarship Board of the National Association of Secondary-School Principals

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and is considered the most difficult nationwide test given to high-school students. The highest score this year was 80 out of a possible score of 105.

Those students who received scholarships and cash awards were screened for service, leadership, and their need of financial help in college.

Winners of major scholarships were Leroy Earl Eimers of Ripley Central School, Ripley, N.Y., \$2000 L. G. Balfour Scholarship; Michael Ellis Goldberg, Eastchester High School, Eastchester, N. Y., \$1500 A. K. Oliver Scholarship provided by Scholastic Magazines. Ruth Carol Barnes of Torrington High School, Torrington, Conn., and Donald Joseph Wood of North Central High School, Indianapolis, Ind., won Boeing Airplane Company People-to-People scholarships for all-expense jet air trips to Europe.

Receiving \$1000 scholarships from Boeing were Ruth Carol Barnes of Torrington, Conn., Paul Lawrence Bondor of Chaney High School, Youngstown, O., Anne Elizabeth Cosse of Floral Park Memorial High School, Floral Park, N.Y., and Jane McKinley Sayer of Mount St. Mary Academy, Newburgh, N.Y.

Of the remaining winners, 55 were winners or alternates on \$500 scholarships given by the L. G. Balfour Co., Josten Co., Scholastic Roto, and Boeing, and 10 others received \$100 cash awards from Boeing.

Although the recipients were scattered throughout the country, one-third of them attend schools in New York state. Four winners are enrolled at the Bronx High School of Science.

The National Honor Society Scholarship Program is administered by the Scholarship Board of the National Association of Secondary-School Principals, a department of the National Education Association.

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For further information:
Roy K. Wilson or Anne Lewis

FOR RELEASE: A. M. Papers
Wednesday, May 13, 1959

NEA Defense Commission Releases Report
On School Controversy in Ambridge, Pa.

WASHINGTON, May 12 -- An atmosphere of fear, mistrust, and suspicion caused by a breakdown of communications between the teachers, administrators, and board of education, prevails in the Ambridge, Pa., school system, the National Commission for the Defense of Democracy Through Education of the National Education Association announced this afternoon when its investigation report was presented at a special meeting of the parties involved.

The report, entitled "Ambridge, Pennsylvania -- A Study of Deteriorating Relationships in a School System," attributes the complex situation which has been in effect for many years to five major factors:

1. A failure on the part of the board of education to recognize clearly its functions as the policy-making agency of the school system, its responsibilities, and limitations.
2. A failure on the part of the school administrative staff to give consistent, objective, and democratic leadership in the administration of the schools.
3. A failure on the part of the Ambridge Education Association, the teachers' association, to adhere strictly to proper channels of communication and to keep its members alert and informed as to the association's plans and objectives.
4. A failure on the part of some members of the professional staff and the board of education to set aside animosities and grudges and to place the educational welfare of the children ahead of the advancement of their personal and political ambitions.
5. A failure on the part of the community to demonstrate constructive interest in the welfare of the schools.

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An industrial community on the east bank of the Ohio River 17 miles northwest of Pittsburgh, Ambridge has a population of approximately 16,000. The school system is composed of a junior-senior high school and five elementary schools. The total enrollment is approximately 3,000 students, with 1,200 enrolled in the elementary schools and 1,800, including 1,000 tuition students residing in districts outside the borough, enrolled in the junior-senior high school.

The request for an investigation by the NEA Defense Commission was made by the Pennsylvania State Education Association and the Ambridge Education Association at the end of the 1957-58 school year.

Although relationships between the teachers, administrators, and board of education have been deteriorating over a period of years, the NEA Defense Commission report states, the issue was brought to a head in the spring of 1958 when the board of education voted to eliminate the non-teaching period for teachers in the junior-senior high school in an attempt to help reduce an anticipated deficit in the proposed 1958-59 operating budget.

The teachers, who were not consulted in advance concerning the elimination of the non-teaching period, a practice generally approved in education, took their complaints to the press without first going to the board of education to discuss the issue.

The NEA Defense Commission report also cited charges and counter-charges by the three groups involved, and noted that the board of education, the administrators, and the teachers all appeared to be divided within their individual units. According to the report, the teachers claimed feelings of insecurity in performing their duties, difficulty in presenting problems to the administration and the board of education, and difficulty in getting the board to consider inequalities in teaching salaries.

The administrators charged, the report noted, that teachers were bypassing them in going directly to the board of education, and board members charged that some of the teaching staff were trying to tell board members "what to do."

All three groups made charges that "political" involvement was a major factor in the strained relationships, but they were unable to agree on the persons primarily responsible for introducing the issue of involvement in political activity for personal gain.

The Defense Commission's Special Committee made the following recommendations to the teachers, the administration, the board of education, and the general public:

(more)

- The teachers 1. The Ambridge Education Association should hold more frequent general meetings, including informative sessions in which recommendations made by the Council, the advisory body, are presented to the general membership and discussed.
2. The AEA should discuss matters affecting the entire teaching staff with the superintendent of schools before presenting them to the board of education. Teachers should follow proper channels in making proposals or voicing complaints, and should not take them initially to individual board members or to the board of education as a whole.
3. The teachers' organization should use discretion and good taste in the composition of press communications, which should pertain solely to the issue in question.
4. A teacher participating in political affairs should consider his obligations to his students, his fellow teachers, his family, and himself, and as a public servant should use careful judgment in his political activities.
5. A teachers' committee should seek and accept the opportunity to work cooperatively with the administration and board of education whenever a need arises for the development of a personnel policy and rules for implementing it.

- The administration 1. Descriptions of the duties and responsibilities of every administrator, established by the superintendent of schools, should be detailed and specific, and should be followed closely.
2. The functions of department heads should be clarified. Consideration should be given to providing adequate opportunity for department heads to supervise teachers in their departments.
3. Teacher representatives should be consulted before final action is taken on regulations or policies which affect them.
4. An effort should be made in filling any position to nominate individuals who have the qualifications to perform the responsibilities required by the position.
5. The superintendent of schools and other members of the administration should work with the board of education as an entire unit only, and should scrupulously avoid dealing with individual board members or factions within the board with respect to school matters.

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6. Administrators should assume the full responsibilities of their positions and should firmly oppose any effort on the part of the board of education to assume administrative functions.

The board of education 1. Board members should recognize that the primary reason for being a board member is to provide the best school system possible with the resources available. Private interests of individual board members should in no way influence a board member's decisions.

2. The board should instruct the superintendent to investigate carefully before charges against personnel are considered by the board. Any charges or complaints made against a teacher should be considered only by the board as a whole in executive session.

3. The board should adhere to its stated policy of discussing proposed personnel policy changes with representatives of the Ambridge Education Association before taking action on any policy which affects teaching conditions.

4. The board should develop, with the cooperation of the administration and the teachers, a compilation of written policies concerning the operation of the school system, the duties and responsibilities of the board itself, the administrators, and the teachers.

5. The board should establish a policy for the employment of staff personnel and firmly adhere to it.

6. The board should insist on a specific procedure for the presentation of grievances to the board of education.

7. The board should retain a competent professional consultant for a two- or three-year period to help the board and the administration improve the procedural aspects of their work.

The general public 1. A Parent Teacher Association should be formed in each of the schools, and a town-wide PTA Council including representatives from each of the schools should also be established.

2. Steps should be taken to form a Citizens Committee made up of interested citizens from every major segment of the community to keep the general public informed of the problems and progress of the school system.

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3. The voters of Ambridge should seek out and elect to the board of education individuals who will insist upon the development and maintenance of a school staff of competent individuals, unified in their understanding of the best educational practices, loyal in their support of democratic leadership, and effective in their efforts to provide an adequate education for the youth of the community.

Serving on the Defense Commission's Special Committee were: Howard S. Bretsch, professor of educational administration, University of Michigan, chairman; Lester L. Dickey, superintendent of schools, Hamilton, O.; Oscar L. Lingle, school director, Central Dauphin Joint School System, Harrisburg, Pa., and vice president, Pennsylvania Congress of Parents and Teachers; Mrs. Leila Rawls, classroom teacher, Albuquerque, N. M., a member of the NEA Defense Commission and chairman of the Defense Commission of the New Mexico Education Association; LeVan P. Smith, principal, Reading Senior High School, Reading, Pa.; Russell Smith, professor, Marshall College, Huntington, W. Va., and member of the Committee on Ethics and Tenure, West Virginia Education Association; and Miss Emma Steinmetz, classroom teacher, Tuckahoe, N. Y., and past president, Classroom Teachers Association of New York State.

NEA Defense Commission staff assistants were: Miss Virginia Kinnaird, associate secretary and coordinator for the study; Richard B. Kennan, executive secretary; Henry E. Butler, Jr., legal counsel; Robert Mukai, associate legal counsel; and Miss Barbara A. Byers, technical writer. A. Clair Moser, associate executive secretary of the Pennsylvania State Education Association, also served as consultant to the Special Committee.

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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 Anne Lewis

FOR RELEASE: A. M. Papers
Wednesday, May 13, 1959

NEA Defense Commission to Study Controversy at Hickman Mills, Mo.

WASHINGTON, May 12 -- What is the relationship between the Board of Education and the administration in Hickman Mills, Missouri, which has caused the resignation of two superintendents of schools within the past three years?

This is one of the questions which will be taken up by a special investigating committee of the Defense Commission of the National Education Association (NEA) when it holds hearings in Hickman Mills May 15 through 18, according to an announcement today by Ruth Winter, chairman of the Defense Commission.

The full-scale NEA investigation has been requested by the Board of Education of Consolidated School District Number One of Hickman Mills, the PTA Council of the district, a group of citizens from the community, and the Missouri State Teachers Association. Approval of the investigation was also given by local teachers association.

Hickman Mills, Missouri, is a fast-growing suburb of Kansas City. Since 1947 the school population has increased from about 300 students to over 5,000 students. The school district is administered by a six-member Board of Education which has been divided 3-3 on important issues.

"The Special Committee of the Defense Commission will interview members of the Board of Education, school personnel, and other interested citizens who have

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information that might help develop an accurate picture of the situation," Miss Winter announced. The Committee will endeavor to secure all the facts relevant to the situation as a basis for recommending action to improve conditions, she added.

The Special Committee will be headed by Dr. Oscar E. Thompson, professor of education, Iowa State Teachers College, Cedar Falls, Iowa. Committee members will include Winston T. Brown, superintendent of schools, Waukesha, Wis.; Miss Elizabeth Dennis, member, NEA Defense Commission, and classroom teacher, Lexington High School, Lexington, Ky.; Mrs. F. J. Eckdall, president, board of education, Emporia, Kans., and president, Kansas State Board of Education; Carl Knox, superintendent of schools, Olathe, Kans.; Jesse G. Stratton, president, board of education, Clinton, Okla, and past president, National School Boards Association; and Earle M. Utterback, classroom teacher, Kokomo High School, Kokomo, Ind.

Defense Commission staff members assisting the Committee will be Richard Barnes Kennan, executive secretary; Robert Mukai, associate legal counsel and coordinator for the investigation; and Miss Barbara Byers, technical writer.

