

May 28, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868



Note to Editors and Correspondents: Thirty-three 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, Radio, and Television 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

FOR IMMEDIATE RELEASE

Future Business Leaders and Teachers Due to Hold National Convention in Dallas, June 9-11

WASHINGTON, May 28 -- Two national youth groups composed of high school and college students -- representing approximately 1700 high schools and 165 colleges -- who are seeking careers in business education and business teaching, will hold a joint convention in Dallas, Texas, June 9-11, 1963.

They are the Future Business Leaders of America (FBLA), which has a total membership of about 68,000, and its college division, Phi Beta Lambda, with 7500 members. Both organizations are sponsored by the National Business Education Association of the National Education Association.

Approximately 800 state delegates and chapter representatives are expected to take part in convention sessions in the Adolphus Hotel.

Benjamin Webb, 17-year-old high school student from Morehead City, North Carolina, is president of the FBLA and will preside at sessions devoted to activities of the high school group.

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President of Phi Beta Lambda Neil Roach, a student at Kansas State Teachers College at Emporia, will direct the college division activities. Neil's hometown is Anthony, Kansas.

The convention keynote speaker at the opening general session on Monday morning, June 10, will be Arthur A. Smith, vice president of the First National Bank in Dallas.

This joint convention is unique in that the youngsters themselves run the whole show -- they hold their own business meetings, preside at major sessions, elect their own officers (in a manner similar to one of the national political conventions -- with "demonstrations" by competing state groups, with waving banners and marches).

They also are engaged in hot competition in all sorts of events -- spelling and vocabulary relays, public speaking contests and parliamentary procedure tests. Prizes and special awards are given out at the closing convention banquet.

The two groups put up candidates for Mr. and Miss Future Business Leader and Mr. and Miss Future Business Executive, a convention "special," with winners eligible for worthwhile prizes. The college division also has a competition for a Mr. and Miss Future Business Teacher.

Some of Dallas' leading business executives and members of the Dallas chapter of the General Federation of Women's Clubs will serve as judges for the various competitions.

The major objective of the two organizations is to stimulate interest among students who will be entering the world of business and to help them to be more competent workers.

The National Business Education Association has its headquarters in Washington, D. C. Executive Director is Hollis Guy.

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May 26, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868

For Further Information:
Beatrice M. Gudridge or Clarke Herbert

FOR RELEASE: Sunday Papers
May 26, 1963

Teacher Graduates Short of Nation's Need, Says Annual Research Study of NEA

WASHINGTON, D. C., MAY 26--American colleges will confer a bachelor's degree this year on about 16,000 more students trained to teach than last year - - some 158,357 graduates.

But because only about three out of every four of these prospective teachers will enter the classroom, come September, the nation's need for teachers will still exceed the supply.

So says the Research Division of the National Education Association in its 16th annual report Teacher Supply and Demand in Public Schools, 1963 issued today.

Ray C. Maul, assistant director of the Research Division and author of the report estimates the total number of new teachers needed to staff the public schools next September at 235,000 - - a figure more than double the 117,000 college graduates who probably will enter teaching. This represents a net shortage of 118,000 teachers.

This estimate, according to Dr. Maul, includes 130,000 to replace teachers leaving, 35,000 to serve increasing enrollments (both of which needs are most likely to be met), 30,000 to relieve overcrowding and to

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eliminate part-time sessions, 20,000 to give instruction and services not now provided, and 20,000 to replace the unprepared.

The report underscores the plight of the elementary school where the 1962-63 enrollment is 26 million, just twice the 13 million in high schools. Yet for every six teachers prepared to teach in elementary school, there are nine prepared for the high school classroom. In other words, says the report, while this year's crop of newly-trained high school teaching candidates was 96,376, only 61,979 prospective teachers trained for elementary-school teaching.

"At the high school level the chief problem is not total numbers," says Dr. Maul, "The distribution of the new supply is not in balance with the need; there will be an oversupply in some fields and a continued shortage in others."

The oversupply will occur in men's physical education again as it has for some years, and in social science. Both fields show an increase in teaching candidates over last year.

Other increases were reported as 52.4 percent in foreign languages, classified as a "field of shortage." There is a 19.7 percent increase in science, and 18.8 percent in mathematics, both characterized as "fields of most acute shortage," and a 19.5 percent jump in English, a field of "short supply."

The current estimate of teachers holding only emergency certificates is nearly 92,000, the report says, adding that "more significant is the estimate of more than 100,000 persons now teaching who have completed less than four years of acceptable college preparation."

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NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868

For Further Information:
Beatrice M. Gudridge or Fred Stoffel

SPECIAL TO STATE EDUCATION JOURNALS

"Price Tag for Toby" Filmstrip Probes School Finance Needs

WASHINGTON, D.C., May 20--The typical public elementary school child in the United States today is not going to get the education he needs to follow his dreams and the dreams of his country unless something drastic is done.

This child--let's call him Toby--is only in grade school now, but he's fascinated by electronics, rocketry, space physics. He doesn't yet realize it, but according to all indications he's going to have lots of leisure time. He's going to be living in a world where machines do the heavy work, the repetitious work, the memory work.

Man--as he always has--will be the creator of the machines. But, unless planning is started now, by the time Toby reaches high school he will not get the education he needs because the schools won't have enough money.

This is the message of a new filmstrip by the National Education Association, which puts into simple, visual form the detailed figures contained in Financing the Public Schools 1960-70. The NEA's Research Division, which produced that report, has cooperated with the NEA Publications Division in producing the filmstrip for the NEA Committee on Educational Finance.

But to get back to Toby.

In today's public school marketplace, Toby's current worth is just \$386 a year. That's the average amount of current expenses for each pupil enrolled. It varies from a low of \$198 to a high of \$570.

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But by 1970, even \$570 a year will not be enough.

Instead, the minimum expenditure per pupil per year will have to be \$720 if Toby is to get the education he needs, and if the nation is going to get the kind of citizen it needs Toby to be.

What does Toby need to get a good education? What will the \$720 a year buy for him and for his country?

- Toby--and the country--need good teachers.
- Toby--and the country--need enough teachers, principals, administrators, and educational specialists.
- Toby--and the country--need the instructional materials and services that provide a good education.

All this adds up to \$720 a year for each pupil. And by 1970 there will be many more Tobys in the schools--47 million Tobys.

So where's the money coming from?

Well, right now the property tax alone provides more than half of all the money the school gets. The local government, which generally levies the property tax, has the most limited tax resources but provides the lion's share of school funds.

The NEA says that the solution to the tax problem lies in "balancing the tax load." The NEA says: "We need to increase school support by all levels of government." The problem is here and so are the resources with which to solve the problem...in state and federal as well as local taxes.

If we don't, Toby won't be getting what he deserves--and neither will his country.

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May 15, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868

For further information:
Beatrice M. Gudridge or Fred Stoffel

FOR RELEASE: 12 Noon E.D.T.
Wednesday, May 15, 1963

Virgil M. Rogers of Syracuse Named To Head NEA Project on Automation

WASHINGTON, D.C., May 15--Virgil M. Rogers, dean of the Syracuse University School of Education, has been named head of the Project on the Educational Implications of Automation. The announcement was made by Dr. William G. Carr, executive secretary of the National Education Association, sponsor of the project.

Dr. Rogers, who has been with Syracuse University, Syracuse, New York, since 1953, will take an indefinite leave of absence to head the project in Washington, D.C. He succeeds Dr. Luther H. Evans, former librarian of Congress and former director-general of UNESCO, who resigned last fall.

Dr. Evans had directed the project from its inception in June 1961, with an \$83,000 grant from International Business Machines Corporation. Two additional IBM grants -- \$75,000 in 1962 and \$70,000 this year -- have continued the project which seeks to formulate guidelines for schools in dealing with the impact of the current technological revolution.

In announcing the appointment of Dr. Rogers, Dr. Carr spoke of the accomplishments to date of the NEA Automation Project, and plans for

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Virgil M. Rogers of Syracuse Named
To Head NEA Project on Automation -2-

further advances under Dr. Rogers' leadership. "We are delighted," Dr. Carr added, "to have Dean Rogers join the professional staff of the NEA, which long has benefited from his counsel and leadership and will now enjoy his full-time services. His knowledge and experience will enhance the impact of the ongoing studies of automation in our society today so that teachers and school administrators will be in a position better to cope with the social consequences of technological change."

Dr. Rogers, who is expected to assume his post in late August, will be heading an organization which already has taken a long look at what automation can mean to education. Since Dr. Evans' departure, the project reins have been held by Dr. George E. Arnstein, assistant director.

