Dec. 20, 1962

News from the NATIONAL

1201 SIXTEENTH STREET, N.W.

Alice Morton
Archives (1)

For further information:
Dick Dashiell or M. Ruth Broom

SPECIAL FOR EDUCATION JOURNALS

Herter, Lodge to Address NASSP
Convention in Pittsburgh

WASHINGTON (SPECIAL) -- Two prominent statesmen -- Christian A. Herter and Henry Cabot Lodge -- are scheduled to address the 47th annual convention of the National Association of Secondary-School Principals (NASSP) in Pittsburgh, Pa., February 9-13, 1963.

Theme for the meeting is "Secondary Education and International Understanding."

Major sessions will be held in the Pittsburgh Public Auditorium. Smaller meetings and group discussion sessions will be held in the two headquarters hotels, the Penn-Sheraton and the Pittsburgh Hilton.

The NASSP is one of the largest departments of the National Education Association (NEA). It has more than 25,000 members.

Herter, a former U. S. Secretary of State who is President Kennedy's special representative for trade negotiations, will speak on "The Atlantic Community and Prospects for Further Cooperation" at the Monday morning session, February 11. Lodge, director-general of the Atlantic Institute in Paris, and former U. S. Ambassador to the United Nations, will discuss "The Atlantic Institute and the Future of the Free World" at the same session.

With the accent on international understanding, the convention program also features talks by two British spokesmen, John Eppstein,

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secretary-general for education of the Atlantic Treaty Association, and the Earl of Bessborough, member of the House of Lords.

On Saturday afternoon, February 9, Eppstein will discuss the importance of teaching international affairs, especially in junior and senior high schools.

Lord Bessborough, chairman of the Preparatory Committee for the Institute of Educational Television in the United Kingdom, will talk about the uses of TV in fostering international understanding. He is to speak at the annual banquet session Saturday evening.

Traditionally one of the major education meetings each year, the 1963 convention is expected to be outstanding. Major sessions, banquet and luncheon meetings, and scores of discussion group sessions will be devoted to a wide range of topics relating to developing issues and new trends in secondary education.

One of the high lights will be daily sessions of the NASSP committee on curriculum planning and development, according to NASSP President Eugene S. Thomas, principal of Central High School, Kalamazoo, Mich. These meetings will mark the end of the five-year curriculum project the Association has been sponsoring. Major recommendations are scheduled to be made after study of these "wrap-up" sessions.

The Association's committee on junior high school education also will present six discussion groups each day. As in previous years, a number of discussion group meetings are being sponsored jointly with other organizations.

In a series of group sessions, participants will discuss almost as many topics as there are high schools, reports Ellsworth Tompkins,

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NASSP executive secretary. These include such high interest questions as: "Where do we stand on curriculum?" "What about regional and national accreditation of junior high schools?" "How can schools separate fact from fancy in assessing proposals for curriculum improvement?" "What bases for developing salary guides for principals and assistant principals?"

Among them are the American Association of School Administrators, American Association of Collegiate Registrars and Admissions Officers, American Association of School Librarians, American Personnel and Guidance Association, the National Congress of Parents and Teachers, the National Council of Teachers of English, and the NEA.

Many prominent educators are scheduled to address the convention. E. T. McSwain, dean of the school of education, Northwestern University, Evanston, Ill., will speak at the opening general session on Saturday morning, February 9.

Other speakers will include John G. Kemeny, chairman, department of mathematics and astronomy, Dartmouth College, Hanover, N. H.; Morris H. Shamos, chairman, department of physics, New York University; Lou LaBrant, visiting professor of English, Dillard University, New Orleans, La.; B. Othanel Smith, professor of education, University of Illinois, Urbana; and Ralph G. Bohrson, coordinator, Western States Small Schools Project, Denver, Colo.

A talk by Frank H. Bowles, director of International Study of University Admissions in Paris, will feature the session on Monday evening, February 11. He will contrast secondary education in the United States with practices in Europe. Dr. Bowles is

on a two-year leave of absence as president of the College Entrance Examination Board.

Nicholas DeWitt, associate professor of education at Indiana University, Bloomington, and consultant to the Organization for Economic Cooperation and Development in Paris, will speak Tuesday morning, February 12, on the topic "Soviet Education at the Cross-roads." Dr. DeWitt was formerly an associate of the Russian Research Center at Harvard University.

President Thomas is scheduled to deliver his presidential address at this session. The Association's annual business meeting will follow.

Robert J. Havighurst, professor of education, University of Chicago, is to address a luncheon meeting. His topic will be "Do Junior High School Youth Grow Up Too Fast?"

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12/20/62

Dec. 6, 1962

Alice Morton
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:
Dick Dashiell or M. Ruth Broom

RELEASE AT WILL

Society, Not Just Schools, Must Act
Now to Prevent Dropouts, Conferees Say

WASHINGTON--(SPECIAL)--A sense of urgency and a deep concern for millions of youngsters that society is allowing to go deeper downhill--those who drop out of school, uneducated, untrained, with little or no hope for the future--set the tone of the Symposium on School Dropouts held here December 2-4, 1962.

The Symposium, under the direction of Daniel Schreiber, head of the School Dropout Project of the National Education Association, was set up to probe for basic causes of school dropouts instead of "rehashing what we already know about this tragic problem."

A remark by George B. Brain, superintendent of schools in Baltimore, Md., that "The American people want to short-cut through complex and difficult problems, but in the case of the dropout there is no short cut," prompted Schreiber to say:

"The problem has become too big to simply ignore, something must be done--and right now. How many people realize that in this decade 7,500,000 youngsters--enough to fill 10 cities the size of Washington, D. C.--will drop out of school?"

Symposium participants had been given a chance to do their homework, studying advance working papers. The papers were prepared by specialists--non-school men and women, and public school teachers and administrators.

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Among the specialists asked to write papers were sociologists, anthropologists, psychologists, economists, school superintendents, and university professors. They were counterbalanced by a similar number of persons of comparable caliber in the same professional area who posed as critics to stimulate debate.

Some comments that sparked unusual discussion were:

* "Discussions about dropouts seem to assume that they are all alike," said S. M. Miller, professor of sociology at Syracuse University. This is not true, he maintained.

While adequate information on dropouts is lacking, he said, some facts are known -- i.e., that about one third of the youth in the country don't graduate; the rate is not uniform; dropouts are not exclusively from working-class, low-class, or low-income families. The data reveal the dissimilarity of the early leavers, Miller said.

"We are in danger of making dropouts a problem of personal inadequacy, subcultural values and the like," he said, "but most dropouts are neither knights nor hoods." He suggested that "we must be concerned with social changes and not only with individual changes."

* Youngsters who drop out of school "are driven out in part by moral revulsion from the middle-class life of the school...," said Edgar Z. Friedenberg, associate professor of education at Brooklyn College, New York.

"Schools not only do not take lower-class life seriously, but they...refuse to deal with the culture of poverty, and tend to force middle-class values on children who come from poor homes," Freidenburg said.

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* "Such middle-class values as gentility, hard work, and ability to plan ahead, are techniques for making oneself employable," said Thomas Gladwin, a social science consultant with the National Institute of Mental Health, disagreeing with Freidenberg. Gladwin proposed that "instead of getting cynical about the way we think about middle-class values, we should think of ways schools can better develop these values."

* John H. Niemeyer, president of Bank Street College in New York, said he is convinced "that in spite of family and neighborhood background, the elementary schools can, if they will, create a program in which the majority of the non-learners (and hence potential dropouts) will learn." He said that by "changing the diet of little school children from daily failure to success," a great difference can be made in them.

Schools can do more than they are now doing to raise the level of "meaningful school achievement without doing anything whatever to improve the home and neighborhood situation," Niemeyer declared.

But to do the job with full effectiveness, he said, the school must mobilize support of parents, and must devise new procedures for educating parents and for gaining this support. Schools cannot rely upon the pattern of home-school relationships which has been only reasonably effective in middle-class communities." The fact should be obvious that schools for the educationally disadvantaged require more, not merely the same, parent support as middle-class schools, Niemeyer added.

Since one of the ultimate aims of the NEA School Dropout Project is to formulate concrete recommendations for schools, Schreiber

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said that suggestions and recommendations made by Symposium participants will be useful and, he hopes, will stimulate sufficient interest to compel leaders in various organizations -- civic, educational, industrial and governmental -- to take action to help blot out this problem.

Among recommendations made during this meeting were these:

* Parents and educators must make efforts to spot potential dropouts early, in the elementary grades preferably, and work with them to keep them interested in learning and interested in school.

* Schools should avoid tying labels on young children (especially first- and second-graders) such as, "a low I.Q. youngster," a "slow learner," which tend to give them a sense of inferiority.

* Schools should encourage dropouts to return to school and should keep doors open for those who want to come back. One way would be through daytime high schools for adults. (Schreiber put it this way: "It seems a little ridiculous to expect young men and women, especially those without jobs, to loaf around on the streets all day and then check in at 7 P.M. for school.")

* Upgrading and updating of vocational educational courses is a "must" in this technological era. Schools should concentrate on providing proper training for students who must go to work after finishing high school.

* School principals should be trained early to be "more concerned with people than with things." The whole climate of the school (which may have an effect on a potential dropout) depends to

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a great extent upon whether or not the principal is more interested in keeping records than in helping teachers and children.

* Teachers should be encouraged to bring more warmth, sympathy, and understanding to students. ("You can't keep pushing youngsters down -- criticizing, shaming -- and expect them to want to stay in school," was one comment.)

Summing up, Schreiber said that "somehow we must determine what schools and communities can do to reconcile some of the conflicts that dropouts seem to be struggling with, and which so often disturb them enough that they give up."

Symposium participants described conflicts as urges youngsters have for "immediate gratification" of desires ("an urge to have money to buy prestige, popularity...to fill an empty stomach, to buy shoes and warm clothes,") as against the necessity for "deferring gratification" until they learn more and are better able to enter the adult world.

"We refer to these conflicts," Schreiber said, "as the desire on the part of the youngsters to have and to get...now!"

"We must convince youngsters, must teach them, show them, that by staying in school they will be able to satisfy not only those desires but others as well, such as self-satisfaction...a sense of accomplishment," he added.

The NEA Project on School Dropouts began in September 1961 with a Ford Foundation grant. It was established for a three-year period to provide consultant services, to serve as a clearinghouse of information, and to make recommendations to schools.

Plans call now, Schreiber said, for at least three other Symposiums to study such specific areas as guidance, teacher training, curriculum.

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Dec. 1, 1962

News from the NATIO

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

Alice Morton
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SPECIAL TO EDUCATION JOURNALS

Social Studies Convention in Philadelphia Stresses Teaching of Bill of Rights

PHILADELPHIA (Special)--Social studies teachers in convention in Philadelphia during the Thanksgiving holidays had their hopes revived for action on the national level which will help bring about curriculum revision in their field, and also received a "call to arms" for improvement in teaching the Bill of Rights from Associate Justice William J. Brennan, Jr. of the U. S. Supreme Court.

Delegates to the 42nd annual convention of the National Council for the Social Studies (NCSS), November 22-24, learned that Congress has allocated $500,000 to the U. S. Office of Education (USOE) for preliminary work on "Project Social Studies." The project is designed to improve social studies research, instruction, teacher-education, and dissemination of information.

Francis A. J. Ianni, acting director of the USOE Cooperative Research Branch, said funds are now available for basic and applied research proposals, for setting up curriculum study centers and for research development activities.

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NCSS members were advised that individuals and groups associated with colleges, universities, and state education agencies may submit proposals for special projects related to the social studies. School districts may apply if they submit through their state agencies, which then assume responsibility for the projects.

Although many of the projects will focus on the improvement of instruction at various levels, more basic studies which explore the attitudes of students toward other cultures, the development in children of concepts of citizenship and government, and studies of school-community relationships are also appropriate, Mr. Ianni said. February 1 is the next deadline for submitting basic and applied research proposals.

Funds are available also to initiate two curriculum study centers this fiscal year, he added. A maximum of $25,000 may be requested for the operation of centers this year and $50,000 a year for subsequent years. Deadline for submission of curriculum study center proposals is January 15, 1963. Proposals may be submitted after that time and will be considered at a later date.

Individual projects, conferences, and seminars are planned to synthesize the research that has been done in particular areas of the social studies and to stimulate further research.

Justice Brennan spoke to a packed convention session about the necessity for more effective teaching about individual liberty and constitutional rights and said that "the need for vigilance to prevent government from whittling away the rights of the individual was never greater."

Justice Brennan said that members of his profession shared a concern with educators and members of other professions over "the failure of high school students and graduates to appreciate fully the meaning of our basic civil liberties."

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"Our constitutional guarantees and the Bill of Rights are tissue paper bastions if they fail to transcend the printed page," he declared. "It is hardly novel to observe that the Soviet Union has in its Constitution a set of guarantees for individual liberty and civil rights which are, if anything, more liberal than our own--but we do not give enough attention to the contrasts in interpretation and application of those two sets of guarantees."

Justice Brennan said that no matter how well they are written, the guarantees have no meaning without understanding of their import. If students, he said, learn only what is written on the paper, they will understand little about the basic sources of protection for human rights.

"Teaching more about the Bill of Rights could have one very practical result for social scientists in terms of the cold war value conflict," he said.

"Exposing high school students to material on 'comparative civil rights' might achieve the aims of current critics of the social studies more effectively than would the courses devoted exclusively to 'The Evils of Communism' which some of those critics propose.

"There is surely nothing wrong with wanting to teach that Communism and totalitarianism must be rejected by those to whom freedom is available," he added. "But the contrast between the two systems cannot be taught as easily as it can be stated.

"Perhaps the sort of comparative approach I have suggested here would make it possible to treat the evils and dangers of totalitarianism not in a vacuum, but against the very meaningful background of the liberties we stand to lose if we allow freedom to be undermined by those enemies of liberty--bigotry, hypocrisy and apathy."

Justice Brennan's talk echoed the national alert called for by the National Assembly on Teaching the Principles of the Bill of Rights, under the chairmanship of his colleague, Justice William O. Douglas.

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The Assembly met in Warrenton, Virginia, the weekend before the NCSS convention opened, and issued a statement emphasizing that "no more vital task faces our schools than assisting pupils to understand the nature and basis of our rights and freedoms, both historically and in their contemporary application."

The group recommended prompt action by the entire American community "to enhance and improve secondary school education in the principles of the Bill of Rights." (NOTE TO EDITOR: Copy of the Assembly's statement is enclosed).

The National Council for the Social Studies was one of four national organizations cooperating in the Assembly's meeting. The others were the American Political Science Association, Civil Liberties Educational Foundation, and the Association of American Law Schools.

Another speaker, among a long list of others who addressed the convention, was Harlan Cleveland, assistant secretary of state for international organization affairs. He spoke at the NCSS' annual banquet meeting.

The assistant secretary said "maturity...requires that ready confidence, that calm faith in the future of freedom and variety in human affairs, and that healthy pinch of optimism which helps us to see that the deep tides of history are moving in our direction and impels us to seize the opportunities while facing up to the dangers."

Stella Kern, head of the social studies department at Waller High School, Chicago, Illinois, is the incoming NCSS president, succeeding Samuel P. McCutchen, chairman of the social studies department at New York University. She will assume office on January 1, 1963.

William H. Hartley, professor of education at State Teachers College, Towson, Maryland, is the new vice-president of NCSS and is in line to assume the presidency in 1965. President-elect is Isidore Starr, associate professor of education at Queens College, Flushing, L.I., New York. Dr. Starr will succeed Miss Kern in 1964.

The following have been elected to the NCSS Board of Directors: John Yee, social studies teacher from Denver, Colorado; Thomas F. Stovall, associate professor at the University of South Florida in Tampa; and Ralph A. Brown, professor of American History at State University College at Cortland, New York.

The NCSS is a department of the National Education Association and currently has a membership of more than 10,000.

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11/30/62

Nov. 30 [redacted] 1962

News from the NATIONAL E[redacted]

Alice Morton
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For further information:
Beatrice M. Gudridge or Clarke Herbert

FOR IMMEDIATE RELEASE

Youthful Economics Teacher
On "Meet the Professor" Program

WASHINGTON, December 00--Charles F. Phillips, Jr., will teach a class in economics on the "Meet the Professor" program on Sunday, December 9.

Dr. Phillips is a professor of economics at Washington and Lee University, Lexington, Virginia. A cum laude graduate of the University of New Hampshire, he took his doctorate at Harvard two years ago.

The program will be broadcast by the ABC network at 1:30 p.m., EST, on television and at 3:00 p.m., EST, on radio (check newspaper listings for local times). Produced by the Public Affairs Department of ABC News in co-operation with the Association for Higher Education, a department of the National Education Association, "Meet the Professor" won the 1962 School Bell Award for "distinguished interpretation of education on national television."

Professor Phillips stimulates discussion in the classroom by attacking the points of view of his students so that, in defending them, they will examine and articulate them more carefully. He is especially interested in problems of government regulation of public utilities, transportation and communication industries and of industrial mergers.

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11/30/62

Nov. 26, 1962

Alice Morton
Archives

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FOR IMMEDIATE RELEASE

New York City Educator Featured
On ABC-TV's "Meet the Professor"

WASHINGTON, November 26--The fourth of 26 teachers in higher education to be featured in the ABC-TV television series "Meet the Professor" is Joseph DeFrance.

Professor DeFrance is head of the department of electrical technology at New York City Community College of Applied Arts and Sciences, which has a two-year program for the training of practical technologists. The program will be broadcast Sunday, December 2, at 1:30 p.m., EST, by ABC television stations and at 3:00 p.m., EST, by ABC radio stations.

Professor DeFrance, who fires rapid questions at his classes, takes great satisfaction when "puzzlement vanishes as the point gets across." He says, "All the lecturing in the world is not teaching. The student learns only when he takes an active part in the teaching-learning process." He believes that students should know about something besides technology, especially English and social studies.

Before joining the faculty of New York City Community College in 1947, Professor DeFrance was chief communications engineer for an air line. He began his teaching career after his graduation, with degrees of Bachelor of Science and Electrical Engineering, from the College of the City of New York, where he became a laboratory assistant and instructor. He taught later in a vocational high school, at professional institutes, and for the U. S. Coast Guard.

"Meet the Professor" is produced by the Public Affairs Department of ABC News in cooperation with the Association for Higher Education of the National Education Association.

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11/62

1962

News from the NATIONAL EDUCATION ASSOCIATION

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For further information:
Roy K. Wilson or Joseph Hanlon

RELEASE AT WILL

NEA Executive Secretary Carr Applauds
Keppel Appointment as Education Commissioner

WASHINGTON, November 24--Commenting on the appointment of Harvard Dean Francis Keppel to the post of United States Commissioner of Education, Executive Secretary William G. Carr of the National Education Association issued this statement today:

"I am pleased that a Commissioner of Education has been designated who is fully committed to a sound program of national school legislation as formulated by President Kennedy's 1960 Education Task Force, of which he was a member.

"Dean Keppel will receive the full support of the National Education Association in his efforts to secure enactment of that program of national support for public education which the President has rightly described as the most important item of domestic legislation.

"The new commissioner has served the National Education Association on several important national committees. His knowledge of educational needs and problems provides a firm basis for a successful administration of his office.

"I urge members of the profession and of the public without regard to political or other forms of partisanship to give our new commissioner of education every assistance in advancing the cause of education in the United States."

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The 1960 Education Task Force mentioned by Carr was a 6-man group named by President-elect Kennedy to advise him on educational programs. Headed by President Frederick Hovde of Purdue University, this group proposed annual appropriations of $2.3 billion for federal aid to education.

Keppel, a member of the National Education Association, is chairman of its International Relations Committee and served, from 1953-1956 on its National Commission for Teacher Education and Professional Standards.

11/62

IMMEDIATE RELEASE November 24, 1962

Office of the White House Press Secretary
(Hyannis, Massachusetts)

The President today announced the recess appointment of Francis Keppel of Massachusetts as Commissioner of Education. He succeeds Sterling M. McMurrin in the $20,000-a-year position.

Francis Keppel who is Dean of the Graduate School of Education at Harvard University was born on April 16, 1916, in New York City. He received his A.B. degree from Harvard in 1938 and studied for a year at the American Academy in Rome. He served as Assistant Dean of Harvard College from 1939 to 1942 and as Assistant to the Provost of Harvard University, 1946-48. During World War II, he served as Secretary of the Joint Army and Navy Committee on Welfare and Recreation and later in the Army's Information and Education Division.

Dean Keppel was a member of the 20th International Conference on Public Education at Geneva in 1957 and served on an Educational Commission for the Nigerian Government in 1960. In 1960 he also served on the President's task force on education. He was appointed to his present position in 1948 and since then the Harvard Graduate School of Education has become a recognized leader in preparing teachers, administrators and researchers for the public schools. The School has led in the development of new teaching methods, team teaching, teaching machines and language teaching for the lower grades.

Dean Keppel is a Democrat. He is married and the father of two daughters. The Keppels live at 55 Brewster Street, Cambridge, Massachusetts.

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Nov. 24, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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For further information:
Myrtle Bonn

Nov. 25 and after:
NCSS Press Office
Muehlebach Hotel, Room 414
Kansas City, Mo.

FOR IMMEDIATE RELEASE

Social Studies Teachers to Map Curriculum
Changes at Kansas City Meeting, Nov. 26-28

KANSAS CITY, Nov. 24 -- Approximately 1500 social studies teachers -- from elementary grades through college -- will meet here November 26 for a three-day appraisal of the social studies curriculum. How to lift the social studies program from the "Indian tepee stage" to the level demanded by space age technology will be the chief concern.

The meeting will be the 29th annual convention of the National Council for the Social Studies (NCSS), a department of the National Education Association. Headquarters will be the Muehlebach Hotel here.

Announcing the convention program, NCSS President Howard H. Cummings, social science and geography specialist at the U.S. Office of Education, Washington, D.C., elaborated on the problems facing the social studies field.

"Unlike science, mathematics, and modern languages, social studies cannot look forward to heavy government subsidies," Mr. Cummings said. "To meet the challenge of the science era and to adjust the social studies program to meet the needs of youth in the years ahead, volunteer organizations of social studies teachers and foundations will all have to contribute their time and resources," he added.

This year's convention, according to Mr. Cummings, will bring social studies teachers the latest research and enable the researchers to find out what are the problems most in need of solution. Delegates will meet in five general sessions and various section meetings.

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Keynote speaker at the convention's Annual Banquet Friday evening will be former President Harry S. Truman. At the event which will be held in the Grand Ballroom, President Hotel, Elmer Ellis, president, University of Missouri and past-president, NCSS, will act as toastmaster.

Highlighting the convention program will be three assemblies Friday morning geared to the topic "A Look Ahead: Specific Changes Which Need to be Made in the Social Studies Curriculum." The assemblies will deal with social studies in the elementary and secondary schools and in teacher education. Follow-up section meetings in the afternoon will study in detail the suggestions presented in the morning assemblies.

A welcome will be extended to the social studies delegates by James A. Hazlett, superintendent of public schools, Kansas City, at the first general session Thanksgiving night. Also on the program will be Dr. Howard E. Wilson, dean, School of Education, University of California, Los Angeles, who will discuss "Experiences in Comparative Education."

Friday luncheon meetings will be divided according to specific social studies interests -- American history, economics, geography, sociology, and political science.

At the Saturday luncheon meeting three University of Missouri professors are featured -- W. Francis English, dean, College of Arts and Science; Athel G. Unkesbay, professor of geology; and William A. Albrecht, professor emeritus of soil.

Some of the timely subjects to be dealt with at the section meetings of the conference include "The Academically Able and the Advanced Placement Program," "Teaching About Africa in World Affairs," "Teaching About the USSR," "Social Studies in the Elementary Schools in Germany," and "Content in the Problems of Democracy Course."

The NCSS, organized in 1921, has been a department of the National Education Association since 1925. Executive secretary of the group is Merrill F. Hartshorn of Washington, D. C.

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Nov. 9, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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For further information:
Beatrice Gudridge or M. Ruth Broom

FOR IMMEDIATE RELEASE

Teachers From 10 Southeastern States
End Record Regional Meet in D. C.

WASHINGTON, Nov. 9 -- About 400 teachers from 10 southeastern states and Puerto Rico wound up their biggest regional conference in 19 years here Saturday and went home full of advice about how to be better teachers and how to tackle some of the tricky problems blocking their fight for better working conditions and more time for teaching.

The teachers met here Nov. 6-7 at the National Education Association headquarters for the Classroom Teachers Regional Conference sponsored by the NEA Department of Classroom Teachers. They heard DCT President D. Batchelder, who is a teacher in the Newton, Mass., schools, state at the opening general session "that as long as one out of every three teachers find it necessary to hold down a second job to earn a living, adequate preparation for teaching will be a mirage and a myth."

They also heard Hilda Maehling, NEA assistant executive secretary for professional development and welfare, outline the following widespread practices which "militate against professional competency."

* Heavy teaching loads and extra-curricular assignments.
* Unreasonable daily work schedules which allow inadequate time for preparation, professional advancement and participation.
* "Undemocratic" administrative policies which exclude teachers from policy-making in the areas of personnel and curriculum.

Conference participants spent two days discussing mutual problems in a series of clinics, general session meetings and in small discussion groups, and in addition acted upon a number of resolutions in their business meeting.

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Among the resolutions passed unanimously was one on the citizenship role of teachers. It states, in part, that "every teacher has the right and the obligation to be an informed and active citizen," and recommended that every school system in its written personnel policies guarantees ... full political equality with other citizens in the exercise of their rights and obligations, including such rights as voting, discussion political issues, campaigning for candidates, or running for public office.

In another resolution concerning merit rating, conference participants reaffirmed their vigorous opposition to "subjective rating as a means of determining teachers' salaries." They favor an evaluation plan which would be the "cooperative endeavor of all concerned," stressing that the evaluation must be based upon all educational factors, including type of community, building facilities, and administrative practices as well as classroom procedures.

At the closing conference banquet in the Statler Hotel, the teachers heard Mrs. Bernice McCullar, director of information, Georgia State Department of Education, speak on "Gladly Learn and Gladly Teach." Mrs. McCullar told them that "the minds of tomorrow are in their keeping," and that they must work harder to make themselves better persons if they are to help the nation's children be better prepared for a larger world "in this terrifying age."

She challenged the teachers to learn to teach with "grace, with laughter, and with good humor," but warned that nothing can take the place of "skill and know-how." Teachers, she said, cannot gladly teach unless they find learning a stimulating adventure and instill in children the excitement of learning.

Chairman of the regional conference was Mrs. Esalee J. Burdette, from Washington, Ga., who is director of the DCT's Southeast Region. Two teachers from Norfolk, Va., served as state and local chairmen, respectively. They were Miss Dorothy Herron and Mrs. Elizabeth Glenn.

Next year's southeast regional conference will be held in Asheville, N. C.

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Note to Editor: Enclosed is a list of names of participants in the Southeastern Regional Classroom Teachers Conference who are from your area.

Nov. 3, 1962

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

SPECIAL TO STATE JOURNALS
FOR IMMEDIATE RELEASE

New Publications Help Teachers Handle Controversial Issues

WASHINGTON, Nov. 3--Two new publications are now available to help teachers handle controversial issues in the classroom.

A Selected Annotated Bibliography to Assist Teachers in Teaching About Communism was prepared by the National Council for the Social Studies, an NEA department, in response to numerous inquiries from teachers and administrators seeking reliable source material for teaching about communism in the high schools and junior high schools. Thirty-three titles are listed including some which are teaching outlines from representative school systems. Some of the references include a brief treatment of totalitarianism other than communism, and two titles deal specifically with fascism. Materials suitable for student use are indicated.

Controversial Issues in the Classroom is a 32-page booklet offering guidelines to teachers who must decide whether to handle such issues as local and national politics, labor-management relations, race relations, socialized

(more)

medicine, and the like. It gives some hints on approaches which have proved successful. The major section of the booklet looks into written practices and policies which govern the teaching of controversial issues. Seven examples of written policy statements were selected from the several hundred submitted for the preparation of the booklet. Some reflect state-wide practices, some represent the practices in individual school systems, and one is the guiding policy of a high-school social studies department, framed by members of that department.

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A Selected Annotated Bibliography to Assist Teachers in Teaching About Communism may be ordered from the National Council for the Social Studies, 1201 - 16th Street, N. W., Washington 6, D. C. Mimeographed. 7 p. Single copy 25¢

Controversial Issues in the Classroom amy be ordered from Publication-Sales Section, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C. 30 p. Single copy, 50¢

Nov. 1, 1962

ALICE MORTON
ARCHIVES

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 Clarke Herbert

FOR IMMEDIATE RELEASE

Connecticut Educator Featured on "Meet the Professor" Nov. 18

WASHINGTON, D. C., November 00 -- A class in industrial design explaining how to make products of everyday use easier to understand and more efficient will be attended by viewers of the "Meet the Professor" television program on Sunday, November 18, at 1:30 p.m., EST, on most ABC-TV stations.

The teacher will be Professor Robert E. Redmann, chairman of the department of industrial design at the University of Bridgeport in Connecticut, who will be shown in the classroom, at the university workshop and in the home he designed himself in Orange, Connecticut. An adaptation of the program will be carried by ABC radio stations at 3:00 p.m., EST, on the same day.

The three principal objectives of the industrial designer, according to Professor Redmann, are to represent the consumer, to try to make full use of the technology and distribution system of the United States, and to lessen the tensions that exist between things and people. He points out that "in this confusing world of ours, 80 percent of our contact with reality is through our eyes."

Professor Redmann believes that his students must develop an understanding and appreciation of human values through an emphasis on such branches of learning as the humanities, literature, history, and philosophy. His students first express abstractions and then proceed to more functional problems and the design of common, practical objects.

Each week, the program presents a teacher from a different institution. It is produced by the Public Affairs Department of ABC News in cooperation with the Association for Higher Education of the National Education Association.

11/62

Oct. 30, 1962

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, October 31

Aspiring School Superintendents Get Advice from New Booklet

WASHINGTON, Oct. 30--Aspiring educators, looking forward to careers as school superintendents, now have available for their guidance a handy "how to do it" booklet published by the American Association of School Administrators--Hints to the Beginning Superintendent of Schools.

Prepared by the AASA staff with the assistance of a committee of wise older heads among the AASA leadership, the 28-page booklet offers advice from start to finish.

The first thing to do, it says, is for the prospective superintendent to make a careful appraisal of his own competence and of the demands of the particular job and then make up his mind whether he really wants it. It is a big decision, the booklet warns, and one that no one else can make.

The final page contains advice on what sort of wife the superintendent should have (active, but not too active in the community, maybe she can help more by staying home raising the family and providing a secure refuge for her husband); on what sort of home the superintendent should have (respectable and reasonably attractive, though it may be modest) and on the superintendent's work schedule (he can't maintain union hours, but he should reserve some time for his family.)

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The prospective superintendent is advised to make a careful study of the community he would serve, the kind of schools it has and wants, the kind of board members it has and their objectives for the schools. There should be compatability in all these areas. Not to be overlooked is the reason why the vacancy exists, if there is a vacancy, for sometimes, the booklet warns, a beginning superintendent may run into trouble by applying to fill a vacancy that does not exist or should not have occurred.

There are 11 commandments for the new superintendent, and a check list of 35 items on how the superintendent should deal with his associates.

The commandments:

Have your own platform of values clearly defined.

Don't get too personally identified with a recommendation you are presenting for action.

Don't display any favoritism for individual board members, in public or private. Don't ever become personally obligated to a school board member.

Know the best in school administrative theory and practice.

Gain the confidence and respect of your professional staff.

Try to achieve a sense of security, even if you know your position is insecure.

Try to hold on to the values of the past, but try even harder to peer into and reach for the future.

Strive to help those school board members who have blind spots and prejudices.

Develop a sense of timing and make your recommendations when the time is right.

Keep the many segments of your community well informed.

Establish a systematic plan for collecting and filing information about finance, facilities, staff, pupils, community, education programs, and cultural trends.

(more)

Not everyone who is professionally qualified and intellectually able has all that it takes in emotional and physical qualities to become a superintendent, the booklet warns. "Inevitably," it continues, "the superintendent who is successful, devoted, and insistent on getting adequate resources and facilities for all children in the district will have critics, even enemies. The thin-skinned individual or one who does not possess deep devotion and courage should turn his attention to endeavors other than being a superintendent of schools."

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NOTE: Copies of Hints to the Beginning Superintendent of Schools may be ordered from the American Association of School Administrators, 1201 Sixteenth Street, N. W., Washington 6, D. C. 28 p. Single copies, $1.

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 Papers
October 28, 1962

Overcrowded Classrooms Indicate
Need for 114,967 Teachers

WASHINGTON, Oct. 27 --Wanted: Elementary school teachers, 114,967, to relieve overcrowded classrooms in the nation's larger cities. Should be college graduates, preferably with courses in education. Will not be required to teach classes of more than 25. Don't answer unless you know where these cities are going to get 114,967 more classrooms.

If it were possible for the nation's school systems, the 2,464 of them which enroll more than 3,000 pupils each, to express their needs in a want ad, this would be about what that advertisement would say. It would take 114,967 more school teachers, and the same number of classrooms, to get the average elementary school class down to 25 pupils, which teachers regard as the size class they can handle adequately.

If pinched, they can live with 30 pupils to the class and in that event the need would be for only 35,386 teachers--and classrooms. More than half of the 16 million pupils in these cities come in classes of more than 30.

These figures are from a new study by the National Education Association, (Class Size in Urban Elementary Schools 1962) prepared by Ray C. Maul, assistant director of its research division.

The report shows, among other things, that the average class in these school districts, as of last March, had more than 30 pupils and that a quarter of a million of the children in these cities were on half

-more-

day sessions because there aren't enough teachers or classrooms. In these cities there are more than 500 classes in which there are 56 or more pupils and there are many thousands of classes with 40 or more pupils.

No school teacher, and few parents, will need to be told that when classes approach such size the teacher cannot give the time and attention to the individual pupil that every parent expects for his child.

"This report," says Maul, "clearly confirms a fact already well known to many educational leaders in all parts of the nation in all sizes of school districts: Many elementary school children are being denied a fair education opportunity by the excessive overcrowding of classes. Many competent teachers are being denied the opportunity to give effective service to small children....

"It must be evident that we are sacrificing the real goals of elementary education in order to serve sheer numbers.... This is a persistent problem, and prospects for its solution are not bright."

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Note: Copies of Class Size in Urban Elementary Schools, 1962, (1962-R10) may be ordered from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. Single copies, 75¢.

Oct. 24, 1962

Alice Morton
Archives

News from the NATIONAL EDUC

1201 SIXTEENTH STREET, N.W. • WASHIN ADams 4-4d55

For further information:
Beatrice M. Gudridge or Joseph Hanlon

FOR RELEASE: P.M. Papers
Thursday, October 25

Big-City Schools Tackle Problems
With Vigor, Reports NEA

WASHINGTON, Oct. 24--Big-city school systems in the nation have many of the same problems their smaller brethren have--and a number of unique problems--but they're moving vigorously on many fronts to whittle these problems down to size.

A spot-check by the National Education Association of big-city school systems across the country shows they're aware of problems and, on their own or with the help of funds from interested foundations, are moving to solve them.

For the past few years the big-city systems have been fighting what to the rest of the country is a serious problem but what to them is disastrous--the dropout problem.

For children of the slums--practically a fixture in any big-city of the nation--make up the group most prone to leave school before graduation. And once out of school, the dropouts are the last to be hired. When they are hired, they're the first to be fired.

Many employers, say NEA experts, take the attitude that a youngster without the willingness to stick in school until he has a diploma may be a "quitter" on the job, too. The magnitude of the problem, they say, is shown by these facts:

(more)

. About a million dropouts will be recorded this year.

. By 1970, 7½ million dropouts of the 1960's will have ended their schooling.

. By 1970 about 2½ million dropouts will not even have finished eighth grade, may be unemployed, possibly delinquent.

The vast majority of the dropouts, the experts say, are slum children from big-city schools. And, they add, it's understandable why the youngsters drop out. Their parents, more often than not, are uneducated. Their environment in the slums is so harsh that learning has no priority. It comes after getting enough food to eat, finding a place to sleep--long after.

These are the youngsters who never see a newspaper or magazine in their homes. They've never been to an art gallery. They've never heard good music. They don't know anyone personally who has pulled himself out of the slums into success.

But educators in the big-city schools are trying to change this. At the same time, they are trying to upgrade the quality of education offered ALL children, using in some cases, the newer educational ideas such as team teaching, educational TV, and teaching machines. The following brief reports show how.

NORTHEAST

Baltimore, Maryland--Formation of a 25-member Citizens' School Advisory Committee to survey Baltimore's school needs and educational services which should be provided has been approved by the City School Board. The Superintendent, and the presidents of the Public School Teachers Association,

the Principals' Association and the Baltimore Teachers Union will be ex-officio members.

This is the first time in recent years that such a citizens' group has been appointed. A report is expected from it within two years.

Boston, Massachusetts--Reading laboratories have spectacularly improved the reading skills of junior and senior high school students here. During the past summer a voluntary program enrolled 136 students who were supplied with books and special equipment such as transcribing machines and tape recorders. Improvement in reading levels for the junior high students averaged more than two years; for the senior high students, more than a year and a half. The program, perhaps doubled in size, will be resumed next year.

Newark, New Jersey--In cooperation with the Rutgers University Urban Studies Center, Newark schools have undertaken an ambitious seven-year educational program to enlarge social and economic opportunities for underprivileged youths.

It calls for a community-wide effort in the South and Central wards served by South Side High School and 14 junior high schools. Among the steps planned are improving facilities for gifted children and for slow learners; developing out of school and summer recreational and vocational opportunities; establishment of pre-school child care centers; organization of adults into neighborhood councils and parent associations; tutoring by advanced high school students and by college students; and creation of work opportunities for unemployed youths.

(more)

The purpose of the program is to promote the full realization by each student of his promise by compensating for the negative forces that thwart the careers of many in disadvantaged neighborhoods.

Buffalo, New York--Science claims major attention in Buffalo, as in so many cities. It was found here that eighth-graders had a far better background in science than those of 10 years ago, so new courses were developed to eliminate much repetition and to provide new material. They now get a course in health and biology, instead of the much more generalized science usually offered, and in the ninth grade there is a physical science course which includes some astronomy, geology, physics and chemistry.

Another new junior high course deals with occupations. In the seventh grade students learn about the vast range of occupations in the nation today; in the eighth grade they learn how different jobs satisfy various interests, and in the ninth grade they will be expected to make some sort of assessment of themselves and begin to plan realistically for a career.

New York City--The "higher horizons" program, originated here several years ago in selected elementary schools and junior high schools, to discover and stimulate talents in children who come from homes with environmental handicaps, is being extended into selected high schools. The program involves enriching the cultural interests of the child as well as the teaching program. It has had remarkable results in encouraging students toward realization of their potential abilities.

This city, where the dropout problem has been particularly acute has undertaken several substantial experimental programs to deal with this

situation. In one, pupils attend school for a half day and work the other half in jobs intended to give them clear and realistic occupational goals; to remedy shortcomings, particularly in language and mathematics; and to return as many as possible to the regular stream of education.

Another dropout program permits the student to substitute evening school attendance for day continuation school. A third provides concentrated pre-certification and pre-employment courses of at least 20 days for boys and girls about to leave school and look for work. The objective is to help qualify them for jobs and to screen them for further guidance and referral.