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1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

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For further information:
Roy K. Wilson or Anne Lewis

FOR RELEASE: Sunday Papers
May 10, 1959

U.S. Schools Neglect Geography
While Russians Get Heavy Dose

WASHINGTON, May 9 -- Geography in the American classroom is a "fallen" subject when compared to the emphasis placed on it in Russian schools, the National Council for the Social Studies reports in its 1959 Yearbook, titled New Viewpoints In Geography.

Russian students devote two to three hours a week to geography for six successive years. In the United States geography has become one of the most neglected of the social studies, Yearbook writers point out.

The Yearbook, just published by the Council, a department of the National Education Association, is entirely composed of articles on the teaching of geography.

Because geography is a bridge between history and science and because it explains many of the cultural, economic, and physical changes taking place today, it needs to be given a more proper place in school programs, the nine contributors to the Yearbook agree.

Dr. Preston E. James, author of several articles in the publication, points out that there have been only a few other times "during the million or so years of man's presence on the earth when his culture or way of living has been so fundamentally changed."

The Yearbook's 16 chapters cover physical, human, economic and regional geography, new developments in mapping, proposals for elementary- and secondary-school programs, use of various teaching aids, and a survey of geography teaching in the Soviet Union.

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Note: Complimentary press copies of New Viewpoints In Geography are available from the National Council for the Social Studies, 1201 16th St., N.W., Washington 6, D. C. Other copies: \$4. paper bound; \$5. cloth.

May 7, 1959

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 Anne Lewis

FOR RELEASE: A. M. Papers
Thursday, May 7, 1959

James W. Reynolds Elected President Of Association for Higher Education

WASHINGTON, May 6 -- James W. Reynolds, professor of higher education at the University of Texas, Austin, has been elected president of the Association for Higher Education (AHE) in a nationwide poll of its 17,000 members.

Results of the balloting were announced here today by G. Kerry Smith, executive secretary of the Association, the college and university department of the National Education Association. Dr. Reynolds will succeed Russell M. Cooper, assistant dean of the College of Science, Literature and the Arts at the University of Minnesota.

Three new members of the AHE executive committee also were elected: Maxwell H. Goldberg, professor of English and head of the English department at the University of Massachusetts, Amherst, Mass.; Lewis B. Mayhew, director of research of Stephens College, Columbia, Mo.; and Leland L. Medsker, vice chairman of the Center for the Study of Higher Education at the University of California at Berkeley.

Dr. Reynolds, who will assume his responsibilities as AHE president on September 1, started his educational career as a high-school teacher in Arkansas. A leader in junior college education, he taught at the University of Georgia and George Peabody College for Teachers before joining the staff of the University of Texas in 1948.

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He received a B.A. degree from the Arkansas State Teachers College, an M.A. degree from the University of Iowa, and a doctorate from the University of Chicago. At present, he is serving as project director of a University of Texas study of junior college community service programs being conducted under a cooperative research grant with the U. S. Office of Education.

The new AHE president was 1956 chairman of the planning committee for the National Conference on Higher Education sponsored by the AHE and will work with the planning committee for the 1960 conference.

Services of the AHE include the "College and University Bulletin" and other publications, liaison with federal government agencies, area conferences on higher education, and active programs of professional services. Its membership is drawn from 1500 private and public colleges and universities throughout the United States and 24 foreign countries.

Continuing members of the executive committee are Dr. Cooper, outgoing president who will serve ex officio; Leo M. Chamberlain, vice president of the University of Kentucky, Lexington; Reuben G. Gustavson, president and executive director of Resources for the Future, Inc., of Washington, D. C.; Harriet D. Hudson, dean and professor of economics at Randolph-Macon Woman's College, Lynchburg, Va.; Arnold E. Joyal, president of Fresno State College, Fresno, Calif.; Alonzo G. Morón, president of Hampton Institute, Hampton, Va.; and Roy A. Price, professor of social science and education at Syracuse University, Syracuse, N. Y.

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May 6, 1959

For further information:
Norman E. Hearn
Press and Radio Relations

FOR IMMEDIATE RELEASE

Federal Support for U. S. Schools
Foreseen at School Finance Conference

CHICAGO, May 6 -- For this country to remain safe and sound -- militarily, economically, and intellectually -- it must look to expanded educational opportunities for all its citizens. To achieve this America must turn to the more efficient tax collection facilities of the federal government.

This was the concensus of all three keynoters at the National Conference on School Finance Problems held in Chicago, April 30-May 1, 1959. The Conference was sponsored by the Committee on Tax Education and School Finance of the National Education Association.

To meet the challenges of the next 50 years, Walter W. Heller, chairman, Department of Economics, University of Minnesota, Minneapolis; James L. McCaskill, assistant executive secretary for State and Federal Relations, NEA; and Francis S. Chase, chairman, department of education, University of Chicago, urged massive federal support for education.

Said Dr. Heller, "In light of the strong economic recovery America is now experiencing, it is clear that the federal government can readily finance its obligations to America's public-school system. But federal support for schools is so important and so long overdue that it would be worth risking a small deficit in 1960 to achieve it."

"The public schools are an essential instrument for achieving the higher productivity, technological advance, and broad understandings which underly rapid economic growth and military superiority," he said.

Dr. McCaskill told the conference that the answer of the education profession to the Soviet challenge was a proposal for basic federal financial support of education with funds to be applied to meet the rising demand for more classrooms and better paid teachers. He described as "breathtakingly simple," the \$25-per-child

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allotment provision of the Murray-Metcalf Bill pending before Congress. The bill prohibits federal control over funds distributed to the states. Dr. McCaskill attacked the bill proposed by the Administration as a "device to fulfill campaign promises to do something for public education and still not throw the President's budget out of balance. But it may create a costly in-balance in state-municipal school finance," he said.

Dr. Chase, in predicting that America would make rational choices to meet the challenges, prophesied that federal support would increase until it represented at least one-fourth of the average cost of instruction from the elementary school through graduate study. "But it will become general support," he said, "instead of the support of selected items." Dr. Chase noted that specifying money for items instead of for children was the worse kind of federal control.

Dr. Chase pointed to the "technological upheaval" with unemployment of unskilled labor and shortages of skilled manpower, the "astronomical expansion of knowledge," and the world-wide spread of "human aspirations" as compelling reasons for these predictions for the 20th Century.

"There will be a continuing extension of the period of schooling, with vastly increased enrollment in nursery school and kindergarten; and education beyond high school for as high as 50 percent of the population," he said.

Other predictions included: the emergence of the community college as the capstone of the local public-school systems and as cultural centers for adult education; the continuing improvement of the quality of education; curriculum revision accelerating until modern concepts are incorporated; raising qualifications of teachers and administration of schools to centralize with respect to financing and decentralize with respect to instruction.

Dr. Chase said he would like to see faculty administrative units of no more than 50 teachers. In commenting on the use of television in instruction, Dr. Chase said that he saw "no danger that teachers would be displaced by TV, but danger that they will be misplaced in teaching assignments." He asked for at least \$10,000 salaries for career teachers.

The 150 participants, representing state educational authorities, educational associations, and universities from 48 states, spent two days exchanging problems and their solutions in group sessions designed to bring the school finance theorist and practitioner together. A report on the deliberations will be distributed by the NEA Committee on Tax Education and School Finance.

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News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

April 28, 1959

For further information:
Norman E. Hearn
La Salle Hotel, Chicago
(After April 29, 1959)

FOR IMMEDIATE RELEASE

National School Finance Conference
Convenes in Chicago April 30 -- May 1

CHICAGO, April 28 -- Put theorists and the practitioners together, add the topic "Schools and Their Tax Support," and you have the recipe for a lively and informative conference.

That's just what the Committee on Tax Education and School Finance of the National Education Association has done for the annual National Conference on School Finance Problems meeting at the La Salle Hotel here, April 30 through May 1.

The 150 registrants from every state represent state departments of education, state education associations, and various universities. They include such experts as Walter W. Heller, chairman, Department of Economics, University of Minnesota; The Honorable Richard Bolling, U.S. Congressman from Missouri; James L. McCaskill, NEA assistant executive secretary for State and Federal Relations; Francis S. Chase, chairman, Department of Education, University of Chicago, speaking on the topics, respectively, "The Economic Outlook for Education," "Federal Support for Education," "Federal Support versus Federal Aid," and "The Next 50 Years in Public Education."

Other experts include J. W. Whitlock, Tennessee State Department of Education; Eugene S. Lawler, Florida State University; Walton B. Bliss, executive secretary, Ohio Education Association; R. L. Johns, University of Florida; William Kahl, Wisconsin Department of Public Instruction; and H. Thomas James, Stanford University.

Group discussions feature presentations by Stayner Brighton, Washington State Education Association; Francis Cornell of the consultant firm, Englehardt, Englehardt, Leggett, and Cornell; W. Donald Walling, Rutgers University; Paul J. Strayer, Princeton University; Clayton Hutchins, James Gibbs, and Orlando Furno of the Office of Education, U.S. Department of Health, Education, and Welfare; Edgar Morphet, University of California at Berkeley; H. Montford Barr, Indiana University; John W. Polley, Teachers College, Columbia University; and Leslie L. Chisholm, University of Nebraska.

The first general session begins at 9 a.m., Thursday, April 30. The final session is scheduled to end at 4:30 p.m., May 1.

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April 27, 1959

THIRD WORKSHOP OF EDUCATIONAL ORGANIZATIONS

April 28-30, 1959

The Woodner, Washington, D. C.

FOR IMMEDIATE RELEASE

For further information:
Roy K. Wilson or Anne Lewis
AD 4-4855, Ext 284

Top Level Workshop on Secondary Schools
Scheduled in Washington April 28-30

WASHINGTON, April 27 -- Leaders of six major education organizations in the United States will convene here Tuesday, April 28, for a three-day study of American secondary schools and how they can profit from ideas in school systems around the world.

Participating will be officers of the National Congress of Parents and Teachers, the National Education Association, the National School Boards Association, the Citizens Council for Better Schools, the American Association of School Administrators, and the Council of Chief State School Officers.

This is the third workshop organized by the same groups for discussion of mutual problems. It will be the first one open to the press.

The president and nine officers from each group have been invited to participate. All workshop sessions will be at the Woodner Hotel.

A high point of the meeting will be a presentation of "Russian Education Today and Tomorrow" by Dr. George Bereday, associate professor of education at Teachers College, Columbia University, and a member of the official delegation which visited Russian schools in 1958. Following his speech, six other members of the delegation will participate in a question-and-answer session.

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'Note: A press room for reporters will open at the Woodner at the beginning of the
' workshop, 7 p.m. Tuesday. The Russian study begins at 9 a.m. Wednesday, and
' the American secondary school discussion is at 9 a.m. Thursday.
'

The lead-off discussion Tuesday evening will be "Education in Western Europe" presented by Dr. Byron Hollinshead, director of a special study commission of the American Council on Education.

Dr. Will French of Teachers College, Columbia University, will review the Conant report on American high schools, and Dr. Finis E. Engleman, executive secretary of the American Association of School Administrators will lead a discussion on the problems faced by American secondary education.

Others participating in the program are Mrs. James Parker of Grand Rapids, Mich., president of the National Congress of Parents and Teachers; Dr. Ruth A. Stout, president of the NEA and chairman of the workshop planning committee; Dr. Robert E. Willis of Bradenton, Fla., president of the National School Boards Association; Dr. Lawrence G. Derthick, U.S. Commissioner of Education; Henry C. Toy, Jr., of New York City, president of the National Citizens Council for Better Schools; Dr. Martin Essex of Akron, O., president of the AASA, and Dr. George C. Watson of Madison, Wis., president of the Council of Chief State School Officers.