A 200-page book, Automation and the Challenge to Education, edited by Evans and Arnstein, was published last fall as a report of a symposium by industrial, business and educational leaders. Another book, the report of a second symposium on motivating adults to learn more, will be published soon under the title, No Room at the Bottom: Automation and the Reluctant Learner.

Born in Moore, South Carolina, Dr. Rogers received his B.A. from Wofford College, Spartanburg, South Carolina; his M.A. in educational administration from Western State College of Colorado, Gunnison, Colorado; and his Ed.D. from Teachers College, Columbia University, New York City.

He served as a teacher and principal at Delta, Colorado, and served successively as superintendent of schools in Gunnison, Colorado, Boulder, Colorado, River Forest, Illinois and from 1945 to 1953 in Battle Creek, Michigan.

(more)

Virgil M. Rogers of Syracuse Named
To Head NEA Project on Automation

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Too young to be drafted in World War I, he enlisted. The shocking illiteracy of his Army buddies, for whom he wrote letters home, influenced his decision to go into education.

Dr. Rogers was president in 1952-53 of the American Association of School Administrators. He is also a former president of the Colorado Education Association, former chairman of the NEA's Ethics Committee; and a former member of the AASA board of directors, the NEA Defense Commission and the Educational Policies Commission. For the last seven years he has represented New York on the NEA board of directors.

His service to professional education has given Dr. Rogers an outstanding reputation; he is in great demand as a consultant and public speaker.

In 1947 he was educational consultant with the United States Army surveying the German school system; in 1950 he was group leader of the White House Conference on Children and Youth; in 1959 he was assistant leader of an educational group studying Russian schools and was co-author in 1960 of Firsthand Report on Soviet Schools; in 1962 he surveyed the educational needs of Nyasaland, Africa, for the Peace Corps; and this year did an assignment in Colombia for the U. S. Agency for International Development.

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Press, Radio, and Television 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

RELEASE AT WILL

Arthur Rice to Deliver First Memorial Lecture
To W. Harold Kingsley at NSPRA Seminar July 8

WASHINGTON-(Special)--The W. Harold Kingsley Memorial Lecture will be instituted this summer to honor a long-time California news and school public relations man.

The memorial lecture will be delivered annually at the national seminar of the National School Public Relations Association. Kingsley, who died in 1962, was a charter member and early president of the association.

According to Roy Wilson, secretary-treasurer of NSPRA, a department of the National Education Association, the first memorial lecture will be delivered July 8 at the NSPRA seminar in Aurora, Illinois.

The first memorial lecturer is scheduled to be Dr. Arthur H. Rice, longtime editor of The Nation's Schools, and now a consultant to the magazine.

Kingsley was a native of Flint, Michigan, where he broke into the newspaper business as a reporter for the Flint Daily Journal while still attending high school. He attended the University of Michigan for two years, but spent much of his time writing college news.

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Arthur Rice to Deliver First Memorial Lecture
To W. Harold Kingsley at NSPRA Seminar July 8

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Before he served in France and Germany as a sergeant in the Army's second division in World War I, he reported for newspapers in Michigan, Winnipeg, Canada, Ohio, and New York. After the war, he served a stint on the editorial staff of the Chicago Tribune in Paris, France.

In 1923, he became part owner of the Torrance California Herald (which he later sold) to become managing editor of the Long Beach (California) Sun, for six years. In 1935 he joined the staff of the California Teachers Association, Southern Section, as director of public relations.

In 1939, he became public relations director for the Affiliated Teachers Organization of Los Angeles; in 1944 was information director for a Nevada magnesium firm; and in 1944 joined the California Teachers Association, which he served as special school-support campaign adviser, director of recruitment, assistant legislative representative, field representative, field director, and public relations director.

He retired in 1957.

His widow, Mrs. Vivian Kingsley, lives at 3321 Via Palomino, Palos Verdes Estates, California.

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For further information:
Beatrice M. Gudridge or Clarke Herbert

FOR IMMEDIATE RELEASE

NEA Guide Issued On How To Select Textbooks

WASHINGTON, D. C., May 13--In a section discussing teaching machines, a national magazine recently saluted the invention of a new instructional device of truly extraordinary advantages.

It was small, light, portable, and cheap. It had no moving parts. It presented information step by step in an orderly sequence. Anybody, from the merest beginner to the most advanced student, could use it, either alone or with the aid of a teacher. A great future was predicted for it.

Of course, the important "new" discovery was the textbook, which has won praise, not just from the magazine, but from educators. For example, school principals, polled last year by the National Education Association's Project on Instruction, declared unanimously that the most useful resource for teaching was still the textbook.

Now, another NEA agency, its joint committee with the American Textbook Publishers Institute, has published a booklet, Guidelines for Textbook Selection, which outlines criteria for choosing textbooks and describes the roles of boards of education, administrators, classroom teachers, and publishers and their representatives.

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First among ten procedures the booklet recommends is a written policy, on textbook selection which the school system should make available to any interested person. The committee that adopts textbooks and publishers' representatives should communicate with each other. This communication should continue and not take place only during the adoption period. Annual plans should be made for reviewing the textbook list and adoption schedule. The size of the various committees should be established and their membership prescribed.

Publishers' representatives, says the guide, should be allowed to send copies of books as well as circulars and other descriptive materials to the committee that evaluates them. Sales interviews should be permitted in some instances. School administration policy in announcing adoptions should be made clear. Selection committees and teachers should have enough time to evaluate and recommend titles.

The joint committee of the NEA and ATPI also suggests goals for committees to have in mind in selecting textbooks. Innovation in courses of study can be aided by textbooks, up-to-date content can be insured, and individual differences provided for. Textbooks in series can provide for growth from grade to grade. They should correlate as well as possible with local or state courses, provide the kind of supplementary aids that will best help teachers reach their highest level of efficiency, and encourage teachers to revise and improve their methods.

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Copies of the booklet Guidelines for Textbook Selection for press use only may be obtained from Division of Press, Radio, and Television Relations, National Education Association, 1201-16th Street, N. W., Washington, D. C. Copies for other uses may be obtained from National Education Association, 1201-16th Street, N.W., Washington, D.C., at following prices: Single copy, 35¢; 2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount. In ordering please specify stock number 381-11514.

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For further information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Microbial World of Man Probed by Science Teachers Group

WASHINGTON, May 13--Microbes and Men, the newest book in the "Vistas of Science"TM paperback series, was released today by the National Science Teachers Association (NSTA), a department of the National Education Association and an affiliate of the American Association for the Advancement of Science. Produced by NSTA in cooperation with the National Cancer Institute, this book acquaints the reader with many microbial friends and foes and with the strategies scientists use to control these allies and enemies.

According to Marjorie Gardner, Director of the "Vistas of Science" program for NSTA, this newest Vista deals with the development of our present knowledge of the microbial world of man and relates some of the philosophical problems of this science and other areas of human endeavor.

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Microbial World of Man Probed
by Science Teachers Group

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Harold J. Simon, who authored this Vista, recognizes the importance of communication and understanding between scientists and nonscientists and believes that the future of science, medicine, and education rests squarely on interested, informed, and thoroughly prepared young people, perhaps particularly on some of the readers of this book. Dr. Simon, Assistant Professor of Medicine and Microbiology, is currently teaching at Stanford University School of Medicine while carrying out investigations into the mechanisms of infection. The student activities section of Microbes and Men, also prepared by Dr. Simon, presents practical techniques in the growing and observing of microorganisms and suggests related projects and readings.

Each book in the "Vistas of Science" series is an original, developed and produced by NSTA with the advice of scientists, science educators, and outstanding classroom teachers. Four other books previously published in the series include: Spacecraft, Experimentation and Measurement, Challenge of the Universe, and Frontiers of Dental Science. Books covering ceramics, biochemistry, metallurgy, plant physiology, and nuclear physics are next scheduled for publication.

Abundantly illustrated, Microbes and Men is published by Scholastic Book Services who will offer it through their clubs for junior and senior high school students such as Science World

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Microbial World of Man Probed
by Science Teachers Group

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Book Club, Campus Book Club, and through other channels. In addition, each club enrolled in NSTA's Future Scientists of America youth organization will receive a copy of this book, as well as forthcoming books in the Vistas series.

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NOTE: Review copies of Microbes and Men are available upon request from the National Science Teachers Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. Other copies should be ordered from Scholastic Book Services, Order Department, 904 Sylvan Avenue, Englewood Cliffs, New Jersey. Single copy, 50¢; discounts on quantity orders of 20 or more books.

May 12, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868

For Further Information:
Beatrice M. Gudridge or Fred Stoffel

FOR RELEASE: Sunday Papers
May 12, 1963

Teachers Work Hard-- And So Do Their Spouses

WASHINGTON, D.C., May 11-Not only do America's teachers work hard--their wives do, too.