Rochester, New York--Varying reading programs are being carried out here, one devised for two schools which, traditionally have had an exceptional number of retarded readers and non-promotions in the primary grades; the other a tutorial program for the above average whose achievement did not measure up to their ability. In the first instance the New Castle Reading Method is used, coupled with strong phonics programs. The schools here are in culturally deprived neighborhoods. Preliminary results seem to indicate success in setting up a chain reaction which encourages the children toward efforts which had not been observed before. In the tutorial program, intensive group and individualized instruction was offered to sixth-graders over a period of weeks. Improved reading has been observed and teachers have noted that many of the learnings were brought back to the classroom and shared with other pupils.

Pittsburgh, Pennsylvania--The nation's largest project in team teaching won for this city a national award this fall, the Action in Education

award offered by Better Homes & Gardens in cooperation with the National Education Association and the National School Boards Association.

The program involves 8500 pupils in 10 schools. School Superintendent Calvin E. Gross says the program is too new for accurate evaluation but he thinks it may, once it is adequately supported by television, teaching machines and the appropriate physical environment, alter the shape of American education.

Flexibility is the keynote. Students are instructed in groups of varying sizes--as few as five or 10 to a group or as many as 150 on other occasions. The teaching team consists of a leader, about four regular teachers, a teaching intern and a team mother or aide. The project is in part supported by the Ford Foundation.

Washington, D. C.--A rigorous elementary school program offered for the last two years at the Amidon school in the Southwest redevelopment area of the nation's capital has been extended this year to the Jefferson Junior High School in that area.

The program calls for direct, formal instruction in phonics, reading, literature, composition, speech, spelling, grammar and usage, handwriting, arithmetic, science, geography, history, art, music, health and physical education. Implicit in it is virtual abandonment of the interest and experience-centered teaching unit.

The curriculum is intended to be demanding and clearly defined. The school administration in Washington looks upon this as the forerunner of a significant change in American elementary education.

(more)

MIDWEST

Chicago, Illinois--For the high school dropout who is out of work, Chicago has devised an all-out salvage program. When a student leaves school before graduation, reception centers receive notification from the school and get in touch with the ex-student, offering counseling services. These centers are attempting to follow all participants until they become 21.

Two types of educational programs are offered. The first is a 10-month cooperative work-study scheme involving at least 12 hours of schooling a week with credit given for both school and work activities. Clerical and merchandising fields are presently covered in this program and efforts are being made to expand it.

The other type of training carries no school credit or remuneration during training, but is devised to give practice in relatively simple skills requiring only a short training program. This operates in job areas where turnover is relatively high and chances for a try-out on the job are relatively certain, following successful completion of the training course.

An effective "stay in school" program has been developed in cooperation with the Chicago Junior Chamber of Commerce. It is based on career information as motivation for staying in school. Teams of young business men with visual aides and carefully planned talks visit the schools to describe job opportunities for those with adequate schooling.

There are vocational guidance and educational centers to give intensive and highly individualized attention to overage elementary school pupils. Stress is laid on reading and arithmetic aimed at preparing these students for high school.

(more)

Indianapolis, Indiana--An extra curricular course in electronic data processing is being offered on a volunteer basis in cooperation with the National Machine Accountants Association which provides instructors. Ten weekly two-hour class sessions and two field trips are planned. Objectives are to introduce the field of electronic and punched card data processing as a potential career choice and to point up the importance of electronic equipment in developing efficient business systems.

Economic education begins very early for pupils in Indianapolis schools. An economic supplement to the social studies guide has been developed for use in grades 1-4.

St. Paul, Minnesota--Social studies in St. Paul include a depth study of Africa, tried for the first time this summer and planned for future years. It was a six week, four hours a day course for 100 specially capable students.

Thirty-one half hour programs on Africa were produced and beamed over a commercial TV station, WCCO. Taped broadcasts from the program were transmitted to Africa by the Voice of America and stories about the program, in word and picture, were used by 33 U.S. Information Agency stations in Africa.

The team teaching approach was used and extensive use was made of African personnel and non-teacher experts.

The city's high schools this fall are using 25 teacher assistants, upper classmen or graduate students from local colleges and universities. They work in two-hour blocks of time, 10 hours a week, aiding in preparation of supplementary instructional materials, doing remedial instruction, preparing tests, supervising student research and otherwise freeing teachers from collateral responsibilities.

(more)

Omaha, Nebraska--This city is expanding its guidance service and staff of visiting teachers although the dropout rate among its students has been below the national average. The school system has been actively concerned over a period of years with its "holding power" and has worked with the U.S. Office of Education in programs to discover potential dropouts as early as the sixth grade.

Akron, Ohio--The identification and encouragement of creative students, and the development of creative approaches to instruction is the task of two learning centers which Akron schools operated last summer. More than 900 talented children in grades 5-12 studied science, composition and the fine arts with results that were found to be encouraging. A new high school which opened this fall is designed to encourage independent study and maximum staff utilization. Students are scheduled to spend 20 percent of their time in large lecture centers; 40 percent in small conferences or seminars; and 40 percent in individual study.

Cincinnati, Ohio--Parents of children who are studying the "new math" in Cincinnati schools may now attend night courses at any of three schools to introduce them to the materials created by the School Mathematics Study Group. This course for parents was taught experimentally in one school last year, exactly as it is taught at the seventh grade level, except that there were no tests or examinations.

It was found that the course proved the soundness of SMSG materials to the parents and gave them a foundation for better understanding of mathematics as it is now being studied by their children. It was found that parents who wished to, could go on with the SMSG materials for grades 8 and 9 without the necessity of formal classes.

(more)

Cleveland, Ohio--A new junior high school which will contain a planetarium and greenhouse is under construction in Cleveland, to be opened in February. This is an outgrowth of a horticultural program carried on in the Cleveland system for many years.

Special classes for high achievers--in effect a seventh level of instruction--are being tried out in three elementary schools this fall. About 75 fifth- and sixth-graders are participating. All have IQ's of 125 or more, are from one to three years in advance of former classmates in reading and mathematics, and show evidence of emotional and social stability.

Columbus, Ohio--Lists of good books, to be read for pure enjoyment, have been drawn up for the children of Columbus schools this fall on five levels--for primary, elementary, junior and senior high schools, and adults. The lists were drawn up for the "Good Books Project" by a committee of teachers, with help from parents and children. "We know that children do a lot of reading," said Assistant Superintendent W. W. Miller, "and we are trying to promote good reading." Paperback editions will be used wherever possible.

Dayton, Ohio--Five Dayton elementary schools (and schools in four other Ohio communities) are cooperating with the Ohio State University Center for School Experimentation, trying to develop improved methods of instruction in dealing with culturally deprived children from the kindergarten through Grade 2. Unlike other programs in this area this one aims not at adding something to the school program but at discovering a different kind of teaching to help these children develop.

(more)

Youngstown, Ohio--A uniform city-wide policy for honors courses in mathematics is in effect this fall in Youngstown. The program, for pupils of better than average ability, begins at the fifth grade level. The children will have an enriched program in mathematics so that by graduation from high school they will have had one extra year of math. A similar program for teaching English is in the planning stage.

Milwaukee, Wisconsin--Orientation classes for in-migrant and transient children have been established in six schools, with the aid of Ford Foundation funds. This is an effort to determine ways of helping these children, some of whom do not speak English, to adjust to school. A roving teacher visits these schools to assist the classroom teachers in helping these students learn English.

The school system has active programs in cooperation with such agencies as the Urban League and the Jewish Vocational Service to keep potential dropouts in school.

SOUTH

Birmingham, Alabama--A junior vocational training program is offered by Phillips High School in Birmingham for students aged 15 and 16 who can't make the grade in the regular high school curriculum. This is a two year course--the first year devoted to study of such subjects as business arithmetic, English, social studies, home making and industrial arts. Emphasis is placed on getting along with others, realistic aspirations, developing job aptitudes and proper work attitudes.

In the second year emphasis is placed on job training. The students attend school in the morning; work in the afternoons. Of the 19 students who completed the course last May, 16 are employed.

(more)

Tampa, Florida--Is making extensive use of teaching machines and programmed texts. Programmed algebra and geometry are being used in junior and senior high schools and in adult classes. Programmed grammar is being used experimentally in one junior high. A teaching machine project for very slow learners of junior high age is being tried experimentally under a foundation grant to the University of South Florida.

Miami, Florida--Faced with enrollment increases of 10,000 to 12,000 annually in recent years, Miami has pretty well caught up with classroom needs and all 197 centers operating this year are permanent schools. In one recent year, 18 were portable frame classrooms.

Miami is expanding its use of schools as community centers, offering after-school learning and recreational programs to adults as well as school age youth. The program, started last year in one junior high school, now embraces seven schools which operate under the direction of a newly appointed coordinator.

Louisville, Kentucky--The cooperation between Louisville schools and the University of Louisville, formerly limited to teacher training, has been extended this fall to include public school students as well.

Among the specific projects are these: selected high school juniors and seniors may take certain courses in English, social sciences, mathematics and foreign languages at the university and receive both high school and college credit; university instructors, public school teachers and student teachers are involved in team teaching experiments in English and the social studies; university instructors are teaching high school courses in Russian and digital computing.

(more)

Memphis, Tennessee--Overcrowding in Memphis high schools has led to two of them operating from 7:30 a.m. to 5 p.m. to accommodate two shifts of students. One group arrives at 7:30, the other at 9:30.

Key factor in making the program work is extensive use of the auditoriums where the overflow from the classrooms gathers for large group teaching, group guidance, team teaching and enrichment programs in all areas.

Dallas, Texas--They stay after school in Dallas, and not just for disciplinary reasons. They have seminars in science and engineering presented by the professional staff of an oil company research center. Each of the 15 senior high schools has at least one of these meetings scheduled this year.

Richmond, Virginia--One of the few cities that has educational television in a commercial channel is Richmond. This city serves, through this system, 48 county and city schools and 15 private schools. Nine colleges and universities use the program in teacher training.

Richmond has worked out a program for dealing with school dropouts which involves requiring the dropouts who apply for readmission to attend a special class where they get individual guidance and instruction.

Norfolk, Virginia--Here they are experimenting with teaching machines and programmed text books at the elementary school level. What they want to find out is whether pupils who work with these materials learn more than these who have the usual teaching.

(more)

WEST

San Francisco, California--In this city there has developed a program known as "compensatory education" which tries to make up for culturally deprived children the inadequacies which handicap them educationally. The program requires a larger number of teachers than is usual in schools whose families have restricted educational backgrounds. These teachers give special instruction in reading and language arts to pupils who need this compensatory help.

Oakland, California--Schools here have been paying particular attention to "low achievers"--those children who do not do very well in school because of limited ability, improper attitudes or lack of interest. The operation involves a department of individual guidance which works strenuously to bring to bear on the problem the resources of the school staff and parents.

Denver, Colorado--Denver is one of the cities which are giving much attention to "the new mathematics." The curriculum has been revised from kindergarten through Grade 12 and, in elementary schools, certain groups of pupils are being systematically accelerated in this subject. Some classes are working with teaching machines in mathematics.

Seattle, Washington--Seattle schools are working, especially at the high school level, to encourage the study of economics. They are using outside speakers, and field trips, with the aid of funds supplied by the state department of public instruction. Teachers are getting in-service training in the subject through the local educational TV channel.

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Oct. 23, 1962

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

Five School Districts Receive Funds
To Strengthen Adult Education Services

WASHINGTON, October 23--Five school districts in four states were selected by the National Association of Public School Adult Educators (NAPSAE) as recipients of funds to broaden and enrich their adult education programs. The communities chosen for this experimental project are: East Aurora, Illinois; Baltimore County, Maryland; Herkimer and Poughkeepsie, New York, and Warren, Rhode Island.

The funds are part of a three-year grant of $225,000 from the Fund for Adult Education, given to NAPSAE for the purpose of strengthening liberal adult education and education for public responsibility in the public schools. Funds for this purpose will be made available to five other communities in the 1962-63 and 1963-64 school years.

School superintendents in the chosen districts agreed to use the funds to employ directors of adult education one-half time where none was previously employed, or full-time where employment had been half-time. The directors will use their expanded time to work exclusively on the development of programs in liberal adult education and education for public responsibility. (More than half the people now responsible for adult education programs in the public schools are on half-time assignment or less.)

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Oct 20, 1962

Alice Morton
Archives (1)

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Dick Dashiell

FOR RELEASE: Sunday, October 21, 1962

Public School Adult Educators
To Meet in Detroit Oct. 27-30

WASHINGTON, Oct. 20 -- Approximately 350 delegates from throughout the United States will discuss curriculum, financing and other problems connected with adult education when they attend the 10th annual conference of the National Association of Public School Adult Educators (NAPSAE) in Detroit Oct. 27-30. The conference will be held at the Sheraton-Cadillac Hotel.

NAPSAE is charged with improving the educational opportunities of America's 70 million undereducated adults, 8 million of whom have not gone beyond the fourth grade. Some 6,000 leaders in the field of adult education are members of the Association.

Gov. John Swainson of Michigan is scheduled to welcome the administrators and teachers Saturday evening, Oct. 27 at 7:30 o'clock. Howard Y. McClusky, professor of educational psychology and chairman, department of adult education, University of Michigan, will deliver the keynote address at the same session. McClusky's topic will be "Key Issues in Public School Adult Education Today."

NAPSAE is a department of the National Education Association (NEA). It is affiliated with the Adult Education Association of the U.S.A.

The adult educators will meet in general sessions, seminars and clinics in an attempt to find answers to some of their local problems

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and to stimulate fresh ideas for their programs. They will also have an opportunity to talk with recognized authorities in public school adult education.

The seminars will be broken up into groups according to the population of the communities represented. In this way, the participants may discuss problems and ideas that apply in common to their own areas.

Topics to be discussed will concern, in addition to those dealing with curriculum and financing, administrative and personnel relationships to the whole school program, programs for school "dropouts," ways to increase student interest and participation, legislation, programming, and the organization and strengthening of state associations.

Willis Dunbar, head of the department of history, Western Michigan University, Kalamazoo, will address the 10th birthday banquet Monday night, Oct. 29. His subject will be: "Crucial Issues Facing America and a Free Society." The East Detroit Civic Choir will entertain the guests.

Tours of the Ford Motor Company's Rouge Plant and of the Henry Ford Museum and Greenfield Village have been arranged for Tuesday afternoon, Oct. 20.

Wilmer V. Bell, director of adult education of the Baltimore, Md., public schools, is president of the association. Other officers are Robert F. Schenz, principal, Westchester Adult School, Los Angeles, president-elect; Margaret E. Kielty, director of adult education, Fitchburg, Mass., secretary-treasurer; and S. E. Hand, state supervisor of general adult education, Florida State Department of Education, Tallahassee, past president.

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Robert A. Luke and Jack T. Parker of NEA headquarters, Washington, D. C., are executive secretary and assistant executive secretary, respectively.

Henry J. Ponitz, chief, division of adult education, Michigan State Department of Public Instruction, Lansing, is general chairman of the conference. Harold B. Wilcox, director of adult education, Ferndale, Mich., High School, is co-chairman.

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(Note to local editors and writers: A printed copy of the program will be sent to you as soon as it comes off the press -- which should be about Oct. 19. Ralph W. Chenoweth, director, St. Clair Shores adult education, 25901 Jefferson Avenue, St. Clair Shores, Mich., is local publicity chairman. The entire conference is open to representatives of the news media.)

Oct. 18, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Dick Dashiell or M. Ruth Broom

SPECIAL FOR EDUCATION JOURNALS

Senator Fulbright Tells Rural Educators America Not Meeting Responsibilities

WICHITA, KANS. (Special) -- Senator J. William Fulbright (D., Ark.), chairman of the Senate Foreign Relations Committee, told rural educators in convention here that American education is not at present meeting its great responsibilities and said one of their big jobs is "the cultivation of the qualities of educated men."

In a speech at the closing convention session of the Department of Rural Education here Oct. 13, Senator Fulbright said:

"...I do not suggest that our system of education is a failure but that, despite its impressive achievements on every level, it is falling short both of its own promise and of our national needs.

"The crisis in our education is not, as some people believe, a matter of catching up with or outstripping the Russians in the number of engineers or scientists that we turn out each year. It is a crisis that would confront us even if communism and the Soviet Union did not exist. It involves nothing less than our own character as a free society and the ability of a free society to bring meaning and fulfillment to the lives of its citizens."

It is the task of education, more than of any other instrument of public policy, he said, to help "close the dangerous gap between the economic and technological interdependence of the peoples of the world and their psychological and spiritual alienation."

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Cultivation of the qualities of educated men is the ultimate challenge to education, he declared, adding:

"In an age of worldwide upheaval and nuclear weapons, we must learn to conduct international relations, and our domestic affairs as well, with patience, tolerance, openness of mind, and, most of all, with a sense of history. These are qualities of educated men."

Educators have been hampered because of the lack of funds, he said, and school problems cannot be solved unless the government comes through with a program of federal aid to education, without federal controls.

"One of the most inexplicable mysteries to me about our Congress," Fulbright said, "is the eagerness with which they appropriate vast, incomprehensible sums of money for weapons of war, or for roads, for Social Security, for agriculture, and yet be so niggardly when it comes to education of our young men and women."

Fulbright, referring to "the recent tragic events in Mississippi," said, "I cannot help but feel that if the Congress had (in past years when considering federal assistance proposals) enabled our states actually to provide equal and adequate educational opportunities for all our people, the trouble in Little Rock, Oxford, and other cities would not have happened."

In any case, he declared, and regardless of the effect upon our internal racial problems and our international relations, "if our great nation expects to meet the challenges of this highly complex world and remain a great nation, it must devote much more of its talent and its wealth to the education of its children."

10/18/62

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: A.M. Papers, Thursday
October 4, 1962

Superintendent-Board Roles Require
Spelling-Out, Says NEA Commission

WASHINGTON, Oct. 3--Lines should be clearly drawn delineating the superintendent's responsibility and that of the school committee, or board of education, the National Education Association has advised the Warwick, Rhode Island, school system. In Warwick a dispute between the superintendent and board concerning responsibility in personnel appointments, based on an interpretation of the city charter, has been taken to the state's superior court.

The report was issued at an open meeting held in Warwick's Aldrich Junior High School today (Wednesday). Special invitations to attend were sent to the Warwick Education Association, the Rhode Island Education Association (RIEA), the Warwick School Committee, and a citizens' group which had originally requested the investigation by the NEA's Commission on Professional Rights and Responsibilities.

The dispute between the superintendent and school board began more than a year ago when the board majority changed and the new board majority made several appointments to administrative positions within the school system without taking the recommendation of the superintendent of schools. The validity of one of

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the appointments was appealed by a citizens' group to the state commissioner of education who ruled that the board had to reject the superintendent's recommendation for cause and then ask him for another recommendation.

When the commissioner of education threatened to cut off all state education aid unless the board complied with this procedure, the Warwick School Committee took the case to the Rhode Island Superior Court, which interpreted the provisions of Warwick's recently adopted charter to allow the board to make administrative appointments without the recommendation of the superintendent. An appeal on this decision was pending at the time of the NEA investigation.

Concerning the interpretation of the court, the NEA report comments that if the court is upheld on an appeal, then the city charter should be revised "because as it presently stands, it substantially weakens the effectiveness and reduces the quality of the educational program in Warwick."

The report makes the following recommendation concerning the superintendent's responsibility in the appointment of personnel: "Although the board has the right to reject the superintendent's recommendation, it should do so only after careful consideration. A board cannot hold a superintendent responsible for developing and maintaining a program of quality education if it denies him the right to select for his staff those persons in whom he has confidence. If the board does

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reject a recommendation, it should take no further action until a new recommendation is made by the superintendent."

The report also recommended that when qualifications for a position to be filled were advertised, "such qualifications should not be altered to fit a specific candidate."

"In considering recommendations for positions within the school system," the report continued, "the board should consider only the qualifications of the candidate, and not base its action on extrinsic factors. A written policy should be adopted, specifically warning candidates that their use of any type of pressure--social, religious, political, or other--shall automatically disqualify them from further consideration."

To the superintendent, the report recommended that once a policy on the procedure for appointments and promotions has been established, the superintendent should expect that the board firmly adhere to this procedure.

The superintendent is responsible for keeping a two-way channel of communication open between the board and the teachers, the report notes. The superintendent should work in cooperation with the teachers in setting up a policy for presentation of teacher grievances to the board. Board policies affecting the teachers should be developed cooperatively among the administration, board, and teachers, and should be kept up to date.

A second major area discussed by the report was that of membership in teachers' organizations and the activities of these organizations. The report noted that although Warwick has both

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an education association affiliated with the NEA and the RIEA, and a teachers' union affiliated with the American Federation of Teachers, a large number of teachers belong to neither organization.

"All teachers have a responsibility to join a local organization of teachers to make the work of the profession effective at the local level," the report states.

Other advice given to the teachers' organizations included the recommendation that the groups should endeavor to arrive at agreements and to develop joint projects "on such matters as the establishment of grievance procedures, improvement of salary schedules, and the preparation of in-service training programs."

The report also comments, "Teachers' organizations should indicate by their programs their interest in professional growth, and should not rely on increased salary schedules or related matters as their one principal means of attracting membership."

Both the teachers' organizations and the citizens of Warwick were encouraged to place more emphasis on candidates for election to the Warwick School Committee.

The teachers were encouraged to "assist in the program of educating the citizens of Warwick as to the qualifications and capabilities of all board candidates" through such activities as a meet-the-candidates program open to the general

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public and the distribution of an information sheet on desirable qualifications for good school board members.

The voters of Warwick were encouraged to "elect to the board those candidates who will put a sincere interest in the development of the school program and a desire to provide the best possible education for the children of Warwick ahead of any political party interests or personal prejudices."

Prior to board elections, public meetings should be scheduled at which candidates are asked to give their views on the needs of Warwick's schools and the policies they intend to follow if elected to office, the report recommends.

Copies of the 28-page report, which is subtitled "A Case Concerning Misunderstanding of Respective Responsibilities," may be obtained free of charge by writing the NEA Commission on Professional Rights and Responsibilities, 1201 - 16th Street, N. W., Washington 6, D. C.

# # #

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: After 5 P.M.
Wednesday, October 3

NEA President Outlines Stand
On Teachers In Labor Movement

WASHINGTON, October 3--The National Education Association isn't unfriendly to the American labor movement, according to NEA President Hazel Blanchard. But the Association doesn't think teachers should become part of the movement.

The Fresno, California, elementary school principal who heads the world's largest professional organization spoke this afternoon at NEA headquarters here to an invited group of women leaders from Congress, government administration, local educational institutions, voluntary organizations, and the communications field.

The occasion was a tea in her honor sponsored by the D. C. Council of Administrative Women in Education, an affiliate of NEA's National Council of Administrative Women in Education.

Mrs. Blanchard noted that delegates to the NEA Convention in Denver this summer passed a resolution saying teachers should have "friendly and cooperative relations with the labor movement" as well as "with all other segments of American society."

But, she declared labor leaders, businessmen and lawmakers can't speak for teachers "because our commitment is to the total society."

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"Teaching is a profession," she said. And the National Education Association is the "voice of the profession."

Reminding her listeners that improvement of schools, curriculum, and teaching is a major plank in the NEA's commitment to the total society, the California educator noted that current NEA interests range all the way from the first-grader in the one-room schoolhouse to the teenager in the big city high school--and beyond this country's borders to what's happening to schoolchildren behind the Berlin Wall.

She described several major NEA projects now underway designed to serve the national interest. Among them: studies on how automation affects education, what to do about school dropouts and the impact of technology on schools; a laboratory planned to improve the teaching of English composition, and a far-ranging re-assessment of the total curriculum focussed on what to teach and how to teach it in a space-age society.

Guests at the tea included congresswomen, representatives of such groups as the General Federation of Women's Clubs, Girl Scouts, Campfire Girls and Red Cross, leaders from all the area colleges, members of the women's armed services, churchwomen and administrators from government departments.

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Oct. 1, 1962

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 Fred Stoffel

Special to State Journals

President Kennedy Issues
Proclamation for American Education Week

Washington, D. C., Oct. 00--President Kennedy has urged parents of the nation's 39 million public school students to visit the schools next month during American Education Week.

In a proclamation, the president designated November 11-17 as a time to give special attention "to the aims and purposes of education and the programs and problems of our schools and colleges."

"We should," he said, "examine the quality of our educational institutions and assess the degree to which our educational programs and practices serve the interests of the individual and bring vitality and strength to our Nation and its culture. Every American should be fully committed to the advancement of education."

The President recognized " the outstanding accomplishments in the field of science and technology, especially in space exploration, electronics, peaceful use of atomic energy, and medical research," which, he said, "stagger the imagination and clearly and dramatically demonstrate the need for unceasing efforts to improve and expand our educational systems and educational facilities."

And, he continued, "the ever-increasing complexities of modern-day living constantly challenge our ingenuity and compel us to set higher standards of educational achievement to meet that challenge and to assure national progress."

Since 1921, American Education Week has been an annual observance. This year, an estimated 30 million adults are expected to visit the schools and find out how their local educators are meeting the "Challenge of Change."

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In the schools marking the observance, which has the general theme "Education Meets the Challenge of Change," daily topics have been set to help provide a well-rounded look at American educational establishments.

Jointly sponsoring American Education Week are the National Education Association, the American Legion, the National Congress of Parents and Teachers, and the U. S. Office of Education.

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Oct. 1, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Dick Dashiell or M. Ruth Broom

SPECIAL FOR EDUCATION JOURNALS

School District Reorganization and Future Of County Superintendents Debated At Convention

WICHITA, KANSAS (Special)--The question that caused a lot of "stir and debate" at two conventions in Wichita, Kansas, October 10-13, was "Is the county superintendent doomed? What is going to happen to his job as school district reorganization spreads and new links are forged between state departments of education and local school districts?"

This question got a good workout especially during the meeting of the Division of County and Intermediate Unit Superintendents, which met two days before the Department of Rural Education's annual meeting on October 12.

Division officials indicated that semantics seems to be at the bottom of arguments stimulated as the question was aired in an early section meeting.

At issue is whether or not county superintendents will lose out completely--be literally "doomed"--in the face of rapid school district reorganization, or whether his office will merely become "obsolete," requiring him to move into another "area of responsibility"--to switch to a new role as demands rise for better services to schools in rural areas.

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No one would venture to predict what will happen. Each state has a different problem, delegates kept saying, and each state is going to have to tackle its particular problem. There was talk of "trends" and "inevitable changes," but no definite solution was offered.

Mitchell Davis, Glasgow, Kentucky, superintendent, and newly-installed Division president, said he felt the general consensus was that the county superintendents offices in mid-western states are weak and that "some changes must be made to strengthen leadership in these states."

Orville Young, La Crosse, Kansas, county superintendent, agreed, blaming the weakness on "the tradition of the pioneer spirit" and desire for individual liberty and local autonomy. There is nothing wrong with the pioneer spirit, he said, but it sometimes hampers efforts to coordinate activities in school districts to improve services.

"As one-room rural schools disappear and more and more school districts are reorganized, the county superintendent in many instances is left with a paper empire," Young said. His function as an educational leader and consultant is being reduced so much that he begins to feel that he is nothing but "an office clerk" doing necessary paperwork.

Davis said the number of school districts, especially in Kansas, must be reduced for more efficient administration and to make it possible for students to get a more comprehensive education.

He said that in 14 southeastern states, including his state of Kentucky, the trend is toward the county unit system, but eventually school officials will be faced with the need for a larger intermediate unit.

An intermediate unit, he explained, is one organized between the local school unit and the state department of education which encompasses areas

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large enough to make it practical to "pool resources" and provide services that many small school districts cannot afford--vocational education courses, guidance counselors, better libraries, better equipment, etc.

Some states have already passed legislation giving permission to form intermediate units, Davis said. Iowa is in the process and Michigan and Wisconsin have already passed such legislation.

Leo S. Kroll, superintendent of Morrison County Schools, Little Falls, Minnesota, leader of a convention group discussion on the topic, said that the traditional concept of the county superintendency may pass out of the picture in many states but "something" will have to take its place to take care of the needs of schools at the local level.

In Minnesota, he said, 37 county superintendents offices out of 87 will be abolished by December 31, this year. The Minnesota legislature, however, has made sure that the loss of these offices won't create a vaccum, he declared. Local county commissioners have been given authority to appoint high-caliber professional people, either a county superintendent in an adjacent county or a district superintendent, to perform duties of the county office as prescribed by law.

Mitchell Davis, succeeding T. C. Knapp of Canton, Ohio became Division president, and Charles C. Erwin, superintendent of Rowan County Schools, Salisbury, North Carolina, was installed as president-elect at the close of the convention.

J. C. Fitzgerald, director of the Division of Continuing Education at Oklahoma State University, Stillwater, president of the Department of Rural Education, got the Department's meeting underway on Friday, October 12.

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Delegates, estimated at more than 500, discussed the theme "The Educational Program We Need and Want."

Douglas MacRae, assistant superintendent of Fulton County Schools, Atlanta, Georgia, was installed as Department president at the close of the meeting, and Rosalie Farley, coordinator, in-service education, University of Nebraska at Lincoln took office as president-elect.

High point of the Department's convention was the speech of Senator J. William Fulbright (D-Ark.) at the closing session.

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NOTE TO EDITOR: Separate story on Fulbright's talk is enclosed. The two groups are to meet in Detroit, Michigan, next year, and in Washington, D. C., in 1964.

Oct. 1, 1962

Alice Morton
Archives

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 on receipt

Special to State Journals

Scholars and Social Studies Teachers
Agree on New Curriculum Outline

Washington, Oct. ___ -- A child born this year will be entering kindergarten in 1967, target date for the first U.S. landing on the moon. Among the children born this year will be the leaders of the twenty-first century, whether or not any of them is christened Buck Rogers.

Social studies teachers, and social scientists, confronted with these premises and with a social studies curriculum basically unchanged for nearly half a century, have gotten together to draw the boundary lines for a new curriculum which will represent the best effort they can make to prepare their pupils for life in the twenty-first century.

Their collaboration was through the National Council for the Social Studies, a department of the National Education Association, and the American Council of Learned Societies. The social studies people asked the scholars (in history, geography, political science, economics, anthropology, sociology, psychology): "What should the high school graduate know about your field?"

The answers are contained in the new book The Social Studies and the Social Sciences (Harcourt Brace & World, Inc. 303 pp., $3.25, trade edition; $2.40, school edition).

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Guidelines for reform, not a national curriculum, are presented. Contributions of the scholars are not concerned with course content or with what should be taught at any grade level, nor are they offered as representing a consensus of scholars in each field. They are informed answers, by representative and qualified scholars, to that ultimate question: "What should the graduate know?"

Much remains to be done before this work can affect what goes on in the classroom, but a start has been made. New courses will have to be drafted, taught experimentally, and evaluated. Teachers will have to be retrained, and decisions will have to be reached, by each school system on its own, concerning how to pick and choose amid the wealth of ideas presented. There simply isn't time to even attempt to teach all the things that all the scholars say the graduate ought to know.

Next step in translating ideas into action could be creation of a national commission charged with responsibility for moving the program forward. Lewis Paul Todd, editor of Social Education, NCSS official monthly magazine, proposes that this commission should operate on a more or less permanent basis, along the lines of the Center for Advanced Studies at Princeton. "Any effort to vitalize the social studies program," says Todd, "should command the highest loyalty and the undivided attention of all those involved in the work.... One would not expect this group to hand down the final words of wisdom. One would expect, however, that its continuing studies, its pinpointing of areas in which research was badly needed, and its recommendations in regard to content and organization and method would supply the schools with a continuing flow of information on which experiments could be based and more effective practices developed."

Scholars who contributed to the new book are: Joseph R. Strayer, Princeton, history; Preston E. James, Syracuse, geography; Norton E. Long, Northwestern,

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political science; Ben W. Lewis, Oberlin, economics; Douglas Oliver, Harvard, anthropology; Gresham M. Sykes, Dartmouth, sociology; W. J. McKeachie, Michigan, psychology; Hyman Kublin, Brooklyn College, Asia studies; and Michael Petrovich, Wisconsin, studies of Russia and Eastern Europe.

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Oct. 1, 1962

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For further information:
Beatrice M. Gudridge or Joseph Hanlon

SPECIAL TO ILLINOIS PAPERS

RELEASE AT WILL

Illinois Educators Plan
Expanded Travel For Teachers

WASHINGTON, Oct. 00--Illinois school teachers who have participated in educational travel tours sponsored by the National Education Association will confer Saturday, October 27, in Springfield, at headquarters of the Illinois Education Association with Paul H. Kinsel, director of the NEA educational travel division and other leaders in this relatively new form of inservice training for teachers.

About 20 teachers from various parts of the state are expected to attend. They are among the 100 or so Illinois teachers who, each year participate in NEA tours which go to various parts of the world and in some instances, around the world.

Irving E. Pearson, executive secretary emeritus of the Illinois Education Association, who was largely instrumental in getting the movement started in Illinois will be among the speakers. Alvin B. Roberts, director of the audiovisual department at Western Illinois University, Macomb, will preside. Purpose of the meeting is to develop means of expanding educational travel opportunities for Illinois teachers.

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10/62

Oct. 1, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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For further information:
Beatrice M. Gudridge or Fred Stoffel

FOR RELEASE: P.M. Papers
Monday, October 1, 1962

Education Needs Massive Funds
To Apply Technological Know-How

WASHINGTON, D.C., Sept. 30--If education is to benefit from technological break-throughs--as have other segments of society--it must get a massive infusion of investment capital.

Technology--unless actually put into application--cannot increase the efficiency of industry. And to apply technology takes money for the computers, for the automated machines, and for the other equipment needed.

Public education, says a California professor, is now at that stage. Education has the know-how to do a better job.

What education needs now is a quantity of the machines themselves. Otherwise, the technology will be wasted.

That's the report of Dr. James D. Finn, professor of education at the University of Southern California, and head of the Technological Development Project of the National Education Association. He cites findings of a new document, Studies in the Growth of Instructional Technology, which represents a climax in the work of the NEA sponsored project which was established nearly two years ago.

Dr. Finn says that U. S. education now is in the same spot as any primitive culture--it has not the technological means to pull itself out of the morass of tradition.

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But U. S. education has developed the techniques of using the teaching machine, the radio, the TV set, the 16mm. sound film, the slide and filmstrip, the opaque projector, overhead projector, record player, tape recorder. Operation of the central sound system and the language laboratory are well-known.

Now it's necessary to tool-up for production.

"Television [for educational use] will not succeed without television sets," Dr. Finn points out. "Massed films must have projectors; large group language instruction requires electronic learning laboratories; even replacing current textbooks with such simple devices as programed books [or teaching machines] presents a difficult challenge."

The challenge is here, now. American education, Dr. Finn says, is in pre-flight training for voyages into the farthest reaches of quality learning. "It is the first educational system in the world to reach this stage," he says.

But the blast-off can still fizzle. It will unless the costs, for one thing, are met. Dr. Finn and his co-workers on the project, which was prepared under contract to the U. S. Office of Education, point out that "we are not maintaining that the only elements in a quality educational program are economic. However, until the economic problems are solved, we fail to see how other quality elements may be added."

A necessary condition of successful blast-off, Finn says, is a higher ratio of audio-visual materials in the schools. He says that until each school has at least one language laboratory, plus at least one sound film projector, slide or filmstrip projector, overhead projector, radio, TV, record player, or tape recorder for every five teachers, the investment will be inadequate to achieve the push to put American education into a high, nearly self-sustaining orbit.

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The massive number of new students entering the educational systems each year, Dr. Finn says, forces education to run faster and faster in order to merely stand still. More teachers alone cannot help, he says.

For while additional teachers are entering the classroom, they are being overwhelmed by the ever-growing numbers of students, longer school years, and the growing length of the average student's stay in school.

"Because of the increase in average attendance [between 1870 and 1960] the improvement in the pupil/teacher ratio has not made the class groups significantly smaller. Taking 70 percent of 36 students per teacher in 1900 [the percentage actually in class on an average day] would give a class of 25 students (with a possibility of up to 11 more), while 90 percent of the 26 students per teacher in 1960 would give an average class size of 23. This is not a significant reduction in the pupil/teacher ratio."

A technological revolution in education seems the primary hope of solving the numbers problem--of providing more learning in less time.

Right now, the total value of all school audio-visual equipment is estimated at $272,000,000. This is twice what it was just four years ago. This year alone schools added over $35,000,000 in new equipment.

But more is needed--and faster.

"We are not suggesting the elimination of teachers, buildings, or anything else," the report concludes. "We are suggesting a large and important addition to the technological capital of instruction that, up to this point in time, has been neglected. We can afford to neglect it no longer."

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9/62

Pub.

News from the NATIONAL EDUCATION ASSOCIATION

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

For Further Information:
Beatrice Gudridge or Fred Stoffel

FOR RELEASE: Sunday Papers
September 30, 1962

Rationality Is Essential 4th R
In Education Reform, Says Educator

WASHINGTON, D.C., Sept. 29 -- Just a basic education is no longer good enough in America. Reading, writing and 'rithmetic are fine -- but they fall short of the education needed to produce rational men. And rational men -- men with the capacity to think intelligently, take a stand, and then act -- are the ones needed to lead man away from self-destruction.

Equating literacy with rationality can be lethally dangerous. Being able to read and write is not the same thing as being able to think rationally.

That's the belief of John Goodlad, professor of education and director of the laboratory school at the University of California at Los Angeles. Goodlad, also a consultant on Dr. James Conant's study of teacher education, and director of a Ford Foundation teacher education project at UCLA, states his convictions in a new book, Some Propositions in Search of Schools, published by the Department of Elementary School Principals, National Education Association.

Goodlad says it like this:

"The people who soon may bring down upon themselves a holocaust are -- or will have been -- the most educated of all time. The central task of

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education... is to develop men of good will who do not cheat or steal or kill -- universal individuals who value as one both self and all mankind, sensing immortality as the idea of mankind and not the fact of man."

Goodlad says the real challenges to educational reform are posed by the individuals, no matter how intellectual or well-schooled, who will not act on the basis of their beliefs, who feel no individual responsibility to get involved in the world.

"For all nations that approach universal elementary and secondary schooling, these /individuals/ -- not the stumbling reader, the guessing speller, the by-chance figurer -- are the challenge to educational reform. For those nations where adult illiteracy prevails, the challenge is to assure rationality in that large segment of the childhood population fast becoming literate.

"For both, lethal danger lies in equating literacy with rationality."

Because a student can read and write does not mean he can think.

In the midst of arguments over whether education has not gone too far from the basic subjects -- science, mathematics, English -- Goodlad stands for a balanced curriculum which includes the humanities and the social sciences.

He does so for two reasons: 1) there is no definite evidence that one subject or field of study is more "virtuous" than another; and 2) facts are pouring out of the laboratories so fast that only specialists can assimilate them all.

Instead of merely memorizing facts, which would already be out of date by the time they were learned, Goodlad would have students concentrate on an understanding of the basic unifying facts in each field. Instead of collecting

(more)

facts, he would have students learn to think.

"Schooling today, however abundant, falls far short of its goal if it attains in the human product only immediate functionality in reading, writing, and spelling. There is a higher literacy to be striven for; a disciplined reason through which man comes to understand himself and to establish a sense of identity with his fellow man...

"In curriculum planning, disciplined choice must replace the leisurely, often whimsical, cumulative processes of the past. The selection of most significant bits of content no longer is difficult; it is impossible. Consequently, teachers and pupils must seek out those fundamental concepts, principles, and methods that appear to be most useful for ordering and interpreting man's inquiries.

"We are preoccupied with triviality in our exhortations to educational excellence. Rigorous selection and elimination of students create an image of quality schooling but camouflage the levels of human performance within a nation. The quality of total educational effort is determined by appraising the behavior of those who never entered school, or those who departed early from school, as well as by observing school graduates.

