News from the NATIONAL EDUCATION ASSOCIATION
1201 SIXTEENTH STREET, N.W. • WASHINGTON 6, D. C. • ADams 4-4855

For further information:
Joseph Hanlon or Beatrice M. Gudridge

FOR RELEASE: A.M. Papers
Thursday, June 29, 1961

School Bell Awards Recognize
Excellence in Education Reporting

ATLANTIC CITY, June 28 -- School Bell awards for distinguished interpretative reporting on education were presented tonight to 23 winners in the fields of publishing and broadcasting.

The awards, walnut-based bronze medallions depicting in relief an old-fashioned school bell, were presented to the winners at the third general assembly of the National Education Association at its convention here.

The presentations were made by Don E. Matthews, president of the National School Public Relations Association (NSPRA), and assistant superintendent of the Dallas, Texas, schools. NSPRA is coordinating agency for awards, made by six national education associations and the United States Office of Education.

On the national level there were three awards in the press category, as follows:

The Associated Press -- for a series of articles, "Schools in Trouble," prepared by G. K. Hodenfield, education writer.

The Minneapolis Tribune -- for a series prepared by Richard P. Kleeman, based on a survey questionnaire sent to the chief state school officer of every state.

The New York World-Telegram and Sun -- Jacob Jacowitz, editor of the daily page, "News of the Schools."

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There were also three awards for network television:

The Columbia Broadcasting System -- for "A Question of Chairs: The Challenge of American Education," a one-hour dramatic program produced by Don Kellerman.

The Donna Reed Show -- for the half-hour program, "Higher Learning," sponsored by the Campbell Soup Company and broadcast on the ABC Network.

The General Electric Theater -- for the program, "The Drop-Out," sponsored by the General Electric Company and broadcast on the CBS Network.

Three awards went to national magazines, as follows:

Good Housekeeping -- Wade H. Nichols, editor, for continuous coverage of education during the year by a monthly magazine of general circulation. Special mention was made of six articles.

Look -- for a single article in a bi-weekly magazine, for "How To Get Into College in the Sixties," by Jane Griffin and Thomas B. Morgan.

Saturday Review -- for a single article in a weekly magazine, "Education: The Long View," by Arnold J. Toynbee.

Reflecting a trend toward expanded coverage of education at the local level, there are this year 14 awards in that category. Until recent years there was only one. The awards this year go to:

Station KOOL-TV, Phoenix, Station KOLD-TV, Tucson, and the Arizona TV Network which links these two stations, Tom Chauncey, president, and Kent Wilson, production manager. For six public service programs on education, presented in cooperation with the Arizona Education Association under the title, "Let's Talk About Schools."

The Arkansas Gazette -- Little Rock, Hugh B. Patterson, Jr., publisher. For editorial interpretation of education issues in Arkansas.

The Los Angeles Examiner -- Franklin S. Payne, publisher, and Warden Woolard, editor. For a special edition under the title, "How To Better Yourself," devoted to adult education. The project was coordinated by Donald F. Caswell, education

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editor, and Robert Epstein, of the editorial staff.

Station KREX-TV -- Grand Junction, Colorado, Rex Howell, manager, and Robert McMahan, programming manager. For the "Know Your Schools" program televised each week with Bill Cleary as moderator.

Station WRC-TV -- Washington, D. C., Joseph Goodfellow, station manager. For "Teen Talk," a half-hour program produced by Mrs. Sophie Altman, presented each Sunday.

The Christian Science Monitor -- Boston, Massachusetts, Erwin D. Canham, editor. For its series of photographs by Gordon N. Converse titled "First Grade: Robin's Big Day."

Station WJR Radio -- Detroit, Michigan, James H. Quello, general manager. For coverage of education through its news department, editorials, and public service programs.

The St. Louis Post-Dispatch -- Joseph Pulitzer, Jr., editor. For its continuing series of interpretive articles, written by William K. Wyant, Jr., and published during the school year.

The Ridgewood Herald News -- Ridgewood, New Jersey, Bennett Fishler, editor and publisher. For continuous coverage of education in news articles and editorials written by Mrs. Emma McCarroll.

The Long Island Daily Press -- Jamaica, N. Y., Norman Newhouse, editor. For its series, "Our Schools and Dollars," written by Charlotte H. Ames.

Station WABC-TV -- New York, A. L. Hollander, Jr., program director. For "Education Tailor-Made," produced in cooperation with the New York City Board of Education, with Sam Levenson as host.

Station KYW-TV -- Cleveland, Ohio, George H. Mathiesen, general manager, and Station KYW-Radio -- Perry B. Bascom, general manager. For a series of radio and television editorials about schools.

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The Dallas Times Herald -- Dallas, Texas, Felix R. McKnight, executive editor. For its series on the Texas education system, "The Shame of Our Schools," written by Al Hester.

The Deseret News -- Salt Lake City, Utah, O. Preston Robinson, general manager and editor. For its photograph, "Reluctant Student," by Claudell Johnson.

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The seven national organizations which sponsor the School Bell Awards, and their presidents and executive officers are:

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
President: Benjamin C. Willis, General Superintendent of Schools, Chicago, Illinois
Executive Secretary: Finis E. Engleman, Washington, D. C.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
President: Charles F. Carroll, State Superintendent of Public Instruction, Raleigh, North Carolina
Executive Secretary: Edgar Fuller, Washington, D. C.

NATIONAL ASSOCIATION OF SECRETARIES OF STATE TEACHERS ASSOCIATIONS
President: Ferman Phillips, Executive Secretary, Oklahoma Education Association, Oklahoma City
Administrative Director: James L. McCaskill, Washington, D. C.

NATIONAL CONGRESS OF PARENTS AND TEACHERS
President: Mrs. Clifford N. Jenkins, Roslyn Heights, L.I., New York

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
President: Clarice Kline, Waukesha, Wisconsin
Executive Secretary: William G. Carr, Washington, D. C.

NATIONAL SCHOOL BOARDS ASSOCIATION
President: Theodore C. Sargent, Swampscott, Massachusetts
Acting Executive Director: Harold V. Webb, Evanston, Illinois

UNITED STATES OFFICE OF EDUCATION
Commissioner: Sterling M. McMurrin, Washington, D. C.

June 28, 1961

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 Joseph Hanlon

For Release: P.M. Papers
Wednesday, June 28, 1961

NEA to Study Impact of Automation
On Education Now and in Future

ATLANTIC CITY, N.J., June 27--The technological temper of the times--its effect on education now and in the future--will be probed by a major long-range project announced today by the National Education Association.

The project, a study of the impact of automation and other technological developments on education, was outlined by NEA Executive Secretary William G. Carr at a news conference held in connection with the Association's 99th Annual Convention in progress here. The study will be directed by Luther H. Evans, former Librarian of Congress and more recently Director General of UNESCO.

In announcing the study, Dr. Carr commented:

"Rapid technological change confronts society and the schools with problems which cannot be swept under the rug. For example: how to prepare the new generation for greater excellence in the complex world of science and technology; how to retrain workers who have been thrown out of work by automation; how to organize educational programs for on-the-job professional people who want to refresh their knowledge; how to educate citizens for sensible and constructive use of leisure time?

"This project will help us think through these problems. We hope it will result in sound ideas for the future guidance of all those involved in the

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highly complicated enterprise of education--the million and a half classroom teachers, thousands of administrators and technical experts, hundreds of colleges and universities, 50 state school systems and about 40,000 school districts."

Dr. Carr added that a group of advisors would be set up which would broadly represent teachers, scientists, government, industry, labor, and other groups interested in education in relation to automation. The chairman of this advisory group is Arthur S. Flemming, former Secretary of the Department of Health, Education and Welfare, who will become president of the University of Oregon in a few days.

Dr. Flemming had the following to say about the new project:

"I am delighted to have the opportunity of participating in this study with the National Education Association. There is no question but that automation has created and will create new opportunities for the field of education. Education will not take advantage of these opportunities, however, unless it takes time to identify them and then to develop methods for dealing with them. If the field of education responds in an effective manner to the challenge of these new opportunities, automation will be a blessing to this and oncoming generations. If it does not, automation can prove to be a curse. I believe that this study, under the active direction of Dr. Evans, can very well prove to be one of the landmark studies in the history of education."

The project will give first attention, according to Director Evans, to a comprehensive survey of the impact automation has already had on education, the impact it is having now, and the problems arising from this. At later stages, it will undertake research projects on special problems identified

as needing original research. These projects will primarily concern possible improvements in educational programs, policies, and techniques.

The services of special consultants on automation and other technological developments, and on social change will be called on, he said.

Dr. Evans, who is completing a two-year study of the libraries of the U. S. Government for the Brookings Institution, became director of the NEA project on June 1.

The project is financed by a grant from the International Business Machines Corporation.

Dr. Carr pointed out that the automation study is the latest of a series of long-range NEA projects keyed to major national issues that affect every teacher and learner.

He cited among current efforts of the Association to improve the quality of educational service in this country, the following:

. the two-year Project on the Instructional Program of the Public schools, designed to provide guidelines for school personnel in deciding what to teach and how to organize for instruction;

. the five-year Project on the Academically Talented Student which will be expanded now to include application of the findings of the project to the large urban areas;

. the Technological Development Project concerned with the use of mechanical and electronic aids in teaching;

. the Special Kindergarten-Primary project involving countryside surveys of the instructional activities in public and private kindergartens;

. the two Regional Conferences on Instruction sponsored each year by NEA;

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. the recent major pronouncement of the Educational Policies Commission on "The Controlling Purposes of Education;"

. the 32 departments of the NEA carry on continuing programs to upgrade the quality of educational service in every field from art and music to mathematics and science.

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June 26, 1961

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 Joseph Hanlon

FOR RELEASE: Monday A.M. Papers
June 26, 1961

The Population Explosion Explored
By National Education Association.

ATLANTIC CITY, N. J., June 25 -- In the decade of the 1960's the population of this country will grow from 180 million to 214 million. Where there are four people today there will be five by 1970. In statistical terms as precise as demographers can attempt to project them, the overall increase is expected to be 19.1 percent.

But within this framework, the percentages vary wildly. For instance:

There will be a 57 percent increase in the college-age group; a 43 percent increase in the high-school group, but only a 12 percent increase in the 22 to 64 (working force) group.

These data from a new National Education Association study were made public today by President Clarice Kline in a news conference as the group's 99th Annual Convention got underway here. The preliminary report released by Miss Kline is based on unofficial statistics compiled by the Bureau of the Census at the request of, and at the expense of the NEA. The study, administered by the Association's Research Division, is being directed by Dr. LeRoy Peterson who is on leave from the University of Wisconsin.

Miss Kline pointed out that the study has important implications for all persons concerned with planning the management of public affairs in the decade

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ahead at all levels of government. It will affect where schools are built and where shopping centers are constructed, sewers installed, and roads planned.

The material is presented in a series of 10 tables published by NEA under the title: Population Projections, 1960-1970.

The tables disclose such information as this:

By 1965 California will pass New York as the most populous state.

Arizona is growing more rapidly than any other state -- its population will be up 54 percent by 1970.

Seven states are losing school-age population -- Alabama, Arkansas, Kentucky, Mississippi, North Dakota, Oklahoma, and West Virginia.

Nevada and Arizona ought now to be preparing for an increase by 1970 of more than 100 percent in their college-age groups. California, Delaware, and Florida have a problem of the same sort and in nearly the same dimensions.

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Note to Editors: Figures in this release are based on Assumption II-2 which is explained in Paragraph Five, first page of the report.

Copies of Population Projections, 1960-1970 are available from the Research Division, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. Single copy, 50¢.

June 25, 1961

ATLANTIC CITY HOSTS

99th Edition of the Annual Convention
of the National Education Association
June 25-30, 1961

Atlantic City, a glamorous synthesis of sea, sky, and sunshine, will be the 1961 setting for the 99th annual convention of the National Education Association meeting June 25-30. NEA officials are predicting a record turnout to the Sand-bar City when delegates to the Representative Assembly and the Convention gather to hear such outstanding speakers as Sir Ronald Gould of England, president of the World Confederation of Organizations of the Teaching Profession, and the Reverend James H. Robinson, founder and pastor of the Church of the Master, New York City. The Convention theme is: "A Charge to Keep."

Following sessions of the NEA Board of Directors, the Executive Committee, and the Board of Trustees, to be held in advance, the Convention will officially open on Sunday, June 25, with 4 o'clock Vesper services. That evening, Clarice Kline, NEA president, and William G. Carr, executive secretary will address the First General Assembly. Other general assemblies will be held on Monday, Wednesday, and Friday evenings of the following week.

NEA committees, commissions, and departments have scheduled meetings throughout the week at which they will report to the membership and sponsor programs on current educational issues. Thursday afternoon will be devoted to special sessions, each of which will deal with "Promising New Practices in Education." These programs will cover school camping,

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the year-round-school, the "new" mathematics, the teaching of foreign affairs and foreign relations, automation in the classroom, foreign language teaching in the elementary school, homes for retired teachers, promising practices in lesson planning, promising new practices in staff utilization, testing programs, and the NEA Project on the Instructional Program.

State delegation meetings will be held Monday and Wednesday mornings from 7 a.m. until 9 a.m., and on Thursday afternoon from 4:30 until 6. Open hearings of Committees and Commissions are scheduled Tuesday afternoon from 2 until 4 p.m., and Department meetings are split between Monday and Wednesday afternoons. Election of officers and resolutions determining NEA policy will be adopted at the business sessions scheduled Tuesday through Friday mornings and Friday afternoon.

President Kline will be feted at a reception Thursday evening, and Friendship Night, at which Candidates for NEA offices are honored, will also take place that evening. The two events are so scheduled that attendance at both functions will be possible.

In and About Atlantic City

And in between sessions, delegates will have access to a great variety of entertainment and relaxation.

The City has no curfew, excepting that the beach is closed from 1 a.m. to 6 a.m. to permit men and machines to keep it in trim. There are many participating sports to chose from including swimming in the ocean and indoor and outdoor pools; golf on five well-kept courses, and on five miniature links along the Boardwalk; fishing from piers, the beach, boats in the bay, and boats in the ocean; water skiing in protected areas; tennis

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on a dozen hard-surfaced courts; archery and trap shooting; and, last but not least, bicycling on a traffic-free Boardwalk every morning.

Other leisure activities will be found in a wide selection of first run movies, star-studded shows on piers, supper clubs and cafes, sight-seeing; or just lolling along in a Boardwalk chair. And there is plenty for the young fry, too.

Day at the UN

On Saturday following the convention the NEA Division of Travel Service and the NEA Committee on International Relations will sponsor a special "Day at the UN."

Arrangements will include transportation from Atlantic City, hotel accomodations, conducted UN tour, film showings, lunch in the UN cafeteria, and a talk by a top UN official. Cost will range from $14 to $28 depending upon services requested. Since participation must be limited to those with advance registration, persons interested should write to the NEA Division of Travel Service, National Education Association, 1201 16th Street N.W., Washington 6, D. C.

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June 23, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Joseph Hanlon

FOR RELEASE: P.M. Papers, Friday
June 23, 1961

Teachers May Be Asked To
Volunteer for Service Abroad

OCEAN CITY, N.J., June 23 - A proposal that American teachers volunteer for service in under-developed countries during their summer vacation periods was made here today to a group of education leaders and members of the National Association of Secretaries of State Teachers Associations.

Cecil Hannan, director of field services for the Washington State Education Association, said he was sure that teachers would welcome this opportunity to serve without compensation and that a fund raising campaign would make it possible to meet their travel and living expenses.

"American teachers," he said, "can help others lift the veil of ignorance and overcome the handicap of under-education if teachers are sent to South America, Africa and Asia where schools are in session while ours are on vacation. Teachers of English, agriculture, history and geography could work with native teachers in a project to help plan and conduct classes. They could participate in seminars in education techniques during after school hours."

Hannan noted that the Peace Corps is recruiting specialists in surveying, engineering, geology, agriculture and community development, but not teachers. "My idea," he added, "allows teachers to continue uninterrupted service at home and still make a major contribution abroad."

He urged that the National Education Association and the state education associations undertake this project aiming at putting it into operation next summer.

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June 21, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

June 21, 1961

MEMORANDUM TO: Arkansas Editors

In connection with the annual convention of the National Education Association there is being released at Atlantic City for publication Monday a.m. June 26, an important story dealing with population statistics for the decade of the 1960's based on a study made by NEA using data compiled by the U.S. Bureau of the Census at the request of, and at the expense of, the Association. The general release is enclosed.

Because the significance of the figures varies greatly, from state to state, no single story written from Atlantic City can adequately deal with the material. Accordingly we are sending you a preliminary report of the study from which you may extract the material which applies particularly to Arkansas.

You will note that whereas the population of Arkansas is expected to fall by 10.5 percent during the 1960's (Table 1) the elementary and high school age population will fall (Table 7) by 20.9 percent and the high school age group fall (Table 6) by 1.5 percent.

You will find (Table 8) that the college age group will rise by 20.0 percent; the working force group (Table 9) fall by 11.4 percent; the retired group (Table 10) rise by 8.6 percent; and the pre-school group (Table 2) fall by 14.6 percent.

In most states these data, now available for the first time, will have great significance for those responsible for the planning and management not only of school affairs but of public activities in many areas -- highways, sewers, zoning, etc.

The study, titled Financing Education in the 1960's: Population Projections was a special project of the NEA Research Division, directed by Dr. LeRoy Peterson, who is on leave from the University of Wisconsin.

Roy K. Wilson

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

Note: Please be sure to observe the release date for this study which is Monday A.M. Papers, June 26, 1961.

June 20 1961

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 Myrtle Bonn

FOR RELEASE AT WILL

Teachers to Study Promising New School Practices
At NEA Convention, June 25-30; 10,000 Expected

ATLANTIC CITY, June 20 -- A series of promising new educational practices is expected to move out of the file cabinet and into the classroom when more than 10,000 educators and observers, here for the 99th annual meeting of the National Education Association, get a complete run-down on how these practices worked in schools where they have actually been tried.

Of the 400 meetings, seminars, and study groups scheduled for the week-long sessions, at least 16 deal directly with the topic, "Promising New Practices In Education." Among them are programs for the academically talented, foreign language teaching in elementary schools, the use of teaching machines, and new trends in the teaching of biology, mathematics, and other subjects.

Though not all new practices are expected to be adopted wholesale, the nation's teachers will for the first time have an opportunity to review them, make comparisons, question educators who have had experience with them, and relate them to their own school needs.

For example, the superintendents of four large-city school systems -- Boston, Washington, Atlanta, Houston, and San Francisco -- will offer an analysis of programs for academically talented students in large cities. Equally qualified personnel will analyze a variety of other subjects ranging from team teaching to parent-teacher conferences.

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In other sessions and in business meetings, the convention will reflect large social questions as well as specialized educational problems. Topics scheduled for discussion include "education for the disadvantaged American," "education in a credit-card society," "understanding today's families," and "what to teach the future Peace Corpsman."

Major speakers include Peace Corps Director Sargent Shriver; Dr. Jonas Salk of the School of Medicine at the University of Pittsburgh; U. S. Commissioner of Education Sterling M. McMurrin; Sir Ronald Gould of England, president of the World Confederation of Organizations of the Teaching Profession; Senator Wayne Morse of Oregon; Congressman Frank Thompson of New Jersey; Senator Oren E. Long of Hawaii; NBC Newsman Martin Agronsky; and Daniel D. Mich, editorial director, Look magazine.

An annual feature of the convention will be the presentation of "School Bell Awards" for distinguished interpretive reporting on education. This year there will be 23 awards in the fields of publishing and broadcasting. The awards are presented jointly by seven national educational organizations.

Business before the convention includes a proposal, recommended by the NEA board of directors, to strengthen professional requirements for eligibility to NEA membership. The board has recommended that after August 31, 1964, active NEA membership be limited to those engaged in the profession who have earned at least a bachelor's degree and who are eligible to hold a regular legal teaching certificate. This requirement would not be applicable to those who were members of NEA before the effective date.

The proposed change, according to NEA President Clarice Kline, is in accord with the long-range goal of NEA to elevate the standards of the teaching profession and the quality of education provided in the schools of the nation.

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Convention delegates will also be concerned with developing a statement of principles to guide local associations in their dealings with local boards of education. In some parts of the country there has been a movement toward collective bargaining between school boards and local associations.

The NEA board of directors will propose, as an alternative, a resolution urging that the two groups should consider matters of mutual concern as a joint responsibility. The resolution suggests that professional educational organizations have the right, through democratically elected representatives, to participate in the determination of school policies, including salary and other conditions for professional service. This procedure, the resolution says, should preclude the use of the strike by teachers, and preclude also arbitrary, unilateral action by school boards.

A new vice-president and president-elect is to be chosen at the convention. This officer -- a woman this year by NEA tradition -- will assume the top office a year later at the organization's convention in Denver, Colorado.

Announced candidates for the post are Mrs. Hazel Blanchard, an elementary school principal of Fresno, California, and Miss Lucille Carroll, English teacher of Wooster, Ohio.

The president-elect who will take office at the close of the Atlantic City Convention is Ewald Turner of Pendleton, Oregon, director of guidance and an industrial arts instructor at Helen McCune Junior High School there.

Of the 10,000 persons attending the convention, 6000 will be delegates and 4000 will be observers. The NEA has a membership of 765,000 teachers and other educators.

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June 17, 1961

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 Joseph Hanlon

FOR RELEASE: Sunday, June 18, 1961
SPECIAL TO NEW MEXICO PAPERS

National Education Association Seeks
Higher Standards for Professional Teachers

WASHINGTON, June 17 -- The National Education Association, at its 99th annual convention opening next Sunday at Atlantic City, N.J., will consider amending its bylaws to strengthen the professional qualifications required of new applicants for membership.

Two New Mexico educators will take leading parts in deliberations at the annual meeting of the world's largest professional organization. They are William B. O'Donnell, vice-president of the New Mexico State University at University Park, who represents New Mexico on the 69-member NEA Board of Directors, and J. Cloyd Miller, president of New Mexico Western College at Silver City, who is a member of the NEA Board of Trustees.

More than 6000 delegates from all parts of the country, representing more than 760,000 members of NEA, are expected at the convention and total attendance, including observers, is expected to reach 10,000. The convention will continue through June 30.

The proposed change in qualifications for NEA membership would limit active membership, after Aug. 31, 1964, to those engaged in the profession who have earned at least a bachelor's degree and who hold, or are eligible to hold, a regular legal teaching certificate. This requirement would not apply for those who hold active membership in the year preceding Aug. 31, 1964.

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Miss Clarice Kline, a Waukesha, Wisconsin, classroom teacher and president of NEA, said the proposed change in membership qualifications was in accord with the long range goal of the organization to elevate the standards of the teaching profession and the quality of education provided in the schools of the nation.

Another important matter of business before the convention will be development of a resolution expressing the attitude of the association on the relationship which should exist between teachers and boards of education. In some parts of the country there have been moves toward collective bargaining between local teacher groups and boards of education. The proposed resolution reads in part as follows: "The National Education Association believes, that professional education associations should be accorded the right, through democratically selected representatives using appropriate professional channels, to participate in the determination of policies of common concern including salary and other conditions for professional service."

This procedure, the resolution continues, should preclude arbitrary unilateral use of authority by school boards and the use of the strike by teachers as a means of enforcing economic demands.

Consideration will also be given to the formation of a new department of NEA to be known as the Department of Foreign Languages. This is a reflection of the increasing awareness in recent years of the importance of widespread knowledge of foreign languages to the national security.

Another proposed change in the internal structure of NEA is a recommendation that its National Commission for the Defense of Democracy Through Education be combined with its Committee on Tenure and Academic Freedom because the work of these two groups is in some degree overlapping. As reconstituted, the group would be known as the National Commission on Professional Rights and Responsibilities. Part of the same proposal is that the NEA Citizenship Committee be made directly responsible to the NEA Assistant Secretary for Professional Development and Welfare; and that the Ethics

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Committee, which is endeavoring to develop a single code of ethics for the teaching profession throughout the country, be given additional staff assistance.

The Citizenship Committee will report to the convention that it has observed a "revolution in teacher opinion" relating to political activity. Teachers in large numbers, the committee holds, are beginning to accept the idea that they are not barred, as educators, "from actively fulfilling their responsibilities for the operation of the machinery of American government." The Committee will recommend that local education associations work toward establishment, by school boards, of written policies guaranteeing to teachers full political equality with other citizens in the exercise of their political rights and responsibilities.

In the course of the convention, various commissions, committees and departments of the NEA will be holding several hundred group meetings. One afternoon will be given over to a series of sectional meetings for discussion of promising new practices in education. There will be 15 such meetings, held simultaneously, dealing with such subjects as programs for the academically talented, the teaching of foreign languages in elementary school, teaching machines, new developments in the teaching of biology, mathematics, and kindred topics.

Among the outstanding speakers who will be heard at the convention are Sir Ronald Gould of England, president of the World Confederation of Organizations of the Teaching Profession; Martin Agronsky, National Broadcasting Co. commentator; United States Senators Oren E. Long (D-Hawaii); Wayne Morse (D-Ore.); Harrison Williams (D-N.J.); Rep. Frank Thompson (D-N.J.); and U.S. Commissioner of Education Sterling McMurrin.

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June 18, 1961

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For further information:
Beatrice M. Gudridge or Joseph Hanlon

FOR RELEASE: Sunday, June 18, 1961
SPECIAL TO MICHIGAN

National Education Association Seeks
Higher Standards for Professional Teachers

WASHINGTON, June 17 -- The National Education Association, at its 99th annual convention opening next Sunday at Atlantic City, N.J., will consider amending its bylaws to strengthen the professional qualifications required of new applicants for membership.

Two educators representing Michigan on the 69-member NEA Board of Directors will take a leading part in deliberations at the annual meeting of the world's largest professional organization. They are Lillian A. Comar of Michigan State University at East Lansing, and Mrs. Charlotte P. Richards, educator, of 2460 Walnut Lake Road, Birmingham.

More than 6000 delegates from all parts of the country, representing more than 760,000 members of NEA, are expected at the convention and total attendance, including observers, is expected to reach 10,000. The convention will continue through June 30.

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Committee, which is endeavoring to develop a single code of ethics for the teaching profession throughout the country, be given additional staff assistance.

The Citizenship Committee will report to the convention that it has observed a "revolution in teacher opinion" relating to political activity. Teachers in large numbers, the committee holds, are beginning to accept the idea that they are not barred, as educators, "from actively fulfilling their responsibilities for the operation of the machinery of American government." The Committee will recommend that local education associations work toward establishment, by school boards, of written policies guaranteeing to teachers full political equality with other citizens in the exercise of their political rights and responsibilities.

In the course of the convention, various commissions, committees and departments of the NEA will be holding several hundred group meetings. One afternoon will be given over to a series of sectional meetings for discussion of promising new practices in education. There will be 15 such meetings, held simultaneously, dealing with such subjects as programs for the academically talented, the teaching of foreign languages in elementary school, teaching machines, new developments in the teaching of biology, mathematics, and kindred topics.

Among the outstanding speakers who will be heard at the convention are Sir Ronald Gould of England, president of the World Confederation of Organizations of the Teaching Profession; Martin Agronsky, National Broadcasting Co. commentator; United States Senators Oren E. Long (D-Hawaii); Wayne Morse (D-Ore.); Harrison Williams (D-N.J.); Rep. Frank Thompson (D-N.J.); and U.S. Commissioner of Education Sterling McMurrin.

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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 Joseph Hanlon

FOR RELEASE: Sunday, June 18, 1961
SPECIAL TO ARIZONA

National Education Association Seeks
Higher Standards for Professional Teachers

WASHINGTON, June 17 -- The National Education Association, at its 99th annual convention opening next Sunday at Atlantic City, N J. will consider amending its bylaws to strengthen the professional qualifications required of new applicants for membership.

Charles A. Carson of the Tucson Public Schools, who represents Arizona on the 69-member NEA Board of Directors, will take a leading part in deliberations at the annual meeting of the world's largest professional organization.

More than 6000 delegates from all parts of the country, representing more than 760,000 members of NEA, are expected at the convention and total attendance, including observers, is expected to reach 10,000. The convention will continue through June 30.

The proposed change in qualifications for NEA membership would limit active membership, after Aug. 31, 1964, to those engaged in the profession who have earned at least a bachelor's degree and who hold, or are eligible to hold, a regular legal teaching certificate. This requirement would not apply for those who hold active membership in the year preceding Aug. 31, 1964.

(more)

Of the 400 meetings, seminars, and study groups scheduled for the week-long sessions, at least 16 deal directly with the topic, "Promising New Practices In Education." Among them are programs for the academically talented, foreign language teaching in elementary schools, the use of teaching machines and new trends in the teaching of biology, mathematics, and other subjects.

In other sessions and in business meetings, topics scheduled for discussion include "education for the disadvantaged American," "education in a credit-card society," "understanding today's families," and "what to teach the future Peace Corpsman."

Major speakers include Peace Corps Director Sargent Shriver; Dr. Jonas Salk of the School of Medicine at the University of Pittsburgh; U. S. Commissioner of Education Sterling M. McMurrin; Sir Ronald Gould, president of the World Confederation of Organizations of the Teaching Profession; Senator Wayne Morse of Oregon; Congressman Frank Thompson of New Jersey; Senator Oren E. Long of Hawaii; NBC Newsman Martin Agronsky; and Daniel D. Mich, editorial director, Look magazine.

The new president-elect to be chosen at the convention -- a woman this year by NEA tradition -- will assume the top office a year later at the organization's convention in Denver, Colorado.

Announced candidates for the post are Miss Lucille Carroll, an English teacher at Wooster, Ohio, and former president of the NEA Department of Classroom Teachers; and Mrs. Hazel Blanchard, an elementary school principal of Fresno, California.

The president-elect who will take office at the close of the Atlantic City Convention is Ewald Turner of Pendleton, Oregon, director of guidance and an industrial arts instructor at Helen McCune Junior High School there.

# # #

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

June 15, 1961

ATTENTION RADIO-TV NEWS DIRECTORS

Enclosed is a special story about leading educators from your state or city who will be key participants at the annual convention of the National Education Association opening in Atlantic City, New Jersey, on Sunday, June 25.

We hope that you or a member of your staff will be able to cover the sessions, and complete press office facilities will be available throughout the week-long meeting in Room 8 of the Atlantic City Auditorium. If, however, you would like to arrange for beeper interviews and/or special film or still picture coverage from Atlantic City, we will do everything we can to help you get it.

The unlisted direct-line press office phone number in Atlantic City will be 344-8972. For direct dialing, the Atlantic City area code is 601. Ray Nelson of our staff will be in charge of handling your requests.

Roy K. Wilson

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

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

June 14, 1961

MEMORANDUM TO RADIO BROADCASTERS

Re: Special 4½-minute advance tape of keynote address to the 99th annual Convention of the National Education Association in Atlantic City, N.J.

Issues that may affect the education of every child in America will be up for consideration in Atlantic City the week of June 25 when the world's largest professional association holds its annual convention. In all, some 10,000 teachers and other educators are expected to attend the 99th annual meeting of the National Education Association.

Because we feel you and your listeners are sincerely interested in these issues and the future of American education, we are preparing a special advance tape featuring excerpts from the convention's keynote address by the President of the NEA, Miss Clarice Kline, a classroom teacher from Waukesha, Wisconsin.

This tape will run 4½-minutes and be suitable for use when received. It will be accompanied, however, by a complete transcript in case you would want to use the excerpts in regular newscasts or keep the same format and copy but substitute a local voice. Of course, you may use the tape in any way you feel is most effective and there is no cost or obligation.

In her keynote address, Miss Kline gives her colleagues and fellow citizens a realistic appraisal of America's commitment to universal public education, and outlines why this may be the year the American public will have to decide if its schools are worth the price tag. Throughout the week-long convention, Miss Kline will be joined on the speaker's rostrum by such distinguished Americans as Dr. Jonas Salk; Peace Corps Director R. Sargent Shriver; U.S. Commissioner of Education Sterling M. McMurrin; Sir Ronald Gould of England; Senator Morse of Oregon; Senator Long of Hawaii and Congressman Thompson of New Jersey. Enclosed is a roundup news story outlining the convention in more detail.

If you want a copy of the special advance tape described above, please return the enclosed reply form as soon as possible. A stamped, self-addressed envelope is enclosed for your convenience.

Roy K. Wilson

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

June 14, 1961

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

June 14, 1961

MEMORANDUM TO: NEA Convention Correspondents

Your press credentials as a convention correspondent for the NEA Convention in Atlantic City will be ready for you in the Home Town News Center, Room 9, Atlantic City Auditorium, beginning Sunday afternoon, June 25. We suggest you register at that time in order not to miss any of the special events and privileges to which these credentials will entitle you:

▶ Reception for Daniel D. Mich, Editorial Director of LOOK Magazine, and Helen ("Missy") Adams, National Teacher of the Year, following the meeting of the Joint Committee of the NEA and the Magazine Publishers Association, scheduled for 2 p.m. Tuesday, June 27, in Borton Hall, Dennis Hotel.

Mr. Mich, widely known in education circles for his outstanding coverage of school issues in LOOK, will report on how a national magazine handles controversial issues, with specific reference to "The Disadvantaged American." "Missy" Adams, who was the subject of a major picture spread in LOOK, May 23, 1961, is a kindergarten teacher from Cumberland, Wisconsin.

You will have an opportunity to meet and talk with both Mr. Mich and Miss Adams following the meeting.

▶ School Bell Awards reception to be held from 10 - 11:30 p.m., Wednesday, June 28, in the Ballroom, Atlantic City Auditorium.

Among those School Bell Award winners present will be the famed humorist Sam Levenson, Tony Owen, husband of Actress Donna Reed, and producer of "The Donna Reed Show," and many other top editors, reporters, and broadcasters. On hand, too, will be 14 winners in the State and Local Reporting category.

▶ A confidential copy of the entire list of School Bell Award winners will be made available to you, as a convention correspondent in advance of general distribution.

Roy K. Wilson

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

News from the NATIONAL EDUCATION ASSOCIATION

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

Note to Editors and Correspondents: Thirty-two national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press and Radio Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For further information:
Beatrice M. Gudridge or Minnio Gilliland

FOR RELEASE: June 14, 1961

25 Student-Faculty Teams Will Take
Leadership Training at Bethel, Me.

WASHINGTON, June 13 -- Some 25 college teams of students representing religious groups, student government and campus organizations, along with faculty members, will take part in a two-week training laboratory June 18-30 sponsored by the National Training Laboratories (NTL) at Gould Academy, Bethel, Maine.

This second training laboratory for college student leaders and college faculty and student personnel workers will be partially underwritten by a $10,000 grant to NTL from the Lilly Endowment, Inc. NTL is part of the Division of Adult Education Service, National Education Association (NEA). The Lilly Endowment is a nonprofit organization set up to aid religious, educational, and community organizations.

The teams composed of approximately 100 students and 35 faculty members selected by their respective colleges, will undergo laboratory experiences intended to improve student leadership in all phases of campus activity and to break down the barriers which often divide faculty and students.

The colleges represented are listed by state on the following page.

(more)

ARIZONA

Arizona State University, Tempe

DELAWARE

University of Delaware, Newark

WASHINGTON, D. C.

American University

ILLINOIS

Southern Illinois University
S.W. Illnois Campus, East St. Louis
Southern Illinois University, Carbondale
Northern Illinois University, DeKalb

INDIANA

Indiana University, Bloomington

MAINE

Bates College, Lewiston

MASSACHUSETTS

Lesley College, Cambridge
Boston University, Boston

MICHIGAN

University of Michigan, Ann Arbor

MINNESOTA

Carleton College, Northfield
University of Minnesota, Minneapolis

NEW YORK

City College, New York City
Hunter College, New York City
State University of New York, Buffalo
Cornell University, Ithaca

NORTH CAROLINA

High Point College, High Point
University of North Carolina,
Chapel Hill
State College of Agriculture
and Engineering, Raleigh

OHIO

Antioch College, Yellow Springs

PENNSYLVANIA

Northeastern Institute for
Christian Education, Villanova

TENNESSEE

Belmont College, Nashville

TEXAS

Austin College, Sherman
University of Texas, Austin
Baylor University, Waco

UTAH

University of Utah, Salt Lake City
Brigham Young University, Provo

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1961

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 Joseph Hanlon

FOR RELEASE AT WILL

NEA Convention Expected to Draw 10,000
Teachers, Observers to Atlantic City

WASHINGTON, June 9 -- Some 10,000 teachers and other educators are expected to attend the 99th annual convention of the National Education Association which opens June 25 at Atlantic City, N. J.

In general meetings each day, and in almost 400 smaller gatherings of NEA departments, committees, and commissions, the delegates will explore the implications of the convention theme set by NEA President Clarice Kline of Waukesha, Wisconsin: "A Charge to Keep." There will be 6000 official delegates and several thousand interested observers at the convention.

Miss Kline's theme -- the "charge" she imposed on the profession when she took office a year ago -- has to do with faith and pride in the teaching profession, a strong commitment to public education, and a determination to move the profession ahead.

The NEA, with a membership of about 760,000, is the world's largest professional organization.

A new feature of this year's convention will be a series of meetings under the heading of "Promising New Practices in Education," at which leaders in the profession will describe not some new theory of what ought to be done, but something new that is actually being done in some one or more school systems.

(more)

Topics to be discussed at these meetings will range through such subjects as the teaching of the academically talented, foreign language teaching in elementary schools, the use of teaching machines, new trends in the teaching of biology, mathematics, and other subjects, and similar developments.

Among the distinguished speakers who will be heard are Sir Ronald Gould of England, president of the World Confederation of Organizations of the Teaching Profession; Peace Corps Director Sargent Shriver; Dr. Jonas Salk of the School of Medicine, University of Pittsburgh; News Commentator Martin Agronsky, of the National Broadcasting Co.; United States Senators Oren E. Long (D-Hawaii), Wayne Morse (D-Ore.), Harrison Williams (D-N.J.), Rep. Frank Thompson (D-N.J.) and U.S. Commissioner of Education Sterling McMurrin.

An annual feature of the convention will be the presentation of "School Bell Awards" for distinguished interpretive reporting on education. This year there will be 23 awards in the fields of publishing and broadcasting. The awards are presented jointly by seven national educational organizations.

Business before the convention includes a proposal, recommended by the NEA board of directors, that would strengthen the professional requirements for eligibility to NEA membership. The board has recommended that after Aug. 31, 1964, active NEA membership be limited to those engaged in the profession who have earned at least a bachelor's degree and who are eligible to hold a regular legal teaching certificate. This requirement would not be applicable to those who were members of NEA before the effective date.

The proposed change, Miss Kline said, is in accord with the long range goal of NEA to elevate the standards of the teaching profession and the quality of education provided in the schools of the nation.

(more)

Convention delegates will also be concerned with developing a statement of principles to guide local associations in their dealings with local boards of education. In some parts of the country there has been a movement toward collective bargaining between school boards and local associations.

The NEA board of directors will propose, as an alternative, a resolution urging that the two groups should consider matters of mutual concern as a joint responsibility. The resolution suggests that professional educational organizations have the right, through democratically elected representatives, to participate in the determination of school policies, including salary and other conditions for professional service. This procedure, the resolution says, should preclude the use of the strike by teachers, and preclude also arbitrary, unilateral action by school boards.

A new vice president and president-elect is to be chosen at the convention. This officer -- a woman this year by NEA tradition -- will assume the top office a year later at the organization's convention in Denver, Colorado.

Announced candidates for the post are Miss Lucille Carroll, an English teacher at Wooster, Ohio, and former president of the NEA Department of Classroom Teachers; and Mrs. Hazel Blanchard, an elementary school principal of Fresno, California.

The president-elect who will take office at the close of the Atlantic City convention is Ewald Turner of Pendleton, Oregon, director of guidance and an industrial arts instructor at Helen McCune Junior High School there.

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June 9, 1961

National Education Association

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

June 9, 1961

MEMORANDUM TO: NEA Convention Correspondents

We're pleased to welcome you as your association's "NEA convention correspondent" and we look forward to working with you in Atlantic City to help you keep your home town press, radio and TV outlets informed of newsworthy developments at the meeting.

We are enclosing three copies of an advance release on the convention which we hope you will take around to your community's editors and broadcasters to introduce yourself as the "convention correspondent" and to discover what additional material they might want you to provide. If you need more advance releases, let us know.

At the convention itself, we will look forward to registering you in the HOME TOWN NEWS CENTER which will be in operation from 9 a.m.-5 p.m. Monday, June 26 - Friday, June 30, in Room 9 of the Atlantic City auditorium. You are welcome to use the facilities during these hours, and to consult with the two NEA Press and Radio Division staff members on duty -- Miss Minnio Gilliland and Miss Diana Brown.

Each day, you will be provided with a daily specially-written story of convention developments which you can airmail back to your editors and broadcasters. You may use this story as is, or adapt it to fit the local situation. In your discussion with editors and broadcasters, you may discover what angles are especially interesting to them.

We will also be prepared to provide you with ONE picture from the convention for use in your newspaper. This might be a picture of one of your local leaders with state and/or national NEA leaders. We would expect you to line up the local and/or state people for this picture, and we will take responsibility for having national leaders on hand. Our photographer will be on duty in the HOME TOWN NEWS CENTER for this purpose only from the hours of 9 a.m. - 12 Noon Monday, June 26 to Wednesday, June 28. So plan your picture-taking to fit into that schedule.