In fact, according to a new research study, of every 10 married men teachers, 4 have wives who work. Three of the wives work full-time, the other part-time. Of course, the husbands of virtually all women teachers work.

The figures come from The American Public-School Teacher, 1960-61, by the Research Division of the National Education Association. The study is based on a scientific sample of 1,881 teachers from across the nation.

The wives of men teachers are found working at a job more frequently than the wives of men in other occupational groups, says the report. Citing figures from the U.S. Bureau of Labor Statistics, the report says:

"Of 25 occupational groups shown separately in the BLS study, only two other groups of professional and kindred workers were shown. Wives in the labor force were reported by 31.3 percent of the men in medical and other health work, and by 30.5 percent of men in other professional, technical, and kindred work. Of the entire labor force of married men in the BLS study, only 34.3 percent of the men had wives who were also in the labor force, as compared with 41.8 percent of the men teachers."

And, even where the wives of teachers worked, the teachers themselves often held down second jobs of their own. Three out of every four married men teachers

did "moonlighting" during the school year, worked summers to increase their incomes, or both, according to the study.

Men teachers--married and unmarried--who earned money outside their regular teaching duties, had an average additional income of \$1,155 from all sources during the period, including dividends, rents, interest, and wages for the summer of 1960 and the 1960-61 school year. During the same period, the average teaching salary for all men teachers was \$5,568.

Men teachers, who make up nearly a third of the teaching force, are concentrated in the junior and senior high schools. Eight out of 10 male teachers are married and have two children each.

Although grade school teachers typically put in slightly longer work weeks than high school teachers, they don't have to spend so much time working at things other than classroom teaching.

The average grade school teacher's work week is $48\frac{1}{2}$ hours, the study reports. Of this, nearly a fourth--outside of normal teaching hours--is devoted to activities such as correcting papers, preparing teaching materials, lesson preparation, talking with parents, and helping individual students. The rest of the grade school teacher's time is spent either in class--60.8 percent--or at work on records, at official meetings, or acting as monitor in the lunchroom, the hall, on the playground, or at the school buses--14.6 percent.

The average high school teacher's work week of 46 hours includes 51.4 percent classtime, 19.6 percent at other duties related to their classes, and 29 percent at such miscellaneous jobs as keeping records, attending meetings and sponsoring student activities.

A fourth of the men teachers coach athletics and more than half of the women teachers sponsor clubs.

Other parts of the study offer detailed information on the personal and professional characteristics of teachers, their working conditions, and their attitudes toward their work.

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May 8, 1963

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Beatrice M. Gudridge or Clarke Herbert

FOR IMMEDIATE RELEASE

New Pamphlet Tells Teachers About Studies on Creativity

WASHINGTON, D.C., May 8--It's apparently not measured entirely by intelligence and scholastic aptitude tests.

It's sensing problems or gaps in information, forming, testing, and modifying ideas, and communicating results.

It's producing something new or original.

It's a successful step into the unknown, getting away from the main track, breaking out of the mold, being open to experience and permitting one thing to lead to another, recombining ideas or seeing new relationships.

Variously defined, it's creativity, and it's both the subject of an unprecedented interest among educators in all fields and at all levels and of a new pamphlet, Creativity, by E. Paul Torrance. The publication is the 28th in the series "What Research Says to the Teacher" published by the Department of Classroom Teachers and American Educational Research Association of the National Education Association.

Dr. Torrance, who is a professor and director of the Bureau of Educational Research at the University of Minnesota, asks these questions: How is creativity manifested at different educational levels? How are creative thinking abilities measured? What pattern of development do the creative abilities follow? What is meant by creative ways of learning? What can teachers do? What are the most common blocks to creative development?

How may teachers understand and increase their own creativity? What should be the goals in guiding creativity?

Among his answers are these: The beginnings of creative thinking may be found in the manipulative, exploratory, and experimental activities of the infant. It manifests itself during the elementary school years in creative writing and art and, recently, in the science activities that have been stepped up during earlier school years. High schools have begun to recognize scientific and inventive talent as they have long acknowledged creative writing and speaking talent. College undergraduates have produced almost all types of creative things--inventions, medical discoveries, books, dramas, operas--but often outside of college requirements. However, honors programs and other provisions for individual investigations are seeking to change the situation.

The best research evidence indicates that the imagination of young children is most creative between the ages of four and four and a half years and is less so at five, when the child first enters school. Creative thinking grows from the first through third grades, apparently drops at the beginning of the fourth, rises during the fifth and sixth, declines at the start of the seventh and into the eighth, and grows until it levels off or declines slightly at the end of high school.

Teachers can provide opportunities for creative behavior by making assignments that call for original work, independent learning, self-initiated projects, and experimentation. They can ask questions that require productive thinking rather than merely recall. They can reward and encourage creative behavior not only through grades but by respect for unusual questions, ideas, and solutions. They can establish creative relationships with children, which requires a willingness on the part of the teacher to let one thing lead to another, to embark with the child on an unknown adventure.

Practices that inhibit creativity in childhood include discouraging fantasy, preventing children from learning more than they are thought ready to learn, and over-emphasizing differences in what boys and girls are supposed to do. In the elementary school, creative development is blocked among other ways by emphasis on conformity to norms of behavior and on success, which makes children afraid to make mistakes and to take chances. Emphasis on conventional career choices and erroneous images of the creative scientist contribute to blocking creativity in high school, and it is inhibited in college by such factors as overemphasis on acquiring knowledge, memorizing facts, and finding already known answers to problems.

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Copies of the booklet What Research Says to the Teacher on Creativity for press use only may be obtained from Division of Press, Radio, and Television Relations, National Education Association, 1201-16th Street, N.W., Washington, D.C. Copies for other uses may be obtained from National Education Association, 1201-16th Street, N.W., Washington, D.C., at following prices: Single copy, 25¢; 2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount.

May 7, 1963

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Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Minnesotan Elected To Head NAPSAC

WASHINGTON, D. C., May 7-- Elmer Mueller of St. Paul, Minnesota, State director of adult education, has been chosen president-elect for 1963-64 of the National Association of Public School Adult Educators (NAPSAC), a department of the National Education Association. The name of the successful candidate was announced this week by Aaron DeKosky, director of adult education, Camden, N. J., and chairman of NAPSAC's election committee.

Priscilla Rugg, coordinator of adult homemaking education, St. Paul, Minn., was elected secretary-treasurer.

Currently serving as president-elect of the association is Harrison Otis, director of adult education in Hewlett, N. Y. Mr. Otis will take office on November 1 succeeding the current president, Robert F. Schenz, principal of the Westchester Adult School in Los Angeles, Calif. On the same date, Mr. Mueller will start serving as president-elect.

New members of the NAPSAC board of directors, elected for two-year terms, are S. E. Hand, state supervisor of general adult education, Tallahassee, Fla.; Wilmer V. Bell, director of adult education,

(more)

Minnesotan Elected
To Head NAPSAE

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Baltimore (Md.) Public Schools; Calvin R. Orr, state director of adult education, Denver, Colo.; Lutitia Anderson, state supervisor of adult education, Columbia, S. C.; J. Richard Smith, assistant superintendent for adult education, Los Angeles (Calif.) Public Schools, and John H. Thatcher, state supervisor of adult education, Albany, N. Y. Each of these new board members will begin his term of office on November 1, 1963.

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For further information:
Beatrice M. Gudridge

FOR RELEASE: 6 P.M. EDT
Tuesday, May 7, 1963

NEA Commission Reports Findings On Waterbury, Conn., Schools

WASHINGTON, May 7--The governmental structure in Waterbury, Connecticut, impedes, rather than facilitates the orderly operation of a public school program, the National Education Association has concluded in its study of the Waterbury school system.

The report of the Waterbury study, subtitled "A Study of the Inhibiting Effect of Political Control on the Quality of Education," was issued today (Tuesday, May 7) at a special meeting of the Waterbury Teachers Association. The report culminated a four-month study by the NEA's Commission on Professional Rights and Responsibilities. The presentation was made by Anthony Catrambone, superintendent of schools from Camden, New Jersey, who headed the Committee making the study, and Richard L. Morgan, associate legal counsel of the Commission, coordinator of the study.

The NEA report makes four recommendations to the citizens of Waterbury to seek revisions in the city charter which will eliminate the mayor's domination of the Board of Education, reduce the power of the Board of Finance and the Board of Aldermen over the school budget, lengthen the term of school board members, and change the date and method of election to the Board of Education.

In addition to findings on the governmental structure, the report also presents conclusions on the physical plant in Waterbury, educational climate, teachers' salaries, and internal communications and public relations.