"Furthermore, the rational, independent functioning of these graduates, more than their performance as pupils, attests to school quality."

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A single copy of Some Propositions in Search of Schools for press use only may be obtained by writing Division of Press and Radio Relations, National Education Association, 1201 16th Street, N.W., Washington 6, D.C.

Sept. 1962

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Dick Dashiell

FOR IMMEDIATE RELEASE

NEA Executive Secretary Blames
Low Salaries On Public Complacency

WASHINGTON, Sept. 28--"Public complacency" was labeled by Dr. William G. Carr, executive secretary of the National Education Association, as the one big barrier which the teaching profession faces in obtaining better salaries.

Addressing delegates to the Fifth National School for Teacher Salary Scheduling at the NEA Center here today, Dr. Carr challenged them to breach "this wall of complacency."

"Much depends on the attitude of teachers," he said. "You must give attention to state and federal finance programs as sources of money for teachers. You have a duty to strengthen the educational program by working for support from your state legislatures.

"And until many thousands of teachers get more vocal and vigorous, Congress won't be interested in passing a federal-aid-to-education bill."

The salary school was sponsored by the salary consultant service of the NEA office of professional development and welfare. Its theme was "Professional Salaries for Professional Teachers." Some 175 individuals actively engaged in teacher

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salary work throughout the nation attended the school to learn some practical ways of planning for, and putting into operation, salary schedules for teachers.

Dr. Carr criticized the continual use of the inflexible property tax as a source of funds for public schools while "funds for education from the most powerful source of revenue, the United States income tax, are denied or withheld."

Even worse for a schoolteacher than being underpaid, the NEA executive secretary said, is to be under-valued.

"Be proud," he said. "Never apologize, especially to yourselves, for being a teacher. Pride of skill and of the profession is still lacking in many teachers. I charge each of you not only to apply the facts and techniques you have learned here in the salary school, but to be proud of being part of a great profession."

He urged his listeners to help build a strong local association "right away--this year." He said that an effective association involves younger teachers in its activities and programs, chooses officers who are real leaders, keeps its members informed "if only by the sleaziest piece of mimeograph paper," and sets dues high enough to accomplish its job properly.

He also asked the teacher salary workers to strive for a written agreement between the school board and the local teachers association which guarantees professional negotiations. The relations between the board and the teachers, he added, should be conducted through education channels. "Only through

(more)

professional negotiations can we keep the profession united," he declared. "We must avoid trends that tend to divide and split one group of teachers from another.

"We must guard unceasingly the independence of the profession. We should, at the same time, cooperate with any group which wants to help strengthen the schools.

"Independence does not mean that the profession will be narrowly concerned with teachers' welfare. We must convince the public that we put children first."

9/62

Sept. 24, 1962

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 Fred Stoffel

FOR RELEASE: P.M. Papers
Monday, September 24, 1962

Educators Report Three-Decade Decline
In Number of Local School Districts

WASHINGTON, D.C., Sept. 23 -- The number of school districts in the United States has declined 70 percent in the last 30 years, according to a joint study by the American Association of School Administrators and the Department of Rural Education. Both are units of the National Education Association.

According to School District Organization -- Journey That Must Not End, there were 127,649 school districts in 1932, compared to 36,402 today.

Why?

The basic idea in reducing the number of school districts is to gain efficiency and improve the program. Small districts, the argument goes, can't offer a well-rounded program because the number of students is too small to make it practical and the money available is too little to make it economic.

But when a number of small, weak districts join together, the combination provides both the numbers and the money needed for comprehensive programs.

In practice, however, the report points out, efficiency may not result from reorganization.

"In spite of the extent to which reorganization has taken place, a

(more)

majority of all school districts continue to be relatively small. In 1960-61, 16,551, or 45 percent of all districts, employed nine or fewer teachers. The trend to reduce the number of school districts, however, is reflected in the fact that in 1947-48 almost four times that number of small districts existed. Such facts suggest that in many instances what can be called school district reorganization may have been little more than a combining of two or more inefficient districts to form one district better able to afford inefficiency."

The United States also has nearly 5,000 school districts that don't even operate a school. Maybe there are no pupils left in the district, or the nonoperating district may be sending them to school elsewhere. Their continuance may be from local loyalty to the past. Or it may stem from tax advantages. But the number of these, too, is decreasing -- from 17,131 in 1948 to 4,677 today.

Perhaps the greatest decrease has come in the number of schools with just one teacher. In 1930, there were 148,711 such schools in the United States. Today the number has dropped to 15,018.

Over half of all the school districts in the United States operate only elementary schools. Nearly half operate both elementary and secondary schools. The rest either operate no schools at all or operate only high schools.

Seven midwestern and plains states figure most prominently in the statistics. They are Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. These states have 42 percent of the nation's school districts, 81 percent of its nonoperating school districts, 53 percent of the remaining one-teacher schools, and 48 percent of all those districts which operate elementary schools only.

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And these seven states enroll less than 9 percent of the nation's school children.

Other highlights from the report:

Between June 30, 1960, and July 1, 1961, Wisconsin reorganized 1,206 of its school districts.

The District of Columbia and Hawaii are tied for the lowest number of school districts -- each has just one.

Nebraska alone has nearly a tenth of all the school districts in the United States -- 3,348, the greatest number of any state.

Nebraska has 2,165 one-teacher schools, more than any other state. The District of Columbia has no such schools. Rhode Island has one.

Nebraska has 2,570 school districts with fewer than nine teachers, the greatest number of any state. Alabama, District of Columbia, Florida, Mississippi, North Carolina, South Carolina, Utah, Virginia, and West Virginia have none.

Nebraska leads in the number of school districts -- 2,490 -- operating elementary schools only. The District of Columbia, Florida, Hawaii, Louisiana, Maine, Maryland, Mississippi, North Carolina, Utah, Virginia, and West Virginia have no such school districts.

In Kansas, 331 school districts operate high schools only. Over half of of the states have no such districts.

Texas has the greatest number of school districts -- 1,091 -- operating both elementary and high schools.

South Dakota has 1,021 school districts which don't run any schools. Iowa has 666. Minnesota has 659.

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EDITORS: A copy of School District Organization -- Journey That Must Not End for press use only may be obtained by request from the Division of Press and Radio Relations, National Education Association, 1201 - 16th Street, N.W., Washington 6, D.C.

Sept. 18, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Dick Dashiell
OVerlook 3-0617 (night phone)

FOR IMMEDIATE RELEASE

National Education Association Opposes
Higher Education Compromise Bill

WASHINGTON, Sept. 18 -- The National Education Association asked Congress today to kill the Senate-House conference report on the higher education bill which is due to be adopted formally by the joint conference committee of the two Houses tomorrow.

Dr. William G. Carr, NEA executive secretary, said in a telegram sent to each Senator and Representative that the conference report, authorizing appropriation of public funds for outright grants to private and church-related schools, would be "a new peacetime program for construction of permanent buildings for private institutions with public tax funds."

"This provision," Dr. Carr continued, "imperils America's traditional concept of separation of church and state. It is a dangerous dilution of the original higher education program which the President recommended to the 87th Congress and which the NEA has vigorously supported."

He urged Members of Congress to send the report back to the conference committee with instructions to change provisions for Federal aid from direct grants to all colleges and universities to grants for public institutions and loans to private institutions.

(Editor: Text of telegram attached.)

Below is the text of a telegram sent to each Member of Congress on September 18, 1962:

Title I of the Senate and House Conference report on the higher education bill, adopted by the conferees September 17, would authorize the appropriation of public funds for outright grants to private and church-related schools. This would not be a temporary program for specific research projects essential to the public interest in a national emergency, but would be a new peacetime program for construction of permanent buildings for private institutions with public tax funds.

This provision imperils America's traditional concept of separation of church and state. It is a dangerous dilution of the orginal higher education program which the President recommended to the 87th Congress and which the NEA has vigorously supported.

No state legislature has ever appropriated public funds directly to church-related private colleges or universities for any purpose. The National Defense Education Act does not provide direct grants of tax money to private or church-related institutions. This would be the first time that Congress has entered this controversial field on a broad basis.

The NEA strongly urges you to vote to send the H.R. 8900 conference report back to conference with instructions that the conferees change Title I from direct grants to all colleges and universities to grants for public institutions and loans to private institutions.

William G. Carr
Executive Secretary
National Education Association
Washington, D. C.

Sept. 13, 1962

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 Fred Stoffel

FOR IMMEDIATE RELEASE

Connecticut Educator Joins
NEA Classroom Teachers' Staff

WASHINGTON, Sept. 13--The Department of Classroom Teachers, (DCT), the largest unit of the National Education Association, (NEA), has added a second assistant executive secretary to help keep up with its growing membership.

Margaret Stevenson, DCT executive secretary, announced the appointment of William Stiles, Jr., as assistant executive secretary for professional services. She said DCT has had to double its staff in the last decade to keep up with a growth of 275,000 in membership. DCT, she said, accounts for 92 percent of the 812,000 membership of the NEA.

Stiles, for the last two years a field service representative for the Connecticut Education Association, takes over his new post Oct. 1. It will be his responsibility to coordinate DCT activities on conditions of work, urban affairs, publications, field service, and the Hilda Maehling fellowship for teachers, besides administrative duties with the department executive committee and representative assembly.

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A native of Connecticut, Stiles was educated in the public schools of Rockville, Connecticut. After three years of World War II service with the U. S. Navy, Stiles spent 10 years in the insurance business.

In 1958 he took his bachelor's degree in education from the University of Hartford and became an English teacher in the Manchester, Connecticut High School. In 1960 he joined the state education association staff.

He has also been a member of the Vernon Democratic Town Committee, the Vernon Board of Education, and the Rockville City Council.

He is married and the father of four children.

9/12/62

News from the NATIONAL EDUCAT
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Alice Norton
Archives

Sept. 14 1962

For Further Information:
Beatrice M. Gudridge or Joseph Hanlon

Release at Will

Peace Corps Makes Special Effort
To Enlist School Teachers

Washington, D.C., September 14 -- The Peace Corps has a special message for school teachers, offering them "a new kind of Sabbatical," -- an opportunity to enlist for two years of service in Africa, Asia or Latin America.

The Peace Corps has published a leaflet, Teachers and the Peace Corps, which explains the qualifications expected of its teachers, the training offered, and answers other questions that might occur to a prospective applicant. (No age limit...you need not know a foreign language, etc.)

The text reproduces an excerpt from the address delivered by Sargent Shriver, Peace Corps director, at the convention of the National Education Association in Denver last July. Copies of the leaflet may be obtained by writing to the Peace Corps, Washington 25, D.C.

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

ALICE MORTON
ARCHIVES

Sept. 12 1962

For further information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

NEA Stand On TV Teaching
Spelled Out in WNDT Dispute

WASHINGTON, September 12--The concern of the National Education Association for the rights of the television teacher was spelled out again this week in connection with the dispute in New York City between the new educational station WNDT there and the American Federation of Television and Radio Artists (AFTRA).

In a statement issued earlier this week, NEA Executive Secretary William G. Carr pointed out that the Association which represents some 800,000 teachers in this country was among the first to recognize that the television teacher is entitled to protection both in regard to compensation for his services in the medium and to residual rights when his programs are re-shown.

He pointed out that as early as last spring, this problem was explored at a meeting called by NEA of 53 educators, including TV teachers, representatives of the networks and educational television stations, superintendents of schools, college deans and others.

The conferees agreed on a statement of principles, including reference to residual rights and asking the NEA to develop guidelines for thinking and action by the teaching profession in technological developments.

They agreed also that contractual arrangements for teachers giving television courses should be worked out in advance; that it should be

(more)

recognized that a high order of skill and creativity is required of television teachers, which should entitle them to premium rates of pay. At the same time, the conferees said, the professional status of the regular teacher should be in no way minimized because of use of the new media.

In addition to television and radio the media with which the conference was concerned included films, and radio recordings, and programmed instruction.

In introducing these media into the school system, the conferees said, the regular procedures employed in making policy decisions affecting curriculum should be followed, including active participation in the decision by classroom teachers, instructional personnel and the administration.

The conferees asked NEA to provide consultative staff service in following through on the professional problems considered, including a study of copyright law in relation to the free flow of ideas. NEA, they said, should work toward a broader definition of the present "fair use" provisions of the copyright act as it applies to educational materials and media.

In a reference to the AFTRA attempt in New York to extend its jurisdiction to cover anyone, including teachers, who performs regularly on non-commercial television, Dr. Carr in his statement said that the teacher's service on television is a public educational service and therefore different from that rendered in private employment--for example, by the commercial TV artist or actor.

"The TV teacher," said Dr. Carr, "is not an actor. He is a professional educator, and like all professional educators, he must be free to choose and direct the professional organization which is to speak for him."

The NEA head deplored the work stoppage and noted that "AFTRA may make pronouncements regarding television artists and actors, but it has not been empowered to determine educational policy and teacher qualifications."

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Sept 12, 1962

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

Special to Education Journals

Study To Be Made Of
Overseas Dependent Schools

WASHINGTON, Sept. 00--The National Education Association has granted leave of absence to Miss Hazel Davis, associate director of its research division, to enable her to participate with a Defense Department study team in an examination of the American Overseas Dependent Schools.

In announcing that Dr. Davis would participate in the study, William G. Carr, NEA executive secretary, said he was particularly happy that the Defense Department was complying with NEA's long standing request that the survey be made. Many of the 7,000 teachers in the system, which enrolls about 180,000 pupils in 285 schools, are members of the Overseas Education Association, which is affiliated with the National Education Association.

There have been complaints in recent years that the overseas schools were inadequately supported. The NEA has presented testimony to congressional committees to show that salaries of teachers in the Defense Department schools are far below those of teachers in the United States. The average annual salary of teachers in the overseas system is $4,600, compared with an estimated $5,776 for teachers in the United States.

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The study group, headed by Alva J. Gibson of Charleston, West Virginia, will visit schools in England, France, Germany, Italy, Spain Japan, Okinawa, Korea and the Philippines. Dr. Gibson is chairman of the American Dependents School Committee of the North Central Association of Colleges and Secondary Schools.

Other members of the group, in addition to Dr. Gibson and Dr. Davis will be: Lynn M. Bartlett, Michigan superintendent of public instruction, Lansing; James E. Gibbs, chief, state school systems section, U. S. Office of Education; Edward J. Meade Jr., education programs assistant, Ford Foundation; Wayne O. Reed, Deputy Commissioner of Education, U. S. Office of Education; Miss Waurine Walker, assistant director of teacher education and certification, Texas Education Agency, and Ben M. Zell, deputy director for education programs, Department of Defense.

The study group will depart from Washington September 19 for Europe. It will spend about two months visiting the overseas schools and preparing its report.

9/12/62

ALICE MORTON
ARCHIVES

News from the NATIONAL EDUC

Sept. 11, 1962

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

For further information:
Roy K. Wilson or Joseph Hanlon

FOR IMMEDIATE RELEASE

NEA Calls on Congress to Approve
Aid to Higher Education

WASHINGTON, Sept. 11--The National Education Association called on Congress today to approve without delay a bill to aid institutions of higher education.

NEA executive secretary William G. Carr, in a letter to members of the Senate-House Conference Committee which meets tomorrow (Wednesday) for what may be its last session to consider aid to higher education, said they had a splendid opportunity by composing their differences to bring about a worthwhile achievement for one segment of American education. He suggested that the Federal government should assist in the construction of academic facilities by grants to public institutions and loans to private institutions.

Approval of the aid to higher education legislation at this session of Congress, Carr pointed out, would enable the next Congress, which convenes in January, to give prompt consideration to the vital needs of public elementary and secondary education.

The Senate and House have each passed a bill for aid to higher education but the conference committee, over a period of months, has been unable to compose differences in the two measures.

Text of Dr. Carr's letter to the conferees follows:

(more)

"The members of your committee who meet in the waning days of this Congress have a splendid opportunity to bring about a worthwhile achievement for one segment of American education by composing the differences on the bills separately passed by the Senate and House of Representatives for assistance to higher education.

"Men and women who have devoted so much time and effort to this matter in the almost two years of this Congress should seek common ground so that this part of the total educational problem can be disposed of without further and repetitious protracted hearings and debates after the new Congress convenes in January.

"If you will do that, the 88th Congress should be able to give prompt consideration to the vital needs of public elementary and secondary education--which as you know are basic and paramount.

"Allow me now to restate the recommendation of the National Education Association. We urge Congress, at this session, to assist in the construction of academic facilities in institutions of higher education in a way which would provide for grants to public institutions and loans to private institutions.

"If necessary, the question of scholarships, or whatever else may now stand in the way of agreement, may be postponed. Thus, before yet another school year begins, you would prepare the way for consideration of the responsibility of Federal government to strengthen public education at other levels."

9/12/62

Aug 30, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Roy Wilson or Joseph Hanlon

RELEASE AT WILL

SPECIAL TO STATE JOURNALS

Teaching Careers
Gain Public Support

If a young man were to ask advice about which profession he should enter--and assuming he was qualified for any of them--which would you recommend?

The American Institute of Public Opinion asked that question in one of its recent surveys and found the top three recommended were doctor, engineer, and teacher, in that order. Ranked below these were clergymen, government career, lawyer, business executive, dentist and banker.

George Gallup, head of the institute, reported teaching had gained in prestige since a similar poll was conducted in 1953. Only 5% of those questioned in 1953 recommended teaching, while 12% did in the current inquiry. Clergymen, lawyers, business executives and dentists (as well as doctors and engineers) ranked above teaching in the poll nine years ago, but now are ranked below it.

When a tally was made of responses of people in the 21-29 age group, teaching moved up to second place, with 18% recommending it. Doctors still led, with 26% recommending that profession.

College educated persons, Gallup reported, were most likely to recommend teaching to a young man.

The survey did not go into the question of motivation. Salaries of classroom teachers, averaging $5527 last year, had risen 62% since 1953, but income in other professions were higher, too.

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8/30/62

Aug. 28, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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

Alice Morton
Archives (1)

For further information:
Beatrice M. Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

Good Learning Environment
Described in NEA Pamphlet

WASHINGTON, August 28--You could provoke an argument, not too many years ago, when you mentioned "intelligence" and "environment" in the same breath. There were those quick to declaim that the two were separate. And there were those quick to answer that they were inter-related--two sides of the same coin.

Since those days, it's become pretty well accepted that intelligence and learning depend a good deal on environment. There is still debate on how much anyone can do to change the intelligence a child is born with, but there is something that can be done about environment.

That's why the National Education Association has just published a pamphlet "Environment for Learning for Today's Children," which pinpoints what, at least, the ideal school environment should be. The pamphlet was prepared by Alice V. Keliher, Distinguished Service Professor, Jersey City State College.

Here's what the author says:

"The most vital unchanged and unchanging need in the good environment for children is good people. Parents are the child's most important people.... Next among the child's important people are teachers.... The good teacher likes people, especially children.... The wise teacher is sensitive to needs and values.... Time is the servant, not the master, in this teacher's day.... The good teacher is relaxed and pleasant.... But while this teacher is warm and friendly and permissive, he also is firm.... This means that the good teacher

(more)

has affection without involvement.... The teacher is always the learner--the student of the people he enjoys so much."

The school room is important, too.

"Elementary school children should have a room of their own, a room that becomes more and more their own with each day of living in it.... This room is a place for living and learning. It harbors the familiar objects and arrangements that become precious to children, that make each day's coming to school a pleasant anticipation."

The program, too, is part of the environment.

The richness of world news, new scientific achievement, new ideas in new books and TV shows, new music, trips to new places for new experiences, keep learning from becoming a too-dull thing for the elementary child.

"Through these activities the three R's take root, are learned functionally, and hence are meaningful and serve as a base for further learning.... A child lives each year only once. Let us assure him the right to live it fully, richly, as joyously as possible. Give him time to grow in his own unique pattern. Each year fully lived is the best guarantee of a good year to come."

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NOTE: A single copy of Environment for Learning for Today's Children may be obtained by writing to Elementary Instructional Service, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D.C.

Alice Morton
Archives (1)

News from the NATIONAL EDUCATION ASSOCIATION

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

Aug. 26, 1962

For further information:
Beatrice M. Gudridge or Joseph Hanlon

FOR RELEASE: Sunday Papers
August 26, 1962

Wealthy Suburbs Set Pace
For Educational Innovations

WASHINGTON, Aug. 25--The wealthier suburbs, as might be expected, are at the cutting edge of new advances in education as nearly 39 million boys and girls prepare to return to the nation's elementary- and secondary-public schools this fall.

Inquiry by the National Education Association has disclosed that such experiments as team teaching and the ungraded classroom have become almost conventional practices in many of these suburbs.

If a trend could be spotted among the 70 districts which replied to the NEA inquiry it might be that some districts are adopting courses in humanities and world culture which are usually thought of as being at the college level. Scarsdale, New York; Mt. Lebanon, Pennsylvania; Beachwood, Ohio; Riverside, Illinois, and University City, Missouri were among the communities which reported introduction of such courses. Lake Forest, Illinois reported a new course in logic, surely a college level subject. Only Grosse Point, Michigan, among these communities reported nothing particularly new this year, but Grosse Point was pretty well advanced to begin with.

Two communities, Mountainside, New Jersey and Highland Park, Illinois reported they were cutting back their programs because taxpayers had denied funds needed for continued growth.

(more)

Burlingame, California will introduce geometry in the second grade, which is pretty early for that subject, and East Whittier, California,alert to the requirements of the space age, is introducing astronomy in the fourth, fifth and sixth grades.

The replies added a new word to the vocabulary of the pedagogue, or at least propelled it into wider usage. The term is "carrel" (accent on the first syllable). This refers to the cubicles somewhat like "private offices" that some schools are installing, usually facilities described as "learning centers," for the use of individual students when engaged in independent study. The term is derived from an old French word meaning "monk's study." Shaker Heights, Ohio; Munster, Indiana, and Winnetka, Illinois are among the communities which are providing carrels for student use this year.

This NEA inquiry about new practices in the schools was restricted to suburban school districts of substantial size (enrollments of 1,000 or more pupils) in which Census Bureau data indicate family income of $10,000 a year or more.

Following is a digest of the reports received from school administrators in such communities:

Northeast

Needham, Massachusetts,has a high school economics course whose teachers are to meet with Wellesley College economics professors to explore ways of improving teaching of this subject. College students majoring in economics may tutor high school students.

Newton, Massachusetts,is seeking to "custom tailor" education programs, based not on age or grade standards, but adapted to individual achievement. It has a $226,000 Ford Foundation grant to develop an integrated program of education taking advantage of modern innovations, extending system-wide from kindergarten through high school, and related to the curriculum of Newton Junior College.

(more)

Wethersfield, Connecticut, will present a revised English curriculum for grades 8 through 12, the product of a year's extended study culminated by a summer workshop at which teachers from all levels were engaged in preparation of new syllabi. The School Mathematics Study Group (SMSG) program is to be instituted in grades 7 through 12.

Greenwich, Connecticut, will open one of the first new schools specifically designed for team teaching after three years of training teachers in team methods. The school has a wide range of room sizes, soundproof folding partitions, individual study cubicles, team headquarters, closed circuit TV and electronic circuits for the most advanced teaching devices.

Baldwin, New York, has designated an outstanding group of classroom teachers as "teacher consultants" and given them leadership responsibilities (with $400 a year in additional compensation) for planning and administering inservice training of teachers in specially assigned fields.

Bronxville, New York, is using parents in the classroom, not only to assist with clerical duties, but, in many instances, to assist children who have special difficulties in reading, language arts, or arithmetic.

East Rockaway, New York, will offer creative writing to a small group of talented elementary school children in a special class meeting once a week.

East Williston, New York, will offer completely revised science courses including those of the Biological Science Curriculum Study, the Physical Science Study Committee and the Chemical Education Material Study, plus advanced science courses for the exceptionally talented. Teachers are to be relieved of cafeteria supervision and lay readers in English will be used for the second year.

Irvington, New York, high school seniors will have a semester-long seminar course on the responsibilities of an American citizen considering relationships with government, society, science, culture and foreign policy.

(more)

Rockville Centre, New York, teachers who have attended special workshops this summer will introduce the Cuisenaire Teaching Materials in their arithmetic classes.

Roslyn, New York, in cooperation with six neighboring districts (East Williston, Garden City, Great Neck, Manhasset, Mineola and Port Washington) has pooled resources and personnel for coordinated research and experimental programs and in-service education. First project is study of effectiveness of programmed instruction in grammar for junior high pupils.

Scarsdale, New York, is beginning, for older high school students, a new course in humanities, bringing together the thinking of historians, teachers of literature, music and art teachers in an attempt to present a comprehensive view of those elements of mankind which spring from creativity and imagination.

Westbury, New York, will offer to advanced mathematics students in high school a course in digital computers given by engineers for nearby Arma Electronics Division. Some sessions are to be held in the factory where students will get first hand experience in programming computers.

Chatham, New Jersey, has established a developmental reading center for assisting classroom teachers in analysis and solution of children's reading problems. It has a guidance team consisting of two helping teachers, the school nurses, classroom teachers and principals. Emphasis is on helping the teacher provide special instruction in the classroom rather than in removing pupil from the classroom for remedial work.

Cherry Hills, New Jersey, has a new language laboratory for the high school and, with completion of five new buildings and additions, is looking forward for the first time in 12 years to elimination of substandard emergency classrooms.

Cranford, New Jersey, is building two new junior high schools, each on a 28-acre site and is looking forward, next year to operation of three secondary

(more)

schools, each enrolling about 900. Junior high schools will have grades 7-10; senior highs, 11 and 12. Expectation is that presence of grade 10 in junior high will make possible a more complete and mature program of curricular and extra curricular offerings and that limiting senior high school to grades 11 and 12 will bring together a highly motivated group with clearer vocational objectives which will be attending school because it wants to, not because it is compulsory.

Fair Lawn, New Jersey, will concentrate on teaching effective writing in elementary school and mathematics in grades from 1 through 12.

Glen Ridge, New Jersey, offers biology for able ninth graders, physics and chemistry for those who have completed biology, and advanced placement courses in chemistry and calculus. Able students are expected to complete grade 7 and 8 SMSG work in mathematics in one year and to continue with algebra in the 8th grade. All students have two periods of typing each week to attain proficiency for personal use with additional work offered to those who desire proficiency for employment purposes.

Maywood, New Jersey, plans to introduce French and Spanish into junior high school.

Mountainside, New Jersey, faced with two consecutive years of budget defeats, has abolished its foreign language program in elementary school and curtailed clerical and administrative staffs. It will introduce one of the new mathematics programs in grades 1 through 3.

Ramsey, New Jersey, is establishing a resource center for elementary school teaching materials and offering inservice training in adolescent psychology for teachers of grades 6, 7 and 8.

Ridgewood, New Jersey, is establishing a high school course on the history of the Far East, an outgrowth of a seminar on that subject held last year. Seminar courses are planned in a three year sequence for high school pupils at all levels. This year's will deal with the Middle East; next year's with Africa and Latin America.

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Teaneck, New Jersey, will strengthen and redirect its reading program on the basis of a survey which indicated a large percentage of pupils reading above grade level (they will get individualized instruction instead of basal readers) and intensive remedial work for the small group reading below grade level. The new salary guide fixes a range of $6,000 to $11,000 for those with doctorates with no "steps" involved--a qualified teacher can be placed at any point on the scale.

Abington, Pennsylvania, will introduce the new mathematics (SMSG) into the sixth grade, offering it for the first time below the junior high level.

Ardmore, Pennsylvania, is planning to experiment with three different approaches toward the teaching of reading in the kindergarten and first grades.

Havertown, Pennsylvania, which has been switching in recent years to the new mathematics courses, will offer for the first time in grades 4 through 6 a mathematics enrichment program featuring self teaching in sets, geometry and numeration.

Mount Lebanon, Pennsylvania, will be expanding its experiments with team teaching in elementary schools and supplementing a tenth grade world history course with a program in world cultures in participation with the local ETV station.

Springfield, Pennsylvania, has a new junior high school which will include grades six and seven, with plans for adding the eighth grade. The administration favors this combination to increase learning by permitting departmentalization in the sixth grade and slowing down what it regards as tendency toward too rapid social growth in junior high school.

Wayne, Pennsylvania, has established a triple track career plan of compensation for teachers with provision for merit pay to reward the exceptionally effective teacher. It has established a comprehensive file of citizens with special skills and interests who are available for classroom appearances.

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Beachwood, Ohio, is starting a high school course in humanities, combining world literature and cultural backgrounds, with emphasis on developing the idealism of American democracy. The objective is to instill knowledge of man's progress in achieving individuality and dignity rather than in a chronological study of events.

Indian Hill, Ohio, is establishing science laboratories in its two elementary schools, and adopting departmentalized instruction in the fifth and sixth grades so that teachers may specialize in areas where they have special interests and preparation.

Oakwood, Ohio, which regularly sends more than 90 percent of its graduates to college, is adopting a special program for slow learners in grades 7, 8 and 9. A small group will have a special teacher for English, arithmetic, social science and science; will take electives and such subjects as music, art, home economics, industrial arts and physical education with other students.

Shaker Heights, Ohio, with Ford funds, is establishing a "learning center" to stimulate independent study. Flexible scheduling, individualized and large group instruction, access to library and audiovisual materials and special guidance are to be offered. Carrels are provided for independent study.

Munster, Indiana, is adopting team teaching for reading in grades 1 through 6, and will extend this through junior high school on completion of construction under way. A resource center for students is being established and clerical assistance is to be provided for teachers. There will be carrels for independent study.

Downers Grove, Illinois, teachers in the senior social studies course on American problems will experiment with team teaching. A study is being undertaken of creativity in students--how to identify and develop it.

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Elmhurst, Illinois, plans for fast learners (IQ's of 130 and more) new curriculums in math, science, language arts and foreign languages. They will be offered different types of instruction, different texts, and held to higher standards. Foreign languages in the early elementary grades are being dropped, with a more intensive and efficient program planned for grades 5 through 8.

Hazel Crest, Illinois, is extending departmentalization in upper grades, concentrating on reading in grades 1 through 6, and broadening its fine arts department.

Highland Park, Illinois, where voters trimmed funds for operation, is reducing its staff by about 15 percent and increasing class sizes proportionately.

Lake Forest, Illinois, is offering a fifth year of French in high school involving the reading of contemporary novels and drama, and is offering Greek and Portuguese for the first time. Biology students will engage in individual research projects selected by the student. A new course in logical thinking deals with the principles of inductive and deductive reasoning, semantics and analysis of the techniques of persuasion.

La Grange Park, Illinois, is adopting team teaching to present the new mathematics (SMSG) in elementary school, using closed circuit television for instruction to avoid costly remodeling of a traditional school structure.

Lincolnwood, Illinois, will be using in the sixth grade, a dual teacher system to bridge the gap between the self contained classroom of the elementary school and the departmentalization of junior high. The team is usually one man and one woman, each of whom spends half of the day with the class, one specializing in language arts and social studies, the other in math and science.

Riverside, Illinois, is replacing a social science course with a new one, required for graduation, in something resembling modern world history, although a title for the new course has not yet been chosen. It will be taught by five

(more)

or more teachers, each a specialist in a geographical area of the world, and will seek to interpret today's world situations against a historical background dating from about 1870.

Skokie, Illinois, is launching an experiment in ability grouping in the first grade and pairing each pupil in these groups with a "twin" elsewhere in the system but in a heterogeneous group for purposes of comparison and meaningful research.

Western Springs, Illinois, in cooperation with neighboring districts, (La Grange and La Grange Park, Lyons, Pleasantdale) is engaging a full time science consultant coordinator to work with elementary teachers.

Winnetka, Illinois, is constructing a junior high school learning center to encourage individual pupils in self-instruction and creative work beyond that normally stimulated in the conventional classroom. The facility will have a space capable of accommodating 100 or more children, working singly in carrels or in small groups at many different things and with access to library, TV, recorders, self-instruction devices and other learning aids.

Clayton, Missouri, is emphasizing the new mathematics and has engaged a part time supervisor to work with teachers in that subject.

Ladue, Missouri, will extend the ungraded organization of classes from the primary level throughout all elementary classes, with provision for interclass groupings.

University City, Missouri, will offer a humanities course to high school juniors and seniors, using team teachers to survey the basic ideas, historical movements and artistic achievements of Western culture.

Shorewood, Wisconsin will extend the new mathematics courses, which have been operating on a pilot basis, to all classes, elementary, junior and senior high schools. The experimental offering of a modern foreign language at the elementary level will be extended to include all pupils, beginning with the fourth grade.

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Wauwatosa, Wisconsin, is inaugurating a program of instruction in string instruments for grades 4 through 12, aimed at developing talent for symphony orchestras. Pupils will buy small instruments; larger ones will be purchased by the school and rented to pupils.

Birmingham, Michigan, is adopting a professional growth program for teachers which ties salary increments to successful completion within three years of six semester hours of additional college work, with tuition costs reimbursed in part and in some cases wholly by the Board of Education.

Oak Park, Michigan, is offering in junior high school laboratory oriented science courses in which concepts are introduced by way of experiments rather than description based on text materials. For laggard high school students there will be classes in study skills where the emphasis is on how to study as well as on mastery of content.

Golden Valley, Minnesota, will offer the Junior Great Books Program as an elective in grades 5 and 6. Those who do not take this course will have one featuring discussion of contemporary affairs. Under construction is a middle school to house grades 5 through 8. On completion the system will have a 4-4-4 organization.

Wayzata, Minnesota, is adopting a new procedure for professional development which requires teachers to submit for approval the total pattern of college courses they intend to take to qualify for the next higher salary channel, instead of obtaining approval of each course as taken.

SOUTH

Highland Park (Dallas) Texas, is installing a language laboratory in the junior high schools and re-doing its teaching guides in mathematics, English, science, history and foreign languages.

Richardson, Texas, will extend Spanish teaching by TV to the sixth grade, where students will be taking their fourth year in that subject. An accelerated

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program is planned for talented students in grades 4 through 6 to extend skills beyond grade level and develop content areas in depth.

West

Arcadia, California, is offering in the junior high school a developmental reading program to improve comprehension, speed and other reading skills. Course is required by an administration which regards reading proficiency as single most important factor in academic progress.

Beverly Hills, California, is providing a 12-year sequence in foreign languages by expanding the FLES (Foreign Language in Elementary School) program to all grades 1 through 8 and coordinating it with high school courses. French and Spanish are offered. This summer Beverly Hills High School had a Madrid campus where 17 talented students concentrated on Hispanic studies and another at Gmunden, Austria, where 13 were enrolled.

Burlingame, California is experimenting with teaching geometry in the second grade, in cooperation with Professor Newton Hawley of Stanford University.

Covina Valley, California, is developing two high school campuses adapted for experimental instruction emphasizing small groups and independent study.

Cupertino, California, is doing away with eight central staff administrative positions, not as an economy measure, but to give teachers and principals a freer hand in developing the talents of their pupils. The four assistant superintendents and four curriculum consultants are to be replaced by a single deputy superintendent. He and the superintendent will constitute the entire administrative staff.

East Whittier, California, is participating in a University of Illinois science project, teaching astronomy in the fourth, fifth and sixth grades. Accent is on basic science concepts considered fundamental by the scientist rather then the usual emphasis on social utility and how science is used in daily life.

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La Canada,California, is establishing an intermediate school taking in grades 6, 7 and 8 and will then have a K-5, 6-8, 9-12 organization. The intermediate school is seen as neither an expanded elementary school nor a little junior high, but as a transitional school between the self contained classrooms of elementary schools and the completely departmentalized high school.

Newport Beach, California, is offering a four year sequence in Spanish (grades 5 through 8) and has arranged for those who complete the seventh and eighth grade work to be accepted as second year Spanish students at Newport Harbor Union High School.

Orinda, California, is organizing special classes for neurologically handicapped children as a research project.

Palo Alto, California, is sending eight tenure teachers to Japan for nine months of study there under the supervision of University of Tokyo professors. The aim is more effective classroom instruction in the areas of human relations, cultural differences, international relations and world peace. The teachers sent to Japan had one year of intensive academic preparation for the experience in this country and committed themselves to return to the school district for at least two years to develop curriculum materials and share experiences with other teachers.

San Mateo, California is emphasizing inter-cultural understanding and appreciation by using parents as resource people, sharing with the pupils the music, dance, painting and costumes of their natives lands. These programs are offered in neighborhoods into which migrants from the deep South have mingled with Oriental Californians of longer residence and families of European lineage. Main emphasis in this fairly homogenous community, however, is on the traditional academic subjects for the college bound.

Bellevue, Washington is adopting the Cuisenaire materials for teaching arithmetic in kindergarten and grades 1 and 2. The biology course developed by the Biological Science Curriculum Survey will be offered.

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Aug 23, 1962

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 John Cox

Special for October Journals

New Kindergarten Film
Bows on TV October 18 - 28

"The Time of Their Lives," a half-hour documentary film showing the value of kindergarten, will be seen on television stations throughout the country October 18 through 28.

The second of a series of special TV films about education produced by the National Education Association and its Affiliated State Education Associations, "The Time of Their Lives" is designed to increase interest in kindergartens in communities already offering them and to introduce them where none exists.

The value of kindergarten is frequently questioned by those who do not understand its purpose, and is often the first item to be cut from a school budget. In the hope that seeing is still believing, the new film focuses attention on five-year-olds and their teacher, all happily engrossed in the important, exciting and purposeful activities of a kindergarten in full swing.

Narrator Alexander Scourby comments on what is happening, but the class guides the script. Children and teacher furnish their own dialogue. There is no atmosphere of performance; no affectation; no awareness of audience. There is no feeling that the day's routine is "special" for the camera. Instead, "The Time of Their Lives" says, in a hundred subtle ways: Kindergarten itself is very special -- an experience five-year-olds need and love.

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"The Time of Their Lives" has already received an award from the Columbus Film Council for "the excellence of production." It is under consideration for recognition as one of the best of 400 films entered in this annual competition. It has been entered in other film festivals and indications are that it is being well received by critics. For example, reaction at an advance screening for TV Guide was very enthusiastic. TV Guide editors are planning a special feature on the film to coincide with the release in October.

The first NEA education special for television this season was "Summer Harvest," the story of the summer school program in Wichita, Kansas. It was timed to coincide with the NEA Convention. During an eight day period the film was scheduled by 312 television stations. Ninety-three of the nation's largest cities had at least one showing of the film. A total of 190 television stations in these cities used the film which meant that audiences had a choice of different viewing times.

Use by 312 television stations within eight days was considered very successful. Even more encouraging were the time periods in which the film was scheduled. Reports from more than two-thirds of the stations indicated that 77 percent of the showings were in prime viewing time.

Many of the stations when ordering "Summer Harvest" indicated they would schedule subsequent films in equally good viewing time. "The Time of Their Lives" will be offered to the stations by the NEA and its Affiliated State Education Associations. Prints may be retained by the station for re-use. Many stations have said they would re-run the film after the initial release period.

Specific information about the scheduling of "The Time of Their Lives" may be obtained from state education associations.

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"The Time of Their Lives," "Summer Harvest," and "All In A Lifetime," scheduled for TV release early in 1963, are being sold by the NEA Division of Press and Radio Relations. They are suitable for use in community information programs, as program material for civic, social, and business groups and PTA meetings. Cost for a B & W print is $35.00. During the coming months they will be available for loan through the state associations. Requests to preview prints for possible purchase should be sent to the Division of Press and Radio Relations, National Education Association, 1201 - 16th Street, N.W., Washington 6, D.C.

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8/23/62

Aug. 22, 1962

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 Fred Stoffel

FOR IMMEDIATE RELEASE

Teachers Continue Search
To Improve Learning

Seven hundred fifty thousand American classroom teachers--the largest group in the world's largest professional organization, the National Education Association--will continue their studies this year of how best to exercise the privilege of teaching America's children.