Your editor and broadcasters might wish to reach you during the convention, so we suggest you give them your hotel and telephone number. A list of Atlantic City Hotel telephone numbers is listed on the back of this page.

With your help, we hope to make this the best-publicized NEA Convention in history!

Sincerely yours,

Roy K. Wilson

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

(over)

Telephone Numbers for Principal Hotels-Motels

Atlantic City, New Jersey, June 1961

Hotels

Ambassador	345-4141
Breakers	344-0121
Chelsea	344-1251
Claridge	345-1271
Columbus	344-5211
Dennis	344-8111
Eastbourne	345-2226
Flanders	344-3183
Jefferson	345-0141
Kentucky	345-1618
Mark	345-9240
Marlborough-Blenheim	345-1211
Mayflower	344-1161
Monticello	345-6191
New Belmont	345-1181
Old English	344-7071
Penn-Atlantic	345-3236
President	344-5151
Richfield-Boscobel	344-5205
Ritz-Carlton	344-3051
Runnymede	344-6571
Shelburne	344-8131
Sterling	344-6141
Traymore	344-3021

Motels

Acapulco	344-9093
Algiers	344-6101
Ascot	344-5163
Baronet	345-6128
Californian	345-3271
Caribe	345-1108
Colony	344-6121
Continental	345-5141
Diplomat	344-4188
Dunes	344-5271
Eastbourne	345-2226
Eldorado	345-5956
El Rancho	344-7181
Empress	344-7031
Envoy	344-7116
Galaxie	345-6102
LaConcha	348-9101
Lincoln and Roosevelt Beach	344-6575
Lombardy	344-7001
Malibu	345-5155
Mardi Gras	345-0193
Monte Carlo Beach	348-3151
Mt. Royal	344-7021
Ocean View	344-5724
President	344-5151
Saxony	344-7146
Sorrento	348-1134
Strand of Atlantic City	345-7503
Sun 'N Sand	345-5036
Tropicana	344-4158

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

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

June 9, 1961

Dear Delegate:

Public relations in all its forms -- through the press, radio, television, national magazines, home town reporting -- emerges as a significant backdrop for the 99th Annual Convention of the National Education Association beginning June 25 in Atlantic City, New Jersey.

As a delegate, you can participate personally in some of the public relations events...and as a member of the organized teaching profession, you can feel proud of the national attention that will be reflected on your Association throughout the meeting by public relations media. Here are some of the major Convention activities planned for Atlantic City in the public relations area:

- Some 900 "convention correspondents," each representing a local teachers association, will report events of the meeting each day to local newspapers, radio and television stations.

- National School Bell Awards for 1961 will be awarded to 23 representatives of the press, network and local radio and television, and national magazines for "distinguished service in the interpretation of education." Also, the Education Writers Association, whose membership includes most of the education reporters and writers of the nation, will present awards at its annual luncheon.

- The Joint Committee of the NEA and the Magazine Publishers Association will sponsor a session which has explosive public relations undertones -- the handling of controversial issues by schools and public relations media -- with top speakers to explore the issue.

- "Parents Ask About School"--films from a brand-new NEA series of half-hour television programs, will be shown every day at Atlantic City.

- A Fortune Magazine writer will discuss "The Remaking of American Education" at the Educational Press Association meeting.

Information about these and other events is contained in the following pages. We hope you will plan to include those that are open to Convention participants in your own schedule of activities.

Sincerely yours,

Roy K. Wilson

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

HOME TOWN REPORTING

When the official delegates of the largest professional association in the world meet to thrash out issues that will affect the education of every child in America--that's news!

This news from Atlantic City will be channelled back home every day by more than 900 especially-appointed "convention correspondents" working through the Home Town News Center at the NEA Convention. The convention correspondents, appointed by the president of their local teachers associations, have contacted hundreds of local newspapers, radio and television outlets in advance to ensure that the NEA will get maximum publicity in home communities throughout the five-day meeting.

PARENTS ASK ABOUT SCHOOL--A TV SERIES

"Parents Ask About School," an exciting new NEA series of half-hour television programs, will be shown continuously every day of the convention in Room H of the Atlantic City Autitorium. Produced by the NEA in cooperation with its affiliated state education associations, the purpose of the series is to provide television stations with programs that support a major NEA aim--to increase the American public's knowledge and understanding of its schools. It is a continuation of the highly successful series "The School Story" which was aired by more than 200 television stations in 1960. The Atlantic City schedule of film showings is as follows:

Sunday

Noon	"A Time for Talent." Explores three outstanding school programs for the gifted student.
12:45	"What are Teaching Machines?" and other questions.
1:30	"Who is Pete?" How schools use testing programs.
2:15	"How Does My Child Learn to Read?" and other questions.
3:00	"The Hickory Stick." Discipline in the classroom.

Monday

9: A.M.	"Will We Have Year 'Round Schools?" and other questions.
9:45	"The Breakthrough in Education." Top educators discuss new school developments.
10:30	"Are Our Schools Up-to-Date?" and other questions.
11:15	"Learning for Life." Adult education.
12 Noon	"How Much Homework is Enough?" and other questions.
12:45	"The Dropout." Dramatic case study of a dropout.
1:30	"Can We Help a Slow Learner?" and other questions.
2:15	"See How They Learn." Teaching the three R's today.
3:00	"Should I Know My Child's IQ?" and other questions.
3:45	"A Time for Talent."
4:30	"What are Teaching Machines?"
5:15	"Who is Pete?"

Tuesday

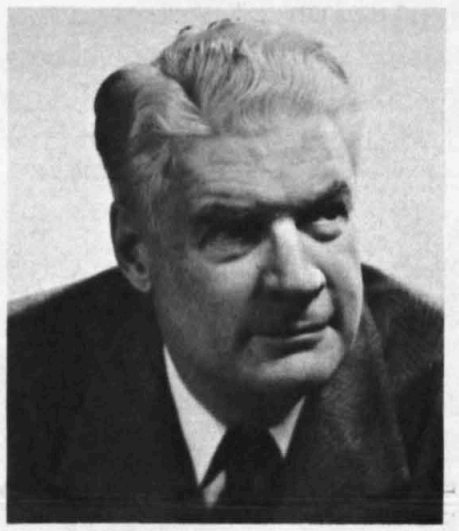
12 Noon	"How Does My Child Learn to Read?"
12:45	"The Hickory Stick."
1:30	"Will We Have Year 'Round Schools?"
2:15	"The Breakthrough in Education."
3:00	"Are Our Schools Up-to-Date?"
3:45	"Learning for Life."
4:30	"How Much Homework is Enough?"
5:15	"The Dropout."

(Schedule for Wednesday, Thursday, and Friday on Page 4)

NEA-MPA--"Controversial Issues"

A topic of national significance--with top speakers to explore it--features the Atlantic City meeting of the Joint Committee of the NEA and the Magazine Publishers Association scheduled for 2 P.M. Tuesday, June 27 in Borton Hall, Dennis Hotel.

"How We Handle a Controversial Issue--The Disadvantaged American" is the topic for the meeting. Daniel D. Mich, editorial director, LOOK Magazine, and Calvin E. Gross, superintendent of schools, Pittsburgh, Pa. will explore the subject--Mr. Mich on "Reporting the Issue;" and Mr. Gross on "Some Promising Solutions in a City School System." Earl H. Hanson, superintendent of schools, Rock Island, Illinois, co-chairman of the Joint Committee, will preside.



Daniel D. Mich

Each person who attends this meeting will receive a complimentary copy of a new NEA booklet, just off the press, called Controversial Issues in the Classroom. The booklet contains written policy statements on teaching controversial issues in the classroom and is designed for the guidance of boards of education, school administrators, and classroom teachers. The policies include those prepared and in use by local school systems, state teacher associations, state departments of education, and high school social studies departments.

Plan to attend this NEA-MPA meeting -- and ensure yourself of a complimentary copy of the booklet by sending in the "reservation" card included in this mailing.

SCHOOL BELL AWARDS

Some 23 School Bell Awards for distinguished service in the interpretation of education will be presented at the General Session of the NEA Convention at 8 P.M. Wednesday, June 28. This will mark the sixth year that the various media which have done outstanding work to focus public attention constructively on education will be honored.

National winners this year include three examples of national coverage by the press; three examples of distinguished dramatic interpretation by network television; and three examples of outstanding coverage by national magazines.

Fourteen awards in the "State and Local Reporting" category will be given to local newspapers, radio and television stations in as many states.

The National School Bell Awards are sponsored by the following groups: American Association of School Administrators; Council of Chief State School Officers; National Association of Secretaries of State Teachers Associations; National Congress of Parents and Teachers; National Education Association; National School Boards Association; and the United States Office of Education.

The awards will be presented by Don E. Matthews, assistant superintendent in charge of special services, Dallas, Texas, Public Schools, and President, National School Public Relations Association.

NSPRA is the coordinator of the annual School Bell Awards project.

FORTUNE WRITER AT EDPRESS LUNCHEON

Charles E. Silberman, member of the Board of Editors of Fortune Magazine and author of the article in the April 1961 issue, called "The Remaking of American Education," will speak on the same topic at the luncheon meeting of the Educational Press Association of America to be held at 12 Noon in the 22 Club of the Ambassador Hotel, Monday, June 26.

Mr. Silberman came to Fortune from an instructorship in economics at Columbia University where he still lectures and from which he was graduated.

Richard H. Barss, president of the Educationl Press Association of America, and editor of Oregon Education, journal of the Oregon Education Association, will preside.

Charles E. Silberman

MORE "PARENTS ASK" FILM SHOWINGS

Schedules for the Wednesday, Thursday and Friday showings in Room H, Atlantic City Auditorium are as follows:

Wednesday

12 Noon	"Can We Help a Slow Learner?"
12:45	"See How They Learn"
1:30	"Should I Know My Child's IQ?"
2:15	"A Time for Talent"
3:00	"What Are Teaching Machines?"
3:45	"Who is Pete?"
4:30	"How Does My Child Learn to Read?"
5:15	"The Hickory Stick"

Thursday

12 Noon	"Will We Have Year 'Round Schools?"
12:45	"The Breakthrough in Education."
1:30	"Are Our Schools Up-to-Date?"
2:15	"Learning for Life"
3:00	"How Much Homework is Enough?"
3:45	"The Dropout"
4:30	"Can We Help a Slow Learner?"
5:15	"See How They Learn"

Friday

12 Noon	"Should I Know My Child's IQ?"
12:45	"A Time for Talent"
1:30	"What Are Teaching Machines?"
4:30	"Who Is Pete?"
5:15	"How Does My Child Learn to Read?"

TWO OTHER MEETINGS OF INTEREST: The Education Writers Association Awards luncheon to be held at 12:15 P.M., Tuesday, June 27 at the Mandarin Room, Traymore Hotel (invitational), and the meeting of the National School Public Relations Association at 2:30 P.M. Wednesday, Ballroom, Shelburne Hotel. The topic: "Instructional Technology: Threat or Promise."

June 9, 1961

Dear Colleague:

On June 26 the NEA will publish a new booklet:

CONTROVERSIAL ISSUES IN THE CLASSROOM: Policies to Help Guide Boards of Education, School Administrators and Classroom Teachers.

First copies of the new publication will be distributed at the meeting sponsored by the NEA and Magazine Publishers Association during the NEA Convention in Atlantic City, N. J., at 2 p.m. on Tuesday, June 27, at the Dennis Hotel. If you would like a complimentary copy of the booklet reserved for you, please advise the Press/Radio Division, NEA, 1201 - 16th Street, N.W., Washington 6, D. C. See item in enclosed bulletin. Postal reply card is enclosed.

Press/Radio Division
NATIONAL EDUCATION ASSOCIATION

June 5, 1961

Alice Norton
Archives (1)

News from the NATIONAL EDUCATION ASSOCIATION

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

Note to Editors and Correspondents: Thirty-two national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press and Radio Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For further information:
Beatrice M. Gudridge or Minnio Gilliland

FOR RELEASE: A.M. Papers
Monday, June 5, 1961

29 States Move to Upgrade Preparation Of School Superintendent For His Job

WASHINGTON, June 4 -- More than half the states are considering stiffening the academic preparation a school superintendent should bring to his job as chief educational administrator in a school district.

So reports J. C. Wright, secretary of the Committee for the Advancement of School Administration (CASA), today after a national survey among the nation's 50 chief state school officers and presidents of state administrators associations.

Returns showed:

- Indiana and Iowa now require two years of graduate work for superintendents' certificates; Washington state requires the equivalent for a permanent certificate.
- New York, Pennsylvania, and North Carolina have set definite target dates for similar action; Maryland, and California are planning to do so.
- Twenty-one other states have the matter under consideration.

(more)

- In more than 30 states, associations of school administrators are planning to require their members to meet the same college training standards for membership (two years of graduate work) as for membership in the American Association of School Administrators, the national professional organization.
- In most states one or more colleges or universities are offering or planning to offer two-year graduate programs for the preparation of school superintendents.

Mr. Wright reminded state superintendents, schoolboard members, and others to whom the report is directed that the "boot-strap" nature of the movement in no way suggests that school administrators wish to infringe upon the rights of boards of education to choose professional leaders for their schools.

"Actually," he said, "school boards should favor efforts by members of the profession to improve the quality of persons certified as superintendents. This can be accomplished through more careful screening and selection and more rigorous programs of preparation. When this is done, school boards will be more likely to 'pick a winner' when they are required to fill a vacancy in the superintendency."

CASA members are appointed by and serve under the direction of the Executive Committee of the American Association of School Administrators. It was at the suggestion of CASA that the proposal to limit membership in the AASA after January 1, 1964, to those who have completed two years of graduate work was submitted to members and passed at the annual AASA meeting in Atlantic City in 1959.

# # #

Note: Press copies of the report on the survey may be obtained from the Committee for the Advancement of School Administration, National Education Association, 1201 - 16th Street, N.W., Washington 6, D. C. Ask for report titled, "The Way to Begin Is to Begin."

June 1, 1961

National Education Association

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

June 1, 1961

MEMORANDUM TO EDITORS AND CORRESPONDENTS:

It is estimated that one out of every two people will be killed or injured in an automobile accident during his lifetime. Approximately 40,000 people are killed annually on the streets and highways and millions more are injured at a cost in excess of $6,000,000,000.

Grim as these statistics may be, The American Driver Education Association believes that they can be drastically cut down through well-planned school programs.

ADEA officials say this: "The immediate practical purpose of driver education is to develop the learner's ability to operate an automobile safely and efficiently. The ultimate goal is to provide the beginning driver a sound basis for a lifetime of safe and efficient motor vehicle operation."

The ADEA is to hold its fifth annual convention in Miami Beach, Florida, June 13-17, and a distinguished group of speakers from schools and colleges and from organizations which have actively supported all kinds of accident prevention programs are to address the meeting.

Chief legislative liaison officer of the National Aeronautics and Space Administration, Richard A. Buddeke, is to be the keynote speaker at the opening general session at the Deauville Hotel. Other speakers include Dr. James H. Fox of the National Institutes of Health, who will review recent research findings dealing with the effects of alcohol on driving; J. William Bethea, executive secretary, The President's Committee for Traffic Safety, who will bring a firsthand report of the emphasis placed on driver education by the Committee.

One of the conference highlights is to be a debate on the topic "Is Freeway Driving Different?" Other topics to be discussed throughout the convention include "Traffic Safety and Pre-Driver Education in Elementary and Junior High Schools," "Safety and Efficiency in School Transportation."

A Press Office will be located in the Deauville Hotel and a staff will be on hand to help you or a member of your staff get complete coverage. We hope to have advance copies of some of the speeches before the meeting gets underway. A copy of the convention program will be sent to you as soon as they are available.

Sincerely,

M. Ruth Broom

M. Ruth Broom
Convention News Editor
Division of Press and Radio Relations

MRB/sf

May 29, 1961

Alice Norton
Archives (1)

News from the NATIONAL EDUCATION ASSOCIATION

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

Note to Editors and Correspondents: Thirty-two national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press and Radio Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For further information:
Beatrice M. Gudridge

FOR RELEASE: P.M. Papers
Monday, May 29, 1961

Educators Discuss Space Age and Peace in
Current Issues in Higher Education, 1961

WASHINGTON, May 28 -- "The pace of our space program cannot continue, much less accelerate, without the enthusiastic support of the country's educational institutions at all levels."

This is the conclusion of two top officials of the National Aeronautics and Space Administration (NASA), Robert C. Seaman, Jr., associate administrator, and Robert Jastrow, chief, theoretical division, Goddard Space Flight Center, as stated in Current Issues in Higher Education, 1961, published today by the Association for Higher Education (AHE).

The book is a compilation of speeches, reports, and statements given at the Sixteenth Annual National Conference on Higher Education sponsored by AHE. According to G. Kerry Smith, AHE executive secretary, the 1961 issue emphasizes the gravity of the present world situation as reflected by educators from across the country who gathered to discuss "Goals for Higher Education in a Decade of Decision."

(more)

For example, the role of higher education in the Peace Corps is discussed by its associate director Laurence E. Dennis, who is also vice president for academic affairs, The Pennsylvania State University. He says the country's colleges and universities should adopt a permanent program of education for public service and responsibility.

"The proper role, indeed the only role, for higher education in the development of the Peace Corps is up front in the copilot's seat," Dennis said.

The Sixteenth Annual National Conference brought together 1450 participants from 50 states and four foreign countries. These participants represented 581 colleges and universities, both public and private, and 121 lay, professional and governmental organizations and agencies. C. Addison Hickman, professor of economics at Southern Illinois University, Carbondale, was chairman of the conference planning committee.

One of the original departments of the National Education Association, the Association for Higher Education is composed of faculty members and administrators from more than 1600 institutions of higher learning. Arnold E. Joyal, president of Fresno State College, Fresno, California, is president of AHE.

Others whose speeches are reported in the book include: Theodore Brameld, professor of educational philosophy at Boston University, Boston, Massachusetts; William C. Davidon, associate physicist, Argonne National Laboratory, Argonne, Illinois; Saville R. Davis, managing editor, The Christian Science Monitor, Boston, Massachusetts; Charles Frankel, professor of philosophy, Columbia University, New York City; Byron K. Trippet, president of Wabash College, Crawfordsville, Indiana; and Robert Ulich, professor emeritus of education, Harvard University, Wellesley, Massachusetts.

# # #

May 28, 1961

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 Myrtle Bonn

FOR RELEASE: Sunday Papers
May 28, 1961

Educational Policies Commission Urges Schools To Concentrate on Central Purpose of Education

WASHINGTON, May 27 -- A group of outstanding educators today voiced concern over the number of worthwhile goals the schools are asked to fulfill and asked that a consensus be reached on the "central focus" of the schools' efforts.

In a long-awaited statement on the subject, the influential Educational Policies Commission declared that schools need to separate the necessary from the desirable and identified the ability to think -- the development of rational powers supported by substantive knowledge -- as the central purpose which strengthens all other educational purposes.

The statement, released today, is titled The Central Purpose of American Education.

All of the traditional obligations of the school can be better achieved as pupils develop the ability to think and learn to apply it to all the problems that face them.

The rational powers of a human being are like the hub of a wheel, the Commission members state. A person with developed rational powers can "live to the fullest. He can enrich his emotional life and direct it toward ever higher standards of taste and enjoyment. He can enjoy the political and economic freedoms of the democratic society. He can free himself from the bondage of ignorance and unawareness. He can make himself a free man.

- more -

EDUCATION

The Goal: How to Think

Though education is its middle name, the teachers' organization known as the National Education Association has found it hard to define a simple and consistent goal for U.S. schools. In 1918 one famed N.E.A. group prescribed "health, command of fundamental processes, worthy home membership, vocational competence, effective citizenship, worthy use of leisure, and ethical character." In 1938 N.E.A.'s Educational Policies Commission called for "self-realization, human relationship, economic efficiency, and civic responsibility" (broken into 43 sub-goals, such as "efficiency in buying"). In 1951 N.E.A. undertook to provide ten more "values," including the Declaration of Independence's "pursuit of happiness."

Last week the Educational Policies Commission issued a 21-page pamphlet, *The Central Purpose of American Education*, that puts aside vagueness and triviality. Said the 19-member* commission: "The purpose which runs through and strengthens all other educational purposes —the common thread of education—is the development of the ability to think."

Having got that obvious but long-obscured target into focus, the pamphlet went on to say that "there is no known upper limit to human ability, and much of what people are capable of doing with their minds is probably unknown today." What is known is that "the rational powers of any person"—including the supposedly dull—"are developed gradually and continuously as and when he uses them successfully." Other points:

¶ It is "crucial that the teacher possess a thorough knowledge of the material to be taught," as well as mastery of teaching methods.

¶ "The school must foster not only desire and respect for knowledge but also the inquiring spirit. It must encourage the pupil to ask: 'How do I know?' as well as 'What do I know?' "

¶ Schools should teach "the strategies of inquiry by which man has sought to extend his knowledge and understanding of the world."

¶ The need is for "that kind of education which frees the mind and enables it to contribute to a full and worthy life. To achieve this goal is the high hope of the nation and the central challenge to its schools."

* Headed by Chicago's Superintendent of Schools Benjamin C. Willis, and including Dean John H. Fischer of Teachers College, Columbia University; Historian-Columnist (New York *Post*) Max Lerner; President O. Meredith Wilson of the University of Minnesota.

The New Old Heidelberg

When Mark Twain called Heidelberg "the last possibility of the beautiful," Germany's oldest university was gloriously awash with the *Student Prince* atmosphere of beer mugs, sabers and sashes. It was still the citadel that had beckoned Spinoza with the promise, "You will have the utmost freedom of philosophizing." U.S. students in the 19th century swarmed there for the great flowering of scholarship and the pleasant beguilements of student life.

All that died in the late '30s with Hitler, the swastika, and a Nazi professor shouting: "We do not recognize truth for truth's sake." Many wondered if Heidelberg, which once so heavily influenced scholars and students from Tokyo to Texas, would ever rise again.

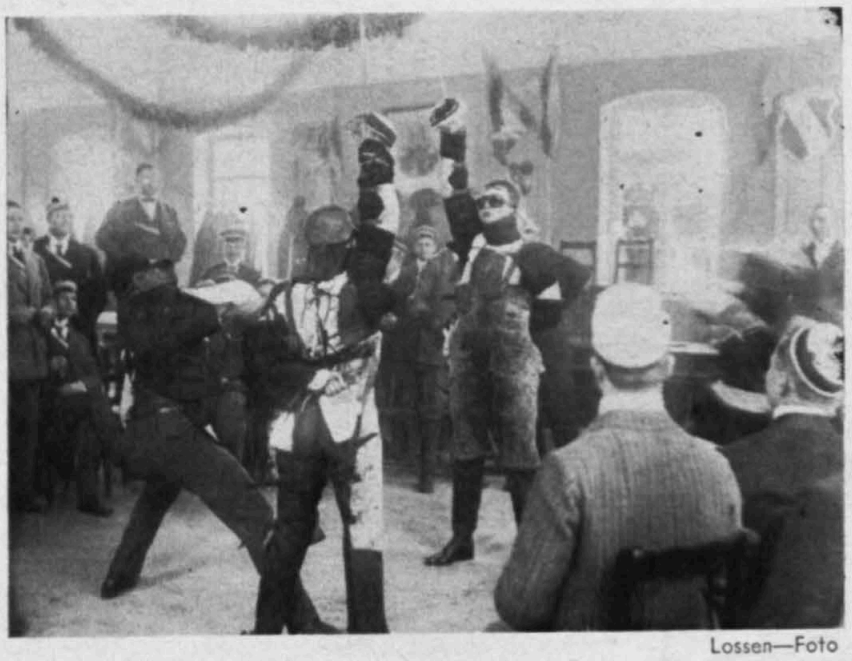
Last week, as the university celebrated its 575th anniversary, it was clear that "*Alt* Heidelberg" had risen again. Scholarship, if short of the great years, is high. And amid West Germany's smiling new prosperity, the old *Lebenslust* was back in style. Though most of the 9,000 students, a fourth of them girls, still have to scrimp, a golden fringe whipped along the Hauptstrasse in costly Porsches and red M.G.s. Some 20% sported the bright visored caps of 30 student societies, including the famed dueling and drinking fraternities.

A Great Century. Founded in 1386 by Prince Elector Ruprecht I of the Palatinate (and officially still called Ruprecht-Karl University), Heidelberg has survived wars before. For its Protestant loyalties, Roman Catholic armies looted the place in the Thirty Years' War (much of the library vanished into the Vatican). France's Louis XIV sacked it again; it reopened under Jesuit auspices in 1700 and foundered until the 19th century, when Protestants returned to launch the university's renowned reputation.

In law, Heidelberg reigned supreme throughout Germany. In philosophy, it boasted Hegel and later Karl Jaspers. In literature, it was a vibrant center of Germany's early 19th century Romantics (Brentano, Eichendorff, Hölderlin). In natural sciences, it abounded with men like Bunsen and Kirchhoff, who in 1860 demonstrated spectrum analysis, and Helmholtz, one of the founders of the law of the conservation of energy. In medicine, it was a world-famed mecca, and over the years its professors won seven Nobel Prizes.

Heidelberg suffered no physical damage in World War II, and it reopened in 1945 with shabby, thoughtful veterans—both Germans and U.S. G.I.s. Today it has more foreign students (1,500 last semester) than any other German university. Biggest detachment: 313 Americans, most of them medical students. "Some of them may be odd in the American sense of the word, or lone wolves," says one professor. "But they are all wide awake and intelligent—the kind of student a European professor likes. They are more critical than our students, always ask questions and work very hard."

"To Serve My Fatherland." Apart from sorely needed new science and medical buildings, Heidelberg's thorniest problem these days is the rise of some old-style student societies that once were hotbeds of extreme nationalism. The faculty is hopeful that more prosperity—and ridicule—will tone them down. The goal is the liberal spirit of the new student oath, introduced in 1945 by postwar Rector Karl Heinrich Bauer: "I vow to . . . hon-



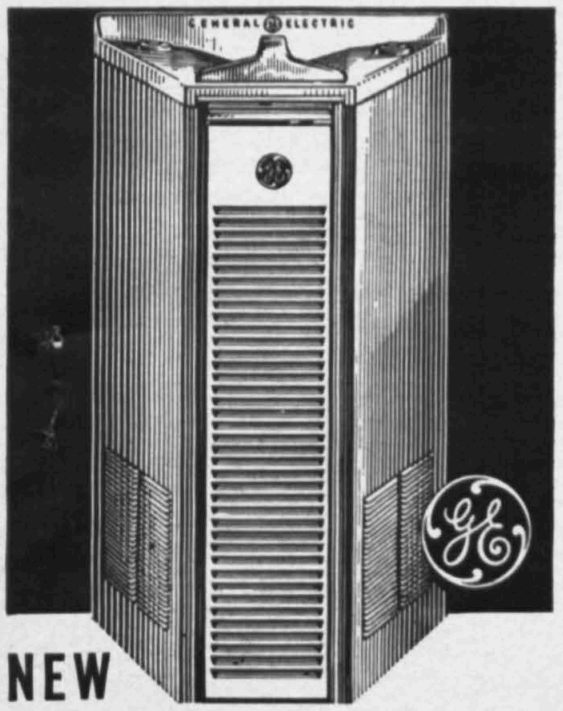
Lossen—Foto

OLDTIME STUDENT DUELING SOCIETY

Fritz Gabler

LAST WEEK'S 575TH ANNIVERSARY PROCESSION

Revived: the flowering of scholarship, the beguilements of student life.



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or the spirit of science in the service of truth for the benefit of all mankind, and thus also to best serve my fatherland."

One night last week 1,000 torch-carrying students marched up from the Neckar River to sing songs and orate in the university square. Next morning maroon-gowned Rector Gottfried Köthe led a bright-plumed academic procession into the great auditorium jammed with 2,500 dignitaries from all over the world. There were fireworks, a gala ball, and a learned address by famed Philosopher Jaspers on "Memories of Heidelberg." And everywhere there was music, from Bach and Beethoven to the obligatory lieder swelling from a 1,000-man chorus. Once again Heidelberg's motto, "Living Spirit," was a living theme.

Spellbinder

In the 34 years of the Scripps-Howard National Spelling Bee, girls have been the winners almost 2 to 1. Last week in Washington, the championship went to a boy: John Capehart, 12, a Tulsa neurosurgeon's son who competed against 49 girls and 23 other boys picked from 5,000,000 entrants. Word that tripped the runner-up: *distichous* (meaning arranged in two vertical rows, and misspelled *distychous*). Orthographophile Capehart's winning word, clinching the $1,000 prize: *smaragdine* (of or pertaining to emerald).

Whose $3,800,000?

The descendant of a Pilgrim last week turned out to be—unwillingly enough—an Indian giver.

With pride, pomp and publicity, Princeton Alumnus ('30) Shelby Collum Davis got all set to give his alma mater $3,800,000. A rich New York investment banker, Davis, 52, proposed to endow Old Nassau with two new history chairs in honor of his late father (Princeton '86). But when Donor Davis arrived at the bank with a platoon of lawyers to wrap up the gift for happy Princeton President Robert F. Goheen, his big gesture collapsed. The money was not his to give.

The money was in a trust fund for his daughter Diana—a fund which Banker Davis started with a $4,000 investment when she was born 22 years ago. (Another $3,800,000 fund is in trust for Son Shelby, 24.) Diana, who has had full legal right to the money since the age of 20, not only refused to sign over her trust to Princeton but never even showed up at the bank. Said she: "He's just doing all this for his own glory."

A descendant of John Alden, and a man who dotes on his purebred lines, Banker Davis was so furious that he ordered his public relations firm to deluge New York newspapers with a five-page release denouncing his daughter and mourning the loss to Princeton. Diana already has "an assured $30,000-a-year income for life and a $100,000 cash gift," said Davis. He could "only attribute her unreasonable selfishness to the unrealistic materialism prevalent among American youth of today." When he some day asks Son Shelby to

Associated Press

DIANA DAVIS
Princeton was left waiting at the bank.

relinquish his own trust, added Davis, who knows a thing or two about materialism, he hopes the lad will show "more understanding of his responsibility to society."

Diana retorted that the "assured" life income and cash gift was news to her. Papa's pressure about the fund, she said, was actually caused by her engagement to a schoolteacher, John Means Spencer, of whom Davis disapproves, even though the young man is a distant relative of Winston Spencer Churchill. Said Diana, who herself intends to be a schoolteacher: "I hate to say this about my own father, but he is inclined to be somewhat authoritarian."

Kudos

American International College

Marian Anderson, singer ..... D.H.

General Lauris Norstad, Supreme Allied Commander, Europe ..... Sc.D.

For your quiet and capable leadership in these uneasy times, we are truly grateful.

Bethany College

Roy and Dale Rogers, actors ..... D.H.

In the simple purity of your faith . . . you have devoted your lives to receiving little children in Jesus' name.

Boston University

Dr. Sidney Farber, pathologist and founder of the Children's Cancer Research Foundation ..... Sc.D.

Robert Frost, poet ..... Litt.D.

Lester Pearson, politician, leader, Canada's Liberal Party ..... LL.D.

Roy E. Larsen, chairman, executive committee, Time Inc. ..... D.H.

Hamilton College

Barry Goldwater, U.S. Senator from Arizona ..... LL.D.

Your views, like those of most strong men, may not be acceptable to all—nor, under our means of government, should they be. But you have said that your

FOCUS ON THINKING URGED IN SCHOOLS

WASHINGTON (Science Service)—School in the United States must focus on developing the ability to think as the central purpose of teaching efforts, the Eucational Policies Commission says.

The nineteen-member independent deliberative body, composed of outstanding educators, issued a statement citing "the development of rational powers supported by substantive knowledge" as the key to strengthening all other educational purposes and better achievement of all traditional school obligations.

They compared human rational powers to "the hub of a wheel," stressing that persons with such powers can live to the fullest.

"And the society which best develops the rational potenials of its people, along with their intuitive and esthetic capabilities, will have the best chance of flourishing in the future," the commission said.

Commission members said that studies of an abstract subject, such as mathematics or philosophy, do not necessarily add to reasoning powers. The ability to analyze, deduce or infer may come from work in "esthetic, humanistic and practical fields, which also involve perception of form and design," as well as from mathematics studies.

"Music, for example, challenges the listener to perceive elements of form within the abstract. Similarly, vocational subjects may engage the rational powers of pupils."

The Commission urged extended research on learning processes, aimed at "constantly higher levels of aspiration and attainment" for everyone.

"... At the same time, he will have the best chance of understanding and contributing to the great events of his time. And the society which best develops the rational potentials of its people, along with their intuitive and aesthetic capabilities, will have the best chance of flourishing in the future. To help every person develop those powers is therefore a profoundly important objective and one which increases in importance with the passage of time. By pursuing this objective the school can enhance spiritual and aesthetic values and the other cardinal purposes which it has traditionally served and must continue to serve."

The Commission report continues: "The purpose which runs through and strengthens all other educational purposes -- the common thread of education -- is the development of the ability to think. This is the central purpose to which the school must be oriented if it is to accomplish either its traditional tasks or those newly accentuated by recent changes in the world. To say that it is central is not to say that it is the sole purpose or in all circumstances the most important purpose, but that it must be a pervasive concern in the work of the school. Many agencies contribute to achieving educational objectives, but this particular objective will not be generally attained unless the school focuses on it. In this context therefore, the development of every student's rational powers must be recognized as centrally important."

"No particular body of knowledge will of itself develop the ability to think clearly," the Commission members assert. "Study of an abstract subject like mathematics or philosophy, in and of itself, does not necessarily enhance rational powers, and it is possible that experiences in areas which appear to

have little connection may in fact make a substantial contribution to rational development. As a case in point, the abilities involved in perceiving and recognizing pattern in a mass of abstract data are of considerable importance in learning to analyze, deduce, or infer. These abilities may be developed in the course of mathematical study; but they may be developed as well through experiences in aesthetic, humanistic, and practical fields, which also involve perception of form and design. Music, for example, challenges the listener to perceive elements of form within the abstract. Similarly, vocational subjects may engage the rational powers of pupils."

Man's common sense, say the Commission members, is no longer a "sufficient guide to the understanding of the events in his own life or of the nature of the physical world... Today the role of knowledge derived from rational inquiry is growing... In recent decades man has greatly accelerated his systematic efforts to gain insight through rational inquiry. In the physical and biological sciences and in mathematics, where he has most successfully applied these methods, he has in a short time accumulated a vast fund of knowledge so reliable as to give him power he has never before had to understand, to predict, to act."

Knowledge through rational inquiry, the educators remind, has proved to be man's most potent resource and they predict it is the most likely key to his future.

Noting that there is much uncertainty as to the best procedures for adapting the school program to this central purpose, the Commission members call for

extended research into the learning processes. "Research might make possible for all people constantly higher levels of aspiration and attainment... There is no upper limit to human ability, and much of what people are capable of doing with their minds is probably unknown today," they say.

The Educational Policies Commission is an independent deliberative body of 19 outstanding educators functioning under the auspices of the National Education Association and the American Association of School Administrators.

Members of the Commission are:

Benjamin C. Willis, chairman, general superintendent of schools, Chicago, Ill.; John H. Fischer, vice-chairman, dean, Teachers College, Columbia University, New York City; William G. Carr (ex officio), executive secretary, National Education Association, Washington, D. C.; Edgar Dale, professor of education, Ohio State University, Columbus, Ohio; Finis E. Engleman (ex officio), executive secretary, American Association of School Administrators, Washington, D. C.; Novice G. Fawcett, president, Ohio State University, Columbus, Ohio; George D. Hann, superintendent of schools, Ardmore, Okla.; A. John Holden, Jr., commissioner of education, State of Vermont, Montpelier, Vt.; Clarice Kline (ex officio), president, National Education Association, Waukesha, Wis.; Rachel R. Knutson, Sharples Junior High School, Seattle, Wash.; Max Lerner, professor of American civilization, Brandeis University, Waltham, Mass.; Wilma Morrison, professor of Journalism, Portland State College, Portland, Ore.; Elsie Parnell, Mineral Wells High School, Mineral Wells, Tex.; Milson Raver, executive secretary, Maryland State Teachers Association, Baltimore, Md.; James W. Reynolds, professor of higher education, University of Texas, Austin, Tex.; George E. Shattuck, principal, Norwich Free Academy, Norwich, Conn.; Paul H. VanNess, assistant

superintendent of schools, Newark, N. J.; H. I. Willett, superintendent of schools, Richmond, Va.; and O. Meredith Wilson, president, University of Minnesota, Minneapolis, Minn.

James E. Russell of Washington, D. C.,is secretary of the Commission.

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Note: Copies of The Central Purpose of American Education may be ordered from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. 31 pages. Single copy, 35¢. Please order by stock No. 19-120.

May 26, 1961

National Education Association

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

May 26, 1961

MEMORANDUM TO THE EDITOR:

The 1961 convention of the National Education Association will open in Atlantic City, New Jersey, on Sunday, June 25. Some 6000 delegates, representing the NEA's 760,000 members, will take action to determine official policy for the Association during the coming year. An estimated 4000 non-delegates are also expected to attend. The meeting will run through June 30.

In almost 400 sessions the teachers and administrators will cover topics which reflect large social problems as well as specialized educational needs. Some examples: education for the "disadvantaged American," education in a credit-card society, understanding today's families, what to teach the future Peace Corpsman, the implications of teaching machines and instructional technology, and the place of the individual in the American school.

Most of the NEA's departments, ranging from art educators and curriculum specialists to vocational educators and women deans, have meetings scheduled during the convention.

Major speakers include Peace Corps Director Sargent Shriver; Dr. Jonas Salk of the School of Medicine at the University of Pittsburgh; U. S. Commissioner of Education Sterling M. McMurrin; Sir Ronald Gould, president of the World Confederation of Organizations of the Teaching Profession; Senator Wayne Morse of Oregon; Congressman Frank Thompson of New Jersey; Senator Oren E. Long of Hawaii; NBC Newsman Martin Agronsky; and Daniel D. Mich, editor director, Look magazine.

We hope that you or a member of your staff will be able to cover the sessions. The NEA Convention Press Office will be located in Room 8 of the Atlantic City Auditorium.

To help us plan adequate facilities, we would appreciate your returning the enclosed form. If you or your representative need assistance in obtaining hotel accommodations, an early reply will be helpful.

Cordially,

Roy K Wilson

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

Enclosure

May 25, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Joseph Hanlon or Roy Wilson

FOR IMMEDIATE RELEASE

William G. Carr, executive secretary of the National Education Association, issued the following statement in Washington, D.C., after the Senate vote on the school bill:

"The Senate's action today promises a new era in American education. It is a great response to the Soviet challenge. We are especially encouraged by the large majority and by the extent of bi-partisan support on the final vote.

"When the House concurs in the Senate's action, concentrating on the central issue and deferring other forms of assistance to education for separate discussion and action on their merits later in this session, the American people will have good reason to rejoice.

"On behalf of the youth of America, the NEA thanks each Senator who supported this legislation and the leadership exerted by the President and his administration.

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5/25/61

May 23, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

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For further information:
Beatrice M. Gudridge or Joseph Hanlon

FOR RELEASE: P.M. Papers
Wednesday, May 24, 1961

Secondary School Principals
Expand Scholarship Program

WASHINGTON, May 23 -- An expanded program of college scholarships available to high school seniors who are members of the National Honor Society or who may become members by February 15 of next year was announced today by the National Association of Secondary School Principals, a department of the National Education Association.

Offered are 159 scholarships, having a total value of $102,000. Most awards are $500, but there are 20 valued at $1000; three valued at $2000; one at $4000; and one at $5000. For the current year the NASSP program offered 62 scholarships with a total value of $37,000.

Schools which have chapters of the National Honor Society which desire to participate in the new program must register with the Educational Testing Service of Princeton, N. J., before next September 1. Scholarship applicants will be required to take the Preliminary Scholastic Aptitude Test which will be administrated by their schools next October. No other application is necessary. In other years

(more)

scholarship applicants were required, after the preliminary aptitude test, to take a General Aptitude Test, but that requirement has now been eliminated.

The scholarships may be used at any accredited college or university. Funds for the scholarships are provided by the NASSP out of its own resources, supplemented by substantial gifts received from the L. G. Balfour Co. of Attleboro, Mass.; the Josten Co., Owatonna, Minn.; Scholastic Roto, of New York City; Herff Jones Co. of Indianapolis and National Sales Executives of New York City.

A Scholarship Board of five nationally known school administrators, headed by Robert L. Foose, of Westfield, N. J., manages the program. Secretary-director of the board is Ellsworth Tompkins, who is executive secretary of NASSP.

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May 22, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Beatrice Gudridge or Minnio Gilliland

FOR RELEASE: P.M. Papers
Tuesday, May 22, 1961

Art Values Called Essential
To Education of Future Leaders

WASHINGTON, May 21 -- "It is from the academically talented group, and primarily from the achievers, that leadership in all phases of American life will come," says a report released jointly today by the National Education Association's Project on the Academically Talented Student and the National Art Education Association, an NEA department.

In the ranks of these students now in school are the future leaders in science, social affairs, industry, and the arts, and the role of the leaders in arts will be a unique and an authoratative one, says the report. They will be the "creators -- the architects, painters, sculptors, designers. They will also be those individuals who, through the design of advertisements or of motion picture sets, or the styling of television shows or industrial products, become powerful molders of public taste."