The School Boards Association originally promoted the workshops for the educational organizations after receiving a grant from the Ford Foundation to study functions of school boards. The first workshop covered general problems facing schools, and the second one studied the role of the federal government in education. Dr. Worth McClure of the Office of Education, U.S. Department of Health, Education and Welfare, serves as secretariat for the organizations.

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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 Myrtle Bonn

April 27, 1959

FOR RELEASE: P.M. Papers
Monday, Apr. 27, 1959

Science and Mathematics Teachers to Increase Next Year, But 135,000 Classrooms Will Lack Qualified Teachers

WASHINGTON, Apr. 26 -- The nation's science and mathematics classrooms can expect an encouraging rise in prospective instructors next September. A continued shortage in these fields, however, and the lagging totals for elementary-school teachers will still leave a net shortage of some 135,000 teachers, the National Education Association said today.

The NEA's 12th annual Teacher Supply and Demand Report, compiled by Ray C. Maul, assistant director of the Association's Research Division, shows that the current graduating class of college seniors will produce 47,490 prospective new elementary-school teachers. This is an overall jump of 4.8 percent in the 1958 class of 45,318.

The high-school classroom picture is somewhat brighter, the NEA said, with an increase of 13.2 percent to 78,220 prospective new teachers. Last year's class produced 69,093 new teacher graduates.

Even more encouraging is an increase in the new class of prospective mathematics teachers -- a 32.1 percent jump. The 1959 class has a total of 4,723 potential mathematics teachers, compared to 3,445 last year.

Potential science teachers will be up 27.7 percent -- from 5,467 to a new total of 6,984. The total of prospective teachers for all grades and fields will be 125,700, up 13.2 percent from the 92,500 of a year ago.

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"The 1957 sputnik scare," Dr. Maul said, "is less a factor in the boost in the science and math fields than an aggressive campaign by teachers and counselors over the last five years to bolster heavy losses in teachers of these two subjects between 1950 and 1955."

The NEA report emphasizes the fact that the increase in prospective mathematics and science teachers will still meet only about one-half the demand and that the most critical shortage will continue in the elementary-school field. Factors in the elementary-school shortage, the survey said, are "enormous" increases in enrollments, the pull of other occupations on women who might otherwise enter or continue in teaching, the need for higher standards and improved working conditions, and the lack of competitive salaries.

The report said that from 30 to 32 percent of all bachelor's degree graduates may be expected to prepare for teaching. Those preparing for the high-school subjects outnumber, eight to five, those preparing for elementary-school teaching, whereas the need is just the reverse. At present there are 809,196 elementary and 482,733 high-school teachers in service. Future needs are expected to be in about the same proportion as at present.

The report said that some of the 135,000 gap will be filled by the recruitment of former teachers, the employment of unqualified "emergency" instructors, and a shift of qualified teachers from fields of their major preparation.

But the report gives a flat "no" to hopes that even a close approximation to the total needs will be reached. Moreover, the present enrollment in public elementary and high schools is now 34,640,000 an increase of 10 million in the last 10 years, and similar annual increases of at least one million enrollees must be expected in the years ahead.

On the positive side, the survey cites 39 states for requiring all new elementary school teachers to be college graduates and reports strides of "in-service" teacher education.

Youngsters in the new state of Hawaii are likely to have teachers with master's degrees from the first grade up, and in Oklahoma, Arizona and Florida, grade-school children are "almost certain" to have teachers with a four-year college education. In states with the lowest standards, however, as many as three of every four elementary-school pupils will continue to have teachers who are not college graduates.

The NEA also said more qualified college graduates are actually entering the teaching field. In 1955, 62.9 percent of those prepared for high-school teaching went into classrooms, compared with 67.8 percent in 1958. Of the prospective elementary-school teachers, 81.6 percent went into teaching in 1955, compared with 83.3 percent in 1958.

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Note: Press copies of the full report, titled Teacher Supply and Demand in Public Schools, 1959, are available from Research Division, National Education Association, 1201 16th St., N.W., Washington 6, D.C. Other copies: 50¢.

For further information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Professional Educators and Scholars Convene in Kansas
To Seek Agreement on Teacher Preparation Requirements

WASHINGTON, April 23 -- What should teachers learn to qualify them for teaching?

Specialists in "methods" (professionals in teacher education) will join forces with specialists in "subjects" (liberal arts educators and teachers from the field) at the University of Kansas, June 23-26, to hammer out agreements as to the total content for a modern-day collegiate curriculum which will properly prepare elementary and secondary teachers for their careers.

Like last year's meeting at Bowling Green, Ohio, which brought together for the first time groups which have often been at odds as to the best procedures for strengthening teacher education, the Kansas Conference will feature the cooperative approach. The meeting will be under the overall sponsorship of the National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association.

Co-sponsoring the Kansas Conference are eight professional associations, concerned with either teacher education or the scholarly disciplines. The 900 invited participants will be drawn from these groups and from 60 other associations representing major teaching fields, such as science, social studies, languages, English, and the state education associations.

Co-sponsoring organizations include American Association for the Advancement of Science; American Association of Colleges for Teacher Education; American Council

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of Learned Societies; Commission on Teacher Education of the Association of American Colleges; Council on Cooperation in Teacher Education of the American Council on Education; National Research Council of the National Academy of Sciences; National Association of State Directors of Teacher Education and Certification; and National Council for Accreditation of Teacher Education.

The Kansas conference will be divided into two sets of study groups -- one studying the total undergraduate program of a prospective teacher; the other studying specialized requirements for all elementary and secondary-school teaching. After two days of discussion, the groups will reconvene and put together their recommendations into a total curriculum for teacher candidates.

Toward the close of the conference, state delegations will meet to plan ways for continuing the co-operative approach to the development of teacher education programs in each state. Final conference in the cooperative series will be held in 1960 and will be keyed to a study of teacher-certification requirements.

Headquarters for this summer's meeting will be at the University of Kansas Union on the campus at Lawrence.

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157
News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

For further information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Research Booklet for Students
Published by Science Teachers

WASHINGTON, April 12--Inquiring youngsters who want to get started on their own research in science can get help from a book published today by the National Science Teachers Association.

Written by two Ohio science teachers, the 64-page book, Ideas for Science Projects, provides ideas for inquiring students interested in undertaking research-type projects where they can utilize scientific methods actually employed by practicing scientists. The projects outlined by authors Victor Showalter and Irwin Slesnick of the University School, The Ohio State University, at Columbus, contain a variety of suggestions in chemistry, biology, physics and general science. Some are based on notable experiments of students who have won awards or honorable mention in the Future Scientists of America Awards program.

Published as part of the NSTA Future Scientists of American youth activities program, the book will be distributed to all sponsors of FSA chapters. NSTA is a department of the National Education Association.

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Copies of Ideas for Science Projects are available from National Science Teachers Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., at the following prices: Single copy, \$1; 2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount.

April 12, 1959

For further information
M. Ruth Broom, DAVI Press Office
Queen's Room, Olympic Hotel
Seattle, Washington

FOR RELEASE: Sunday Papers
April 12, 1959

Audio-Visual Experts to Stress Need For Tomorrow's
Teachers to Sharpen Wits, Develop Communications Skills

SEATTLE, Apr. 12 -- The accent will be on two "musts" for tomorrow's teachers -- sharpening wits and developing highly polished skills in the arts of communication -- when the annual convention of the Department of Audio-Visual (DAVI) opens here tomorrow.

With headquarters in the Olympic Hotel, approximately 1,000 teachers from all over the nation will spend the next four days studying ways to become better teachers and how they can learn to use the modern audio-visual materials, techniques and equipment to increase their skills in communicating to their students.

The teachers who attend the convention will not only be intrigued by the displays of new electronic and photographic paraphernalia designed to make teaching better, easier and more interesting, but they will have some special treats in store.

One will be the opportunity to see an exhibit of paintings by the Dutch master van Gogh and an address by the artist's nephew V. W. van Gogh, who will speak at one of the evening sessions. The paintings by the renowned artist, exhibited at the Seattle Art Museum, will be held over an extra week especially for the convention.

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Several outstanding speakers will address various sessions, including Lindley J. Stiles, dean, School of Education, University of Wisconsin, and Roy M. Hall, assistant commissioner for research of the U.S. Office of Education. Dean Stiles will speak on "Education in Orbit." Mr. Hall's topic: "More Effective Utilization of the New Mass Media in Education."

E. W. Campbell, superintendent of the Seattle public schools will extend greetings to the opening general session on Monday evening in the Olympic's Spanish Ballroom. DAVI Charles F. Schuller, director, Audio-Visual Center, Michigan State University, will give the presidential address at this session.

Other highlights include two "Features in Slides" showing the simultaneous use of slide projectors and tape recorders by two experts. Don L. Hunter, head of the audio-visual department, University of Oregon, will present "Sounds of Our Times," and Chet Ullin, director of the Bureau of Teaching Materials, Kitsap County (Wash.) schools, will show his film "From Sea Level to Ski Level."

The DAVI is a department of the National Education Association and has a membership of almost 4000. The convention will continue through April 16.

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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 Dorsey McCarthy

FOR RELEASE: Sunday Papers
April 5, 1959

Students Faced With More and More to Learn;
New Study Probes How They'll Be Able to Do It

WASHINGTON, Apr. 4 -- The Three R's have assumed a new and major responsibility. They are providing the answer to a modern dilemma: how can today's youngsters digest all the world's new knowledge, plus the old, with no more hours to the day and no increase in human capacity to learn?

How reading, writing, and arithmetic function in their new role is described in Learning and the Teacher, the 1959 yearbook of the Association for Supervision and Curriculum Development, a department of the National Education Association. The yearbook, by reporting typical activities in the daily work of teachers, points out influences which hinder or help children's learning.

According to the yearbook, the Three R's are not just "static school subjects" but way stations on the road to further learning.

For example: a student cannot hope to learn history in its entirety, but at some point he should be able to say, "Now I have learned the history of certain segments of human experience. In so doing, I have also learned how to learn history. While there are vast areas of history I do not know, I have learned how to learn them independently, as needed."

How does one "learn" history? "Obviously," says the yearbook, "one needs to know how to read effectively to begin." Beyond this, the student must learn actual historical content and how historical truth is discovered. He should

(more)

learn, too, the nature of historical criticism and evaluation and of the variety of sources which add to the history textbook.

In languages the student learns "not only how to read and speak (one) language but how to proceed when he finds it desirable to learn" another. Again, plane geometry, learned as proof for a given number of theorems, can be used as a system of deductive thinking.

But, the yearbook warns, today's teacher must be sensitive to differences among children. Different children approach the same task in the same classroom with the same teacher in entirely different ways. At the root of the difference is mental ability. But "evidence is accumulating that the IQ has less to do with learning...than was formerly believed."

Other factors may be differences in physical growth, interests, age, and sex. Emotional make-up, too, plays an important part in the ability to learn. "The humanness of each child is the heart of the teaching problem and at the same time the key to the solution," the yearbook states.

Learning in school seldom results from pressure or so-called "high standards." And in adulthood, social and economic progress do not result from only those facts and skills which can be memorized.