They've chosen their major themes already--professional negotiations, professional ethics, professional concern with conditions for better learning.

Rita Jacoby, president of the 750,000 teachers in the NEA Department of Classroom Teachers, puts it like this:

"The focus of the teaching profession should be on the child who's being taught. The child should be the center of our professional aspirations. Everything else however important should be secondary. For this reason, DCT believes that however important higher teachers salaries may be, they should not be obtained at the expense of the child."

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In this coming school year, she said, professional teachers will be exploring ways to keep this from happening.

The third and last of a series of planning conferences with the presidents of state DCT affiliates ended this week. The planning was to set up six regional conferences for teachers later this school year. It is at the regional conferences that the teachers will study the problems of their own areas and decide how to meet them.

Taking part from this area in planning the professional teachers' conferences were:

(SEE ATTACHED LIST)

Under the general theme, "Teaching, A Profession--Spotlight on the Child," teachers attending the regional conferences will be discussing such things as professional ethics, the special problems of big city schools, standards of good teaching, and professional negotiations about wages and conditions of work.

"All of these items are important," the DCT president points out. "But ethics are the most important. It is our determination, in seeking more realistic wages and working conditions, that we do not do harm--by rash actions--to the one person at the center of our thoughts. That person is the child."

The regional conferences are:

Louisville, Kentucky, Sheraton Hotel, November 1-3.

Saint Joseph, Missouri, Robidoux Hotel, January 31- February 2.

Portland, Oregon, Portland Seraton Hotel, February 28- March 2.

Colorado Springs, Colorado, Broadmoor Hotel, March 21-23.
Milwaukee, Wisconsin, Schoreder Hotel, April 4-6.
Chicopee, Massachusetts, Schine Inn, April 18-20.

8/22/62

DCT (a)

ALABAMA

Mrs. Ruth Taylor, Wilmer; Mrs. Lulu Mary Beatty, Fayette.

ALASKA

Mrs. Alma Rumph, Fairbanks.

ARIZONA

Josephine E. Bates, Globe.

ARKANSAS

Mrs. Maxine Chapman, Fort Smith, South Central Regional Director; Mrs. Lou Couch, Jonesboro; Mrs. Ruby McCoy, Little Rock.

CALIFORNIA

George Streby, Ventura, Southwest Regional Director; Mrs. Fern Jensen, Chester; George Wickman, Los Angeles; Mrs. Willie Lou Plough, Long Beach; Marc Swengel, San Jose.

COLORADO

Mrs. Katherine McCormick, Wheat Ridge.

CONNECTICUT

Julia Fleming, Danbury.

DELAWARE

James Marvel, Georgetown.

DISTRICT OF COLUMBIA

Helen Courtney.

FLORIDA

Jane Arnold, Clearwater; Mrs. Mogul DuPree, Tampa.

GEORGIA

Mrs. Thelma Davis, Griffin, Vice president of DCT; Mrs. Genevieve Davis, Adel; Mrs. Lucille Perrino, Atlanta; Gerald W. Culberson, Atlanta.

HAWAII

Mrs. Marion Lee Loy, Honolulu.

(more)

DCT (b)

IDAHO

Irene Smith, Idaho Falls, Northwest Regional Director; Bessie Baker, Nampa.

ILLINOIS

Mrs. Ruth Trigg, Millstadt; Mrs. Cathryn Hansen, Chicago.

INDIANA

Mrs. Nell Bethel, Evansville, North Central Regional Director; William Lehr, New Castle.

IOWA

Robert Flick, Des Moines.

KANSAS

Julian Johnson, Buhler.

KENTUCKY

Gladys E. Wyatt, Louisville; Mrs. Lorraine Moody, Louisville; Mrs. Elsie Nelson, Louisville.

LOUISIANA

Mrs. Willie Mae Rush, Bastrop.

MAINE

Helen Hayes, Bath.

MARYLAND

Betty Ann White, Annapolis; Thomas Bush, Baltimore.

MASSACHUSETTS

Ruth L. Southwick, Salem; Rita Rodden, Westfield; John L. Sullivan, Springfield.

MICHIGAN

David W. Stipe, Ann Arbor.

MINNESOTA

Ann Anderson, Faribault

MISSISSIPPI

Emma Ruth Corban, Meridian; Mrs. Lina Sartor, Pachuta, Southeast Regional Director.

(more)

MISSOURI

Mrs. Helen Valentine, Kansas City; Roger Fisher, St. Joseph.

MONTANA

Mrs. Lydia Plath, Shepherd.

NEBRASKA

Mrs. Eva Hamel, Nora.

NEVADA

Mrs. Carol Echeverria, Winnemucca.

NEW JERSEY

Rita Jacoby, Jersey City, President DCT; Mary Butcher, Hamburg; Laura Maltman, Westville, Northeast Regional Director of DCT.

NEW MEXICO

James Stewart, Hobbs.

NEW YORK

Grace Upstyle, Lawrence; Arnold Cantor, Rochester.

NORTH CAROLINA

Mrs. Elizabeth D. Koontz, Salisbury, Secretary of DCT; Mrs. Anna Neese, Lexington; Mrs. Juanita Corbin, Bolton.

NORTH DAKOTA

Roger Hamre, Lisbon.

OHIO

Robert Dowling, Minerva; Fred Pisani, Youngstown.

OKLAHOMA

Mrs. Iva Duggan, Tulsa.

OREGON

James Hyer, Eugene; Bruce Eckman, Portland.

PENNSYLVANIA

Mrs. Louise Wentz, Springfield.

RHODE ISLAND

Evelyn Santos, East Providence.

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DCT (d)

SOUTH CAROLINA

Marie Roper, Charleston; Mrs. Irene Gettys, Lugoff.

SOUTH DAKOTA

Mrs. Esther Solberg, Brookings.

TENNESSEE

Mrs. Katherine B. Stanton, Memphis.

TEXAS

Mrs. Annie Vaden, Waco; Mrs. Vivian Bowser, Houston; Henry M. Williams, Tyler; Miss Bobbie Wilborn, Dallas.

UTAH

Vernon Evertsen, Orem.

VERMONT

Emma Crafts, Fairfax.

VIRGINIA

Elsie Stossel, Richmond.

WASHINGTON

William Barton, Seattle.

WEST VIRGINIA

Anna Virginia Locke, Huntington.

WISCONSIN

Edward Gollnick, Greendale; Naomi Parkinson, Milwaukee.

WYOMING

Mrs. Ann Halseth, Rock Springs.

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8/22/62

Aug. 21, 1962

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 IMMEDIATE RELEASE

High School Must Be Flexible, Comprehensive, Says ASCD Report

WASHINGTON, D.C., Aug. 21 -- By the end of the 8th grade, the student's ideas should begin to "jell" on the four-year program he will follow in high school -- but school, parents, and counselors should be prepared for shifts along the way as he matures, grows in knowledge, perhaps changes his vocational sights.

So says a new report, The High School We Need, published by the Association for Supervision and Curriculum Development (ASCD), a department of the National Education Association.

Flexibility is the theme underlining the whole report. The student, say its authors, must be offered a wide variety of experience in high school; his program should be tailored for him alone and his individual talents and potential; that program should get a long hard look each year to see if it still "fits," the high school day itself should not be too rigidly slotted into strict periods; the curriculum should be constantly under survey to keep it uptodate and dynamic.

The report, prepared by ASCD's Commission on the Education of Adolescents which has been studying the adolescent and the education provided for him by schools and other agencies for the past six years, strongly approves the comprehensive high school. Reason: such a school gives students from widely-different backgrounds opportunity to live and work together and also offers a wider choice of courses.

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The report calls for the student to spend one-third to one-half of his time on general education which will equip him for "the common responsibilities of free citizenship." The rest of the time, say the authors, should be used by the student to develop his talents and to further his personal goals "within the framework that the community is willing and able to support."

While flexibility in courses is recommended, the report also recognizes the student's need for some "anchorage" throughout his high school career. This would be provided by a "home base" for each student, perhaps a homeroom group with which he will have a continuing relationship; and at least one staff member to act as sort of big-brother, guide, and friend throughout the four-year period. This will probably be a classroom teacher, says the report, since guidance counselors, even in ideal situations, must work with some 200-300 students, and do not have time to build up personal relationships.

# # #

Aug. 19, 1962

Alice Norton
Archives (1)

News from the NATIONAL E[DUCATION ASSOCIA]TION
1201 SIXTEENTH STREET, N.W. • WASHINGTON [illegible]

For further information:
Beatrice M. Gudridge

FOR RELEASE: A.M. Papers
Monday, August 20, 1962

New NEA Study Calculates Costs
Of Quality Education by 1970

WASHINGTON, August 19--High quality public schools will cost us $33.6 billion per year by 1970 according to a report released today by the National Education Association. This price tag is for current expense only; capital outlay and interest would boost the total a few billions more.

Financial support at this level, said the NEA in a 150-page special report Financing the Public Schools 1960-1970, would enable the United States to achieve real quality in its schools by the end of the decade.

According to Sam M. Lambert, director of the NEA Research Division and supervisor of the two-year project which developed the report, the estimates for 1970 are based on:

o the enrollment of practically all school-age children and youth in a public or private school;

o a substantial increase in the percentage of boys and girls finishing high school;

o salaries for teachers comparable to earnings in other professions, and competitive with salaries offered the best talent coming out of our colleges and universities;

o considerable improvement in the average training and experience of instructional staffs (57 percent of all teachers would have master's or higher degrees);

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o a staffing ratio of 50 professionals per 1,000 pupils--the Educational Policies Commission formula for providing the staff needed to supply adequate instructional, supervisory, and administrative services, plus the supporting services now provided in the nation's best school systems.

This price tag on top quality schools would mean a 110.9 percent increase in current expenditures per pupil between 1959-60 and 1969-70. It also represents an increase in the average classroom teacher's salary from $5,527 this year to $9,710 in 1969-1970.

Population Trends

In its section on population, the report notes that both the youngest and the oldest age groups in the economy are increasing proportionately faster than the middle segment--the 22 to 64-year-olds who do most of the work and pay practically all the taxes.

For example, between 1960-1970 the age group under 5 years old will increase $1\frac{1}{2}$ times as fast as the middle group; the secondary-school group, aged 14-17, will increase $3\frac{1}{2}$ times as fast; and the 18-21 year olds $4\frac{1}{2}$ times as fast as the productive middle segment.

At the same time, the senior citizens--those 65 and over--are also increasing at a faster rate than the middle group.

This means, says the report, that by 1970 there will not only be more persons of school age in proportion to the number of persons in the productive segment, but also proportionally more old persons living on restricted retirement incomes. The latter group, it notes, is least able to pay tax increases and in turn, has great need for assistance in housing, health, and governmental welfare services. The report concludes that the high rate of growth of the oldest

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and youngest groups in the population indicates a rising demand for governmental services, and also indicates an increasing proportion of persons who pay little or nothing in personal taxes.

Number in School

On school enrollments the report points out that in the past, too few children have had the advantage of attending kindergarten, and at the other end of the school spectrum, too many youths drop out before high school graduation. On the assumption that both of these conditions will be remedied by 1970 and that practically all school age children and youth will be enrolled in school, the report predicts school enrollments by the end of the decade as follows:

o Total enrollment in public and private schools will reach 55.0 million pupils of which 46.7 million will be in public schools. The enrollment in public schools by 1970 will represent an increase of 10.6 million pupils or 29.5 percent over enrollments in 1959-60.

o In grades kindergarten through 8, says the report, there will be 32.3 million in public school, 6.4 million in private school in 1969-70; in grades 9-12 there will be 14.4 million in public school, 1.9 million in private school.

o Assuming the holding power of schools to be improved over today, the total number of high school graduates of the class of 1970 is estimated at 3.8 million, an increase of 111 percent over the 1.8 million high school graduates of 1960.

Pay Levels

In discussing teaching salaries, the report uses standards which it says will make it possible to staff the schools of 1970 with "highly trained professional persons who will devote a lifetime of service to teaching, who will

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return to school every second or third summer to increase their knowledge, and who envision classroom teaching as important as any other profession for a college trained person."

Using these assumptions, the report sets a goal schedule for teaching for 1970 which includes:

o a beginning salary for classroom teachers with bachelor's degrees of $6,000 (a goal recommended by the NEA Representative Assembly since 1959);

o an average salary for all classroom teachers of $9,710;

o maximum amounts which range from $9,773 for teachers with bachelor's degrees to $15,162 for teachers with doctor's degrees.

Size of Staff

The report envisions a dramatic increase in the professional staff by 1970, again basing its assumptions on estimated enrollment increases and the EPC formula of 50 professionals to each 1,000 pupils. Using these standards it predicts a total professional staff of 2,335,811 by the end of the decade. This compares with 1,503,038 in 1959-60.

Overall Cost

In calculating the overall cost of public education by 1969-70, the report's estimates are based on the quality-cost formula developed by EPC, NEA minimum standards of instruction, and near-maximum enrollment. Under these, the total current expense for schools would rise to $33.6 billion dollars (in 1959-60, it was 12.3 billion dollars). Stated another way, current expenditures per pupil enrolled would increase 110.9 percent from $341 in 1959-60 to $720 in 1969-70, if standards of quality are met in all states.

Other subjects dealt with in the report include an "economic profile" of the 50 states based on state personal income payments (which broadly indicate a state's financial ability), and a review of governmental revenues and expenditures at all levels.

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Designed as a source book for the public and for state and national legislative committees of teacher associations, the report calls on Americans to plan for public education with "greater vision and more boldness than ever before," and to think in terms of substantial improvement of state school systems when projecting costs of public education. The report includes 64 pages of tables, showing individual estimates for each of the 50 states.

In Dr. Lambert's words: "The vast majority of the American people want and need to know what quality education is going to cost; they are not interested in pricing a second-rate school system for American children."

Director of the two-year Project, authorized by the NEA Representative Assembly was LeRoy J. Peterson of the University of Wisconsin, who prepared the first draft of the report. The final report was written by Research Associate Jean M. Flanigan of the NEA Research Division. Educators in every state served as contacts in the survey stage of the Project. Additional information and assistance was supplied by the United States Bureau of the Census, the National Planning Association, and the United States Office of Education.

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NOTE: Editors and writers interested in reporting on Financing the Public Schools 1960-1970 may obtain a copy for press use by writing Division of Press and Radio Relations, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

July 8, 1962

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: A.M. Papers
Monday, July 9, 1962

Modern Astronomy for Students Published in Paperback Book

WASHINGTON, July 8--Challenge of the Universe, the third book of the "Vistas of Science" paperback series, was released today by the National Science Teachers Association (NSTA), a department of the National Education Association. Designed to introduce senior and junior high school students to astronomy, the book was produced in cooperation with the National Aeronautics and Space Administration (NASA), and published by Scholastic Book Services, a division of Scholastic Magazines, Incorporated.

Challenge of the Universe was written by J. Allen Hynek, director of the Dearborn Observatory and chairman of the Astronomy Department, Northwestern University. Norman Anderson, an Iowa science teacher, prepared the section on activities for students.

According to Marjorie Gardner, director of the "Vistas of Science" program for NSTA, "We hope that Challenge of the Universe will not only be an authoritative resource book for the student interested in astronomy, but will also serve as interesting reading for the layman in the space age."

-more-

This book presents up-to-date concepts and methods of modern astronomy, including astro-physics and celestial mechanics, what is already known about the stars and outer space, and how we plan to obtain further knowledge. The possibility of inter-planetary travel within the next decade is fully discussed. Equations and derivations are also presented for the mathematically-inclined. Suggestions for experiments and projects that are challenging and inexpensive are included along with selected references to encourage students to read beyond the scope of the book.

Illustrations of three-dimensional quality are by Helmut Wimmer, staff artist for the Hayden Planetarium. Photos, diagrams, and charts further clarify the concepts presented.

Challenge of the Universe was produced under the direction of NSTA. NASA scientists authenticated the scientific and technical content. A panel of educators and classroom teachers determined the educational acceptability; the layout design and editing were done by the staff of Scholastic Book Services.

Each club enrolled in NSTA's Future Scientists of America youth organization will receive a copy of Challenge of the Universe as well as forthcoming "Vistas of Science" books. Scholastic Book Services will distribute copies for purchase through book clubs for junior and senior high school students such as Science World Book Club, Campus Book Club, and through other channels.

Books of the "Vistas of Science" series scheduled for future publication will cover dental science, biochemistry, space biology, computers, ceramics, microbiology, metallurgy, plant physiology, nuclear physics, and oceanography.

# # #

Note: Review copies of Challenge of the Universe are available from the National Science Teachers Association, 1201 16th St., N.W., Washington 6, D.C. Other copies should be ordered from Scholastic Book Service, Order Department 904 Sylvan Ave., Englewood Cliffs, N.J. Single copy, 50¢. Discounts on 20 or more books.

July 7, 1962

NATIONAL EDUCATION ASSOCIATION
100th Annual Convention July 1-6, 1962
Denver, Colorado

For further information:
Beatrice M. Gudridge or Joseph Hanlon

SPECIAL TO EDUCATION JOURNALS

Release at Will

Denver NEA Meeting Marks Turning Point
In Association History, Says Carr

DENVER, July 7--Denver marked a turning point--an historic crossroads in the long history of the National Education Association. This is what Executive Secretary William G. Carr told the 6672 delegates to the Representative Assembly at NEA's 100th annual meeting here this week.

This the delegates understood, and acted on. From now on NEA will be stepping up its programs of service and activities in the big cities and from now on NEA will assume a more militant posture in its professional negotiations with boards of education.

Something wholly new to NEA was accepted as a commitment when the Oregon delegation, going beyond what the Resolutions Committee had intended to say about professional negotiations, proposed "professional sanctions" to backstop professional negotiations. The Assembly approved this by overwhelming vote.

The full scope of meaning in the phrase "professional sanctions" was never explicitly defined, but the discussion indicated that it might extend to boycott action by local, state, and national associations whose members would be asked not to accept employment if a school district offered only substandard conditions. Thus, it was pointed out in debate, teachers might withhold their services before a school year opened (without striking and without the injury to pupils involved in a teacher strike.)

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What the sanctions resolution itself says is: "These sanctions would provide for appropriate disciplinary action by the organized profession. The NEA calls upon its affiliated state associations to co-operate in developing guidelines which would define, organize, and definitely specify procedural steps for invoking sanctions by the teaching profession."

The convention strengthened and redefined NEA's position favoring professional negotiations. The resolution on this subject insists on the right of professional associations, through democratically selected representatives, to participate with boards of education in the determination of salaries and working conditions. Under no circumstances, the resolution says, should differences which might arise be resolved through machinery established for handling industrial disputes. When agreement cannot be reached the appeal should be "through designated educational channels."

The issue of professional associations vs. union organization of teachers flared briefly as James B. Carey, vice-president of the AFL-CIO and president of the International Union of Electrical Workers was addressing the convention. Carey was arguing in behalf of teacher unions and had referred to last April's one-day strike in New York City, called by the United Federation of Teachers. A voice from the audience cried out in disapproval and referred to charges that organized labor had spent $500,000 in New York to win the collective bargaining representation election there. Carey asserted the amount was less than $50,000.

Dr. Carr told the delegates the growth of cities in America presented a challenge to NEA which meant that it must adapt its programs to meet new situations or perish. He paid tribute to organized labor's efforts in behalf of industrial workers, and said that if organized business had supported education in the same fashion as labor has done, the current problems of education would be much less troublesome.

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But schools are not factories, Carr insisted, and the union form of organization is not appropriate for teachers. NEA must remain a professional organization, placing the welfare of students above all other considerations, and NEA must remain independent. At the same time, Carr served notice on boards of education that NEA would not be indifferent to the conditions under which school teachers are employed. "The day when professional school people could just be told what conditions they would work under is already long past," he said.

Retiring NEA president Ewald Turner and his successor, Mrs. Hazel Blanchard, sounded the same theme. Turner noted that teachers, as public employees, have obligations not only to themselves, but to the communities they serve. "The professional local association," Turner added, "must exhibit the responsible action that will warrant recognition and status." Mrs. Blanchard said teachers must exercise professional freedom to apply their judgment and skill in behalf of high quality education. Teachers are the ones, she said, who must define the conditions under which they can render the service demanded by the public's aspirations for its schools.

The idea of professional sanctions as a substitute for strikes originated, so far as this convention was concerned, with Arthur F. Corey, Executive Secretary of the California Teachers Association. As he described it to the delegates it would involve a system which would identify and publicize any school district which did not maintain satisfactory conditions for the professional members of the association. Placement offices throughout the country would be notified of the action, in effect instituting a boycott of the offending district. The whole massive pressure of all the state associations of teachers, Corey said, might thus be brought to bear on an offending school district.

Public schools of good quality, universally available to all Americans, are the greatest single hope for the solution of the problems of the disadvantaged

(more)

Americans most of whom dwell in the slum areas of big cities, the delegates declared. The Assembly called for action programs leading to rapid improvement of the educational, economic, and environmental status of the disadvantaged.

State teacher associations should take the lead, in co-operation with groups such as the PTA and school boards, in initiating the call for action, the resolution said. It suggested that other agencies, such as housing authorities, churches, social agencies, political organizations, businessmen, and organized labor, should be invited to participate.

Action of the NEA directors last February in establishing within the office of the Executive Secretary a special program of urban services through which the teaching profession can expand its efforts in meeting urban problems was commended by the Assembly. It directed continued expansion of a dynamic program of activities and services to educators and school systems in urban areas.

The U.S. Supreme Court decision, outlawing use in New York schools of a prayer approved by that state's Board of Regents, does not in the least diminish freedom of religion or the right of prayer in public schools, the delegates agreed. The court's decision will, however, bring about changes in school practices with reference to prayer and religious observances, the delegates said, so they directed that a study be made of the decision and its impact on the schools and that a report be made at the next annual meeting.

The Supreme Court's decision has been widely misunderstood, delegates were told by James E. Russell, secretary of the Educational Policies Commission and consultant to the Resolutions Committee. "It has been said that this decision means you cannot say a prayer in a public school," Russell said. "That is not true." He explained that the decision rested on the facts in the New York case where the court found that a prayer had been mandated by the Board of Regents.

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"If a private individual wants to say a prayer in school, go ahead," Russell advised. "But don't make it a matter of law."

The resolution on federal school support in general followed the lines of those of other years, but the language as it came from the Resolutions Committee was altered to make it unmistakably clear that the resolution called for aid to public schools.

Dealing with higher education, the Assembly urged that long-range low-interest rate loans for college housing (available to both public and private institutions) be continued, but that grants of federal funds be limited to "publicly controlled and tax supported institutions." The resolution reaffirmed support for a program of scholarships for talented youth, to be administered by the U.S. Office of Education working with state departments of education and state and national agencies representative of the general public.

One change was made in last year's resolution on school desegregation. As before, the resolution supports the Supreme Court's 1954 decision. It goes further however, in commending communities which have made progress toward desegregation.

Problems which the far left and far right present in the schools were sired at the meeting. Released in Denver was the report of the NEA-American Legion Committee titled Teaching About Communism, which offers guidelines for junior and senior high-school teachers.

The basic premise which shaped the report, was expressed in this language: "Among a truly free people it is believed that a brief, honest, realistic comparison of democratic and communist principles and practices need but be placed before those who are free to think; for in the realm of free thinking nothing is so potent as simple truth."

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Among the guidelines suggested were: begin with a review of law as an instrument of freedom; study the semantice of communist terminology; study the constitution, government, and power structure of communist countries, their economic system and social structure; study the foreign policy of communist countries and the operation of communism in the United States; emphasize that while the strategy and tactics of communism may change from time to time, its ultimate goals remain unchanged.

Thunder on the right was considered at one session at which teachers were urged to stand firm and fight back when right-wing groups attack the school or teachers. Joseph Stocker, public relations director for the Arizona Education Association, said the radical right makes a lot of noise and has had perceptible influence in some areas. It has great capacity for mischief, he said, but isn't going to take over America's schools in the foreseeable future. Submissiveness on the part of educators, Stocker said, only leads to stronger attacks from the radical right. Teachers should remain calm and be sure to have on hand accurate information to reply to critics.

Seven areas of professional activity which should receive priority in consideration of NEA programs in the years immediately ahead were identified in the report of a special project on that subject, adopted without dissent by the delegates. These priorities, not necessarily in order of their importance, were:

To contribute to maximum learning opportunities for all.

To seek time to teach for all staff members.

To develop autonomy of the teaching profession in determination of standards of competence and professional conduct.

To achieve federal support of education, plus improved local and state revenue programs.

(more)

To achieve public understanding of the role of education.

To establish formal procedures for professional negotiations to reach agreement on salaries and working conditions.

To promote maximum development of dynamic, independent professional associations at the local, state, and national levels.

Rapid growth of the field of public school adult education and of human relations training provided through the NEA was reflected in the decision of the Executive Committee to separate the National Training Laboratories from the Division of Adult Education Service. NTL will now function as a unit of the NEA. The National Association of Public School Adult Educators, a department of the NEA, will continue to be a part of the Adult Education Service Division.

In making this announcement, Carr pointed out that the past few years have witnessed a rapid expansion of NTL's activities and reputation here and abroad. "Its influence since becoming a part of NEA's Adult Education Service Division in 1952 has extended not only to public education through the training of classroom teachers, school executives, and college student leaders and faculty, but also to other segments of society in occupational groups whose maturity and interpersonal competence is vital to the health of the community and of education," he said.

The Denver meeting was the largest in NEA history--10 percent larger than the previous record established in 1957 when dues were lower. Several thousand NEA members who were not official delegates were also present, bringing total attendance well over the 10,000 mark.

The delegates approved the largest budget ever--$8,959,000 for the 1962-63 fiscal year. This is $652,000 more than was appropriated last year.

The budget anticipates membership growth of at least 45,000 during the year. Membership in the fiscal year just ended was 812,000, a new high.

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Chosen NEA vice-president and president-elect was Robert H. Wyatt, for the last 22 years executive secretary of the Indiana State Teachers Association. Wyatt, who was born in Indiana in 1903, has his B.A. and M.A. from Indiana University and has done graduate work there and at the Universities of Chicago and Southern California. He began as an elementary-school teacher in Noble County, Indiana, but for most of his teaching career taught social studies in Fort Wayne high schools. He was president of the Fort Wayne Teachers Association from 1926 to 1929.

Elected to the NEA Executive Committee were Miss Mary LeMay of Illinois, and Mrs. Gladys Nunn of Oklahoma.

Mrs. Blanchard, principal of the Rowell Elementary School, Fresno, California, assumed office as NEA's new president at the conclusion of the convention. Mrs. Blanchard, a native of Fresno, is a graduate of Fresno State College. She began teaching during World War II after her husband had been killed in service.

Ewald Turner, retiring president, returns to Pendleton, Oregon, as vice-principal of the junior high school where he had been a teacher of industrial arts and guidance counselor before becoming NEA president.

Miss Rita Jacoby of New Jersey will be installed next week as the new president of the Department of Classroom Teachers at that group's meeting in Gunnison, Colorado. Henry Goebel of Nebraska was chosen president elect.

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July 1, 1962

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

Local Teacher(s) to Attend National Conference in New Jersey, July 2-14

WASHINGTON, D.C. -- Two hundred sixty teachers, representing a cross section of the nation's professional leaders, will meet July 2-14 at Glassboro State College, Glassboro, New Jersey, to take part in the Eighteenth Classroom Teachers National Conference sponsored by the Department of Classroom Teachers of the National Education Association.

Workshop participants will spend the two-week period exploring ramifications of the conference theme, "Teaching Is Our Profession." The program is broad in scope and is planned to meet a variety of interests through lectures, discussions, demonstrations, and tours.

In 3-day clinic sessions the group will study leadership development, program planning, committee activities and other matters of interest at both local and state levels. The clinics will be supplemented by workshops centered around such professional problems as classroom management in the elementary school, science experiments for the elementary teacher, developing creative imagination, and others.

The Honorable Gale McGee, United States Senator from Wyoming (D.), will deliver a major address at the closing session, and others slated to appear on general sessions are Richard C. Wooton, program executive, Office of Private Cooperation, United States Information Agency, Washington, D.C.; John H. Furbay, director, Air World Education, New York City; John D. J. Moore, vice president, W. R. Grace and Company, New York City; and Clarice Kline, president of the National Education Association, Washington, D.C.

New Jersey leaders participating on the program include Thomas E. Robinson, president, Glassboro State College; Frederick M. Raubinger, New Jersey Commissioner of Education; and Frederick L. Hipp, executive secretary of the New Jersey Education Association.

Scheduled activities also include a boat trip on the Delaware River, a Fourth of July picnic and patriotic program, an evening at the Camden Music Circus, and other social events.

DCT President Buena Stolberg, a teacher from Webster Groves, Missouri, said in announcing the conference that while classroom teachers must take increasing responsibility for matters concerning their own welfare, they must at the same time assume a greater share of leadership in the movement toward excellence in all phases of instruction.

"After all," Mrs. Stolberg said, "a good school program begins in the classroom. A major goal of this conference is to inspire new effort from each of us who claim teaching as our profession."

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June 26, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Beatrice Gudridge or Myrtle Bonn

FOR IMMEDIATE RELEASE

Jack H. Kleinmann
Named to NEA Post

WASHINGTON, June 26--Officers of the National Education Association today announced the appointment of Jack H. Kleinmann, White Plains, New York, educator, as salary consultant and specialist on urban problems.

The new post was created as part of the NEA's program of expanded services to urban and other local associations.

A specialist in salary and personnel matters, Dr. Kleinmann will work closely with local teachers associations. He will assume his new duties at NEA headquarters here July 1.

Since 1960 Dr. Kleinmann served as administrative assistant to the superintendent of schools in White Plains, N.Y. For one year prior to that he was an administrative intern in the same school system. He has also been lecturing recently on school law, insurance, and related subjects.

Dr. Kleinmann's bachelor's and master's degrees are both from Brooklyn College and his doctorate is from Teachers College, Columbia University, where he was also administrative assistant to the head of the department of Educational Administration. Between 1953 and 1958, Dr. Kleinmann taught in the public schools of Brooklyn, New York. Other experience includes one year's service as coordinator of the Institute of Field Studies Survey of the Armonk, New York, school system.

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The author of Fringe Benefits for Public School Personnel, Dr. Kleinmann is also co-author of Principles of Staff Personnel Administration in Public School. He is a member of the American Association of School Administrators, the New York State Teachers Association, Kappa Delta Pi, the National Education Association, among other organizations. While at Teachers College he was vice president of Phi Delta Kappa, the edcuational honor society.

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6/62

June 26, 1962

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

RELEASE ON RECEIPT

Educator Urges New Approach To Teaching Academic Disciplines

WASHINGTON, June 26 -- A new approach toward teaching of the academic disciplines, usually referred to loosely as "content" -- is proposed by a leading exponent of modern educational methods in a new publication of the Association for Supervision and Curriculum Development.

Arthur W. Foshay, executive officer of the Horace Mann Lincoln Institute of School Experimentation, Teachers College, Columbia University, suggests that educators have been neglecting the direct approach to study of the disciplines -- chemistry, mathematics, literature, and the other organized areas of knowledge.

What he advocates, Foshay insists, is not the "subject-centered" approach to learning -- although many will leap to that conclusion -- but the direct study of the disciplines themselves. Here a discipline is understood to be "not merely ready made knowledge" but a way of discovering knowledge.

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"To call it subject centered," Foshay writes in What Are the Sources of the Curriculum? "is to miss the point. It is centered upon an attempt to teach children to grasp the intellectual means through which knowledge is discovered, in the hope that they may become active, not passive learners."

There have been promising developments, new conceptions of what is academic subject matter, Foshay says, which may facilitate the changed approach toward learning which he recommends. He refers to the studies which have been under way for several years to develop new courses in such subjects as physics, chemistry, mathematics, economics and other subjects.

These developments, he adds, are consistent with what has been discovered about the way children learn to think, and consistent with what teachers long ago discovered. "Learning becomes alive for children," he writes, "when they discover their own generalizations."

Teachers, Foshay says, have brought up a whole population that does not know the difference between grammar and composition, because they have taught the one in the name of the other.

"Similarly," he adds, "we have taught prosody in the name of poetry, thus killing poetry in our culture. We have taught places in the name of geography, thus almost losing this vitally important and interesting field to our schools. We have taught facts and canned interpretations in the name of history, thus betraying a basic discipline. We have taught computation in the name of mathematics, and facts and principles in the name of laboratory sciences...

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"It seems to me that we would do well to consider that behind every subject we teach in school a discipline lies, or should lie. It is the discipline behind the subject matter that contains whatever life is there.

"I think we should look toward the development of a whole series of new subjects, with old names: history, geography, mathematics, and sciences."

Foshay's article is part of a symposium published in What Are the Sources of the Curriculum? Other contributors are: Arthur J. Lewis, assistant superintendent, Minneapolis Public Schools; Fred T. Wilhelms, San Francisco State College; Harold B. and Elsie J. Alberty, Ohio State University; William Van Til, New York University; Lavone Hanna, San Francisco State College; Virgil E. Herrick, University of Wisconsin, and Gordon N. Mackenzie, Teachers College, Columbia University.

NOTE: Copies of What Are the Sources of Curriculum? may be ordered from the Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth Street N.W., Washington, D.C. 80 p. Single copies, $1.50.

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6/62

June 24, 1962

News from the NATIONAL
1201 SIXTEENTH STREET, N.W.

Alice Morton
Archives

For further information:
Beatrice M. Gudridge or Myrtle Bonn

FOR RELEASE: P.M. PAPERS
June 25, 1962

NEA Describes 40 Current National Studies
In Math, Science, Other Academic Disciplines

WASHINGTON, June 24--Illinois Math...PSSC...SMSG...the FLES program...the Economic Task Force. These and a bewildering number of other new terms are finding their way into the educational vocabulary.

Though some of the terms may be familiar, information about the curriculum programs they represent is fragmentary even among educators, according to Ole Sand, director of the National Education Association's Project on the Instructional Program of the Public Schools.

In a move to help fill this gap, the Project today released a 101-page report giving a descriptive summary of over 40 national projects and studies in such disciplines as science, mathematics, English, foreign language, and social studies. The document is titled Current Curriculum Studies in Academic Subjects.

"Such a compilation is in order," according to Dr. Sand, "because many of the new projects already have had considerable impact on what is taught in the schools and others are likely to have similar consequences."

A recent development in American education, the new programs grew out of the need to bring the content of the school curriculum up to date so that new knowledge in specific fields can be incorporated into classroom materials and procedures and so that out-of-date content can be pruned from the curriculum. Most of the studies involve the preparation of new textbooks and other teaching aids, the education of teachers, and systematic evaluation of pupil progress.

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Admitting that the schools have lagged in "introducing findings of current scholarship" the booklet reports that the new projects mark the return of the academic scholar to a role in the field of curriculum planning. The programs are heaviest in the science and math fields, but there are several each in English, foreign languages, geography, economics, world affairs, and other social studies subjects.

Here are some examples of studies reported in the booklet:

. What is frequently called "Illinois math" is being offered in some elementary schools with members of the University of Illinois Arithmetic Project teaching experimental classes from kindergarten through grade 6. Purpose is to investigate the kinds of ideas that can be communicated to children at various stages of maturity. Experimentation is aimed at "getting children to learn as much mathematics as possible by whatever techniques will accomplish this" and some specific techniques have already been developed which appear to be producing the desired results.

The School Mathematics Study Group (SMSG), now located at Stanford University, has developed improved textbooks for the college-capable student, grades 7 through 12. It has also given some attention to textbooks for less able secondary-school students and for children in grades 4 through 6. The secondary-school mathematics program of SMSG emphasizes the introduction of modern mathematics and a deeper treatment of traditional mathematical topics within the course structure generally found in U. S. high schools, rather than a radically different sequence of events.

Eleven other mathematics programs currently being evaluated are also reported upon in the booklet.

The Physical Science Study Committee (PSSC) was the first of the major studies in science. Organized in 1956 at the Massachusetts Institute of Technology, the

committee has developed a modern physics course for secondary schools and prepared materials for teaching it. The materials include a textbook, laboratory apparatus and guides to be used with the textbooks, a series of sixty 25-minute films to be used with the textbook, teachers' guides, and examinations.

Another recent program has become known as FLES--Foreign Languages in the Elementary School. Based on the theory that "the years from five to ten are the best years for children to learn to understand and speak a foreign language," the movement, spearheaded by the Modern Language Association, places heavy emphasis on hearing and speaking a second language. It is designed to be the start of a continued learning sequence that extends unbroken through senior high school. There have been continuous warnings from the Modern Language Association, which has been sponsoring work conferences on the programs, that schools should not be pressured into offering a FLES program without adequate preparation and resources, including competent teachers.

In the social studies, the National Task Force on Economic Education is one of several projects recommending heavier emphasis on specific subjects. Five leading economists and two educators made up the Task Force, sponsored by the Committee for Economic Development and the American Economic Association, which is urging that "objective, rational thinking about economics" replace "routine descriptive treatment of economic institutions." Among other things, the Task Force also recommends that important controversial issues be treated rationally.

In addition to describing the various programs available to curriculum planners, the NEA booklet also offers some advice. It suggests that school people weigh the competing demands on student time carefully before selecting specific programs they wish to put into effect. If all of the programs were adopted, they would add up to more school time than is available.

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Though the number of competing programs can be embarrassing to the school staff, the situation is called "healthy" in that "it leaves the responsibility for instructional decision where it belongs, in the hands of the professional educational staffs of local school systems."

A final chapter on "Using the Results of Special Curriculum Studies" provides four guiding principles to help local school staffs make effective selections and use of the various studies:

1. A systematic procedure should be set up for appraising the various studies. (One is described in the bulletin.)

2. Balance and continuity in the student's total school experience should be maintained.

3. Effective education for all children should be maintained, as the results of special curriculum projects are utilized.

4. Teachers should be provided opportunities to study the new approaches and new content.

The publication, prepared for the Project by Dorothy M. Fraser, Professor of Education, City University of New York, is the last of three working papers published by the Project on Instruction. The other two are: The Scholars Look at the Schools and The Principals Look at the Schools. The official recommendations of the National Committee will be published during the 1962-63 academic year in a series of four books to be entitled: Curriculum Decisions for the Sixties, Education in a Changing Society, Deciding What to Teach, and Planning and Organizing for Teaching.

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June 20, 1962

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.

# # #

June 4, 1962

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

What Makes Teacher an Expert
Concerns NCTEPS Conferees June 26-29

WASHINGTON, June 4 -- What makes the teacher an "expert" in the classroom? What knowledge, skills, attitudes and behavior constitute "expertness" in teaching? And how is "expertness" recognized, rewarded, and protected?

Answers to these key questions--which determine the quality of education offered America's young--will be sought by some 1200 conferees at the 17th annual conference of the National Commission of Teacher Education and Professional Standards (NCTEPS) June 26-29 on the campus of the Colorado State University at Fort Collins.

Bearing on the definition of "expertness" and up for intensive discussion at this work conference will be such questions as how the teacher should be educated, how teachers' competence can be measured and rated, what sort of legal machinery is needed to protect the competent teacher and remove the incompetent, what kinds of sanctions the profession itself should enforce to ensure "expertness" in teaching.

Almost 50 national organizations covering every curriculum field from art to psychology and every educational level from kindergarten to graduate school are sending participants to this invitational meeting to consider the overall theme: "Professional Imperatives: Expertness and Self-Determination."