The 112-page report was edited by Edwin Ziegfeld, head of the Department of Fine and Industrial Arts, Teachers College, Columbia University, New York City. It is based on a conference held last year by the NEA and the National Art Education Association, with the financial assistance of the Carnegie Corporation of New York. This is the 12th report published by the NEA's Project on the Academically Talented.

- more -

Titled Art for the Academically Talented Student in the Secondary School, the report recommends at least a one-year course for all academically talented students, regardless of their special abilities.

Part one presents a general argument for inclusion of the visual arts in the secondary education program, along with recommendations as to desirable characteristics of the arts program. Part two describes programs now in operation in the public schools of Houston, Texas, and Pittsburgh, Pennsylvania, and in Pascack Valley Regional High School, Hillsdale, New Jersey.

In presenting the case for visual arts education for the intellectually gifted, the report notes that these able young people tend to be given a highly verbal education which involves only the intellect, and in which experiences in the aesthetic-emotional-expressional area are neglected. This is a pity both for the individual and for the society they will serve, say the authors.

"Quite clearly, education in the visual arts is an essential for academically talented students. This is shown by the many values implicit in the visual arts, many of which have a particular relevancy for these times. The fact that art is basically nonmaterialistic and to be enjoyed only for its own sake is a concept of great educational worth in a materialistic age. In a time when all individuals are subjected to great pressures for conformity, the visual arts, with their infinite and largely unique opportunities for individual expression, take on a new educational urgency. Pride in selfhood is essential to anyone's sense of dignity and worth; the arts remain as one of the few areas where-uniqueness not only is prized, but is basic. In this age of passivity, the visual arts demand intense and personal involvement."

- more -

The report concludes: "In view of the major forces and pressures in our culture, the present imbalance in education, and the particular values which inhere in the visual arts, it is essential that all academically talented students have guided experiences in the visual arts. Basically, they cannot be educated without them."

###

Note: Copies of Art for the Academically Talented in the Secondary School may be ordered from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. Single copy, $1. Order by stock No. 50-111.

NASSP

NATIONAL ASSOCIATION OF
Secondary-School Principals
A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N. W., Washington 6, D. C., ADams 4-4848

5/61

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Wellesley, Massachusetts

G. MASON HALL
Principal
Edmonds Senior High School
Edmonds, Washington

ROBERT L. FOOSE
Principal
Westfield Senior High School
Westfield, New Jersey

May 19, 1961

To the Principal:

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I am enclosing a copy for your information.

Sincerely,

Ellsworth Tompkins

Ellsworth Tompkins
Executive Secretary

Enclosure

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

National Education Association 1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

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3600 Brandywine St., N. W.
Washington 8, D. C.

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Sincerely,

Robert W Eaves

Robert W. Eaves
Executive Secretary

AASA
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1201-16TH STREET, N. W., WASHINGTON 6, D. C.
A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION

May 19, 1961

To AASA Members:

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Finis E. Engleman

Finis E. Engleman
Executive Secretary

Enclosure

national school public relations association

A Department of the National Education Association
1201 Sixteenth Street, Northwest, Washington 6, D. C.
ADams 4-4848

May 19, 1961

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2. Better Homes & Gardens magazine has announced that it will again make Action in Education Awards in co-operation with the National School Boards Association and the National Education Association. The editors of the magazine have invited the editors of EDUCATION U.S.A. to bring these awards to your attention. If there is a worthwhile project in your community which you would like to submit to the editors of Better Homes & Gardens, please use the application form on the back of this letter to obtain an entry blank. Below are further details released by Better Homes & Gardens concerning the Action in Education awards.

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The need for Action in Education throughout America is a continuing one--actions such as an "Academic Field Day" at Merrill Junior High School in Denver. Trophies were presented to outstanding scholars, and other activities were planned to promote academic interest. In Sarasota, Fla., a $6 million program was successfully completed for increased teacher salaries, revised organization of some grades, and special programs for gifted students, as well as mentally retarded and physically handicapped students.

Action in Education is necessary at the national, state, and local levels. Through concerted and co-operative Action in Education, we can have an educational system in America that provides a wealth of opportunities for all--an educational system that is vigorous and confident of the future.

Beyond the national concern that our school taxes buy the best in buildings, we have--or should have--an abiding interest in just how well the schools are preparing our children to live in today's complex and challenging world.

To help stimulate progress in this vital area, Better Homes & Gardens, in co-operation with the National Education Association and the National School Boards Association, is initiating a second annual Action in Education awards program for 1960-61. The 1959-60 program has been nominated for a 1960 Freedom Foundation award.

(OVER)

Better Homes & Gardens Continues Action in Education Awards Program (continued)

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Better Homes & Gardens
ACTION IN EDUCATION
Awards Editor
Des Moines 3, Iowa

Please send the complete entry form for the Action in Education Awards.

NAME _____

ADDRESS _____

CITY _____

STATE _____

AIE-1

May 19, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

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For further information:
Beatrice M. Gudridge or Minnio Gilliland

FOR IMMEDIATE RELEASE

NCTM Receives $18,000 IBM Grant
To Enrich High School Math Program

WASHINGTON, May 19 -- International Business Machines Corporation (IBM) of New York City has made a grant of $18,000 to the National Council of Teachers of Mathematics (NCTM) for the preparation and distribution of a series of publications on digital computers to enrich the high school mathematics program. The announcement was made today by NCTM President Phillip S. Jones, professor of mathematics at the University of Michigan, Ann Arbor.

"We are not attempting to make computer operators of high school students," said Dr. Jones. "The emphasis will be on the fundamental mathematics involved in computing, and the purpose is to motivate the learning of mathematics."

The writing of programs, selected to give students insight into mathematical concepts, will be stressed. "Obviously, if a student understands how to compute approximations to the limit of a function, he has a better understanding of both the limit and the function concepts themselves," said Dr. Jones.

The first series of teaching units, usable either as text or enrichment material, will consist of separate publications for teachers and students. They

- more -

will emphasize logical diagrams applied to problem solving, which will be illustrated and discussed at a wide range of levels. Typical topics are various types of equations, matrices, interpolation, numerical integration, and the like; computation with approximate data; explanation of the ways in which the machine handles data with discussions of input, output, memory, computer parts, and machine language; computations involving repeated operations; and applications to various fields and problems.

A second type of publication will cover careers in data processing. The role of mathematics throughout the entire field of computer usage will be emphasized, and will deal with the uses of mathematics not only in programming, but also in sales, design, maintenance, customer applications, and others.

The third publication will be designed as a guide for both teachers and students. It will include suggestions for the use of the material developed in the other booklets, comments from teachers experienced with computer mathematics, bibliographies, and reference material.

The NCTM is a department of the National Education Association.

Serving on the project committee are Dr. Jones, chairman; M. H. Ahrendt, executive secretary, NCTM, Washington, D. C.; Leon Ellsworth, IBM staff consultant; W. Eugene Ferguson, mathematics teacher, Newton Township High School, Newtonville, Mass.; Bernard A. Galler, staff member, Computing Center, University of Michigan, Ann Arbor; George Grossman, mathematics teacher, William Howard Taft High School, New York City; Walter Hoffman, staff member, Computing Center, Wayne State University, Detroit; Burton W. Jones, professor of mathematics, University of Colorado, Boulder; John L. Lawrence, IBM staff consultant; Harley Tillitt, associate head for development, U. S. Naval Ordinance Test Station, China Lake, Calif.; and Glen Vannatta, mathematics teacher, Broad Ripple High School, Indianapolis, Ind.

# # #

May 19, 1961

Alice Norton
Archives (1)

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# # #

May 17, 1961

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For further information:
Beatrice M. Gudridge or Myrtle Bonn

FOR RELEASE: P.M. Papers
Wednesday, May 17, 1961

Scholarship, Like Strawberries,
Becoming Popular Out of Season

WASHINGTON, May 16 -- Note to Students: We don't know how to break the news to you -- but a record number of schools are expected to keep their doors open through the summer vacation. Before you push the panic button, you should know that attendance is not compulsory. The longer school year, as educators call the trend, is purely on a voluntary basis. What this really means, they explain, is that scholarship, like strawberries, can now be had out of season.

If you ever wondered why there is a summer vacation in the first place, it's because we used to have an agricultural economy. Children were needed at home during certain months to help with the crops, so schools were closed. Summer school was for those who flunked a subject and had to make it up. Now that our economy is industrialized, there is no longer good reason for a nine-month seasonal school program.

For some time educational leaders have been investigating how the summer months could be used to better advantage. They've come up with some answers in a booklet just released by the Association for Supervision and Curriculum Development, a department of the National Education Association. It is titled, Extending the School Year.

(more)

Where summer courses are offered, they have observed, a new breed of student is evolving -- the summer scholar who is interested in advanced work or in courses which aren't available during the regular school term.

Advanced programs offered in some school districts for academically able students include college level math, foreign languages, and science courses which offer an opportunity to do individual research or to work directly with scientific institutions in the community.

Driver training, typing, and a study of natural resources are examples of courses available in the summer in some school systems, but not available during the regular term. Add to these such subjects as speech therapy and reading improvement, plus "make up" programs and recreation programs, and you have a fair idea of why more and more students are extending their school year.

But the summer scholar is not confined to high school. In Seattle, Washington, for example, elementary youngsters can take beginning French, German, Japanese, Norwegian, or Spanish. They can also enroll in creative writing classes or in a study of children's literature.

From the teachers' point of view, the booklet says, summer programs offer an opportunity to experiment. Medical research, it points out, is carried on in laboratories for years before the results are tested on human beings. Industrial designs are fashioned in research centers before a product appears on the market. Education is the only major enterprise in which research and experimentation must be done "on the job."

"The months of July and August constitute an excellent laboratory period during which educators in their own schools can work creatively to investigate, fashion, and test educational programs which answer the needs of the schools," the booklet says.

Here are some tips the booklet offers to school systems planning an extended school year:

. The summer program should tie in with the rest of the program so that there is, in effect, a year-round school with a year-round budget.

(more)

. Planning should be done in cooperation with teachers, school boards, students, parents, and community leaders so that students' needs are met and community activities are not disrupted.

. Student participation should be on a voluntary basis.

. Guidance counselors should be available to help students choose, from opportunities available, those which will be most valuable to them.

How is the extended school program expected to develop?

Teaching will become a "year round" profession and additional opportunities for organized summer study will become available to students. In short, the idea is expected to gain momentum.

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Note: Copies of Extending the School Year may be ordered from The Association for Supervision and Curriculum Development, 1201 16th Street, N.W., Washington 6, D.C. 68 p. Single copy, $1.25. Order by stock # 61-146.

NASSP

NATIONAL ASSOCIATION OF
Secondary-School Principals
A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N. W., Washington 6, D. C., ADams 4-4848

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national school public relations association

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Des Moines 3, Iowa

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ADDRESS _____

CITY _____

STATE _____

AIE-1

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

National Education Association 1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

EXECUTIVE COMMITTEE — 1960-61

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3145 Aberfoyle Place, N. W.
Washington 15, D. C.

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2338 W. Monroe
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VICE PRESIDENT

LOIS W. TAYLOR
3780 S. W. 26 Terrace
Miami 34, Florida

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Roosevelt School
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JAMES M. MAY (1961)
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I am enclosing a copy for your information.

Sincerely,

Robert W Eaves

Robert W. Eaves
Executive Secretary

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1201-16TH STREET, N. W., WASHINGTON 6, D. C.
A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION

May 19, 1961

To AASA Members:

The New York Times and The Washington Post have printed six editorials during the past week concerning the school legislation now being debated on Capitol Hill. These have been reproduced by the Press and Radio Division of the National Education Association for the information of the headquarters staff.

I am enclosing a copy for your information.

Sincerely,

Finis E. Engleman

Finis E. Engleman
Executive Secretary

Enclosure

May 15, 1961

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 RELEASE: Monday P.M., Papers
May 15, 1961

Gifted Child Profiled in NEA Book
On Academically Talented Pupils

WASHINGTON, May 14 -- Although no composite picture can describe all gifted children because they differ so much, it is possible to draw some generalizations from research, says the new book Elementary Education and the Academically Talented Pupil.

When compared with other groups of children, says the book published by the National Education Association's Project on the Academically Talented Student, gifted children tend to be stronger and also healthier. Their muscular coordination is better, and they are, generally, fine physical specimens.

In schoolwork, these children almost always excel. They are superior in practically all subject areas, not just in a single endeavor. Their greatest superiority is in reading, arithmetic, language, science, and the arts. On the whole they tend to be less interested and less proficient in civics and spelling than in other areas. Good penmanship is not one of their distinguishing abilities. They have more hobbies and pursue them more avidly than their less gifted classmates.

In personal-social development the gifted are less distinguished than in intellectual pursuits, though they more than hold their own. They are emotionally healthy. They are generally socially accepted by their peers, (Gifted

(more)

children are usually well adjusted, though there is some evidence that the highly gifted may have more difficulty in adjusting to their world than do the less gifted children.)

Terman's studies have shown that not only do gifted children distinguish themselves in the ways described above, but that the superiority carries through into adult life. They are more apt to live highly creative productive lives. They make more than their share of contributions to the betterment of mankind. They are sound citizens, less inclined to get into trouble with the law and less inclined to suicide, alcoholism, and narcotic addiction. They are more inclined to marry than their less talented friends and less likely to have broken homes.

In additon to all this - - studies have shown that these gifted people live longer.

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Copies of Elementary Education and the Academically Talented Pupil May be obtained by ordering from National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. Single copy, $1. Order by Stock # 50-109.

May 15, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

Note to Editors and Correspondents: Thirty-two national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press and Radio Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For further information:
Beatrice M. Gudridge or Myrtle Bonn

FOR RELEASE: P.M. Papers
May 15, 1961

Syracuse University Professor to Lead Association for Higher Education

WASHINGTON, May 14 -- Roy A. Price, professor of social science and education, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, has been elected president of the Association for Higher Education (AHE). G. Kerry Smith, executive secretary of the 16,000-member Association, made the announcement today after a nation-wide mail ballot of the membership on April 21.

Succeeding Arnold E. Joyal, president of Fresno State College, Fresno, California, Mr. Price will become president of AHE for a one-year term on September 1.

Three new members of the executive committee were also announced by the AHE, a department of the National Education Association. Serving from June 1, 1961, to June 1, 1964, will be William H. Conley, educational assistant to the president, Marquette University, Milwaukee; Kate Hevner Mueller, professor of higher education, Indiana University, Bloomington; and William R. Wood, president, University of Alaska, College, Alaska.

Mr. Price has been chairman of the interdepartmental program leading to the doctor of social science at Syracuse. He also taught summer sessions at Harvard and Rutgers Universities and at Colorado College.

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He is the administrator of the Danforth Foundation summer seminar series for college faculty and administrators, and is a member of the executive committee of the Board of Trustees of the Joint Council for Economic education.

Presently vice president of AHE, Mr. Price has been a member of the conference planning committee of the Association, chairman of the national committee of general education, and chairman of the steering committee for the Association's recent conditions of work project.

During the past year, "Meet the Professor," a national network television series, was initiated by AHE and produced by the American Broadcasting Company in cooperation with NEA and AHE. This series of programs, featuring a different professor each week from 15 different institutions, was designed to deepen public understanding of college teaching.

AHE recently published Compensation on the Campus, a 526-page report on faculty compensation practices in 14 representative colleges and universities. Among other publications of AHE is the semi-monthly College and University Bulletin carrying brief reports on matters affecting higher education. One of the original NEA departments, the Association for Higher Education is composed of faculty members and administrators from more than 1600 institutions of higher learning.

Continuing members of the AHE executive committee are: Lawrence E. Dennis, associate director of the Peace Corps, vice president for academic affairs, The Pennsylvania State University, University Park, on leave; Maxwell H. Goldberg, university professor, University of Massachusetts, Amherst; Lewis B. Mayhew, director, office of evaluation services and institutional research, University of South Florida, Tampa; Leland L. Medsker, vice chairman, center for the study of higher education, University of California at Berkeley; Horace T. Morse, general college, University of Minnesota, Minneapolis; and Mr. Joyal, ex officio.

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May 15, 1961

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For further information:
Beatrice M. Gudridge

FOR RELEASE: Monday P.M., Papers
May 15, 1961

Spot Bright Youngsters In Kindergarten
If Possible, Says New Book on Gifted

WASHINGTON, May 14 -- Gifted youngsters can -- and should be -- spotted early in their school careers, preferably in kindergarten or first grade.

But to find them will require the best efforts of administrators, teachers, psychologists, guidance personnel and special consultants, as well as their own parents and classmates. The yardsticks used will include intelligence and achievement tests, teachers' observations, parent-teacher conferences, ratings by classmates, and carefully-kept cumulative records.

So reports a new publication of the National Education Associations Project on the Academically Talented Student. The 96-page booklet, tenth of a series, is entitled Elementary Education and the Academically Talented Pupil. It was published by the Project in cooperation with the NEA Department of Elementary School Principals. Author is David C. Sanders, assistant professor in the Department of Curriculum and Instruction at the University of Texas, Austin.

It's important to identify the bright youngster early, says the book, because much pertinent information can be gained about him then through observation and biographical data supplied by parents. Good habits and attitudes which will help him achieve in later years can be fostered more easily early in the game. Besides, as some bright children gorw older, they acquire behavior that tends to cover up their abilities, thus making them harder to identify.

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Once the bright child is spotted, the elementary school must face the question of what to do for him. The curriculum must be planned to give widest scope to his intellectual curiosity and plenty of opportunities for problem-solving, critical thinking, creative endeavor, and independent work. These are important for all children, but they are meat and drink to the gifted boys and girls.

Because he can develop basic skills more rapidly and with less "drill," the gifted youngster should be accelerated in the skills of observing, listening, reading, writing, speaking, computing, and research. He should not, says the book, "be held to an age-grade level in these areas."

Discussing motivation, the book points out that the gifted child must understand his own capabilities and accept a standard of performance in keeping with them. It adds: "The school should expect from him, and he should set for himself, a higher standard of performance than that set for less gifted children."

Other chapters include discussion of how the elementary school should organize to teach the academically talented most effectively. Should there be acceleration or enrichment -- or both? What about special classes for the gifted? Is the ungraded primary unit where the bright child may complete three years' work in two a good solution? How comprehensive is the program for <u>all</u> children, not just the bright? What facilities and instructional materials are available? What is the pupil teacher ratio?

The book also deals with administrative considerations in starting a program for academically talented children -- how to finance it, how to select and work with teachers, how to make sure the public understands and supports the program's objectives.

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Several examples of programs now underway are cited -- in San Diego, California, in Brooklyn, New York, in Allentown, Pennsylvania, in Cleveland, Ohio, in Palo Alto Unified School District, California, and in the Portland, Oregon, Public Schools.

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Copies of Elementary Education and the Academically Talented Pupil may be obtained by ordering from National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. Single copy, $1. Order by stock # 50-109.

May 14 1961

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 Myrtle Bonn

FOR RELEASE: Sunday Papers
May 14, 1961

Curriculum Leaders Propose Drastic Changes in Junior High Schools

WASHINGTON, May 13 -- The junior high school of the future may be ungraded, with some students moving on to high school sooner than others. It may cater to the stomachs of adolescents by permitting longer lunch hours and extra food breaks. It may operate without bells or buzzers to shatter the air at the end of each period. And it may be a place where truancy and refusal to learn are alleviated under what would amount to group therapy conditions.

These are some of the possibilites seen in a new booklet, The Junior High School We Need, published today by the Association for Supervision and Curriculum Development (ASCD), a department of the National Education Association.

Essentially a hybrid, with some features of the high school and some of the elementary school, the junior high school was conceived at the onset of this century. Originally, it was seen as a device to permit exploratory programs for young adolescents and to facilitate vocational training that would be useful immediately following the ninth grade.

Today's junior high school, the authors find, is "an institution under pressure to change, without a clear mandate regarding function, purpose, or structure....."

As at other educational levels, the authors point out, new pressures have grown out of national tensions and the increasing competition of Communist technology. Such pressures, they say, have contributed to such trends in the junior high school as the sorting of students for advanced courses -- usually for science, math, and foreign languages -- before

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they have had time to explore their own interests and talents; the downward extension of high school courses without adequately prepared teachers and proper facilities; and homework loads that tend to be "hard for the sake of being hard."

The authors also question such high school influences as competitive sports, proms, and elaborate graduation ceremonies.

What should the good junior high school of today be like?

Among other things, according to the authors of the ASCD booklet, it should have between 500 and 800 students if it is to carry out a sound program and if the young adolescent is to be "known and seen." It should be staffed by teachers devoted to junior high school age students and not those waiting for "promotion" to positions in senior high school. Its instructional program should provide continuity with the elementary school and the high school, and testing and guidance services should be available, especially for those who may not have developed basic skills in the elementary grades.

But, warn the authors, the good junior high school of today may not be adequate for the demands and opportunities of tomorrow. They suggest:

* Greater opportunity to explore social phenomena, to develop democratic values, and to learn discrimination in tastes.

* Continual study, revision, and restudy of the instructional program. "So far as we can predict," say the authors, "we will never have permanent answers regarding what constitutes the best education."

* More flexible time allotment with periods of instruction of varied length rather than the traditional 50 minutes per day, five days per week. Added to this would be a longer and more flexible school day and school year.

* Assignment of students to classes on the basis of "individual interest, achievement, and need" with grade levels omitted in certain areas of instruction. Such an ungraded system would permit students to remain in junior high school for varied lengths of time.

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* Emphasis on problem solving and discovery, rather than on the "read-recite-quiz" approach.

* Incoroporation of routines and patterns that encourage civility in living. This would include a longer lunch hour and food breaks to meet the physical requirements of adolescents. At the same time, the nervous shunting from one activity to another at the sound of a bell would be abolished. Bells would be replaced by music or a simple agreement on what time the class would end.

* Small group experiences, where not more than 10 students at one time would be helped to interpret and understand current personal experiences, and to relate new learnings in other courses to their own behavior. "Truancy and refusal to learn will be alleviated as anaylsis group members help each other toward mutual acceptance, development, and growth," according to the authors. Not more than 20 percent of the day would be spent with teaching machines and other devices. There would be much actual involvement in projects and association with people.

* More attention to aesthetic surroundings and creative opportunities.

* Extended guidance plus early detection of mental illness. Teachers would also receive help in dealing with emotional problems of teaching.

* Additional administrative personnel to see that scheduling and programming are individualized. There would be differentiated assignments for teachers so that they would be able to utilize their individual skills to best advantage.

* Self-motivated and self-directed learning which would prepare students for college more adequately than the simple accumulation of facts "whose significance may only become evident after the facts themselves are forgotten."

Nowhere does the booklet say that all of these ideas are likely to come to pass in the near future, but it does assert that as the need for more education develops, these proposals will go a long way toward our national and individual goals.

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Members of the four-man committee who prepared the booklet for ASCD are: Jean D. Grambs, professor of education, University of Maryland, College Park; Clarence G. Noyce, principal, The Highlands Junior High School, White Plains, N. Y.; Franklin Patterson, Lincoln Filene Professor of Civic Education, Tufts University, Medford, Mass.; and John C. Robertson, professor of education, New York University, New York City.

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Note: Copies of The Junior High School We Need may be ordered from the Association for Supervision and Curriculum Development, 1201 16th Street, N.W., Washington 6, D.C. 37 p. Single copy, $1.

May 6, 1961

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

Nation's Schools Need a Radical Rehaul,
Says Secondary School Study Commission

WASHINGTON, May 6 -- If the United States expects to keep up with the world around it, the nation's schools must begin to change drastically--now.

This is the conclusion reached by the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School, after a five-year study and evaluation of school organization. The Commission was sponsored by the National Association of Secondary-School Principals (NASSP) and supported by the Ford Foundation and the Fund for the Advancement of Education.

Faced with the prospect of a critical teacher shortage for many years at a time when education needed to be improved, the Commission in 1956 began to explore how to use present staff members more effectively. As the experiments and evaluations grew, the Commission evolved a new pattern for the school of tomorrow. A description of this school and a blueprint for developing it are part of the Commission's summary report, Focus on Change: Guide to Better Schools, published in paperback book form by Rand McNally & Co.

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As a premise for radical change, the Commission found these faults with the American secondary school today:

"Few high school graduates have achieved adequately the skill of independent study, nor has much happened to make them feel that they should."

Professional teachers waste two-thirds of their time each school day on tasks that could be performed by other persons or by automated devices. ("The setting in which teachers are required to work may inhibit the most competent, creative teaching.")

In the area of curriculum the present "rigid units of the school day" are an unnatural and illogical way to present content. A more natural division would be to provide basic content for all students and depth content for those with particular ability and interest.

School houses are not designed for educational purposes. ("School buildings mirror our educational concepts. America has a predilection for straight lines, rectangles, squared-off blocks, and nowhere is this more true than in the usual schoolhouse.")

Because it found reforms in the current educational framework too static, the Commission formulated "a new kind of school":

Some classes will be much smaller, some much larger. Small group discussions will be held in classes of 15 or fewer pupils. About 40 percent of a student's time in school will be spent in classes ranging from 100 to 300 students, depending on the nature of the presentation (a film or TV program can be shown to 300 or more).

Many more opportunities will be provided for independent study. Another 40 percent of a student's schedule will be spent at creative, independent work, varying with the age and ability of the student and the stage of the change-over program in the high school.

The school of the future will employ more adults to work with students, but fewer will be professional teachers. Aiding the professional teacher will be staff specialists, community consultants, general aides, clerks, and instruction assistants.

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School buildings will reflect the new organization. Room sizes will be flexible, spaces for independent study will be located near resources centers, i.e. the library; buildings will be equipped for permanent TV and automated instruction; and teachers will have individual spaces for class preparation and student interviews.

Class schedules will be more flexible. For example, a tenth-grade student may spend 12 hours a week in large-group discussion, six in small-group discussion and 12 hours in independent study.

The individual differences in teachers will be recognized through team teaching, differentiated assignments and work loads, and salary differentials. Talented, career teachers will be able to reach salaries of $15,000 to $20,000 a year.

The "ice tray" concept of curriculum will give way to individual challenges, with the division into stages or steps rather than years or grades.

Other criteria of the school of the future will be greater evaluation of student and teacher ability and performance, principals who are educational rather than just administrative leaders, and funds that are spent more wisely. ("For example, at a time when there is so much to learn and not enough time or money for the learning, is it possible to reduce the number of interscholastic competitive events?")

The Commission, realizing that no school exists in the United States today on the pattern it recommends, has an entire how-to-do-it chapter of several specific steps which schools could take now. Reorganizing instruction could begin, for example, by scheduling large group classes of 100 to 150 students several times a smester, with a teacher especially competent in some phase of the class subject making the presentation. The task of meeting individual differences could be started by planning individual programs only with those teachers and students who are particularly interested. A start could be made toward team teaching.

Another chapter in Focus on Change evaluates some of the more than 100 experiments conducted by the Commission in secondary schools throughout the country during the study.

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Focus on Change is the fourth and final report of the Commission. More than 100,000 copies of the three previous preliminary reports have been distributed. Authors of the final summary were J. Lloyd Trump, director of the Commission and associate secretary of the NASSP; and Dorsey Baynham, former managing editor of Education, U.S.A.

Members of the Commission include Lloyd S. Michael, principal, Evanston Township High School, Evanston, Illinois, chairman; Matthew P. Gaffney of Dorset, Vermont, formerly with the Conant project on the American high school; Herman A. Gruhn, principal, Sierra Junior High School, Riverside, California; C. W. Sanford, dean of admissions, University of Illinois at Urbana; Clifford Skinner, principal, Cleveland High School, Portland, Oregon; J. G. Umstattd, professor of secondary education, University of Texas at Austin; Glenn F. Varner, assistant superintendent for secondary and vocational education, St. Paul, Minnesota, public schools; Raymond G. Wilson, executive secretary, Commission on Secondary Schools of the Southern Association of Colleges and Secondary-Schools, Atlanta, Georgia; James E. Nancarrow, principal, Upper Darby, Pennsylvania, High School and president, National Association of Secondary School Principals; and the two associate directors of the Commission, Robert B. Moore and Lee D. Pigott.

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Note: Press copies of Focus on Change: Guide to Better Schools may be obtained by writing Division of Press and Radio Relations, National Education Association, 1201-16th St., N.W., Washington 6, D.C.

1961

May 1, 1961

For further information:
Beatrice M. Gudridge or Myrtle Bonn

FOR IMMEDIATE RELEASE

Five Venezuelan Educators Here to Start
Study Tour of U. S. Education System

WASHINGTON, May 1 -- Five Venezuelan educational leaders are scheduled to arrive here t night on the first lap of a month-long study tour of the educational system of the United States.

The itinerary, planned by the National Education Association (NEA), which will serve as host to the group, will take them into representative public schools, colleges and universities, government agencies, and state and local education associations. It is planned to permit a realistic appraisal of the curriculum, administrative procedures, and professional organizations.

The Venezuelan educators visiting the United States are: Vincento Guerra, National Supervisor of Secondary Education, Ministry of Education; Luisa Elena Vegas Vegas, Professor of Pedagogy of Pre-Primary and Primary Education at the Central University of Venezuela; Pedro Felipe Ledezma, Vice President of the College of Professors of Venezuela; Isabel Boxcan, National Supervisor of Secondary Education and Professor of Venezuelan Literature, University of Zulia; and Felipe Montilla, Congressman from Trujillo and Professor at Pedro Emilio College High School.

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The trip is being sponsored and financed by the North American Association of Venezuela, an organization of American business and industry leaders in that country.

The group will be in Washington through May 7 and during that time will visit NEA headquarters, the U. S. Office of Education, the World Confederation of Organizations of the Teaching profession, and the Pan American Union, A day-long program which includes an introduction to American education and a briefing on "The American Teacher and Professional Organizations," is planned at NEA headquarters tomorrow (May 2). On Wednesday (May 3) the group will visit the Lafayette Elementary School at Northampton and Broadbranch Roads, N. W.

The Venezuelan educators will leave for New York City on May 8 where they will spend one day at Columbia and New York Universities and two days in the public schools observing the academic program for Spanish-speaking children, guidance and health services, and suhh features as the hot lunch program.

The tour will take them through New England, Buffalo, Minneapolis, Denver, Salt Lake City, and San Francisco. At various points, they will have an opportunity to study rural schools, small schools, consolidated comprehensive schools, vocational training programs, and special science projects. Meetings with leaders of state and local education associations will also be included.

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April 24, 1961

PROGRAM FOR GROUP OF VENEZUELAN EDUCATORS - MAY 1 THROUGH 30, 1961

Monday Evening, May 1	Escort-Interpreter Meets Plane from New York
Tuesday, May 2	National Education Association Headquarters - Allan Room

Introduction to America and American Education

9:30 - 9:45	Greetings from Dr. William G. Carr, Executive Secretary, National Education Association.
9:45 - 11:00	Travel and Culture in America. Mr. Paul Kinsel, Director, and Staff of the Division of Travel Service.
(10:15 - 10:30)	Coffee Break
11:00 - 12:00	Introduction to American Education. (Based on Research Memo 1961-15) Dr. Ellsworth Tompkins, Executive Secretary, National Association of Secondary School Principals.
12:00 - 1:30	Lunch
1:30 - 2:00	Tour of the NEA Headquarters Building.

The American Teacher and Professional Organizations

2:15 - 3:00	Organization and Activities of the NEA. Dr. Lyle W. Ashby, Deputy Executive Secretary, National Education Association.
3:00 - 3:30	National Services of the NEA. Dr. Richard B. Kennan, Executive Secretary, National Commission for Defense of Democracy Through Education.
3:30 - 4:00	Coffee Break
4:00 - 4:30	Field Services of the NEA and Its Affiliates Local Associations - Miss Mary Titus, Consultant for Local Associations.
4:30 - 5:00	State Education Associations - Mr. James Nicholson, National Association of Secretaries of State Teachers' Associations.

Wednesday, May 3	National Education Association Headquarters, Room 210
9:00 - 9:45	Overall View of Curriculum Development. Mr. William E. Ulrich, Committee on International Relations.
10:00	Leave for Visit to the Elementary School Spend balance of day at Lafayette School, Mrs. Roberta Barnes, Principal.
Thursday, May 4	
A.M.	United States Office of Education, Department of Health, Education and Welfare, Mr. Bodenman and Staff.
P.M.	Senior High School for lunch and visit for balance of day.
Friday, May 5	
A.M.	World Confederation of Organizations of the Teaching Profession, Dr. Paul S. Welty, Assistant Secretary General.
P.M.	Pan American Union, Dr. Francisco S. Cespedes, Division of Education.
Saturday, May 6	Sightseeing (Arranged through Mr. Hugh Jenkins, Foreign Student Service Council)
Sunday, May 7	Morning free Afternoon departure by express bus to New York City
Monday, May 8 thru Thursday, May 11	New York City Program to be arranged by Mr. Eric F. Rhodes 1 day Sightseeing - United Nations, Wall Street, etc. 1 day Columbia University and New York University 2 days New York Public Schools- Theme of visit: Services to the individual child including the academic program for Spanish-speaking children, guidance and health services, and hot lunch program, etc.

Friday, May 12	Trip by rental car to New Haven, Connecticut, to visit Yale University. Spend night at a motel.
Saturday, May 13	Tour of New England. "Old Sturbridge Village" and other New England historic spots and museums. Return to New York for Saturday night.
Sunday, May 14	Morning free Flight to Buffalo, New York, P.M.
Monday, May 15	Trip by car from Buffalo to Niagara Falls and return to Buffalo.
Tuesday, May 16 thru Thursday, May 18	Flight to Minneapolis, A.M. Program to be arranged by Mr. Ken Jonson to include visit to Minnesota Education Association. Major emphasis on rural school programs, small schools and consolidated comprehensive schools. Group's program to date to be reviewed and arrangements made to include projects not yet covered.
Friday, May 19 thru Sunday, May 21	Flight to Denver, P.M. A home hospitality week-end arranged through the Colorado Education Association and Mr. Robert Blair, the Institute of International Education. Group will separate and individual members will stay in private homes and rejoin for departure flight.
Monday, May 22 thru Wednesday, May 24	Flight to Salt Lake City, Utah, P.M. Programming by Miss Dorothy Zimmerman, Utah Education Association, and cooperating groups. Program based on school curriculum materials; how textbooks are chosen; how audio-visual materials are used; etc.
Thursday, May 25 thru Monday, May 29	Flight to San Francisco, P.M. Program to be arranged by Mr. Arnold Wolpert and Miss Mary Ball. Emphasis on technical and vocational training, including the engineering and science program of a university. Possibly a Saturday visit to Stanford University. Participants will have final day free in San Francisco.
Tuesday, May 30	Return flight to Caracas, Venezuela, A.M.

April 26, 1961

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 Myrtle Bonn

FOR RELEASE: A.M. Papers
Wednesday, April 26, 1961

NEA Sees 102,000 June Graduates
Teaching School in the Fall

WASHINGTON, April 25 -- If all of the eligible teachers graduating in the class of '61 were to take jobs in the classroom, the nation's schools would be enriched by 139,061 new teachers this Fall.

However, the Fourteenth Annual National Teacher Supply and Demand Report released today by the Research Division of the National Education Association, gives a more realistic picture of what can be expected. It indicates that prospects for relief from the nationwide teacher shortage remain unchanged.

Highlights from the report show:

. The 139,061 graduates who will be eligible to teach represent a 6.8 percent increase over the 130,203 who were eligible last year. Of these, there will be 85,427 prepared to teach in high school -- an increase of 10.1 percent over last year -- and only 53,634 prepared to teach in elementary school -- an increase of just 1.9 percent.

. The "realistic new supply" totals about 102,000 teachers with approximately 58,000 going into the high schools and 44,000 going into elementary schools. This is based on experience which indicates that only 68 percent of the newly qualified high-school and about 82 percent of the newly qualified elementary school teachers will actually enter classroom service in September.

. While the distribution of newly eligible candidates among the high-school teaching fields remains out of balance with the needs, the trend for the past three years has been favorable -- an increasing proportion of the new supply is in the

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fields of greatest shortage. (The promised gain in foreign language teachers is greatest, up 26.5 percent from last year; in new math teachers, 18.2 percent; science teachers, 15.9 percent; and English, 14.7 percent. All of these are above-average increases.)

. The most notable losses will be in the new supply of librarians, down 10.1 percent while below average increases are indicated in music, 6.1 percent; industrial arts, 5.8 percent; home economics, 3.7 percent; and commerce, 3.5 percent.

. The imbalance in the division between high-school teachers and elementary-school teachers, noted over the past five years, is further extended. The elementary outnumber the high-school teaching positions by about 8 to 5, yet more teachers are preparing for high-school positions than are preparing for elementary posts. The report also emphasizes the fact that one-fourth of the present 850,000 elementary-school teachers are not college graduates; many thousands seriously lack the necessary preparation.

In all, the report shows that for several years, the total number of new teachers employed has just about accounted for replacements and expanded enrollments. The limited supply of new teachers, however, has not made possible any relief from overcrowding and half-day sessions, the addition of needed educational services, or the replacement of unprepared persons.

The four-part report includes information from every college and university in which students may qualify for teaching certificates and data from local school districts and state departments of education.

Comprehensive tables give state-by-state breakdowns on the preparation of teachers and the fields in which they prepared. For the first time, the report shows the new graduates prepared in each state to teach the Russian language.

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Note: Copies of Teacher Supply and Demand in Public Schools, 1961 may be ordered from Publications-Sales Division, National Education Association, 1201 16th Street, N.W., Washington 6, D.C. Single copy, $1. Order by stock No. 43-581.

April 25, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

Note to Editors and Correspondents: Thirty-two national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press and Radio Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For further information:
Beatrice M. Gudridge or Minnio Gilliland

FOR IMMEDIATE RELEASE

"Meet the Professor" Series
Extended by Popular Demand

WASHINGTON, April 25 -- Response to ABC-TV's 13-week "Meet the Professor" series has been so gratifying the network has invited the National Education Association and the Association for Higher Education to arrange two additional programs.

This announcement was made today by NEA Executive Secretary William G. Carr in connection with the 13th program on Sunday, April 30, featuring Heinz Politzer, professor of German literature at the University of California, Berkeley.

The two extra programs will see Novelist Harvey Swados, visiting professor of language arts, San Francisco State College, addressing a seminar of his students of creative writing on the May 7 broadcast. A group of college students will air their ideas on college teaching on the final program, May 14.

Guest on the April 30 show, Professor Politzer has taught at Bryn Mawr, Pa., Middlebury College, Middlebury, Vt., Oberlin College, Oberlin, Ohio, and the University of California, Berkeley. He will be interviewed by Host Harold Taylor. Programs are broadcast at 12 Noon, EDT, over the entire ABC-TV network.

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April 24, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

Note to Editors and Correspondents: Thirty-two national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press and Radio Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For further information:
Beatrice M. Gudridge or Virginia Warren

FOR RELEASE: Monday A.M. Papers
April 24, 1961

New Book Reports Research Findings On Gifted Young People

WASHINGTON, April 21 -- Research on the Academically Talented Student is the latest in a series of booklets about America's gifted young people, published by the Academically Talented Student Project of the National Education Association (NEA). This one was produced in cooperation with the American Educational Research Association, the American Psychological Association, and the Association for Supervision and Curriculum Development.

Though its major purpose is to bring together ideas and information for those engaged in or planning research dealing with the academically talented student, it also provides the reader with a fascinating collection of facts discovered in recent years. It describes the essentials of sound research...what kinds of research are most needed about the academically talented...good research procedures...provides a list of organizations now engaged in research on the gifted...a list of surveys that have been made...and a bibliography.

The booklet was produced under the direction of Charles E. Bish, director of the Academically Talented Student Project, NEA. It was edited by Kenneth E. Anderson, Dean of the School of Education, University of Kansas, Lawrence.

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Note: Copies of Research on the Academically Talented Student are available from the National Education Association, 1201 16th Street, N.W., Washington 6, D. C. Single copy, $1. Order by stock No. 50-110.

April 21, 1961

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For further information:
Beatrice M. Gudridge or Anne Lewis

FOR RELEASE: Sunday Papers
April 23, 1961

Even "Old" American History Needs
Updating, New NCSS Yearbook Says

WASHINGTON, April 21 -- American history, even that beginning with Columbus' voyages, needs to be brought up-to-date, according to the new yearbook of the National Council for the Social Studies, a department of the National Education Association.

In this yearbook, entitled Interpreting and Teaching American History, eminent scholars review new research and interpretations of United States history from colonial times to the present day.

The editors, William H. Cartwright and Richard L. Watson, Jr., chairmen, respectively, of the Departments of Education and History at Duke University, explain in their introduction that only 14 years ago, the writers of an NCSS yearbook on American history, emphasized an understanding of the need for "one world" and for "good citizens" who are tolerant, understanding and humane. The editors comment:

(more)

"These sentiments are as appropriate as they have ever been, but it would be rash indeed to prophesy today that the forces of reason, toleration, and humaneness can hope to win an early victory. We are still living in an age of loyalty oaths, affidavits, and state legislation which threatens to close schools; we still see student faces screwed up in hate because of attitudes which are clearly the reverse of any notion of the brotherhood of man; and those who talked of 'one world' in 1960 are frequently labeled as either naive or hypocritical."