The yearbook's theme might be summed up in these sentences. "The great bulk of one's learning should be in adulthood -- the extension of school learning throughout life. Independence in continuing learning is the goal of the school. Learning that stops at graduation is static. Only those who have learned how to learn can be independent and versatile in keeping up with a changing world."

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Note: Complimentary press copies of Learning and the Teacher may be obtained from Association for Supervision and Curriculum Development, 1201 16th St., N.W., Wash. 6, D. C. Other copies: \$3.75

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

For further information
M. Ruth Broom, Convention News Editor
NSTA Press Office - Room 102
Ambassador Hotel, Atlantic City, N.J.

FOR RELEASE: A. M. Papers
Tuesday, March 31, 1959

Is America Scientifically Literate? 2000 Teachers, Scientists to Seek Answer at NSTA Convention Here

ATLANTIC CITY, Mar. 31 -- Are we as a nation scientifically literate? How is science being taught in America's schools -- better than the average citizen thinks? or worse? How does our way of teaching science compare with the way it is taught in the Soviet Union? Should physics and chemistry be taught in kindergarten?

These questions, and many more, will be asked and debated by approximately 2000 science teachers, scientists, and interested laymen when the seventh national convention of the National Science Teachers Association (NSTA) gets underway here today. Headquarters for the five-day meeting will be the Ambassador Hotel.

With a program geared to the theme "Science Education for America: An Appraisal and a Look Ahead," convention delegates are expected to come up with some thought-provoking answers to questions that have been thrown at school administrators and teachers by an aroused "science-conscious" public during the past year.

Taking a sharp look at the ways science is taught both in this country and abroad, delegates will dig into the pros and cons of teaching in a series of panel discussion meetings, "how to do it" sessions, and workshops. During general sessions delegates will hear some of the nation's most prominent scientists and educators give their views on the importance of science teaching in this country.

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Science education in other countries will be emphasized in a section meeting featuring "Foreign Science Education Programs" chaired by Robert K. Wickware, professor of science education, Willimantic State Teachers College, Conn.

"Science Education Abroad" will be detailed in another session by two prominent specialists. Ellsworth S. Obourn, specialist for secondary science, U.S. Office of Education, will speak on "Science Teaching in the Schools of Europe and Southeast Asia;" and Alexander G. Korol, member of the research staff, Center for International Studies, Massachusetts Institute of Technology, will discuss "Science Education in the Soviet Union."

Convention participants will hear an expert from the U.S. Army's Ballistic Missile Agency -- Col. Thurston T. Paul, Jr., deputy commander at the Redstone Arsenal, Ala. -- speak at a special general session on Friday evening, April 3.

Chauncey D. Leake, president-elect of the American Association for the Advancement of Science, and assistant dean of the Ohio State University College of Medicine, will address the annual banquet meeting on Thursday evening. Mr. Leake's topic: "In the Palms of Your Hands."

In addition to work sessions, the science teachers who play big roles in leading and inspiring scientifically-minded children into paths of exploration and research will have an opportunity to browse through an extensive exhibit of over 70 displays of teaching materials.

NSTA President Herbert A. Smith, who is on leave from the University of Kansas to serve in the U.S. Office of Education in Washington, D. C., will preside during major conference sessions.

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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:

NEA Press-Radio Division
Room 511 Ext. 284

or

NEA Editorial Information Center
375 Park Avenue, New York City
Plaza 5-4640

FOR RELEASE: A. M. Papers
Tuesday, March 31, 1959

Jacobi Appointed to Head
NEA Editorial Center in New York

WASHINGTON, Mar. 30 -- Frederick Jacobi has been appointed by the National Education Association as director of its recently opened Editorial Information Center at 375 Park Avenue, New York, it was announced today by Frank W. Hubbard, assistant executive secretary for Information Services of the NEA, which is headquartered in Washington, D. C.

Public relations consultant and former director of publicity for California National Productions, Inc., a subsidiary of the National Broadcasting Company, Mr. Jacobi directed public relations in New York for the \$82,500,000 program for Harvard College last year. Prior to joining NBC in 1950, he was associated with The New Yorker magazine and Random House, Inc.

Purpose of the New York Information Center, Dr. Hubbard said, is to provide rapid complete current information and background material on all facets of education to press associations, radio and television networks, national news magazines, Sunday supplements, national newspapers, feature syndicates, motion-picture producers, writers, public-relations directors, and other New York based media.

The Center operates as the New York office of the NEA Press-Radio Division, which is directed by Roy K. Wilson.

(more)

With nearly three-quarters of a million members -- teachers, school administrators, college professors -- the NEA is the world's largest professional organization. Aims of the organization include promoting the cause of education in the United States, increasing educational opportunities for all children, and advancing the interest of the teaching profession.

Work of the NEA is carried out through various committees and councils; 30 departments, ranging from the American Association of School Administrators to the United Business Education Association; and 50 affiliated state education associations.

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News

from the NATIONAL EDUCATION ASSOCIATION

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Mar 31, 1959

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For further information:
Roy K. Wilson or Joseph T. Crown, Jr.

FOR IMMEDIATE RELEASE

5000 Health, Physical Education Experts To Convene in Portland, March 29-April 2

PORTLAND, ORE., Mar. 24 -- Some 5,000 teachers, doctors, coaches, and school administrators will arrive here this week in preparation for Sunday's opening sessions of the 74th anniversary convention of the American Association for Health, Physical Education, and Recreation. Theme for the convention, which concludes April 2, is "Fitness for the Space Age."

The 25,000 member organization is a department of the National Education Association.

Top names in the field who will headline the program include Avery Brundage, president of the International Olympic Committee. Mr. Brundage will address the Division for Men's Athletics on "Amateurism and Athletics." Also on the program is Rev. "Bob" Richards, world record holder in the pole vault, addressing the group on "Athletics and Youth." Governor Mark Hatfield of Oregon will also speak during the five-day meeting.

Significant problems facing physical educators will be discussed in division and section meetings that will bring practitioners from across the country together to benefit from combined thinking. Over 70 manufacturers of athletic goods will be on hand to display and demonstrate the latest in recreational equipment.

"Operation Fitness - U.S.A.," the association's new project to increase the level of fitness in the country, will also be one of the main topics for discussion at the meeting of the group's Representative Assembly. The project includes the first nationally accepted test battery adopted by professional fitness leaders and developed by the AAHPER Research Council.

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

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March 23, 1959

For further information:
Roy K. Wilson or Myrtle Bonn

FOR RELEASE: A. M. Papers
Monday, March 23, 1959

Does Cost of Education Influence Quality?
NEA Booklet Summarizes Research on Subject

WASHINGTON, Mar. 22 -- Money may not be everything when it comes to producing better schools -- but of all the factors which influence quality in education, it is the most powerful.

This is the conclusion drawn from a study undertaken recently by the Committee on Tax Education and School Finance of the National Education Association. The study seeks to replace hearsay and guesswork surrounding the relationship of cost to quality in education with research findings.

The big question facing school boards, state legislatures, and even the United States Congress as they debate how much money to spend for education, is this: Does more money actually mean better schools?

Here is what the NEA study, titled Does Better Education Cost More?, reports:

"A good educational program is not guaranteed by high expenditure alone any more than a good crop of corn is guaranteed by adequate rainfall alone. But good education is no more likely to occur under poor expenditure conditions than a good crop of corn under inadequate moisture conditions, regardless of the other desirable factors."

(more)

Note: A complimentary copy of Does Better Education Cost More? is enclosed.

Closely related to this answer are these findings:

. A higher quality education is generally provided in school systems which spend larger amounts per pupil; lower quality education is generally provided in school systems which spend smaller amounts per pupil.

. All evidences of superior quality in education are not found in all high-expenditure school systems, but they are found more often in high- than in low-expenditure districts.

. Specifically, when communities spend more money on their schools, they generally are able to employ and do employ more and better teachers. They are able to and do provide better materials and other aids to good teaching. They get better teaching. The amount of schooling provided is greater because longer school terms are maintained. There is better attendance and youths remain in school longer. Higher scores on achievement tests are made both in the three R's in elementary school and on academic tests in high school. And the quality of the educational program as a whole and of teaching procedures is generally rated higher by trained observers in the higher-expenditure school systems.

Though the study is concerned primarily with establishing the cost-quality relationship, it warns that the total job of achieving higher quality education in the United States encompasses more than money.

The effectiveness of money can be offset, it says, by political favoritism in employing teachers, by a poor community attitude toward education, by divisive factions, and quarreling about the schools.

All other things being equal, the report says, more money buys better education.

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News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

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For further information:
M. Ruth Broom, Press Office
Director's Room, Hotel Cleveland
Cleveland, Ohio

FOR IMMEDIATE RELEASE

Guidance, Personnel Programs for High School and College
Women Key Issue for 800 Deans at Cleveland Convention

CLEVELAND, March 15 -- Key issues involved in providing stepped up guidance and personnel programs for young high school and college women are to be spotlighted by more than 800 deans and counselors when they convene here March 18 for the annual convention of the National Association of Women Deans and Counselors (NAWDC), a department of the National Education Association.

Aware that interest in these programs has been at a new high since passage of the National Defense Education Act of 1958, which provides substantial funds for guidance and personnel programs, these educators will come from all over the country to study major problem areas in their jobs.

Topics to be given a thorough going-over in a series of workshop sessions, interest group meetings and discussion groups include "Will Scholarships Mean Stars or Scars?" "The College Influence in Student Character," "Will Too Many Take the Personal out of Personnel?" "Reading Ability and High School Drop Outs."

Ernest O. Melby, emeritus professor of education, Michigan State University, will address the opening general session on Thursday, March 18. Eunice C. Roberts, assistant dean of faculties and director of women's educational programs, Indiana University, will give the convention keynote address at this session. NAWDC President Katherine A. Towle will preside. Miss Towle is dean of women and associate dean of students at the University of California at Berkeley.

Other general session speakers include Ruth Strang, professor of education, Teachers College, Columbia University, New York; Vera M. Dean, editor, Foreign Policy Association Bulletin and lecturer, New York; Robert B. Kamm, dean, College of Letters and Science, Oklahoma State University, Stillwater; and Dana Farnsworth, M.D., director, University Health Services, Harvard University.

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3/10/59

For further information:
M. Ruth Broom, Press Office
Director's Room, Hotel Cleveland
Cleveland, Ohio

FOR IMMEDIATE RELEASE

Local Educator to Take Part in Annual
Deans of Women Conference in Cleveland

CLEVELAND, March 10 --

will be among the delegates to the annual convention of the National Association of Women Deans and Counselors (NAWDC) which opens in Cleveland, Ohio, March 18.

Approximately 800 women deans, counselors, guidance and personnel directors from high schools, colleges and universities all across the country are expected to attend sessions in the Hotel Cleveland through March 22.

In addition to studying some of the most critical issues in guidance and personnel work, these women leaders who are responsible for advising and directing young high school and college women as to future careers or for a life-after-school where they must combine a career with marriage, will look into a whole range of topics which may shed some light upon the direction they must take.

Taking their theme from a line from Emerson, NAWDC convention participants will find themselves considering "...whoso is heroic will always find crises to try his edge."