In the group will be college professors and public and private school teachers from such fields as chemistry, geography, geology, physics, mathematics, industrial

(more)

June 7, 1962

Alice Morton
Archives

News from the NATIONAL EDUCATION ASSOCIATION
1201 SIXTEENTH STREET, N.W. • WASHINGTON 6, D. C. • ADams 4-4555

For further information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Montana Agricultural Economist
Appears on "Meet the Professor"

WASHINGTON, June 7--The "food gap" between Communist countries and the United States may be more important in the long run than the missile gap, according to Dr. John Fischer, agricultural economist at Montana State College. Fischer discusses this and other aspects of America's agricultural abundance--which he notes is widely called the "farm problem"--on "MEET THE PROFESSOR", Sunday, June 10, from 2:30 to 3:00 P.M., EDT, on the ABC-TV network.

Dr. Fischer, professor and head of the department of agricultural economics and rural sociology at Montana State College in Bozeman, will be seen, not only at work in the classroom, but also in the field with the farmers themselves, assisting them with their problems of farm and ranch operation.

A native of Gotebo, Oklahoma, Dr. Fischer earned his B.S. and M.S. degrees in economics at the University of Oklahoma; his Ph.D. in economics at the University of Wisconsin.

He has taught at the University of Tennessee; Michigan State University, where he also served as extension economist; and the University of Nevada. In 1958, he was appointed to his present position at Montana State College.

Professor Fischer is a member of the Western Farm Economics Association, the American Farm Economics Association, Rural Sociologists of America, and the Montana State College chapter of Phi Kappa Phi, national scholastic honorary.

"MEET THE PROFESSOR" is jointly produced by the Public Affairs Office of ABC News and the Association for Higher Education, a department of the National Education Association.

Radio adaptations of "MEET THE PROFESSOR" are heard on the ABC radio network every Tuesday evening from 9:30 to 9:55, EDT. Guest on the radio show of June 12 will be Dr. Everard Williams, Chairman of the Department of Electrical Engineering at the Carnegie Institute of Technology.

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arts, biological science, psychology, engineering, art, English, home economics, reading, journalism, music and social studies, as well as school superintendents, principals, guidance counselors, and placement officers. Among the national groups represented will be the Association of American Universities, the National Catholic Educational Association, the National Science Foundation, the American Association for the Advancement of Science, and more than 40 others.

Major speakers include U. S. Commissioner of Education Sterling M. McMurrin who will deliver the opening address Tuesday evening, June 26. Roy M. Hall, dean, School of Education, University of Delaware and Robert N. Bush, professor of education, Stanford University, will strike the two main themes of the meeting Wednesday morning with Dr. Hall speaking on "Professional Expertness" and Dr. Bush basing his talk on "Professional Self-Determination."

Following these addresses, the group will divide into six 200-member sections, each one charged with probing a specific topic for the remainder of the four-day conference. In effect, says Conference Director Don Davies, executive secretary of NCTEPS, "we will have six separate conferences going under the main tent with the whole group coming together only for general session addresses."

Topics the sections will be dealing with are these: 1) Expertness in Teaching; 2) Defining and fixing Professional and Public Responsibility for Teacher Education and Professional Standards; 3) Determining and Enforcing Standards of Accreditation, Certification, and Assignment; 4) Encouraging Expertness Through Extending the Period of Professional Preparation Beyond Four Years; 5) Maintaining Standards of Ethical and Competent Practice; and 6) Determining Reasonable and Valid Policies and Procedures for the Continuous Evaluation of Professional Performance in Service.

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An expert on social psychology will deliver one of the major addresses. He is Nevitt Sanford, Director, Institute for the Study of Human Problems at Stanford University, who will speak Thursday afternoon on "Today's College Student Looks at Himself, His Society, and His Profession."

The banquet session speaker to be heard at the closing general meeting Friday night will be the President Louis Benezet of Colorado College, Colorado Springs.

Five related conferences will be held at Colorado State University preceding the big NCTEPS meeting. They are: The Sixth Annual Student NEA Leadership Conference involving some 100 college students preparing to be teachers, to be held June 22-29; the 40th Annual Meeting of the National Association of State Directors of Teacher Education and Certification (NASDTEC) June 23-26; the 10th annual meeting of Chairmen of State TEPS Commissions, June 26-29; the Future Teachers of America Consultants and Advisers, June 22-25; and the National Association of Secretaries of State Teachers Association, (NASSTA) June 29.

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June 4, 1962

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 RELEASE: ON RECEIPT

Bones Reflect Learning
Ability, Anthropologist Holds

WASHINGTON, June 4--Those people who are convinced they know something because "they can feel it in their bones" may be closer to the literal truth than they realize.

X-rays of the hand and wrist showing bone development are now taken as an index of degree of maturity, particularly in adolescents, and reflect a person's true biological age, or skeleton age, which may or may not correspond to the chronological age.

The implications of these observations for educators are examined by Wilton M. Krogman of the Center for Research in Child Growth at the University of Pennsylvania in a new publication of the Association for Supervision and Curriculum Development, titled New Dimensions in Learning. This brings together the views of anthropologists, sociologists, and psychologists on the learning process as presented at an institute sponsored by ASCD. Krogman spoke as an anthropologist.

Those whose skeleton age exceeds their chronological age, Krogman noted, tend to be more attractive, more matter of fact, and more relaxed as adolescents.

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In later life they tend to be more dominant, responsive, less impulsive, and generally make a better impression. They are more self-confident and they produce more class presidents and more athletes. Those whose skeleton age lags behind their chronological age are apt to have feelings of rejection and inadequacy, they tend to be dominated by others, and to rebel against parental authority.

In the process of physical growth, Krogman maintained, the adolescent goes through a series of stages which constitute what might be termed the "best time" for some new development in expanding his functional capacity. "It is our task," he added, "to find out more about these 'best times' in each child and to teach him accordingly." Failure to do this, he suggested, could lead to adolescent disturbances and frustrations. "There is a time in the tide of growth," he said, "which, taken at the full, will lead to greater learning ability."

A child's intelligence quotient, Krogman maintained, is influenced, at least in part, by his maturation level (higher IQ's for those with relatively higher skeleton age). The evidence suggests, he said, that early or late maturation patterns, and mental potential are both inherited.

Other contributors to New Dimensions in Learning are Walter B. Waetjen, University of Maryland; Arthur W. Foshay, Teachers College, Columbia University; Reuel Denney, University of Chicago; Fred L. Strodbeck, University of Chicago; Leo Postman, University of California, Berkeley; and Herbert Klausmeier, University of Wisconsin.

ASCD is a department of the National Education Association.

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NOTE: Copies of New Dimensions in Learning may be ordered from the Association for Supervision and Curriculum Development, NEA, 1201 - 16th Street, N.W., Washington 6, D. C. 96 p. Single copy, $1.50.

May 31 1962

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 Fred Stoffel

FOR RELEASE: P. M. Papers
May 31, 1962

'Instant Travel' Spurs Emphasis
On Geography, Current Affairs

WASHINGTON, May 30--The advent of what might be called 'instant travel'--intercontinental jet transportation, orbital flights, and the prospect of interplanetary rocket ships--has produced other things than fly-now-pay-later plans, sonic booms, and space-age slang.

To the elementary schools, instant travel has meant a new insistence on geography and current affairs, on problem solving and critical thinking, on depth and breadth of understanding.

A book just published by the National Council for the Social Studies (NCSS) makes this point: "There is a definite national re-emphasis on teaching geography. No doubt this is the result of the 'space age,' increased air travel, the impact of television, current world tensions, recent and rapid political changes, and the activities of the United Nations."

As new nations come into being, as hitherto little-known peoples stream to the forefront of current history, social studies in the grade schools have even instituted a form of social anthropology. "In effect, this is a form of human geography in which learning about people and their relationship to their environment is an important focus," says the book, Social Studies in Elementary Schools.

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How do teachers sharpen this focus?

- By increasing attention to current events.
- By greater use of TV, radio, tape recorders, slides, films, pamphlets, booklets, pictures, maps, globes.
- By aiming the social studies at producing an international understanding by the pupils--not international understanding, alone, but an understanding of both the world and the pupil's place in that world.

So social studies today is putting more and more time on education for citizenship and on the heritage of America for all its citizens...problems of the community, state and nation...the highlights of history that light the American tradition.

The outlines of the social studies are becoming more clearly defined, as to content and sequence, with greater emphasis on factual and abstract concepts. But the idea of educating youngsters for "social living," for getting along in a complex society with their fellows, is still considered important.

Even the drama is being moved into the classroom as a "put yourself in the other person's shoes" way of developing the students' ability to recognize national and geographic differences in the ways people live and think. In the "dramatic play" of the classroom, there is no plot, no script. Students are both actors and audience.

The actors marshal their unrefined knowledge and beliefs to present, in dramatic form, a re-enactment of an event or incident. After the performance, members of the audience try to challenge the knowledge and poke holes in the beliefs. To the degree that they succeed in this, they also succeed in sharpening and identifying the problem, and in finding out how much information they know about it. What they don't know, they can then proceed to acquire.

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A child "cannot put himself in the shoes of another person, even a person remote and unknown, without gaining at least a glimmering of insight into his life," says the book.

Social Studies in Elementary Schools is the 32nd yearbook of the Council which is a department of the National Education Association.

John U. Michaelis, education professor at the University of California, Berkeley, edited the 334-page volume, to which 33 experts in the social studies field contributed.

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Copies of Social Studies in Elementary Schools may be ordered from the National Council for the Social Studies, National Education Association, 1201 - 16th Street, N.W., Washington, D. C. Paperbound $4, clothbound $5.

May 28, 1962

News from the NATIONAL
1201 SIXTEENTH STREET, N.W.

Alice Morton
Archives (1)

For further information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Carnegie Tech Engineering Teacher
Featured on "Meet the Professor" June 3

WASHINGTON, May 28--Today's electronic and space developments point out the major role played by qualified engineers and underscore the continuing need for engineers, a need that is reaffirmed by Dr. Everard Williams on "Meet the Professor," Sunday, June 3, from 2:30 to 3:00 P.M., EDT, on the ABC-TV network.

Dr. Williams, Chairman of the Department of Electrical Engineering at the Carnegie Institute of Technology, will also explain current research on mercury vapor and shock tube projects at Carnegie Tech and the work his students are conducting in the electronics laboratory.

A native of New Haven, Connecticut, Professor Williams received his Bachelor of Engineering and Doctor of Philosophy from Yale University.

He has served as instructor in electrical engineering at Pennsylvania State College and joined the faculty of Carnegie Tech in 1945.

A consultant to the government, Dr. Williams holds the President's Certificate of Merit for outstanding civilian service during World War II. He also has earned such titles as Most Outstanding Young Electrical Engineer in the United States, Man of the Year in Engineering and Pittsburgh Man of the Year in Engineering and holds over 100 patents in radar, guided missiles, photographic equipment, machine tools, electronic organs, radio receivers, transmitters, and jamming devices.

Dr. Williams is a Fellow in the Institute of Radio Engineers and the American Institute of Electrical Engineers and is a member of Sigma Xi, Tau Beta Pi, the

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American Association of University Professors, the American Society for Engineering Education, and Eta Kappa Nu.

"Meet the Professor," produced by the Public Affairs Office of ABC News in cooperation with the Association for Higher Education, National Education Association, is broadcast on the ABC radio network every Tuesday from 9:30 to 9:55 P.M., EDT. Featured guest on the radio show of June 5 will be Dr. Stephen K. Bailey, professor of political science and Dean of the Maxwell Graduate School of Citizenship and Public Affairs at Syracuse University.

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May 28, 1962 (?)

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 IMMEDIATE RELEASE

College Scholarships of $250 Each Awarded to 25 Science Students

WASHINGTON, May 28--Twenty-five science students from 12 states and the District of Columbia have won $250 scholarships for their outstanding reports of scientific investigation in the 11th annual Future Scientists of America Awards (FSAA) program conducted by the National Science Teachers Association (NSTA). The announcement of the 25 recipients and winners of additional prizes and honorable mentions, was made today by NSTA Executive Secretary, Robert H. Carleton.

Besides the scholarship winners, 20 winners in each group, grades 7-8, 9-10, and 11-12 have been chosen from 11 geographical regions. These 660 students have been recognized with bronze FSA plaques and their schools have received recognition certificates. Over 2000 honorable mention awards have been presented to other students also.

A major objective of the FSAA program is to give students the opportunity to present the results of their research investigations in a manner similar to papers prepared by research scientists. It is further designed to foster research techniques by stimulating and encouraging students to develop science and mathematics activities under the guidance of their teachers.

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Contest participation was open to any student from the seventh through 12th grades in public, private, or parochial schools of the 50 states and U. S. territories. The entries were handled by regional chairmen and the scholarship winners were selected by a national judging committee.

The FSAA program is co-sponsored by a number of scientific, engineering, and technological societies and trade associations. Those participating are: American Cancer Society, American Chemical Society, American Dental Association, American Meteorological Society, American Nuclear Society, American Petroleum Institute, American Society for Metals, National Association of Corrosion Engineers, Society for Non-Destructive Testing, and Society of Naval Architects and Marine Engineers. The program is approved by the National Association of Secondary School-Principals.

Scholarship winners and their teachers are:

California:

Sue Bumiller (11th grade), San Bernardino High School, San Bernardino, "Effects of Ricin (Castor Bean Poison) on the Viscera of Rats." Mrs. Olive Petty, teacher.

Robert Cahn (11th grade), Menlo-Atherton High School, Atherton, "A Geodesic Representation of Lobatchewsky's Geometry." Mr. Harry K. Wong, teacher.

Steven Carlin (12th grade), Herbert Hoover High School, Glendale, "The Metabolism of a Facultatively Autotrophic Ammonia-Oxidizing Nova Species of Bacteria, Nitrosomonas Organophila." Mr. Gene Anderson, teacher.

Phyllis Monroe (12th grade), Marymount High School, Palos Verdes Estates, "An Analysis of the Food Value of the Pyracantha Berry." Mother M. Claret, RSHM, teacher.

Florida:

James Joyce (12th grade), Coral Gables Senior High School, Coral Gables, "Cellular Accretion of Calcium with Subsequent Membrane Impermeabilization as a Senescent Factor in Philodina Roseola." Mr. Walter Bowlby, teacher.

Michael Machtey (12th grade), Coral Gables Senior High School, Coral Gables, "New Analytical Techniques of Microelectrophoresis Applied to Interaction of Antibodies with Human Erytheocytes." Mrs. Sara Knupp, teacher.

Myron Mass, (11th grade), Coral Gables Senior High School, Coral Gables, "X-Ray Studies of Mixed Oxide Systems." Mrs. Sara Knupp, teacher.

Raymond Roy (12th grade), Robert E. Lee Senior High School, Jacksonville, "3d Electrons in Transition Metal Complexes." Miss Dorothy Thomas, teacher.

Georgia:

Jimmy Gibson (11th grade), Jordan Vocational High School, Columbus, "Finding Orbital Velocity." Mrs. Richard Gunter, teacher.

Iowa:

Michael Lee Wonio (12th grade), Bettendorf Senior High School, Bettendorf, "A Working Model of the Structure of Liquid Water." Mr. Donald A. Schaefer, teacher.

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Maryland:
William Murray (11th grade), Walter Johnson Senior High School, Rockville, "The Stability of Radioactive Equilibria." Mr. Lewis Sanford, teacher.

Massachusetts:
Michael Wojcik (12th grade), Durfee High School, Fall River, "Calorimetric Study of Phase Equilibrium in the Ternary System - Magnesium Sulfate, Urea, Water." Mr. Armand Dallaire, teacher.

New Jersey:
Douglas MacPhillamy (11th grade), Madison High School, Madison, "The Effects of Thymus Extract on Insect and Mammalian Growth." Miss Louise Taney, teacher.

New York:
Deborah Chase (11th grade), Bronx High School of Science, New York, "Production, Isolation and Analysis of Interferon in Microorganisms." Mr. Kenneth Bobrowsky, teacher.

Leonard Gordy (12th grade), Rome Free Academy, Rome, "The Effects of a Plasma on the Transmission of MicroWaves." Mr. Joseph Palombi, teacher.

Shelden Pirotin (11th grade), Bronx High School of Science, New York, "The Development of the Betta Spleneens." Mr. Kenneth Bobrowsky, teacher.

Michael Zasloff (11th grade), Bronx High School of Science, New York, "The Role of Amino Acids in the Regeneration of Planaria." Mr. Meyer Gottlieb, teacher.

Ralph Zuckerman (12th grade), Brasmus Hall High School, Brooklyn, "A Study of Fluorescence as a Chemical and Physical Phenomenon." Mr. Thomas G. Lawrence, teacher.

Ohio:
Judy Rygalski (12th grade), Lourdes Academy, Cleveland, "A Biochemical Study of Blood (with an Introductory Study of the Blood Disease, Pernicious Anemia)." Sr. Mary Myles, teacher.

Texas:
Marshall Fein (11th grade), Henrietta M. King High School, Kingsville, "The Chemistry of and Ozone-Oxygen-Methane Flame." Mr. J. Frank Banta, teacher.

James Logue (12th grade), Henrietta M. King High School, Kingsville, "An Investigation of Factors Affecting Plasma Dynamics." Mr. J. Frank Banta, teacher.

Virginia:
Alan Creutz (12th grade), McLean High School, McLean, "An Amateur Botanical and Zoological Study of 13,328 Acres." Mrs. Martha Walsh, teacher.

Joyce Howell (12th grade), Stewartsville High School, Goodview, "Inherited Tail Lengths of Manx Cats." Mrs. Pearl Crowegy, teacher.

Washington, D. C.:
Karl Miller (11th grade), Woodward School for Boys, Washington, D. C., "Electron Paramagnetic Resonance." Mr. Milenko Phillips, teacher.

Wisconsin:
John Schaefer (12th grade), North High School, Sheboygan, "The Effect of a Cancer Chemotherapeutic Agent, 5-Fluorouracil, on Escherichia Coli." Mr. Carl Enger, teacher.

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May 21, 1962
Alice Morton
Archives (1)

News from the NATIONAL EDUCATION ASSOCIATION
1201 SIXTEENTH STREET, N.W. • [illegible] Adams 4-4555

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For further information:
Beatrice M. Gudridge or Myrtle Bonn

FOR IMMEDIATE RELEASE

1962 Adult Education Yearbook Gives Latest Statistics on Adult Learning

WASHINGTON, May 21--How many adults are working for high school diplomas in the public schools? How many are studying fine arts or business techniques or public affairs? How many illiterates are there in your state? How many adult programs charge fees?

Recently compiled facts and figures on these and other aspects of adult education from the United States Office of Education, the Bureau of the Census, and the National Education Association, have been compiled in one volume, published today by the National Association of Public School Adult Educators (NAPSAE). The 1962 yearbook of NAPSAE, a department of the National Education Association, entitled Focus on Public School Education is a 192-page collection of authoritative and up-to-date information on this booming field of education.

Focus on Public School Adult Education provides summaries of state and national legislative programs that affect adult education, a report on NAPSAE's 1961 conference, plus an abstract of the conference keynote address by Seymour

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Harris, professor of political economy at Harvard University. It includes a look ahead at future tasks of the association, written by S. E. Hand, supervisor of general adult education in Florida, and a look back at NAPSAE's 1961 achievements by Robert A. Luke, executive secretary of the organization.

Achievements of NAPSAE's five special project communities in broadening and enriching their adult education programs are cited. Communities are: Aurora, Illinois; Baltimore County, Maryland; Herkimer and Poughkeepsie, New York; and Warren, Rhode Island.

The yearbook is prefaced with a statement by Chief Justice Earl Warren of the United States Supreme Court. Other contributors include William G. Carr, executive secretary of the NEA; Wilmer V. Bell, president of NAPSAE; Jack R. Gibb, consultant in human relations, Newark, Delaware, and Ben J. Russo, director of adult education for the Barrington (Illinois) Consolidated High School.

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Copies of Focus on Public School Adult Education may be ordered from the National Association of Public School Adult Educators, 1201 Sixteenth Street, N. W., Washington 6, D. C. Price to Associate Members is $2 per copy. Price to non-members of the association is $5 per copy.

424 NEA PN

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 Fred Stoffel

For Release: Sunday Papers
May 20, 1962

1500 Principals Report Extensive Changes--
And More To Come--In Nation's Classrooms

WASHINGTON, May 20--The nation's classrooms are reflecting the dramatic changes in all walks of American life. This was the report of some 1500 elementary- and secondary-school principals surveyed recently by the National Education Association's Project on Instruction.

Here are some major findings of the survey reported in a new publication, The Principals Look at the Schools, published today by the Project which is one of several major efforts sponsored by NEA to upgrade the quality of American public education:

1. The elementary principals reported that the "one most important" change was a shift toward greater emphasis on subjectmatter. The second most reported change was in classroom methods and techniques, and the third was in the use of teaching materials, such as the increased use of audio-visual materials.

2. The textbook was the resource listed by both elementary and high-school principals as most influential. Curriculum materials prepared locally also were rated high. National curriculum studies, while not exercising significant influence in the past, are expected to become more important in the near future.

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3. Technological developments, such as TV, tape-recordings, teaching machines, language laboratories, films and filmstrips, already have made inroads in the curriculum, with greater use of these technological aids anticipated by the principals during the next five years.

The use of language laboratories for teaching foreign languages will rise 160 percent in the elementary school and 137 percent in the high schools. The use of teaching machines will be up 240 percent in the elementary schools and 400 percent in the high schools. Classroom television use will go up 60 percent in the elementary and 68 percent in the secondary schools.

4. The trend toward grouping students according to achievement and/or ability rather than age or grade has increased in 52 percent of the large elementary schools and 81 percent of the large secondary schools, the principals reported. As schools decreased in size, however, so did the percentage of ability grouping reported.

5. The nongraded approach to elementary school organization is becoming more popular. Six percent recorded some nongraded in 1956, 12 percent so reported in 1961, and 26 percent look for such a program by 1966.

Five percent expect to have all nongraded classes by 1966. Only one percent in 1956 and two percent in 1961 could make this claim.

6. Departmentalization is used now to some extent in 39 percent of the elementary schools checked. By 1965, the figure is expected to rise to 53 percent. In 1956 it was 22 percent. There appears to be a shift away from the self-contained classroom.

7. Team teaching is increasing. Some version of it will be used by over 30 percent of the elementary schools by 1965, the principals predicted. They reported that nearly 15 percent of the elementary schools now have teaching teams. In 1956 the figure was 5 percent. Thirty-one percent of the secondary

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principals expect to have team teaching by 1966, as compared with a 5 percent figure for 1956.

8. Principals for both elementary and secondary schools--about two-thirds of them--believe their science and mathematics programs are now adequate. Looking back to the pre-sputnik year of 1955-56, the principals said they see now where instruction in these areas may not have been adequate.

9. Foreign language classes will be initiated within the next few years by nearly one-third of the elementary school principals reporting. Over one-fifth of them already offer foreign language, once considered a rarity in the elementary schools. When a new language was offered in the high schools within the 1956-61 period, it most often was Russian.

10. Methods used for the teaching of reading evidently depend upon the size of the elementary school. During the last five years, the small schools tended to emphasize instruction in phonics and the alphabet, while the large schools increased their use of word recognition and word meaning. However, these schools, the report points out, "may merely have been strengthening neglected aspects of reading instruction, rather than adopting one approach in preference to another." The report says a combination method is the best for teaching reading.

During the 1956-61 period, a ratio of about 2 to 1 of the principals in districts of all sizes reported moving in the direction of continued emphasis on basal readers. However, inthe 1961-66 period, an even greater proportion (more than 5 to 2) expect to use more diversified reading materials adapted to individualized reading. This was the picture in districts of all sizes.

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11. Many of the schools, the principals reported, have started to teach some subjects, such as algebra, earlier in the grades. Nearly one-half of the elementary and more than one-half of the secondary principals reported such changes.

12. The principals are expecting an increase in both quantity and quality of school work. Over one-half of the elementary and nearly 70 percent of the high-school principals reported this.

13. Sources of change in the instructional program were also probed. The elementary and secondary principals agreed that the local school officials (superintendent and staff) were the source of greatest influence upon the program, and they ranked the school faculty in second place. National programs sponsored by the government, national studies in the subject areas, prominent studies associated with individuals, and the large foundations were ranked considerably lower, although their influence was expected to increase.

According to Ole Sand, director of the NEA Project on Instruction, the rapidity and extensive nature of change is probably the chief conclusion to be drawn from this survey, and the same pace, or a faster one, is expected in the near future.

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May 14 1962

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 Fred Stoffel

FOR RELEASE: P.M. Papers
May 14, 1962

Two Classroom Teachers Represent NEA
In Six-Day Tour Of West Berlin

WASHINGTON, May 13--Eight hundred thousand U. S. educators will view the Berlin Wall next week through the eyes of two American classroom teachers.

Miss Rita C. Jacoby of Jersey City, N. J., and Mrs. Elizabeth D. Koontz of Salisbury, N. C., will act as representatives of the 800,000-member National Education Association (NEA) when they go to West Berlin.

Their six-day visit is at the invitation of Die Berliner Lehrerorganisationen, the Berlin Teacher Associations, which have set up a separate fund to defray the expenses of selected teachers from foreign countries invited to see the effects the wall has had upon education and teachers in Berlin.

The wall was put up last August by Communist East Germany as a means of keeping its citizenry from fleeing to the Western sector. It has cut the Westward flight of refugees to a trickle.

The wall has also stopped both the East Berlin teachers who formerly taught in West Berlin schools and the students who formerly crossed to West Berlin to attend school. After the wall went up, the Berlin Teacher Associations set up the special fund, into which each member pays three marks, about 75 cents, a month.

Kurt Spangenburg, who issued the invitation on behalf of the Berlin teachers, wrote the NEA that "we do not propose any kind of instruction or indoctrination (of the visitors) but should like to afford a personal matter-of-fact

(more)

impression of life and people in our city of Berlin, which quite unwillingly has become a center of world-wide decision. We are sure our guests will be able to judge for themselves and to make known what matters in Berlin are really like."

Miss Jacoby, an eighth-grade teacher, is president-elect of the NEA Department of Classroom Teachers (DCT). For the last five years she has also been an instructor in the extension division of Seton Hall University, South Orange, N. J.

She won the Distinguished Educator's Award given by the Jersey City Parents Council in 1961.

A New Jersey native, she received her bachelor's and master's degrees from Newark State Teachers College, and has done advanced work at Seton Hall.

She has been a vice president of the Jersey City Education Association, from 1958 to 1960 served as president of the New Jersey Elementary Classroom Teachers Association, and was NEA director for New Jersey from 1959 to 1961.

Mrs. Koontz is secretary of DCT. She teaches special classes for mentally retarded students in the upper elementary grades. During the last three years she has also taught during the summer session at Livingstone College, Salisbury, where she received her bachelor's degree in English and elementary education. Her master's degree was earned at Atlanta University, Atlanta, Georgia, and she has done graduate work at Columbia University, Indiana University, and North Carolina College at Durham.

A member of the NEA National Commission on Professional Rights and Responsibilities, and the NEA Council for Exceptional Children, she has also held a host of other professional association offices. These include terms as president of her local unit of the North Carolina Teachers Association (NCTA) and of its state Department of Classroom Teachers; director of the Western District in the NCTA Department of Classroom Teachers; and chairman of the NCTA Department of Teachers of Exceptional Children.

(more)

Her husband is Harry L. Koontz, a teacher and coach in the Rowan County Consolidated School.

The two woman teachers will leave New York May 18 for London, where they will visit the offices of the Overseas Education Association, headed by Cecil Driver, whose members are teachers in overseas schools for the dependents of American servicemen.

They will fly to Paris May 20 to meet with Dr. Shannon McCune, director of education for UNESCO, and Wilhelm Ebert, director of the Paris office of the World Confederation of Organizations of the Teaching Profession.

May 22 they fly to West Berlin where they will visit German schools and study the effects the wall has had on education there.

They will also visit with teachers in Area 1 of the Overseas Education Association, an affiliate of NEA. Donald S. Horner of the Berlin American High School is area director.

They will return to New York May 28.

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May 12, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Dick Dashiell
Division of Press and Radio Relations

FOR IMMEDIATE RELEASE

Governor Sanford, Senator Jordan Visit
N. C. School Bell Awards Exhibit

WASHINGTON--Governor Terry Sanford and U. S. Senator B. Everett Jordan were among the distinguished visitors who viewed the exhibit of the 1962 North Carolina School Bell Awards winners at the NEA Center here May 12.

The winning entries of the eight newspapers and three broadcasting stations who received the Awards in Raleigh last March were placed on display in the NEA Board Room. The Awards are sponsored annually by the North Carolina Education Association for outstanding service in the interpretation of education in recognition of "the tremendous impact of the press and the broadcasters on the proper roles and functions of the public schools."

A number of former North Carolinians now living in the Washington area also visited the exhibit and chatted with the governor and the senator.

Governor Sanford was himself a recipient of a School Bell Award for "his continued efforts to inform citizens of the role of public schools in today's society."

The recipients of the 1962 Awards, covering the 1961 calendar year, were:

(more)

7. The investigation should be judicial, thorough and professional. The report should be based on facts. The recommendations of the committee should ordinarily be submitted to the employing officials for their information before the release of the report. In any case, the report should be submitted to the parties involved before or at the time the report is released to the public.

C. Preliminary Inquiry

1. An impartial preliminary inquiry should be made, without publicity, to ascertain the probable facts. Care should be exercised to prevent the appearance of bias or of prejudging the case.

2. If the inquiry indicates definite unjust treatment of the teachers involved and if the teachers are worthy of professional support, then, if circumstances justify it, a determined but confidential effort should be made to negotiate a just settlement.

3. If a settlement cannot be obtained promptly and it appears that an investigation has a reasonable chance of accomplishing one or more of our objectives, then, with the consent of either the state education association or the local NEA affiliated association, a formal investigation should be planned in accordance with the information at hand. In cases of marked importance to the teaching profession, an investigation may be made without the request of either the state or local affiliated association.

D. The Investigation

1. The investigation should consist of (a) gathering the facts, (b) evaluating the facts, (c) formulating and issuing the report.

(a) Although factual material and signed statements must be obtained and records must be investigated, yet the most vital and difficult part of the investigation is the gathering of oral evidence in the community where the injustice occurred. This part of the investigation (the hearing) should be conducted by three or more members of the investigating committee. The chairman of the committee should be in charge or in the absence of the chairman, an acting chairman should be designated. Before starting the hearings, the committee should agree upon the procedure and the functions of each member. Care must be exercised to conduct the hearing judicially. A careful record of the hearings should be kept. The objective of the hearings should be to obtain reliable and full information. Individual members of the committee should not discuss the case privately nor make individual investigation without the knowledge and consent

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

TO: Send one release and one phototo:

New York Times -- City Desk
New York Herald Tribune --City Desk
New York World Telegram -- Jack Jacowitz
New York Journal American --City Desk
New York Post --City Desk
New York Daily News -- City Desk
New York Daily Mirror-- City Desk
Riverdale Press -- City Desk

with print

Myrtle Bonn
News Editor
Division of Press and Radio Relations

May 9, 1962

For further information:
Beatrice M. Gudridge or Myrtle Bonn

FOR IMMEDIATE RELEASE

Bronx High School Student is One of Five Americans
To Attend International Youth Science Meeting

WASHINGTON, May 9 -- A 16-year-old Bronx high school girl will be one of five American youngsters representing this country at the Third Annual International growth Science Fortnight to be held in England this summer. She is Shiela Lynn Grinell of 2802 Claflin Avenue, a junior at the Bronx High School of Science.

Shiela was selected following a nation-wide search for outstanding science students conducted by the National Science Teachers Association, (NSTA), a department of the National Education Association. Names of the five students were announced today by Robert H. Carleton, Executive Secretary of NSTA.

In addition to the American students, about 600 boys and girls between the ages of 16 and 19 from 15 other countries are expected to take part in the international program at the University of London, July 21 to August 4.

With science as a common denominator, the two principal purposes of the meeting are to promote international understanding and to develop a sense of common purpose among science students of all countries. A lecture program is designed to inform the students of new developments in science and provide an opportunity for them to meet with eminent scientists from various countries.

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The program is being organized and conducted by the Worldfriends of Great Britain and the British Association for the Advancement of Science. It is under the patronage of the Duke of Edinburgh.

The highest ranking student in her class, Shiela plans to work for a Bachelor of Science degree and eventually earn a doctorate. She is especially interested in "investigating the possibility of channelling electri al brain thought impulses into projecting commands to machinery."

In high school she has worked on a number of science projects, including a device to measure plant metabolism. She has been an Arista tutor in chemistry and with a fellow junior, published an article on "Finite Permutation Groups" in the 1961 Math Bulletin of Bronx Science. One of her future goals is to present modern concepts of ancient geometry to her fellow students. Her hobbies include dancing, reading, swimming, folk music, and volley ball.

Shiela is the daughter of Dr. and Mrs. Richard N. Grinell. Her father is a doctor of podiatry.

Each of the American students has been awarded a $350 stipened by Scholastic Magazines, Inc.to help defray costs. Following the London conference, the NSTA group, including their leader, Dr. Millard Harmon, a science teacher at Newton, Mass., will visit places of special scientific interest in the Netherlands, West Germany, Switzerland, and France. Following their return to the United States, various members of the group are expected to report their experiences through articles in scientific and youth publications.

Other members of the American group are: Chris Cherniak, 16, of Eau Gallie, Fla.; Joyce Meyer, 16, of Greeley, Colo.; Edward G. Fisher, 17, of Golden, Colo.; and Charles K. Holloway, 16 of Oakland, Calif.

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News from the NATIONAL EDU
1201 SIXTEENTH STREET, N.W. • WASH

May 8, 1962

Alice Horton
Archives (1)

For further information:
Beatrice M. Gudridge or Joseph Hanlon

For Release: P. M. Papers
Tuesday, May 8, 1962

Detroit Professor Joins Staff
Of National Education Association

WASHINGTON, May 7--Ole Sand, professor of education at Wayne State University, Detroit, has joined the staff of the National Education Association in a permanent leadership post in the field of instruction, it was announced today by William G. Carr, Executive Secretary.

Dr. Sand has been on leave from his post at Wayne State for the last two years as director of an NEA special project on instruction scheduled to terminate this year.

Announcing the appointment, Dr. Carr said he thought NEA was most fortunate in retaining the services of Dr. Sand on a continuing basis in view of his national reputation in the field.

"This appointment," Dr. Carr said, "emphasizes the continuation and expansion of the NEA traditional role of providing leadership in the improvement of instruction."

The special project on instruction which Dr. Sand has been directing has involved hundreds of teachers, school administrators, college professors and other interested citizens in arriving at a consensus upon two issues of major concern for education in the 1960's--deciding what to teach in elementary and secondary schools, and how the schools should plan and organize for teaching.

There have been several preliminary reports from the project leading up to four major publications now in preparation and scheduled for release during the 1962-63 school year. The major publications have been titled: Curriculum Decisions

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for the Sixties: An Overview Report; Education in a Changing Society; Deciding What to Teach; and Planning and Organizing for Teaching. The first volume is to appear next Fall.

Dr. Sand has been professor of education at Wayne State University for 14 years. He was educated in the public schools of Minnesota and received his B.S. degree there from the State Teachers College at Bemidji. He began teaching in a one-room school, became a school principal, and later joined the faculty at Bemidji State Teachers College.

During World War II he was a Navy officer. After the war he was a research assistant at the University of Chicago, where he obtained his M.A. and Ph.D. degrees. During his last three active years at Wayne State University he was chairman of the department of elementary education.

He has worked closely with several nationally prominent professional organizations, such as the National Society for the Study of Education, the National League for Nursing, the Association for Supervision and Curriculum Development, the National Council for the Social Studies, and the Conference of College Professors of Curriculum.

Several years ago he directed a curriculum study in higher education for the University of Washington. His three-volume report of this study is still being widely used by curriculum students and administrators. He was co-editor of the 1955 yearbook of the National Council for the Social Studies and formerly was co-editor of the Putnam Series in Education. This summer he will be a visiting professor at the University of California, Berkeley.

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May 4, 1962

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 IMMEDIATE RELEASE

Teaching Adults to Read Better
Theme of New Handbook from NEA

WASHINGTON, May 4--Few people read as well as they could and should--a situation of great concern to America's specialists in adult education.

To help more people to read better, the National Association of Public School Educators (NAPSAE) today published a 72-page handbook entitled Teaching Reading to Adults, written by Edwin H. and Marie P. Smith of the University of Miami Reading Clinic.

Tested in actual classroom use in several Florida cities, the book is designed to show teachers how to work with adults on all reading levels, from the introductory (literacy) stage through the elementary, intermediate, and developmental stages (building speed and comprehension).

The writers describe in detail vocabulary-building methods, student exercises, testing, ways of increasing speed and comprehension, ways of building word recognition. They provide such practical helps as the following: How to determine the reading level of new students (an informal reading inventory or sample check list is included); how to deal with the psychological problems of teaching adults; how to keep achievement records.

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The book also discusses the pros and cons of mechanical devices for teaching reading, such as films and tachistoscopes, and evaluates some commercial devices now on the market. It lists instructional and supplementary reading materials for each reading level, and provides a form for checking the readability of any printed matter.

Pointing out that with competent help and systematic effort most people can substantially improve their reading ability, NAPSAE President Wilmer V. Bell, who is director of adult education for the Baltimore, Maryland, public schools, predicts that Teaching Reading to Adults will be of great help in revitalizing current instruction in reading for adults as well as in developing new programs. NAPSAE is a department of the National Education Association.

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A single copy of Teaching Reading to Adults for press use only is available from the Division of Press and Radio Relations, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. For other uses, copies may be ordered from the National Association of Public School Adult Educators, NEA, 1201 Sixteenth Street, N.W., Washington 6, D. C. Single copy, $1; quantity discounts.

May 3, 1962

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, American Legion Will Publish
Guide For Teaching About Communism

WASHINGTON, May 3--A Joint Committee of The American Legion and the National Education Association today approved for publication a manual of guidelines for teaching about Communism for the use of teachers in the junior and senior high schools of the nation.

First copies of the completed manual tentatively titled Teaching About Communism will be made available July 3 during the annual convention of the National Education Association in Denver this summer. Approval for publication came as a result of the meetings held this past week in Indianapolis by the Joint Committee and the National Executive Committee of the Legion.

In a statement, the Joint Committee which has brought NEA and the Legion together on a number of projects of mutual interest for more than 20 years, explained its action this way:

"The rising threat of Communism to human freedom and human dignity has caused individual citizens, as well as various national groups, to examine closely its aims, purposes and methods as they contrast with those of a free society. It is natural that the National Education Association should concern itself with the problem, for in America, education and the democratic process are closely related. It is also natural that The American Legion, composed of individuals who served their country in time of war, should address itself to the problem, for those men and women, having risked their lives in defense of freedom, are loathe to see it destroyed through ignorance.

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Both organizations are on record indicating their desire to have our educational system examine closely the democratic process in contrast with the Communistic process.

"A Joint Committee representing these two associations has been at work continuously since 1921. The Joint Committee believes that there is great need to impart clear understandings and to motivate sturdier commitments by all Americans who are called to defend and to pass on to their successors our precious American heritage and the increasingly rewarding future that democracy offers to this generation and to the world of tomorrow. Among a truly free people, it is believed by the Joint Committee that a brief, honest, realistic comparison of democratic and Communist principles and practices needs but to be placed before those who are free to think; for in the realm of free thinking, nothing is so potent as simple truth. On the basis of this belief, for the past two years the Joint Committee has devoted its attention to this matter and has prepared a manual, Teaching About Communism.

"The material in this manual is not designed to be a teaching unit. The members of the Joint Committee believe that writing such a unit is not properly its function."