The mayor tends to dominate the operation of the Waterbury school system, the report notes. Waterbury has what is known as a strong mayor form of government. The mayor is ex-officio chairman and a voting member of the Board of Education as

well as a member of the boards of most departments of the city government. As mayor he has veto power over any action taken by any city board, subject to an overriding two-thirds vote by the board in question.

Discussing the unusual school budget procedure in Waterbury, the NEA report questions whether a system that permits item veto and gives the power to divert funds from a school operating budget to budgets of other city departments "could have anything but a damaging effect on the quality of education."

The Waterbury school budget procedure follows ~~that~~ commonly accepted in Connecticut communities in which the Board of Education submits annually a budget estimate to the Board of Finance. However, unlike other communities in the state where the Board of Finance can only determine the total amount to be reduced, in Waterbury, the Board of Finance has the authority to make specific cuts. Once the budget has been approved by the Board of Finance, the budget becomes part of the city's annual budget and goes to the Board of Aldermen where it can again be reduced, but not increased.

Once the budget is established, the Board of Education administers the funds of the city's educational system subject to the Board of Finance, and the mayor's veto. However, after the beginning of the ninth month of the fiscal year, the mayor has the authority to request the transfer of surpluses from one city department to another. Money allocated for the schools is often transferred to other departments of the city, the teachers of Waterbury charged.

The NEA report noted that teachers complained that the superintendent of schools and members of the Board of Education make only a token effort in support of the budget when it is presented to the Boards of Finance and Aldermen. During the 1962 budget sessions, the superintendent and Board of Education presented the entire school budget in 15 minutes to the Board of Finance.

The NEA report recommended that the citizens of Waterbury seek a revision in the city charter which will "eliminate the mayor's domination of the Board of

Education in its development of program, policies, and activities. The mayor should have no more than one vote on any matter before the Board of Education. He should not have the authority to veto, in his capacity as mayor, resolutions and actions of the Board of Education."

Concerning the preparation and establishment of the school budget, the report recommends a charter revision that will "empower the Board of Finance and the Board of Aldermen to act only on the total annual budget of the schools. If the budget requested by the Board of Education is cut, the Board of Education should have full responsibility to decide which individual items in the budget should be reduced."

The NEA report notes that according to the present city charter, all members of the Board of Education are up for election every two years, with both major political parties presenting slates of five candidates each, from which the top nine are selected. The report recommends that the term of office be lengthened and provision be made for staggered terms so that a majority number of members of the Board of Education are not elected at one election. The report also recommends that Board of Education elections be held other than at the time of the regular city elections and on a nonpartisan basis.

In the area of physical plant, the NEA report notes that its investigating committee received many complaints of poor maintenance and dangerous conditions in school buildings. The report recommends that the Board of Education establish a practical maintenance program for the school system and that the superintendent insist that school custodians be placed under the supervision of building principals.

Discussing the educational climate, the NEA report notes that the teachers of Waterbury presented the investigating committee with a long list of complaints concerning inadequate facilities; insufficient equipment; lack of special programs for the slow learner, the gifted, and the potential drop-out; and inadequate guidance and counseling service.

The investigating committee concluded that these conditions "menaced the likelihood that Waterbury boys and girls would receive an education that would prepare them for effective citizenship in a democracy. The great wealth of evidence available through research concerning the value of adequate school maintenance, library books, guidance program, and teachers' salaries, among other things, was apparently either not brought to the attention of the Board or was totally ignored."

The report recommended that the Waterbury Board of Education "develop and implement a plan for periodic assessment of the program and achievements of the school system. This plan should include self-surveys involving the cooperation of industrial, business, and professional leaders in the community. Consideration should be given by all to both the present and future educational and vocational needs of students and the community as well as to preparation for employment opportunities in the area."

Noting that many residents of Waterbury, including the mayor, insisted that the controversy in the Waterbury schools was based purely on salaries, the NEA report commented that although the salary issue was a factor, it was but one of many found by the investigating committee.

Discussing the salary issue, the report comments, "It is indisputable that teachers' salaries in Waterbury, by any measurement, were low and noncompetitive with other Connecticut school systems of comparable size and wealth. The attitude displayed by the Board of Education and the mayor toward salaries was totally unrealistic." The report recommended that the Board undertake a salary study to determine the requirements of the Waterbury school system. Citizen and teacher participation should be encouraged in such a project, the report added.

In a section on internal communication and public relations, the report noted that great public apathy concerning the public schools was evident in Waterbury.

"The image of the teachers, as viewed by the community, was not flattering," the report continued. "The prevailing impression was the teachers as a group were concerned only about their salaries. There was no indication that the teachers were at all active in community programs...whether in the recent issue regarding civil service or in other areas of community interest or welfare. Individual teachers, no doubt, had participated as citizens, but they were not identified by the general public as members of the teaching profession taking an active role in community betterment."

In recommendations to the teachers and principals, the NEA report suggested that they cooperate actively with the citizens of Waterbury in promoting charter revisions giving the Board of Education firmer control over the budget and the conduct of school business, and that they become active in community organizations. "Teachers must be ambassadors for good education in the community if they are to fulfill their responsibilities as teachers," the report commented.

It was also recommended that teachers and principals, in cooperation with the central administration, develop a public relations program "that will emphasize information about the needs and accomplishments of the schools and the current trends in education."

Discussing the role of the superintendent of schools in the Waterbury situation, the report notes that "The dual role of the superintendent as a leader in the profession and as the executive officer of the Board of Education is seldom an easy one. Yet no school system can reach its full potential if the superintendent neglects either of these responsibilities. He must make known the decisions and policies of the Board to the staff, and he must just as sincerely make known to the Board the needs and opinions of the staff." The report concluded, "Neither the superintendent nor the teachers in Waterbury appeared to recognize clearly the dual functions of the chief administrative officer of the school system."

The NEA report recommended that the superintendent "assume the obligations imposed on all school administrators to interpret to the community the work, activities, and needs of the school system, revealing its weaknesses as well as its strengths." The report also recommended that the superintendent "Assume the responsibility, as the leader of the professional teachers and the system he supervises, to present the day-by-day accomplishments and professional problems of the teachers to the Board of Education."

The NEA study was conducted by the following committee: Anthony Catrambone, chairman, superintendent of schools, Camden, New Jersey; Mrs. Helen Bowditch, vice-president, Worcester, Massachusetts, School Committee; Ernest R. Caverly, superintendent of schools, Brookline, Massachusetts; Mrs. Edith V. Hatch, guidance counselor and teacher, Cranston, Rhode Island, and president, Rhode Island Education Association; C. W. Hunnicutt, professor of education, Syracuse University; Miss Audra May Pence, classroom teacher, Elmhurst, Illinois, and vice-chairman, NEA Commission on Professional Rights and Responsibilities; and F. Morely Roberts, president, Schenectady, New York, Board of Education.

Copies of the Waterbury, Connecticut, report may be obtained free of charge by writing the NEA Commission on Professional Rights and Responsibilities, 1201 Sixteenth Street, N.W., Washington 6, D.C.

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May 6, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868

For further information:
Dick Dashiell
Dropout Symposium Press Office
Hotel Thayer
West Point, N. Y.

RELEASE FOR MONDAY P.M.'S,
MAY 6, 1963

Education Professor Blames Schools For Causing Many Dropouts

WEST POINT, N. Y., May 6 -- (Special) -- An education professor today blamed the schools for causing many young people to leave them before graduation.

Dugald (cq) S. Arbuckle of Boston University said in a paper distributed here at a symposium on school dropouts that tens of thousands of children receive a schooling "which is little better than an incarceration."

"In it they learn, among other things," Arbuckle said, "that they are ineffective and can do little, and thereby generate a good deal of hostility for society in general, and schools in particular. Later on they become those adults who can't see any sense in spending any money on education, and since they think of education as they experienced it, this is a rather reasonable attitude."

The symposium is being sponsored by the School Dropouts Project of the National Education Association and the American Personnel and Guidance Association. Experts on the dropout problem -- educators, jurists, psychologists, and sociologists -- met at the Hotel Thayer to examine why some 750,000 young Americans leave school each year,

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who they are, what can be done to keep them in school, and what instruction to give them if they decide to remain. The meeting ends tomorrow.

Arbuckle declared that the "real tragedy" of the dropouts, who may represent a minority group, is that they find the same alienation in the school as they find in the community.

"Equally vicious," he added, "is the fact that many young people find out that they are 'queer' only after they go to school. They are the ones not alienated by the cultural mores, but the school soon corrects this. I sometimes shudder when I think of what might have happened if many of my early compatriots, going to a small school in an 'impoverished' mining community, had really had the advantages of a modern middle-class staffed school, and modern testing, and learned how really 'impoverished' they were. Fortunately, they didn't."