Opening general session speaker on Thursday, March 19, will be Ernest O. Melby, emeritus professor of education, Michigan State University. Eunice C. Roberts, assistant dean of faculties and director of women's educational programs, Indiana University, will give the convention keynote address at this session. NAWDC President Katherine A. Towle will preside. Miss Towle is dean of women and associate dean of students at the University of California at Berkeley.

Other general session speakers include Ruth Strang, professor of education, Teachers College, Columbia University, New York; Vera M. Dean, editor, Foreign Policy Association Bulletin and lecturer, New York; Robert B. Kamm, dean, College of Letters and Science, Oklahoma State University, Stillwater; and Dana Farnsworth, M.D., director, University Health Services, Harvard University.

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3/10/59

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 Myrtle Bonn

FOR RELEASE: A.M. Papers
Monday, March 9, 1959

High Quality Education a "Must," Collection of Studies Shows

WASHINGTON, March 8 -- Just how much is education worth? To the individual it determines his life-long personal earnings. A college graduate at the peak of his earning power, has an average income that's 70 percent higher than when he first started to work. But a man who goes no further than high school can expect to earn only 14 percent more than his starting salary.

That information comes from the U.S. Department of Commerce and is one of scores of conclusions about education gathered from recognized reliable sources and published in a 63-page booklet released today by the Committee on Tax Education and School Finance of the National Education Association. The booklet is titled Citizens Speak Out on School Costs.

"That there is a positive relationship between economic productivity and provision for education is a fact," reports the booklet. "This holds whether one studies the relation between education and productivity among nations, among states in the United States, or among individuals."

Facts and conclusions presented in the booklet come from such diverse sources as citizens' commissions, the National Science Foundation, the Chamber of Commerce, various presidential committees and commissions, and special projects such as the Rockefeller Report on Education, and several others. They are facts which should be considered, according to NEA officials, by local committees, state legislatures, and by the Congress as they decide how much money will be spent on education during the next fiscal period.

(more)

Note: A complimentary copy of Citizens Speak Out on School Costs is enclosed.

The relationship between good schools and taxable wealth is a which-comes-first-the-chicken-or-the-egg type of controversy, the booklet says. "Start with either wealth or education, and the progress of one contributes to the progress of the other. More and better education contributes to economic advance and increased wealth. Increased income and wealth permit better financing of schools...."

The booklet tackles four key questions and offers four fundamental conclusions -- all based on the findings of representative citizens' commissions and upon factual analyses.

1. How important is education? "...ours is the kind of civilization... which requires a lot of education -- more in amount and better in quality for a rising number and percentage of our people. Our material well-being, our national security, and the further fulfillment of our democratic ideals require more and better education...."

2. Is education adequately financed in the United States? "...There is a serious gap between educational needs and resources available to meet these needs."

3. What will be the cost of the education we need? "...there must be substantial increases in the financial support of education -- a breakthrough in educational expenditures -- if the United States is to have the kind of education essential for survival and progress."

4. Can we afford the education we need? "Our ...economy ...provides generously for the material needs of life and also can adequately support a wide range of public services... education -- right in amount and kind -- is not just a levy against our resources. It is one of the most highly productive investments in both the material and spiritual realms which a people can make."

The report was prepared for the NEA Committee on Tax Education and School Finance by John K. Norton, professor emeritus, Teachers College, Columbia University. Other Committee members include Chairman Arvid J. Burke, director of studies, New York State Teachers Association, Albany, N.Y.; Harry A. Burke, superintendent of schools, Omaha, Nebr.; Vincent J. Dodge, principal, Roosevelt School, Fargo, N.D.; and Leroy Peterson, coordinator of extension, University of Wisconsin, Milwaukee.

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For further information
M. Ruth Broom, Press Office
Parlor D, Hotel Commodore
New York, New York

FOR IMMEDIATE RELEASE

"Art Education: the Individual and Society"
Theme for 5th Biennial NAEA Conference Here

NEW YORK, N.Y., March 5 -- "Art Education: the Individual and Society," will be the theme of the 5th Biennial Conference of the National Art Education Association (NAEA) which opens here March 9.

More than 1,000 art teachers from grade schools, high schools, colleges and universities from the U.S. and abroad are expected to attend sessions at the Hotel Commodore through March 14.

NAEA President Reid Hastie, who is associate professor of art, University of Minnesota, said in announcing plans for the conference that the artist-educator is "aptly suited" to meet the challenges that face our society in "this new age of discovery when the individual is at the same time more important and less important than he has ever been before."

The borders of knowledge have been pushed both outward and inward, Dr. Hastie said, and man's intellect "must grasp the power of the incredibly small nucleus of the atom and the imposingly vast dimensions of the universe."

This is where the artist-educator comes in, President Hastie said. "As an artist, he is personally and intimately acquainted with the struggle to produce a comprehensive visual statement of his times.

"As a teacher, he is in touch with society and understands the spirit of a people... their hopes, uncertainties, searchings and successes. It is the

(more)

art educator's responsibility to bring forth a new sense of the individual in a turbulent society."

New York school superintendent John Theobald will extend greetings to the conference at the opening general session in the Commodore's Grand Ballroom on Wednesday, March 11. Also due to welcome conference participants are Vincent Popolizio, supervisor of art, New York State Department of Education, Albany; and Charles Gaitskell, vice president, International Society of Education Through Art.

One of the highlights of the conference will be a discussion of "Why Art Education in the High School in 1959," by a panel of high school students of the New York City schools during the closing general session on Saturday, March 14. Chairing this discussion will be d'Arcy Hayman, professor of art, University of California at Los Angeles.

Harrison Salisbury, writer for The New York Times, will also chair a panel discussion at this session on "The Loss of the Sense of Self: Delinquency."

Other speakers and discussion group leaders for the conference include Richard D. Heffner, director of programs, The Metropolitan Educational Television Association, New York, and moderator of "The Open Mind" on NBC-TV; Robert C. Schnitzer, general manager, International Cultural Exchange Service of the American National Theatre and Academy; Hermando S. Dizon, supervisor of art, Department of Education, Republic of the Philippines; M. P. Alladin, art officer, Department of Education, Trinidad, West Indies.

Italo deFrancesco, director, Division of Art Education, State Teachers College, Kutztown, Pa., who has been named "Art Educator of the Year," will also address the conference.

The NAEA is a department of the National Education Association and has a membership of about 5,000.

Feb. 26, 1959

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

For further information:

G. Kerry Smith or Tom Erhard
Press Office, The French Room
Pick-Congress Hotel, Chicago, Ill.

For Release to A.M. Papers

Friday, February 27

College Leaders to Discuss "Race Against Time" At Annual Higher Education Convention Here

CHICAGO, February 26 -- More than 1000 college presidents, deans, and faculty members representing all types of institutions and every section of the country will converge on Chicago, March 1-4, to attend the Fourteenth National Conference on Higher Education. Sponsored by the Association for Higher Education, the conference this year will focus on the race against time to provide the educational program and leadership necessary to ensure a strong nation of free people.

Addresses will be given by the Honorable Hubert H. Humphrey, U. S. Senator from Minnesota, on college teaching in today's world, and John Kenneth Galbraith, author of The Affluent Society, and professor of economics at Harvard, who will close the conference with a talk on social balance.

Harold W. Stoke, author of the new book, The American College President, and president of Queens College, will discuss national necessity and higher education; M. H. Trytten, director, Office of Scientific Personnel, National Research Council, will talk on higher education as an instrument of national policy.

Frank H. Bowles, president of the College Entrance Examination Board, will speak on trends and choices in higher education.

Higher Education in the world scene will be discussed by such authorities as Nicholas Goncharoff, a Russian tank commander during the second world war and now secretary for international education, YMCA; Robert J. Havighurst, professor of education at the University of Chicago; F. Champion Ward, director, development program for the Near East and Africa, the Ford Foundation; Urban H. Fleege, chief, department of education, De Paul University, and Karl Bigelow, professor of higher education, Teachers College, Columbia University.

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Information sessions, dealing with broad topics of interest to higher education, will be conducted on Russian education, the National Defense Education Act, fundamental changes in teaching methods forecast by the revolution in electronics, and current developments in segregation-desegregation. Outstanding experts will lead the panel discussions on these issues.

Approximately 45 round-table discussion groups, an annual feature of the conference, will consider subjects of more specialized concern to institutions of higher learning. Student values, impending curricular changes, preparation of college teachers, and the future direction of graduate education will be among the topics covered. More than 100 conference leaders, associated with every phase of higher education, will be on hand to give advice and guidance to the groups.

The Association for Higher Education, sponsor of the conference, is composed of 17,000 members connected with all phases of higher education, on both administrative and faculty levels. They represent more than 1500 American colleges, public and private, in 49 states and the District of Columbia.

Russell M. Cooper, assistant dean, College of Science, Literature, and the Arts, University of Minnesota, is president of the Association and G. Kerry Smith, Washington, D. C., is its executive secretary. In cooperation with Leland L. Medsker, vice chairman, Center for the Study of Higher Education, The University of California at Berkeley, and chairman of the AHE planning committee for the Fourteenth National Conference, they planned this long-range, intensive look at higher education.

Feb. 15, 1959

For further information:
Roy K. Wilson or Myrtle Bonn

FOR RELEASE: A.M. Papers
Monday, Feb. 16, 1959

"Football Team" Strategy Expected
Of School Superintendents, Study Says

ATLANTIC CITY, Feb. 15- If the superintendent of a school system is to exercise the effective leadership expected of him, he's got to gauge the community in which he is working and then play as if he were on a football team.

This is not as easy as it sounds, according to a study released today by the American Association of School Administrators (AASA). The study, published as AASA's 37th yearbook, is titled Educational Administration In a Changing Community.

What the superintendent -- and for that matter, anyone whose work is geared to a community -- should know is that the community is not a simple unit and it is rapidly changing. He must know how to "read" the signals to be an effective member of the team.

There is a constant danger, according to the study, that special groups, particularly the well-organized ones, and those individuals whose education and economic status predispose them to concern for education "will become top-heavy in their influence on community policy." Because the schools are an essential agent for all the people, they have "the highest obligation to those who are least articulate in their own behalf. The emerging concept in this respect is that the public school's responsibility extends to persons of all ages and not only to those in childhood and youth."

To lay the foundation in the earlier years for understanding, and for appreciation of the services of the school, the Commission recommends that the curriculum familiarize

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Note: Copies of the study, Educational Administration In a Changing World, are available in the Atlantic City press office of AASA.

students with the story of education and what it has accomplished in America. "Even Americans who have carefully studied the history of their country remain virtually ignorant about the public school system and the people who have made it great," the Association's report complains.

The AASA's challenge: "School administrators should accept as a personal indictment their community's lack of knowledge about such important questions as the relation of the size of the school district to its financial solvency, the importance of supervision and consultant help, the significant contribution of adequate environment and resources, and, above all, the potentialities which reside in a well-trained professionally-motivated staff of teachers."

Regardless of the shifting currents of change which tug at any community, says the study, "the superintendent, if he is to do more than ride with the prevailing drift, must have in his own mind . . . a clear idea of the deep and simple purposes of the public schools in American society."

In short, says the study, the superintendent must be a man who can "wear many coats," but he must be encouraged to assume leadership in meeting new challenges and issues by spreading an understanding of them among teachers and the public. The study is an attempt to direct him along those lines.