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Note: A list of members of the Joint Committee of the National Education Association and The American Legion, and of Resource Specialists who assisted the Committee on the Teaching About Communism manual is attached.

COMMITTEE MEMBERS AND RESOURCE SPECIALISTS

Representing The National Education Association

Mr. Charles F. Mathews, Superintendent of Schools, Longview, Texas - Co-Chairman
Mr. Isaac Humphrey, teacher, social studies, 1777 S. 5th East, Salt Lake City, Utah
Mr. Merle Beam, Principal, High School, Windber, Pennsylvania
Dr. Marian Wagstaff, Professor of Education, Los Angeles State College, 5151 State College Drive, Los Angeles, California
Mr. Forrest Rozzell, Executive Secretary, Arkansas Education Association, 1500 W. 4th Street, Little Rock, Arkansas

Staff Liaison
Mr. Glenn E. Snow, Assistant Executive Secretary Lay Relations, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.

Representing The American Legion

Dr. D. H. Reed, 1100 West University Drive, Portales, New Mexico - Co-Chairman
Dr. Joseph Ruggieri, Superintendent of Schools, Fords, New Jersey
Dr. Jack W. Mears, President, Arkansas A & M College, College Heights, Arkansas
Dr. Paul Grigsby, Director of Student Teaching, Central Methodist College, Fayette, Missouri
Dr. D. W. Tieszen, Dean of Instruction, Central Missouri State College, Warrensburg, Missouri

Staff Liaison
Mr. J. Edward Wieland, Assistant Director, National Americanism Commission, The American Legion, P.O. Box 1055, Indianapolis 6, Indiana

Resource Specialists

Dr. Joseph Gavenonis, Department of Public Instruction, Harrisburg, Pennsylvania
Dr. John H. Haefner, University High School, Iowa City, Iowa
Dr. Marie Edwards, Lew Wallace School, Gary, Indiana
Dr. Eunice Johns, Wilmington Public Schools, Wilmington, Delaware
Dr. Hall Bartlett, C. W. Post College of Long Island University, Brookville, New York
Dr. John M. Thompson, Indiana University, Bloomington, Indiana
Mr. Merrill Hartshorn, Executive Secretary, National Council for the Social Studies, Washington, D. C.
Dr. Fred W. Turner, State Department of Education, Tallahassee, Florida

May 2, 1962

Alice Morton
Archives (1)

News from the NATIONAL EDUCATION ASSOCIATION
1201 SIXTEENTH STREET, N.W. • WASHINGTON 6, D. C. ADAMS 4-2830

For further information:
Beatrice M. Gudridge or Myrtle Bonn

FOR RELEASE: A.M. Papers
May 2, 1962

New Book Underlines
Rewards of Teaching

WASHINGTON, May 2 -- What would happen if more people were more knowledgeable about the schools? If they knew some of the techniques a kindergarten teacher uses to influence the development of youngsters in her class? What it takes to make a fourth-grade class run smoothly? What jobs the schools will have to take on in the near future? Or how a school board functions?

For one thing, more students might prepare for careers in teaching. For another, more parents might have a better insight into what and how their children are learning.

In the hope of stimulating this cause and effect, two experts on American education have prepared a handbook released today, "Teaching in American Schools." The authors are T. M. Stinnett, for 15 years associated with the National Commission on Teacher Education and Professional Standards and now assistant executive secretary for professional development and welfare of the National Education Association, and Laurence D. Haskew, vice chancellor and dean of the College of Education at the University of Texas.

Dedicated to the Future Teachers of America Clubs in some 6,000 high schools, the handbook, published by Harcourt, Brace and World, reviews the origin, development, and purposes of the American system of free schools. It also surveys the future of teaching as a career, highlighting these points:

- Elementary school teaching positions now outnumber high-school positions eight to five.
- The number of high-school classrooms and teaching positions should double between 1956 and 1970.

(more)

• Greater job opportunities can be expected for superintendents, principals, and supervisors and there will also be an increase in college teaching positions.

Listing the many kinds of teaching services requiring trained personnel which are frequently overlooked, the handbook points to teachers for handicapped children, guidance counsellors, school nurses, school psychologists, school dental hygienists, school doctors, attendance officers, and visiting teachers for the homebound.

"So much is said and written about the inadequacy of teachers' salaries," the handbook warns, "that many young people make decisions not to consider teaching as a career on this basis alone, sometimes without having the exact facts." For example, a study in California showed that high-school seniors underestimated the beginning salaries in that state by from $1500 to $2500.

A person considering teaching as a career should not be misled by salary "averages," the handbook continues. He should examine schedules in states where salaries are above average and should remember that extended preparation and experience bring higher salaries and that many administrative and supervisory salaries run into six figures. Tenure and retirement provisions should also be considered, the handbook says.

Though teaching is not yet competing effectively, in terms of salary, with other occupations, the authors see the situation improving and say that "the time may not be far off when teaching can match remuneration with other skilled vocations."

For students who want a taste of the real thing before they get into it, one chapter suggests practical means by which high-school students can get actual on-the-job experience.

Many schools offer credit for "cadet teaching" courses in which a student is assigned to help a regular teacher in elementary or high-school classes for one period a day for several weeks. Such courses show that many students fall by the wayside when they find it difficult to keep up with the demands. Future Teachers of America Clubs, Education Clubs and Teacher Aide plans also offer non-credit experience.

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For further information on Teaching in American Schools, write Harcourt, Brace & World, Inc., 750 - 3rd Avenue, New York City, New York.

News from the NATIONAL E[illegible]

1201 SIXTEENTH STREET, N.W. • WASHINGTON 6, D. C. • ADams 4-4655

May 1, 1962
Alice Morton
Archives (1)

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 IMMEDIATE RELEASE

Californian Elected President
of Association for Higher Education

WASHINGTON, May 1--Leland L. Medsker is the new president of the Association for Higher Education (AHE), according to the College and University Bulletin, official publication of the organization.

He is vice-chairman of the Center for the Study of Higher Education at the University of California at Berkeley. In an election conducted by mail ballot of the 17,500 members of AHE, a department of the National Education Association, he defeated Philip Davidson, president of the University of Louisville, and Maxwell H. Goldberg, university professor-at-large, University of Massachusetts, Amherst. He will hold office for one year.

Three new members for the organization's executive committee were also chosen to serve three-year terms. They are Alfred D. Chandler, professor of humanities, Massachusetts Institute of Technology at Cambridge; E. K. Fretwell, Jr., assistant commissioner for higher education, New York State Education Department, Albany; Lloyd S. Woodburne, professor of psychology, University of Washington at Seattle.

Others nominated for the executive committee were Frank C. Abbott, academic vice president, Montana State University at Missoula; Lloyd W. Chapin, associate

(more)

director, Southern Regional Education Board, Atlanta, Georgia; C. Addison Hickman, Vandeveer professor of economics, Southern Illinois University, Carbondale; Seymour A. Smith, president, Stephens College, Columbia, Missouri.

Members of the Association for Higher Education are college and university professors and administrative personnel at public and private institutions throughout the 50 states.

The outgoing president is Roy A. Price, professor of social studies and education, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University.

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April 30, 1962

Alice Morton
Archives (1)

News from the NATIONAL EDUCA[illegible]

1201 SIXTEENTH STREET, N.W. • WASHINGT[illegible]

For further information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Civil War Authority Featured
On "Meet the Professor" May 6

WASHINGTON, April 30--Throughout the North and South, centennial observances of the Civil War are re-enacting events of the past for the present generation. On Sunday, May 6, one man who devotes his time to research, lectures, and written accounts on the Civil War period of history, will describe to a nation-wide television audience the major battles, occurrences, and developments of this period. He is Dr. Bell I. Wiley, who will be seen on "MEET THE PROFESSOR" on ABC-TV, Sunday, May 6, from 2:30 to 3:00 P.M., EDT.

Dr. Wiley, Candler professor of history at Emory University (Georgia), is a noted authority, lecturer, and writer on the Civil War and the South. He also serves as chairman of the Executive Committee of the President's Civil War Centennial Commission.

A native of Halls, Tennessee, Dr. Wiley earned his A.B. degree at Asbury College (Kentucky); his A.M. degree at the University of Kentucky; his Ph.D. at Yale; and a Litt. D. at Lincoln College (Illinois).

He has taught at Asbury College, Mississippi Southern College, the University of Mississippi, and Louisiana State University and joined the faculty of Emory in 1949.

Author or editor of a score of books, Professor Wiley has received especial acclaim for his "Life of Johnny Reb" and "Life of Billy Yank."

Dr. Wiley is a past president of the Southern Historical Association and is a member of the American Historical Association, the Society of American Historians, and the Mississippi Valley Historical Association.

"MEET THE PROFESSOR," a joint production of the Public Affairs Office Of ABC News and the Association for Higher Education, National Education Association, is also broadcast on ABC-radio every Monday evening from 9:00 to 9:30, EDT, with Milton Cross as the host-commentator. Guest professor on the radio show of May 7 will be Sister Ann Elizabeth of Dunbarton College of Holy Cross, Washington, D. C., professor of chemistry and chairman of the Department of Chemistry.

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News from the NATIONAL
1201 SIXTEENTH STREET, N.W.

April 27, 1962
Alice Morton
Archives (1)

For further information:
Beatrice M. Gudridge or Myrtle Bonn

FOR IMMEDIATE RELEASE

80 Countries to be Represented
At WCOTP Meeting in Stockholm

WASHINGTON, March 27--"Education in a Technical Age" will be the theme of the 11th annual assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP) which opens in Stockholm July 29 and runs through August 4.

More than 400 educators from nearly 80 countries are expected to attend.

National member associations are expected to present their views on the following five questions in terms of their own educational traditions and systems.

How are educational institutions responding to demands for a culturally developed society capable of directing its own scientific potential?

What measures have been adopted by educators, by industry and by public authorities to use technical advance to improve teaching materials and techniques?

How are youth and adults being educated to lead a full life in the changed society produced by technological advance?

What measures are adopted in the educational institutions to instill and foster human values in the youth growing into a technical age?

Chief associated meetings will be concerned with technical and vocational education, health, adult education, and teacher training. Sir Ronald Gould, general secretary of the National Union of Teachers of England and Wales is president of WCOTP. Vice-president is S. Natarajan, vice-president of the All-India Federation of Educational Associations. William G. Carr, executive secretary of the National Education Association, is secretary general, and John M. Thompson is assistant secretary general.

Meetings are scheduled in Brazil next year.

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3/62

April 18, 1962

Alice Morton
Archives (1)

News from the NATIONAL

1201 SIXTEENTH STREET, N.W.

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For further information:
Myrtle Bonn or Bill Henry
April 23 and after:
CEC Press Office
Room 312-Deshler-Hilton Hotel
Columbus, Ohio

FOR IMMEDIATE RELEASE

Council for Exceptional Children Meets in Columbus
April 24-28; 2500 Special Education Leaders Expected

COLUMBUS, April 18--Medical, technological, and educational advances which hold new promise for youngsters who are mentally or physically "exceptional" will be assessed by approximately 2500 experts in the field of special education when the Council for Exceptional Children meets here April 24-28. Sessions will be held at the Deshler-Hilton and at the Neil House.

Officers of the Council estimate that exceptional children -- the mentally retarded, the socially maladjusted, the visually handicapped, the deaf and hard of hearing, the speech handicapped, the crippled, as well as the gifted -- total about 12½ percent of the school-age population. They concede this to be a conservative figure. Some experts put the total as high as 20 percent.

Announcing conference plans, William C. Geer, executive secretary of the Council, said that the five-day sessions will be devoted mainly to the assessment and evaluation of recent research findings related to the learning processes, classroom grouping, medical diagnosis and treatment, teacher preparation and community services.

(more)

He defined exceptional children as those who deviate intellectually, physically, socially, or emotionally so markedly from what is considered normal that they cannot receive maximum benefit from a regular school program.

Margaret Mead, professor of anthropology, Columbia University, and associate curator, Museum of Natural History, New York City, will be the guest speaker at a dinner Thursday evening, April 26. Her topic will be "All Exceptional Children as a Resource for the Future."

General session speakers include:

Henry H. Hill, president emeritus, George Peabody College for Teachers, Nashville, Tenn., whose topic is "Magic Gadgets and Human Beings." (Tuesday, April 24, 7:30 P.M.)

Leo F. Cain, CEC president, and vice-president, San Francisco State College, San Francisco, Calif. (Wednesday, April 25, 8:45 A.M.)

Leonard W. Mayo, chairman, President's Panel on Mental Retardation, and director, Association for the Aid of Crippled Children, New York City, (Thursday, April 26, 8:45 A.M.)

Mary E. Switzer, director, U.S. Office of Vocational Rehabilitation, Washington, D.C. (Friday, April 27, 8:45 A.M.)

The Honorable Robert N. Giaimo, Congressman from the third congressional district of Connecticut and member of the House Special Subcommittee on Education. (Saturday luncheon, April 28, 12:30 P.M.)

In addition to the general sessions there will be 86 section meetings.

The Council for Exceptional Children was founded in 1922 and held its first convention in Cleveland, Ohio the following year. This meeting marks its 40th anniversary. CEC is a department of the National Education Association. It has a membership of close to 14,000 teachers, school administrators, physicians, nurses, social workers, guidance counselors, and representatives of private and public agencies responsible for the education and training of exceptional children in the United States and Canada.

Officers include: Leo F. Cain, San Francisco State College, president; Mamie Jo Jones, Georgia State Department of Education, Atlanta, president-elect and program chairman for the convention; June P. England, Wayne County Board of Education, Detroit, first vice-president; William C. Geer, Washington, D.C., executive secretary; and Harley Z. Wooden, Washington, D.C., associate executive secretary.

Walter Bohl, director, Department of Special Classes in the Columbus City Schools, is chairman of the local arrangements committee.

# # #

April 16, 1962

Alice Morton
Archives (1)

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

Chemistry Teacher of Washington, D.C.
Featured on "Meet the Professor"

WASHINGTON, April 16--Sister M. Ann Elizabeth, C.S.C., of Dunbarton College here, demonstrates her brand of chemistry instruction on "Meet the Professor" Sunday, April 29 from 2:30-3 P.M. EDT on the ABC-TV network.

She appears on the 16th program of the current 25-program series that each week presents a professor representing a different type of college, a different discipline, and a different geographical area in scenes in and out of the classroom. The series is produced by the Public Affairs Office of ABC News in cooperation with the Association for Higher Education, a department of the National Education Association.

A native of Washington, D.C., Sister Ann Elizabeth is professor of chemistry and chairman of the Department of Chemistry at Dunbarton. She received her B.A. and M.S. degrees at the University of Notre Dame and her Ph.D. at Catholic University of America. Her teaching experience has been conducted at St. Cecilia's Academy in Washington, D.C.; St. Teresa's Academy in Boise, Idaho; Holy Trinity High School in Ocean View, Virginia (where she served as principal); and Dunbarton, where she has taught since 1941.

Sister Ann was one of four women in a group of 40 persons from the U.S. and 15 other countries who attended an Institute of Nuclear Studies, sponsored by the AEC at Oak Ridge, Tennessee, in the Summer of 1959.

In June, 1960, she was elected to membership in the Omicron Chapter of Sigma Delta Epsilon, a graduate women's scientific fraternity. Sister also holds membership in the American Chemical Society, the American Association for the Advancement of Science, and the Albertus Magnus Guild.

A radio adaptation of "Meet the Professor" with host-commentator Milton Cross is heard on ABC-radio every Monday from 9-9:30 P.M. EDT. Guest professor on the April 30 radio program will be Dr. Warren H. Cole, head of the Department of Surgery at the University of Illinois College of Medicine in Chicago.

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4/62

April 12, 1962

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

Science Teachers Get IBM Grant of $67,000
to Upgrade Teaching of Data Processing

WASHINGTON, April 12--The National Science Teachers Association today announced a grant of $67,000 by the International Business Machines Corporation of New York City to continue its Project on Information Processing, which has been underway for a year with IBM support.

Directing the Project for NSTA, which is a department of the National Education Association, is Hugh Allen, Jr., chairman of the Science Department at Montclair State College, Upper Montclair, New Jersey; and Vincent S. Darnowski, also of Montclair State College.

Materials now in preparation intended to narrow the gap between present knowledge in the data processing industry and what is taught in schools include the following:

A guidance booklet on Careers in Information Processing; a paperback book on computers in NSTA's "Vistas of Science" series; instructional materials for junior high school classrooms including an instructional unit, a filmstrip, and a teacher's guide; and a color film on the computer as a tool of the scientist in conjunction with the Vista book.

To advise on the aptness of materials and provide direction for future plans of the Project, Dr. Allen and Professor Darnowski are assisted by an Advisory Committee of science teachers, specialists, and consultants. Members of the committee are: Chrissie P. Arlis, junior high school specialist, New

(more)

York City public schools; James E. Downs, social science specialist, Newark State College, Newark, New Jersey; Paul C. Clifford, mathematics specialist and Emma Fantone, audio-visual specialist, Montclair State College, Upper Montclair, New Jersey; Mahlon F. Hayden, high-school science specialist, E. O. Smith School, University of Connecticut, Storrs; Gates Willard, high-school science specialist, Manhasset, New York; Marjorie Gardner, NSTA, Washington, D. C.; Charles E. Bowen, manager, Educational Communications Programs, IBM, New York City; and H. J. Greenberg, T. J. Watson Research Center, IBM, Yorktown Heights, New York.

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April 12, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Research Booklet for Students
Published by Science Teachers

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

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

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

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

April 9, 1962

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 Fred Stoffel

FOR IMMEDIATE RELEASE

Safety First In Kokomo Or Karachi
Is Aim of NEA Booklet For Teachers

WASHINGTON, April 9--Teaching a youngster to avoid safety hazards of his own Hometown, U.S.A., will do him little good when his family moves to Kokomo or Karachi--the hazards will be different there.

The safety hazards of a big city may be only generally similar to those in a small town. There may be special dangers in the mountains that a boy from the Midwestern plains won't know about.

Because of the mobility in population, a new safety education booklet advises elementary school teachers to "teach all children to recognize hazards and to seek help in finding out how to overcome them."

Teaching the hazards of a specific environment is not enough, says the booklet--Teaching Safety in the Elementary School--published by two departments of the National Education Association--the American Association for Health, Physical Education, and Recreation (AAHPER) and the Department of Classroom Teachers (DCT).

"It is obviously impossible to teach all the facts which each child will need to know (about safety)," the booklet says. It places its emphasis on teaching recognition of safety hazards wherever they might be.

(more)

The booklet--fifth in a continuing series--describes ways that children can be taught the importance of safety on the street, in buses and cars, on the school grounds, and in the classroom.

"Safety teaching in the elementary school cannot be left to chance; it is vital for the future of every boy and girl," the booklet points out.

The playground is one of the most hazardous areas. "In every grade except kindergarten, more than half of all school jurisdictional accidents, including going to and from school, occur in physical education-related activities," the booklet says. "If we can teach children to perform these activities safely while at school, we are giving them a practical ability for their out-of-school living."

The main thread of the booklet is that children should not just be told how to be safe--they should be shown.

"Should boys and girls merely be given rules to avoid hazards? Will they learn to recognize and solve accident problems if they have not been taught by the problem-solving method? If not, then they need problems but, as in arithmetic, the accident problem should be difficult enough to challenge their abilities yet not so difficult as to overwhelm them."

One way to teach playground safety, the booklet suggests, is to form a safety patrol to check the play area for safety hazards. Some of these--such as banana skins or broken glass on the sidewalk--could be eliminated immediately by the patrol. Other problems--such as faulty playground equipment-- could be reported by the patrol to the teacher for correction.

"Good teaching in safety," the booklet declares, "is the same as good teaching in any area. The key figure is the child. The teacher must know the whole child--his mind, his physical being, and his emotions--and then involve him intellectually, physically, and emotionally in an educational program of doing."

(more)

Other booklets in the AAHPER-DCT series are: Teaching Dental Health to Elementary School Children, Classroom Activities, Outdoor Recreation, and Teaching Nutrition in the Elementary School.

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NOTE: A press copy of Teaching Safety in the Elementary School may be obtained by writing Division of Press and Radio Relations, NEA, 1201 - 16th Street, N. W., Washington 6, D. C.

Additional copies for other use are available from AAHPER-NEA, 1201 - 16th Street, N. W., Washington 6, D. C., at the following prices: Single copy, 75¢; 2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount.

April 9, 1962

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

Illinois Surgeon Featured
on "Meet the Professor"

WASHINGTON, April 9--The television viewer who likes realism in medical shows will find it on "Meet the Professor," Sunday, April 15, on the ABC-TV network, 2:30 to 3:00 P.M., EST. In an actual operating scene, Dr. Warren H. Cole will be seen teaching medical students as he performs a gall bladder operation.

Prior to the operation, Dr. Cole, who heads the Department of Surgery at the University of Illinois College of Medicine in Chicago, reviews the patient's case history with his students. The program follows Dr. Cole on his rounds of the ward, recording his discussion of different cases with his patients and students.

Dr. Cole combines his teaching with surgery and research. He is president of the American Cancer Society, eminent in the field of cancer surgery, and heads a medical team that is concentrating its efforts on defeating this dread disease.

A member of the University of Illinois faculty for 25 years and a practicing surgeon for 41 years, Dr. Cole earned his B.S. degree at the University of Kansas in 1918 and his M.D. at Washington University (St. Louis, Missouri) in 1920.

He has served as president of the American College of Surgeons, the American Surgical Association, the Chicago Surgical Society, the American Association for Surgery of Trauma, Western Surgical Association, American Board of Surgery, Society of University Surgeons, Chicago Medical Society, Interstate Post Graduate Medical Assembly, and the American Goiter Association.

(more)

Dr. Cole is an honorary fellow of the Royal College of Surgeons of England and the Royal College of Surgeons of Edinburgh. He has also been honored by Illinois' foremost surgeons who have formed the Warren H. Cole Society "simply to pay him honor."

"Meet the Professor" is produced by the Public Affairs Office of ABC News in cooperation with the Association for Higher Education, NEA.

Radio adaptations of "Meet the Professor" are broadcast every Monday from 9:00 to 9:30 P.M., EST, on the ABC-radio network. The April 16 radio show features Dr. Eugene C. Haderlie, marine biologist at Monterey Peninsula (junior) College in California.

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4/9/62

April 2, 1962
Alice Morton
Archives (1)

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

Washington State Musician
Featured on "Meet the Professor"

WASHINGTON, April 2--Stanley Chapple, conductor of the University of Washington's Symphony Orchestra, who has been seen by millions throughout the world as guest conductor of major American, Canadian, and European orchestras, will be seen by millions of Americans on "Meet the Professor" on the ABC-TV network, 2:30 to 3:00 P.M., EST, Sunday, April 8.

The television cameras capture the personality of Dr. Chapple as he meets with three graduate students, discussing and demonstrating at the piano the difference in styles of several composers. The program also depicts Dr. Chapple as conductor of the chamber orchestra and as professor when a student takes over the baton.

Director of the University of Washington School of Music since 1948, Dr. Chapple also leads the University's Opera Theatre and Festival Opera Company, one of the first university-sponsored community opera groups in the United States.

Dr. Chapple has conducted numerous continental orchestras, including the London Symphony and the St. Louis Philharmonic. He has also appeared as guest conductor in Boston, Detroit, Denver, Minneapolis, Washington, D. C., Toronto, and Montreal.

Born in London and a scholarship pupil of the London Academy of Music, Dr. Chapple holds an honorary doctorate from Colby College (Maine).

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He is the author of Classway to the Keyboard and Language of Harmony.

"Meet the Professor" is also heard on ABC-radio every Monday from 9:00 to 9:30 P.M., EST. Guest professor on the radio show of April 9 will be Dr. Sanford Dornbusch, sociologist from Stanford University (California).

"Meet the Professor" is produced by the Public Affairs Office of ABC News in cooperation with the Association for Higher Education, NEA.

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4/2/62

April 2, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Frederick K. Dashiell

For Release: April 2, 1962

Nation's Classroom Teachers Honor
Maehling Fellowship Recipients

Washington, D.C., April 2 -- Classroom teachers throughout the U. S. honor the beginning of Teaching Career Month today with the announcement of three recipients of the Hilda Maehling Fellowships. They are:

Rose Neufeld of Concord, Mass., a teacher in the Newton, Mass., public schools; May E. Rigby of Petersburg, Pa., a teacher in the Juniata Valley Schools, Alexandria, Pa.; and Robert Mooar Smith of Glen Ellyn, Ill., a teacher in the Wheaton, Ill., Community High School.

They received varying amounts to carry on projects which will help them grow professionally and develop improved professional techniques, and which promise to enrich their schools.

The Hilda Maehling Fellowship program was established by the Department of Classroom Teachers of the National Education Association to pay tribute to the department's first executive secretary. The program is aimed at bringing prestige to classroom teachers and to stimulate them in fulfilling their responsibilities for leadership in the teaching profession.

Established in 1959, the fellowship committee set a goal of $100,000 for the fellowship fund, of which $99,000 has been contributed by teachers. Nearly $150,000 has been pledged by teachers through their state groups. The fellowships are financed by investment income from the fund.

The fellowship committee, headed by Anita Ruffing of Bellevue, Ohio, president of the Department of Classroom Teachers, selected Mrs. Neufeld, Mrs. Rigby and Mr. Smith on the basis of their professional ability and the worth of their projects. Teachers from throughout the nation applied for fellowships.

A high school French teacher, Mrs. Neufeld will use her fellowship to study new trends in the teaching of foreign languages in France. She will spend three months in that country to survey new methods the French themselves have developed during the last 10 years. She will use whatever she deems beneficial from her survey in her own teaching and in a workshop for other teachers in the Newton school system.

Mrs. Neufeld belongs to the Massachusetts Teachers Association and the Newton Teachers Association, and is an officer of the American Association of Teachers of French.

Mrs. Rigby, a teacher of conversational Spanish in the elementary grades, will study at the six-week summer session at the Interamerican University in Saltillo, Mexico, in order to make herself a better qualified teacher of the language. On return, she intends to develop the type of conversational Spanish teaching program that will improve instruction of elementary-grade children.

Mrs. Rigby has 16 years of teaching experience. She is a member of the Pennsylvania State Education Association, the Juniata Valley Educators Association and the Friends' Committee on Education.

Mr. Smith teaches English, graphic arts and photography. His project is to develop teaching aids for the graphic arts. The study will locate and evaluate existing teaching aids, present this information to teachers in the field, identify areas needing aids and develop the aids to fill that need. The teaching profession will gain considerably from the project in this much neglected area.

Mr. Smith has taught school for seven years. He holds membership in the Illinois Education Association, Wheaton High School Teachers Association, International Graphic Arts Education Association, American Vocational Association and American Industrial Arts Association.

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March 29, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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

FOR IMMEDIATE RELEASE

"Aim For Excellence" Is Theme
Of Fifth Teaching Career Month

WASHINGTON, April 1--The fifth nationwide observance of Teaching Career Month gets underway today keyed to the theme that modern teaching must "aim for excellence."

Objective of the special month, coordinated by the National Education Association, is to dramatize the importance of the teacher in American life, and to spotlight the recruitment, preparation, and retention of outstanding young people in the profession.

Support at the state level for the annual observance takes the form of special proclamation by state governors, and programs which spotlight or honor teachers sponsored by such groups as the state education associations, the PTA, and Kiwanis International.

Local community and teacher groups are active, too, in promoting the month. For example, the Montgomery County (Maryland) Education Association has teamed up with local businessmen to sponsor a five-day "class under glass" demonstration keyed to the "Aim for Excellence" theme. Shoppers in a suburban area of the county will be able to watch elementary and high school teachers conducting actual classes in department store windows during the period April 9-14.

Members of the St. Paul, Minnesota, Education Association have enlisted the cooperation and facilities of Station WCCO-TV to air a 30-minute television program on April 7 which will be built around one of the major objectives of Teaching Career Month. Taking part in the program which is designed to show that for the country's survival, teaching must be the pre-eminent profession in American life, will be teachers, school board members, students, PTA leaders, state department personnel, and college professors.

(more)

Other specific objectives of the observance, according to NEA, include these:

1. To improve our nation's schools by providing increasing numbers of fine teachers.

2. To encourage larger numbers of qualified young people to consider teaching as a career.

3. To influence the most competent teachers to remain in the profession.

4. To inspire teachers to speak up for their profession and encourage others to consider teaching as a career.

5. To inform parents and the general public of the opportunities and rewards the teaching profession offers their children.

Several NEA departments and divisions are involved in planning the program suggestions and informational materials for Teaching Career Month - the Department of Classroom Teachers, National Commission on Teacher Education and Professional Standards, Student NEA, Future Teachers of America, American Association of Colleges for Teacher Education, Division of Press and Radio Relations and Publications Division. Other agencies of the NEA and many lay groups will be helping to promote the observance of Teaching Career Month during the month of April.

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3/29/62

Mar. 29, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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

FOR IMMEDIATE RELEASE

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3/29/62

March 31, 1962

News from the NATIONAL EDUCATION ASSOCIATION

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

For further information:
Dick Dashiell
After April 3:
Sheraton-Jefferson Hotel
St. Louis, Missouri

FOR RELEASE: Sunday
April 1, 1962

National School Finance Conference
Slated for St. Louis, April 5-6

St. Louis, March 31 -- School finance experts from throughout the U. S. will meet here next Thursday and Friday, April 5 and 6, to discuss ways and means of financing the nation's changing school program.

Approximately 150 finance specialists in state departments of education, state education associations, and colleges and universities will meet in the Sheraton-Jefferson Hotel for the fourth annual National School Finance Conference. The Conference is sponsored by the National Education Association's Committee on Educational Finance. Professor Erick L. Lindman of the University of California at Los Angeles is Committee chairman.

The opening general session will center around the problems of changing school needs in urban, suburban and rural areas.

The delegates, coming from nearly every state, also will take part in panels and discussion groups concerning such topics as metropolitan taxing agencies, the unique problems of paying for education in big cities, urbanism and education, research in school finance, communicating with the public, tax problems, and state support of the schools.

(more)

Among those scheduled to participate are Benjamin C. Willis, superintendent of schools, Chicago; Alfred W. Beattie, county superintendent of schools, Allegheny County, Pa.; Alvin Rhodes, county superintendent, San Luis Obispo, Calif.; Orlando F. Furno, director of research, Baltimore public schools; Francis G. Cornell, president, Educational Research Services, Inc., New York City; LeRoy J. Peterson, professor of education, University of Wisconsin, Madison; Mabel Walker, executive director, Tax Institute, Inc., Princeton, N. J.; William J. Emerson, superintendent, County School District of Oakland County, Mich.; William Simmons, Detroit Board of Education; William P. McLure, director, Bureau of Educational Research, University of Illinois, Urbana.

Also, Arvid J. Burke, director of studies, New York State Teachers Association, Albany; H. Thomas James, professor, Stanford University, Stanford, Calif.; Paul R. Mort, professor emeritus, Teachers College, Columbia University, New York City; Ray Bryan, head, Vocational Education Department, Iowa State University, Ames; E. L. Galyean, director of research, Texas State Teachers Association, Austin; Phares E. Reeder, executive secretary, West Virginia Education Association, Charleston; James T. Campbell, director, Administration and Finance, Florida State Department of Education, Tallahassee; Eugene L. Swearingen, dean, College of Business, Oklahoma State University, Stillwater; Charles S. Benson, lecturer, Graduate School of Education, Harvard University, Cambridge, Mass.; Robert C. Smith, Jr., mayor of Columbia, Mo.; Kenneth K. Brunsman, John W. Hobbs Corporation, Springfield, Ill.; Austin J. McCaffrey, executive director, The American Textbook Publishers Institute, New York City; Roland J. Pellegrin, director, The Institute for Community Studies,

University of Oregon, Eugene; C. Maurice Wieting, vice president for Information and Education, Ohio Farm Bureau Federation, Inc.; John K. Norton,professor emeritus, Teachers College, Columbia University, New York City; Frank W. Hubbard, NEA assistant executive secretary for Information Services; and James L. McCaskill, NEA assistant executive secretary for State and Federal Relations.

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(NOTE TO EDITORS: A press office will be open at the Sheraton-Jefferson. Reporters are invited to attend the morning sessions on each day. The remainder of the program, consisting largely of department business and technical matters of little interest to the public, will be closed.)

News from the NATIONAL ED
1201 SIXTEENTH STREET, N.W. • WA

Mar. 26, 1962
Alice Morton
Archives (1)

For further information:
Beatrice M. Gudridge

For Immediate Release

California Marine Biologist Featured
on "Meet the Professor" April 1

WASHINGTON, March 26--One of nature's laboratories, the tidepools of California's Pacific coast, is the classroom for "Meet the Professor," when Dr. Eugene C. Haderlie, marine biologist at Monterey Peninsula College, is featured. The half-hour program, first in the series to feature a junior college professor, is scheduled for Sunday, April 1, 2:30 to 3:00 P.M., EST, on the ABC-TV network.

Professor Haderlie will be shown at work with his students in Monterey's peninsula tidepools which are ideal for field work in marine biology. Students assemble at the tidepools one day each week to learn about the ocean and its inhabitants.

In other teaching scenes, Dr. Haderlie will be observed in his classroom, lecturing on the life cycle in the sea, and conducting a freshman laboratory class in biology.

An experienced traveler in Europe, Dr. Haderlie leaves in August of 1962 for the American Embassy in London as liaison scientist in marine biology at the Office of Naval Research for the 1962-63 academic year. His honors include a National Science Foundation Science Faculty Fellowship in Europe during 1958-59.

(more)

"Meet the Professor," a cooperative production of the Public Affairs Office of ABC News and the Association for Higher Education of the National Education Association is also heard on ABC-radio every Monday from 9:00 to 9:30 P.M., EST.

Dr. Gerard Peter Kuiper, professor of astronomy, astronomer in the Steward Observatory, and research professor in the Institute of Atmospheric Physics at the University of Arizona, will be featured on Monday, April 2. Host-commentator for the "Meet the Professor" radio series is Milton Cross. Ira Marion is producer.

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3/26/62

March 25, 1962
Alice Morton
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:
Fred Stoffel

FOR RELEASE: Sunday Papers
March 25, 1962

School of Tomorrow
Won't Have Grades

Note to Editor: This report is being released simultaneously at the DESP convention in Detroit and at the DESP headquarters in Washington, D. C. Reaction to the report from educators in your local schools might interest your readers.

DETROIT, March 25--The death of the graded school system--and of the school grading system--was predicted today in a book issued by an organization of elementary school principals from all across the country.

The book, Elementary School Organization, was written and published by the Department of Elementary School Principals, National Education Association. It was released today at the DESP convention in Detroit (March 24-28).

In predicting what the "school of the future" would be like, the authors foresaw that "The hold of the graded system--and the grading system--will be broken. Learning will be a continuous process, stimulated and supported by personal satisfactions in learning rather than by grades and degrees. There will be a balance--not the same for all children--between working individually and working in groups. School and classroom organization will provide the flexibility needed to support the idea of continuous progress for each child."

The bulk of the arguments against the grade and grading policies used now in a majority of public elementary schools is carried by John L. Goodlad, director of the University Elementary School, University of California at Los Angeles, where he is also a professor of education. He collected the material on which his arguments are based as part of the NEA's Project on Instruction.

Goodlad contends that the graded system--in which students are promoted upward through the grades on the basis of achievements--is "an unacceptable form" of school

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organization because it is rigid in its curriculum demands, and it does not recognize that students have individual rates of learning which must be accommodated for best performance.

What's left?

Two other educational classifications offer much more Goodlad believes. They are what he calls the "multi-graded" and the "non-graded" systems.

In the first, students are grouped according to their achievements in each area of study. In a third-year classroom, for example, one student might be as advanced as fifth-graders in English, but barely able to hold his own with second-graders in mathematics. The "multi-grade" school would recognize and compensate for this difference, but it would still be tied to "levels" of learning to set standards for each child, in Goodlad's classification.

The "non-graded" school would completely eliminate grades. Student progress, Goodlad says, would be like climbing an incline rather than steps. The "non-graded" school would also differ from the "multi-grade" in its emphasis on the student rather than the subjects to be learned. It would adapt itself to his interests and his rate of learning, rather than to formalized subjects to be taught.

The lack in recognition of individual difference--or rather the lack of putting them into practice in our schools, since the differences were recognized by earlier American educators--came about because of the American ideals of education, "providing a program of elementary education in mass numbers for all the children of all the people," the book points out.

Because this task became so large, American educators "have tended to beam this program in the direction of the mythical 'average' child. In so doing, largely because the image of the average child tends to mirror statistics rather than human beings, we have let our organizational procedures become so impersonal and standardized that we sometimes overlook the individual child and fail to give proper balance and perspective to the essential element of a democratic way of life--provision for individual difference."

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Copies of Elementary School Organization may be obtained from the Department of Elementary School Principals, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., 146 pages. Single copy, $4.

Mar. 21, 1962

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

Teachers Seek to Protect Residual Rights in Recorded Instruction

WASHINGTON, March 21--Teachers who record instruction for television, radio or other media which make possible later use of the material have residual rights entitling them to additional compensation for subsequent use. This conclusion was reached by a group of educators from various parts of the country who met in Washington last week at the invitation of the National Education Association.

Participating in the conference were 53 educators, including TV teachers, representatives of the networks and educational television stations, superintendents of schools, college deans, and others.

The conferees agreed on a statement of principles, including reference to residual rights and asking the NEA to develop guidelines for thinking and action by the teaching profession in technological developments.

They agreed also that contractural arrangements for teachers giving television courses should be worked out in advance; that it should be recognized that a high order of skill and creativity is required of television teachers, which should entitle them to premium rates of pay. At the same time, the conferees said, the professional status of the regular teacher should be in no way minimized because of use of the new media.

In addition to television and radio the media with which the conference was concerned included films, and radio recordings, and programmed instruction.

In introducing these media into the school system, the conferees said, the regular procedures employed in making policy decisions affecting curriculum should

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be followed, including active participation in the decision by classroom teachers, instructional personnel and the administration.

The conferees asked NEA to provide consultative staff service in following through on the professional problems considered, including a study of copyright law in relation to the free flow of ideas. NEA, they said, should work toward a broader definition of the present "fair use" provisions of the copyright act as it applies to educational materials and media.

The conference was jointly sponsored by two NEA units, the National Commission on Professional Rights and Responsibilities and the Division of Audio-visual Instructional Service.

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Mar. 29 1962

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

Sociologist Profiled On
"Meet the Professor"

WASHINGTON, March 20--A sociologist conveys the excitement and satisfactions of his teaching career on "Meet the Professor", Sunday, March 25, 2:30 to 3:00 P.M., EST, on the ABC-TV network. The professor is Dr. Sanford Dornbusch of Stanford University (California) whose special field of interest lies in the behavioral sciences.

Authority, the power in command, its use and abuse is the topic of his lecture to a class of undergraduate sociology students shown on the program. Irreverent about some phases of education in his lecture scene, Dr. Dornbusch points out the rewards of teaching in the second part of the half-hour.

Professor Dornbusch has served as senior research assistant and research associate, Chicago Community Inventory, University of Chicago, and as a fellow, Center for Advanced Study in the Behavioral Sciences, Stanford University. He has taught at Syracuse University, the University of Illinois, Indiana University, the University of Washington, and Harvard. He joined the faculty at Stanford University in 1959 as professor of sociology and executive head of the Department of Sociology.

In addition to serving as consulting editor to several leading publications, Professor Dornbusch has also co-authored Primer of Social Statistics and Popular Religion.