He thought that the dropout is not really worse off in the job market than the stay-in because he knows less, but because his potential employer, and he himself, believes that he is somewhat inferior.

Arbuckle called for better counseling in the schools as a solution to much of the problem. But he said the counselor "as a human being" is more important than the counseling, "just as the individual who is a dropout is more important as a human being than the fact that he is a school dropout."

While many things on many fronts must be done to help the dropout, he said, "the counselor is the one who, now, should be able to

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afford him what he needs most. This is a close sharing of human relationship with one who has for him a high regard, one who can offer him unconditional acceptance, but one who has no guarantees, no answers; one who can help him to see freedom, but freedom with risk."

Other authorities in the field participating in the symposium, the theme of which is "Guidance and the School Dropout," include C. Gilbert Wrenn, professor of educational psychology, college of education, University of Minnesota, Minneapolis, who is chairing the meeting; Herbert Bienstock, regional director, U. S. Department of Labor Statistics, New York City; Donald E. Super, professor of education, Teachers College, Columbia University; Lester Nelson, program director, education division, Ford Foundation, New York City; Elizabeth Drews, associate professor, college of education, Michigan State University, East Lansing; Eli E. Cohen, executive secretary, National Committee on Employment of Youth, New York City; Arthur Pearl, research director, New York State Division for Youth, Albany; and the Honorable Mary C. Kohler, former San Francisco juvenile court judge, author, and chairman, National Committee on Employment of Youth, New York City.

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May 6, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868



Note to Editors and Correspondents: Thirty-three 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, Radio, and Television 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

Minnesotan Named to Head Association for Higher Education

WASHINGTON, May 6--H. T. Morse, dean of the General College and professor of higher education at the University of Minnesota has been elected president of the Association for Higher Education (AHE), according to an announcement in College and University Bulletin by AHE Executive Secretary G. Kerry Smith.

Mr. Morse, elected by mail ballot of the 18,000-member AHE, the college and university department of the National Education Association, will serve for a one-year term.

Named to the Association's executive committee were four new members: C. R. Carpenter, director, University Division of Instructional Services, The Pennsylvania State University, University Park; Ruth E. Eckert, professor of higher education, University of Minnesota, Minneapolis; Seymour A. Smith, president, Stephens College, Columbia, Missouri; and Judson C. Ward, Jr., vice president and dean of faculties at Emory University, Atlanta.

Members of the Association for Higher Education are college and university teaching and administrative personnel in public and private institutions throughout the 50 states and 24 foreign countries.

Outgoing president is Leland L. Medsker, vice chairman, Center for the Study of Higher Education at the University of California at Berkeley.

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News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

May 3/1963

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 1, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868

For further information:
Dick Dashiell

RELEASE AT WILL

Bleak Job Outlook Faces Dropout, Statistician Tells Symposium

WEST POINT, N. Y. -- (Special) -- The student who leaves high school before graduation can expect to earn less than the graduate, experience unemployment more often, and work in a lower-skill category when employed.

That was the bleak picture painted by a statistician at a symposium on school dropouts held here May 5-7. The symposium, whose theme was "Guidance and School Dropouts," was sponsored by the School Dropouts Project of the National Education Association and the American Personnel and Guidance Association.

Herbert Bienstock, regional director, bureau of labor statistics, U. S. Department of Labor, New York City, said that the dropout can expect less in both annual and lifetime earnings than the high school graduate.

Bienstock added: "It is evident that the major areas of job expansion in the decade of the 1960's, and beyond, will be in those occupational categories that require the highest degree of education and training. On balance, job opportunities for dropouts are contracting."

The jurists, sociologists, educators, and psychologists attending the meeting also heard the assistant dean of the Oregon State System of Higher Education charge that many youths are being driven into the

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streets because counseling and guidance, being geared to the "majority culture," are almost completely concerned with trying to get the youngsters to accept the attitude of excellence.

Said Daniel W. Fullmer of Portland: "The object lesson from the islands of excellence within the minority culture leaves no room for doubt that youngsters learn the attitude toward excellence from the behavior of significant adults, not from the verbal myth espoused in the form of pious platitudes and conventional wisdom."

Donald E. Super, professor of education, Teachers College, Columbia University, told of a study of a typical group of high school dropouts which showed that the tendency is for them to move down the occupational ladder, rather than up it, after a few years of experience.

"The term, vocational development," Super said, "has enjoyed a certain amount of popularity recently. It implies something dynamic. But development can involve deterioration as well as growth, and the vocational development of the dropout appears, in far too many cases, to involve deterioration after a few years rather than continuing growth."

Opportunities for counseling dropouts to their advantage and to that of society, according to a research and guidance consultant to the Los Angeles County schools, Harold J. Reed, are limited only by the degree of initiative and enthusiasm generated by responsible citizens. "Creative programs are in operation," he pointed out, "and many more are indicated if some of the youth problems of our time are to be resolved."

Dugald S. Arbuckle, professor of education, Boston University, thought that the dropout is not really worse off in the job market than

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the stay-in because he knows less, but because his potential employer, and he himself, believes that he is somewhat inferior.

Helen Heffernan, supervisor of elementary education, California State Education Department, Sacramento, declared that good pupil personnel services are an indispensable part of an education program.

Elizabeth M. Drews, school of education, Michigan State University, East Lansing, said that guidance counselors must have both flexibility and courage if they are to solve many of the problems that cause high schoolers to leave their classes before being graduated.

Otis Finley, associate director, National Urban League, New York City, said that the problem of the dropout is part of "the greatest social revolution ever known to man." The basic responsibility of a school counselor, as he saw it, is to "dare to innovate." "If he doesn't," Finley said, "he fails all mankind."

C. Gilbert Wrenn, professor of educational psychology, college of education, University of Minnesota, Minneapolis, was the symposium chairman.

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May 1, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868

For further information:

Dick Dashiell

(After May 5:

Symposium Press Office

Hotel Thayer, West Point, N. Y.)

FOR RELEASE AT WILL

Experts to Study Problems Of School Dropouts

WEST POINT, N. Y. -- (Special) -- Why do some 750,000 young Americans drop out of school each year?

Who are they?

What can be done to help them remain in school?

And if they stay in school, what can be done to give them instruction that will equip them to become self-reliant men and women who can earn their own way and become active, self-respecting citizens of their communities?

These are some of the problems that will be studied at a symposium of experts -- educators, sociologists, jurists, and psychologists -- to be held at the Hotel Thayer here May 5, 6, and 7 under the sponsorship of the School Dropouts Project of the National Education Association and the American Personnel and Guidance Association.

Theme of the meeting will be, "Guidance and the School Dropout."

Among the topics to be discussed are job prospects of students who drop out of high school, the challenge of dropouts to school counselors, helping youngsters who belong to minority groups, and guidance services for young people who are not in school.

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Participating in the symposium will be such authorities in the field as C. Gilbert Wrenn, professor of educational psychology, college of education, University of Minnesota, Minneapolis, who will chair the meeting; Herbert Bienstock, regional director, U. S. Department of Labor Statistics, New York City; Donald E. Super, professor of education, Teachers College, Columbia University; Lester Nelson, program director, education division, Ford Foundation, New York City; Elizabeth Drews, associate professor, college of education, Michigan State University, East Lansing; Eli E. Cohen, executive secretary, National Committee on Employment of Youth, New York City; Arthur Pearl, research director, New York State Division for Youth, Albany; and the Honorable Mary C. Kohler, former San Francisco juvenile court judge, author, and chairman, National Committee on Employment of Youth, New York City.

Extracurricular features of the symposium will include a tour of the United States Military Academy, a reception at the Academy, and a parade by the corps of cadets.

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(NOTE TO EDITORS: A copy of the tentative program is enclosed. Newsmen and special writers are invited to attend all of the meetings. Specialists who will take part in the symposium are preparing working papers which will be distributed when the sessions get underway. Writers will be free to interview any of the speakers on the topics discussed.)

April 25, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868



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For further information:
M. Ruth Broom or Griffith Odell,
AAHPER Press Office, President A Room
Leamington Hotel, Minneapolis, Minn.

FOR IMMEDIATE RELEASE

Minnesota's Senator Humphrey to Address
AAHPER Convention in Minneapolis, May 3

WASHINGTON, April 25 -- Senator Hubert H. Humphrey (D., Minn.) will address the first general session of the 78th anniversary convention of the American Association for Health, Physical Education, and Recreation (AAHPER) in the Hotel Leamington in Minneapolis, Friday evening, May 3, 1963.

Senator Humphrey heads a list of distinguished speakers scheduled to address the convention which will continue through May 7. Convention sessions will be held in the Leamington and in Minneapolis Auditorium.