To produce this study, AASA appointed a 10-man commission. Frederick M. Raubinger, commissioner of education, New Jersey State Department of Education, Trenton, was chairman.

Other members included Milton C. Cummings, civil defense liaison officer, U. S. Office of Education, Washington, D. C.; John Foskett, University of Oregon, Department of Sociology, Eugene, Ore.; James B. Kincheloe, superintendent, Fayette County Public Schools, Lexington, Ky.; G. Robert Koopman, associate superintendent, Michigan Department of Public Instruction, Lansing, Mich.; E. T. McSwain, dean, School of Education, Northwestern University, Evanston, Ill.; T. Edward Rutter, superintendent, Radnor Township Schools, Wayne, Pa.; Maurice F. Seay, director, Division of Education, W. K. Kellogg Foundation, Battle Creek, Mich.; Archibald B. Shaw, superintendent of schools, Scarsdale, N. Y.; and C. O. Wright, executive secretary, Kansas State Teachers Association, Topeka, Kans.

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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 Myrtle Bonn

FOR RELEASE: Feb. 14, 1959
Or thereafter

SPECIAL TO STATE EDUCATION ASSOCIATION JOURNALS

Note to Editor: The following feature story encompasses a large measure of the esteem which Dr. Lee DuBridge, president of Cal Tech, holds for his former physics teacher. Both will receive Golden Key Awards at the AASA convention in Atlantic City. Pictures are enclosed. See captions on separate page. No public announcement of the awards will be made until the day of the ceremonies (Feb. 14) in Atlantic City. This advance story is being mailed to permit you to make deadline for your March issue.

Cal Tech President and His Former
Physics Teacher Win Golden Key Awards

ATLANTIC CITY, N.J., Feb. 13 -- A key man behind America's Explorer I space rocket, President Lee A. DuBridge of the California Institute of Technology, might well have turned doctor, lawyer -- or Indian chief -- but for the guidance of a Bible-quoting physics teacher in Iowa.

DuBridge, whose team of scientists at Cal Tech's Jet Propulsion Laboratory developed the first U.S. satellite, received the coveted Golden Key Award here tonight for his contribution to the national welfare. As his Golden Key teacher, he chose 74-year-old Professor O. H. Smith, the man "who helped me discover physics" through three years of Socratic badgering and long evening "bull sessions" at Smith's home.

(more)

The fourth annual award was presented to DuBridge, described at 57 as the "senior statesman of science," and to Smith, who served as his mentor at Cornell College in Iowa, by eight major national education groups. The ceremonies were held at the convention of the American Association of School Administrators.

Previous award winners include President Eisenhower; Gen. Maxwell D. Taylor; former Department of Health, Education and Welfare Secretary Marion B. Folsom; Economist Beardsley Ruml; Time, Inc. President Roy E. Larsen; and the teachers they felt helped most to shape their careers.

DuBridge has spearheaded Cal Tech into a pre-eminent position among world scientific schools since his installation as president in September, 1946. But he came to Cornell of Iowa 40 years ago with a mild penchant for science, a tuition scholarship and -- until he met Smith -- little, if any, idea of entering physics as a life work.

Smith, now professor emeritus of physics at DePauw University in Indiana, spotted the young DuBridge as a promising sophomore and the next year asked him to serve as a laboratory assistant.

"He was a teacher who insisted on a thorough understanding of the fundamentals," DuBridge recalled. "Even if he got only half-way through the textbook, he made sure that most of the class understood what was being covered."

DuBridge, who headed the super-secret radar research laboratory at Massachusetts Institute of Technology during World War II, said "O.H." took a personal interest in every student, and Smith says "There isn't one of my student's careers that I'd trade for a 10-page article in Physical Review."

Iowa-born, Smith still has three classes a week and spurs his students with the same rich amalgam of scripture, penetrating -- and unexpected -- questions, and the same wry humor that marked his lectures a half-century ago when he began his career in education.

(more)

Among his graduates in physics, he numbers 37 doctors and 32 masters, and singles out DuBridge, who holds 17 honorary degrees besides his doctorate at the University of Wisconsin, as "probably one of the most successful."

Smith went through a one-room school at Corning, Iowa, took his B.A. at Knox College, Galesburg, Ill., and his M.A. and Ph.D. at the University of Illinois.

He began teaching physics at Cornell in 1914 and he and his musically inclined wife, Jessie -- who still audits his classes to make sure he's "up to snuff" -- established their evenings at home for students.

DuBridge was one of the circle that gathered at the Smith home to mix talk of physics and other sciences with gossip, bridge, and music from a hand-cranked phonograph. There the young physicist met his future wife, Doris Koht.

Speaking of these early days, DuBridge said: "We labored together and worked over the problems, proved every proposition and argued about all its implications, never leaving a subject until we all felt thoroughly familiar with it."

In 1925, Smith became professor of physics at DePauw where he still continues a physics course despite his "retirement" in 1952. The tall and straight educator is completely at home in advanced theoretical physics -- he won the Oersted physics award in 1950 -- but has always preferred teaching on the undergraduate level.

The graduate field, he says, puts the emphasis on research, while his own interest has been in teaching itself. Former students say his methods were "tough," but current pupils are most impressed with his "charm" which is still tinged with a strong bent for difficult, deep-digging examinations.

The much-traveled teacher tries his hand at poetry, is an enthusiastic hiker and bird-watcher, and enjoys visits from his son Maurice, in Fairbanks, Alaska and his daughter, Marjorie, in Everett, Wash. But his main interest remains in education.

(more)

Parade magazine, a national Sunday newspaper supplement, devotes a two-page article to Smith on Feb. 15 and quotes his counsel to students: "Be curious, use your mind, think, search, imagine. Don't take what I tell you for granted -- question me."

Coordination of the Golden Key awards is done by the National School Public Relations Association for these eight groups:

The American Association of School Administrators, the Council of Chief State School Officers, the National Association of Secretaries of State Teachers Associations, the National Citizens Council for Better Schools, the National Congress of Parents and Teachers, the National Education Association, the National School Boards Association, and the office of education of the U.S. Department of Health, Education and Welfare.

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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 Myrtle Bonn
AASA Press Office
Atlantic City Auditorium, Room 8

FOR IMMEDIATE RELEASE

18,000 School Superintendents
Expected in Atlantic City, Feb. 14-18

ATLANTIC CITY, Feb. 13 -- More than 18,000 school administrators are gathering here today in preparation for the 91st annual meeting of the American Association of School Administrators. The convention, which runs for five days starting tomorrow, will be marked by "vista-vision" coverage of the humanities and creative arts as they relate to education.

Scores of section meetings, workshops, and discussion groups are scheduled on literature, music, the dance, creative writing, poetry, fine art, the graphic arts, and other creative subjects designed to sharpen insights necessary for sound education. The general convention theme is Education and the Creative Arts.

Supplementing the work sessions will be performances by such outstanding artists as pianist Van Cliburn, poet John Ciardi, musician Howard Hanson and the Eastern Philharmonia, and Jose Limon and his dance company.

Coordinated with the emphasis on creative arts will be section and group meetings on topics ranging from testing students to the high-school math curriculum. Also scheduled is a report on Russian education.

(more)

Note: Enclosed is a copy of the full program of the superintendents' meeting in Atlantic City. Educators and other personalities taking part in the program are listed alphabetically in the index. Another index is arranged by subject matter.

Highlights scheduled for the opening day include a cinema presentation on creativity in education compiled by the Walt Disney studios especially for the convention, and the presentation of the annual Golden Key awards for service to the nation.

A department of the National Education Association, the 93-year-old AASA is headed this year by C. C. Trillingham, superintendent of Los Angeles County schools. President-elect is Martin Essex, school superintendent of Akron, O. Vice president is Forrest E. Conner, superintendent of St. Paul, Minn. schools. AASA has approximately 12,000 members.

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2/12/59

National Education Association



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

February 5, 1959

MEMORANDUM TO EDITORS:

The American Association of Colleges for Teacher Education (AACTE) will again hold its annual meeting in Chicago, beginning February 12 and continuing through February 14. Major sessions will be held in the Conrad Hilton Hotel.

The AACTE, a department of the National Education Association, is a national voluntary organization of approximately 400 colleges and universities which annually prepare half the young people who enter the teaching profession. Delegates to the annual meeting include college and university presidents, deans of education and faculty members. Theme for the 1959 meeting is "Teacher Education for the Future."

Of outstanding interest at this conference will be a special session devoted to the highly successful television teaching experiment "Continental Classroom." Idea for this new approach to teaching -- designed to improve the teaching of physics in the nation's schools -- originated with the AACTE and the National Broadcasting Company.

Dr. Harvey White, national teacher on "Continental Classroom," will speak to the group on Friday morning, February 13, on his impressions of "teaching the largest class in history."

A press room will be located in Room 9 on the third floor of the Hilton Hotel where reporters can get advance copies of some of the major convention addresses. A skeleton program is enclosed to give you an idea of the topics to be discussed during the meeting. The official program will be sent to you when the meeting opens.

Sincerely,

M. Ruth Broom

M. Ruth Broom
Convention News Editor

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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 Myrtle Bonn

FOR RELEASE: A.M. Papers
Monday, February 2, 1959

"Cosmic Football Game" Not Chief Role
Of Education, Author Tells Adm. Rickover

WASHINGTON, Feb. 1 -- The United States is frantically racing the Russians to the moon "in a sort of cosmic football game," a leading American author and critic charged today. Such a race is "easy for a contest-minded country to understand," says Robert Lewis Shayon in a plea for honest debate on educational issues published in the February issue of the NEA Journal.

"Behind the bleachers, however," warns Mr. Shayon, "there is an ever-advancing rate of mental illness, divorce, and juvenile delinquency, plus an hypnotic addiction to the passive absorption of amusement on television."

Mr. Shayon, recently returned from an inquiring-layman trip around the country, says that Admiral Hyman Rickover and his teams of engineers and physicists "have not yet demonstrated that they can devise a formula to meet this challenge."

(more)

Note to Editor: For your additional information, you will find Mr. Shayon's complete article enclosed.

Hitting Admiral Rickover's proposal for teaching gifted children in separate schools, Mr. Shayon points up the dangers of "European-style, hard-subject, bear-down education" which keeps youngsters so "busy getting through subject matter that their minds are too tired to think."

"~~Let~~ us have 'serious' subjects, by all means," Mr. Shayon, continues, "as many as Admiral Rickover wants. But I do not agree with his assertion that we can have them only at the cost of eliminating what he considers to be the nonserious subjects... The time is propitious for a massive uplifting of the whole educational effort, not for a special part alone."

The remedy for the world's ills can be found partly in technical know-how, Mr. Shayon says. "Other important ingredients, however, are compassion, tolerance, respect for differences in cultures, and a sense of brotherhood in human affairs."

Mr. Shayon further states that those who propose a return to the traditional curriculum in "class-A schools" argue that this is the only way to meet the Russian challenge. "However, Germany, England, and France would still be prime powers on the stage of nations today, if hard-subject education were the exclusive key to dominance."

The NEA Journal is the official publication of the National Education Association. It circulates monthly to over 700,000 teachers, school administrators, and other educators.

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Jan. 29, 1959

For further information:
Roy K. Wilson or Joseph T. Crown, Jr.