"Meet the Professor" is produced by the Public Affairs Office of ABC News in cooperation with the Association for Higher Education, National Education Association. ABC-radio presents radio adaptations of "Meet the Professor" every Monday from 9:00 to 9:30 P.M., EST. Host-commentator is Milton Cross; guest professor on the radio show of March 26 is Dr. William Melnitz, professor of theater arts and Dean of the College of Fine Arts at the University of California, Los Angeles.

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Mar. 15, 1962

Alice Morton
Archives (1)

News from the NATIONAL ED

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

For further information:
Beatrice M. Gudridge or Myrtle Bonn

FOR IMMEDIATE RELEASE

Commission Appoints Owen Love
Of Alabama New Legal Counsel

WASHINGTON, March 15--The appointment of Dr. Owen Love of Montevallo, Alabama, to the position of legal counsel for the NEA Commission of Professional Rights and Responsibilities was announced today by Miss Mathilda Gilles of Salem, Oregon, chairman of the Commission.

As legal counsel for the NEA Commission of Professional Rights and Responsibilities, Dr. Love's responsibilities will include supplying day-to-day legal service and advice relating to the Commission's activities, including questions of libel and interpretation of state laws and regulations, particularly as they affect Commission interests and activities. He will participate in investigations and the preparation of reports, and will prepare and file legal briefs in cases of concern to the Commission. Dr. Love will be available for a limited number of speaking engagements.

Dr. Love will move to Washington early in June when he completes the academic year at Alabama College. In the meantime he will assume responsibilities for the Commission, including the preparation of a study of the use of professional sanctions in critical situations affecting the welfare of members of the teaching profession.

Dr. Love is a native of Birmingham, Alabama, and a graduate of the public schools of that city. He received his A.B. degree from Birmingham-Southern

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College, the Master of Arts degree from that college and from the University of Alabama, the LL.B. degree from Birmingham School of Law, and the Doctor of Education degree from Teachers College, Columbia University.

Among the positions held by Dr. Love are those of principal of a school in Fairfield, Alabama, dean of the Birmingham Business College, and business manager of the Daytona Beach Junior College in Florida. Dr. Love also practiced law full time for five years. He is currently employed as a professor at Alabama College in Montevallo.

Dr. Love's predecessors in the position were the late Dr. Cyrus C. Perry, who was formerly assistant corporation counsel for the City of New York, and Dr. Henry E. Butler, Jr., who resigned in June 1961 to accept a position as associate professor at the University of Rochester.

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Mar. 7, 1962

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 RELEASE: A. M. Papers
Wednesday, March 7, 1962

Breach Between Scholars and Teachers Being Healed, NEA Project on Instruction Reports

WASHINGTON, March 6--Scholars and scientists on the one hand, and teachers and principals on the other, are drawing closer together again, re-examining the contributions each group has to make to the American public school.

Evidence of the reconciliation is contained in a new book published by the National Education Association today under the title The Scholars Look at the Schools. This is a report of a seminar held last summer under the auspices of the NEA special Project on the Instructional Program of the Public Schools.

The meeting brought together a group of knowledgeable scholars and scientists and leading teachers to explore the contributions that can be made to curriculum by the major academic disciplines. The purpose was not to detail specific facts to be taught, but to clarify fundamental ideas that should be taught in the schools.

A major conclusion reached was that recognition must be given to the fact that, in the explosion of knowledge in recent years, the conception the different disciplines have of themselves has so changed that even teachers who have studied specific disciplines intensively now need re-education. Another was that it has become necessary for the scholars to define more precisely the ideas within their disciplines so that these can be related to what is known about child growth and development and the psychology of learning in fashioning the curriculum.

Summarizing results of the conference, I. James Quillen, dean of the School of Education, Stanford University, said it gave impressive evidence that academic scholars

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are becoming increasingly involved in the problems of teacher education and curriculum content in the schools.

"What is especially significant," Dean Quillen said, "is the extent to which organized groups of scholars in mathematics and physics, in chemistry, in foreign languages, and in many other fields have begun actively to think seriously and deeply about the content of the curriculum and the way this content should be organized."

Ole Sand, director of the NEA Project on Instruction, said the report of the disciplines seminar is one of several data sources which will be used in preparation of the project's final reports, now in preparation.

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Note: News and editorial writers interested in reporting more fully on The Scholars Look at the Schools may request a press copy from the Division of Press and Radio Relations, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. Other copies may be ordered from Publications Sales, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D.C. 64 p. Single copies, $1.50.

March 6, 1962

News from the NATIONAL EDUCATION ASSOCIATION
1201 SIXTEENTH STREET, N.W. • WASHINGTON 6, D. C. • ADams 4-5855

Alice Morton
Archives (1)

For further information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

California Professor To Appear On
"Meet the Professor" March 11

WASHINGTON, March 6--William W. Melnitz, professor of theater arts and dean of the College of Fine Arts at the University of California, Los Angeles, will be presented on the "Meet the Professor" program next Sunday, March 11, 2:30-3 P. M. EST, on the ABC-TV network.

Professor Melnitz received his training at the Universities of Berlin, Cologne, and California, Los Angeles. He earned his Ph.D. at the University of California, Los Angeles, in 1947.

He has held the position of director-producer at the Volks-theater in Vienna, Austria; the Schauspielhaus in Bremen, Germany; and the Neues Theater in Frankfurt, Germany. He was also general manager and director of the Municipal Theater in St. Gall, Switzerland. Professor Melnitz was associated with the Department of Germanic Languages at the University of California, Los Angeles, from 1942 to 1948 and has been with the Department of Theater Arts since 1947.

He is the author of The Living Stage and A History of the World Theater (with Kenneth Macgowan) in addition to other books, articles, and essays.

"Meet the Professor" is produced by the Public Affairs Office of ABC News in cooperation with the Association for Higher Education, a department of the National Education Association. The series is also heard in special radio adaptations on ABC-radio every Monday, 9:00 to 9:30 P. M., EST. Milton Cross is host-commentator on the radio version, which features Dr. Richard I. Evans, professor of psychology at the University of Houston (Texas) on Monday, March 12th.

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

Alice Morton
Archives (1)

March 3, 1962

For further information:
Beatrice Gudridge or Joseph Hanlon

FOR RELEASE: Sunday Papers
March 4, 1962

College Faculty
Salaries on Rise

WASHINGTON, March 3--College teachers, still paid less than football coaches, now earn, on the average, just under $7500 a year.

The median for all college teachers advanced to the $7,486 mark in the latest National Education Association study for the current school year, published by the NEA Research Division.

The report was released in connection with opening in Chicago today of the 17th National Conference on Higher Education sponsored by the Association for Higher Education, a department of NEA. About 1,600 professors, deans and presidents are expected at the meeting which will continue through Wednesday.

College professors, the senior faculty members, broke through the $10,000 barrier this year and are reported as earning, on the average, $10,256. The report is published as a booklet titled Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1961-62.

College instructors, the beginning faculty members, have a median salary of less than $5,600, said Ray C. Maul, director of the NEA study. He pointed out that this is less than the earnings of many workers who never attended college.

The $10,256 figure for the full professor represented a gain of 12.6 percent since the last similar study by NEA, two years ago. One-fourth of the professors are paid more than $12,104; one-fourth less than $8,596.

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The median salary for college instructors is $5,582, with one-fourth earning more than $6,224 and one-fourth less than $5,043. Between the instructors and the professors, in ascending order of importance and earnings, are assistant professors and associate professors.

Some associate professors are paid as much as full professors--the range for associate professors reaches a top of $18,000. Only 2 percent of full professors earn that or more. The median for college presidents is $15,375, although two are reported to be as high as $45,000 and 9 percent fall below $10,000.

Nearly four out of five college teachers are men, and, in salaries, men lead women in all distributions of the data. For men the median is $7,699, and for women, $6,410.

These data were obtained from more than 900 universities and colleges in all parts of the country. A geographical distribution of the reports shows the highest median salary, $8,107, reported in the Far West; the lowest, $6,658, in the Southeast.

On the average, professors comprise 26.4 percent of the faculties; associate professors, 24.1 percent; assistant professors, 30.3 percent; and instructors 19.2 percent.

Salary changes from the reports received two years ago ranged from no increase for 9.7 percent of the teaching staff to 15 percent or more for 3.7 percent of the total staff.

In municipal universities the over-all median faculty salary is $8,297; in state universities, $7,899; in nonpublic universities, $7,880; land-grant colleges, $7,823; state colleges $7,455; teacher colleges, $6,883; nonpublic colleges, from $5,760 to $6,793, according to size.

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Separate tables are published for junior colleges. In public junior colleges the median salary is $7,212; in nonpublic colleges, $5,074. The median salary for the chief administrative officer in public junior colleges is $11,906; in nonpublic junior colleges, $9,525.

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Note: Copies of Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1961-62 may be ordered from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. Single copy, $1. Stock #43-596.

March 1, 1962
Alice Morton
Archives (1)

News from the NATIONAL

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

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, Division of Press
and Radio Relations

SPECIAL FOR EDUCATION JOURNALS
FOR IMMEDIATE RELEASE

High School Principals Meeting in St. Louis One of Year's Biggest, Most Provocative

WASHINGTON (SPECIAL) -- Newspaper headlines in St. Louis during Feb. 24-28, capsuled the highlights of one of the largest educational conventions of the year -- the 46th annual meeting of the National Association of Secondary-School Principals (NASSP) -- and showed the wide range of topics discussed by more than 7,000 high school principals from coast to coast who took part in it.

..."Stop Fooling Students and Public About Education..." Warren G. Hill, Maine Commissioner of Education, in the keynote address said: "Education isn't the 3 R's, or homework, or unlimited facts, or a degree from an Ivy League college. Education is a state of mind -- a sense of responsibility, a commitment, a never-ending progression toward the realization of a dream."

..."Charges Nation Overstresses Financial Aid for Schools..." Henry M. Wriston, president of the American Assembly at Columbia University, and chairman of the President's Commission on National Goals, contended that social factors and failure to stimulate intellectual curiosity are major barriers to higher attendance at colleges, not lack of finances. In support of this view, Wriston

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cited the fact that children of preachers and teachers "go to college in extraordinary numbers" in spite of the relatively low incomes in these professions. The reason is "they rate education very high in the scale of values," he declared.

..."Major Overhaul Urged in Education System by Cornell Professor..." Mauritz Johnson, Jr., professor of secondary education at Cornell University, Ithaca, N.Y., suggested that there be a major overhaul of the secondary-school curriculum, with 'levels' of study instead of the standard six grades. "Grades may still be of some value for administrative purposes," he said, "but we need to re-think their role in curriculum organization." He suggested that instead of six grades, 10 levels in each subject area with level one essentially remedial in nature and level 10 college level.

..."Some Colleges 'Misbranding' Ph.D. Degree, Educator Says..." Thomas H. Briggs, professor emeritus of education, Teachers College, Columbia University, deplored the fact that the doctorate degree has lost standing in recent years and said "it is awarded by an increasing number of institutions with faculty members who are incompetent or who do not have the time or willingness to conduct candidates through disciplines that warrant award of the degree."

..."Russian Prosperity to Bring Democracy, Harvard's Langer Says..." William L. Langer, Coolidge professor of history at Harvard, predicted that Russia will evolve along more democratic lines as its standard of living draws closer to that of the West. "...we know that in the history of our western culture that people, given the opportunity, will strive and struggle for the rights of individual liberty...we have no reason to suppose that men everywhere do not prefer freedom to tyranny. We have every reason, then, to hope."

..."Dr. Conant Cites Vast Differences in Schools from State to State..." James B. Conant, former president of Harvard University and author of The American High School Today, expressed "tempered optimism" that the ferment of recent years is in the process of producing better high schools than first

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observed when he began his studies nearly five years ago, but said he is "distressed" to find vast differences in the "academic inventory" in schools from state to state.

Dr. Conant said that only one state (New Jersey) has met his recommendation of minimum standards for graduation which includes 20 courses--including four years of English, three or four of social studies, one each of math and science, plus at least seven electives, either academic or non-academic, and four years of physical education.

He renewed his plea that the comprehensive high school accept the challenge to provide for bright students as sound an education as possible. "As a nation, we cannot afford the luxury of wasting the talents of our bright student," he said. Unless the talented boy or girl takes a wide academic program in high school, many doors are closed at the college level that should remain open in the student's and in the nation's interest, he declared.

Convention delegates, in sessions devoted to the major project for 1961-62 of the NASSP Committee on Curriculum and Development, studied at length the Committee's report on "The Arts in the Comprehensive Secondary School."

Previous NASSP studies have dealt with mathematics and science, modern foreign languages, English language arts, and social studies. The current project on the arts is the sixth area of the curriculum to be studied by the Association. The proposed recommendations, as prepared by the NASSP Committee, will now go to the Executive Committee, and when finally approved, a statement will be prepared which will represent the official position of the NASSP on "The Arts in the Comprehensive Secondary-School."

The arts in the paper submitted for further consideration to delegates during the convention are basically conceived to include the fields of music, visual arts, theatre arts, and some aspects of home economics and industrial arts.

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"The basic purpose of this study is to provide a balance in the secondary school curriculum," said Delmas F. Miller, chairman of the NASSP Committee making the recommendations. Dr. Miller is director of the University High School, West Virginia University at Morgantown.

"As is pointed out in the Committee's draft, neither an outstanding nation nor an individual of worth can be intellectually mature and aesthetically impoverished," he said. "Every secondary school needs to provide well trained personnel, adequate facilities, definite times during the school day, and broad curricular offerings in the arts for all students--and specialized training opportunities for academically talented students."

In business sessions, NASSP members elected Eugene S. Thomas, principal of Central High School, Kalamazoo, Michigan, president of the Association for the next year. He succeeds James D. Logsdon, superintendent of Thornton Township High Schools and Junior College at Harvey, Illinois.

Dr. Miller (mentioned above) was elected to the NASSP Executive Committee. The other officiers are: Calloway Taulbee, director of secondary education, Santa Fe, New Mexico, first vice-president; John M. Sexton, principal of Northeast High School, St. Petersburg, Florida, second vice-president. Other members of the Executive Committee: Samuel M. Graves, principal, Wellesley Senior High School, Wellesley, Massachusetts; G. Mason Hall, principal, Edmonds Senior High School, Edmonds, Washington; and Robert L. Foose, principal, Westfield Senior High School, Westfield, New Jersey.

Next year's annual meeting is to be held in Pittsburgh, Pennsylvania.

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March 1962

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
Press and Radio Relations Division
National Education Association
Washington 6, D.C.

SPECIAL FOR EDUCATION JOURNALS

6,000 Educators to Have Front Seat
During DAVI 1962 Convention in Kansas City

WASHINGTON (SPECIAL) -- Not "the twist" but a "new twist" in convention ideas will be featured at the 1962 convention of the Department of Audiovisual Instruction (DAVI) in Kansas City, March 25-30.

For the first time teachers in all of that city's public schools will have a front seat, along with convention participants, at one of the most important general convention sessions in Municipal Auditorium via closed circuit television.

Six thousand educators -- 3,000 of them in their own classrooms in the city schools -- will be able to see and hear the entire program on Tuesday, March 27, which is keyed to the theme "Our Profession -- Teaching."

Schools in Kansas City are to be closed on that day for the annual observance of "professional day," so the children will have a holiday and the teachers will have a chance to take a refresher course via television to learn what is new on the educational frontier.

Overall theme for the DAVI convention is "Our Educational Challenge in the Face of Current World Forces," and a separate aspect of the theme is to be featured each day of the meeting. Theme for the opening day, March 26, is "Our Nation -- U.S.A." The program will consist of a visualized presentation of the current world forces which are changing American culture.

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Tuesday's closed circuit TV general presentation will be devoted to a broad overview of the current curriculum changes now taking place in schools at both elementary and secondary levels. Featured on the program will be Alice Miel, professor of education at the University of Florida at Tallahassee, and Richard Miller, associate director of the Project on Instruction now being conducted by the National Education Association.

This session will be followed by concurrent sessions on specific subject area for both teacher-viewers and delegates.

New trends, methods, and materials in the different curriculum areas to be covered are: Mathematics -- by G. Baley Price, executive secretary, Conference Board of the Mathematical Sciences, Washington, D.C.; English -- by G. Robert Carlsen, professor of English, State University of Iowa, Iowa City; Biological Science -- by Hulda Grobman, consultant, Biological Sciences Curriculum Study, American Institute of Biological Sciences, University of Colorado, Boulder; Foreign Languages -- by Emma M. Birkmaier, professor of education, University of Minnesota, Minneapolis; Social Sciences -- by Emlyn Jones, professor of history and education, University of Wisconsin, Madison; Art -- by Mayo Bryce, dean, School of Fine and Applied Arts, Northern Illinois University, De Kalb; Guidance -- by Arthur A. Hitchcock, executive director, American Personnel and Guidance Association, Washington, D.C.; and Physical Science -- by Rose Lammel, professor of science education, Wayne State University, Detroit. The fields of Music, Industrial Arts, and Physical Education will also be represented.

In a general session devoted to the topic for Wednesday, "Our Specialization -- Communication," James D. Finn, principal investigator, NEA Technological Development Project, University of Southern California Facility, and Robert O. Hall, director of Instructional Materials at State College for Alameda County, Hayward, Calif., will cover trends and developments in the field of communication.

This will be followed by a series of concurrent sessions devoted to topics of current interest in the audiovisual field, such as the use of educational television for in-service training by Theodore R. Conant, program specialist for the Ford Foundation; the production and use of 8 mm sound film by Louis Forsdale, principal investigator for the Project in Educational Communication,

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Columbia University, New York City; a session on federal and school legislation chaired by Charles Norford, director of the Bureau of Teaching Materials at the University of Virginia in Charlottesville; and from the Department of Psychology at the University of Utah, Calvin Taylor, professor of psychology, will discuss creativity.

A new convention feature will be the Consultant Centers. Experts will be on hand from 1:30 to 4:00 p.m. on Wednesday to give assistance in individual problems. Consultants have been invited from the fields of educational television, teaching machines and programming, instructional materials centers, electronic and language laboratories, and film libraries, including filing, cataloguing, and distribution.

Wednesday's program will be climaxed by a general assembly on the topic "The Teacher of Tomorrow," and Walter J. Beggs, dean of education at the University of Nebraska, will speak. On Thursday, DAVI Executive Secretary Anna L. Hyer, will discuss "Our Organization -- DAVI" and will talk about the department's program in terms of priorities.

The fourth and last general session on Thursday afternoon, "The Challenge to DAVI," will feature a team of recognized leaders in the audiovisual field interpreting what has been learned during the week in terms of professional opportunities, responsibilities, and challenges. Participating in this session will be L. C. Larson, director, Audio-Visual Center, Indiana University; Paul C. Reed, director, Department of Instructional Materials, Rochester (N.Y.) Public Schools; Charles F. Schuller, director, Audio-Visual Center, Michigan State University; Walter Bell, director, Audio-Visual Education, Atlanta (Ga.) Public Schools; and Francis W. Noel, SAVES Project, University of Southern California, Los Angeles. This session will be coordinated by Paul W. F. Witt, professor of education, Columbia University.

There will be tours throughout Kansas City, to the schools' educational television station, and to the audiovisual training center at Trans-World Airline headquarters. Of special interest will be the tour to the Truman Library at Independence, where former President Truman will personally greet delegates.

DAVI President Ernest Tiemann, director of the Visual Instruction Bureau at the University of Texas in Austin, will preside during major convention sessions.

The DAVI is a department of the National Education Association and has a current membership of more than 5,000.

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1/4/62

News from the NATIONAL EDUCATION ASSOCIATION
1201 SIXTEENTH STREET, N.W. • WASHINGTON 6, D. C. • ADAMS 4-5800

Feb. 26, 1962
Alice Morton
Archives (1)

For further information:
Beatrice M. Gudridge or
Joseph Hanlon

FOR IMMEDIATE RELEASE

Kentucky Educator Featured On
"Meet the Professor" TV Show March 4

WASHINGTON, Feb. 26--Perley F. Ayer, associate professor of sociology at Berea College, Berea, Kentucky, will be presented on the "Meet the Professor" program next Sunday, March 4, 2:30 to 3 P.M., EST, on the ABC-TV network.

Professor Ayer, who describes himself as a "people watcher," thinks of himself as a professor of social change. He tells his students that every man has within himself greater capacity for achievement than he ever develops.

The program features a panel discussion on how education is meeting the challenge of social change in the modern world. Participants, with Professor Ayer, are: H. H. Giles, professor of education, New York University; John K. Norton, director of a special project on urban education for the National Education Association; Clarence Senior, member, New York City Board of Education; Anne M. Newman, professor of health and physical education, Brooklyn College; Daniel Schreiber, director of the NEA school dropout project, and Dennis Clark, director of the Catholic Interracial Council.

Professor Ayer obtained his B.S. degree from the University of New Hampshire and his M.S. from Cornell. He began teaching industrial arts as an undergraduate. He joined the staff of Berea College in 1947. He was a visiting fellow at Ohio State University in 1958-59 and returned to Berea as associate professor of sociology and executive secretary of the Council of the Southern Mountains.

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As field representative for the Berea College admissions office, Professor Ayer travels the mountain counties of the south by jeep, horseback and afoot, seeking out persons who can profit from study at Berea. The television program next Sunday will present films of the homes, roads and other scenes in the area in which he works. There will also be a simulated classroom session, filmed in New York in which the students are from Iona College, New Rochelle, New York.

Professor Ayer is a Ford Foundation consultant who has worked on its "Gray Areas--Great Cities" project since 1959. He also serves as advisor to the National Forum Foundation.

"Meet the Professor", produced by the Public Affairs Office of ABC News in cooperation with the Association for Higher Education, NEA, is also heard on ABC-radio every Monday, 9:00-9:30 P.M., EST, with Milton Cross as host-commentator. Guest professor on the March 5th radio show is Raymond L. Murray, nuclear physicist from North Carolina State College.

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Feb. 20, 1962
Alice Morton
Archives (1)

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 RELEASE ON RECEIPT

Houston Educator Featured On
"Meet The Professor Next Sunday

WASHINGTON, Feb. 20--Dr. Richard I. Evans, professor of psychology at the University of Houston (Texas) will be featured on the "Meet The Professor" television program next Sunday, February 25.

Dr. Evans recently received a $110,000 research grant from the Department of Health Education and Welfare to study the social-psychological impact of television on a university faculty.

He produces and regularly participates in the program EVANS ON PSYCHOLOGY, which is heard on alternate Monday nights over KUHT-TV, Channel 8. He taught what is thought to be the first course for college credit on a non-commercial educational television station. He has completed film interviews with Dr. Ernest Jones and Dr. Carl G. Jung as part of a project now pending before the National Science Foundation for interviews with great figures in psychology for student teaching purposes and educational television generally.

Many of his articles have been published in professional journals dealing with social psychology and personality theory. He wrote a manual in elementary psychology entitled A Telecourse Guide to Introductory Psychology and is co-author with Dr. Hilton Roakeach and Dr. Patricia Smith of Two Kinds of Prejudice Or One in the Open and Closed Mind, etc.

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Born in Chicago in 1922, Dr. Evans obtained his B. S. and M. S. degrees in psychology at the University of Pittsburgh, and his Ph.D. at Michigan State University.

He is a combat veteran of World War II in which he served as an artilleryman in the European Theater. He was awarded the Purple Heart.

Before going to the University of Houston he was on the staffs of the University of Tennessee and Michigan State University.

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file G. K. Awards
Feb. 17, 1962

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: Feb. 17, 1962
or thereafter

Note: This advance feature story is confidential until the announcement of the 1962 Golden Key Awards is made public on February 13.

UN's Ralph Bunche and Former Teacher Receive 1962 Golden Key Awards

ATLANTIC CITY, N.J., Feb. 17--A one-room adobe schoolhouse in a New Mexico mining town and the glass-walled United Nations skyscraper by Manhattan's East River are far apart in many ways, but the depth of one individual's influence upon another actually binds them closely together.

In the former, Miss Emma Belle Sweet, as a 14-year-old girl with less than an eighth-grade education, began a teaching career that was to last for 50 years. In the latter, Dr. Ralph Bunche, once a pupil of Miss Sweet's, carries on a career as Under-Secretary of the United Nations that affects citizens in all corners of the earth.

Dr. Bunche received the Golden Key Award here tonight at the Atlantic City convention of the American Association of School Administrators, an award which each year honors a citizen who has contributed significantly to the national welfare. A companion Golden Key Award, and $1,000 in cash, was presented to Miss Sweet, chosen by Dr. Bunche as the teacher who influenced him most at a formative stage in his life.

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Why did one of this country's most famous peacemakers and educators, whose own education includes degrees from the University of California at Los Angeles and Harvard University and post-doctorate work at other universities both inside and outside the country, reach back to an elementary classroom in New Mexico for his most memorable experience in education?

Perhaps the answer is in Miss Sweet's summation of her half-century as a teacher: "I don't know what I would have done without teaching, because I loved all of my students."

The need for money rather than a love for students initially started Miss Sweet on a teaching career. Her family could well use the $7 a month she received for tutoring the school-age children in the village of Dolores, a gold-mining town which no longer exists. Her 1893 private school was set up in a one-room adobe building; the blackboard was made of two boards painted black and nailed to the door; each child furnished his own desk and chair, a coffee box for a desk and a fruit crate for a chair. Miss Sweet still has an abacus, made by her brother, which she used in the Dolores schoolroom to teach arithmetic.

As her family moved about the state, this pioneer teacher finished her own education and began to teach under less primitive conditions--in Santa Fe and Raton. In 1913, one year after New Mexico became a state, she joined the Albuquerque school system, from which she retired in 1947.

It was early in Miss Sweet's career at Albuquerque--1915--that young Ralph Bunche was enrolled in her sixth-grade class. A class record book still in the files indicates that he was a good student, but she graded him only C-plus in deportment.

"I don't recall why," she said, "but I imagine he must have been the kind of student who got finished with his assignments quickly and was looking around for something else to do."

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Discipline and exactness, tempered with a genuine love for children, made Miss Sweet's teaching memorable to Dr. Bunche as well as thousands of other students, many of them now city and state leaders in New Mexico. Some are still in contact with Miss Sweet, proudly introducing children and grandchildren to their former teacher.

Miss Sweet's interest in her pupils (sometimes there were as many as 60 in her classes) didn't end with the last school bell of the day. Her own hobbies, rock collecting and stamp collecting, fascinated pupils who stayed after school to enjoy Miss Sweet's company. She was always available to youngsters, even on the weekends when she served as a Baptist Sunday school teacher.

"I had a lot of help from the Lord in the classroom," she adds. "There were often times when I didn't know quite what to say to a student, and the words which came didn't come from me."

The lives of Miss Sweet and Ralph Bunche crossed at a crucial time for the young boy. Born in Detroit, he had moved with his family to Albuquerque when he was 10, a move prompted by the poor health of his parents. But in that year in Albuquerque both parents died, and his plucky grandmother, saddened by the loss, scraped together enough money to get them to Los Angeles.

Just as economics played a role in deciding Miss Sweet's future, so did economics, or the lack of means, constantly dog Bunche's efforts to complete his own education. At that time he was one of the few Negro boys to enroll at Los Angeles' Jefferson High School, where he starred in sports and debating, and was graduated among the top 10 students in his class. He worked part-time as a newspaper messenger boy, houseboy to a film star, and helper in a rug-dyeing factory.

His athletic abilities earned him a four-year scholarship to UCLA, and upon graduation, he received a tuition fellowship to Harvard, but had no

(more)

fare or money for room and board. The Negro community in Los Angeles, proud of Bunche's accomplishments, raised $1,000 to help him out.

Working part-time in a bookstore, he earned a master's degree in political science at Harvard, and accepted a teaching post at Howard University where he set up the Political Science Department. He is remembered as a tough but popular teacher, who promoted more informality in social rules on the campus.

Dr. Bunche married one of his Howard University students, Ruth Harris, who became a teacher also. They have three children.

A colonial affairs specialist, Bunche was the first Negro to take over a desk in the U. S. State Department, as associate chief of the Division of Dependent Area Affairs. He was chiefly responsible for the trusteeship provisions of the United Nations charter.

Bunche's patient but persevering work for peace became internationally known when he was able to negotiate a settlement between the Arabs and Israeli over Palestine. Since 1957 Bunche has received his assignments directly from the UN Secretary-General, roaming the world as an international troubleshooter. These have included conferences on the peaceful uses of atomic energy, supervising the UN emergency force in the Suez crisis, and setting up the UN operation in the Congo.

Among his numerous honorary degrees and awards are the Nobel Peace Prize in 1950, the Four Freedoms Award, the Spingarn Medal, Phi Beta Kappa, and the Peace Award of the Third Order of St. Francis.

Dr. Bunche and Miss Sweet met again for the first time in many years at a reception at the United Nations on February 15. It wasn't the typical picture of a dynamic former student paying tribute to a retired generation. Miss Sweet is still full of dynamism, herself. She says confidently that she can handle any student who comes to her, despite her 82 years and more

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than a decade away from teaching. Weathered more by the New Mexico out-of-doors than by age, Miss Sweet, until a year ago, managed a petrified forest ranch with her brother near the site of that adobe beginning--the Dolores schoolhouse.

Dr. Bunche is the seventh outstanding American to be selected for the Golden Key award. The 1961 recipient was Admiral Arleigh Burke, and others have included former President Eisenhower; J. R. Wiggins, executive editor of the Washington Post; and L. A. DuBridge, president of the California Institute of Technology.

The award is sponsored by seven national organizations--the 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 Office of Education, Department of Health, Education and Welfare.

A Golden Key Council, representing all of the organizations, nominates and makes the final selection for the Golden Key award. Details of the selection procedure are co-ordinated by the National School Public Relations Association, and contributions from 79 corporations and foundations each year make the award possible.

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Text and photos reprinted from the February 27, 1962 issue of LOOK Magazine. Copyright 1962 by Cowles Magazines and Broadcasting, Inc.

Do not release until February 27, 1962.

RALPH BUNCHE

AND

HIS GOLDEN KEY

(Produced by Jack Star,
LOOK Magazine, Feb. 27, 1962)

The boy was a stranger in town. He was used to the ways of Detroit, where he was born, and Toledo, Ohio, where he had gone with his family when he was 10. But his mother had come down with rheumatic fever, and the family had been advised to move to Albuquerque, N. Mex. Now, at 11, he was in the sixth grade of Albuquerque's Fourth Ward School. His teacher was Miss Emma Belle Sweet, a 36-year-old schoolmarm with some 60 children in her charge. The boy stayed in Albuquerque barely a year. His mother died; then, his father. His grandmother took him and his sister to Los Angeles. He finished grade and high school there, then got his A.B. at UCLA. Today, the former stranger in town is known as Dr. Ralph J. Bunche, Under Secretary of the United Nations. Seven educational organizations have chosen Dr. Bunche for one of two annual Golden Key Awards. For the other award, they asked him to pick the teacher who had most influenced him (his "Golden Key"). He named Miss Sweet, now 82. Teacher and pupil receive their awards this month.

"I discovered in Miss Sweet's class that there is something more important in education than teaching," says Ralph Bunche, "and that is the relationship of one human to another. When Miss Sweet spoke to us, we knew she was taking a

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personal interest in us. Her warmth and understanding helped us to learn and to grow."

Miss Sweet could be firm, too, Dr. Bunche says. Whenever he was caught throwing spitballs, "and I'm afraid that was fairly often," he recalls, he had to stand in a corner until he had atoned for his crime. The record shows that young Ralph Bunche got only a C-plus in deportment. Besides throwing spitballs, Dr. Bunche says today, "I enjoyed talking too much." Still, he was a top student in reading, writing and geography, a subject that was Miss Sweet's specialty.

"Despite the illness of my mother, my year in the sixth grade was one of the most pleasant I have ever had, thanks to the warmth and pleasantness of Miss Sweet," says Bunche.

When Miss Sweet retired at 67, she had spent 34 years with the Albuquerque public schools. But her teaching career actually began years earlier. When she was only 14, she had set up a private school for seven children in Dolores, a gold-mining town that now lies abandoned in the mountains of New Mexico.

"It was in an adobe building with a dirt floor, and I was paid $1 a month for each child," she remembers. Two boards, painted black, were nailed to the door to serve as a blackboard. Wooden packing boxes were the desks and chairs.

"Those seven pupils were far too many for me. I was a scared little schoolmarm with a grade-school education," says Miss Sweet, who continued her own studies between school terms and eventually finished college. "One little boy, who constantly ran all over the room, wouldn't obey me at all. Today, I could handle dozens like him."

Sponsors of the Golden Key Awards are 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

(more)

Parents and Teachers, the National Education Association, the National School Boards Association and the U.S. Office of Education.

Previous winners include the teachers of former President Dwight D. Eisenhower, Adm. Arleigh Burke and the late economist Beardsley Ruml. The 1962 presentation will be made at the annual convention of the American Association of School Administrators in Atlantic City.

In retirement, Miss Sweet spends a lot of time keeping track of former pupils, who include a number of New Mexico's leaders, as well as Dr. Bunche. She keeps a scrapbook of clippings about them. Many take time to write her. One of the notes says: "I don't have a present for you this Christmas, Miss Sweet, except my love--and that you'll always have."

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1/24/62

Feb. 13, 1962
Alice Morton
Archives (1)

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

North Carolina Physics Professor Featured
On "Meet the Professor" TV Show February 18

WASHINGTON, D. C., Feb. 13--Dr. Raymond L. Murray, well-known nuclear physicist from North Carolina State College will be presented in the familiar surroundings of a nuclear reactor and classroom on "MEET THE PROFESSOR", Sunday, February 18, 2:30-3:00 P.M., EST, on the ABC-TV network.

Dr. Murray, who aspired to be a teacher from his earliest college studies, is professor of physics in North Carolina State's School of Engineering. He has been a leader in developing and teaching new courses in nuclear engineering and in the design and construction of the College's nuclear reactor - the first reactor installed in a non-governmental capacity within the United States. Professor Murray also serves as graduate administrator for the physics department.

Author of Introduction to Nuclear Engineering and Nuclear Reactor Physics, Dr. Murray also serves as a consultant to the Oak Ridge National Laboratory and industry on reactor design. He is on the Board of Directors of the American Nuclear Society, official organization of nuclear scientists and engineers.

"MEET THE PROFESSOR" is produced by the Public Affairs Office of ABC News in cooperation with the Association for Higher Education, NEA. Assisting the AHE are: The Procter and Gamble Fund; the General Electric

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Foundation; the Holt, Rinehart, and Winston Foundation; and the Prudential Insurance Company of America. The Fund for the Advancement of Education is assisting with an evaluation of the TV series.

Expanded to 25 programs this year, "MEET THE PROFESSOR" is also heard every Monday, 9:00-9:30 P.M., EST, on the ABC-radio network. Featured guest on the radio show of Monday, February 19, is Dr. Robert Yates, professor of mathematics at the University of South Florida.

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Feb. 9, 1962

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, NASSP Press Office
Cobo Hall, Detroit, Michigan

FOR IMMEDIATE RELEASE

Local Educator Featured on Program
of National Convention in Detroit, Feb. 11-15

DETROIT, Feb. 9 --

will be taking an active part in the program of the 45th annual convention of the National Association of Secondary-School Principals (NASSP) to be held here Feb. 11-15. This convention promises to be one of the largest the Association has ever held in its history. NASSP officials estimate that approximately 7,000 high-school principals from all over the U. S. will attend.

Convention sessions will be held in Detroit's Cobo Hall and theme for the five-day meeting is "Individual Competence and the National Welfare."

The city of Detroit is extending a red-carpet welcome to convention delegates and a group of distinguished foreign visitors, including M. Paul-Henri Spaak, secretary-general of NATO. M. Spaak will address a session on Tuesday morning on "What Posture for the Free Nations of the World?"

Among topics to be studied during the five-day conference are the college admission squeeze, the role of the student council in school affairs, and current developments in science, math, the social studies, and modern foreign languages.

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Feb. 6, 1962

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

SPECIAL FOR EDUCATION JOURNALS
FOR IMMEDIATE RELEASE

Robert Kennedy to Address AAHPER Convention in Cincinnati, April 6

WASHINGTON (SPECIAL) --- U. S. Attorney General Robert F. Kennedy will be the opening session speaker at the 77th anniversary meeting of the American Association for Health, Physical Education, and Recreation (AAHPER) in Cincinnati, Ohio, Friday evening, April 6.

The Number Two man in the nation's most prominent "athletic" family is to address approximately 4,000 educators, all of them specialists in the fields of physical education, health, and recreation. He will speak at 8:00 p.m. in Taft Auditorium.

Of particular interest will be an open meeting Sunday evening, April 8, of the Division of Men's Athletics. This session is to be devoted to a discussion of the topic "Developing Personal Values Through Sports," by Paul Dietzel, new football coach at the U. S. Military Academy; Gary Demarest, national chairman of Conferences of the Fellowship for Christian Athletes and pastor of the Hamburg

(more)

Presbyterian Church in Buffalo, N. Y.; and Clarence (Biggie) Munn, director of athletics at Michigan State University.

Highlights of the four big general sessions include the presentation of AAHPER awards for distinguished service, a demonstration of gymnastics and folk dances by the Danish Gym Team under the direction of Eric Flensted-Jensen, and addresses by Chancellor William P. Tolley of Syracuse University, and Eleanor Metheny, professor of physical education, University of Southern California.

Another highlight will be the installation of Anita Aldrich as president of the Association at the all-convention luncheon on Tuesday, April 10. Miss Aldrich, director of elementary and secondary girls physical education for the Kansas City, Missouri, schools, will succeed Arthur S. Daniels, dean of the School of Health, Physical Education, and Recreation at Indiana University.

Featured in some of the major meetings arranged by AAHPER divisions, sections, and affiliated groups will be:

* Albert Sabin, M.D., discoverer of the oral polio vaccine. Dr. Sabin is to speak to the Phi Epsilon Kappa meeting on the topic "Eradication of Polio Throughout the Entire World."

* Dean Ernest O. Melby from Michigan State University, who will speak on the convention theme "Strengthening Human Resources," at a Recreation Division meeting.

* Thomas E. Shaffer, M.D., medical director of the Juvenile Diagnostic Center in Columbus, Ohio, is to deliver the annual R. Tait McKenzie Lecture. His topic: "The Adolescent -- Health and Activity Needs."

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* President Leonard W. Larson of the American Medical Association is to speak before the Safety Division meeting on the subject "Medicine is Concerned With Johnny, Too."

* Lawrence G. Derthick, NEA assistant executive secretary, is to discuss "The Value of Athletics in Education" at a joint meeting of the Division of Girls and Women's Sports and the Division of Men's Athletics.

Three of the general sessions will meet in Taft Auditorium. The rest of the some 80-odd meetings are to be held in the Sheraton Gibson and the Netherland Hilton hotels.

The convention will continue through April 10.

The AAHPER is a department of the National Education Association and has a current membership of approximately 28,000.

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2/6/62

Feb. 1, 1962

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

SPECIAL TO EDUCATION JOURNALS
FOR IMMEDIATE RELEASE

"One Education" Called Insufficient For Citizens of Technological Age

WASHINGTON -- If automation is to bring a higher standard of living instead of more unemployment, the schools and other educational institutions will have to carry a heavy responsibility for tipping the balance, Dr. Luther H. Evans, director of the National Education Association's Project on the Educational Implications of Automation, predicted recently.

Summarizing the thinking of 60 leaders in education, industry, science, labor, research, and the government who met at a symposium in Washington in late January, Dr. Evans said that "one education" isn't going to be sufficient to carry people through the number of jobs they will be holding in one lifetime. The symposium was under the auspices of the NEA Automation Project.