Charles (Bud) Wilkinson, special consultant to President Kennedy on youth fitness and director of athletics at the University of Oklahoma, is also to speak Saturday evening, May 4. Wilkinson is a member of the AAHPER and has worked closely with Association officials in promoting school health, physical education, and recreation programs.

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Other speakers include Robert H. Beck, professor of history and philosophy at the University of Minnesota, Minneapolis; Forrest E. Conner, superintendent of schools, St. Paul, and former president of the American Association of School Administrators; and Ann Landers, syndicated newspaper columnist.

Another high spot of the convention will be the unveiling of the "Hall of Health" exhibit sponsored by the AAHPER health education division and the local educational exhibits committee.

The "Hall of Health" will be displayed in Minneapolis' Auditorium throughout the national meeting which is expected to attract approximately 3,500 educators and foreign visitors.

Contributors to the "Hall of Health" include the American Dental Association (ADA), the American Medical Association (AMA), national voluntary agencies and their local units, local colleges, and other organizations.

The ADA will sponsor the exhibit "Dentistry Through the Ages of Man," that appeared at the World's Fair in Seattle, Wash., last year. The AMA will contribute a number of its scientific and educational displays.

Other convention features include participation clinics in some of the sports activities -- archery, bowling, golf, tennis, demonstrations of rhythmic activities, gymnastic floor exercises, and synchronized swimming shows.

There will be tours to school and college physical education facilities, libraries, planetariums, luncheon and dinner meetings, and socials throughout the meeting.

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Of special interest to would-be women "50-mile hikers," there is to be a session devoted to the topic "Comparative Study of Walking Efficiency in Women." AAHPER's Research Council and Research Section will present continuous reports of studies throughout the convention.

The convention is being held in cooperation with the AAHPER's Central District Association. District President is Henry Shenk of the University of Kansas, Lawrence.

The AAHPER is one of the largest departments of the National Education Association (NEA). Current membership totals more than 33,000. Anita Aldrich, Association president, is director of elementary and secondary girls physical education for the Kansas City, Mo., public schools.

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April 22, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868

For further information:
Roy K. Wilson or Joseph Hanlon

Release: April 22, 1963 or after

SPECIAL TO THE STATE JOURNALS

Teacher of the Year is High School
Debate Coach and Student of World Problems

WASHINGTON, April 22--Elmon S. Ousley, teacher of speech and world problems at Bellevue High School, Bellevue, Washington, wasn't exactly speechless here in the nation's capital when the President of the United States shook his hand and presented to him, in the rose garden on the South lawn of the White House a tie clasp, hand crafted by Cartier, and an award certificate reading: "National Teacher of the Year --1963-- Presented by U.S. Office of Education, Council of Chief State School Officers, and Look in recognition of outstanding achievement as a teacher."

"BZ"--as they know him in Bellevue, a suburb of Seattle, is hardly ever speechless, but what he and the President had to say, aside from the usual formalities, was off the record, as is the accepted custom in White House ceremonies.

The "National Teacher of the Year" award is presented annually by the U.S. Office of Education, the Council of State School Officers, and Look Magazine to a teacher judged to best represent the highest standard of the teaching profession. The winner stands as a symbol of good teachers, everywhere.

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Teacher of the Year is High
School Debate Coach and
Student of World Problems

- 2 -

Ousley was nominated for the award by Louis Bruno, Washington State Superintendent of Instruction who, with Mrs. Ousley accompanied him to the White House ceremony. Present also were the Secretary of Health, Education and Welfare, Anthony J. Celebrezze; the U.S. Commissioner of Education, Francis Keppel; the executive secretary, Council of Chief State School Officers, Edgar Fuller; and William B. Arthur, managing editor of Look. Later Mr. and Mrs. Ousley were guests at receptions given by the National Education Association and the Washington state Congressional delegation.

It was a big deal for BZ, who grew up in the back country of the far northwest, walked 4 miles to a one room school when he started out, and stayed with it until he won his B.A. at Washington State University in 1937. He has done graduate work there and at the University of Washington. He started teaching in 1937 at Bickleton, Washington. Social studies and debating. Ever since 1939 he has been at Bellevue, and ever since then he has been debating, or encouraging his students to do that.

When Look sent a man out to Bellevue to look over BZ, the reporter was almost overwhelmed. He reported back to the magazine: "Ousley moves around the room quietly, coaching this boy or girl or that one, always in a whisper so as not to embarrass them, and there seems to be great respect and affection for him. His calm dignity commands respect, and he never has to shout at anyone, or take stern measures of discipline...Ousley does not use textbooks in speech classes. Students learn by doing...Ousley is regarded as the best parliamentarian in the Northwest. He is often consulted on parliamentary matters and could take his place in the House or Senate tomorrow and know every procedure without having to consult anyone. One almost wishes he were in Congress."

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For a man as articulate as BZ, it must be difficult for him to have read this far without being able to get in a word edgewise. He has the floor now:

"I became a member of the varsity debate team during my Freshman year," BZ says. "I later became debate manager and, during my fifth year on the campus, I was appointed the Junior College Coach. At the time of graduation I had participated in more forensic contests than any former graduate.

"When I came to Bellevue I started teaching United States history, American government, economics, and sociology. Our speech activities were carried as extra curricular. The first year in Bellevue brought us the King County championship, second place in the all-state tournament at the College of Puget Sound and an invitation to become members of the National Forensic League.

"I have, as a high school and college student, and high school debate coach, attended every state debate tournament since 1930. No one else has approached such a record. We have more state trophies at Bellevue than any other school in the state. We have the most active debate chapter in the Washington-Oregon district of the National Forensic League. We have participated in more national tournaments than any other school in the state.

"Because of the interest of students in debate, and the development of a strong forensic program, I was elected vice chairman of the National Forensic League Committee. I served as president of the Washington State Debate Coaches Association for two years and acted as the Washington State representative on the National University Extension Committee on debate and materials...."

More recently, BZ has been associated with the preparation of a guide to be used by high school debate coaches which will be published by the Washington State Speech Association.

(more)

Teacher of the Year is High
School Debate Coach and
Student of World Problems

- 4 -

No one around Washington, D.C., wanted to debate with BZ. They just congratulated him on being named "Teacher of the Year." They like him back in Bellevue, too. This year they made him an honorary member of Kiwanis and designated him as "Bellevue Man of the Year."

Ousley was chosen as Teacher of the Year from the group of 10 finalists selected earlier. The other nine are to receive honor roll certificates which will be presented by their state school superintendents. These nine are:

Mrs. Alma J. Blunck, Palmer, Alaska; Simms McClintock, Crossett, Ark.; Miss Helen J. Estes, Manchester, Conn.; Mrs. J. Riley Staats, Miami, Fla.; Daniel D. Radakovich, Glasgow, Mont.; Mrs. Bona Lunn Gordey, Tulsa, Okla.; Mrs. Gladys B. Belden, Albany, Ore.; Mrs. Marjorie P. Behringer, San Antonio, Tex.; and Miss Naoma Ione Sorenson, Salt Lake City, Utah.

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4/63

April 20, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C. 202-ADams 4-4868



Note to Editors and Correspondents: Thirty-three 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

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For further information:
Dick Dashiell

RELEASE AT WILL

Educator Suggests "Master Teachers" Receive Higher Salaries Than Administrators

PHILADELPHIA -- (Special) -- A widely-known educator suggested that a classroom teacher who can qualify as a "master teacher" receive a beginning salary of \$15,000 a year. If he or she cannot so qualify, said Samuel A. Kirk, director, institute for research on exceptional children, University of Illinois, Urbana, but shows some managerial ability, "she or he can be employed as a principal at \$12,000."

"If the principal is not successful as a manager of a school, but is adequate in politics and public relations, we can employ him or her as superintendent or director of special education for \$10,000 a year," Kirk said.

The Illinois psychologist proposed to the 41st annual International Convention of the Council for Exceptional Children (CEC) meeting here April 16-20 that teachers be trained in a six-year college course. He criticized what he called the "usual procedure" of taking good teachers out of classrooms and "giving them administrative jobs that pay more."

(more)

Last December, President Kennedy, acting in behalf of the Joseph P. Kennedy, Jr. Foundation, presented Kirk with a personal grant of \$25,000, plus \$50,000 to support his research program. Kirk's contributions to the literature on special education have found their way to teachers in virtually every language and every country.

Some 2,600 teachers, school administrators, physicians, social workers, guidance counselors and other persons interested in educational programs for exceptional children and youth attended the convention. The Council is a department of the National Education Association.

Another speaker, William C. Kvarceus, professor of education, Boston University, said that children from 3 to 6 years of age who live in urban housing developments and decaying "inner city" apartments must be allowed to attend public schools in order to overcome their problems of motivation, retardation, and aspiration.