FOR IMMEDIATE RELEASE

Science Students Polish Projects
As Achievement Award Deadline Nears

WASHINGTON, Feb. 1 -- Several thousands of the nation's school children are busily putting the finishing touches on their various science projects prior to submitting them in the Eighth Annual Science Achievement Awards Program. The deadline for submission is March 15.

Conducted by the Future Scientists of America Foundation of the National Science Teachers Association (NSTA) the program offers 220 awards totalling some \$14,000. Categories for judging are broken down into three grade levels: seventh and eighth grades; ninth and tenth; and eleventh and twelfth. The program is made possible by a grant from the American Society of Metals.

The projects, all designed to stimulate students to do original research, are first judged regionally. All winning regional projects that deal with metals and metallurgy are eligible for the 22 National Metals Awards. Individual prizes range from \$25 U.S. Savings Bonds for the seventh- and eighth-grade regional winners to \$100 Bonds for National Metals Award Winners. All winners receive pins and certificates for themselves and an engraved plaque for their schools.

The program is open to all children in the seventh through twelfth grades in public, private, and parochial schools, both in this country, its territories, and in Canada.

Many of the reports submitted in the contest will be published later as articles in Tomorrow's Scientist, a publication of the NSTA.

Glenn E. Warneking, NSTA assistant executive secretary, said that students interested in entering the contest may get further information from their own science teachers or from the National Science Teachers Association, 1201 16th Street, N.W. Washington 6, D. C.

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1/29/59

2/1959

For further information:
Beatrice M. Gudridge or M. Ruth Broom

FOR FEBRUARY JOURNALS

Nation's Science Teachers to Convene Annual
Meeting in Kansas City, March 29-April 2

WASHINGTON -- Spurred by the urgency for productive effort in science teaching at all levels, the world's largest professional science teaching organization, the National Science Teachers Association, now totaling approximately 20,000 members, will convene its Eighth Annual Convention in Kansas City, Mo., March 29-April 2.

All sessions will emphasize evaluation and improvement in "Current Science and the K-12 Program," the convention theme. General sessions and the Exposition of Science Teaching Materials by producers and publishers will be held in the Kansas City Municipal Convention Center. Banquet and luncheon sessions and other related meetings are scheduled in the two convention headquarters hotels, the Muehlebach and the Phillips.

Current science topics will be reported by college and research scientists speaking on recent developments in their respective fields. Two Nobel prize winners head the roster of speakers: Dr. Linus C. Pauling, Nobel Laureate, Professor of Biochemistry, California Institute of Technology (Pasadena) and Dr. Walter H. Brattain, Nobel Laureate, Physical Research Department, Bell Telephone Laboratory (Murray Hill, New Jersey). Other research speakers include Dr. George B. Kistiakowsky, Science Advisor to President Eisenhower and Dr. John R. Heller, Director, U.S. National Cancer Institute.

The role and importance of a broadly conceived and well-planned continuous science program for all youth from kindergarten through twelfth grade will be outlined by individual speakers and implemented by symposia and panels. NSTA members recognize that today the majority of life experiences of children involve science in some way. Although science is taught at every level, often little relationship can be found among the elementary, junior high school, and senior high school programs.

In formulating a continuous K-12 program, NSTA members pose these questions:

- (1) What concepts can be developed in each area of science by students at each level?
- (2) What experiences best help students develop these concepts?
- (3) What

(more)

quality of science concept does each student develop as a result of his experiences at each level? Exploring methods to produce beneficial results in these areas will eliminate certain recognized deficiencies in the present program, the duplication of experiences from grade to grade, and neglected science instruction areas.

Dr. Robert H. Johnson, Superintendent of Jefferson County (Colo.) Public Schools, will initiate the K-12 discussion by describing the plan used in his schools. Among other speakers concentrating on K-12 are Dr. Leona M. Sundquist, Chairman, Department of Science, Western Washington College (Bellingham); Dr. Joe Zaffaroni, Professor of Science Education, University of Nebraska (Lincoln); and Dr. John H. Fischer, Dean, Teachers College, Columbia University. "Here's How I Do It" sessions, exhibits, and workshops, divided by school size into specialized discussion groups, will also carry out the K-12 theme.

For the first time, sessions for science supervisors, consultants, and coordinators will be conducted under NSTA sectional status. These are planned as an all-day conference on Tuesday and Wednesday morning preceding the convention. The Thursday evening general session will feature the announcement of winners in the STAR '60 awards program for science teachers. Winners are selected on the basis of entries demonstrating effective science teaching methods. The first award of \$1000 plus 55 others totaling \$12,500 will be presented.

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News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

Jan 28 1959

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

FOR IMMEDIATE RELEASE

CINE Reports First-Year Success of American Entries in International Film Festivals

WASHINGTON, Jan. 28 -- The first-year success of the Committee on International Non-Theatrical Events (CINE), evidenced by the awards and special recognition won by three American film entries in the 1958 film festivals held in Venice and Padua, has been announced by CINE officials in Washington, D. C.

Winning a special diploma in the Short Films for Television category at the Venice Film Festival was "A Dancer's World," produced by Station WQED, educational TV station in Pittsburgh, Pa. Two of the films entered by CINE won recognition at the Third International Exhibition of the Scientific-Diadactic Film, University of Padua, which is a section of the Venice festival. A Silver Medal was awarded to "Ovulation and Egg Transport in the Rat," produced by the University of Washington; and "The Strange Case of the Cosmic Rays," produced by Frank Capra and sponsored by Bell Telephone System, received Special Mention.

CINE was organized by representatives of business and education, called together in Oct. 1957, by the Department of Audio-Visual Instruction (DAVI) of the National Education Association. The Committee was formed for the purpose of setting up machinery for choosing and screening non-theatrical, non-governmental motion pictures to be shown at selected film festivals all over the world. The NEA will again this year furnish the coordinating service for CINE.

This year American-produced films will be shown not only at Venice, Padua and Edinburgh, but also at the Harrogate (England) Film Festival.

NEA's Educational Television Consultant Harold Wigren, coordinator for CINE, has announced that entries for the 1959 festivals are now being accepted for screening. Deadline for accepting application forms is midnight, Feb. 20, 1959.

(more)

Application forms for film entries to be screened may be obtained from the Committee on International Non-Theatrical Events, c/o Division of Audio-Visual Instructional Services, National Education Association, 1201 - 16th St., N.W., Washington 6, D. C. No film prints are to be sent to the CINE Coordinator's office before being requested.

CINE officials have specified that the application form is not to be considered as an entry form for one of the international festivals. It is to be interpreted as a request for consideration by one of CINE's screening subcommittees. Full details for submitting films are included on the application forms.

Stanley McIntosh, Motion Picture Association of America, is chairman of CINE; the two vice-chairmen are James A. Barker, president of Capital Film Laboratories; and Ralph L. Hoy, ALCOA, Pittsburgh, Pa.

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Jan 28, 1959

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

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Stanley McIntosh, Motion Picture Association of America, is chairman of CINE; the two vice-chairmen are James A. Barker, president of Capital Film Laboratories; and Ralph L. Hoy, ALCOA, Pittsburgh, Pa.

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Jan 26, 1959

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

FOR IMMEDIATE RELEASE

New Commission Named to Study Role of Business
And Economic Education in Total School Program

WASHINGTON, Jan. 26 -- The role that business and economic education now plays -- and what they should play -- in the total educational program in the nation's schools is to come in for some intensive study, according to an announcement from the United Business Education Association (UBEA), a department of the National Education Association.

Delta Pi Epsilon, a graduate fraternity in business education, has joined forces with UBEA to sponsor a 12-member commission to study and formulate policies recommended for business and economic education. The new commission will seek to determine the purposes of business education and will publish and disseminate from time to time statements of proposed policy regarding the conduct of business education in the United States.

In announcing the appointment of the commission, Hollis Guy, UBEA executive secretary, said that although the new commission is to be jointly sponsored by UBEA and Delta Pi Epsilon, it is to be an autonomous body in that its studies and publications will speak for business teachers everywhere. It will not be required to seek formal approval of the sponsoring groups, Mr. Guy said.

"The commission will seek to serve the interests of business education, general education, business, industry, and government," Mr. Guy added.

First formal commission meeting will be in Chicago, Feb. 10 - 11, to formulate a program of action. The sponsoring bodies have appointed eight persons to the commission. These eight persons are to select four more members from education and business.

Dr. Hamden Forkner, professor emeritus of education, Teachers College, Columbia University, is currently serving as temporary chairman.

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Jan 25, 1959

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 Myrtle Bonn

FOR RELEASE: Sunday Papers
January 25, 1959

Educational Policies Commission Lists Criteria
For Judging Schools; Sets First Cost Formula

WASHINGTON, Jan. 24 -- One of the most influential bodies in American education today warned against booby traps in evaluating local schools and suggested its own standards for judging quality in education. It also offered the first formula by which a community can answer for itself how much good education should cost.

In a 30-page booklet, titled An Essay on Quality in Public Education, the Educational Policies Commission enumerates and describes characteristics of high quality in both the elementary and secondary schools. The Commission is a deliberative body of educator-statesmen. It functions under the auspices of the National Education Association and the American Association of School Administrators.

(more)

Note to Editor: Your local school superintendent has received an advance press copy of An Essay on Quality in Public Education. He should be able to supply you with local information and help apply these standards to your community. His copy of the booklet also includes detailed calculations for determining how much good schools should cost in your area.

For communities puzzled by how much good schooling should cost, the Commission offers a precise budget formula for judging whether individual school systems are being supported adequately.

"The cost of purchasing a given quantity and quality of goods and services varies from place to place. A pattern of education appropriate to one community may be inappropriate to another. But there is a dollar floor below which high quality cannot be obtained."

Calculations needed to establish such a floor are detailed in the appendix to the booklet. They depend on relating current expenses to staff salaries and staff size and lead to this formula: "In a school district of adequate size (large enough to support at least one 12-year high school offering a varied and individualized program) the minimum annual per-pupil current expenditure needed today to provide a good educational program is about 12 percent of the salary necessary to employ a qualified beginning teacher in that district."

"If they do no other thing to evaluate schools," the Commission points out, "citizens can perform an invaluable service by investigating whether their schools are being supported at a rate sufficient to make high quality possible."

Warning that schools are so bound up with local environment and current school population that establishment of firm national criteria is difficult, the Commission says that at the same time there are certain essentials necessary to a satisfactory educational program.

(more)

Though the temptation is strong to judge a school's instruction solely by comparing its students' scores on standardized tests with national norms, or by counting the number of national scholastic honors won, the Commission says such devices often do not "test achievement in relation to capacity or recognize that the results of teaching go far beyond the measuring power of present tests."

Some examples from the Commission's suggestions for examining educational quality:

* In terms of the American tradition: "The school must be judged by how well it meets the needs of the society it serves. There are boys, girls, farm youth, city youth, suburban youth, rich children, poor children, the highly endowed, the slow learners, the adept, the clumsy, the timid, the frail, the strong." ...needs of communities differ and "consequently the schools which serve them must differ."

* The elementary curriculum: "It should emphasize reading, writing, arithmetic, speaking, and listening -- the basic skills of the civilized person and the foundation of further intellectual growth." ...It should "help pupils to acquire ideas, information, understanding, and skills in the social studies, science, music, and art. It should promote understanding and the importance of learning and of intellectual values. It should teach pupils that people live, think, and speak in various ways..."