Aim of the yearbook, according to the editors, is not only to encourage critical thinking by the student, but to bring teachers of social studies in the elementary and secondary schools into closer contact with those in the colleges and universities.

Two thirds of the book is written by historians who do not merely report history but interpret it. There are chapters here on establishment of the American colonies, the American Revolution, Jacksonian democracy, the Civil War, the "prosperity decade," the New Deal, World War II and its aftermath, and many others...each written in the interpretive vein.

For example, in writing on the "Background of the Civil War," David M. Potter, professor of American History at Yale University, concludes that the vast amount of literature on the subject has one pervasive quality -- it is controversial.

"Not only have historians failed to agree as to whether slavery furnished the basic motive for the war or whether it provided a smoke-screen for concealing the basic motives," he says, "they have also disagreed as to the nature of the society of the Old South, the nature of slavery, the motivation and character of the anti-slavery movement, and the interpretation of every link in the chain of sectional clashes which preceded the final crisis. The

(more)

irony of this disagreement lies in the fact that it persists in the face of vastly increased factual knowledge and constantly intensified scholarly research."

Frank Freidel, professor of history at Harvard University, says in his chapter on the New Deal decade, that President Franklin D. Roosevelt remained fairly consistent in his policies throughout the New Deal. However, some of the President's associates, many of whom wrote books on the subject, went far beyond Roosevelt in their views and accused him of compromising his principles.

The last six chapters of the yearbook suggest various approaches to the teaching of history in elementary, junior and senior high school -- organization and content of courses, emphases, and methods. There are also chapters on how the teacher can use geography, community resources, and reading to make history come alive for his students.

In one of these chapters, "American History in the Senior High School," John H. Haefner, professor of Social Studies Education at the State University of Iowa, says that the history teacher must communicate to students "a discernment for history which lies between the Charybdis of blind acceptance of everything the book says, on the one hand, and the Scylla of cynicism, on the other." Teachers also must emphasize, he says, that historical events almost always have multiple causes:

"The rise of the common man cannot be explained in one easy lesson or in terms of simple causes."

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Copies of Interpreting and Teaching American History may be obtained from the National Council for the Social Studies, National Education Association, 1201 16th Street, N.W., Washington 6, D.C. Order by stock numbers as follows: Paperbound edition, #49-023, $4.; clothbound, #49-024, $5.

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For further information:
Beatrice M. Gudridge

SPECIAL TO CALIFORNIA PAPERS

FOR RELEASE: Sunday Papers
April 23, 1961

California Educators Contribute Chapters To Yearbook on Teaching American History

WASHINGTON, April 21 -- Two California educators are included among a group of eminent scholars contributing to a new yearbook on the teaching of American history published by the National Council for the Social Studies, a department of the National Education Association.

They are George Mowry, professor of history and dean, Division of Social Sciences, at the University of California, and I. James Quillen, dean of the School of Education at Stanford University. Mr. Mowry's chapter is entitled "The Progressive Era, 1897-1917," while Mr. Quillen writes on "American History in the Upper Grades and Junior High School." The yearbook, entitled Interpreting and Teaching American History reviews new research and interpretations from colonial times to the present day.

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For further information:
Beatrice M. Gudridge

SPECIAL TO CONNECTICUT PAPERS

FOR RELEASE: Sunday Papers
April 23, 1961

Connecticut Educators Contribute Chapters To Yearbook on Teaching American History

WASHINGTON, April 21 -- Four Connecticut educators are included among a group of eminent scholars contributing to a new yearbook on the teaching of American history published by the National Council for the Social Studies, a department of the National Education Association.

Three are from Yale University: Ralph Henry Gabriel, Sterling Professor Emeritus of history, Edmund S. Morgan, professor of American history, and David M. Potter, William Robertson Coe professor of American history. The fourth contributor is Richard Lowitt, associate professor of history at Connecticut College. Mr. Gabriel wrote on "Ideas and Culture in the 20th Century;" Mr. Lowitt's topic was "Prosperity Decade, 1917-1928;" Mr. Morgan discussed "The American Revolution: A Review of Changing Interpretations;" and Mr. Potter wrote on "Background of the Civil War." The yearbook, entitled Interpreting and Teaching American History reviews new research and interpretations from colonial times to the present day.

The editors, William H. Cartwright and Richard L. Watson, Jr., chairmen, respectively, of the Departments of Education and History at Duke University, explain in their introduction that only 14 years ago, the writers of an NCSS

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April 28, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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For further information:
Beatrice M. Gudridge

SPECIAL TO ILLINOIS PAPERS

FOR RELEASE: Sunday Papers
April 23, 1961

Illinois Educators Contribute Chapters To Yearbook on Teaching American History

WASHINGTON, April 21 -- Two Illinois educators are included among a group of eminent scholars contributing to a new yearbook on the teaching of American history published by the National Council for the Social Studies, a department of the National Education Association.

They are Arthur Bestor, professor of history at the University of Illinois, and Clarence L. Ver Steeg, professor of history at Northwestern University. Mr. Bestor's chapter is entitled "Intellectual History to 1900," while Mr. Ver Steeg writes on "The North American Colonies in the 18th Century." The yearbook, entitled Interpreting and Teaching American History reviews new research and interpretations from colonial times to the present day.

The editors, William H. Cartwright and Richard L. Watson, Jr., chairmen, respectively, of the Departments of Education and History at Duke University, explain in their introduction that only 14 years ago, the writers of an NCSS

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For further information:
Beatrice M. Gudridge

SPECIAL TO IOWA PAPERS

FOR RELEASE: Sunday Papers
April 23, 1961

Iowa Educators Contribute Chapters To
Yearbook on Teaching American History

WASHINGTON, April 21 -- Two Iowa educators are included among a group of eminent scholars contributing to a new yearbook on the teaching of American history published by the National Council for the Social Studies, a department of the National Education Association.

They are Wayne S. Cole, professor of history at Iowa State University of Science and Technology, and John H. Haefner, professor of Social Studies Education at the State University of Iowa and Head of Social Studies in University High School. Mr. Cole's chapter is entitled "The United States in World Affairs, 1929-1941," while Mr. Haefner writes on "American History in the Senior High School." The yearbook, entitled Interpreting and Teaching American History reviews new research and interpretations from colonial times to the present day.

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For further information:
Beatrice M. Gudridge

SPECIAL TO MASSACHUSETTS PAPERS

FOR RELEASE: Sunday Papers
April 23, 1961

Massachusetts Educators Contribute Chapters
To Yearbook on Teaching American History

WASHINGTON, April 21 -- Two Massachusetts educators are included among a group of eminent scholars contributing to a new yearbook on the teaching of American history published by the National Council for the Social Studies, a department of the National Education Association.

They are W. Linwood Chase, professor in the Boston University School of Education, and Frank B. Freidel, Jr., professor of history at Harvard University. Mr. Chase's chapter is entitled "American History in the Middle Grades," while Mr. Freidel writes on "The New Deal, 1929-1941." The yearbook, entitled Interpreting and Teaching American History reviews new research and interpretations from colonial times to the present day.

The editors, William H. Cartwright and Richard L. Watson, Jr., chairmen, respectively, of the Departments of Education and History at Duke University, explain in their introduction that only 14 years ago, the writers of an NCSS

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For further information:
Beatrice M. Gudridge

SPECIAL TO MICHIGAN PAPERS

FOR RELEASE: Sunday Papers
April 23, 1961

Michigan Educator Contributes Chapter
To Yearbook on Teaching American History

WASHINGTON, April 21 -- A Michigan educator is included among a group of eminent scholars contributing to a new yearbook on the teaching of American history published by the National Council for the Social Studies, a department of the National Education Association.

He is Alexander DeConde, associate professor of American history at the University of Michigan. Mr. DeConde's chapter is entitled "Federalists and Republicans, 1789-1825." The yearbook entitled Interpreting and Teaching American History reviews new research and interpretations from colonial times to the present day.

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For further information:
Beatrice M. Gudridge

SPECIAL TO NEW JERSEY PAPERS

FOR RELEASE: Sunday Papers
April 23, 1961

New Jersey Educators Contribute Chapters To Yearbook on Teaching American History

WASHINGTON, April 21 -- Three New Jersey educators are included among a group of eminent scholars contributing to a new yearbook on the teaching of American history published by the National Council for the Social Studies, a department of the National Education Association.

They are Helen McCracken Carpenter, professor of history at Trenton State College; Wesley Frank Craven, Edwards Professor of American history at Princeton University; and Mary Virginia Gaver, professor in the Graduate School of Library Service at Rutgers University. Miss Carpenter and Miss Gaver co-authored the chapter entitled "Making History Live Through Reading," while Mr. Craven wrote on "The Establishment of the American Colonies." The yearbook, entitled Interpreting and Teaching American History reviews new research and interpretations from colonial times to the present day.

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For further information:
Beatrice M. Gudridge

SPECIAL TO NEW YORK PAPERS

FOR RELEASE: Sunday Papers
April 23, 1961

New York Educator Contributes Chapter To Yearbook on Teaching American History

WASHINGTON, April 21 -- A New York educator is included among a group of eminent scholars contributing to a new yearbook on the teaching of American history published by the National Council for the Social Studies, a department of the National Education Association.

He is William G. Tyrrell, historian in the Division of Archives and History of the New York State Education Department. Mr. Tyrrell's chapter is entitled "Local Resources for Teaching American History." The yearbook, entitled Interpreting and Teaching American History reviews new research and interpretations from colonial times to the present day.

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For further information:
Beatrice M. Gudridge or Anne Lewis

SPECIAL TO NORTH CAROLINA PAPERS

FOR RELEASE: Sunday Papers
April 23, 1961

Duke University Teachers Edit Yearbook
On Teaching of American History

WASHINGTON, April 21 -- William H. Cartwright and Richard L. Watson, Jr., chairmen respectively, of the Departments of Education and History at Duke University, are editors of a new yearbook, Interpreting and Teaching American History, published by the National Council for the Social Studies, a department of the National Education Association.

Two other North Carolinians contributed chapters to the yearbook which reviews new research and interpretations of United States history from colonial times to the present day. They are Robert F. Durden, assistant professor of American history at Duke, and J. Carlyle Sitterson, professor of history and dean of the College of Arts and Sciences at the University of North Carolina.

The editors explain in their introduction that only 14 years ago, the writers of an NCSS yearbook on American history, emphasized an understanding of the need for "one world" and for "good citizens" who are tolerant, understanding, and humane. They comment:

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News from the NATIONAL EDUCATION ASSOCIATION

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

Note to Editors and Correspondents: Thirty-two national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press and Radio Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For further information:
Beatrice M. Gudridge

SPECIAL TO OHIO PAPERS

FOR RELEASE: Sunday Papers
April 23, 1961

Ohio Educators Contribute Chapters To Yearbook on Teaching American History

WASHINGTON, April 21 -- Two Ohio educators are included among a group of eminent scholars contributing to a new yearbook on the teaching of American history published by the National Council for the Social Studies, a department of the National Education Association.

They are Foster Rhea Dulles, professor of American history at the Ohio State University, and Harry R. Stevens, associate professor of history at Ohio University. Mr. Dulles' chapter is entitled "The New World Power: 1865-1917," while Mr. Stevens writes on "Jacksonian Democracy, 1825-1849." The yearbook entitled Interpreting and Teaching American History reviews new research and interpretations from colonial times to the present day.

The editors, William H. Cartwright and Richard L. Watson, Jr., chairmen, respectively, of the Departments of Education and History at Duke University, explain in their introduction that only 14 years ago, the writers of an NCSS

(more)

yearbook on American history, emphasized an understanding of the need for "one world" and for "good citizens" who are tolerant, understanding and humane. The editors comment:

"These sentiments are as appropriate as they have ever been, but it would be rash indeed to prophesy today that the forces of reason, toleration, and humaneness can hope to win an early victory. We are still living in an age of loyalty oaths, affidavits, and state legislation which threatens to close schools; we still see student faces screwed up in hate because of attitudes which are clearly the reverse of any notion of the brotherhood of man; and those who talked of 'one world' in 1960 are frequently labeled as either naive or hypocritical."

Aim of the yearbook, according to the editors, is not only to encourage critical thinking by the student, but to bring teachers of social studies in the elementary and secondary schools into closer contact with those in the colleges and universities.

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April 21, 1963

News from the NATIONAL EDUCATION ASSOCIATION

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For further information:
Beatrice M. Gudridge

SPECIAL TO OKLAHOMA PAPERS

FOR RELEASE: Sunday Papers
April 23, 1961

Oklahoma Educator Contributes Chapter
To Yearbook on Teaching American History

WASHINGTON, April 21 -- An Oklahoma educator is included among a group of eminent scholars contributing to a new yearbook on the teaching of American history published by the National Council for the Social Studies, a department of the National Education Association.

He is John W. Morris, professor of geography at the University of Oklahoma. Mr. Morris' chapter is entitled "Use of Geography in Teaching American History." The yearbook, entitled Interpreting and Teaching American History reviews new research and interpretations from colonial times to the present day.

The editors, William H. Cartwright and Richard L. Watson, Jr., chairmen, respectively, of the Departments of Education and History at Duke University, explain in their introduction that only 14 years ago, the writers of an NCSS

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For further information:
Beatrice M. Gudridge

SPECIAL TO PENNSYLVANIA PAPERS

FOR RELEASE: Sunday Papers
April 23, 1961

Pennsylvania Educator Contributes Chapter
To Yearbook on Teaching American History

WASHINGTON, April 21 -- A Pennsylvania educator is included among a group of eminent scholars contributing to a new yearbook on the teaching of American history published by the National Council for the Social Studies, a department of the National Education Association.

He is Hugh G. Cleland, assistant professor of history at the University of Pittsburgh. Mr. Cleland's chapter is entitled "World War II and Its Aftermath." The yearbook, entitled Interpreting and Teaching American History reviews new research and interpretations from colonial times to the present day.

The editors, William H. Cartwright and Richard L. Watson, Jr., chairmen, respectively, of the Departments of Education and History at Duke University, explain in their introduction that only 14 years ago, the writers of an NCSS

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For further information:
Beatrice M. Gudridge

SPECIAL TO TEXAS PAPERS

FOR RELEASE: Sunday Papers
April 23, 1961

Texas Educator Contributes Chapter To
Yearbook on Teaching American History

WASHINGTON, April 21 -- A Texas educator is included among a group of eminent scholars contributing to a new yearbook on the teaching of American history published by the National Council for the Social Studies, a department of the National Education Association.

He is Otis A. Singletary, professor of history and assistant to the president at the University of Texas. Mr. Singletary's chapter is entitled "Civil War and Reconstruction." The yearbook, entitled Interpreting and Teaching American History reviews new research and interpretations from colonial times to the present day.

The editors, William H. Cartwright and Richard L. Watson, Jr., chairmen, respectively, of the Departments of Education and History at Duke University, explain in their introduction that only 14 years ago, the writers of an NCSS

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22 stories: 4/17/61
April 18, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Minnio Gilliland

FOR IMMEDIATE RELEASE

WASHINGTON, April 18, 1961 -- More than 1500 art teachers, supervisors and college art instructors from all parts of the United States met in Florida's resort capitol (April 11-15) for the 6th Biennial Conference of the National Art Education Association (NAEA).

Taking a leading role in the parly proceedings was

Pre-conference workshops, section meetings, and seminars, as well as six general sessions, explored the conference theme, "Art Education: Quality in Teaching." Heading up a distinguished roster of speakers was Saturday Review associate editor, John Ciardi. Others making major addresses were B. Othanel Smith, professor of education, University of Illinois, Urbana; Dore Ashton, art critic for Arts & Architecture, Los Angeles, California; Clarice Kline, president of the National Education Association (NEA), Washington, D.C.; Mayo Bryce, specialist for education in the fine arts, U. S. Office of Education, Washington, D.C.; and Ralph G. Beelke, executive secretary of NAEA.

Representative Frank Thompson, Jr., New Jersey, received a special citation as a citizen making an "Outstanding Contribution to Art Education." Thompson has been on the House Administration Committee and the Committee on Education and Labor. He has also been active in promoting international cultural exchange programs of major importance.

Also honored at the special awards session was Mary Adeline McKibbin, director of art, Pittsburgh Public Schools, who was named "Teacher of the Year."

The NAEA, a department of the National Education Association, has a membership of approximately 5,000.

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April 17, 1961

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

NEA Invites 20 College Presidents
To Attend Second Washington Seminar

WASHINGTON, April 17 -- The second Washington Seminar for College and University Presidents on "National Aspects of Higher Education" will be held in Washington, D. C., June 18-24, 1961, G. Kerry Smith, executive secretary of the Association for Higher Education, National Education Association, announced today. Twenty college and university presidents will be invited to attend the week-long session to study the most important national programs affecting higher education.

The purpose of the seminar is to acquaint college and university presidents, especially newer ones, with the policies and functions of governmental agencies and educational associations concerned with higher education. Almost equally important, the seminar is intended to acquaint Washington officials with the problems of higher educational institutions and to provide for direct exchange of views between the Washington officials and the presidents on the impact of national educational programs on individual campuses.

The seminar will be sponsored by the Association for Higher Education and the National Education Association. J. Fletcher Wellemeyer, educational consultant, will direct the seminar, as he did its predecessor in June 1960. He will be assisted by the staff of the Association for Higher Education. An advisory committee, made up of outstanding national leaders in education and government, will give general suggestions on the program; a coordinating committee, selected from officials in public and private agencies in Washington that perform important functions in higher education, will help in the detailed arrangements of the program.

###

April 16, 1961

Special Feature for Sunday, April 16, 1961

"The Disadvantaged Child"

by Louis Cassels

United Press International

What do you call a poor kid from a wretched home, who enters school with two strikes against him?

If you're an educator, you call him a "disadvantaged child."

We might as well learn the term now, because we're going to be hearing it often during the next few years. The problems of the disadvantaged child--and the problems he creates for schools--are engaging the attention of many national leaders, including President Kennedy.

Kennedy displayed his concern by making special provision for these children in his program of federal aid grants for public schools. He proposed that 10 per cent of the funds allocated to each state be earmarked "to help meet the unique problems" of schools serving slum neighborhoods and depressed areas.

The Educational Policies Commission, sponsored jointly by the National Education Association and the American Association of School Administrators, also is worried about the children who come to school with unwashed ears and no lunch money.

It has launched a special study project to determine how schools can do a better job of helping them to overcome their environmental handicaps.

Dr. James E. Russell, the Commission's executive secretary, estimates that America's urban school systems are now trying to educate about 1,000,000 (m) children who clearly belong in the "disadvantaged" category. And the proportion of such children in city schools, he adds, "appears to be rising."

(more)

"The Disadvantaged Child"

Educating these children is a formidable challenge, Dr. Russell notes, because "the stability and well-being needed for effective learning are generally absent" from their lives.

They come from "homes characterized by poverty, meager educational background, lack of privacy, emotional instability, shifting personal relationships, personal conflicts and mobility."

"Such homes, he says "tend to produce children who are indifferent to responsibility and unable to concentrate on learning, who have physical defects, poor health habits, inadequate communication skills, socially unacceptable behavior, limited aspirations and little experience of cultural participation."

To send a disadvantaged child into a typical public school is like transporting him to a foreign country. The values which the teacher is trying to convey, the content of the courses, the very illustrations used in the reading and arithmetic books, are completely alien to his way of life. His experience at home and on the streets has not prepared him to fit into an institution which reflects the mores of an advanced industrial culture.

Thus it is hardly surprising, Dr. Russell says, that schools serving underprivileged areas encounter poor classroom response to traditional teaching methods, low achievement, spotty attendance, serious disciplinary problems, and high rates of failure and drop-out.

Before a school can educate a disadvantaged child, Dr. Russell says, it must overcome his natural hostility to the school environment, and establish "effective contact" with him.

To do this, "teachers need to be highly skilled and understanding." They need to work with "smaller-than-normal classes" and to have time for a good deal

(more)

of individual attention to each child. They need the support of a wide variety of special school services, in the areas of tutoring, remedial education, home visitation, health and psychology. They must be "ever aware of the circumstances which handicap their pupils" and have enough human warmth and sympathy to avoid being "shocked or repelled" by them.

Dr. Russell warns that the kind of schools needed "will not be cheap." Highly-skilled teachers, small classes and special school services all cost money. But they do not cost as much as society will have to expend on social welfare services, law enforcement, and prisons, if it lets these children grow up without an education, to perpetuate in the despair and delinquency of their own lives the conditions from which they came.

"Of all the ways open to society to deal with the problem of the disadvantaged child," Dr. Russell concludes, "the school is the cheapest. It is also the one most consistent with the American tradition of human dignity and equal opportunity.

"And it is the only one which is tinged with hope."

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Apr. 13, 1961

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

April 13, 1961

MEMORANDUM TO RADIO BROADCASTERS:

RE: Tape interviews with educators from your local area from a national convention of audio-visual experts in Miami Beach, Fla., April 24-28.

At the end of this month more than 3,000 audio-visual specialists, administrators, classroom teachers, and interested parents from all over the United States are due to meet in Miami Beach for the annual convention of the Department of Audio-Visual Instruction (DAVI), a department of the National Education Association.

The main topic of conversation throughout the meeting will be the latest developments in electronic and other teaching aids which are rapidly transforming classroom teaching in the nation's schools.

The DAVI Press Office is making arrangements to send you a four-to-five-minute interview tape-recorded directly from convention headquarters in the Deauville Hotel between persons from your area and a Florida news broadcaster.

During these interviews, we are going to ask these specialists to talk about the ways in which new audio-visual materials and equipment can be used to improve teaching in schools in their area.

The self-contained tape will have an open and close and will be suitable for use as received, or excerpts could be used on news programs in conjunction with wire service stories, etc. Or, you may use the tape in any way you feel is most effective.

In order to supply you with this material while the convention is in session, we must know in advance if you desire this service. There is no cost or obligation. A reply card and stamped, self-addressed envelope are enclosed. We must receive this card no later than April 23.

M. Ruth Broom

M. Ruth Broom, Convention News Editor
Division of Press and Radio Relations

April 13, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

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For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Nevada Educator Named President-Elect
of National Science Teachers Association

WASHINGTON, April 13 -- John H. Marean, science teacher at Reno High School, has been named president-elect of the National Science Teachers Association (NSTA) for the year 1961-62. He will head the organization in 1962-63.

The announcement was made today by Robert H. Carleton, NSTA executive secretary, who said, "I am delighted that this year's elections continue the unification of science teachers so that elementary teachers, high school teachers, supervisors, and college professors work as collaborators, not antagonists."

A Finance Officer and four members of the Board of Directors were also announced by Mr. Carleton. They are Frederick R. Avis, chairman of the science department of Saint Mark's School in Southborough, Massachussetts as Finance Officer, and the following members of the Board of Directors, all to serve during the period 1961-63: Walter E. Hauswald, physics and chemistry instructor and supervisor of science education for the Sycamore, Illinois, Community School System; Rodney F. Mansfield, consultant in secondary mathematics and science of the Colorado State Department of Education; Elizabeth Ann Quinn of Stamford, Conn., assistant principal and teacher of general science at Saxe Junior High School in New Canaan, Conn., and H. Craig Sipe, professor of physics at George Peabody College for Teachers in Nashville, Tenn., and director of a National Science Foundation Institute there.

- more -

An affiliate of the American Association for the Advancement of Science and a department of the National Education Association, NSTA has grown to be the largest organization of its kind. The Association enrolls over 17,000 members from elementary schools, high schools, and colleges.

Among the steadily increasing number of NSTA activities is an extensive program for youth carried on through one thousand Future Scientists of America school science clubs. More than 30,000 science-minded students in junior and senior high schools are members of the FSA organization.

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News from the NATIONAL
1201 SIXTEENTH STREET, N.W. • WASHINGTON 6, D. C. • ADams 4-4855

April 10, 1961

Alice Norton Archives (1)

For further information:
Beatrice M. Gudridge or Minnio Gilliland

FOR IMMEDIATE RELEASE

"Meet the Professor" Features
Professors Saltman and McAllister

WASHINGTON, April 10 -- A biochemist and an economist will be featured during the latter part of April on the "Meet the Professor" Sunday afternoon network television series (ABC-TV, 12:00-12:30 p.m., EST), produced in cooperation with the National Education Association and the Association for Higher Education.

Paul Saltman, associate professor of biochemistry and nutrition at the University of Southern California, will appear on April 16. His major fields of research have concerned the exploration of diseases of human beings at the molecular level working toward a better understanding of the reactions which take place within normal and diseased cells. He believes that by understanding the chemical flaws of diseased cells, it is then possible to bring to bear the most powerful tools of chemistry, physics, and biology to correct the errors.

Mr. Saltman came to the University of Southern California in 1953. He earned both his B.S. in Chemistry and his Ph.D. in Biochemistry at the California Institute of Technology. For one year he was on a research scholarship at the College de France in Paris doing biochemical research and graduate study. He has contributed some 30 articles to publications in various fields of biochemistry.

Research, teaching, and the communication of scientific knowledge to the layman are Mr. Saltman's three main professional interests. In behalf of the latter, he has appeared on many television and radio programs dealing with such topics as science, philosophy, and religion, and the need for cultivation of the creative mind. Two years ago he

(more)

developed and participated in 13 half-hour television films titled, "Patterns of Life," an approach to problems of contemporary biology and biochemistry. They were presented throughout the country through the National Educational Television and Radio Center.

On April 23, Lester B. McAllister, chairman of the department of economics and business at Beloit College in Wisconsin, will appear on the "Meet the Professor" series.

Mr. McAllister, who will be on leave from Beloit during the 1961-1962 academic year as one of three civilian specialists on the faculty of the War College in Washington D.C., was recently awarded a grant from the Lilly Endowment, Inc., for special research in economics. He has previously held Carnegie and Ford Foundation research fellowships.

A 1942 graduate of Coe College in Iowa, he received his Master's Degree from Northwestern University and his Ph.D. from the University of Oregon. Specific fields of major academic interest include United States economic history and money and banking.

During World War II, Mr. McAllister served as an Air Force security officer in Africa and the Middle East. He has traveled extensively in South America, Africa, the Middle East, and Canada. In 1960, faculty colleagues and members of the Student Senate voted him Beloit's "outstanding teacher of the year."

###

4/10/61

April 9, 1961

FOR RELEASE

Sunday, April 9, 1961

Washington Area Teachers
To Study Africa, Other Foreign Travel

WASHINGTON, April 8 -- Teachers of the Washington-Baltimore area have arranged a one-day seminar on developments in Africa to be held next Saturday at the Mayflower Hotel in conjunction with a presentation of films and lectures relating to foreign travel.

About 500 teachers, school principals and supervisors are expected to attend the meetings which are sponsored by the National Education Association and the NEA National Council for the Social Studies.

Vernon McKay, professor of African studies at Johns Hopkins University, Baltimore, will deliver the keynote address for the sessions on Africa. Study groups will be formed after he has spoken and these will be led by professors from Maryland, Howard, and Pittsburgh universities.

In the concurrent meeting, described as a "travel fair," other teachers will be observing travel films and listening to lectures by representatives of the embassies of Finland, India, and Ireland.

Ewald Turner of Oregon, president-elect of NEA, will speak at a joint luncheon session for the two groups. Travel scholarships won by teacher participants in the "Expedition" television program sponsored by the Ralston-Purina Co. of St. Louis will be presented to the winners by William G. Carr, executive secretary of NEA.

(more)

NEA sponsors, each year during the summer, travel study tours for teachers. This year teachers from nearly all of the 50 states have enrolled for such courses and they will visit 61 countries. Four groups will make world tours, others will go to several of the continents. Academic credit is available for many of these tours through the cooperation of several colleges and universities and in other instances local school boards have recognized NEA-sponsored travel as evidence of professional advancement.

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April 7, 1961

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

Delaware Becomes 19th State To Practice Reciprocity in Teacher Certification

WASHINGTON, OO -- Delaware has become the 19th state to agree to issue teacher's certificates to graduates of any nationally accredited teacher-education institution. Students who complete teacher-education programs in the nation's 343 NCATE-accredited colleges and universities may be licensed to teach in each of the 19 states, as well as in their home states.

In other words, these teachers will not be penalized by having to take additional courses to qualify themselves after crossing a state line into one of the 19 agreeing states.

This has come about, says Guy A. Curry, Jr., associate secretary of the National Commission on Teacher Education and Professional Standards (NCTEPS), thanks to a seven-year drive for such reciprocity among the states by the National Council for the Accreditation of Teacher Education (NCATE).

The Council with whom agencies of the National Education Association have worked closely since its formation in 1954, has now accredited some 343 colleges and universities which prepare teachers as having the type of programs which meet the Council's standards. These institutions annually produce about 70 percent of the nation's supply of new teachers.

As of February 1961, teacher education graduates of all 343 institutions are eligible for certification in the following states: Alabama, Delaware, Florida, Georgia, Illinois, Iowa, Kentucky, Louisiana, Missouri, Nebraska, Oregon, Pennsylvania, Rhode Island, Tennessee, Utah, Vermont, Washington, West Virginia, and Wyoming.

(more)

According to Dr. Curry, the agreements entered into by these states go beyond mere reciprocity in teacher certification. He points out that as NCATE accreditation continues to gain stature, "the public is receiving greater assurance that the money spent on public education will buy what it should buy, and the teacher-education student in an NCATE-accredited institution is receiving greater assurance that his own mobility in the profession will not impair his chances for employment."

An up-to-date list of NCATE-accredited colleges and universities may be secured by writing to the National Council for the Accreditation of Teacher Education, Mills Building, 17th Street and Pennsylvania Avenue, N.W., Washington 6, D.C.

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4/7/61

April 6, 1961

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

NEA Receives Grant of $225,000
To Strengthen Adult Education

WASHINGTON, April 6 -- A three-year grant of $225,000 for strengthening liberal adult education in the public schools has been made to the National Education Association (NEA) by the Fund for Adult Education. The grant will be transmitted by the NEA to the National Association of Public School Adult Educators (NAPSAE).

In a letter to William G. Carr, executive secretary of the NEA, C. Scott Fletcher, president of the Fund specified on behalf of its Board of Directors that the grant "is to be used exclusively for the purpose of improving and extending offerings in liberal subjects, with special emphasis on the areas of local, national and international affairs and economics, and on the objective of education for public responsibility."

"In particular, it is to be used to assist in the exploration and demonstration of the possibilities of vigorous, imaginative public school adult education programs on the part of public schools in their own right and in cooperation with other educational institutions, such as universities, and with voluntary organizations and agencies in the community."

Robert A. Luke, executive secretary of NAPSAE, said that the FAE project program will enable the public schools during the next three years to begin demonstration programs designed to overcome the two greatest deficiencies existing in the extension and expansion of education for adults, as well as children, as a regular service of the public schools. "The greatest single obstacle to the development of public school adult education," Mr. Luke said, is "the availability of full-time professional

(more)

leadership." He indicated that more than half of the people now responsible for the adult education programs of the public schools are on half-time assignment or less. "Beyond this," Mr. Luke said, "is the need for continuous in-service training of individuals given responsibility for adult education leadership."

The grant from the Fund for Adult Education is designed to demonstrate ways and means of overcoming both these limitations. As a basic approach to stimulating and extending liberal adult education, NAPSAE will make available limited funds to a selected number of local school districts to enable them to employ directors of adult education one-half time where none is now employed, or full-time where employment is now half-time. These local directors will be used exclusively in the development of programs of liberal adult education and education for public responsibility.

This grant brings to $663,130 the total received in grants from the FAE by NAPSAE since 1953. Other grants were awarded in 1953 ($117,500), 1955 ($70,630), and 1958 ($250,000).

Previous grants have been used largely to strengthen adult education services of state departments of education and to strengthen the liberal, general, and non-vocational aspects of the public schools' adult education program. This latest grant will focus attention on local communities with emphasis on the role of the public schools working throughout the community in upgrading practical citizenship skills. In nearly all of the projects financed by FAE, NAPSAE has used the concept of small grants of money, matched by public funds, in a variety of communities rather than a concentration of funds in a few demonstration areas.

NAPSAE also has encouraged a change in the role of the local director of adult education from that of an organizer and administrator of classes to one of a community educational leader who can serve the many groups in the community which turn to the public schools for help in undertaking their community educational responsibilities.

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4/4/61

April 6, 1961

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 Joseph Hanlon

FOR IMMEDIATE RELEASE

Nation's Capital to Become
Classroom for School Teachers

WASHINGTON, April 6 -- The nation's capital will be the classroom this summer for school teachers from many parts of the United States enrolled in a six-week seminar on government in action, sponsored by the National Education Association Travel Service Division and the National Council for the Social Studies.

The faculty for the seminar will be about 100 specialists in government information who are working in the executive, judicial and legislative branches of government. The laboratories will be the committee rooms on Capitol Hill and the conference rooms of government departments.

The seminar will open here June 25 and will be centered in Washington for five weeks. A sixth week will be spent in New York, examining the workings of the United Nationa in the same fashion.

Educationally, the program focuses on eight areas of government in action: the role of the Federal City; making federal law, promoting the general welfare, educating and informing citizens, safeguarding our national security, participating in world affairs, pushing back the frontiers of knowledge, preserving and extending our heritage.

Many of the participants will be earning academic credits for the course. Arrangements for academic credit can be made through the University of Kansas City, New Mexico Western University, Western Illinois University, or Mankato State College, Mankato, Minn.

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Participants will have opportunities to meet with their own Congressmen and other members of Congress, and with many of the top administrators in federal offices. Cultural and recreational activities are planned as part of the program, including such affairs as an evening at Carter Barron Amphitheater, a trip to Williamsburg, and visits at various foreign embassies.

Ward Whipple, coordinator of the seminar, calls it a unique educational experience, affording an unparalleled opportunity for firsthand study and observation of government at work.

"It closes the gap between theory and practice," Whipple said. "The whole panorama of the federal government takes on a new dynamic meaningfulness for the teacher. His classes and his community are enriched through this new insight into government, domestic and international."

This is the sixth year the seminar has been available to teachers.

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4/4/61

April 4, 1961

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

Don Davies Succeeds T. M. Stinnett
As Director of TEPS Commission

WASHINGTON, April -- Don Davies, associate professor and director of student teaching of the College of Education, University of Minnesota, has been named to head the National Commission on Teacher Education and Professional Standards (NCTEPS), effective August 20.

The newly-named executive secretary of the Commission, which is the agency of the National Education Association concerned with the upgrading of teacher preparation and standards, will replace T. M. Stinnett who has headed NCTEPS for the past decade. Dr. Stinnett assumed the post of assistant executive secretary for Professional Development and Welfare of the NEA last year, and will continue to carry on both assignments until his successor takes the NCTEPS post in August.

In a related action, the NCTEPS assistant secretary D. D. Darland will move to associate secretary on August 20.

Before coming to the University of Minnesota in 1957, Dr. Davies taught elementary school and high school English and journalism. He was supervisor of secondary student teachers and director of field experiences at Adelphi College, New York, for three years, and later served as assistant professor at San Francisco State College. In the latter job, he directed an internship program for both elementary and secondary school teachers.

He received his A.B. degree in English and journalism at Stanford University, his A.M. at Stanford in education, and his doctorate at Teachers College, Columbia University.

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Dr. Davies is active in professional activities keyed to the teacher education field. He is president of the Higher Education Section, Minnesota Education Association (MEA), general editor fot the National Association for Student Teaching, chairman of the subcommittee on student teaching of the Minnesota State Advisory Committee on Teacher Education, and a member of its executive committee. He is a member of the Advisory Board of the Journal of Teacher Education, published by NCTEPS, and a consultant to his state's TEPS Commission. Also he is a member of the board of directors of the Minneapolis Citizens Committee on Public Education.

In addition to articles in the MEA Journal and the Journal of Teacher Education, he edited the book, The Subject Matter Preparation of Elementary and Secondary School Teachers, which was published by Minnesota's College of Education and MEA. He co-authored the research report, Student Teacher Activities and Pupil Responses fot the Bureau of Educational Research at the University of Minnesota, and prepared a chapter, "The Problems Colleges Face," for the yearbook Teacher Education and the Public Schools published this year by the Association for Student Teaching.

He is married with two children, aged 9 and 4.

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4/4/61

News from the NATIONAL EDUCA
1201 SIXTEENTH STREET, N.W. • WASHINGTO

April 4, 1961

Alice Norton Archives (1)

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

FOR RELEASE: A.M. Papers
Tuesday, April 4, 1961

NEA Group Launches Industrial Arts
Awards Competition Under Ford Grant

WASHINGTON, April 3 -- The American Industrial Arts Association announced here today that it has received an $81,500 grant from the Ford Motor Company to support a three-year Industrial Arts Awards competition for junior and senior high school students.

The IAA program is designed to encourage fine craftmanship among students in industrial arts education and vocational students in trade and industrial education. This year the Association will offer some 1,295 prizes totaling approximately $35,000.

The announcement of the Ford grant came from AIAA President Ivan Hostetler, who is head of industrial arts education at North Carolina State College of Agriculture and Engineering, University of North Carolina, Raleigh.

Dr. Hostetler said that the Industrial Arts Awards program was created by educators but had been sponsored and conducted by the Ford Motor Company for the past 11 years.

"The AIAA decision to conduct its own Industrial Arts Awards program," Dr. Hostetler said, "was made because our Association recognizes that such programs are best operated by educational organizations and by experts in the field of education."

Tens of thousands of student craftsmen from the United States, Canada and Puerto Rico have participated in the Ford IAA programs, Dr. Hostetler said. Last year the competition attracted more than 40,000 entries.

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The 1961 judging will be on local and regional levels with about 150 projects selected from the regional contests for the AIAA's national competition in Washington, D. C.

The AIAA is a department of the National Education Association and has a current membership of more than 6,000. Requests for information about the Awards program should be sent to Kenneth E. Dawson, executive secretary, American Industrial Arts Association, 1201 16th St., N.W., Washington 6, D. C.

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3/30/61

April 3, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

Special to Education Journals

RELEASE AT WILL

CURRICULUM FRONTIERS IN THE '60s

By William Van Til, Chairman, Department
of Secondary Education, New York University,
and President, Association for Supervision
and Curriculum Development

April, 1961 -- Readiness to speak out as professional educators on curriculum issues and willingness to engage in spirited controversy on educational ideas marked the Sixteenth Annual Conference of the Association for Supervision and Curriculum Development in Chicago, March 12-16. The conference theme was Curriculum Frontiers in the 1960s.

Characteristic of the vigorous presentations was the Presidential Address of Arthur W. Foshay, executive officer, Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University, who presented "A Modest Proposal for the Improvement of Education." Taking his title from Jonathan Swift, but avoiding Swiftian anger, the Modest Proposal of Dr. Foshay was that educators take the nature of bodies of organized knowledge directly into account in curriculum making, in addition to being concerned with the nature of child development and the social order.

Theodore J. Kreps, head, Economics Department, Stanford University, reminded the supervisors and curriculum workers of the central role of education in a healthy economy and twitted experts in non-educational fields who believe themselves better equipped to speak on education than professional educators.

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Note to Editor: This review of the 1961 annual meeting of the Association for Supervision and Curriculum Development, was prepared by Dr. Van Til at the request of the NEA Division of Press and Radio Relations.

James B. Conant delivered a careful appraisal of approaches to research which have been and might be used in American education. His appraisal of what education might adapt from the research experiences of science and what it could not yet utilize was prepared especially for the audience of specialists in curriculum development and supervision. In his address to the ASCD, he suggested that a major educational research problem was the effect of various class sizes on instruction and learning. Interviewed on federal aid for education, he indicated his hope that the pending federal aid to education bill would be passed without provision for loans or grants to private and parochial schools.

Reverend James H. Robinson, Church of the Master, New York City, speaking on national purposes in the 1960s, called for Americans to carry out their commitment to democratic values, particularly respect for individuals regardless of differences in skin color. Dr. Robinson, who has pioneered in leading work groups to Africa, was seen shortly after his ASCD address on the C.B.S. program "Operation Crossroads Africa."

Throughout the conference, the members of the Association expressed their high interest in and willingness to cooperate in the development of the Peace Corps. A resolution adopted by the business session offered the cooperation of the Association for Supervision and Curriculum Development in training Peace Corps volunteers. Demonstration projects sponsored by foundations were also frequently discussed, with criticism sometimes expressed of lack of research design or of evaluation procedures. In discussion groups and in resolutions, support for federal aid for education was voiced by attendants at the conference.

The more than 3,000 attendants took part in one of five area meetings which were followed by small discussion groups. Area meetings dealt with frontiers of knowledge that have significance for improvement in education; what is new in research on learning; planning at various levels for excellence in schooling for

(more)

living in a democracy; processes and problems in developing and coordinating a reasonable K-12 school program for children growing up in a democracy; change, direction, and pressures for acceleration in the 1960s. In turn, each area meeting took up a significant problem of curriculum and supervision. For instance, the group on the program from kindergarten through twelfth grade considered these controversial topics: making study of a required group of "hard subjects" the core of the curriculum, the place of individual pupil interests, needs, purposes and rate of progress in planning the program; and the place of vocational education and work experience in the K-12 program.