"Education is going to be a 'cradle to grave' affair," he predicted. It is up to the schools to lay the basis for a wide range of learning and to create a taste for learning. It will be up to industry, he said, to finance on-the-job training and some of our greater industries have already taken the lead in this field.

(more)

Seminar participants also took up the questions of more effective use of leisure time and the possibility of "capturing" some of that time for education. Discussion of the need to retrain today's unemployed led participants to conclude that job prospects must be better before people will be interested in retraining. Absorbing the unemployed plus the youthful work force coming out of high schools each year is dependent, above all, on national growth, they agreed.

Symposium leaders included: Charles H. Boehm, state superintendent of public instruction for Pennsylvania; John H. Bunzel, department of political science, Stanford University; Frank H. Cassell, director of personnel administration, Inland Steel Corporation; Harold Clark, Teachers College, Columbia University; Wilma T. Donahue, chairman, division of gerontology, University of Michigan; Alvin W. Gouldmer, department of sociology, Washington University; Einar Hardin, department of economics, Michigan State University; F. P. Kilpatrick, Brookings Institution; Herbert Krugman, vice-president, Ted Bates Advertising Agency; James E. Russell, secretary, Educational Policies Commission; Stanley Ruttenberg, director of research, AFL-CIO; and Harold Spears, superintendent of schools, San Francisco.

Also Walter Buckingham, director, School of Industrial Management, Georgia Institute of Technology; Hyman Bookbinder, special assistant to the Secretary of Commerce; William G. Carr, executive secretary, NEA; Gerhard Colm, National Planning Association; Charles R. DeCarlo, director of education, IBM; Beril Edelman, Western Electric Company; Donald Michael, director of research, Peace Research Institute; Maurice Seay, director, division of education, Kellogg Foundation; and Seymour L. Wolfbein, deputy assistant secretary of labor.

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2/62

Feb. 1, 1962

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

Alice Morton
Archives (1)

For further information:
Beatrice M. Gudridge or Myrtle Bonn

FOR RELEASE: Thursday, February 1, 1962
or thereafter

NEWS BRIEFS

The Reading War

When scholars fight, it's children who suffer, a school superintendent warns in the February issue of the NEA Journal, magazine of the National Education Association. Deriding those who don armor "against dragons in the first grade," Earl H. Hanson, superintendent of the Rock Island, Illinois schools, calls for an end to the war over methods of teaching reading.

How we teach reading, he writes, "should not be decided by devotion to a creed, by allegiance to a demanding personality, or by fear that unless reading is taught a certain way there will be reprisals from administrators, school board members, or parents." The decision, says Dr. Hanson, "should be based on what is best for children and teachers in individual classrooms."

Adds Dr. Hanson: "The educational world would be better off if peace could be negotiated in the reading war, for until it is, too many energies are being drained away from the important work of teaching school and teaching reading."

###

No Time for Delinquency

A recent survey by the Department of Home Economics of the National Education Association shows that of some 49,000 girls enrolled in home economics courses in 42 states, 60 percent of the 10- and 11-grade girls are often responsible for cooking the evening meals in their homes. Of the seventh-grade girls, 77 percent of those with working mothers iron clothes for the family and help with housecleaning. Results of the survey appear in the February issue of the NEA Journal, publication of the National Education Association.

###

What Teachers Like

What makes a teacher like his job? If a questionnaire submitted to new teachers in the Montgomery County (Md.) school system is any yardstick, it's good pay and working for a system that has a good reputation. Location, cost of living in the community, and leadership in the school system were also found to be factors. Results of the questionnaire are reported in the February issue of the NEA Journal, publication of the National Education Association.

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Education and Income Related

The relationship between a country's educational development and its economic growth is a complex matter, but many experts agree that the relationship does exist, according to an article in the February issue of the NEA Journal, magazine of the National Education Association. Those countries which have developed their educational potential, such as Denmark and Switzerland, have high per capita incomes despite their lack of natural resources. On the other hand, Brazil, Mexico, and Colombia have a low educational development and a low per capita income even though they rate high in natural resources.

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Freshmen Deserve the Best

Too many large universities "slight or ignore" freshmen when it comes to assigning their best instructors, a university official charges in the February issue of the NEA Journal, publication of the National Education Association.

Introductory courses are vitally important, writes Thomas H. Eliot, vice chancellor of Washington University in St. Louis, and they should be taught by outstanding professors.

Admitting that placing top professors in all freshman classes would take a good deal of money, Dr. Eliot suggests that some introductory courses, such as political science, English, and mathematics, are especially important.

While some "big name" professors prefer to work with graduate students only, Dr. Eliot finds that with the intellectual level of freshmen rising, it is more stimulating to teach freshmen than ever before. College freshmen, he says, deserve the best.

###

Fitness Tests

Physical fitness tests should not be a "one-shot operation," according to an article in the February issue of the NEA Journal, publication of the National Education Association. Such tests should be given periodically at regular intervals to enable a youngster to measure his progress by comparing each successive score with previous ones, the article says.

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Jan 31, 1962

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

NEA Hails Bi-partisan Support
Of Federal Aid for Education Bill

WASHINGTON, Jan 31--William G. Carr, executive secretary of the National Education Association, said House passage of federal aid to higher education is a hopeful sign that the House has accepted the fact that the federal government has a vital role in financing education in America.

"It is particularly gratifying," Dr. Carr said, "that this bill commanded overwhelming bi-partisan support in the House of Representatives.

"This should indicate that both major parties are prepared to move promptly to enact badly needed legislation for general support to the public elementary and secondary schools, which are the foundation of the whole educational structure.

"As President Kennedy has said, 'We cannot afford to wait for another year, or for another approach, or for the day when these problems shall vanish. A child miseducated is a child lost.'

"The National Education Association calls on the House of Representatives to act on the pending legislation for public elementary and secondary schools with the same speed, enthusiam and nonpartisanship as it has shown toward the college aid."

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Jan. 26, 1962

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 RELEASE: A.M. Papers
January 26, 1962

Economic Literacy Project Issues
Fifth Text for High Schools

WASHINGTON, Jan. 25--A seven-year undertaking of the Council for Advancement of Secondary Education to help young Americans understand the free enterprise economic system and how it compares with others was completed today with the publication of the fifth and final book in the CASE 'Economic Literacy Series.'

Laurence de Rycke, author of the forthcoming "Beginning Readings in Economics," has compiled 67 essays on economics to round off the series, designed to be used as in-class texts.

The books in the series, all written by leading educators in the field of economics, guide the student to a thorough understanding of the basic economic principles--and how these principles work when applied to modern problems. The series' aim is to teach high school students HOW to think about modern economic problems--and their possible solutions--not WHAT to think.

(more)

Galen Jones, CASE director who initiated the series, says the economic productiveness of the free American economy is only matched by the American people's profound ignorance of how that economy works.

It is to erase this ignorance that the Economic Literacy Series was inaugurated.

The Council for Advancement of Secondary Education was founded in 1953 by the National Association of Secondary-School Principals, one of the departments which make up the National Education Association, with the cooperation of the National Better Business Bureau.

A board of 21 trustees--half of them educators, the rest businessmen, farmers and workers--govern CASE in its drive to stimulate understanding and encourage improvement of secondary-school education.

The Economic Literacy volumes include:

"American Capitalism: An Introduction for Young Citizens," by Laurence E. Leamer and Dorothy Lampen Thomson, economics professors at New York state colleges.

"Capitalism and Other Economic Systems," by Baldwin Lee, CASE associate director and editor.

"Money and Banking in the American Economy," by Weldon Welfling, professor of economics, banking, and finance at Cleveland's Western Reserve University.

"Business Enterprise in the American Economy," by Laurence de Rycke, a Los Angeles college economics professor, and Alvin H. Thompson, secondary education supervisor at the University of California, Berkeley.

"Beginning Readings in Economics," by Laurence de Rycke.

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Note: For further information on these books or the CASE project, write Council for Advancement of Secondary Education, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.

Alice Morton-Archives

News from the NATIONAL EDUCATION ASSOCIATION

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

Jan. 16, 1962

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

SPECIAL FOR EDUCATION JOURNALS

"Read--And Watch Your World Grow," is 1962
Theme of National Library Week, April 8-14

WASHINGTON (SPECIAL)--National Library Week, to be observed April 8-14, is a program to help build a reading nation and to spur the use and improvement of libraries of all kinds.

The 1962 observance, which has as its theme "Read--And Watch Your World Grow," has been designed to close what President Kennedy says is "an important gap in the availability of books and libraries to our citizens."

This program is sponsored by the National Book Committee, Inc., in cooperation with the American Library Association. Sixty national organizations of all kinds participate actively in the program, including the National Education Association.

NEA President Ewald Turner, in a letter to Association members, alerting them to National Library Week, says..."it is a time to emphasize that, as facts and skills become obsolete with greater rapidity, our chief aim must be to teach pupils how to learn, and to spark in them a lively interest in books and reading so that they will be equipped for a lifetime of learning."

This year during the fifth annual observance of National Library Week thousands of librarians, publishers, newspaper editors, broadcasters, civic and education groups and business, religious and professional leaders will devote their time, skills and money to the success of this effort to make all Americans better read and better informed.

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Gertrude Berg and Sir Cedric Hardwicke are among those who will contribute to a special recording that will be available for broadcasters and many of the largest mass circulation magazines are preparing articles on a variety of NLW themes.

Special emphasis will be given this year to recruitment for the library profession, continued expansion of school library programs, and the need for increased support for academic libraries.

Sponsors of NLW cite the following facts to point up the need for increased support of the total program:

1. Twenty-five million Americans have no public library service and 50 million have only sub-standard service.

2. More than 40,700 schools have no school library and 10,600,000 young Americans attend these schools.

3. Public schools with libraries average approximately only five books per pupil.

4. Less than half of all college libraries have 50,000 volumes.

The National Book Committee has prepared a Special School Kit to be offered to schools for $1.00. The Kit is designed to assist in planning classroom and community activities and to encourage student interest in reading and libraries.

Included in the Kit are colorful promotion aids: Posters, pennants, bookmarks, a special three-piece mobile with instructions for assembly, etc.

Interested students and teachers may obtain the school Kit by writing to National Library Week, Box 700, Great Neck, Long Island, N.Y. Deadline for orders is March 23rd.

1/16/62

FROM: EDWARD P. MORGAN AND THE NEWS JANUARY 15, 1962
AMERICAN BROADCASTING COMPANY

There will be no general aid-to-public-education bill passed by Congress this year, either for classroom construction or to sweeten teachers' salaries. The Kennedy Administration has taken a sharp look at the realities of the situation and come up with this pessimistic conclusion. Publicly its position is that it will make a brave fight but as one high source put it privately today, "we haven't got a Chinaman's chance of getting a general aid bill through the House Rules Committee."

All, however, is not lost. The administration will concentrate its push behind two bills to benefit higher education and here the chances for success brighten, despite the fact that one measure -- for aid to medical schools and scholarships for medical students -- has been introduced in Congress every year for the past eleven years. Hearings on this measure, to provide $75,000,000 a year for 10 years to strengthen medical and public health education, will begin on the House side next week. The other packet, due to reach the Senate floor very soon, provides loans for libraries, laboratory facilities, expanding teaching staffs and so forth for colleges and universities, regardless -- significantly -- of whether they are publicly or privately run. This means that institutions financed by the Roman Catholic Church or other religious denominations will benefit from federal funds. Interestingly enough they have for years so benefited under the Defense Education act without provoking a public fight over the religious issue of separation of church and state, an issue which was largely but not entirely responsible for the death of the aid-to-education bill in Congress last year.

At his news conference this afternoon, President Kennedy said, in effect, that the country was doing badly in comparison with the Soviet Union in the training of scientists. He noted an actual drop in the number of students studying the sciences over the last decade and called it a matter of national concern.

The issue of education generally is a matter of national concern and has been for generations but it doesn't seem to concern enough people. There is an expensive paradox involved here. It would be hard to find any voter who doesn't agree the country needs more and better education. But on the average he is not enough interested to write his Senator or Congressman to get something done about it when constructive deeds or the will or the funds to do them are exhausted at the local level. And now the issue is dangerously bloodshot with prejudice on the church-state issue affecting aid to schools on the elementary and secondary level.

Congressmen, in fact, don't even like to handle the legislation now that the demands of parochial schools for federal assistance have been put so prominently in the spotlight. Indeed, according to one knowledgeable administration source, Congressman James J. Delaney of Long Island City, New York, was the most popular man in the House last year because his demand, in effect, for "all or nothing" in equal treatment for parochial schools killed the general school legislation. Congressmen coming from districts with mixed ethnic groups are edgy and uncomfortable about the issue and would rather not face it. This is partly why the Rules Committee risked nothing in throttling the legislation last session. To some Congressmen, however, reportedly including members of the Rules Committee, the religious issue was a convenient screen to hide their basic opposition to any federal aid to education.

There is some validity to the argument that a handful of right-wing Congressmen, a convenient coalition of midwest Republicans and Southern Democrats, has killed education bills year after year which the House as a whole would have passed if they had ever reached the floor. But this argument is only part of the explanation of why the United States for years has been taking such a demonstrably uneducated approach to the needs of education. The other major part involves the public itself.

The mail to Congress, to the Department of Health, Education and Welfare and to the White House on the subject of education is a trickle. Letters pour in by the bagful on the need for medical care for the elderly, on taxes, on why we don't do this or that vis a vis the Communists, on a dozen other subjects but the public has not pressed its concern about education -- apparently because it doesn't really have much. "The American people don't realize the need of education," a cabinet officer has complained privately. "Actually, their commitment to education and to the improvement of it is not so large as they think it is."

What a perfectly delectable state of affairs, what a delicious position for us to be in just at a time when we should be training every young brain in the land, not just to meet crises of the future but because we ought to be doing it anyway as a matter of principle and good sense even if there weren't a single threatening cloud on the world horizon.

This is Edward Morgan saying good night from Washington.

Jan. 15, 1962

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 IMMEDIATE RELEASE

Federal Government Impact On Colleges Explored In Report

WASHINGTON, January 15 -- The Capital and the Campus, a summary of the First Washington Seminar for College and University Presidents, was released today by the Association for Higher Education, a department of the National Education Association.

The Capital and the Campus deals with federal-college relationships and the impact of the federal government on higher education. Programs in science and engineering, international education, National Defense Education Act activities, educational research and statistics, the work of several nationwide educational associations, and certain issues common to all these are discussed briefly. The material was summarized by J. Merton England.

Sixteen presidents attended the seminar at the invitation of the Association for Higher Education. They came from all parts of the country including Alaska and represented institutions of several different types.

The seminar, financed by a grant from the Danforth Foundation, was planned to help college and university presidents become familiar with certain key programs in higher education conducted by federal agencies and by several nationwide educational associations.

Among those who addressed the group were Arthur S. Flemming, Secretary of Health, Education, and Welfare; Senator Joseph Clark, Jr., of Pennsylvania; Luther Evans, former Librarian of Congress and Director General of UNESCO; Alan T. Waterman, Director of the National Science Foundation; Lawrence G. Derthick, former

(more)

U. S. Commissioner of Education; and Arthur S. Adams, President of the American Council on Education.

G. Kerry Smith, executive secretary of the AHE, expressed hope that the seminar may become an annual event. William G. Carr, executive secretary of NEA, was chairman of the advisory committee for the seminar; staff director of the seminar was J. F. Wellemeyer, assisted by J. Merton England.

College and university presidents who were seminar members were:

Charles Armstrong, University of Nevada, Reno; Freeman Beets, Oklahoma College for Women, Chickasha; Fred C. Cole, Washington and Lee University, Lexington, Va.; Thomas W. Cole, Wiley College, Marshall, Tex.; Patrick Donohoe, S. J., University of Santa Clara, Calif.; William C. Gaige, Rhode Island College of Education, Providence; John E. King, Kansas State Teachers College, Emporia; Arthur Knoblauch, Western Illinois University, Macomb; Stuart Marsee, El Camino College, Calif.; Robert L. Mills, Georgetown College, Georgetown, Ky.; Raymond Roesch, S. M., University of Dayton, Ohio; William H. Row, West Georgia College, Carrollton; Paul Sharp, Hiram College, Hiram, Ohio; Seymour Smith, Stephens College, Columbia, Mo.; D. B. Varner, Michigan State University Oakland, Rochester; and William R. Wood, University of Alaska, College, Alaska.

Those who served on the advisory committee were:

Hurst Anderson, President, the American University; John Brademas, U. S. Representative from Indiana; Edward B. Bunn, S. J , President, Georgetown University; William G. Carr, Executive Secretary, NEA; Joseph Clark, Jr., U. S. Senator from Pennsylvania; O. S. Coclough, Acting President, George Washington University; John Sherman Cooper, U. S. Senator from Kentucky; Arthur S. Flemming Secretary, Health, Education, and Welfare; Peter Frelinghuysen, Jr., U. S. Representative from New Jersey; J. W. Fulbright, U. S. Senator from Arkansas; and William J. McDonald, Rector, The Catholic University of America.

The following officials from private and government agencies were members of the coordinating committee for the seminar:

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Arthur S. Adams, President, American Council on Education; Homer Babbidge, Jr., Assistant Commissioner for Higher Education, Office of Education, Department of Health, Education, and Welfare; Theodore A. Distler, Executive Director, Association of American Colleges; Frederick G. Hochwalt, Executive Secretary, National Catholic Educational Association; James D. Kline, Director, Washington and Southeast Regional Office, Institute of International Education; Howard Meyerhoff, Executive Secretary, Scientific Manpower Commission; Russell I. Thackrey, Executive Secretary American Association of Land-Grant Colleges and State Universities; Pauline Tompkins, General Director, American Association of University Women; M. H. Trytten, Director, Office of Scientific Personnel National Academy of Sciences - National Research Council; Dael Wolfle, Executive Officer, American Association for the Advancement of Science; and Francis Young, Executive Secretary, Committee on the International Exchange of Persons, Conference Board of Associated Research Councils.

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Jan. 11, 1962

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 IMMEDIATE RELEASE

School Administrators Name Irby Carruth,
Austin Superintendent, to Top Post

WASHINGTON, Jan. 11 -- Irby B. Carruth, superintendent of schools at Austin, Tex. since 1950, is the new president-elect of the American Association of School Administrators (AASA). Dr. Carruth will become head of the national professional organization of city, county, and state school superintendents March 15 of next year, after serving for one year as president-elect.

Benjamin C. Willis, general superintendent of schools in Chicago, Ill., currently president-elect, will assume the presidency next March 15.

Dr. Carruth, now vice president of AASA, was chosen as president-elect in a mail ballot over two other candidates, Evart W. Ardis, director, Bureau of Appointments, University of Michigan, and Alfred W. Beattie, superintendent of schools, Allegheny County, Pa.

Elected vice president for a one-year term starting next March 15 was Natt B. Burbank, superintendent of schools, Boulder, Colo. Oscar V. Rose, superintendent of schools, Midwest City, Okla., was named to the executive committee for a four year term.

Dr. Carruth, the new president-elect, is a former president of the Texas Association of School Administrators and has been active in affairs of AASA for many years. He was graduated from West Texas State College with an A.B. degree in 1927 and later obtained his masters degree from the University of Chicago. He did graduate work at Stanford University and the University of Texas and has a doctorate from Texas Christian University.

Retiring president of AASA is Forrest E. Conner, superintendent of schools at St. Paul, Minn.

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Jan. 10, 1966

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 IMMEDIATE RELEASE

Colorado Superintendent Elected to Head American Association of School Administrators

WASHINGTON, Jan. 10 -- Natt B. Burbank, superintendent of the Boulder Valley School District, Boulder, Colorado, is the new president-elect of the American Association of School Administrators (AASA). He will officially assume the post on March 15, 1962 when Irby B. Carruth, superintendent of schools in Austin, Texas, moves up from president-elect to president, replacing Benjamin C. Willis, Chicago's general superintendent of schools, current president. Mr. Burbank will become president for a one-year term in March 1963.

Mr. Burbank won the presidency in a contest with Evart W. Ardis, director of the bureau of appointments and occupations, University of Michigan, and Harold L. Richards, superintendent, School District 28, Blue Island, Illinois.

Approximately 8300 of the Association's 13,000 members participated in the balloting.

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Elected vice-president for a one-year term starting March 15 was Harold S. Vincent, superintendent of schools, Milwaukee, Wisconsin. G. Warren Phillips, superintendent of schools in Valparaiso, Indiana, was elected to serve a four-year term on the Association's seven-man executive committee.

Results of the mail vote were announced today by the AASA Board of Tellers headed by Ralph Ely, superintendent of schools, Barberton, Ohio.

A native of Danville, Maine, Mr. Burbank took his master's degree at Teachers College, Columbia University, and has done advanced work at Stanford and Harvard Universities. He began his career as a country high-school teacher in Vermont and was superintendent of schools in New England before coming to Colorado in 1949. He has been an instructor in school administration at the University of Colorado and an instructor of supervision at the University of Maine.

A member of several professional and civic organizations, he has held office in the Rotary Club, the Community Chest-United Fund, and the Chamber of Commerce in Boulder. A Lt. Colonel in the Army Reserve corps with 28 years of service, Mr. Burbank served in the European theater during World War II. In 1945 he headed an Army mission to the University of Geneva to set up civilian courses for American military personnel.

He is married to the former Vivian E. Hubbard and is the father of two married daughters.

Election to the presidency of AASA is regarded as one of the top honors in the field of education in the United States. Formed in 1865, the Association became one of the two original departments of the National Education Association in 1870. Members today include approximately 13,000 city, county, and state superintendents; college and university presidents and deans of colleges of education; administrative officers of state and national education associations; and heads of private schools who work directly with governing authorities.

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1/8/62

Alice Morton
Archives (1)

News from the NATIONAL EDUCAT

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

Jan. 10, 1962

For further information:
Beatrice M. Gudridge

FOR RELEASE: A.M. Papers
Thursday, January 11

NOTE TO EDITORS: The attached report, Levittown, N. Y. --A Study of Leadership Problems in a Rapidly Developed Community, will reach members of the Levittown Board of Education and others concerned in the investigation Wednesday, January 10. We are sending you a release and the report in advance to help you prepare your story. Please observe the date of the release which is for morning papers, Thursday, January 11.

Levittown School System Lacks Clear Goals,
Says NEA-NYSTA Investigating Committee

WASHINGTON, January 10--The most obvious problem facing the Levittown, N. Y., school system is finding a school program which the public wants and is willing to support, the National Education Association (NEA) announced today. This finding and others were reported after a year-long study conducted by a special committee appointed by the NEA Commission on Professional Rights and Responsibilities in cooperation with the New York State Teachers Association (NYSTA).

The report is entitled Levittown, N. Y.--A Study of Leadership Problems in a Rapidly Develped Community.

Since its inception in 1947 when a building contractor transformed a Long Island farming area into a mass-produced community which today has a population of 65,000, the history of the Levittown school system has been fraught with controversies, the report states.

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Levittown is split by two groups, one advocating smaller classes, an adequate number of qualified guidance counsellors and psychologists, and a comprehensive extra-curricular program; and the other favoring the reduction of costs by enlarging classes, eliminating "frills," and cutting back on supervisory personnel. The groups advocating these opposing philosophies of education are relatively small, the report notes. The remaining residents appear to swing their support from one group to the other, depending upon the issue and the campaign presentation of each group. At each school board or bond issue election citizens are bombarded by literature from both sides presenting conflicting data and ideas.

"The average citizen is confused about what constitutes a satisfactory educational program," the report finds. He "has no source to turn to that he considers reliable for offering educationally acceptable solutions to problems in Levittown's school system."

This conflict in philosophies of education has resulted in frequent turnover on the Board of Education, with control of the Board shifting annually for the past three years, each time by a relatively close margin. "Every time a new Board majority has come into office, it has found itself faced with the problem of operating under the budget prepared by the opposition. Therefore, in the past three years, no group has had a reasonable opportunity to put its program to the test of experience," the report finds.

"The cleavage in the community caused by the two groups representing opposite opinions on what constitutes a good education will probably continue until those active in leadership roles learn to practice the art of negotiation and compromise," the report found. "Only by such means will it be possible to develop and maintain a stable school system with an educational program acceptable to the community as a whole."

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The report also criticized some of the actions of the Board of Education, the superintendent of schools who resigned from the school system in March, 1961, the local teachers association, and the state commissioner of education.

"No superintendent desiring to adhere to an ethical board-superintendent relationship could be expected to work for any length of time with a board of education operating as the Levittown Board has during the past few years," the report continues. Citing instances of the poor relationship between the Board and the superintendent, including the abrupt dismissal of the superintendent in June 1960 by the lame duck board, and his rehiring the following day when the new Board took office, the report concluded that "the Board made it impossible for the superintendent to do his job and be held accountable for the results."

Concerning Board operation the report found, "There appears to be little organization of time or co-ordination of effort on the part of Board members. An extremely detailed agenda is provided for each meeting, but rarely is completed. Often action on important items is carried over week after week because of the obstructive conduct of members of the Board or excessive concern with minutiae. During periods of controversy, 'Public Be Heard' sessions tend to get completely out of hand, with Board members and citizens shouting at each other."

The report noted that the superintendent who left Levittown in 1961 was aligned with Board members who advocated smaller classes, and was unable to work with members who advocated increased class size and the elimination of "frills" in order to save money. The report found that the superintendent apparently was unable to develop confidence in the school system among residents in the community, and commented that if a greater segment in the community had had faith in the administration and the schools, propaganda leaflets circulated just prior to bond issue votes and budget elections might not have created such a furor.

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Members of the Levittown Teachers Association, which was the first Levittown group to request the NEA and NYSTA study, "in their support of the superintendent on every issue, were in part responsible for the lack of rapport with some members of the Board of Education." The formation of a teacher placement agency by the association in the spring of 1960 and the publication of advertisements in the New York Times "antagonized many people in the community, particularly some members of the Board of Education."

Noting that the State Education Department initiated a study in Levittown in the summer of 1961, following requests for assistance dating back to June 1959, the report commented that "There was an apparent reluctance on the part of the State Education Department to take any direct action in Levittown." The report suggested that the Department "have at its disposal a mechanism for the early detection of evolving crises in local school districts, so that remedial action by the Department may be instituted with the objective of prompt and effective resolution."

One of the continuing sources of conflict over the amount to be spent on the educational program in Levittown was the lack of sufficient business and industry to provide an adequate tax base for the community. Local support for the schools is derived almost exclusively from property taxes on small homes. A large percentage of Levittown's population consists of new home owners, who are facing for the first time the problem of keeping up mortgage payments, and who have a natural concern about any increase in property taxes.

The report concludes that additional financial assistance must come from outside the community, although more than half the funds for Levittown schools are currently derived from the state. Recommendations are made to the citizens of Levittown to develop an organized program in cooperation with other communities similarly situated, to obtain state legislation "providing for a formula of state aid which would insure sufficient support for a comprehensive educational program

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in a school district. To the State Education Department, the report recommends that revision of the state aid law be sought "to provide the state financial support necessary to make possible a defensible educational program in every school district that makes reasonable local effort to support its public schools."

The Levittown study was conducted by the following committee: Robert C. Stewart, professor of education, Syracuse University, Syracuse, N.Y., Chairman; T. James Ahern, superintendent of schools (Retired), Mamaroneck, N.Y.; Richard D. Batchelder, housemaster, Newton High School, Newtonville, Mass.; Haskell C. Freedman, chairman, Newton School Committee, Newton, Mass.; James Gladden, professor of sociology, University of Kentucky at Lexington; Nolan C. Kearney (Deceased), assistant superintendent of schools, St. Paul, Minn.; Zane Meckler, assistant director, Community Relations Committee, Los Angeles, Calif.; and Merrill C. Phillips, president, Board of Education, Mount Kisco, N.Y.

Staff assistants were: Nathan E. Kullman, Jr., of the NYSTA staff at Albany, N.Y.; Henry E. Butler, Co-ordinator; Virginia Kinnaird, and Barbara A. Byers; all of the NEA staff, Washington, D.C.

Single copies of the full report may be obtained free of charge by writing to the NEA Commission on Professional Rights and Responsibilities, 1201 Sixteenth Street, N.W., Washington 6, D.C.

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Jan. 8, 1962

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: Monday, January 8, 1962
or thereafter

No Student Need Be Crowded Out
Of College, NEA Advises Parents

WASHINGTON--If you're losing sleep because you're afraid that increased enrollments will crowd your child out of college, you can throw away the barbiturates. The National Education Association says that things aren't as bad as you may have been led to believe--unless your family hopes are pinned on one of the highly competitive so-called prestige colleges.

Somewhere in the nation there is still space in an accredited college for every qualified high-school graduate, says the NEA in a new booklet entitled Your Child and College. The booklet is the second in a series designed as a "briefing for parents" and is written by six experts in the field of college admissions. (The first dealt with intelligence and how it is measured.)

"Theoretically," says the booklet, "there may be one perfect college for your child. Practically speaking, however, there are probably many colleges among the more than 2000 accredited institutions of higher learning in the United States that are equally suited for him."

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Some do's and don'ts suggested by the experts:

• Stop clanging the cymbals for your old college. Its teachers, social life, campus activities, athletics, and even fraternities have changed since your time. Besides, its standards of admission have probably gone up so that you couldn't get in yourself now.

• Don't be unduly influenced in your choice of college by the burbling enthusiasm of Uncle Silo's brother-in-law or by father's partner's best friend. They aren't in a good position to know how well suited the colleges they recommend are for your son or daughter.

• Don't let the mating instinct control your choice of a college. Graduates of women's colleges are just as likely to marry as graduates of co-educational institutions.

• Don't count on the prestige of a college rubbing off on the man. A college smothered in ivy will not guarantee status, a large income, and a paragraph in Who's Who. No college can supply a student with brains he didn't bring with him. On the other hand, all accredited institutions offer the student a chance to make something of himself.

• When choosing a college, do consider size, location, facilities, admission requirements, and the kind of intellectual demands placed on a student.

• If a student has a special interest in certain subjects, then it's wise to make sure the college is strong in those subjects.

• Remember that a college education should prepare a student for living as well as earning a living and that wisdom is an even more valuable commodity than knowledge.

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• While waiting for acceptance by a college, help your child to realize that his success does not depend upon admission to any one college. No matter where he goes he's likely to find more books than he can read in four years, more equipment than he can master, and teachers who will be wiser than he is even when he is a senior.

Warning that getting into college and staying there are two different things, the booklet suggests that parents use a child's high-school record, interest in school work, and general health and energy level as guides to whether he should go to college at all. For "late bloomers," two years of junior college is recommended. Or his ideas about college may become clearer after working a while or after military duty.

Taking a look at the other side of the coin, the experts also explain how a college selects students. Unless it is willing to draw names out of a hat, the booklet says, it must pick students who will best fit into the college's particular environment, best uphold its standards, and benefit the most from what it has to offer. There are other factors, too. Generally, state universities must give first preference to applicants from that state while private colleges may prefer to have students from all over the country. Entrance exams and other information gathered from personal interviews and reports also count heavily in most colleges.

The booklet also includes information on costs, early preparation for college, and a rundown on how college entrance tests work.

Authors of the booklet, which appears as an insert in the January issue of the NEA Journal, publication of the National Education Association, are:

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S. A. Kendrick, vice-president, examinations and research, College Entrance Examination Board, New York City; Edith Lawton, director of guidance, Darien High School, Darien, Connecticut; Jean Reiss, assistant principal, Horton Watkins High School, St. Louis, Missouri; John Dale Russell, director emeritus, Office of Institutional Research, New York University, New York City; William H. Strain, associate registrar for admissions, Indiana University, Bloomington, Indiana; and Eugene S. Wilson, dean of admission, Amherst College, Amherst, Massachusetts.

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Note to Editor: A copy of Your Child and College is enclosed for your examination. Permission to reprint the booklet in its entirety or in installments is hereby granted provided credit is given to the National Education Association and to the author of each section, if the material is reprinted in installments. Packages of 35 booklets for $1 are available from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. Orders for $2.00 or less must be accompanied by cash. Shipping charges are added to billed orders. On ordering, please use stock number 38-241.

Jan. 7, 1962

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 RELEASE: Sunday papers
January 7, 1962

School Enrollment Increase
Over A Million for Year

WASHINGTON, Jan. 6--Enrollment in public elementary and secondary schools reached 38.6 million in the current school year, an increase of 1.1 million, or 3 percent, the National Education Association announced today. This is the ninth consecutive year in which enrollment increases have exceeded 1 million.

The enrollment figures, and a vast accumulation of other data relating to the schools, are contained in Estimates of School Statistics, 1961-62, published by the NEA Research Division. Overall national totals are given, along with state by state figures which permit comparisons among the trends as they have developed within the nation and the several states.

High school enrollments continue to grow at a rate more than double that for the elementary schools, a situation which reflects the circumstance that the bulge in postwar population increases is now moving through the high schools. High school enrollment this year reached 12.6 million, an increase of 580,000, or 4.8 percent. The gain in elementary schools was 563,000 to a total of 26 million, a gain of 2.2 percent.

Average salaries of classroom teachers increased by $252, or 4.8 percent, to a new total of $5527. The number of teachers in elementary schools rose by 3.2 percent to 876,000, a gain of more than 27,000. Secondary schools gained

(more)

nearly 24,000 teachers (4.3 percent), for a new total of 578,000. The number of emergency teachers lacking full qualification for certification, stood at 97,000, nearly 7 percent of the teaching force.

The report shows a further continuing decline in the number of school districts, reflecting reorganizations and consolidations in the interest of better education. There are 35,330 school districts this year, 2145 fewer than a year ago, and much less than half of the total 10 years ago.

Total expenditures of the school districts, including capital outlay and interest on debt, rose by 7.7 percent to a total of $18.1 billion. Income rose by 7.5 percent to $19.4 billion.

Of the schools' $16.6 billion in revenue receipts, $9.3 billion came from local, intermediate and other sources; $6.7 billion from the states, and six-tenths of a billion dollars from the federal government.

Current expenditures for elementary and secondary education, per pupil in average daily attendance, rose by 5.3 percent to a national average of $414, a gain of $21 during the year. There is wide disparity among the states in their expenditures per pupil in average daily attendance. For example, Mississippi spent $220; New York, $615.

The school age population of the country is given as 45 million last July 1, a gain of 2.8 percent over the Census Bureau figure for April, 1960. Children of school age (5 to 17) represent more than a quarter of the country's population.

The NEA estimates were developed with the cooperation of state departments of education and state education associations. Thirteen tables are included to present the information gathered on a state by state basis.

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Copies of Estimates of School Statistics, 1961-62 may be ordered from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. 50 cents.

Jan. 4, 1962

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.

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SPECIAL FOR EDUCATION JOURNALS

6,000 Educators to Have Front Seat
During DAVI 1962 Convention in Kansas City

WASHINGTON (SPECIAL) -- Not "the twist" but a "new twist" in convention ideas will be featured at the 1962 convention of the Department of Audiovisual Instruction (DAVI) in Kansas City, March 25-30.

For the first time teachers in all of that city's public schools will have a front seat, along with convention participants, at one of the most important general convention sessions in Municipal Auditorium via closed circuit television.

Six thousand educators -- 3,000 of them in their own classrooms in the city schools -- will be able to see and hear the entire program on Tuesday, March 27, which is keyed to the theme "Our Profession -- Teaching."

Schools in Kansas City are to be closed on that day for the annual observance of "professional day," so the children will have a holiday and the teachers will have a chance to take a refresher course via television to learn what is new on the educational frontier.

Overall theme for the DAVI convention is "Our Educational Challenge in the Face of Current World Forces," and a separate aspect of the theme is to be featured each day of the meeting. Theme for the opening day, March 26, is "Our Nation -- U.S.A." The program will consist of a visualized presentation of the current world forces which are changing American culture.

(more)

Tuesday's closed circuit TV general presentation will be devoted to a broad overview of the current curriculum changes now taking place in schools at both elementary and secondary levels. Featured on the program will be Alice Miel, professor of education at the University of Florida at Tallahassee, and Richard Miller, associate director of the Project on Instruction now being conducted by the National Education Association.

This session will be followed by concurrent sessions on specific subject area for both teacher-viewers and delegates.

New trends, methods, and materials in the different curriculum areas to be covered are: Mathematics -- by G. Baley Price, executive secretary, Conference Board of the Mathematical Sciences, Washington, D.C.; English -- by G. Robert Carlsen, professor of English, State University of Iowa, Iowa City; Biological Science -- by Hulda Grobman, consultant, Biological Sciences Curriculum Study, American Institute of Biological Sciences, University of Colorado, Boulder; Foreign Languages -- by Emma M. Birkmaier, professor of education, University of Minnesota, Minneapolis; Social Sciences -- by Emlyn Jones, professor of history and education, University of Wisconsin, Madison; Art -- by Mayo Bryce, dean, School of Fine and Applied Arts, Northern Illinois University, De Kalb; Guidance -- by Arthur A. Hitchcock, executive director, American Personnel and Guidance Association, Washington, D.C.; and Physical Science -- by Rose Lammel, professor of science education, Wayne State University, Detroit. The fields of Music, Industrial Arts, and Physical Education will also be represented.

In a general session devoted to the topic for Wednesday, "Our Specialization -- Communication," James D. Finn, principal investigator, NEA Technological Development Project, University of Southern California Facility, and Robert O. Hall, director of Instructional Materials at State College for Alameda County, Hayward, Calif., will cover trends and developments in the field of communication.

This will be followed by a series of concurrent sessions devoted to topics of current interest in the audiovisual field, such as the use of educational television for in-service training by Theodore R. Conant, program specialist for the Ford Foundation; the production and use of 8 mm sound film by Louis Forsdale, principal investigator for the Project in Educational Communication,

(more)

Columbia University, New York City; a session on federal and school legislation chaired by Charles Norford, director of the Bureau of Teaching Materials at the University of Virginia in Charlottesville; and from the Department of Psychology at the University of Utah, Calvin Taylor, professor of psychology, will discuss creativity.

A new convention feature will be the Consultant Centers. Experts will be on hand from 1:30 to 4:00 p.m. on Wednesday to give assistance in individual problems. Consultants have been invited from the fields of educational television, teaching machines and programming, instructional materials centers, electronic and language laboratories, and film libraries, including filing, cataloguing, and distribution.

Wednesday's program will be climaxed by a general assembly on the topic "The Teacher of Tomorrow," and Walter J. Beggs, dean of education at the University of Nebraska, will speak. On Thursday, DAVI Executive Secretary Anna L. Hyer, will discuss "Our Organization -- DAVI" and will talk about the department's program in terms of priorities.

The fourth and last general session on Thursday afternoon, "The Challenge to DAVI," will feature a team of recognized leaders in the audiovisual field interpreting what has been learned during the week in terms of professional opportunities, responsibilities, and challenges. Participating in this session will be L. C. Larson, director, Audio-Visual Center, Indiana University; Paul C. Reed, director, Department of Instructional Materials, Rochester (N.Y.) Public Schools; Charles F. Schuller, director, Audio-Visual Center, Michigan State University; Walter Bell, director, Audio-Visual Education, Atlanta (Ga.) Public Schools; and Francis W. Noel, SAVES Project, University of Southern California, Los Angeles. This session will be coordinated by Paul W. F. Witt, professor of education, Columbia University.

There will be tours throughout Kansas City, to the schools' educational television station, and to the audiovisual training center at Trans-World Airline headquarters. Of special interest will be the tour to the Truman Library at Independence, where former President Truman will personally greet delegates.

DAVI President Ernest Tiemann, director of the Visual Instruction Bureau at the University of Texas in Austin, will preside during major convention sessions.

The DAVI is a department of the National Education Association and has a current membership of more than 5,000.

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1/4/62