"The elementary-school program seeks to develop initiative and to promote concern for accuracy, reasoning, progress, and beauty. It teaches the essentials of safety and personal health and promotes physical coordination and skill. It helps the child learn to care for resources, both human and natural, to use simple tools, and to look after his possessions." ...it fosters his "ability to get along with others and thus helps lay the base for social responsibility."

* The secondary school curriculum: "The programs of all secondary-school students should include English, social studies, science, mathematics, and fine arts, as well as physical and health education... There should be commercial, vocational, technical, and homemaking courses designed to develop skills which have social or economic value... There should be advanced courses in mathematics, statistics, biology, chemistry, physics, geology, astronomy, music, art, literature, creative writing, history, geography, sociology, and world affairs. At least one modern foreign language should be offered ...and no less than a three-year sequence is needed to permit learning to the point of effective use... The superior secondary-school curriculum ...promotes forms of learning which require more than subject matter or factual knowledge." ...it also develops "attitudes, standards, and skills."

(more)

Similar standards are set for evaluating high quality teaching, for guidance, for the size and composition of the staff, for the school board and administrators, and for the organization of the school district.

"No two pupils should necessarily follow identical programs," the report states. "When there are wide opportunities in the school, each program can be individually appropriate, provided there is adequate attention to guidance by all teachers and by professional counselors, including systematic collection and recording of detailed information about each pupil."

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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 Myrtle Bonn

FOR RELEASE: Sunday Papers
January 25, 1959
Radio-TV
6:30 P.M., January 24, 1959

Educational Policies Commission Lists Criteria
For Judging Schools; Sets First Cost Formula

WASHINGTON, Jan. 24 — One of the most influential bodies in American education today warned against booby traps in evaluating local schools and suggested its own standards for judging quality in education.

"There is no simple test of quality," according to Virgil M. Hancher, chairman of the Educational Policies Commission, "but there are certain essentials without which quality cannot be obtained."

Dr. Hancher, who is also president of the State University of Iowa at Iowa City, buttressed this advice with findings presented in a 30-page booklet released here today by the Commission. The booklet, titled An Essay on Quality in American Education, enumerates and describes characteristics of high quality in both the elementary and secondary school and offers specific suggestions on how citizens in any community can see that they are established.

The Educational Policies Commission is a 20-member deliberative body of educator-statesmen functioning under the auspices of the National Education Association and the American Association of School Administrators. Its members represent an educational cross-section of school administrators, teachers, and college and university personnel.

(more)

For citizens earnestly trying to establish high quality schools in their own communities, Dr. Hancher identified the most puzzling questions they face and offered these suggestions based on the Commission's study:

(1) How can we determine the minimum size of the professional staff in relation to the number of pupils in the school system?

With fewer than 50 professionals available per thousand pupils, some of the elements of a high quality program are likely to be slighted. These professionals -- guidance counselors, librarians, coordinators, administrators, etc. -- may be distributed in many ways, depending on class size. In some cases as many as 40 might be classroom teachers.

(2) How can we establish the minimum salary of a teacher in our own community, and what should be the rate of advancement?

An adequate starting salary is one which is reasonably competitive with those of other professional occupations and other teaching positions open to candidates. This can be determined locally. The rate of salary advancement should compare favorably with similar stages in other occupations and should assure a career teacher at least double his starting salary within 10 years, with increments beyond that period.

(3) How can we determine the minimum cost of operating a good school system in our own community?

Though cost of goods and services vary from place to place, there is a dollar floor below which high quality cannot be obtained. Calculations needed to establish such a floor depend on relating current expenses to staff salaries and staff size. In a school district of adequate size the minimum annual per pupil current expenditure should be about 12 percent of the salary necessary to employ a qualified beginning teacher in that district.

"No two pupils should necessarily follow identical programs," commented Benjamin C. Willis, Commission vice-chairman and Chicago's general superintendent of schools. "When there are wide opportunities in the school, each program can be individually appropriate, provided there is adequate attention to guidance by all teachers and by professional counselors, including systematic collection

(more)

and recording of detailed information about each pupil," Dr. Willis said.

Some examples from the Commission's suggestions for examining the curriculum:

- The elementary curriculum: "It should emphasize reading, writing, arithmetic, speaking, and listening -- the basic skills of the civilized person and the foundation of further intellectual growth." ...It should "help pupils to acquire ideas, information, understanding, and skills in the social studies, science, music, and art. It should promote understanding and the importance of learning and of intellectual values. It should teach pupils that people live, think, and speak in various ways...."

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The present full Commission includes:

Virgil M. Hancher, president, State University of Iowa, Iowa City, who is chairman; Benjamin C. Willis, general superintendent of schools, Chicago, Ill., who is vice chairman; Sarah C. Caldwell, Roswell Kent Jr. High School, Akron, Ohio; William G. Carr, ex officio, executive secretary, National Education Association, Wash., D.C.; James B. Conant, former ambassador to West Germany

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and president emeritus of Harvard University; Arthur F. Corey, executive secretary, California Teachers Association, San Francisco; Edgar Dale, Ohio State University, Columbus; B. L. Dodds, dean, College of Education, University of Illinois, Urbana; Ruth E. Eckert, University of Minnesota, Minneapolis; Finis E. Engleman, ex officio, executive secretary, American Association of School Administrators, Wash., D.C.

Also: John H. Fischer, superintendent of schools, Baltimore, Md.; Wilma Morrison, the Oregonian, Portland; Gerhardt E. Rast, superintendent of schools, Westport, Conn.; Wilbur Schramm, Stanford University, Palo Alto, Calif.; George E. Shattuck, principal, Norwich Free Academy, Norwich, Conn.; Ruth A. Stout, ex officio, president, National Education Association, Topeka, Kan.; C.C. Trillingham, ex officio, superintendent, Los Angeles County Schools, Los Angeles, Calif.; Paul H. VanNess, principal, Central Ave. and Warren Street Schools, Newark, N.J.; H. I. Willett, superintendent of schools, Richmond, Va.; and James E. Russell, Commission secretary.

Past Commission members have included Dwight D. Eisenhower, when he was president of Columbia University; Ralph J. Bunche, undersecretary for special political affairs at the United Nations; and James R. Killian, Jr., special science advisor to the President.

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News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 4, 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

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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-

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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.)

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

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Jan. 9, 1959

For further information:
Roy K. Wilson or Joseph T. Crown, Jr.

FOR IMMEDIATE RELEASE

Low-Cost Education and Fun
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WASHINGTON, Jan. 12 -- A behind-the-scenes look at American and U. N. politics for \$308 -- and college credit, too -- is available to U. S. teachers for the fourth time as the NEA Travel Division announced today its six-week Washington-United Nations seminar.

Tours of government and diplomatic facilities, lectures by men who make the news, and fun and relaxation make up this two-part vacation-trip workshop in practical American politics and history.

Teachers may get further information from the NEA Travel Division, 1201 16th St., N. W., Washington 6, D. C.

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Note to Editor: The attached sheet is provided for additional information or incorporation into basic story.

The program is sponsored jointly by the Travel Service and the National Council for the Social Studies.

The tour is broken down into two parts -- five weeks in Washington and one in New York. "Voteless Washington," "Washington, the Federal City," "Dynamics of National Government," "Congress in Operation," and other topics will be the objects of various panel groups during the meeting in the Capital. In addition to the panels, participants will spend a week on Capitol Hill meeting congressmen and observing congressional staff work and committee meetings.

The teachers will have a chance to talk with congressmen during a special panel group as well as with representatives of well-known national pressure groups. Interview-visits at the courts, FBI, White House, National Institutes of Health, National Bureau of Standards, embassies, and other agencies will be included in the plans.

For the second phase of the program, which is optional, activities shift to New York City for a look-see into the functioning of the United Nations. Included here are visits to the U. S. Mission to the U. N. as well as trips to missions of foreign countries and the World Affairs Center.

Interlaced with the regular daily schedule will be six special dinner events -- five in the Nation's Capital and one in New York -- at which distinguished guests from the various fields of government will speak. Also a barbecue at Washington's Great Falls park will be a feature in the program.

Participants will find enough spare time to visit all the other interesting sites in the Capital and New York. In addition, special weekend trips can take

the teachers to other spots of interest nearby -- such as Jamestown, Va., Annapolis, Md., and Gettysburg, Pa.

The price of the Washington section, \$248, includes air-conditioned rooms in the Woodner Hotel, Seminar headquarters, and for another \$60 similar arrangement will be made for the New York segment. Ward D. Whipple, Seminar co-ordinator, said if teachers desire college credit for the session they must enroll directly with the colleges, The University of Kansas City, Western Illinois University, or New Mexico Western University.

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1-9-59

GENERAL INFORMATION

DATES: July 13-August 14, Washington portion
August 15-August 21, New York City portion

ESTIMATED PRICE: \$248 for the Washington session, three in a room with kitchenette facilities. (For two in a room, there will be an additional charge of \$17.50 per person.) The charge for participating in the United Nations session in New York City is \$60; two in a room.

PRICE INCLUDES: Housing in the beautiful air-conditioned Woodner Hotel in Washington and in a similar hotel in New York City; bus transportation to seminar activities; tours of both cities, the U.S. Capitol, and U.N. headquarters; fees for special lectures; program expenses; a Broadway show (for New York participants); and six special event dinners (five in Washington and one in New York).

PRICE DOES NOT INCLUDE: Travel to and from Washington or New York City; meals (except the special event dinners); bus transportation from local seminar activities to hotel; tuition fees of co-operating colleges and universities; and special week end trips (which are optional). Special parking rates will be available, but are not included in the price.

ELIGIBILITY: Anyone in the field of education, active or retired, is eligible for tour membership. If space is available, a friend or member of the immediate family of a participating seminar member may join the group. Membership is limited to adults. There are no restrictions regarding race or religion.

ACADEMIC CREDIT AND FEES: Those wishing to participate in the seminar for academic credit must enroll through a co-operating college or university. Write the institution of your choice for details on academic credit and fees. Payment of these fees is made directly to the institution and is in addition to the basic charge of the seminar.

REGISTRATION: Please fill out the application form and return it to the NEA Travel Division with a deposit of \$50. Since applications will be accepted in the order received, we cannot guarantee space for late applicants.

CANCELLATIONS AND WITHDRAWALS: The amount of refund resulting from cancellation notices that are not received at least 30 days in advance of the seminar beginning date will depend upon charges made by hotels and other organizations involved.

Reimbursement will be made after sufficient time has elapsed for a registrant's check to clear through his own bank (approximately 20 days). For services not taken during the seminar, refund is made only when the service omitted covers three or more consecutive days. Such adjustment will be made on the basis of the amount, if any, which the Division of Travel Service is able to save. If illness or other imperative reasons compel a member's withdrawal after the seminar begins, the Division of Travel Service will refund all the actual savings it is able to effect. In every case, a statement from the co-ordinator indicating the nature and exact dates of absence from the seminar will be required.

PRICE SUBJECT TO CHANGE WITHOUT NOTICE: Price is figured on the basis of hotel and local sightseeing and transportation rates as of October 1, 1958. Increases in cost due to change in any of these rates must be borne by the seminar member.

GENERAL INFORMATION

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