The outspoken and vigorous tenor of the Conference of the Association for Supervision and Curriculum Development was also reflected in many associated meetings and special events sponsored by groups meeting with the major conference. For instance, the topic of the John Dewey Society was "Who is Being Heard on Education Today?" In response, Lindley Stiles, dean, School of Education, University of Wisconsin, said that many voices were being heard and as a result no single clear voice spoke for education. The author of this summary said in the second talk that the new national administration was being heard today on support for the Peace Corps idea, moral support for desegregation of public schools, and federal aid for public, not private, education.

The Conference of the Association for Supervision and Curriculum Development has achieved a national reputation as an opportunity for full participation by those who attend. Participants met in every available space of the giant Conrad Hilton Hotel in Chicago to talk together on topics as varied as teaching machines, values in a divided world, utilizing academic scholars in curriculum planning, pressures from specialized organization and subject fields.

The 1962 Conference of the Association for Supervision and Curriculum Development will meet in Las Vegas, Nevada. The program is currently being planned

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by the Conference Planning Committee under the chairmanship of Rose Lammel of Wayne University and will be presented to the Executive Committee of the Association in its May 4-7 meeting at NEA Headquarters. The work of the Association proceeds through its Washington staff with Margaret Gill as executive secretary and through twenty-five active committees and commissions which carry on business of the Association, work on problems significant to supervisors and curriculum workers, and plan the yearbooks and other publications of the group.

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4/3/61

April 3, 1961

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 Beatrice M. Gudridge

FOR RELEASE: A.M. Papers
Monday, April 3, 1961

Nation's Classroom Teachers Honor
First Maehling Fellowship Winners

WASHINGTON, April 2 -- Classroom teachers throughout the country today honor the beginning of Teaching Career Month with the announcement of the first winners of the new Hilda Maehling Fellowships.

James W. Kanthak of Redwood City, Calif., will receive $1,250 and Thelma Overbeck of Evansville, Ind., will receive $2,000 to carry out projects that will contribute to their professional growth and that of other teachers and school systems.

The Hilda Maehling Fellowship program was established by the Department of Classroom Teachers of the National Education Association to honor the first executive secretary of the department, now retired from active professional service. Launched in June, 1959, the fellowship committee set a goal of $100,000 for the fellowship fund, of which $74,000 already has been contributed by teachers. Nearly $150,000 has been pledged by teachers through their state groups. The fellowships will be financed by investment income from the fund.

Kanthak and Miss Overbeck were selected by the fellowship committee on the basis of their professional ability and the worth of their proposed projects. Competing for the first awards were 57 teachers from every part of the country.

An eighth-grade mathematics and core curriculum teacher with the San Carlos School District, Kanthak will use his fellowship to develop a standard which could be used by teachers' associations to assess the employment practices and conditions

(more)

of school districts. The project stresses the role played by teachers in evaluating and recognizing outstanding professional opportunities provided by school districts.

Kanthak has been teaching for eight years and is a member of the California Teachers Association (CTA), the San Carlos Education Association, and the San Mateo County Teachers Association. He is chairman of a subcommittee of the Bay Section Council of the CTA which is studying a rating plan for school districts.

Miss Overbeck's fellowship project will be the completion of a social studies textbook on the history of Evansville for fourth-grade use. The fellowship committee believed that Miss Overbeck's method for developing the history and testing the written text in classrooms of various economic levels would be useful to teachers and school systems working on similar local histories.

A teacher for 22 years, Miss Overbeck is a member of the Indiana State Teachers Association, Indiana Classroom Teachers Association, the Evansville Teachers Association, the Association for Childhood Education, and the International Reading Association. She also has taught in the public schools of Holland, Richmond, and Huntingburg, Indiana, and at the universities of Michigan and Indiana.

The two winners will receive their awards on June 27, Classroom Teacher Night, during the NEA annual convention at Atlantic City, N.J.

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April 1, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Myrtle Bonn
April 3 and after:
CEC Press Office
Parlor D, Statler Hilton Hotel
Detroit, Michigan

FOR IMMEDIATE RELEASE

Council for Exceptional Children Meets in Detroit
April 4-8; Speakers Include Gov. Swainson, Pearl Buck

WASHINGTON, April 1 -- The brain injured child....the spastic....the partially seeing....the emotionally disturbed....the mentally retarded....the orthopedically handicapped....even the gifted or talented.

These are the exceptional children who require something special in the way of education at one time or another during their school life. Some experts estimate that between 15 and 20 percent of the public school population fall into this category.

What special programs, facilities, and teachers they need is the chief concern of the approximately 2,000 specialists coming to Detroit April 4-8 for the 39th annual convention of the Council for Exceptional Children (CEC). General theme of the conference will be "Professional Standards in the Education of Exceptional Children."

The Council, a department of the National Education Association, has a total membership of 14,000 teachers, school administrators, guidance counselors, and representatives of public and private agencies who have a responsibility for the education and training of exceptional children.

The purpose of the convention, according to Harley Z. Wooden of Washington, D.C., the Council's executive secretary, is to help combine the resources of the school, the clinic, the home, the research foundation, the psychologist, the physician, and the government in meeting the needs of exceptional children. For many of the participants, he said, this provides their only opportunity to exchange information with experts outside of their own immediate field.

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Govenor John Swainson of Michigan is scheduled to address the opening general session 8 p.m., Tuesday, April 4, in the Grand Ballroom of the Statler Hilton Hotel. He will speak on "The Future of Education in America."

Mayor Louis Miriani of Detroit and Superintendent of Schools Samuel Brownell will greet the same session.

Novelist Pearl S. Buck will address a dinner session on Thursday, April 6, on "A Life for the Handicapped." She will speak at 8:30 p.m. in the Grand Ballroom of the Statler Hilton.

Recent research on juvenile delinquency will be discussed by William Wattenberg, professor of educational psychology, Wayne State University, during a panel session at 2 p.m., Friday, April 7.

Topics of other panels and symposiums include:

. Shall we discard the IQ?
. Developing special education in the smaller community.
. Programs for parents of handicapped children.
. Working with parents and the community regarding the gifted.
. Emotional problems of exceptional children.
. Reevaluating special education programs in large cities.

Jack W. Birch of the University of Pittsburgh is president of the Council, and Leo F. Cain of San Francisco State College, is president-elect.

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April 1, 1961

For further information:

Mrs. Mickey Bloodworth
Convention Coordinator
Department of Audio-Visual Instruction
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C.
ADams 4-4848

FOR IMMEDIATE RELEASE:

TECHNOLOGY, TELEVISION, AND TEAM TEACHING

HIGHLIGHTS 1961 DAVI CONVENTION, APRIL 24-28

The latest advances in electronic and other teaching aids which are transforming classroom teaching will be talked about, demonstrated, and available for examination at the annual convention of the Department of Audio-Visual Instruction (DAVI) when it opens in Miami Beach, Florida, April 24-28.

About 3000 audio-visual specialists, administrators, classroom teachers, and interested laymen will spend a crowded four days swapping ideas, discussing mutual problems, and making plans for the future development of audio-visual materials and equipment for the nation's schools.

Headquarters for the convention will be at the Deauville Hotel, and, according to Anna L. Hyer, Executive Secretary, DAVI, one of the largest exhibits ever assembled for a meeting of this kind will be on display in the hotel throughout the convention.

There are to be demonstrations of either open or closed circuit television every day during the meeting. Special arrangements have been made with the Dade

County community station, WTHS-TV for an Educational Television Conference to be scheduled each day from 11:00 a.m. to 1:00 p.m., so that convention participants can watch telecasts that go into the Dade County schools on a regular schedule. A panel of consultants representing the National Association of Educational Broadcasters, the Association for Supervision and Curriculum Development, and the DAVI, will join in discussions before and after each telecast.

The sessions in ETV will be topped off with one on radio to discuss "Developments and Trends in Educational Radio." William Harley, NAEB President, has secured top people in this field to consider this whole area. Included on this session will be Albert P. Fredette, Manager of WAMC-FM, Albany (N. Y.) Medical College, who will discuss two-way radio; Hartford Gunn, Manager of WGBH-FM-TV in Boston, will discuss live inter-connected radio networks; Burton Paulu, Manager of KUOM-AM at the University of Minnesota, will speak on new findings in audience research; and Jean Eicks, Script Supervisor, WNYE in New York, will discuss developments in radio programs for schools.

New methods of teaching foreign language through electronics will be illustrated in several sessions under the direction of Elton Hocking, Head, Department of Modern Languages, Purdue University. Assisting Dr. Hocking in a clinic session on Tuesday evening, April 25, will be Joseph C. Hutchinson, specialist for foreign languages at the U. S. Office of Education, Washington, D. C., and George E. Smith, state supervisor of foreign languages for Title III of the National Defense Education Act in Indiana.

add 2 - DAVI

A clinic for a more specialized audience has been arranged on the topic "Training for Film Production" with Melvin Brodshaug, Dean, School of Public Relations, Boston University, and Bob Wagner, Director, Photography Department, Ohio State University, Consultants. Jack Tyo of System Development Corporation, Santa Monica, California, is Chairman of this session.

Also, sessions devoted to discussion of team teaching, the use of films, research and planning for school facilities of the future, all will be studied and debated in a whole series of convention meetings.

A general session on the various approaches to the team teaching concept will be given by Eugene Galanter, Assistant Professor, Department of Psychology, University of Pennsylvania, discussing the theory and background of self-teaching devices; Harry F. Silberman, System Development Corporation, Santa Monica, California, discussing the computer system; Norman Crowder, Director of Training, Western Design, Division of U. S. Industries, Goleta, California, will discuss intrinsic programming; and the non-verbal approach will be discussed by Kenneth Komoski, Director of Automated Teaching Project, Collegiate School, New York.

Convention participants will have a chance to meet and talk with a group of foreign audio-visual specialists from fourteen different countries during several sessions. Scheduled to describe audio-visual programs in their respective countries are Mrs. Nelly Branco from Brazil who is a Professor of Sociology and who is currently associated with the Brazilian Ministry of Education; Mohammad Fatch, Publicity Officer in Pakistan's Village AID Administration; Kambiz Mohit Mahmoudi, Assistant Professor of Audio-Visual Education at National Teachers College in Tehran; and Jess Banquis, Chief Information Officer, Community Development Program, the Philippines.

DAVI President James Finn, Professor of Education, University of Southern California, Los Angeles, will deliver the keynote address. His topic is: "The Tradition in the Iron Mask."

Other distinguished speakers scheduled to address not only major convention sessions, but many clinic sessions, workshop sessions, and small group meetings, include Charles Eames, internationally known American designer; Harold B. Gores, President of Educational

Facilities Laboratories, The Ford Foundation; J. Lloyd Trump, Associate Secretary, National Association of Secondary School Principals, Washington, D. C.; Harry Becker, Superintendent of Schools, Norwalk, Conn.

Since the rapid development of audio-visual media in the past five years has confronted school administrators with new problems, a convention session will be devoted to a discussion of what ways the school heads are meeting the changes of the times. Discussing these problems will be E. W. Rushton, Superintendent of the Roanoke (Va.) City Schools; Bennie Carmichael, Superintendent of the Chattanooga (Tenn.) Schools; Forrest Conner, Superintendent of the St. Paul (Minn.) Public Schools and President of the American Association of School Administrators. James W. Bushong, Superintendent of Grosse Pointe (Mich.) Public Schools, will serve as Chairman of this session, and Margaret Divizia, Audio-Visual Director for Los Angeles (Calif.) County Schools, will comment on the Superintendents' remarks.

Robert Lewis Shayon, Contributing Editor to Saturday Review and a radio-television columnist, is to address a general session on "The Communications Gap in the Classroom."

News from the NATIONAL EDUCATION ASSOCIATION
1201 SIXTEENTH STREET, N.W. • WASHINGTON 6, D. C. • ADams 4-4855

March 31, 1961

For further information:
Minnio Gilliland

FOR IMMEDIATE RELEASE

St. Louis Hosts Convention
For Industrial Arts, April 4-7

WASHINGTON, March 31 -- The twenty-third annual convention of the American Industrial Arts Association (AIAA) convenes April 4-7 in St. Louis, Mo. Meeting concurrently are the American Council on Industrial Arts Teacher Education group, the American Council of Industrial Arts Supervisors, the American Council of Industrial Arts State Association Officers, and the AIAA National Safety Council Joint Committee.

James E. Russell, Executive Secretary of the Educational Policies Commission of the National Education Association (NEA) will make the keynote address before an anticipated 1000 industrial art educators. A widely known sociologist and political scientist, Dr. Russell will speak on the topic, "Our Changing Technology." Others on the opening general session are George H. McCune, Professor of Social Studies, University of Minnesota, and Kermit A Seefeld, Professor, Department of Industrial Arts, University of California.

Both general sessions and panel groups will explore the convention theme, "Technological Advance and Industrial Arts." Delegates will hear discussions of the effects technological advances have already had and may be expected to have in the future on the industrial arts; whether or not industrial objectives, in the light of technological advances, should be changed. Every phase of the industrial arts program -- organizational patterns, teaching methods, physical facilities, and others -- will be studied in the light of change and acceleration in the modern technological world.

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Other highlights of the convention will include a tour of the Fisher Body and Chevrolet Assembly Plant, a visit to the O'Fallon Technical High School, and the presentation of the "Man-of-the-Year" award at the closing banquet session.

Ivan Hostetler, head of the Department of Industrial Arts, North Carolina State College, Raleigh, is president of AIAA, and Kenneth E. Dawson, Washington, is the executive secretary. The AIAA is a Department of the National Education Association with a membership of more than 7000.

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3/31/61

Mar. 1961
March 28, 1961

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 Ann Lewis

FOR IMMEDIATE RELEASE

Mental Health Gains Importance
In Health Education Curriculum

WASHINGTON, March 28 -- Mental health and an understanding of the cultural and economic conditions that surround it have become a major part of the health education curriculum in the nation's schools.

This emphasis upon mental health is an important trend noted in Health Education, a text for teachers published this week as a project of the Joint Committee on Health Problems in Education of the National Education Association (NEA) and the American Medical Association (AMA).

Health Education is the fifth edition of a publishing project between the NEA and the AMA that began in 1924. It completely revises the content of the last edition, published in 1948, and a comparison of the two editions shows the changing concepts of teaching in the health field.

While the 1961 edition continues to stress such aspects of health education as diet, cleanliness, safety education, and other good health habits, it greatly broadens the emphasis on both mental health education in the curriculum and teacher understanding of the sociological development of students.

"Health problems are so closely intertwined with social problems that the two can hardly be considered or treated separately," the text explains. "The health educator has need for firm grounding in the principles drawn from economics, sociology, anthropology, social psychology, and other aspects of the social and behavioral sciences if he is to function effectively."

Because mental and emotional health growth depends on individual counseling and guidance, knowledge in these areas is necessary for educating each child about health.

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Health Education says that by the time a student is ready to graduate from high school he should have healthful, effective living in his own personal life, his personal-social relations and his community relations.

Other curriculum suggestions in the text indicate changing times. Appropriate for classroom discussion, according to the editors, are radiation hazards, polluted air and water, and international health problems.

Requiring "critical and creative thinking" are such problems as the mobility of the population, greater participation in voluntary health insurance, the increasing tax-supported care of the medically indigent and other groups, and the increasing age of the population.

Health Education cites a survey made of high school students in which they ranked, in order, sex instruction, cancer and juvenile delinquency as their top interests in health education. The text recommends that sex instruction, emphasizing adjustment to growth, begin in the junior high school.

Editing Health Education was Bernice Moss, professor of health education at the University of Utah. Associate editors were Warren Southworth, professor of health education at the University of Wisconsin; and Dr. John Lester Reichart of Chicago, Ill.

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Copies of HEALTH EDUCATION may be ordered from either the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C.; or the American Medical Association, 535 North Dearborn Street, Chicago 10, Illinois. Single copy, $5.00.

March 27, 1961

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 Elma Williams

FOR IMMEDIATE RELEASE

"Meet the Professor" Features
Professors Bruner and Mylonas

WASHINGTON, March 27 -- A psychologist and an archaeologist will be featured during April on the "Meet the Professor" Sunday afternoon network television series (ABC-TV, 12:00-12:30 p.m., EST), produced in cooperation with the National Education Association and the Association for Higher Education.

Jerome S. Bruner, professor of psychology at Harvard University, and a specialist in public opinion, will appear on April 2. Concentrating on the social factors influencing perception, Mr. Bruner is completing a five-year study of the conditions of effective learning in children. He is interested in discovering what makes it possible for a person to take advantage of past learning in such a way that it can be applied to new problems.

Mr. Bruner was graduated from Duke University and received his Ph.D. from Harvard in 1941. During World War II, he directed government studies in this country on such questions as the effect of Axis propaganda and public reaction to selective service and manpower controls. As Surveys Director of the Psychological Warfare Division, SHAEF, he conducted surveys of public opinion in new liberated areas of France.

In 1960, Mr. Bruner published The Process of Education. He is also the author of many articles, and among his other books are A Study of Thinking with Jacqueline Goodnow and George Austin, and Opinion and Personality with Brewster Smith and Robert White.

(more)

On April 9, George E. Mylonas, chairman of the department of art and archaeology at Washington University, St. Louis, will appear on the tenth program of the "Meet the Professor" series.

Mr. Mylonas has headed numerous archaeological expeditions to Greece, and is the author of many books and articles on archaeological subjects. These include Mycenae, the Capital City of Agamennon, and Eleusis and the Eleusinian Mysteries.

For his discoveries and research, Mr. Mylonas was decorated in 1955 by King Paul of Greece with the Order of the Commander of King George I. He is president of the Archaeological Institute of America. Mr. Mylonas holds degrees from the International College of Smyrna, the University of Athens, and Johns Hopkins University including the doctor of philosophy from the last two. During the last three years, he has received honorary degrees from Ohio State, Ohio Wesleyan, and Southern Illinois Universities.

"Meet the Professor" is produced for ABC News and Public Affairs by Wiley Hance in cooperation with the National Education Association and the Association for Higher Education. The series is designed to provide the public with a deeper understanding of higher education and the men who teach in the nation's colleges and universities. The programs attempt to prove such questions as the professor's relationship to his students, to the institution, to the nation, and to the world at large. Harold Taylor, former president of Sarah Lawrence College, serves as host for the series.

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3/27/61

News from the NATIONAL EDUCATION ASSOCIATION

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For further information:
Beatrice M. Gudridge or Joseph Hanlon

FOR RELEASE: P.M. Papers
March 25, or thereafter

Seven Organizations Grant Golden Key Award
To Admiral Arleigh Burke and Former Teacher

Note to Editor: Please observe release date. Names of recipients of the Golden Key awards are confidential until the awards are made at the regional convention of the American Association of School Administrators in Philadelphia on March 25.

WASHINGTON -- When graybeards get together to reminisce over the schooldays of long ago and the teachers whose memory shines brightest in recollection, the picture recalled is more often than not that of a very young pupil and a teacher who at least seemed to be "ages" older than the student.

Here's an exception to the rule. This year the Golden Key Award, presented annually to a citizen who has contributed significantly to the national welfare, went to Admiral Arleigh A. Burke, since 1955 Chief of Naval Operations.

When Admiral Burke was asked to name a teacher who had influenced him decisively in his youth -- a teacher to share the award with him -- his nominee was Warren L. McCabe, now administrative dean of the Polytechnic Institute of Brooklyn, N. Y. Dean McCabe will be 62 years old in August; Admiral Burke will be 60 in October.

When they met, 30 years ago, Dean McCabe was a young assistant professor of chemical engineering in the graduate school at the University of Michigan at Ann Arbor; Burke, eight years out of the Naval Academy at Annapolis, was a brisk young Lieutenant Commander, with six years of sea duty and two years of post graduate study at Annapolis behind him.

(more)

The young Naval officer was in a class with about a dozen civilians, studying industrial stoichiometry under McCabe, and taking several other courses which led to his degree of Master of Science in Chemical Engineering granted by Michigan in 1931.

The two met again recently in the Admiral's office in the Pentagon, for practically the first time in 30 years. Burke had been the principal speaker several years ago in New York at an annual banquet of the American Institute of Chemical Engineers, and after the dinner they had exchanged brief and rather perfunctory greetings when McCabe sought out the speaker and introduced himself. That was their only contact in the years since Burke had been on the Michigan campus. Neither recalls that there was any particular close bond that united them in those campus days. They did not see each other outside the classroom.

What was it, then, that led Admiral Burke, after all these years, to designate Dean McCabe as the teacher who had influenced him decisively?

"He ran a strict class," was Burke's response to the query. "That's all I know, he was the strictest man I had."

The years may have mellowed the teacher, for he now seems to have the benign and somewhat abstract air associated with the professorial stereotype. Burke, long used to authority, brusque and commanding in manner, does not at the moment appear to be the type who would have been overwhelmed by a strict school master in his college days.

But after he had been nominated for the Golden Key Award and, in turn, had nominated Dean McCabe to share it with him, Admiral Burke wrote to McCabe, assuring him that his year in Michigan had been one of the most interesting periods of his career and taught him many things that had been valuable to him all his life.

"Among the many things which impressed me," the Admiral wrote, "were your high standards and your insistence on students' meeting those high standards.

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This insistence on high performance of duty taught me that if anything is to be done at all it is important that it be done just as well as it can possibly be done.

"The difference between being fairly good and very good requires a great amount of work, but it also pays great dividends."

Dean McCabe recalls that Burke was a serious, painstaking student, apt at the quick quizzes that he used to keep close check on the progess of his class. He recalls, too, that Burke had some difficulty with one project he gave him to work out -- something having to do with the operations of a plant making sulphuric acid. A bit gleefully, he recalls, that the future Admiral's difficulty with that problem came about because his teacher, deliberately and deceptively, had tossed in some extraneous and misleading data, just to make the problem more difficult.

Figuring largely in Burke's selection as this year's recipient of the Golden Key was his responsibility for the development of the Polaris missile which the Navy put into operational use late last year on long range atomic submarines. In direct charge of the Polaris project was Rear Admiral William F. Raborn Jr., but it was Burke who picked Raborn for the job, Burke who stood behind him in all the trying periods of the development days, and Burke who as Chief of Naval Operations, gave to Raborn extraordinary authority which became known as "Raborn's hunting license." The letter, signed by both Burke and the Secretary of the Navy, said bluntly: "If Rear Admiral Raborn runs into any difficulty with which I can help I will want to know about it at once, along with his recommended course of action. If he needs more people, those people will be ordered in. If there is anything that slows this project up beyond the capacity of the Navy and the department, we will immediately take it to the highest level..."

This was notice to everyone under Burke's authority that he was going to brook no delay in the Polaris project and stand for no nonsense about anybody in the Navy getting in the way of Admiral Raborn in his development of Polaris.

The result was that the project was speeded to completion, through formidable obstacles, and the Navy was able to put into operation, three years ahead of schedule, the first atomic submarine equipped with Polaris missiles. These were the first solid fuel missiles, capable of use at sea, and carrying H-bomb warheads of fearful destructive capacity.

One submarine equipped with 16 Polaris missiles, can launch on targets 1200 miles away and within a matter of minutes bombs more destructive than all the bombs dropped by all the bombers of all the nations engaged in World War II. Four Polaris-carrying submarines have been commissioned and three more will be added to the fleet this year. The program is being speeded up by orders of President Kennedy, who plans, ultimately, on 45 of these submarines on permanent patrol of the oceans.

Admiral Burke showed a model of the Polaris-carrying submarine to Dean McCabe when they met recently in the Admiral's office, after their selection for the Golden Key awards.

"This thing is full of stoichiometry," said the Admiral with a twinkle in his eye. (Stoichiometry, it should be noted, is defined by the dictionary as treating with the laws of chemical combination and the relations between the properties of substances and their compostion.)

"You used to teach us that whatever goes up must come down," Admiral Burke added. Then, obviously referring to rockets which have made it possible to send satellites into orbit, he continued, "That isn't necessarily true these days."

And Dean McCabe, recalling that when he had Burke in class, professors in physical sciences were still teaching that the atom was an indivisible particle of matter, mentioned that they had talked a lot in those days about mass and energy. "But we didn't put them together in those days," he said a bit ruefully.

"We do now," said the Admiral

(more)

When they come together under Einstein's formula, as we now know, the energy of the atom is released with devastating force.

The Admiral and the Dean were examining the model of the Polaris-type submarine during this conversation.

"You know, said the Admiral, gazing at it fondly, "it takes more technically trained people to operate this submarine than we had in the whole Navy back in those days."

The Golden Key is awarded each year by seven national organizations associated with education as a means of dramatizing the importance of the teacher in American life. The organizations are: the National Education Association, the American Association of School Administrators, the Council of Chief State School Officers, the National Association of Secretaries of State Teachers Associations, the National Congress of Parents and Teachers, the National School Boards Association, and the United States Office of Education. The National School Public Relations Association (NSPRA) serves as coordinator for the sponsoring group.

This year's award was presented to Admiral Burke and Dean McCabe March 25 in Philadelphia at the second general session of the regional convention of the American Association of School Administrators by Don E. Matthews, president of NSPRA. Winners of the award in eariler years have included former President Eisenhower, Gen. Maxwell Taylor, scientist Lee DuBridge, and James Russell Wiggins, executive editor of The Washington Post.

Admiral Burke is serving his third term as Chief of Naval Operations, the only man to hold that office for three terms. He had a brilliant combat record in World War II, commanding destroyer divisions in the Pacific, and, in one engagement, earning for himself the nickname "Thirty-one Knot Burke" by pushing his ships just under boiler-bursting speed to meet the enemy. In the Korean War he was Deputy Chief of Staff to the Commander of Naval Forces in the Far East and commander of a cruiser division. For some months after the war he was a

(more)

member of the United Nations Truce Delegation in Korea. Among his decorations are the Distinguished Service Medal, the Navy Cross, the Legion of Merit, and the Purple Heart.

Dean McCabe, a graduate of the University of Michigan, where he also earned his masters and Ph. D. degrees, began his career in education as instructor at Massachusetts Institute of Technology. He has also taught at Worcester (Mass.) Polytechnic Institute, and the Carnegie Institute of Technology, in Pittsburgh. He left the academic field for a time to serve as vice president and director of research for the Flintcote Co., Whippany, N. J., an association which he severed in 1953 to go to the Polytechnic Institute of Brooklyn. During World War II he was with the National Defense Research Committee concerned with research and redevelopment in the field of chemical warfare. For his services he received the Presidential Certificate of Merit.

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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

FOR RELEASE: A. M. Papers
Friday, March 24, 1961

Golden Key Awards Go To
Admiral Burke and Dean McCabe

PHILADELPHIA, March 23 -- Admiral Arleigh A. Burke, Chief of Naval Operations, and an old teacher of his, Warren L. McCabe, now administrative dean of the Polytechnic Institute of Brooklyn, N.Y., are the 1961 winners of Golden Key Awards.

They will be honored here tomorrow night at the eastern regional convention of the American Association of School Administrators (AASA). AASA is one of seven leading educational associations which sponsors the paired Golden Key Awards. The other sponsors are: Council of Chief State School Officers; National Association of Secretaries of State Teachers Associations; National Congress of Parents and Teachers; National Education Association of the United States; National School Boards Association; and the Office of Education, U.S. Department of Health, Education, and Welfare.

The keys will be presented at Convention Hall by Don E. Matthews, assistant superintendent of schools at Dallas, Texas, and president of the National School Public Relations Association (NSPRA).

Chosen for the Golden Key as a citizen who has contributed significantly to the national welfare, Admiral Burke, in turn, selected Dean McCabe as the teacher who had decisively influenced his career.

This occurred in 1930-31 when Burke, then a young Lieutenant Commander, eight years out of the Naval Academy at Annapolis, was assigned by the Navy to study industrial engineering at the University of Michigan, Ann Arbor. Dean McCabe was then a young assistant professor of chemical engineering there and had Burke in one of his classes, along with about a dozen civilians.

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In the intervening years the two had met only once, and then perfunctorily, several years ago when Burke was the principal speaker at the annual banquet of the American Institute of Chemical Engineers. McCabe introduced himself, after the dinner, and the two exchanged a few words.

But after he had been nominated for the Golden Key Award and, in turn, had nominated Dean McCabe to share it with him, Admiral Burke wrote to McCabe, assuring him that his year in Michigan had been one of the most interesting periods of his career and taught him many things that had been valuable to him all his life.

"Among the many things which impressed me," the Admiral wrote, "were your high standards and your insistence on students' meeting those high standards. This insistence on high performance of duty taught me that if anything is to be done at all it is important that it be done just as well as it can possibly be done.

"The difference between being fairly good and very good requires a great amount of work, but it also pays great dividends."

Dean McCabe recalls that Burke was a serious, painstaking student, apt at the quick quizzes that he used to keep close check on the progress of his class. He recalls, too, that Burke had some difficulty with one project he gave him to work out--something having to do with the operations of a plant making sulphuric acid. A bit gleefully, he recalls that the future Admiral's difficulty with that problem came about because his teacher, deliberately and deceptively, had tossed in some extraneous and misleading data, just to make the problem more difficult.

The citation for Admiral Burke reads:

"Because, through your diligence and dedication as one of our country's military leaders, you have immeasurably contributed to the security and protection of our people now and in future generations, we, seven national organizations representing parents, teachers, and citizens, present this tribute key."

A similarly worded citation is to be presented to Dean McCabe:

"Because your insistence on high standards for both your own work and that of your students has been an inspiration to them, and an encouragement to contribute their best to society, we, seven national organizations...."

Figuring largely in Burke's selection as this year's recipient of the Golden Key was his responsibility for the development of the Polaris missile which the Navy put into operational use late last year on long range atomic submarines. In direct charge of the Polaris project was Rear Admiral William F. Raborn, Jr., but it was Burke who picked Raborn for the job, Burke who stood behind him in all the trying periods of the development days, and Burke who as Chief of Naval Operations, gave to Raborn extraordinary authority which became known as "Raborn's hunting license." The letter, signed by both Burke and the Secretary of the Navy, said bluntly: "If Rear Admiral Raborn runs into any difficulty with which I can help I will want to know about it at once, along with his recommended course of action. If he needs more people, those people will be ordered in. If there is anything that slows this project up beyond the capacity of the Navy and the department, we will immediately take it to the highest level...."

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dropped by all the bombers of all the nations engaged in World War II. Four Polaris-carrying submarines have been commissioned and three more will be added to the fleet this year. The program is being speeded up by orders of President Kennedy, who plans, ultimately, on 45 of these submarines on permanent patrol of the oceans.

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Dean McCabe, a graduate of the University of Michigan, where he also earned his M.A. and Ph.D. degrees, began his career in education as instructor at Massachusetts Institute of Technology. He has also taught at Worcester (Mass.) Polytechnic Institute, and the Carnegie Institute of Technology in Pittsburgh. He left the academic field for a time to serve as vice president and director of research for the Flintcote Co., Whippany, N.J., an association which he severed in 1953 to go to the Polytechnic Institute of Brooklyn. During World War II he was with the National Defense Research Committee concerned with research and redevelopment in the field of chemical warfare. For his services he received the Presidential Certificate of Merit.

Previous winners of the Golden Key have included former President Eisenhower, General Maxwell Taylor, scientist Lee DuBridge, and James Russell Wiggins, editor and executive vice president of the Washington (D.C.) Post.

The citations presented to Admiral Burke and Dean McCabe were signed by Forrest E. Conner, superintendent of schools at St. Paul, and president, AASA; Charles F. Carroll, Raleigh, N.C., president, Council of Chief State School Officers; Ferman Phillips,

Oklahoma City, president, National Association of Secretaries of State Teachers Associations; Mrs. James C. Parker, Grand Rapids, Mich., president, National Congress of Parents and Teachers; Miss Clarice Kline, Waukesha, Wis., president, National Education Association; Roy O. Frantz, Pueblo, Colo., president, National School Boards Association; and Wayne O. Reed, acting commissioner, U.S. Office of Education.

Dewey F. Barich, president of the Detroit Institute of Technology, is chairman of the Golden Key Advisory Committee which includes 19 representatives from American industry and the fields of publishing and broadcasting. Other Advisory Committee members are: Herman Allen, Gaithersburg, Md.; William B. Arthur, LOOK Magazine; Edward D. Burks, Firestone Tire & Rubber Company; John L. Cobbs, Business Week; Larry G. Cooney, Pittsburgh Plate Glass Company; Donald J. Dooley, Better Homes & Gardens; Milton M. Enzer, The Yale & Towne Manufacturing Company; Sterling W. Fisher, The Reader's Digest; George Gardner, Pan American World Airways System; Jess Gorkin, Parade Magazine; Alden Livingston, E. I. duPont de Nemours and Company; J. Stanley McIntosh, Motion Picture Association of America; Arthur D. Morse, CBS News; Michael Radock, Ford Motor Company; A. A. Smith II, Humble Oil and Refining Company; Julian Street, Jr., U.S. Steel Corporation; Adrian L. TerLouw, Eastman Kodak Company; and Mrs. Stella Willins, Royal McBee Corporation.

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Mar. 21, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Myrtle Bonn
March 24 and after:
NSTA Press Office, Sherman Hotel
Chicago, Ill.

FOR IMMEDIATE RELEASE

Science Teachers Open Six-Day Meeting
In Chicago March 24; 3000 Expected

WASHINGTON, March 22 -- The scientific problems of putting a man into space may be simple compared with the day-to-day problems that are keeping science teachers in a spin.

Some of the problems--all scheduled for discussion when an estimated 3000 science teachers meet at the March 24-29 convention of the National Science Teachers Association (NSTA) in Chicago--include:

Where will the next big scientific breakthroughs come--in space science or, as many knowledgeable sources believe, in the biological sciences, such as medicine?

How does the science teacher keep up-to-date on the new subject matter and the new programs now revolutionizing science instruction?

How much is needed in the way of supplies and equipment?

Can we build a supply of superior scientists from students now in high school?

The entire program of the six-day meeting will be geared to service the science teacher in the elementary and high school who is seeking to raise the level of science instruction both in content and in method of teaching, according to Robert H. Carleton of Washington, D.C., NSTA executive secretary.

Benjamin C. Willis, Chicago's general superintendent of schools, is scheduled to welcome the delegates at 9 a.m., Saturday, March 25.

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Among the 400 or so speakers and the subjects they will cover are:

GLENN T. SEABORG, recently appointed chairman of the Atomic Energy Commission and former chancellor of the University of California, who speaks on "New Currents in Science Education," Monday, March 27 at 8 p.m. in the Grand Ballroom of the Sherman Hotel.

HUGH ODISHAW, executive director of the U.S. National Committee for the International Geophysical Year, who speaks on "International Cooperation in Science," Saturday, March 25 at 8 p.m. in the Grand Ballroom of the Sherman Hotel.

PAUL E. KLOPSTEG, chairman of the board of directors, American Association for the Advancement of Science, who will speak on "The Nature of the Scientific Enterprise," Sunday, March 26 at 2 p.m. in the Grand Ballroom of the Sherman Hotel.

James B. Austin, administrative vice president, research and technology, U.S. Steel Corporation, New York City, will address a Business-Industry-Education luncheon on "The Science of Science Teaching." Speakers at other luncheons include R. Will Burnett, professor of science education, University of Illinois, Urbana, and Glenn O. Blough, professor of education, University of Maryland, College Park.

The National Science Supervisors Association and the Association for the Education of Teachers of Science, both sections of NSTA, are scheduling concurrent meetings.

All sessions will be held at the Hotel Sherman.

NSTA has a membership of approximately 14,000 science teachers. The president is Robert A. Rice, head of the science department, Berkeley High School, Berkeley, California.

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3/21/61

March 20, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Beatrice Gudridge or Joseph Hanlon

FOR IMMEDIATE RELEASE

Brademas Praises Restraint
In School Bill Controversy

WASHINGTON, March 20 -- Congressman John Brademas (D.-Ind.) said today he believes "the restraint and understanding" shown at Congressional hearings by proponents of sharply opposed views on Federal aid to private schools gives "new hope that Congress will be able to pass a sound education bill for public schools this year."

"The fair-minded way the discussion has been carried on by both sides," said Brademas, "is the mark of how a free society approaches a serious and complex problem.

"In many countries, people of differing religious views could not conduct a debate in such a constructive manner."

Brademas made the statement in an address to a group of presidents of state School Board Associations and Parent-Teacher Congresses from some 33 states. They met at headquarters of the National Education Association to consider pending legislation for federal school support.

Brademas is a member of the House Education and Labor subcommittee which is now holding hearings on legislation proposed by President Kennedy to provide Federal funds to states to help school districts either to build more classrooms or improve teachers' salaries.

Interest at the hearings has been focused on witnesses who testified for and against broadening of the Kennedy bill to provide funds to private schools, including those operated by religious groups.

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Brademas told the school leaders he feels President Kennedy is right in predicting that to tie the question of federal programs for private schools to the legislation would wreck chances for a school bill this year.

In a talk entitled "1961: Decision Year for Education," Brademas gave these major reasons for calling this a crucial year for school legislation:

1. "The tone of the debate on aid to private schools will prove whether such a discussion can be carried on reasonably and constructively, or whether sharp bitterness will be created among various groups.

2. "Failure of the present bill might mean a long-term setback for the federal assistance for public schools. A decade of effort, spurred by serious shortages of classrooms and teachers, has led to the present debate. President Kennedy's strong support of the present bill gives education legislation its best chance of passage in years.

3. "Defeat of this essentially modest program would mean the nation had turned its back on the need to improve our schools at a time when the challenge to our national strength from the Communist world is rapidly mounting."

The school leaders last night concluded a two-day conference at NEA headquarters here. At the opening session Sunday night they heard William G. Carr, NEA executive secretary, discuss the major features of the pending legislation and problems which have arisen during its consideration by Congress.

Earlier yesterday two representatives of the U.S. Commissioner of Education presided at a panel discussion of details of the legislation. Sam M. Lambert, NEA research director, and John M. Lumley, NEA director of federal relations, discussed the case for federal school support and the present legislative situation. Lawrence Derthick, former U.S. Commissioner of Education who is now NEA assistant executive secretary, also spoke.

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March 29 1961

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 Joseph Hanlon

FOR RELEASE: P.M. papers
Monday, March 20, 1961

Education Leaders Told of
High School Drop-out Problem

WASHINGTON, March 20 -- Nearly one million boys and girls 16 and 17 years of age, who should be in high school are not. They have left their books behind them and hang out in gangs around street corners, or work casually from time to time at low paid jobs. Few are equipped to earn a decent living. Many of them are habitues of the juvenile courts. These are high school drop-outs.

They are a big problem now, and a few years from now they are going to be a bigger problem. Educators get nightmares thinking about what is in prospect unless it becomes possible for the high schools drastically to revise their operations so as to provide courses which will keep these young people in school and train them for useful lives.

Sam M. Lambert, research director for the National Education Association, spoke of this problem today at a national conference of P.T.A. leaders and school board members at NEA headquarters. The meeting brought together 45 representatives from 33 states to discuss federal support for the public schools, for which legislation is now pending in Congress. Rep. John Brademas (D-Ind.), one of the sponsors of the legislation, will speak at a dinner meeting of the group tonight.

The reason the drop-out problem may get much worse, Lambert warned, is simply that the big bulge in school-age population is now moving from the elementary schools into the high schools. There were 8.4 million in the 14-17 age group in 1950; by 1970 there will be 15.9 million. In the 18-21 age group there were 8.9 million in 1950; by 1970 there will be 14.6 million.

(more)

"The number of jobs available to the unskilled is decreasing year by year because of advances in technology," he said. "But the number of people who will be looking for such jobs is increasing very rapidly. If we can't find jobs now for the unskilled workers we have, what are we going to do when we have a great many more unskilled workers, and many fewer job openings for the unskilled?"

As matters stand now, Lambert said, out of every 100 boys and girls reaching the fifth grade, only 60 finish high school. Out of every 100 who enter high school, 33 drop out before earning a diploma.

"A situation like this," he added, "raises many questions about the adequacy of today's schools. Are their guidance programs really adequate? Is the program of studies broad enough to meet the needs of these youths? Is the quality of teachers and teaching equal to the demands of our rapidly changing society?

"The obvious answer is 'No'. A 33 percent drop-out rate is far too high. No one should assume that the 33 percent who quit during their high school years are incapable of learning and thus not worth educating. Some of them may be--but not 3 to 4 in every 10."

A few years back the high school drop-out rate was even higher than it is today--50 to 60 percent, as against today's 33 percent. Changes in high school curriculums or programs of study, have been credited with bringing about that reduction, even though these same changes have sometimes brought about unwarranted criticism of the schools for adding "soft" or "frill" courses.

"Specialists in the labor field," Lambert said, "tell us that these youngsters who quit school do not make very good workers. They have no skills to market. They are too young, too immature to appreciate a job and stick to it. They can't command a wage that will support a reasonable standard of living.

"All this adds up to the most disgruntled, disillusioned and unsatisfactory group of workers in America. In addition, more and more of them are finding difficulty in

(more)

obtaining any sort of employment. Among those failing to finish high school the unemployment rate is almost double that of those who do finish, and more than three times that of those who have had some college education".

The U.S. Labor Department has estimated that within the next 10 years 7,500,000 youths will quit school before finishing high school. Seven and a half million drop-outs. That is the size of the problem in the decade of the 1960's.

"In the long run," said Lambert, "it would be cheaper to educate these boys and girls, rather than to pay the bill for the side effects. Unless we do more for them in the public schools, this group will impose an almost impossible burden on the resources of relief and welfare organizations, the employment agencies--and the juvenile courts.