"The strong and steady efforts that are being made on all sides to improve and extend education at the secondary and college levels must be matched by similar efforts to improve and extend the base at the elementary level," Kvarceus said.

Salvatore G. DiMichael, regional representative, U. S. Office of Vocational Rehabilitation, New York City, declared that as many as 75 percent of the retarded adolescents in the United States today could be prepared to do fulltime productive work as adults because of the advanced methods in special education and rehabilitation.

Automation, DiMichael asserted, should have no more adverse effect on the handicapped than on other people as long as the disabled have received the benefits of a comprehensive number of needed services.

(more)

Such benefits, he said, will enable many more of them to be contributing citizens, taxpayers, and credits to their communities.

A vocational rehabilitation specialist emphasized the need of pre-vocational training in high schools as opposed to work camps.

"There is perhaps as much salvation in chopping down trees as there is in fixing a leaky pipe, but there will be more jobs for the youngsters who know their pipes," said Morton Zivan, project director, The Children's Village, Dobbs Ferry, N. Y.

An orthopedic surgeon, Alfred R. Shands, Jr., Wilmington, Del., told the delegates that if the importance of home, school, and medical care could be rated in the treatment of disabled children, "it is my belief it would be 75 percent for the home, 15 percent for the school, and 10 percent for the medical care."

"The teacher who neglects the home environment and medical aspects is not carrying out her part of the team concept so necessary for the handicapped child's rehabilitation," Shands said. Shands is medical director, Alfred I. duPont Institute of the Nemours Foundation.

The Council's delegate assembly elected Maynard C. Reynolds, professor and director, department of special education, University of Minnesota, Minneapolis, first vice-president. Reynolds will take office for one year on June 1 when he replaces Frances P. Connor, head, department of special education, Teachers College, Columbia University. Dr. Connor will assume the presidency now held by Mamie Jo Jones, coordinator, services for exceptional children, state department of education, Atlanta, Ga.

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Elected to a three-year term as governor-at-large was Paul H. Voelker, divisional director, department of special education, Detroit public schools.

The delegates attended panels, symposiums, and section meetings on training programs for the blind or partially seeing, the crippled, the deaf and hard of hearing, the socially maladjusted, the mentally retarded, children with special health problems, and the gifted.

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April 20, 1963

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For further information:
Dick Dashiell

RELEASE AT WILL

Broader Vision in All Sciences Urged at Math Teachers Conference

PITTSBURGH, Pa. -- (Special) -- "Instead of narrow specialists, a generation of Leonardo da Vinci's" was called for by an engineering professor speaking before the 41st annual meeting of the National Council of Teachers of Mathematics (NCTM) here.

Saul Gorn, Moore school of electrical engineering, University of Pennsylvania, Philadelphia, declared that the bulk of the world's population "must become creative and executive thinkers, with a broad knowledge of the basic principles of all sciences."

Speaking on the subject, "Computers and Educational Ideals," Gorn said that machines will perform more efficiently than people the clerical task of storing vast amounts of retrievable information. He said that education must make men able to decide what machines can and cannot do. One machine, he added, equals 15,000 clerks without judgment.

A record total of 3,392 mathematics teachers and mathematicians attended the meeting. NCTM, a department of the National Education Association, consists of approximately 50,000 persons interested in the

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teaching of mathematics. Host organization for the meeting here April 3-6 was the Mathematics Council of Western Pennsylvania.

The delegates, coming from every state in the Union and from Canada, Central America, and South America, studied all phases of math instruction from the first grade through university levels, including modern and traditional mathematics.

Some 85 Pittsburgh teachers were able to attend the meeting through the cooperation of industrial firms in the area which furnished mathematics instructors from among their professional personnel to substitute for the teachers.

Taking office at the conclusion of the meeting was Bruce E. Meserve, chairman, department of mathematics, Montclair State College, Upper Montclair, N. J., who will serve as president-elect. He will succeed Frank B. Allen, Lyons Township High School and Junior College, LaGrange, Ill., as president in April 1964 for a two-year term.

Also elected were Roy Dubisch, University of Washington, Seattle, vice-president (college), and Emma M. Lewis, supervising director, department of mathematics, District of Columbia public schools, Washington, D. C., vice-president (junior high school).

A past president of the Council, Phillip S. Jones, University of Michigan, Ann Arbor, told the educators that recent stress on intrinsic motivation must not ignore the fact that some students are led to better understanding and are better motivated by being shown the connections between mathematical systems and structures with concrete and "real life" models.

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"We have found that one can teach structure and not kill skill," Jones said, "but to do so requires balance in both the curriculum and classroom."

A former editor of The Arithmetic Teacher, Ben A. Sueltz, State University College, Cortland, N. Y., speaking on "Mathematics and Mankind," pointed out the different emphasis given mathematics by the theorists on the one hand and the practitioners in math on the other. Sueltz illustrated this in noting that only a small fraction of people are concerned with math as a system of logical ideas, whereas the great majority looks upon the computer as the greatest achievement in the mathematics and engineering field.

"Besides being a practical application to the solving of problems in the real-life world," he said, "mathematics is also a language -- a very sophisticated one with its own symbols, grammar, and structural relationships. This language must be learned both by the practitioner and the theorist."

Slow learners and the "relatively small number" of teachers interested in them were the topic of Max A. Sobel's talk. Sobel, of Montclair State College, Upper Montclair, N. J., recommended strongly that the general math student be given something new and interesting with which to start the school year, and not be merely required to review fundamentals. Although several national groups are working on the problem of the slow learner, he said the real solution rests with the resourcefulness of the teacher.

(more)

Howard Fehr, Teachers College, Columbia University, New York City, speaking on "Mathematical Education in the Americas," said that there is little math at the university level in other Western Hemisphere countries, excluding Canada. Salaries are so low, he said, that teaching is at the bottom of the wage scale.

Programmed materials are almost a necessity because "the mere increase in the amount of new mathematics to be included in the classroom makes the task of covering it by traditional methods extremely difficult."

That was the opinion of Donald J. Dessart, University of Tennessee, Knoxville. But Dessart stated also that the large increase in the school population during the next several years "will literally force us to utilize many other methods." Among these he included instruction by television and team teaching as well as programmed learning.

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April 29, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868

For further information:
Roy K. Wilson or Joseph Hanlon

SPECIAL TO STATE EDUCATION JOURNALS
FOR IMMEDIATE RELEASE

Stirring the Grass Roots

The first national conference of the National Committee for Support of the Public Schools brought nearly 300 business, professional, civic, and political leaders to Washington in April, from all 50 states, to consider problems of financing public education and means of arousing grass-roots support for schools. All shades of opinion were represented and there was no effort to reach a consensus on any single solution. Agnes E. Meyer, writer and lecturer who organized the committee a year ago and was elected its chairman at this meeting, urged participants to return to their home communities and "light fires" to illuminate the country's educational needs and overcome the apathy with which, she said, needs of the schools are viewed. Some highlights reported by Education, U.S.A.:

"More than 1 million children are attending school in overcrowded classrooms and almost 2 million are forced to study in outmoded, unhealthy, and even hazardous school buildings. There are not enough well qualified teachers....This nation must find means of financing a 75% increase in total expenditure for education, which means another \$20 billion a year...."
--HEW Secretary Celebrezze.

"Nobody ever died of a split infinitive."--U.S. Commissioner of Education Francis Keppel, replying to a question asking why it was so much easier

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to raise funds for hospitals and highways. It's hard to dramatize the plight of the schools, Keppel said.

"The real frontier of America is the slums of the great cities, and education is the key to the situation. If something isn't done about this, it will kill us....A massive attack on the problems of education in the great cities is mandatory."--Mark C. Schinnerer, retired superintendent of schools, Cleveland, Ohio.

"In too many instances, schools in suburbs are the private schools of those who live in well-to-do communities and pay their taxes in lieu of private school tuition....What we must do is so to arrange our national affairs that what is available in the public schools to the relatively few becomes available to all American children."--Harold Taylor, former president, Sarah Lawrence College, vice chairman of the committee.

"Not too many years ago approximately 70% of all tax money stayed at home on the local or state level, with 30% going to Washington. Now these figures are reversed....The great burden of the cost of education still tends to be placed on the local level, with the state maintaining but not increasing its share....I cannot believe that we can do the job that has to be done without utilizing the efficiency of federal taxation."--Warren G. Hill, State Commissioner of Education, Maine.

"Those who contend that the states and local communities can do an adequate job without federal aid fail to recognize two vital points--the wide disparity in per capita income between the states and the already high level of property taxes which are the source of most local revenue."--Marion B. Folsom, director, Eastman Kodak Co., and former HEW Secretary.