"But the type of education which will help to solve the problem is going to be expensive. It will mean smaller classes in elementary schools, more remedial reading instruction, special classes and special schools at the high school level. It will mean more and better counseling, broader and more adequate programs of study, and specially trained teachers."

Aside from the social costs involved in not dealing with the problem, Lambert noted, positive values are being lost. He pointed out that the typical male high school graduate may be expected to earn over his lifetime $71,000 more than the typical male worker who has graduated only from elementary school. There were, in 1958, more than 8,600,000 men in this country who had had only eight years of school, Lambert noted. High school graduation might have meant for this group a difference in lifetime earnings of more than $600 billion.

"And a lot of federal income taxes and other taxes might have been collected out of that $600 billion," he observed, a bit ruefully.

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Mar. 20, 61

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 Joseph Hanlon

RELEASE AT WILL

State School Officials See
No Federal Control in Aid Bill

WASHINGTON, March 00 -- The State School Superintendents, or State Education Commissioners, who would be in charge of administering federal funds for the assistance of public elementary and secondary education under pending legislation have told Congress they cannot find any semblance of "federal control" in the program recommended by President Kennedy.

Opponents of the program often base their opposition on the contention that federal funds mean federal control. But Edgar Fuller, executive secretary of the Council of Chief State School Officers, the organization of the responsible state officials involved, testified before Senate and House education subcommittees that this is not so.

"Federal controls," said Fuller, "are fortunately lacking in S 1021" (the Kennedy-sponsored bill before the Senate). "Fiscal accounting by the states of the use they have made of federal funds," he added, "should not be confused with federal control."

"The respective responsibilities of the three levels of government have been appropriately outlined in S 1021," Fuller continued. "Local school districts are required to account to the states for the federal funds they have received. The states then account to the federal government for all the federal funds received by them.

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"The federal government cannot control the content of what is taught in the schools under this bill, and it therefore permits no federal control of education as such control is properly defined."

At present, Fuller testified, the states pay about 40 percent of the total cost of public education, and local school districts about 55 percent. The current federal share is about 5 percent, which would be raised to about 10 percent if the pending legislation is enacted.

"This is a modest federal share for the three critical years ahead," Fuller testified. "The broader and more effective federal tax system dominates the local and state tax systems and impinges strongly on local and state tax sources. State and local funds are increasingly difficult to obtain. A more equitable allocation of responsibility for the support of public education among the three levels of government is needed."

Although it is sometimes asserted by persons opposed to federal school support that local, state and federal taxes "all come from the same place, anyway" this is not so, Fuller asserted.

He cited as illustrative an instance in which a community might be seeking to raise $10,000 for local school purposes, through real estate taxes. The impact of this tax on a marginal farmer whose share of the total would be $100 might be "devastating" on that farmer, Fuller said, because the property tax tends to fall with special force on persons least able to pay.

State taxes, somewhat regressive but usually more equitable than local real estate taxes, might cut this farmer's share of the $10,000 total down to $50, Fuller said, but if the money came from the federal government his share would be much less, perhaps $10.

"Each tax system operates differently in identifying taxpayers and determining the amounts they pay," he explained.

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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 Joseph Hanlon

RELEASE AT WILL

Federal Government Must Help
In Financing Schools, Says AAUW

WASHINGTON, March 00 -- Women college graduates concerned with public education are convinced that many children will be denied even a minimum standard of education unless the federal government assumes a larger share of responsibility for financing education.

This was the testimony of the American Association of University Women, given recently to a Senate education subcommittee during hearings on the School Assistance Act of 1961.

Mrs. Alison Bell, staff associate of the AAUW, told the committee a nationwide study conducted by that organization had shown that local communities and the states could and should do much more than they have done to find the money to pay for education but, even so, there are some communities which are unable, even with state aid, to finance their schools properly.

Since this study was made, six years ago, she said, the situation with respect to financing at the state and local levels has deteriorated rapidly and the need for federal assistance is now more acute.

Local real estate taxes, she said, are no longer a realistic base for the support of schools. Many AAUW members serve on local school boards, she added, or on citizens' advisory councils, or are teachers. These women, she said, have often been bitterly disappointed watching local school bond issues go down to defeat or observing the failure

- more -

of legislation which would revise regulations or constitutional limitations limiting the capacity of the states and communities to finance their schools.

"Because the members of this association have so long been in close touch with local schools," Mrs. Bell said, "we can speak with feeling of the injustice done to the approximately 600,000 pupils attending classes on a part-time basis because the shortage of classrooms has been tolerated by both state and federal governments.

"We can speak with equal sympathy for the nation's overburdened and underpaid teachers and with understanding for those who leave the teaching profession for better paid employment."

But sympathy and understanding, she conceded, does little to relieve overburdened teachers or improve makeshift school facilities. She expressed the hope that Congress would enact legislation "which will distribute substantial grants to the states for construction of school facilities, the improvement of teachers' pay and the hiring of additional teachers."

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3/20/61

March 17, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

Note to Editors and Correspondents: Thirty-two national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press and Radio Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For further information:
M. Ruth Broom, NAWDC Press Office,
Denver Hilton Hotel, Denver, Colo.

FOR IMMEDIATE RELEASE

Women Deans and Counselors From Local Area
Featured on Convention Program in Denver

DENVER, COLO., March 17 -- Approximately 800 topflight women educators -- most of them deans, counselors, guidance and personnel directors, plus a sprinkling of student deans and assistants - are expected to meet here March 21-25, for a national study and work conference.

They will be delegates to the 1961 convention of the National Association of Women Deans and Counselors (NAWDC), a department of the National Education Association. Convention sessions will be held in the Denver Hilton Hotel.

Delegates will have a full four-day schedule with a program built around the theme "Changing Patterns in the Lives of Men and Women."

Appearing on the program will be

Among the outstanding speakers scheduled to address general sessions and interest group meetings will be Bernice Neugarten, associate professor, Committee on Human Development, University of Chicago; Ruth Hill Useem, research consultant in the Department of Sociology and Anthropology at Michigan State University.

Other speakers include Homer P. Rainey, professor of higher education, University of Colorado in Boulder; Ruth E. Hartley, visiting professor, The City College, New York, N.Y.; Paul Heist, associate research psychologist, Center for the Study of Higher Education, University of California, Berkeley; and Pauline Tompkins, general director of the American Association of University Women, Washington, D. C.

NAWDC President Margaret Habein, dean of the College of Liberal Arts and Sciences, University of Wichita, Kansas, will preside at major sessions.

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3/15/61

Mar. 19, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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For further information:
M. Ruth Broom, NAWDC Press Office
Denver Hilton Hotel, Denver, Colo.

FOR RELEASE: Sunday Papers
March 19, 1961

Women Deans to Pose Provacative Questions
During Annual Conclave in Denver, March 21-25

WASHINGTON, March 17 -- "Who Needs Women?" According to the National Association of Women Deans and Counselors (NAWDC), anyone wanting an answer can probably get about 800 different ones when delegates to the Association's annual convention arrive in Denver, March 21-25.

NAWDC officials estimate that approximately this number of women deans, counselors, guidance and personnel directors, plus a sprinkling of student deans and assistants, will be taking part in this year's meeting at the Denver Hilton Hotel.

The delegates, representing colleges, universities, junior and senior high schools all over the country, will have a full four-day schedule with a program built around the theme "Changing Patterns in the Lives of Men and Women."

Two outstanding women will share keynote honors at the opening general session Wednesday morning, March 22, after a welcome by Kenneth E. Oberholtzer, Denver's superintendent of schools. Bernice Neugarten, associate professor, Committee on Human Development, University of Chicago, is to discuss "Women's Changing Roles Through the Life Cycle," and Ruth Hill Useem will ask "Who Needs Women?" Dr. Useem is research consultant in the Department of Sociology and Anthropology at Michigan State University.

(more)

Other activities scheduled for the conference include section meetings for junior high through university groups, special interest group meetings, regular business meetings, and state association meetings.

Delegates will spend most of Thursday and Friday in small group meetings discussing such topics as "The Impact of Social Change on Today's Junior High School Children," "Changing Sex Mores of High School Students," "Legal Implications of Counseling," "The Dean and Discipline."

Homer P. Rainey, professor of higher education at the University of Colorado in Boulder, is to be guest speaker at the Association's annual banquet Friday evening.

At two general sessions on Saturday, reports on current research are to be given and delegates will hear addresses by Ruth E. Hartley, visiting professor, The City College, New York, and Paul Heist, associate research psychologist, The Center for the Study of Higher Education, University of California, Berkeley.

Pauline Tompkins, general director of the American Association of University Women, Washington, D.C., will discuss "The Uncommon Commitment" at the closing luncheon session Saturday.

The NAWDC is a department of the National Education Association and has a current membership of almost 2,000. Margaret Habein, dean of the college of liberal arts and sciences, University of Wichita, is the Association's president.

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3/16/61

March 17, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For additional information:
Beatrice M. Gudridge or Joseph Hanlon

FOR IMMEDIATE RELEASE

Chicago Superintendent Testifies
In Washington on Federal Aid to Education

WASHINGTON, March 17 -- One compelling reason why federal support for education has become necessary is that real estate, the taxes on which are the major source of local support for the schools, is no longer the principal measure of wealth in this country.

Benjamin C. Willis, incoming president of the American Association of School Administrators (AASA), made this point in his testimony before Senate and House subcommittees considering President Kennedy's proposal for federal assistance to public elementary and secondary schools.

"Problems involved in paying for education today," said Willis, "are closely related to the fact that our population has grown faster than our tax base. In the early days of our history, real property accounted for 75 percent of our wealth. Today, real property accounts for only 25 percent."

Willis, who is general superintendent of schools at Chicago, pointed out that state and local governments still rely primarily on real property for their tax base, while the federal government has many other sources of tax revenue.

"That the federal government, by sharing tax revenues with the states and localities, can provide the necessary funds for a quality program of education to reach all Americans is evident when we look at the report on our Gross National Product," Willis added. "It was $285 billion in 1950; it is reported as $500 billion today. Projection figures estimate over a trillion by 1975."

(more)

National shortages of classrooms and of qualified teachers, Willis testified, have been reported by the U.S. Office of Education and are well known. Perhaps less well known, he added, is the report that of every 10 pupils who reach the fifth grade, only 6 finish high school. He cited other figures to show that of those who enter high school 1 in 3 drops out before finishing.

"Related to these figures," Willis added, "are other studies that report the unemployment rate for the drop-out to be double that for the high school graduate. Unemployment is 3½ times greater for the drop-out than for those young people who have had some college preparation.

"These statistics reflect both the problem and the road toward a solution.

"We need school buildings and we need teachers, but we also need a quality program of education planned for individuals and available to all individuals. Fundamental to any quality program of education is the quality of teachers available in adequate numbers. Of this I am certain--what was quality preparation for teaching in 1930 is completely inadequate in 1960."

At the same time when the increasingly well informed and educated teacher is so greatly in demand, Willis pointed out, population statistics indicate that the age group from which most teachers are drawn, 24 to 45 years of age, is relatively smaller than it has been, constituting only 12 percent of the total population.

Also, he said, women are moving increasingly into professional activities other than teaching and competition for the services of the very able is becoming intensified.

"Teachers' salaries," he concluded, "are going to have to be related to the skills required and also, realistically, to the small supply available and the great demand."

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Additional testimony was given to both subcommittees by Philip J. Hickey, superintendent of instruction, St. Louis, Missouri, and former president of AASA. Mr. Hickey, who is chairman of the AASA committee for federal policy and federal legislation, said: "As is shown by national polls, the great majority of American citizens want some of their federal taxes to be used for the support of public schools. They know that local boards of education cannot collect enough revenues from the property tax to meet the greatly increased budgetary needs for the future. They now know that the Federal government has the fairest, broadest, and most adequate means of collecting tax revenues."

Other members of the AASA committee include Mr. Willis, Forrest E. Conner, superintendent of schools, St. Paul, Minnesota and incumbent president of AASA; Martin Essex, superintendent of schools, Akron, Ohio, another former AASA president; Everett Keith, executive secretary, Missouri State Teachers Association, Columbia; John W. Letson, superintendent of schools, Atlanta, Georgia; and Frederick M. Raubinger, New Jersey state commissioner of education.

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March 16, 1961

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For further information:
M. Ruth Broom or Minnio Gilliland
Atlantic City, New Jersey

PRESS OFFICES: Card Room, Chalfonte-Haddon Hall Hotel
Room 8, Convention Hall

FOR IMMEDIATE RELEASE

Physical Education Teachers, Medical Experts,
Sports Leaders, to Take Part in National Conclave

WASHINGTON, March 16 -- Between three to four thousand physical education teachers, medical experts, coaches and sports leaders are expected to pour into Atlantic City, N. J., March 17-21, to take part in the annual convention of the American Association for Health, Physical Education, and Recreation (AAHPER).

The AAHPER will share the spotlight in the nation's "convention city" with the Department of Elementary School Principals (DESP) which expects a record crowd of approximately four thousand at its annual meeting. The two groups are both departments of the National Education Association and the combined membership of the two total almost 45,000.

Since this is the first time the AAHPER and DESP have held conventions at the same time and in the same city, they will meet for one joint session on Sunday, March 19, and delegates to both meetings are expected to swap ideas in many small group meetings.

Headquarters for the AAHPER meeting will be the Chalfonte-Haddon Hall Hotel. The convention will get underway Friday evening, March 17, with J. George Harrar, acting president of The Rockefeller Foundation, the opening general session speaker. Mr. Harrar will talk on "The Effects of Social and Economic Change on Health and Human Vitality."

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NOTE TO EDITOR: The names of the people in your area who are appearing on the program of the AAHPER convention are listed on the attached sheet. Additional information about the participation of each may be obtained from the various schools and organizations they represent.

3/16/61

1961

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 Ray Nelson

FOR IMMEDIATE RELEASE

Edgerton and Blanshard on
"Meet the Professor"

WASHINGTON, March 16 -- William B. Edgerton, director of one of the leading centers for the study of Slavic languages and literature, at Indiana University, is the featured college teacher on next Sunday's TV presentation in the "Meet the Professor" series (ABC-TV March 19, 12-12:30 p.m. EST).

The following Sunday (March 26) "Meet the Professor" will present Brand Blanshard, noted lecturer, scholar and chairman of the department of philosophy at Yale University.

Under Dr. Edgerton's guidance at Indiana, a pioneer school in teaching of Slavic languages, the program has grown to include a Russian Language Institute and participates in the Russian and East European Institute. In World War II, he did war relief work with the American Friends Service Committee (Quakers) and UNRRA in Egypt, Germany and Poland.

Dr. Edgerton and some of his students will visit with Harold Taylor, former president of Sarah Lawrence College and host on the series. Books of which Dr. Edgerton is co-author include: "The United States and the Soviet Union: Some Quaker Proposals for Peace," "Speak Truth to Power: A Quaker Search for an Alternative to Violence," and "Meeting the Russians."

"Meet the Professor" is produced for ABC News and Public Affairs by Wiley Hance in cooperation with the National Education Association and the Association for Higher Education.

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Dr. Blanshard was named Sterling Professor of Philosophy at Yale in 1956, and chairman of the Department in 1959. The Yale Department of Philosophy has been called "the most distinguished philosophy department in any American university."

Dr. Blanshard is the author of "The Nature of Thought" and has lectured widely in the United States and England, including the British Academy in 1952, the University of Manchester in 1953, and the University of California in 1954 where he delivered the annual Howison Lecture on Philosophy.

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Mar. 16. 1961

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For further information:
Beatrice M. Gudridge or Minnio Gilliland

FOR RELEASE AT WILL

School Administrators from 16 States
Convene in Philadelphia, March 25-28

WASHINGTON, March 16 -- The American Association of School Administrators (AASA) will open the third of its three 1961 regional conventions in Philadelphia on Saturday, March 25.

The eastern parley will be attended by between 9,000 and 12,000 representatives from 16 states, the District of Columbia, the Canal Zone, Puerto Rico, and the Virgin Islands. Participants, for the most part, will be state, city, and county superintendents and others with top responsibility for running the schools.

States represented at the Philadelphia meeting will be Connecticut, Delaware, Maine, Maryland, Massachusetts, Michigan, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Vermont, Virginia, and West Virginia.

The program calls for close to 125 general sessions and group meetings on almost every critical issue facing the schools -- from evaluations of teacher competence and present testing methods to school architecture and finance.

General sessions will be marked by speaker-analyst teams exploring subjects which have a direct or indirect bearing on education. Among these are international

(more)

Note to Editor: The AASA Press Office for the Philadelphia Regional Convention will be located in the Press Room of Convention Hall (Rm. 206). It will open Thursday, March 23 at 9:00 a.m., and will remain in operation through March 28. Phone EVergreen 2-6445.

economic relations, military horizons in the missile age, the "new" politics, and social class and personality development.

Several meetings are planned in cooperation with such organizations as the American School Boards Association, the Council of Chief State School Officers (state superintendents), the U.S. Office of Education, the American Institute of Architects, and other groups.

High priority will be given to the international scene (Sunday, March 26, 8:30 a.m.) when four educators from the United Kingdom, the Arab-speaking world, central Europe, and the Orient discuss major goals and movements relating to education in their countries.

Allen H. Wetter, Philadelphia superintendent of schools, is scheduled to greet the administrators Saturday, March 25, 9:00 a.m. when the vast array of educational exhibits is officially opened. There will be approximately 360 exhibitors displaying everything from school buses to slide rules. A special architectural exhibit will include 150 school building plans featuring innovations in mechanical equipment, the use of space, and over-all structure.

Some other highlights of the meeting:

The Honorable Gale W. McGee, United States Senator from Wyoming, who will address the third general session, Sunday, March 26, 10:30 a.m., Convention Hall, Trade and Convention Center.

Charles C. Holt, director, Joint Committee on Testing, Washington, D.C., whose topic will be, "What's the Score on Testing?" Sunday, March 26, West Ballroom, Sheraton Hotel.

John H. Fischer, dean, Teachers College, Columbia University, who will discuss "The Controlling Purposes of American Education," Sunday, March 26, 2:30 p.m., Clover-Red Room, Bellevue-Stratford Hotel.

Guy T. Buswell, executive secretary, American Educational Research Association, Washington, D.C., and John C. Flanagan, professor of psychology, University of Pittsburgh, who will discuss "The Creative Aspects of Intelligence -- Sense and Nonsense," Monday, March 27, 9:30 a.m., West Ballroom, Sheraton Hotel.

The presentation of a case study from Roanoke, Virginia, on "Automated Teaching -- Impact and Implications," Monday, March 27, 2:30 p.m., Room 101, Convention Hall, Trade and Convention Center.

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E. K. Feaster, president, Fairmont State College, W.Va., and Lorne H. Woollatt, assistant commissioner for research and special studies, State Education Department, Albany, N.Y., who will discuss "Why Capable High School Students Drop Out of School Before Graduation," Monday, March 27, 2:30 p.m., Crystal Room, John Bartram Hotel.

A debate on when foreign language instruction should begin -- Earl F. Groner, superintendent, Stroud Union School District, Stroudsburg, Pa., and Wilmarth H. Starr, head, Department of Foreign Languages and Classics, University of Maine, Orono, Maine, Monday, March 27, 2:30 p.m., Room D, Convention Exhibition Hall, Trade and Convention Center.

Arthur W. Foshay, executive officer, Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University, whose topic will be "Priorities in Education for the 1960's," Monday, March 27, 2:30 p.m., Jefferson Room, Benjamin Franklin Hotel.

AASA has a membership of approximately 12,500 city, county and state superintendents; college and university presidents; deans of colleges of education; professors of school administration; administrative officers of state and national education associations; and heads of private schools who work directly with governing authorities.

The first of the three regional conventions was held in San Francisco, February 25-28; the second in St. Louis, March 11-14. Next year's national meeting will be in Atlantic City, New Jersey.

At the conclusion of the Philadelphia regional, it is expected that top officials in school systems which educate over 90 percent of the youngsters now in public schools will have participated.

Forrest E. Conner, superintendent of schools in St. Paul, Minn., is AASA president this year. Finis E. Engleman of Washington, D.C., is executive secretary. President-elect is Benjamin C. Willis, Chicago's general superintendent of schools.

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Mar. 15. 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

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For further information:
M. Ruth Broom or Minnio Gilliland
Atlantic City, New Jersey

PRESS OFFICES: Card Room, Chalfonte-Haddon Hall Hotel
Room 8, Convention Hall

FOR IMMEDIATE RELEASE

Record Crowd of Grade School Principals Expected
At National Conclave in Atlantic City, N.J.

WASHINGTON, March 15 -- A record crowd of three to four thousand grade school principals from all 50 states are expected to take part in the annual convention of the Department of Elementary School Principals (DESP) in Atlantic City, N. J., March 18-22.

The nation's "convention city" also will be host at the same time to the annual convention of the American Association for Health, Physical Education, and Recreation (AAHPER). AAHPER officials estimate the approximately four thousand physical education teachers, medical experts, coaches and sports leaders will be on hand to take part in this meeting.

The two groups are both departments of the National Education Association and the combined membership of the two total almost 45,000. Since this is the first time the AAHPER and DESP have held conventions at the same time and in the same city, they will meet for one joint session on Sunday, March 19, in Convention Hall, and delegates to both meetings are expected to swap ideas in many small group meetings.

One of the highlights of the convention will be the presentation of a new filmstrip entitled "Guidelines for Decision on Issues in Elementary Education."

A dramatic sound-color-slide presentation, the filmstrip vividly portrays the effects that present-day tensions and pressures have on the whole teaching-learning process, and how an awareness of "the realities of society and of learning" can help teachers and parents in making decisions about what should be taught in the schools and how children can best be taught in the classrooms.

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NOTE TO EDITOR: The names of the people in your area who are appearing on the program of the DESP convention are listed on the attached sheet. Additional information about the participation of each may be obtained from the various schools and organizations they represent.

3/16/61

Mar. 14, 1958

National Education Association

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

March 14, 1958

Dear Colleague:

For your use in covering the regional convention of the American Association of School Administrators March 29-April 1 in Cleveland, Ohio, I am enclosing a copy of the printed program.

Let me also advise you that the Press Office, located in Rooms 143 and 148, Public Auditorium, will be opened on Thursday, March 27, to serve reporters.

We look forward to being of service to you in covering this convention which will involve some 8,000 school administrators from the following states -- Ohio, Indiana, Illinois, Michigan, Wisconsin, Iowa, Missouri, Nebraska, Kansas, South Dakota, North Dakota, and Minnesota.

Sincerely yours,

Roy K. Wilson

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

Mar. 14, 1961

News from the NATIONAL E
1201 SIXTEENTH STREET, N.W. • W

Alice Norton
Archives
(1)

For further information:
Roy K. Wilson and Joseph Hanlon

FOR RELEASE: P.M. Papers
Tuesday, March 14, 1961

Educators Support Federal
Assistance to Schools

WASHINGTON, March 14 -- Federal assistance to the schools as proposed by President Kennedy will strengthen the nation's economy today while it is strengthening the future of the nation, William G. Carr, executive secretary of the National Education Association (NEA) told a congressional subcommittee today.

Carr, accompanied by Sam M. Lambert, NEA research director, testified before the House education subcommittee that NEA supports enthusiastically the President's proposal for a $2.3 billion three-year program of grants to the states for teacher salaries and school construction.

Carr said it was ironic that in a nation which has too much wheat, too many workers, too many automobiles and other evidences of wealth, the children are not given too many opportunities to develop their full potential. The youth of America, he said, are a supremely important natural resource, more important than our oil reserves, timber reservations or stockpiles of strategic materials.

"There are always clever people at hand to assert triumphantly that more money will not solve all our educational problems," Carr said. "Of course, this is quite true. Nevertheless it is true also that money can buy many of the indispensable ingredients of better schools, and that more money is an immediate need -- a first step."

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Lambert presented a lengthy, detailed statistical outline of the needs of the schools as they will develop in the decade of the 1960s. Enrollment in public elementary and secondary schools, he said, will rise by about 8 million, with relatively the larger part of the increase coming in high schools, where education is more expensive than in the elementary grades. This will mean, he said, that the cost of education will at least double in the decade, rising to about $30 billion by 1970.

"Few people realize what a tremendous load this $30 billion is going to be on local and state revenue programs," Lambert added. "Ten years from now public elementary and secondary schools will be costing two-thirds as much as national defense is costing us now. In another decade these schools will be requiring as much revenue as all state and local services, including education, cost in 1959."

It will be necessary, Lambert said, to build 600,000 new classrooms during the 1960's, and to recruit 2 million teachers, at the rate of about 200,000 a year. At present, he added, the colleges are turning out each year only 129,000 prospective teachers, and of these 129,000 only 73 percent, or 95,000, actually enter on teaching careers. The others, he said, go often into occupations which offer greater financial rewards.

The only way we can make a dent in the teacher supply problem as it will present itself during the 1960's Lambert said, is to reduce the turnover rate among teachers and to find some way of recruiting many more teachers than we have in the past.

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"We might as well admit," Lambert added, "that for many years now we have been capitalizing on the fact that teaching, even at low salaries, could attract an adequate supply of well educated young women. Many other fields have not been open to them. But this situation is changing very rapidly. In 1900, 75 percent of all the women in professional occupations were in teaching; in 1950 only 43 percent of them were in teaching. The situation is becoming more competitive year after year. We no longer have a monopoly on the supply of well educated women."

The typical teacher of today, Lambert added, is "no longer a sweet young thing in her early twenties who lives with her mother and father at no cost to herself. The typical teacher in the American public school is both mature and well educated. This person is about 43 years of age, has gone to college 4.7 years and has taught school for 13 years. One summer in three this teacher goes back to college at his or her own expense. During the school year this teacher averages a 45-to-50 hour week in teaching, grading papers and planning work for the days ahead.

"With this much college training and experience, and at an age when the worker should be getting somewhere, the typical teacher's salary is likely to be $5200."

If teacher salaries were doubled within the next four years, as they should be if education is to compete in the professional field for teachers, Lambert said, their salaries would average $10,750 -- still only about three-fourths of the average in 17 other professional occupations.

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March 12, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Joseph Hanlon

FOR RELEASE: Sunday Papers
March 12, 1961

The Migrant School Child
And How to Educate Him.

WASHINGTON, March 11 -- Of all the under privileged groups in America quite possibly the most down trodden are the migrant agricultural workers who "follow the crops" as the season advances from south to north. They are the mobile pool which provides the peak seasonal labor needed. They work for a few months -- or a few weeks -- along the shores of Lake Okeechobee in Southern Florida, for instance, and then, as the sun turns seasonally north, they follow it, stopping here and there for brief periods of sporadic work in the fields.

Tragically, many of them, if not most of them, are family groups, with children of school age. The children have no particular incentive to seek an education and most of the communities where they pause briefly in their wanderings have no particular feeling of responsibility for their education. These are people at the bottom of the heap and for them the American dream is no more than a dream.

But the schools cannot entirely turn their backs on these children and some effort is made to provide some sort of education for them, miserably inadequate as it must be. Since 1951 there has been a National Council on Agricultural Life and Labor composed of representatives of six organizations whose work is related to the education and welfare of children which has concerned itself with the problem presented by the children of these migrant farm workers. As an outgrowth of the work of this council, funds were found some years ago to establish an experimental pilot project to see what could be done to improve the

(more)

educational opportunities of these children. If it were not so conspicuously the inappropriate term in this instance, probably the technically correct word for what the project sought would be that it aimed at "enrichment" of educational opportunities for these children.

A report on how this project functioned, and the recommendations it developed for future guidance, is now available in a book published by the Department of Rural Education of the National Education Association, titled, Knowing and Teaching the Migrant Child.

It is the work of Elizabeth Sutton, who was engaged as supervisory specialist in migrant education by two counties, one in Florida, one on the eastern shore of Virginia, which served as laboratories for the project. They were the terminals, south and north, of one of the many streams of migrant workers who "follow the crops."

The Virginia County was Northampton (pop. 18,000) which each year needs for a temporary period some 6000 migrant workers for peak farming operations. They begin coming about the first of May, working through the middle of July, and returning to Virginia fields for work in September and October.

"Home" for many of these workers is the Glades area of Palm Beach County, Florida. The peak demand for farm labor there runs from November into May. More than 13,000 are required in November; only 8000 in May; 2000 in August. In the Glades area the County operates 13 schools, which begin the year with relatively few pupils, expand rapidly to meet the November peak, and then taper off as the months go by. In Northampton County, Va., the schools each year get an influx of pupils as May and the end of the school term approach, and the schools there open in September with a short-lived expansion of the rolls which drops off sharply after October.

(more)

This oversimplifies the situation. There is no well defined movement of whole groups at definite times during the year from one place in Florida to one place in Virginia. They are spread out along the road -- some in Georgia, some in the Carolinas, living under make-shift conditions for indefinite periods of time in various places as employment opportunities are found in the fields or, sometimes, in non-agricultural pursuits.

Dreary as the prospect appears, Miss Sutton found that there were many things that schools and dedicated teachers could do to overcome the frustrations, loneliness, and fears of these wandering school children and to breathe some spark of incentive for learning into them. Specific examples of what was done during the years the project operated (1954-57) in the Virginia and Florida counties are set out in the book.

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NOTE: Copies of Knowing and Teaching the Migrant Child may be ordered from the National Education Association, 1201 Sixteenth street, N. W. Washington 6, D. C. 147 pages. $3.50.

Mar. 11, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Myrtle Bonn
March 11 and after:
ASCD Press Office
Parlor 5, Conrad Hilton Hotel
Chicago, Illinois

FOR RELEASE: A.M. Papers
March 11, 1961

Educators Meet in Chicago to Map
"Curriculum Frontiers" for the 60's

WASHINGTON, March 10 -- Between 2500 and 3000 educators -- those most directly concerned with curriculum development -- will meet in Chicago March 12 through 16 to blueprint what and how the schools should teach in the years just ahead.

The meeting will be the 16th annual conference of the Association for Supervision and Curriculum Development (ASCD), a department of the National Education Association. Theme of the meeting will be "Curriculum Frontiers in the 60's."

One of the most controversial issues expected to be debated at the conference is the place of new technological devices in the curriculum -- especially teaching machines.

Announcing the conference program, ASCD executive Secretary Margaret Gill said there will be heavy emphasis on research findings. "We know now that a child's ability to learn is influenced by a lot more than his 'mental horsepower'," she said. "There is much evidence to indicate that high ability students are sometimes poor learners. Part of our job here is to weigh the research and exchange personal experiences on how to improve the learning process -- how to account for emotional factors, individual differences, social, and other influences."

Among the tasks which the curriculum specialists have outlined for themselves are: Developing of a course of instruction which will not overemphasize one branch of learning to the detriment of another; assuring the academically talented child a

(more)

program which will permit him to reach his maximum capacity while guaranteeing the slower learner an education which meets his individual needs; and determining how research findings can be put to practical use in the classroom.

These are all long-range problems, warned Dr. Gill, and they cannot be solved by short-range, oversimplified pronouncements that sound pat.

Speakers who will address general sessions, all of which will be held in the Grand Ballroom of the Conrad Hilton Hotel, are: James B. Conant, president emeritus of Harvard University and author of the recent national studies on the American high school and junior high school. He is scheduled to speak at 9 A.M., Monday morning, March 13. His topic will be "Trial and Error in the Improvement of Education."

Other speakers include Arthur W. Foshay, executive officer of the Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University, who will open the meeting at 4 P.M., Sunday, March 12. "A Modest Proposal for the Improvement of Education" is his subject. Dr. Foshay is also president of ASCD.

Theodore J. Kreps, head of the economics department at Stanford University, Palo Alto, Calif., speaks at an evening session, 8 P.M., Sunday, March 12 on "Education and the Changing Economy."

Among new officers to be installed at a closing luncheon at 12:30 P.M., Thursday, March 16, is William Van Til, now president-elect of the organization. Dr. Van Til is chairman of the department of secondary education at New York University, New York City. At the same luncheon, Reverend James H. Robinson of the Church of the Master, New York City, will speak on "The National Purpose in the 60's."

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Mar. 7, 1961

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

March 7, 1961

By the time the American Association of School Administrators winds up its three regional conventions this year, school officials responsible for educating over 90 percent of the youngsters in the public schools will have had their say on most of the critical issues facing the schools. Their deliberations are expected to have far-reaching effects which will touch almost every American classroom.

The third of these conventions is scheduled for March 25-28 in Philadelphia at Convention Hall. Joining the superintendents as they evaluate teacher competence, testing programs, foreign language instruction and other subjects ranging from teaching machines to what the public expects of the superintendent's wife, will be heads of state departments of education, as well as representatives from almost every college and university in the United States.

Among the key speakers and panel members will be The Honorable Gale W. McGee, United States Senator from Wyoming; John H. Fischer, dean of Teachers College, Columbia University; Guy T. Buswell, executive secretary, American Educational Research Association, Washington, D. C.; and John C. Flanagan, professor of psychology, University of Pittsburgh. Discussing education in other nations will be several visiting professors from Asia and Europe. A program is enclosed for your review.

For the convenience of newsmen and broadcasters in the Philadelphia area, a newsroom will be in operation starting March 23 in Room 206 of Convention Hall. If you or your representative would like help in tracking down information and personalities, and arranging interviews, please contact Mrs. Beatrice Gudridge or Miss Minnio Gilliland at EVergreen 2-6445, the news headquarters' telephone number.

We also hope you will be able to join us at a pre-conference briefing session and breakfast at 10 A.M. Thursday, March 23, in the Pink Room of the Bellevue Stratford Hotel. Dr. Finis E. Engleman, executive secretary of AASA, will be on hand to outline highlights of the Philadelphia meeting. To help us make necessary arrangements for the breakfast, please fill in the enclosed Reply Form, and return it to me.

We look forward to working with you or your representative in Philadelphia.

Sincerely yours,

Roy K. Wilson

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

Enclosure

Mon. 4, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Joseph Hanlon

FOR RELEASE: A.M. Papers
Monday, March 6, 1961

Teacher Shortage Laid to Inadequate Professional Salaries

WASHINGTON, March 3 -- Of last year's college graduates who were trained to teach, fewer than three-fourths actually entered on teaching careers, the National Education Association said today.

Those who did become teachers met the demand for about half of the new teachers employed for the current school year. The other half, NEA said, were former teachers returning to the profession or persons not trained for teaching.

These observations are set forth in a new booklet published by the NEA Committee on Educational Finance, Professional Salaries for Professional Teachers.

Citing low salaries as one of the principal causes of the teacher shortage, the booklet goes on to explore what it would cost to deal with the situation. Just to maintain the status quo, it says, we must provide, in the next four years, 218,000 more teachers for 4 million more pupils, and continuing annual improvements in teacher salaries (5.4% in recent years) would bring the average teacher's salary up to $6650 a year by 1964-65.

But if progress is the goal, the booklet says, we must reduce pupil-teacher ratios, adding another 220,000 teaching positions, and we must raise teacher salaries toward professional levels, aiming at a 1964-65 average of $10,750. The current figure is $5389. At the $10,750 level teacher salaries would be about 75 percent of the average of other professional earnings.

(more)

The total figures are fairly staggering. This year teacher salaries add up to $8.2 billion. Four years hence, maintaining only the status quo, that figure will grow to $11.6 billion. If teacher salaries are to rise toward the professional goal the total four years from now would be $18.7 billion, and if in addition, the pupil-teacher ratio is to be reduced, the total would be $21.1 billion.

Just to maintain the status quo, the booklet says, would require, four years hence, 1.9 percent of the gross national product and that cannot be provided by state and local governments, without great strain. To achieve real improvement, it adds, federal support for schools offers the only hope. Federal money, it says, will make the difference between progress and stagnation in education.

This is recommended as an investment in the nation's future. "At no time in our history," says the booklet, "has the need for a strong education program been clearer. Our survival is at stake. An aroused nation is demanding that our schools meet the challenge and quickened pace of a new era."

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Mar. 4, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Joseph Hanlon or Minnio Gilliland

FOR RELEASE: Sunday Papers
March 5, 1961

AHE Releases Up-To-Date
Faculty Compensation Study

WASHINGTON, March 4 -- Are college teachers allowed to hold outside jobs in addition to their regular duties? Do faculty members have to "publish or perish"? Do they receive adequate fringe benefits?

Compensation on the Campus, released today by the Association for Higher Education at its Sixteenth Annual Conference on Higher Education in Chicago (March 5-8), deals with policies and practices of sixteen representative colleges and universities in such areas.

G. Kerry Smith, executive secretary of AHE, points out in the preface of Compensation on the Campus that the two important considerations in selecting the institutions included in the volume were: "Securing a representative cross section of institutions of higher education, and choosing institutions in which some significant advance had been made in faculty compensation in recent years." The purpose was to "come up with some practical answers as to how faculty compensation practices work out in practice," he said. The study was under the direction of J. Fletcher Wellemeyer, editor of Compensation on the Campus.

Among the other subjects covered in the 550-page book, written by authors from the campuses participating in the study, are salary patterns, retirement arrangements, and sabbatical leave policies. The up-to-date study of trends in faculty compensation will be discussed at a conference session on Monday, March 6.

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The Association for Higher Education study, financed by the National Education Association with a supplementary grant of $2000 from the U. S. Steel Foundation, is a part of the association's continuing effort to improve the quality of higher education.

Reports from the following institutions of higher education are included in the book: Brooklyn College (Francis P. Kilcoyne, Walter H. Mais); Colorado College (Lloyd E. Worner); Franklin and Marshall College (Donald W. Western); Grinnell College (Harold L. Clapp); Montclair State College (Raymond C. Lewin); Morgan State College (Virgil A. Clift); Mount Holyoke College (Margery S. Foster); St. Olaf College (Orin M. Lofthus, Marie M. Meyer); San Francisco State College (Arthur J. Hall); Southern Connecticut State College (Dorothy R. Davis); Stanford University (Joseph C. Scroggs); University of Kentucky (Morris B. Cierley, Frank G. Dickey); University of North Carolina (James L. Godfrey); and the University of Oregon (C. Ward Macy).

The study is available from the Association for Higher Education, 1201 Sixteenth Street, N. W., Washington, D. C., at $3.00 a copy.

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Mar 3, 1961

National Education Association

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

March 3, 1961

Dear Colleague:

At the American Association of School Administrators regional meeting in St. Louis, March 11-14, there will be an opportunity for you to let the people in your community know about your participation in the activities of this convention and to bring to them an important story concerning educational developments directly related to the interests of your community.

The Home Town News Center, in Committee Room B, Kiel Auditorium, will be open from 9:00 a.m. to 5:00 p.m. each day of the convention. We would like to extend a personal invitation for you to take advantage of the following services offered by this center, staffed by the NEA Division of Press and Radio Relations under the direction of Dr. Thomas Gilligan:

. NEWS ABOUT YOU at the convention sent airmail to your hometown newspapers, radio, and TV stations.

. YOUR PICTURE IN 10 SECONDS, showing YOU at the convention -- excellent for your local papers and additional copies are economical souvenirs.

. WIDE SELECTION OF NEWS STORIES which you may select and we will mail to your hometown media.

. PROFESSIONAL ASSISTANCE in preparing your own news story on the convention for your hometown press.

All of the above services are free except a very nominal charge for materials if you wish to have a picture taken.

We would advise you to take advantage of this opportunity to use this service as early during the convention as possible. Your editor will appreciate getting this story material while the convention is still in progress and your appearance there is still news.

Sincerely,

Roy K. Wilson

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

1961

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 Minnio Gilliland

FOR RELEASE AT WILL

School Administrators from 20 States
Convene in St. Louis, March 11-14

WASHINGTON, March 1 -- The American Association of School Administrators (AASA) will open the second of its three 1961 regional conventions in St. Louis on Saturday, March 11.

The mid-country parley will be attended by between 8,000 and 10,000 representatives from 20 states. Participants, for the most part, will be state, city, and county superintendents and others with top responsibility for running the schools.

States represented at the St. Louis meeting will be Alabama, Arkansas, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Minnesota, Mississippi, Missouri, Nebraska, North Dakota, Oklahoma, South Carolina, South Dakota, Tennessee, and Wisconsin.

The program calls for close to 125 general sessions and group meetings on almost every critical issue facing the schools -- from evaluations of teacher competence and present testing methods to school architecture and finance.

General sessions will be marked by speaker-analyst teams exploring subjects which have a direct or indirect bearing on education. Among these are American culture in the 60's, international economic relations, the "new" politics, modern biology and graduate studies.

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Note to Editor: The AASA Press Office for the St. Louis Regional Convention will be located in the Press Room of Kiel Auditorium. It will open Thursday, March 9 at 9:00 a.m., and will remain in operation through March 14. Phone MAin 1-5422.

Several meetings are planned in cooperation with such organizations as the American School Boards Association, the Council of Chief State School Officers (state superintendents), the U.S. Office of Education, the American Institute of Architects, and other groups.

High priority will be given to the international scene (Sunday, March 12, 8:30 P.M.) when four educators from the United Kingdom, the Arab-speaking world central Europe, and the Orient discuss major goals and movements relating to education in their countries.

Philip J. Hickey, St. Louis superintendent of instruction, is scheduled to greet the administrators Saturday, March 11, 9 A.M. when the vast array of educational exhibits is officially opened. There will be approximately 230 exhibitors displaying everything from school buses to slide rules. A special architectural exhibit will include 115 school building plans featuring innovations in mechanical equipment, the use of space, and overall structure.

Some other highlights of the meetings:

Forrest W. Murphy, professor of education, University of Mississippi, who will discuss "The Expanding Role of the Federal Government in Education," 2:30 P.M., Sunday March 12, Assembly Hall, Kiel Auditorium.

Charles C. Holt, director, Joint Committee on Testing, Washington, D.C., whose topic will be "What's the Score on Testing?" Sunday, March 12, 2:30 P.M., Dining Room, Bishop Tuttle Memorial Hall, 1210 Locust Street.

Max Lerner, professor of American civilization, Brandeis University, Waltham, Mass., who will report on "The Controlling Purposes of American Education," Sunday, March 12, 2:30 P.M., Ballroom, Statler-Hilton.

D. A. Mallory, Superintendent of Schools, Buffalo, Mo., who will present a case study from his school system: "A Year-Round Educational Program That Works," Monday, March 13, 2:30 P.M., Committee Room "C," Kiel Auditorium.

Francis S. Chase, dean, Graduate School of Education, University of Chicago, who spells out 1960's priorities in education, Monday, March 13, 2:30 P.M., Daniel Boone Room, Statler-Hilton.

Parmer L. Ewing, chairman, Department of Administration and Supervision, School of Education, New York University, whose topic is "Why Capable

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High School Students Drop Out of School Before Graduation," 2:30 P.M., Monday, March 13, Room 301, YWCA, 14th and Locust.

A debate on when foreign language instruction should begin -- James E. Russell, secretary, Educational Policies Commission, Washington, D. C., and Emma Marie Birkmaier, professor of education, University of Minnesota, Minneapolis, Monday, March 13, 2:30 P.M., Committee Room 3-A, Kiel Auditorium.

James B. Conant, president emeritus of Harvard University and author of the recent studies on the American high school and junior high school, whose topic is, "A Penetrating Look at the Junior High School," Tuesday, March 14, 2:30 P.M., Opera House, Kiel Auditorium.

Merrill F. Hartshorn, executive secretary, National Council for the Social Studies, Washington, D. C., and Hubert M. Loy, associate professor of education and director of student teaching, University of Minnesota, Duluth, who will speak on the topic "Are America's Basic Values Being Threatened Today?" Tuesday, March 14, 2:30 P.M., Committee Room 4-A, Kiel Auditorium.

AASA has a membership of approximately 12,500 city, county, and state superintendents; college and university presidents; deans of colleges of education; professors of school administration; administrative officers of state and national education associations; and heads of private schools who work directly with governing authorities.

The last of the three regional conventions is scheduled for Philadelphia, March 25-28. The first, held in San Francisco, ended February 28. Next year's national meeting will be in Atlantic City, New Jersey.

When the last of the regionals is over, it is expected that top officials in school systems which educate over 90 percent of the youngsters now in public schools will have participated.

Forrest E. Conner, superintendent of schools in St. Paul, Minn., is AASA president this year. Finis E. Engleman of Washington, D. C. is executive secretary. President-elect is Benjamin C. Willis, Chicago's general superintendent of schools.

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Mar. 1, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Minnio Gilliland
Press & Radio Division, NEA
1201 16th N.W., Washington 6, D.C.

or

Tom Erhard
Press headquarters, Normandy Suite
Morrison Hotel, Chicago

FOR IMMEDIATE RELEASE

Local Educator Serves as Leader
At Higher Education Conference

WASHINGTON, March 1 -- Are fundamental changes required in higher education to meet the demands of the space age? Will the role of science in peace and war during the years ahead make new demands on the resources and organization of American colleges and universities? What is higher education's responsibility in world affairs?

These and other questions will be examined at the 16th National Conference on Higher Education meeting March 5-8, 1961, at the Morrison Hotel in Chicago. More than 1200 participants from public and private colleges and universities and government agencies will focus on the theme, "Goals for Higher Education in a Decade of Decision."

Charles Frankel, professor of philosophy, Columbia University, will speak at the first general session Sunday evening, March 5, on "The Happy Crisis in

(more)

Higher Education." At the second session on Monday morning, William C. Davidon, associate physicist, Argonne National Laboratory, and Saville R. Davis, managing editor, The Christian Science Monitor, will examine "The Role of Science in Peace and War: Implications for Higher Education."

Speaking Tuesday morning before the third general session will be Theodore Brameld, professor of educational philosophy, Boston University, and Byron K. Trippet, president, Wabash College, Crawfordsville, Indiana, speaking on "Goals for Higher Education: Are Fundamental Changes Required?"

"The Role of Higher Education in the Developing Space Age" will be the topic before the closing general session Wednesday, March 8, and speakers will be James E. Webb, administrator, National Aeronautics and Space Administration (NASA), and Robert C. Seamans, associate administrator with NASA.

An analysis of recent major task force and committee reports on higher education's relationship to world affairs will be made by Saxton Bradford, deputy director of the Bureau of Educational and Cultural Affairs at the U.S. Department of State. Included in this analysis will be the reports issued by such groups as the Morrill Committee on the University and World Affairs. Educational exchanges, the foreign leader program, the peace corps, and U.S. information activities abroad will be among the other subjects, studied by various high level committee and task force groups, to be analyzed by Bradford.

Many other issues of continuing importance to higher education will also be covered in the 36 Conference discussion groups and 10 information sessions. Arthur S. Flemming, former secretary of Health, Education, and Welfare, will speak on the establishment of better relations between government and institutions of higher education; the director of the College Scholarship Service of the College Entrance Examination Board, Rexford G. Moon, will call attention to the need of giving greater encouragement and opportunities to disadvantaged minority groups;

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Reece McGee, assistant professor of sociology at the University of Texas, will cover the topics of improving the effectiveness and ethics of the "academic market place."

A self-governing department of the National Education Association, the Association for Higher Education is composed of over 16,000 faculty members and administrators from more than 1500 institutions of higher education. The president this year is Arnold E. Joyal, president, Fresno State College, Fresno, California. C. Addison Hickman, Vandeveer professor of economics, Southern Illinois University, Carbondale, is chairman of this year's Conference Planning Committee.

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National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

February 24, 1961

MEMORANDUM TO: State Journal Editors

We are enclosing a specially-written feature on the forthcoming convention of the National Education Association in Atlantic City -- a convention site better known to educators for its wintry breezes than its summer sunshine!

Because the locale will be a different one for most teachers, we thought you might want to spread yourself a little in a future issue. We are also enclosing pictures you may use with the story, if that seems feasible.

A little later on when final plans are firmed up, we'll be flashing you additional name speakers for the meeting.

Beatrice M. Gudridge

Beatrice M. Gudridge, Assistant Director
Division of Press and Radio Relations

Feb. 28, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Joseph Hanlon

FOR IMMEDIATE RELEASE

Brown and Janowitz on
"Meet the Professor"

WASHINGTON, Feb. 28 -- Harrison Brown, author, scientist, and professor of geochemistry at the California Institute of Technology, is the featured college teacher on next Sunday's TV presentation in the "Meet the Professor" series. (ABC-TV March 5, 12-12:30 p.m. EST).

The following Sunday (March 12) will present Morris Janowitz, professor of sociology at the University of Michigan College of Literature, Science and the Arts.

Dr. Brown's special fields are investigation of the ages of rocks, the abundance of elements in the universe, and the composition of the earth and of meteorites. He will discuss with Harold Taylor, former president of Sarah Lawrence College and host on the series, the impact of modern science and technology on society, the international exchange of scientific ideas, and the role of the natural scientist in the disarmament movement. A group of students participating in the program will discuss some of the issues raised by Dr. Brown.

Dr. Brown, a recipient of the Lasker Foundation Award, is the author of "The Next Hundred Years," "The Challenge of Man's Future," and "Must Destruction Be Our Destiny." During World War II he made key contributions to development of the atomic bomb, working at first on the plutonium project in Chicago, and later at Oak Ridge, Tenn.

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"Meet the Professor" is produced for ABC News and Public Affairs by Wiley Hance in cooperation with the National Education Association and the Association for Higher Education.

Dr. Janowitz is the author of the forthcoming book "The Professional Soldier: A Social and Political Portrait," which maintains that America's armed might should be shaped into a world-wide constabulary force based on the doctrine of gradual deterrence, rather than massive retaliation. The "constabulary force" would seek viable international relations, rather than victory, and its duties would include such things as policing international agreements on the suspension of nuclear testing.

Dr. Janowitz, a graduate of New York University, received his Ph.D. from The University of Chicago, and taught there for several years. He has been at the University of Michigan since 1951. During World War II he was a propaganda analyst with the Department of Justice and later served with the psychological warfare branch of SHAEF in the European theater. He is the author of several books and articles on research into mass communications, inter-group tensions, and civil-military relations.

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Feb. 25, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

Note to Editors and Correspondents: Thirty-two national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press and Radio Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For further information:
M. Ruth Broom, NEA Division
of Press and Radio Relations

SPECIAL TO EDUCATION JOURNALS

AACTE's Chicago Conference Gets Off
To Explosive Start With Talk of "Revolution"

The fourteenth annual meeting of the American Association of Colleges for Teacher Education (AACTE), held in Chicago, Feb. 22-25, got off to an explosive start when a University of Wisconsin dean warned that "a sweeping revolution in instruction" is now going on in the nation's schools.

J. Lindley Stiles, dean of Wisconsin's school of education, told a group of educators representing 577 colleges and universities which prepare teachers, that poor teachers may find themselves expendable with the spread of new electronic teaching aids. The revolution, like all revolutions, he said, is a product of the times and is, above all, a protest against the status quo.

"New electronic aids to teaching loom as a threat to many teachers, particularly to those who have taken their mission casually and who are still employing 19th Century instructional procedures," he declared.

Dean Stiles said that the most significant characteristic of the revolution is that it is emphasizing research. This trend helps to give the innovations that are being made a more solid foundation than educational programs have had in the last 30 years. In the old days, he added, educational programs were improved "largely through trial and error and the exchange of successful experiences among school people."

Other highlights of the three-day meeting included a plea by AACTE President Henry F. Hill for "the kind of college courses which would be most

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profitable to a host of average young men and women and to bright young men and women who do not now attend college."

Dr. Hill, who is president of George Peabody College for Teachers and who retired from his AACTE post at the close of this meeting, put it this way: "Let the selective colleges become more selective if they will, but let us not waste the value of average students or their good will or understanding of the brand-new revolution based on electronics and automation."

He added also that in the decade ahead, public higher education will increase and private or independent education will decrease. And he urged educators to "rearrange their prejudices" and be willing to consider the question of state or federal support of students in private colleges.

He said that tax-supported institutions would not be able to take care of all of the students expected to enroll during the next 10 years and that it would be preferable to retain and encourage the private institutions to do a "considerable portion of this necessary task."

Following Dr. Hill's address, the Rev. Theodore M. Hesburgh, president of the University of Notre Dame, said "the most basic concern of the private college today is survival," and that it would not surprise him if the private school enrollment percentage between private and public institutions drop drastically in the next 10 years. He said that private schools now enroll only 40 percent of all college students and may handle only 20 percent by 1971.

He said that public institutions must assume one of two basic attitudes -- "they may stand by, fattened by increasing tax subsidies and allow the private schools to wither and die from practically unbeatable competition...or they may declare that private schools have been a healthy influence" and not stand in the way of tax, scholarship and loan opportunities proposed for private institutions.

Henry T. Heald, president of the Ford Foundation, echoed the pleas made by the other speakers and said that the structure of higher education will undergo important changes in the years ahead.

"These changes," Mr. Heald said, "must be toward the strengthening of the structure as a whole," and not simply for rearranging existing strength by favoring one part at the expense of another.

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"The needs for well-educated teachers and other professional and technical manpower are so great that all sectors of our diversified system of higher education need expansion and increased support."

In his talk to the AACTE, Dr. William G. Carr, executive secretary of the National Education Association, said that "we could greatly improve education if we would all declare that, from bib and tucker to cap and gown, we should have a unified educational program in America."

Dr. Carr urged teachers and professors to "declare a truce" and work together for the improvement of education. "The cold war between scholars in subject fields and the so-called professional educators takes its most wasteful form in teachers' colleges," he added.

"We must bridge the gap between the branches of education," Dr. Carr said. "As long as...a division occurs, the voice of education in national affairs is bound to be muted, ignored, or disregarded."

Senator Gale W. McGee (D.Wyo.), speaking to the group on Friday night, Feb. 14, criticized President Kennedy's proposed peace corps as being "too elite" and said that he is going to offer Congress a proposal which would send a million youths a year overseas to do all sorts of jobs, routine and otherwise.

Sen. McGee said that under Kennedy's peace corps plan only between 5,000 to 10,000 carefully chosen college graduates will be sent abroad. This he thinks is "tackling the problem from the wrong end."

"The rate of change in the world requires that we assault the problems of under-developed countries with numbers," he added. He wants to set up the machinery for sending not only college students but also high school boys and girls abroad to work in a variety of ways.

"There are many, many ways American youth can work with people in the under-developed countries especially which would change the whole image of America," McGee said.

Winding up the three-day meeting on Saturday, Feb. 15, AACTE conference participants heard Susan Riley, professor of education at George Peabody College for Teachers, give what she called her ideas about "the human side of teaching."

"Granting certain imperatives which modify techniques and procedures," Dr. Riley said, "there is still no substitute for the gifted teacher."

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"The point of debate for our own times," she added, "is not the relatively simple one of whether teaching is done by human beings or by automated devices. It is rather whether the method which consists of question and standardized response, can elicit from the student full understanding and appreciation of an area of learning.

"...Technology has something to contribute to these aspects of education as it has to other phases of instruction, but not enough to relieve teacher-training institutions from what is still their essential responsibility -- attracting good, or better still, superior people in sufficient numbers into the teaching profession and giving them the training necessary for doing their work with vigor and creativity."

J. R. Rackley, dean, College of Education, The Pennsylvania State University, was installed as AACTE President for 1961 at the Association's closing meeting, succeeding Henry Hill. Elected by the AACTE's membership to the post of president-elect was J. W. Maucker, president of Iowa State Teachers College at Cedar Falls. Dr. Maucher will succeed to the AACTE presidency in 1962.

Also elected were two new members to the Executive Committee. They are: J. Lindley Stiles, dean, school of education, University of Wisconsin, Madison; and John F. King, president, Kansas State Teachers College, Emporia.

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2/25/61

Feb. 24 1961

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 IMMDEIATE RELEASE

Migrant Child Is 20th Century Problem
Says NEA Department of Rural Education

WASHINGTON, Feb. 24 -- Knowing and Teaching the Migrant Child, a book published by the Department of Rural Education of the National Education Association, deals with one of the 20th century's most urgent frontier problems, a problem growing out of the productive efficiency of American agriculture.

With the utilization of electricity and power machinery much of the drudgery of farm work seems to have disappeared. Actually, not all of it is gone. Much of what remains falls to the lot of the migrant agricultural workers who follow the crops providing the peak seasonal labor needed in commercial and industrialized farming. For them there is not only drudgery, but a precarious and uncertain livelihood and a meagre existence forever outside the main stream of American life.

Many of these workers are family groups with children of school age. The circumstances of their lives make securing an education an erratic and discouraging experience for them. And many communities where they pause for a few days or weeks, or -- at "home base" -- a few months, are hard pressed to provide for them. They are forgotten children for whom the "American dream" is no more than a dream.

Fortunately they are not wholly forgotten. Many educational leaders, institutions and agencies are seeking ways to offer these children the educational opportunity they need and deserve -- an opportunity they must have

(more)

if America itself is not to suffer from their neglect. One of these "concerned" groups, the National Council on Agricultural Life and Labor, secured funds to establish an experimental project to determine what could be done to improve educational opportunities for these children. Knowing and Teaching the Migrant Child is a part of the story of what they learned.

It is the work of Elizabeth Sutton, who served as supervisory specialist in migrant education for two counties, one in Florida, one on the Eastern Shore of Virginia, which became the laboratories for the project. These counties are typical "home base" and "on-the-trek" areas on one of the many streams of migrant workers who follow the crops.

In vivid detail Miss Sutton portrays the migrant child at home and at school and relates his educational problems to the difficult life which he must live. Particularly valuable is the insight into the migrant's attitudes toward himself and others. The problems encountered by those who teach migrant children, and ways and means by which teachers may better reach these pupils are outlined in specific terms.

NOTE: Copies of Knowing and Teaching the Migrant Child may be ordered from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. 147 pages, $3.50.

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Feb. 21, 1961

National Education Association

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

February 21, 1961

MEMORANDUM TO: Executive Secretary
Public Relations Director
STATE EDUCATION ASSOCIATIONS

Dear Colleague:

Next month, the 1961 NEA film series entitled "Parents Ask About School" will be ready for release to the television stations in your state. The attached TV-Radiogram gives details on the series, and additional material to help you make the best possible use of the films will be available shortly. These will include a brochure describing each film in detail, general, and on-the-air promotional materials.

If you wish to send advance word about the series to the television stations in your state and to the school systems and local associations in these cities we shall be glad to send you a supply for that purpose.

Here are main points regarding the series:

1. The series consists of 14 half-hour films from which each state association and/or local television station may select 13 titles suitable for the given state or city.

2. Each film runs approximately 29:30 minutes in length. All 14 are new to national television, and 13 were produced by NEA for the series. The first and last frame on each film is a credit to the state association cooperating in the film presentation.

3. Major policy questions which must be resolved by each state association are whether it wishes to make the series available on an exclusive basis to one station in each TV market of the state or in those cities with more than one station; whether the state association wishes to make its own bookings, or, instead, would prefer to have the NEA handle this; when the series should start; whether an audition print is required; and so on.

The executive producer for the entire series of films is John F. Cox, TV Coordinator for the NEA Division of Press and Radio Relations. To help us in our planning, will you please fill out the enclosed reply form and return it to him as soon as possible? If you have questions on which you need help as you make plans for your bookings, Mr. Cox will be glad to assist you. The Press and Radio Division phone number in Washington is: AD 4-4848, Extension 284.

If there are any major points about which you need further information please let us know. Otherwise, additional materials will be sent to you as soon as we receive the Reply Form.

Sincerely yours,

Roy K. Wilson

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

Enclosure

Feb. 20, 1961

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

February 20, 1961

MEMORANDUM TO THE EDITOR:

On February 20, President John F. Kennedy sent to Congress his Special Message on Education outlining the Administration's proposals for school legislation.

As a service to education editors who may wish to quote from this important and eloquent message, we are rushing the full text, along with two state-by-state breakdowns of amounts to be disbursed (a) under the proposed general federal assistance for school construction and teachers' salaries; and (b) under the proposed revision of Title II of the National Defense Education Act.

A statement by Dr. William G. Carr, executive secretary of the National Education Association, commenting on the significance of the proposal and implementing legislation accompanies the message.

We are also enclosing excerpts from the remarks on the subject made by Secretary Abraham A. Ribicoff of the Department of Health, Education, and Welfare during a broadcast of "Meet the Press," Sunday, February 19. Pictures of Secretary Ribicoff and President Kennedy are also enclosed for your use.

We hope you will find this material useful.

Roy K. Wilson

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

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enclosures

Reproduced by the Division of Federal Relations
National Education Association

FOR RELEASE AT 12 NOON (E.S.T.) FEBRUARY 20, 1961

NOTICE: There should be no premature release of this message to Congress, nor should its contents be paraphrased, alluded to or hinted at in earlier stories. There is a total embargo on this speech until 12:00 noon February 20, 1961, which includes any and all references to any material in this message.

Pierre Salinger
Press Secretary to the President

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THE WHITE HOUSE

SPECIAL MESSAGE ON EDUCATION

TO THE CONGRESS OF THE UNITED STATES:

Our progress as a nation can be no swifter than our progress in education. Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American's capacity.

The human mind is our fundamental resource. A balanced Federal program must go well beyond incentives for investment in plant and equipment. It must include equally determined measures to invest in human beings -- both in their basic education and training and in their more advanced preparation for professional work. Without such measures, the Federal Government will not be carrying out its responsibilities for expanding the base of our economic and military strength.

Our progress in education over the last generation has been substantial. We are educating a greater proportion of our youth to a higher degree of competency than any other country on earth. One-fourth of our total population is enrolled in our schools and colleges. This year 26 billion dollars will be spent on education alone.

But the needs of the next generation -- the needs of the next decade and the next school year -- will not be met at this level of effort. More effort will be required -- on the part of students, teachers, schools, colleges and all 50 states -- and on the part of the Federal Government.

Education must remain a matter of state and local control, and higher education a matter of individual choice. But education is increasingly expensive. Too many state and local governments lack the resources to assure an adequate education for every child. Too many classrooms are overcrowded. Too many teachers are underpaid. Too many talented individuals cannot afford the benefits of higher education.

Too many academic institutions cannot afford the cost of, or find room for, the growing numbers of students seeking admission in the 60's.

Our twin goals must be: A new standard of excellance in education -- and the availability of such excellence to all who are willing and able to pursue it.

I. Assistance to Public Elementary and Secondary Schools

A successful educational system requires the proper balance, in terms of both quality and quantity, of three elements: Students, teachers and facilities. The quality of the students depends in large measure on both the quality and the relative quantity of teachers and facilities.

Throughout the 1960's there will be no lack in the quantity of students. An average net gain of nearly one million pupils a year during the next ten years will overburden a school system already strained by well-over a half-million pupils in curtailed or half-day sessions, a school system financed largely by a property tax incapable of bearing such an increased load in most communities.

But providing the quality and quantity of teachers and facilities to meet this demand will be major problems. Even today, there are some 90,000 teachers who fall short of full certification standards. Tens of thousands of others must attempt to cope with classes of unwieldy size because there are insufficient teachers available.

We cannot obtain more and better teachers -- and our children should have the best -- unless steps are taken to increase teachers' salaries. At present salary levels, the classroom cannot compete in financial rewards with other professional work that requires similar academic background.

It is equally clear that we do not have enough classrooms. In order to meet current needs and accommodate increasing enrollments, if every child is to have the opportunity of a full-day education in an adequate classroom, a total of 600,000 classrooms must be constructed during the next ten years.

These problems are common to all States. They are particularly severe in those states which lack the financial resources to provide a better education, regardless of their own efforts. Additional difficulties, too often overlooked, are encountered in areas of special educational need, where economic or social circumstances impose special burdens and opportunities on the public school. These areas of special educational need include our depressed areas of chronic unemployment and the slum neighborhoods of our larger cities, where underprivileged children are overcrowded into substandard housing. A recent survey of a very large elementary school in one of our major cities, for example, found 91% of the children coming to class with poor diets, 87% in need

(more)

of dental care, 21% in need of visual correction and 19% with speech disorders. In some depressed areas roughly one-third of the children must rely on surplus foods for their basic sustenance. Older pupils in these schools lack proper recreational and job guidance. The proportion of drop-outs, delinquency and classroom disorders in such areas is alarmingly high.

I recommend to the Congress a three-year program of general Federal assistance for public elementary and secondary classroom construction and teachers' salaries.

Based essentially on the bill which passed the Senate last year (S 8) although beginning at a more modest level of expenditures, this program would assure every state of no less than $15 for every public school student in average daily attendance, with the total amount appropriated (666 million dollars being authorized in the first year, rising to $866 million over a three-year period) distributed according to the equalization formula contained in the last year's Senate bill, and already familiar to the Congress by virtue of its similarity to the formulas contained in the Hill-Burton Hospital Construction and other acts. Ten percent of the funds allocated to each state in the first year, and an equal amount thereafter, is to be used to help meet the unique problems of each state's "areas of special educational need" -- depressed areas, slum neighborhoods and others.

This is a modest program with ambitious goals. The sums involved are relatively small when we think in terms of more than 36 million public school children, and the billions of dollars necessary to educate them properly. Nevertheless, a limited beginning now--consistent with our obligations in other areas of responsibility -- will encourage all states to expand their facilities to meet the increasing demand and enrich the quality of education offered, and gradually assist our relatively low-income states in the elevation of their educational standards to a national level.

The bill which will follow this message has been carefully drawn to eliminate disproportionately large or small inequities, and to make the maximum use of a limited number of dollars. In accordance with the clear prohibition of the Constitution, no elementary or secondary school funds are allocated for constructing church schools or paying church school teachers' salaries; and thus non-public school children are rightfully not counted in determining the funds each state will receive for its public schools. Each state will be expected to maintain its own effort or contribution; and every state whose effort is below the national average will be expected to increase that proportion of its income which is devoted to public elementary and secondary education.

This investment will pay rich dividends in the years ahead--in increased economic growth, in enlightened citizens, in national excellence. For some 40 years, the Congress has wrestled with this problem and searched for a workable solution. I believe that we now

have such a solution; and that this Congress in this year will make a land-mark contribution to American education.

II Construction of College and University Facilities

Our colleges and universities represent our ultimate educational resource. In these institutions are produced the leaders and other trained persons whom we need to carry forward our highly developed civilization. If the colleges and universities fail to do their job, there is no substitute to fulfill their responsibility. The threat of opposing military and ideological forces in the world lends urgency to their task. But that task would exist in any case.

The burden of increased enrollments -- imposed upon our elementary and secondary schools already in the fifties -- will fall heavily upon our colleges and universities during the sixties. By the autumn of 1966, an estimated one million more students will be in attendance at institutions of higher learning than enrolled last fall -- for a total more than twice as high as the total college enrollment of 1950. Our colleges, already hard-pressed to meet rising enrollments since 1950 during a period of rising costs, will be in critical straits merely to provide the necessary facilities, much less the cost of quality education.

The country as a whole is already spending nearly $1 billion a year on academic and residential facilities for higher education--some 20 percent of the total spent for higher education. Even with increased contributions from state, local and private sources, a gap of $2.9 billion between aggregate needs and expenditures is anticipated by 1965, and a gap of $5.2 billion by 1970.

The national interest requires an educational system on the college level sufficiently financed and equipped to provide every student with adequate physical facilities to meet his instructional, research, and residential needs.

I therefore recommend legislation which will:

(1) Extend the current College Housing Loan Program with a five year $250 million a year program designed to meet the Federal Government's appropriate share of residential housing for students and faculty. As a start, additional lending authority is necessary to speed action during fiscal 1961 on approvable loan applications already at hand.

(2) Establish a new, though similar, long-term, low-interest rate loan program for academic facilities, authorizing $300 million in loans each year for five years to assist in the construction of classrooms, laboratories, libraries, and related structures -- sufficient to enable public and private higher institutions to accommodate the

expanding enrollments they anticipate over the next five years; and also to assist in the renovation, rehabilitation, and modernization of such facilities.

III Assistance to College and University Students

This nation a century or so ago established as a basic objective the provision of a good elementary and secondary school education to every child, regardless of means. In 1961, patterns of occupation, citizenship and world affairs have so changed that we must set a higher goal. We must assure ourselves that every talented young person who has the ability to pursue a program of higher education will be able to do so if he chooses, regardless of his financial means.

Today private and public scholarship and loan programs established by numerous States, private sources, and the Student Loan Program under the National Defense Education Act are making substantial contributions to the financial needs of many who attend our colleges. But they still fall short of doing the job that must be done. An estimated one-third of our brightest high school graduates are unable to go on to college principally for financial reasons.

While I shall subsequently ask the Congress to amend and expand the Student Loan and other provisions of the National Defense Education Act, it is clear that even with this program many talented but needy students are unable to assume further indebtedness in order to continue their education.

I therefore recommend the establishment of a five-year program with an initial authorization of $26,250,000 of state-administered scholarships for talented and needy young people which will supplement but not supplant those programs of financial assistance to students which are now in operation.

Funds would be allocated to the states during the first year for a total of twenty-five thousand scholarships averaging $700 each, 37,500 scholarships the second year, and 50,000 for each succeeding year thereafter. These scholarships, which would range according to need up to a maximum stipend of $1000, would be open to all young persons without regard to sex, race, creed, or color, solely on the basis of their ability--as determined on a competitive basis--and their financial need. They would be permitted to attend the college of their choice, and free to select their own program of study. Inasmuch as tuition and fees do not normally cover the institution's actual expenses in educating the student, additional allowances to the college or university attended should accompany each scholarship to enable these institutions to accept the additional students without charging an undue increase in fees or suffering an undue financial loss.

IV Vocational Education

The National Vocational Education Acts, first enacted by the Congress in 1917 and subsequently amended, have provided a program of training for industry, agriculture, and other occupational areas. The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations call for a review and re-evaluation of these Acts, with a view toward their modernization.

To that end, I am requesting the Secretary of Health, Education, and Welfare to convene an advisory body drawn from the educational profession, labor-industry, and agriculture as well as the lay public, together with representation from the Departments of Agriculture and Labor, to be charged with the responsibility of reviewing and evaluating the current National Vocational Education Acts, and making recommendations for improving and redirecting the program.

CONCLUSION

These stimulatory measures represent an essential though modest contribution which the Federal Government must make to American education at every level. One-sided aid is not enough. We must give attention to both teachers' salaries and classrooms, both college academic facilities and dormitories, both scholarships and loans, both vocational and general education.

We do not undertake to meet our growing educational problems merely to compare our achievements with those of our adversaries. These measures are justified on their own merits -- in times of peace as well as peril, to educate better citizens as well as better scientists and soldiers. The Federal Government's responsibility in this area has been established since the earliest days of the Republic -- it is time now to act decisively to fulfill that responsibility for the Sixties.

John F. Kennedy

# # # # # # # # #

ESTIMATED ALLOTMENTS TO STATES UNDER THE PROPOSED ADMINISTRATION SCHOOL ASSISTANCE ACT OF 1961: FISCAL YEAR 1962, FISCAL YEAR 1963, FISCAL YEAR 1964

States	Fiscal Year 1962		Fiscal Year 1963		Fiscal Year 1964	
	Amount Per State	Amount Per Pupil in Average Daily Attendance in Public Schools	Amount Per State	Amount Per Pupil in Average Daily Attendance in Public Schools	Amount Per State	Amount Per Pupil in Average Daily Attendance in Public Schools
(1)	(2)	(3)	(4)	(5)	(6)	(7)
50 States, D.C. Guam, P.R. & V.I.	$666,000,000	$19.75	$766,000,000	$22.04	$866,000,000	$24.22
Alabama	19,691,692	27.27	22,583,245	31.06	25,327,454	34.65
Alaska	555,000	15.00	645,000	15.00	750,000	15.00
Arizona	6,260,276	22.60	7,619,234	25.74	9,043,884	28.71
Arkansas	10,538,844	28.18	11,874,871	32.09	13,101,790	35.80
California	52,733,321	16.82	64,313,909	19.16	76,414,133	21.37
Colorado	7,157,176	19.83	8,603,311	22.58	10,074,516	25.19
Connecticut	6,600,000	15.00	6,960,000	15.00	7,305,000	15.00
Delaware	1,155,000	15.00	1,215,000	15.00	1,290,000	15.00
Florida	19,120,968	20.65	23,494,752	23.52	28,120,464	26.23
Georgia	22,014,247	26.05	25,488,608	29.67	28,859,731	33.10
Hawaii	3,121,256	22.95	3,711,812	26.14	4,285,832	29.16
Idaho	3,760,723	24.91	4,339,997	28.37	4,872,393	31.64
Illinois	23,310,000	15.00	24,060,000	15.00	24,780,000	15.00
Indiana	16,956,529	18.51	19,671,096	21.08	22,317,020	23.52
Iowa	11,280,457	21.20	13,016,980	24.15	14,680,475	26.94
Kansas	9,445,918	21.97	11,033,685	25.02	12,613,723	27.91
Kentucky	14,583,887	24.97	16,638,833	28.44	18,558,615	31.72
Louisiana	15,034,329	23.56	17,525,995	26.84	19,997,176	29.94
Maine	4,125,926	22.30	4,750,050	25.40	5,326,446	28.33
Maryland	8,976,670	16.09	10,773,691	18.32	12,629,855	20.44
Massachusetts	11,790,000	15.00	12,090,000	15.00	13,273,515	16.09
Michigan	27,070,253	17.67	32,079,528	20.13	37,150,155	22.45
Minnesota	13,062,937	20.28	15,270,830	23.10	17,445,053	25.77
Mississippi	14,687,634	29.67	16,255,415	33.80	17,565,544	37.69
Missouri	12,246,808	17.03	14,064,931	19.40	15,795,929	21.64
Montana	2,919,012	20.85	3,419,626	23.75	3,920,101	26.49
Nebraska	5,321,259	20.00	6,129,038	22.78	6,912,416	25.41
Nevada	952,274	15.87	1,174,979	18.08	1,411,359	20.16
New Hampshire	1,734,218	17.70	2,035,633	20.15	2,337,963	22.48
New Jersey	14,400,000	15.00	14,985,000	15.00	15,555,000	15.00
New Mexico	5,275,194	24.88	6,263,277	28.34	7,302,037	31.61
New York	37,650,000	15.00	38,715,000	15.00	39,735,000	15.00
North Carolina	27,905,485	27.25	32,093,440	31.04	36,142,562	34.62
North Dakota	3,100,067	24.60	3,558,869	28.02	3,969,490	31.26
Ohio	28,735,988	16.30	33,879,936	18.56	39,031,368	20.71
Oklahoma	11,951,838	24.39	13,723,715	27.78	15,400,110	30.99
Oregon	7,095,843	20.10	8,356,592	22.89	9,601,681	25.54
Pennsylvania	26,880,000	15.00	30,986,280	17.06	34,942,097	19.03
Rhode Island	1,800,000	15.00	1,845,000	15.00	1,974,787	15.67
South Carolina	15,228,456	28.25	17,537,616	32.18	19,776,441	35.89
South Dakota	3,262,057	23.81	3,796,681	27.12	4,295,246	30.25
Tennessee	19,542,885	26.13	22,526,242	29.76	25,390,845	33.19
Texas	40,262,707	21.40	47,368,850	24.38	54,438,623	27.19
Utah	5,778,627	25.34	6,725,922	28.87	7,662,943	32.20
Vermont	1,459,990	21.16	1,638,770	24.10	1,827,851	26.88
Virginia	17,846,093	22.88	20,821,009	26.06	23,746,498	29.07
Washington	11,408,373	19.67	13,486,454	22.40	15,567,293	24.99
West Virginia	10,658,865	25.56	12,110,817	29.11	13,443,253	32.47
Wisconsin	11,615,012	17.63	13,630,448	20.07	15,650,932	22.39
Wyoming	1,541,357	21.11	1,803,631	24.05	2,065,380	26.82
District of Columbia	1,620,000	15.00	1,620,000	15.00	1,635,000	15.00
Guam	363,080	27.93	445,341	31.81	567,685	35.48
Puerto Rico	14,243,895	27.93	17,050,201	31.81	19,904,454	35.48
Virgin Islands	167,575	27.93	190,860	31.81	212,882	35.48

2/17/61 **Reproduced by Division of Federal Relations, NEA.**

2/18/61

ESTIMATED NUMBER OF SCHOLARSHIPS AND AMOUNT OF MONEY ALLOCATED TO STATES UNDER THE TERMS OF THE ADMINISTRATION-PROPOSED REVISION OF TITLE II OF NDEA

	FY 1962		FY 1966	
	Total Scholarships 1/	Amount	Total Scholarships 1/2/	Amount
(1)	(2)	(3)	(4)	(5)
Aggregate U. S.	25,000	$17,500,000	187,500	$131,250,000
50 States and D.C.	24,750	17,325,000	185,625	129,937,500
Alabama	519	363,300	3,889	2,722,300
Alaska	15	10,500	111	77,700
Arizona	160	112,000	1,197	837,900
Arkansas	306	214,200	2,292	1,604,400
California	1,898	1,328,600	14,237	9,965,900
Colorado	234	163,800	1,754	1,227,800
Connecticut	316	221,200	2,367	1,656,900
Delaware	56	39,200	418	292,600
Florida	543	380,100	4,074	2,851,800
Georgia	552	386,400	4,139	2,897,300
Hawaii	109	76,300	817	571,900
Idaho	116	81,200	872	610,400
Illinois	1,332	932,400	9,996	6,997,200
Indiana	681	476,700	5,105	3,573,500
Iowa	449	314,300	3,369	2,358,300
Kansas	328	229,600	2,460	1,722,000
Kentucky	458	320,600	3,434	2,403,800
Louisiana	462	323,400	3,462	2,423,400
Maine	141	98,700	1,058	740,600
Maryland	387	270,900	2,905	2,033,500
Massachusetts	688	481,600	5,160	3,612,000
Michigan	1,124	786,800	8,437	5,905,900
Minnesota	551	385,700	4,130	2,891,000
Mississippi	345	241,500	2,589	1,812,300
Missouri	590	413,000	4,427	3,098,900
Montana	109	76,300	817	571,900
Nebraska	219	153,300	1,643	1,150,100
Nevada	33	23,100	251	175,700
New Hampshire	88	61,600	659	461,300
New Jersey	717	501,900	5,374	3,761,800
New Mexico	131	91,700	984	688,800
New York	2,035	1,424,500	15,268	10,687,600
North Carolina	715	500,500	5,365	3,755,500
North Dakota	109	76,300	817	571,900
Ohio	1,329	930,300	9,968	6,977,600
Oklahoma	390	273,000	2,924	2,046,800
Oregon	270	189,000	2,023	1,416,100
Pennsylvania	1,631	1,141,700	12,233	8,563,100
Rhode Island	116	81,200	872	610,400
South Carolina	369	258,300	2,766	1,936,200
South Dakota	111	77,700	835	584,500
Tennessee	531	371,700	3,982	2,787,400
Texas	1,268	887,600	9,513	6,659,100
Utah	150	105,000	1,123	786,100
Vermont	66	46,200	492	344,400
Virginia	522	365,400	3,917	2,741,900
Washington	405	283,500	3,035	2,124,500
West Virginia	337	235,900	2,524	1,766,800
Wisconsin	608	425,600	4,557	3,189,900
Wyoming	52	36,400	390	273,000
District of Columbia	79	55,300	594	415,800
Canal Zone, Guam, Puerto Rico, Virgin Islands	250	175,000	1,875	1,312,500

NOTE: The allocation to each State is estimated on the basis of 1957-58 high school graduates and 1958 population aged 14 to 18.

1/ Based on the assumption that the amount per scholarship in each State will average $700.

2/ Consists of the total new scholarships to be made available for FYs 1963-1964-1965-1966.

EXCERPT

MEET THE PRESS

Produced by Lawrence E. Spivak

FEBRUARY 19, 1961

NBC Television and Radio

MODERATOR: NED BROOKS

GUEST: ABRAHAM A. RIBICOFF
Secretary, Health, Education and Welfare

PANEL: JACK BELL, Associated Press

JACK STEELE, Scripps-Howard Newspapers

RAY SCHERER, NBC News

and

LAWRENCE E. SPIVAK, Regular Panel Member

Number 4 -- 2/20/61

Division of Press and Radio Relations—National Education Association—Washington 6, D. C.

MR. SCHERER: Mr. Secretary, the President's message on education, which you have had considerable hand in framing, was supposed to go to Congress last week -- it's now going tomorrow -- why the delay, what did you have to iron out this week?

MR. RIBICOFF: Well first it was a very complicated bill and our department has been handling much of the beginning part of the program. We've been going for just about a month. We've had Health Care for the Aging, and all the phases of medical education and hospitals and research. We've had the Social Security changes, Aid to Dependent Children of the Unemployed Parent, and then in between there was almost a week taken out of my personal time on the Cuban Refugees. And we found that we just couldn't get all the things together to live up to the timetable even with the top staff working around the clock seven days a week. And when you got all through with it, it took that extra time. But I believe that the president will have a wonderful program tomorrow.

MR. SCHERER: Would you characterize this one as a modest program, too, as in the case of the Medical Care?

MR. RIBICOFF: I would say while it is a modest program, it is the best program and the most outstanding program in education that any President has presented to Congress and the people of the United States.

MR. SCHERER: Well, there seems to be considerable opposition in Congress, I don't think I have to spell this out, to using Federal money to pay teachers' salaries. How do you feel on that issue?

MR. RIBICOFF: To me the most important part of education is the teacher. I don't think you will ever solve the educational problem unless we have dedicated and able teachers. The whole key to education is the pupil-teacher relationship. A willing and able pupil and a dedicated teacher. After all, Mr. Scherer, you don't get an education out of a fancy face brick or a comfortable chair. It is teachers who make education, and I think it would be a tragedy for the United States if we didn't do everything possible in this country to attract our most able people to the teaching profession.

MR. SPIVAK: Governor, how urgent do you think this Federal Aid to Education Bill is and how fast do you think Congress ought to pass it?

MR. RIBICOFF: I would say it is very urgent. I would hope that they would pass it in time so it would have an impact with the next school year beginning in the fall of '61.

MR. SPIVAK: Now, Governor, you were governor of a state that had a pretty good school system, and as I remember, you kept increasing the amount that you spent for your schools. Weren't you able to get along pretty well without massive Federal aid?

MR. RIBICOFF: I would say we have gotten along well in Connecticut, but the pressures on all the states are getting beyond their capacity to handle them. And there are many states that are economically disadvantaged -- that aren't as well off as Connecticut....Now, a good education is important to every child in America, whether the child is in Mississippi, New York, South Dakota or Kansas, and I do believe that we Americans have a stake in excellence in education for every boy and girl in this country no matter where he lives.

MR. SPIVAK: Well now, do you see increased Federal aid as a temporary thing or do you think increased aid is going to be with us for all time?

MR. RIBICOFF: It is my feeling that a Federal aid to education program would be a permanent part of a contribution to the educational system.

MR. SPIVAK: And do you think it is going to be kept within the bounds of what the President now asks for in the bills you propose or do you think it is going to constantly be increasing as this country grows?

MR. RIBICOFF: I would say it depends upon the national income and the ability of this country to handle this problem. I can't imagine a more important domestic program than the problem of education. We are getting more and more children and we must improve educational excellence, we must bring new leadership to have great meaning in the problems this society faces in the years ahead.

MR. SPIVAK: In short, you think it's permanent and you also think that the probabilities are great that as each year passes we are going to have to spend more Federal money for education rather than less?

MR. RIBICOFF: I do, sir.

MR. STEELE: I wonder if you can tell us in a general way what your views are on the question of Federal aid going to private and parochial schools? As you know, President Kennedy has indicated that he opposes giving Federal aid to private and parochial schools. On the other hand, there are a great many people who feel that Federal aid is intended not for the school but for the pupil, and that students should not be discriminated against on the basis of what type of school they go to.

MR. RIBICOFF: Well, Federal aid to any religious school of any religious denomination in the public and elementary grades is unconstitutional, and the position of the President has been made clear time and time again, and I'm in agreement with the President.

MR. STEELE: You mean you believe that if it were written into this bill that portion of the bill would be unconstitutional?

MR. RIBICOFF: That is right, sir.

MR. STEELE: A good many of the states give aid to private and parochial schools.

MR. RIBICOFF: Well, I don't think that they do, directly, for school construction or paying teachers' salaries. They are in the nature of bus transportation, health measures, lunch programs, and these have been interpreted not as a contribution to a religion, to a church educational system -- these are contributions to the children. So there is a difference, Mr. Steele, in what you present and giving direct Federal grants to the parochial schools themselves or the teachers who teach in the parochial schools.

MR. STEELE: Not necessarily referring to this bill itself, but under most of the bills that have been proposed the aid would be distributed on the basis of so much a student. So doesn't this at least indicate that the aid is really intended for the student even though it may be siphoned to him by virtue of going through the school.

MR. RIBICOFF: I'm not supposed to say what is in the bill. But the bill that will go in tomorrow doesn't have that provision.

MR. SCHERER: Congress never in all the years of our history passed a general education bill. Why do you think the chances are better or even good this year?

MR. RIBICOFF: Because times are ripe for it. Education is ready to come into the public consciousness as one of our basic needs and because we have got a fighting President who believes in education down to his very heart and soul and he is going to fight for education. And with the President fighting for education I do believe that an educational bill will pass.

MR. SPIVAK: Mr. Secretary, will you tell us what your views are about giving Federal aid to school districts that haven't yet desegrated and may not?

MR. RIBICOFF: It depends what Congress says, sir. I mean, basically, if there is nothing in a Congressional bill preventing such grants then under those circumstances the money should go to every school district and for every child.

MR. SPIVAK: Regardless of whether or not there is desegregation?

MR. RIBICOFF: Well, you act in accordance with the Supreme Court. The Supreme Court did not rule in 1954 that every school district must be desegregated. The Supreme Court ruled that you could not use race as a reason to segregate a student. And then it put into the hands of the District Courts the enforcement and the carrying out of various plans.

MR. SPIVAK: What is your own position on this question of aid to schools that won't desegregate?

MR. RIBICOFF: My position is this. Education is one of the greatest needs facing our country. I am passionately committed for education for every boy and girl in the United States of America. We have many problems facing this country. Agricultural surpluses, civil rights, and the question of segregation and desegregation. But it would be a great tragedy for America if we try to string all of these problems together on one string of beads and try to solve them in one package. And I think it would be a tragedy for education that if we insisted that we solve every problem facing this country on the backs of education. Because this would do no good for education and wouldn't solve the problems of segregation. If we have a problem of civil rights we are going to have to face up to it and try to solve it on its own and not try to solve it by stopping the progress of education and the betterment of our schools.

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NOTE: The above excerpt from "Meet The Press" has been made by the Division of Press and Radio Relations, National Education Association, Washington 6, D. C.

Feb. 20, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

February 20, 1961

FOR IMMEDIATE RELEASE

Statement by Dr. William G. Carr, executive secretary of the National Education Association, concerning President Kennedy's special message on education.

President Kennedy's message today on education is one of the great documents in the history of American education. When acted upon, it can be the landmark contribution to education called for by the President. The President has kept faith with the future of America, a future that depends very largely on the level and quality of educational opportunity provided for its young citizens. The National Education Association will support the President's program without "ifs" or "buts." Its beneficial effects can commence when schools open next fall, provided Congress acts promptly. When translated into legislation by Congress, the President's message will have specific value in school districts throughout the nation.

For example, the chances are now nine out of ten that during a typical youngster's elementary schooling at least one of his teachers will lack the necessary level of preparation represented by college graduation. The President's program will help the states to prepare, attract and retain the 90,000 skilled teachers the nation now lacks.

With legislation of the type the President asks, we can begin also to make sure every child has an opportunity to learn in a school which fosters health and high achievement. The states and localities can, when the legislation is enacted, speed up their efforts to remove the present serious shortage of 142,000 classrooms. These benefits will have long-term significance for the nation's prosperity, progress and even survival.

The National Education Association, on behalf of the one and a half million educators in its affiliated organizations, together with their friends and allies among

(more)

the PTA, school boards, and other civic groups, is heartened, of course, that generous national support for America's schools has been so clearly and eloquently announced as official Administration policy.

It is of utmost importance, too, that the President has recognized the necessity of leaving to the states freedom-of-choice in determining how they can most effectively use their nationally-collected and distributed funds.

The friends of the President's program cannot afford, however, to relax their efforts until Congress has finally written into law a program such as he has recommended. I call on the citizens of the United States of all parties, opinions, and sections to support the President's program in the national interest.

With regard to the outlook, it should be remembered that in the last session of Congress national support legislation for schools was passed by both Houses and was on its way to enactment when it was pigeon-holed by the Rules Committee. Now with the Rules Committee enlarged to avoid such side-tracking and with the continued and enthusiastic support of President Kennedy and Secretary Ribicoff, the chances for enactment appear encouraging.

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Feb. 20, 1961

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 Myrtle Bonn

FOR RELEASE AT WILL

School Administrators from 14 States
Convene in San Francisco, February 25

WASHINGTON, Feb. 20 -- The American Association of School Administrators (AASA) will open the first of its three 1961 regional conventions in San Francisco on Saturday, February 25.

The western parley will be attended by between four and five thousand representatives from 14 states plus Guam, American Samoa, and Midway Islands. Participants, for the most part, will be state, city, and county superintendents and others with top responsibility for running the schools. The attendance figure also includes observers and guests.

States represented at the San Francisco meeting are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Texas, Utah, Washington, and Wyoming.

The program calls for close to 150 general sessions and group meetings on almost every critical issue facing the schools -- from evaluations of teacher competence and present testing methods to school architecture and finances.

General sessions will be marked by speaker-analyst teams exploring subjects which have a direct or indirect bearing upon education. Among these are mental health, business economics, anthropology, and political science.

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Note to Editor: The AASA Press Office will be located in Room 200 of the Civic Auditorium. It will open Thursday, February 23, and will remain in operation through Tuesday, February 28. Phone: UNderhill 3-6361.

Several meetings are planned in cooperation with such organizations as the American School Boards Association, the Council of Chief State School Officers (state superintendents), the U. S. Office of Education, the American Institute of Architects, and other groups.

High priority will be given to the international scene (Sunday, Feb. 26, 8:30 P.M.) when four educators from the United Kingdom, the Arab-speaking world, central Europe, and the Orient discuss major goals and movements relating to education in their countries.

Harold Spears, San Francisco superintendent of schools, is scheduled to greet the administrators (9 A.M. Saturday, Feb. 25) when the vast array of educational exhibits is officially opened. There will be approximately 225 exhibitors displaying everything from school buses to slide rules. A special architectural exhibit will include 100 school building plans featuring innovations in mechanical equipment, the use of space, and over-all structure.

Some other highlights of the meeting:

James B. Conant, president emeritus of Harvard University and author of the recent studies on the American high school and junior high school, who will speak on "A Penetrating Look at the Junior High School," Monday, Feb. 27, 9:30 A.M., Nourse Auditorium.

Benjamin C. Willis, general superintendent of schools, Chicago, Ill., who will report on "The Controlling Purposes of American Education," Sunday, Feb. 25, 2:30 P.M., Gold Ballroom of the Sheraton Palace.

Charles C. Holt, director, Joint Committee on Testing, Washington, D.C., whose topic will be "What's the Score on Testing?" Sunday, Feb. 25, 2:30 P.M., Concert Room of the Sheraton Palace.

A panel discussion on year-round educational programs scheduled for Monday, Feb. 27, 2:30 P.M., in the Vista Room of the Whitcomb Hotel.

A debate on when foreign language instruction should begin with Dan T. Dawson, executive secretary of the California Elementary School Administrators' Association and Charles W. Lovy, professor of languages and humanities, Contra Costa College, San Pablo, Calif., Monday, Feb. 27, 2:30 P.M., Room 403, Civic Auditorium.

Another panel on "Why Capable High-School Students Drop Out," on Monday, Feb. 27, 2:30 P.M., Room 285, Sheraton-Palace Hotel.

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James E. Russell, secretary of the Educational Policies Commission, Washington, D.C., who will speak on "Who Is Making Curriculum Decisions?" Tuesday, Feb. 28, 2:30 P.M., in the Public Health Auditorium.

Martin Essex, superintendent of schools, Akron, Ohio, who will speak on "Are America's Basic Values Being Threatened Today?" Tuesday, Feb. 28, 2:30 P.M., Room 258 of the Sheraton-Palace Hotel.

James D. MacConnell, director, School Planning Laboratory, Stanford University, leading a panel discussion on "An Educational Dilemma--Candlelight Planning for Satellite Needs of the 1960's," Tuesday, Feb. 28, 2:30 P.M., Hunt Room of the Fairmont Hotel.

AASA has a membership of approximately 12,500 city, county, and state superintendents; college and university presidents; deans of colleges of education; professors of school administration; administrative officers of state and national education associations; and heads of private schools who work directly with governing authorities.

Two additional regional conventions will follow the San Francisco meeting. One is scheduled for St. Louis from March 11 through March 14, and another will be held in Philadelphia from March 25 through 28. Next year's national meeting will be in Atlantic City, New Jersey.

When the last of the regional meetings is over it is expected that top officials in school systems which educate over 90 percent of the youngsters now in public schools will have participated.

Forrest E. Conner, superintendent of schools in St. Paul, Minn., is AASA president this year. Finis E. Engleman of Washington, D.C., is executive secretary. President-elect is Benjamin C. Willis, Chicago's general superintendent of schools.

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Feb. 15, 1961

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
Wednesday, Feb. 15, 1961

Creative Students: A New Challenge for the Educator

WASHINGTON, Feb. 14 -- Recent concern of the schools with the problem of identifying the academically talented pupil -- the so-called "gifted" child -- has led some educators to focus their attention on the sometimes overlooked talented child not readily recognized as "gifted" -- the creative person.

The fact that traditional intelligence tests measure only a few of the many dimensions of the mind, and indications that IQ tests readily spot the academically gifted but often by-pass the creative, presents a problem that is examined in a new publication of the Association for Supervision and Curriculum Development (ASCD).

Third in a series of reports on how people learn, Human Variability and Learning is a compilation of reports presented at ASCD's fifth curriculum institute dealing with original research into the learning process.

The report on the creative individual is presented by Calvin W. Taylor, professor of psychology at the University of Utah. Taylor maintains not only that the "creative type" of gifted is distinct from the "IQ type," but that there are other types of gifted relatively separate from both of these. Among the other types, he suggested, may be those whose talents lie in the direction of planning, evaluation, or decision making, and in the field of communication.

Taylor quotes one study in which practicing scientists were asked to arrange, in the order of importance, some 28 dimensions of the mind which they deemed related to on-the-job success in the physical sciences. Among the 28 were five or six qualities usually measured by the traditional IQ tests. It turned out that the

(more)

practicing scientists ranked only one of these IQ factors high on their list of desirable attributes.

Taylor refers also to two studies in the scientific field which demonstrated that undergraduate grade point averages had no relation at all to the student's later success on the job. The top grade-getters had various degrees of success at their work, and so did those whose college grades had been less than "C".

"Perhaps one reason why our society does not give very much moral and tangible support to education," Taylor suggests, "is that persons leave the academic world and find, to some degree at least, that characteristics in which they are highly trained are not called for as much as they expected they would be in the field of work."

One ominous implication for the schools in these studies, Taylor warns, is that there is evidence the creative types drop out of school, at all levels, in relatively greater numbers than the IQ types.

Other chapters of the book deal with the influence of such personality factors as anxiety and motivation on the learning process and the influence of groups, including classroom groups. There is a preface and a summary in which areas needing further research are suggested by Walter B. Waetjen, of the University of Maryland, chairman of ASCD's Research Commission, and editor of the book.

Other contributors are: ASCD president Arthur W. Foshay, who is executive officer, Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University, New York, N.Y.; George W. Denemark, University of Wisconsin, Madison; Seymour B. Sarason, Yale University, New Haven, Conn.; Richard Alpert, Harvard University, Cambridge, Mass.; Herbert Thelen, University of Chicago, Chicago, Ill.; and Ronald Lippitt, University of Michigan, Ann Arbor.

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Note: Copies of Human Variability and Learning may be ordered from the Association for Supervision and Curriculum Development, NEA, 1201 16th St., N.W., Washington 6, D.C. 88 pages. $1.50.

Feb. 12 1961

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 Myrtle Bonn

FOR RELEASE: P.M. Papers
Monday, February 13, 1961

Guidance Counselors Urged to Fine-Comb
Schools for Academically Talented Pupils

WASHINGTON, Feb. 12 -- Two national groups concerned with educational guidance have joined forces to outline a program designed to fine-comb the public schools for academically talented students and assure them the opportunity to develop their potentials. The groups are the National Education Association's Project on the Academically Talented Student and the American Personnel and Guidance Association, both with headquarters here.

The program, based on a recent conference of guidance counselors and educators, is detailed in a 144-page report titled Guidance for the Academically Talented Student.

The report highlights these elements of a good guidance program:

Early identification supported by long-range records which disclose patterns of development. (Early identification, the report points out, helps a child form a "self-concept" linked to his ability -- a safe base for exploration and surmounting failure. It also enables the school to do long-range planning.) It reminds counselors that talent is not limited to any social, religious, or economic group and that it can be found among the unkempt, delinquent, and in any ethnic group.

Motivation through the society, the home, and the school. Here, the counselor must be alert to problems of special groups, such as the culturally or economically deprived where home background tends to stifle ambition. Of special significance are the academically talented girls, 80 percent of whom fail to go on to college after being graduated from high school.

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"Under the mores and attitudes of American society today, school girls will not be oriented toward work outside the home unless the public schools pay special attention to their motivation problems," the report says.

Attention to the "creative" as distinguished from the high achiever. This calls for a flexible program which recognizes the advantages of high academic standards in all areas and also permits the development of special talents or skills.

"The problem of conformity is a great one for the talented student," the report relates. "One point of view suggests that the talented student should not always be required to conform, but that he should be given help in knowing how to conform and how to be socially acceptable when the situation demands it."

Proper guidance, the report makes clear, involves more than the guidance counselor. It is related to the entire school program, teachers, parents, home environment, the community, personal needs of the students.

A lengthy appendix describes numerous projects for the gifted and tells where to get further information on them.

The report was edited by Elizabeth M. Drews, associate professor at Michigan State University in East Lansing. Both the conference and the report were made possible by funds granted by the Carnegie Corporation of New York.

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Note: Copies of Guidance for the Academically Talented Student may be ordered from the National Education Association, 1201 16th St., N.W., Washington 6, D.C. Single copy, $1.

Feb. 3, 1961

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 Myrtle Bonn

FOR IMMEDIATE RELEASE

Henry Steele Commager Inaugurates
New "Meet the Professor" TV Series

WASHINGTON, Feb. 3 -- Henry Steele Commager, professor of American history and American studies at Amherst College, Amherst, Mass., will be the featured college teacher on the premiere of the new television series, "Meet the Professor," scheduled for the American Broadcasting Company Television Network, beginning Sunday, February 5, at noon EST.

The renowned teacher, author, lecturer, and historian will be the first of 13 outstanding college and university professors to appear on a series presented in cooperation with the National Education Association and the Association for Higher Education (AHE). Dean Russell M. Cooper, University of South Florida and chairman of the AHE Committee on Teaching in Colleges and Universities, stated that these TV programs are "designed to provide the public with a deeper understanding of the profession of college teaching, by presenting the professor in a natural relationship to his students and to his scholarly pursuits."

Harold Taylor, former president of Sarah Lawrence College, will serve as host for the series. Three of television's outstanding writers, Robert Lewis Shayon, Alvin Boretz, and Elliott Baker, are serving as editorial consultants. Wiley Hance, manager of public affairs for the ABC-TV Network, will produce the programs.

The "Meet the Professor" series will attempt to answer such questions about college teachers as: "What is he really like?" "What does he consider to be the heart of the teaching experience?" "What is his relationship to his students, to the institution, to the community, to the nation, and to the world at large?"

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Feb 1, 61

News from the NATIONAL EDUCATION ASSOCIATION

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

Note to Editors and Correspondents: Thirty-two national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press and Radio Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For further information:
Beatrice M. Gudridge or Joseph Hanlon

FOR IMMEDIATE RELEASE

New Booklet Examines
School Fire Hazards

WASHINGTON, Feb. 00 -- When the alarm signal taps out the code that means fire in a school or hospital, it is an automatic multiple alarm for the fire department. In alert newsrooms there is no delay to check whether this may be a false alarm -- reporters and photographers are dispatched to the scene, coat-tails flying.

For such fires can be and sometimes are major, heart-breaking disasters. One of them, in Chicago two winters ago, took the lives of 95 school children. Actually there have been only five fatal school fires since 1935, but in that period more than 76,000 school fires have been reported and any one of these, in the wrong combination of circumstances, might have turned out worse than the Chicago catastrophe.

From the ashes of Our Lady of the Angels School in Chicago has come a detailed report called School Fires: An Approach to Life Safety, published by The Building Research Advisory Board, an operating unit of the National Academy of Sciences-National Research Council. The study began at an exploratory conference on school fire safety called by the American Institute of Architects and attended by representatives of 14 national organizations, including the National Education Association.

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Shirley Cooper, associate secretary of the American Association of School Administrators, was vice chairman of the committee in charge, and Stanley A. Abercrombie, assistant secretary of the NEA Safety Commission, was a member.

The project was carried out in concert with the Academy-Research Council's Committee on Fire Research, and was supported by a grant from the Educational Facilities Laboratories Inc.

Fire is possible in any school, the book says. Surprisingly, it identifies the likeliest hazard to life resulting from fires not as being "burned up," but as smoke and toxic gases. Second is heat, and finally, flame.

The 59-page profusely illustrated book finds that these hazards can be controlled, providing the time needed for escape from fire is adequate. The three basic tools available for control, it suggests, are physical changes in the makeup of schools, the addition of earlier detection and alarm devices, and trained, disciplined behavior by the people involved.

The problems presented in these areas are examined in detail and, ultimately, a three-part program for life safety is recommended. This involves: 1) planning for protection by the elimination of known hazards; 2) provision for escape by prompt detection, alarm, and evacuation; and 3) incorporation of needed control devices to stop or retard the spread of fire, so gaining time needed for escape.

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Note: Press copies of School Fires: An Approach to Life Safety may be ordered from the National Academy of Sciences-National Research Council, 2101 Constitution Ave., Washington 25, D.C.

2/1/61

Jan. 27, 1961

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

January 27, 1961

TO PARTICIPANTS, SAN FRANCISCO REGIONAL MEETING
OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS:

The many sessions scheduled concurrently at the San Francisco Regional Convention of the American Association of School Administrators will make it extremely difficult for newsmen assigned to cover the meeting to do a thorough job.

To help reporters get as complete a picture as possible of convention proceedings, the AASA Press Office will duplicate and make available to them as many manuscripts and summaries of presentations as can be collected.

Will you be good enough to use the enclosed form to let us know whether your manuscript -- or a summary of your remarks -- will be available? If it is already prepared, please attach a copy when returning the form.

Manuscripts which cannot reach this office by February 20 should be mailed to:

Mrs. Beatrice M. Gudridge
Sheraton-Palace Hotel
San Francisco, California

If your manuscript will not be ready until your arrival at the convention, please rush a copy to the Press Office, Room 200, Civic Auditorium.

Many thanks for your cooperation.

Sincerely,

Roy K. Wilson

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

Manuscripts received at the last minute will be reproduced photographically, so please remember that a sharp, black copy will be necessary.

Jan. 25 1961

News from the NATIONAL EDUCATION ASSOCIATION

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For further information:
Roy K. Wilson or Joseph Hanlon

HOLD FOR RELEASE -- P.M. Papers Jan. 25
To Go with Motley - U.S. Chamber of Commerce
Statement of Federal Aid for Education

Washington, Jan. 25 -- William G. Carr, executive secretary of the National Education Association, said today the membership of NEA, like the membership of the Chamber of Commerce, was happy about the progress that has been made in education in recent years. Carr said, however, that this was no ground for complacency.

He pointed out that the Chamber's statement looked to the past, and not to the future. "The National Education Association," he said, "is more concerned with what is going to happen than with what has happened. As did the Eisenhower Commission on National Goals, the Rockefeller Foundation, the Kennedy education task force, and the recently retired Secretary of Health,Education and Welfare, Arthur S. Flemming, we realize, as do the American people, that the federal government must assume a major share of responsibility in the future for financing our schools."

Former Secretary Flemming, Dr. Carr said, had pointed out in a farewell statement, that the nation will fall short in the field of education "unless the federal government assumes a far greater share of the total responsibility than it has to date."

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NEWS SERVICE
CHAMBER OF COMMERCE OF THE UNITED STATES • WASHINGTON, D.C.

FOR RELEASE AFTERNOON PAPERS WEDNESDAY, JANUARY 25, 1961

WASHINGTON, January 25--Arthur H. Motley, President of the Chamber of Commerce of the United States and publisher of Parade magazine, said today that expenditures for education in this country have more than tripled in the past ten years, "a decade in which new records were made every year in American schools and colleges."

"From 1950 to 1960 enrollments rose 48 per cent," he said. "Meanwhile, the size of the instructional staff climbed 51 per cent. Average teacher salaries increased 72 per cent. The number of classrooms in use increased 60 per cent.

"Washington had little if anything to do with these achievements," Mr. Motley said. "The tremendous strides in education have been made under local sponsorship, guidance and control, and through business leadership on the community level.

"Americans thus have proved in the last decade that they neither need, nor do they want, federal direction in expanding and improving educational opportunity. This has been done in spite of the tempting invitation, during every session of Congress, to wait until the subsidies were authorized.

"Today, more Americans go further in education, with better teachers and in better housing, than citizens of any nation on earth," Mr. Motley said.

Mr. Motley said statistics show that where there has been a justified need for increased spending on education, "businessmen have moved to the forefront to arouse the public to its responsibility to

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finance an educational system second to none in the world."

Mr. Motley pointed to a National Chamber survey of business support for better schools. The survey, conducted last year, covered 663 communities in all 50 states. Local chamber officials were asked to report what position their chambers took on local school issues -- proposals for higher taxes, bond issues, higher teacher salaries, and district reorganization and consolidation.

Of 1,573 proposals reported in the survey, 1,184 or more than 75 per cent won local chamber support. The local chamber was neutral on 353 issues and opposed only 36. A total of 1,272 proposals were passed, a figure only slightly above the number which the Chamber supported.

Mr. Motley said many impressive records were written in American education last year.

"There was a new high in school bond approvals . . . a new low in the number of school districts and small high schools, bringing further efficiency . . . a new high in states which require college degrees for teachers, meaning better instruction . . . and a big increase in enrollments in community and junior colleges."

Mr. Motley said that "it was not true in 1950, and it is not true now, that teachers' salaries and school construction need be federally subsidized."

"Teachers now lead all categories of state and local employees in average monthly earnings," he said. "There are only five states where average salaries now are (slightly) less than $4,000, whereas in 27 states they are more than $5,000, and in seven states above $6,000. More than half of the 1,330,000 classrooms currently in use have been built since World War II, and there are 60 per cent more classrooms

(more)

available today than in 1950.

"Altogether then, expenditures for education have more than tripled in the last decade. In the face of rapid enrollment increases, the quality of school housing and instruction have both been raised. With comparable state, local and private effort during the 1960's, this expansion and improvement in educational opportunity will continue.

"Enrollment increases will be only half as great in 1965-70 as in 1955-60. This fact alone indicates how obvious it should be that federal intervention is even less justifiable in the sixties than in the record-making fifties -- when we proved we didn't need it."

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Jan 2, 2031, 8 copies
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Labor 8.50

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

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ADAMS 4-4848

January 23, 1961

SPECIAL MEMO TO: PUBLIC RELATIONS CHAIRMEN OF LOCAL ASSOCIATIONS

Dear Colleague:

The enclosed packet of public relations materials is the first of five monthly packets you will receive, as a special service, without charge, from the National Education Association.

Why are these packets being sent to you? Because you are chairman of the public relations committee of your local education association, and because we have received innumerable requests for suggestions and materials that will help you and your colleagues in other local associations across the country carry out your public relations responsibilities.

What is included in this month's packet? A reprint of a major article which appeared in a national magazine; a copy of TRENDS newsletter, fact-packed with reports of public relations projects; and an issue of IT STARTS IN THE CLASSROOM newsletter, filled with ideas which can be used by every classroom teacher.

How can you make use of this package? Perhaps a single paragraph or report in any one of these three items will suggest a use to you, in your area, that might never occur to us. We do know, however, how other public relations chairmen are using them. Some chairmen use them as guides for workshop sessions; some talk to the school librarian and arrange to have copies available there; other PR chairmen, by working with their association's building representative or school principal, have worked out a variety of plans for making sure that these publications are brought regularly to the attention of each classroom teacher--with copies posted on bulletin boards or a quantity purchased to distribute throughout the staff; many use the ideas as a basis for articles in their own newsletters or as a starting point for official association projects.

We hope this special packet will give you some usable PR ideas.

Sincerely,

Roy K. Wilson

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

P. S. Under separate cover, we are also sending you a complimentary copy of a public relations handbook, "Pebbles: Successful Public Relations that Start with the Teacher in the Classroom and Reach into Every Home."

Jan. 22, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

Note to Editors and Correspondents: Thirty-two national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press and Radio Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For further information:
Beatrice M. Gudridge or Minnio Gilliland

FOR RELEASE: Sunday Papers
January 22, 1961

Study Finds Music Education As "Mind Stretching as Math"

WASHINGTON, Jan. 18 -- Music education, particularly in secondary schools, should be broadened to include the academically talented student and not be limited to those who are musically talented, says a report released jointly today by the National Education Association's Project on the Academically Talented Student and the Music Educators National Conference, an NEA department.

Academically talented youngsters, says the report, can reap special benefits from a program which provides understandings of music as a means of communication and insights into form, structure, and composition. They may not be interested or able to participate in performance groups, it notes, but adds that their exploration of good music can become as mind-stretching as a course in physics or mathematics.

The 128-page report was written by William C. Hartshorn, supervisor in charge of music education for the Los Angeles (Calif.) City Board of Education. It is based on a conference held last year by the NEA and the Music Educators National Conference, with the financial assistance of the Carnegie Corporation of New York. This is the seventh report published by the NEA's Project on the Academically Talented.

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Titled Music for the Academically Talented Student in the Secondary School, the report divides the intellectually able into three general groups for purposes of learning.

In the first group are those who have talent and experience in instrumental or vocal performance. It is important, says the report, that their performance be continued "with uncompromising adherence to the highest standards of repertoire and technical proficiency."

A second group may include the academically talented students for whom performance is a minor activity. These students need not abandon performance, says the report, but they will probably profit from a greater emphasis upon listening and related studies that are "intellectually oriented."

The last group identified by the report includes a large number of academically talented students who have no desire to perform music -- nor special talent. For them, it says, the curriculum "should provide musical experiences that consist chiefly of listening, analyzing, reading, and reacting to these experiences through writing or discussion." And, the report continues, these opportunities should result in "a high level of enjoyment, involving responses that are both emotional and intellectual." These experiences should also lead to "deep understandings and insights," and to "discriminating judgments of value."

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Note: Copies of Music for the Academically Talented Student in the Secondary School may be ordered from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. Price, $1.50.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4848

January 19, 1961

MEMORANDUM TO THE EDITOR:

School systems which educate over 90 percent of the youngsters now in public schools will be represented at the three regional meetings of the American Association of School Administrators (AASA) scheduled during February and March.

Joining the superintendents as they evaluate teacher competence, testing programs, foreign language instruction, and other critical issues, will be the heads of all state departments of education along with representatives of practically every college and university in the country.

Theme of the meetings will be "Education for the Challenges of Tomorrow." Subjects covered will range from the use of teaching machines to what the public expects of the superintendent's wife.

For the convenience of newsmen covering the sessions, a fully equipped press office will be in operation at the following locations:

San Francisco Regional Convention of AASA, February 25-28, 1961
Press Office, Room 200, Civic Auditorium

St. Louis Regional Convention of AASA, March 11-14, 1961
Press Room, Kiel Auditorium

Philadelphia Regional Convention of AASA, March 25-28, 1961
Press Office, Room 206, Convention Hall

If you or your representative wish help in obtaining hotel accommodations, please fill out and return the enclosed yellow form. It will expedite matters for all concerned if you could notify us of your housing needs at least three weeks before each meeting opens.

Sincerely,

Roy K. Wilson

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

Jan. 13, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

Note to Editors and Correspondents: Thirty-two national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press and Radio Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For further information
Beatrice Gudridge or M. Ruth Broom

FOR IMMEDIATE RELEASE

Music Conclave Here Attracts Thousands of Teachers, Students From Eastern States

WASHINGTON, Jan. 13 -- Thousands of teachers and students -- from grade schools, junior and senior high schools, colleges and universities -- descended upon the nation's capital today, and unlike many visitors, filled the air with music.

And they are visitors with a difference -- they are delegates to the four-day meeting of the Music Educators National Conference (MENC), a department of the National Education Association.

The meeting, the annual regional conference of the MENC's Eastern Division, got underway at the Shoreham Hotel this morning with a flood of more than 2,000 music educators and an equal number of students arriving from states all along the East Coast. The conference will continue through Jan. 16.

Among those taking part in one of the most unusual conferences this city has seen in a long time is the Hempstead High School String Orchestra conducted by Arthur Lillicrap and William B. Strickland.

The teachers attending will spend their time in workshop-type sessions and in special group meetings where they will study curriculum problems, the need for new teaching techniques, for more research, and various ways of widening horizons for themselves and their students.

The youngsters are the talented students who have been especially picked by their schools to attend sessions and to demonstrate their skills in a whole series of special meetings. They will also have an opportunity to attend special programs scheduled for them in the National Gallery of Art and in the National Cathedral, plus tours of the capital city.

Maurice C. Whitney, director of music education in the Glen Falls (N. Y.) public schools, and president of the MENC's Eastern Division, will preside during major sessions, and delegates will be welcomed by District School superintendent Carl F. Hansen. The MENC is one of the largest NEA departments, with current membership totaling more than 34,000.

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Jan. 13, 1961

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information
Beatrice Gudridge or M. Ruth Broom

FOR IMMEDIATE RELEASE

Local Resident Helps Map Plans for School Safety Programs at National Meeting Here

WASHINGTON, Jan. 13 -- The 15-member National Commission on Safety Education and two of its most active committees, held its annual meeting here this week to map plans for the coming year and to work out policy statements on projects designed to strengthen safety education programs in the nation's schools.

The Commission, an arm of the National Education Association, called in members of its Business-Industry and Education Advisory Committee and the Research Advisory Committee to take part in work sessions.

Taking part in the meetings which will be climaxed at a banquet at the Mayflower Hotel here tonight

NEA President Clarice Kline spoke to Commission members as they began their three-day meeting at NEA headquarters here on Jan. 9, and William G. Carr, NEA executive secretary, extended greetings and reaffirmed the NEA's interest in the work of the Commission and its committees.

Norman Key, commission secretary, S. A. Abercrombie, assistant secretary, and Clara G. Statemeyer, associate in research and curriculum for the Commission, were in charge of program arrangements.

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Jan 9 1961

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 Myrtle Bonn

FOR IMMEDIATE RELEASE

NEA Defense Commission
Reports on Santa Fe Crisis

WASHINGTON Jan. 9 -- A complicated interrelation of personalities, attitudes, and other factors, and not just a few "troublemakers," as many people claim, are the cause of the fear, mistrust, and low morale found in the Santa Fe, New Mexico, school system, the NEA Defense Commission announced today in releasing the report of its investigation into the Santa Fe school system.

The report, prepared by a committee of eight, including professional educators and school board members from seven different states, found that the introduction of a type of merit and demerit pay system by the board of education and the administration in the late summer of 1959 without advance notice or discussion with the teachers was one of the major causes of the turmoil in the Santa Fe school system.

Other contributing factors included the absence of proper channels for teachers to communicate with the school board, an apparent lack of respect on the part of the superintendent of schools for the teaching staff and the board of education, indecisiveness on the part of the official spokesmen of the teachers association, and a tendency among members of the community to circulate rumors or misinformation, and "to react emotionally to the rumors they themselves helped to circulate."

The special investigating committee appointed by the NEA Defense Commission held interviews in Santa Fe in April 1960 after an investigation was requested by the Santa Fe Classroom Teachers Association with the approval of the New Mexico

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Education Association. The NEA special committee was headed by Miss Mathilda Gilles, elementary school principal in Salem, Oregon, and currently chairman of the NEA Defense Commission.

Noting that all of those responsible for the support and program of the Santa Fe public school system must develop more effective ways to work together in behalf of the young people of Santa Fe, the NEA report directs its recommendations to five groups: the citizens of Santa Fe, the board of education, the superintendent of schools, the central administrative staff, and the teachers.

The report recommends that the citizens institute a community-wide program to canvass, screen, and nominate the best available candidates for school board membership. Problems involving the schools should be presented to the appropriate officials, the report continues, and citizens should avoid criticism of the school system or of school personnel based on unverified information.

In their actions affecting the schools the members of the board of education must make every effort to demonstrate to the community that they "represent the community as a whole rather than segments of the population of Santa Fe," the report recommends.

In addition, the board should "postpone the application of any plan to depart from an established salary schedule until specific procedures for evaluating teachers and criteria for determining teaching load and level of competence have been worked out in co-operation with teacher-elected representatives of the instructional staff."

Although Irving P. Murphy, the superintendent of schools, who had just completed his first year in the Santa Fe school system at the time of the investigation, had entered an unusually difficult situation, the report concluded that "his actions had done little, if anything to ease the situation, but rather had made it increasingly tense."

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The NEA special committee recommended that the superintendent "determine through a critical self-analysis whether confidence in his administration can be established among teachers, principals, parents, and other citizens in the community. If his answer is in the affirmative, he should take immediate action to improve his relationships between his administration and the instructional staff. If his answer is negative, or if he cannot in the immediate future establish an atmosphere of mutual confidence at least within the school system, he should submit his resignation and insist that the board of education accept it."

The report further recommends that the superintendent "involve the instructional staff more thoroughly in the development of policy recommendations which directly affect them," and "stop scapegoating individuals and small groups as sources of all troubles in the school system."

The central administrative staff is advised to "function in harmony with the entire professional staff of the Santa Fe school system," and "be precise in all communications with the school staff."

The teachers of Santa Fe were urged by the NEA special committee to increase their participating interest in their local professional association and to cooperate with the board of education and the administration to establish proper lines of communication within the school system, and follow them at all times.

Concerning the charge that the situation in Santa Fe was caused by a few "troublemakers" among the teachers, the NEA special committee recommended that the teachers be certain that in the conduct of their professional business they and their leaders "follow standards of conduct that will win and hold respect for the teaching profession in the community."

Members of the NEA special committee conducting the Santa Fe investigation included Miss Mathilda Gilles, principal, Richmond School, Salem, Ore., chairman; Allan S. Hurlburt, professor of education, Duke University, Durham, N. C.;

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Mrs. John D. Lyons, member, Board of Education, Tucson, Ariz.; Wesley Martin, superintendent of schools, Monahans, Tex.; Mrs. Palmer Petteway, teacher of education at Roosevelt School, Tampa, Fla.; James L. Taylor, member, Board of Education, Englewood, Colo.; Miss Maria Urquides, a teacher at Pueblo High School, Tucson, Ariz.; and Ivan R. Willey, professor of educational administration, University of Wyoming, Laramie.

Staff members of the NEA Defense Commission assisting the committee included Richard L. Morgan, legal assistant, co-ordinator; Dr. Richard Barnes Kennan, secretary; Dr. Henry E. Butler, Jr., legal counsel; and Miss Barbara A. Byers, technical writer. All are from Washington, D. C.

Single copies of the 44-page report, which is subtitled "A Study of Turmoil Resulting from Ill-Advised School Personnel Policies," or a synopsis of the findings and recommendations, may be obtained free of charge by writing the NEA Defense Commission, 1201 16th Street, N. W., Washington 6, D. C.

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ASCD
Jan 3, 1961

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 Joseph Hanlon

FOR RELEASE: A.M. Papers
Tuesday, Jan. 3, 1961

Curriculum Association Urges
Balance In School Program

WASHINGTON, Jan. 2 -- Balance in the school curriculum is something like an artfully constructed mobile -- it remains in balance because its built-in tensions accommodate themselves to each other, but the balance can be upset by shifting winds as easily as by rough pulling and hauling.

In an effort to clarify what a balanced curriculum is, The Association for Supervision and Curriculum Development (ASCD) has published as its 1961 yearbook, Balance in the Curriculum, a compendium of essays by 12 distinguished educators working under the chairmanship of Paul M. Halverson, professor of education, Syracuse University, Syracuse. ASCD is a department of the National Education Association.

Teachers, administrators, parents, boards of education, legislators, employers, and many others, Halverson writes, are from time to time called upon to decide for themselves what curriculum emphases are appropriate, and to what degree. When these decisions are properly based on the accepted values of society and accepted educational goals, he suggests, balance may be achieved if the decisions are reached consciously and deliberately through the use of clearly defined criteria.

Francis J. Di Vesta, professor of psychology and education at Syracuse University, urges that curriculum balance must take into account the fact that the effective individual in our society is the one with self-confidence.

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He rejects for this reason current pressures to "get tough" in curriculum planning. Balance in the curriculum, he says, means giving each pupil a chance to develop his talents to the fullest. The most important fact to bear in mind, he says, is that the pupil works toward goals which are valued by him, and these goals can be diametrically opposed to what his teacher hopes for him.

"The successful pupil," Di Vesta writes, "will be able to meet occasional failure more readily than one who has always failed in the past. Success leads to future endeavor in similar activities; it develops preferences. At the same time success frees the pupil from fears engendered by feelings of inadequacy, thereby increasing his capacity for creativity and his desire and hope for further success. Failure, on the other hand, has the opposite effect. Continually experienced, failure makes pupils slavish and fearful. They may set low goals in the expectation of tasting some success; or they may set unrealistically high objectives in the illusion that by some sheer stroke of luck they will reach these goals."

Balance cannot be achieved, Di Vesta holds, by tough insistence on high standards in the traditional school subjects but by updating much of current subject matter "so that we present depth, rather than breadth at the expense of depth."

"The problem has been faced in precisely this way by the mathematicians," he adds. "One of their initial steps was to take a fresh look at their discipline as taught in school. They have found it to be rooted in subject matter over 300 years old. With revisions in techniques, they have demonstrated that young pupils, as early as the fourth and fifth grades, can profit from experience with some of the more advanced concepts of modern mathematics. This appears to be a direction that other areas of subject matter might take."

Two school administrators stress the key role of boards of education in curriculum making and lament that too often board members are preoccupied with such matters as finance, buildings, and the business management of the schools. Gerald B. Leighbody,

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associate superintendent at Buffalo, N.Y., and Ernest F. Weinrich, assistant district superintendent at Huntington, N.Y., note that curriculum decisions are made by school boards usually on the advice of the professional staff. Ideally, they propose, the administrator should involve the board so thoroughly in curriculum matters that its members understand and support a curriculum because they themselves believe in it, not just because the staff has recommended it.

Other contributors to the book are: Samuel Everett, associate professor of education, College of the City of New York, New York City; Robert S. Fox, principal, Laboratory School, University of Michigan, Ann Arbor; Gordon Gardner, director of curriculum, Riverside County, Calif.; Leonard Grindstaff, assistant superintendent, Riverside County, Calif.; Howard Leavitt, associate professor of education, Boston University, Boston, Mass.; Paul M. Mitchum, director of secondary education, Des Moines, Iowa; Archie G. Richardson, associate supervisor, Virginia State Board of Education; and Evelyn Wenzel, assistant professor of elementary education, University of Florida, Gainesville.

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Note: Copies of Balance in the Curriculum may be ordered from The Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington 6, D.C. 198 pages. $4.50.