"The clear and present need is for federal financial assistance to those states that have extremely low personal incomes in relation to the number of

(more)

school age children."--T.V. Houser, chairman, Committee for Economic Development. (The CED program for federal aid to education would have required \$600 million last year in allocations to 18 states.)

"In the past people were educated once in their lifetime--in their youth. In the future they will have to be educated throughout their lives because acceleration in knowledge and technology is leading to the more rapid obsolescence of skill."--Eli Ginzberg, professor of economics, Columbia University.

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4/63

April 16, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868



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April 16, 1963

MEMORANDUM TO EDITORS AND WRITERS:

The Department of Classroom Teachers (DCT), the largest group in the official family of the National Education Association, is to sponsor a Northeast Regional Conference in Chicopee, Massachusetts, April 18-20, 1963.

The meeting is being co-sponsored by local and state associations in 12 Northeast states and promises to be one of unusual interest. For one thing, the conference is being held in Massachusetts on the 188th anniversary of Paul Revere's famous ride and a special carnival is being planned for delegates in addition to more serious workshop-type sessions.

DCT President Rita Jacoby, who is a teacher in James F. Murray School in Jersey City, N. J., will address the first general session on Friday morning, April 19. Sessions are to be held in Schine Inn on the Massachusetts Turnpike. Miss Jacoby will speak on the Department's current theme "Teaching, a Profession -- Spotlight on the Child."

The Honorable Edward P. Boland, U. S. Democratic Congressman from Massachusetts, will address the conference banquet meeting on Saturday evening April 20. Another banquet feature will be entertainment by the Officers Wives Choral Group from Westover Air Force Base.

Local co-chairman for the conference are Rita Rodden, 11 W. School Street, Westfield, Mass., and John J. Sullivan, 27 Gillette Avenue, Springfield, Mass. Either of these people will be able to give you additional information about the conference.

Teachers from the following states have been invited to attend the conference -- District of Columbia, Maryland, Delaware, New Jersey, Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, New York, Pennsylvania, and Maine.

(more)

Miss Taimi Lahti, DCT assistant executive secretary, will attend the conference and will explain the work of the headquarters office in Washington, D. C., as well as the work the Department carries out to help individual teachers.

Another guest speaker will be Catherine M. Broderick, director, National Program Department of the Girl Scouts of America. She is to speak on "Some Tales Out of School."

We hope you or a member of your staff can attend some of the meetings.

M. Ruth Broom

M. Ruth Broom
Convention News Editor

April 15, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868



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For further information:
Ray Nelson or Fred Stoffel

FOR RELEASE: A.M. Papers
April 15, 1963

Texas Prof Heads New Study Of Technology and Teachers

WASHINGTON, D.C. April 15--Dr. Herbert F. LaGrone, director of Teacher education at Texas Christian University, will head a two-year \$215,000 project designed to study how teachers can best use the new technology in the classroom.

The study will be made by the American Association of Colleges for Teacher Education under a contract with the U.S. Office of Education.

Dr. LaGrone will take a two-year leave of absence from the university. He plans to join the Washington staff of AACTE, a unit of the National Education Association by August 1.

He already has been involved in studying the new media of education--programed learning materials, educational TV, movies, tape recordings, filmstrips, language laboratories, and others--both at Texas Christian and in his previous post as director of teacher education with the Texas Education Agency.

Although these new media of instruction have been in use for some time, few colleges preparing teachers put them to work in their own classrooms.

When the new study project ends in 1965, it is expected to produce recommendations on two major questions:

(more)

. How can the colleges and universities best use the new technological developments to teach future teachers?

. How can classroom teachers themselves make best use of technology in teaching their students?

AACTE will work cooperatively with 11 national associations--all members of the Associated Organizations for Teacher Education--in the project, under the supervision of the AACTE Committee on Studies.

A special National Advisory Committee on the project will meet May 24-26 in Washington, D.C., to get the project underway. Committee members are:

L. O. Andrews, College of Education, Ohio State University.

Arno Bellack, Teachers College, Columbia University.

David L. Clark, College of Education, Ohio State University.

David Krathwohl, Bureau of Educational Research, Michigan State University.

B. Othanel Smith, College of Education, University of Illinois.

A. W. VanderMeer, College of Education, The Pennsylvania State University.

Asahel D. Woodruff, State College of Education, University of Utah,

committee chairman.

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April 13, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868



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For further information:

Dick Dashiell

(After April 12:

CEC Press Office, Room 235

Benjamin Franklin Hotel

Philadelphia, Pennsylvania)

FOR RELEASE AT 6 P.M., EST,
SATURDAY, APRIL 13, 1963

Convention to Study Problems and Promises of Exceptional Children

PHILADELPHIA -- (Special) -- The problems and the promises of the 4½ million children in America who are "exceptional" because they are either handicapped or gifted will be studied here April 16-20 at the 41st annual international convention of the Council for Exceptional Children (CEC). The CEC is a department of the National Education Association.

Approximately 2,500 teachers, school administrators, physicians, nurses, social workers, guidance counselors, and representatives of public and private agencies responsible for the education and training of exceptional children in the United States and Canada are expected to attend the convention at the Benjamin Franklin Hotel.

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One child out of every eight children, according to Council officers, is considered exceptional. Some experts estimate the average as high as one out of every five. By "exceptional" is meant the blind or partially seeing, the crippled, the deaf and hard of hearing, the speech handicapped, the socially maladjusted, the mentally retarded, and those with special health problems, as well as children who are gifted. The latter are identified broadly as being the top 2 percent of the population as measured by intelligence tests.

A feature of the convention will be an address at the President's Dinner on Thursday evening, April 18 by Samuel A. Kirk, director of the institute for research on exceptional children, University of Illinois, Urbana. Last December, Dr. Kirk received a personal grant of \$25,000, plus \$50,000 to support his research program, from President Kennedy, acting on behalf of the Joseph P. Kennedy, Jr. Foundation at the Foundation's First International Awards Dinner.

Dr. Kirk was cited for "his vision, dedication and outstanding services in mental retardation." His contributions to the literature on special education have found their way to teachers in virtually every language and every country. Classes for the retarded in every corner of the world bear his mark.

Dr. Kirk's topic will be "Rearranging Our Prejudices."

Speakers at the general sessions will include:

Stanley Ainsworth, chairman, program for exceptional children, University of Georgia, Athens, whose topic will be "Recent Research in Speech and Hearing."

(more)

John H. Fischer, president, Teachers College, Columbia University, on "Some Special Aspects of Universal Education."

Philip Jackson, associate professor, University of Chicago, on "Cognitive Excellence in Children."

Boyd R. McCandless, professor and director, center for child-adolescent appraisal, school of education, Indiana University, Bloomington, on "Deprivation and the 'Slow Learning Child' with Some Cross-Cultural Implications."

Raphael Simches, chief, bureau for physically handicapped children, State Education Department, Albany, N. Y., on "Recent Research on the Physically Handicapped."

Matthew Trippe, associate professor, George Peabody College for Teachers, Nashville, Tenn., on "Recent Research in the Education of Emotionally Disturbed Children."

In addition to the general sessions, delegates will attend panels, clinics, symposiums, and workshops, and will visit special education facilities in the Philadelphia area.

President of the Council is Mamie Jo Jones, coordinator, services for exceptional children, State Department of Education, Atlanta, Ga. President-elect Frances P. Connor, professor of special education, Teachers College, Columbia University, is in charge of the program. Its theme is "Perspectives in Theory and Practice." Michael S. Goll, principal, Logan School, Philadelphia, is chairman of the local arrangements committee.

The CEC has more than 300 chapters with 16,000 members. Organized in 1922, the Council promotes strong educational programs for exceptional children and youth and has contributed significantly to the professional background of persons who work with both handicapped and gifted children.

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April 10, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868



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For further information:
Dick Dashiell

RELEASE AT WILL

Four Big Barriers Seen Barring Road to More Federal School Aid

ST. LOUIS--(Special)--The barriers of provincialism, selfishness, prejudice, and bigotry must be surmounted if America's school children are to benefit from more general federal aid to education, a former Congressman declared here.

Addressing the 6th annual National Conference on School Finance Problems, sponsored by the committee on educational finance, National Education Association (NEA), Byron L. Johnson said that long-range planning for federal aid must include vigorous work for honest legislative reapportionment, for civil rights generally "and especially for voting rights," for increased religious tolerance, and for "a renewed respect for our historic system of separation of church and state."

"At the same time," Johnson, a former Democratic Representative from Colorado, added "our long-range planning requires a program for continuous public reminder of the basic economics of school finance, and a growing awareness of the limits of state and local tax powers as against federal tax powers."

Johnson, who is consultant, Agency for International Development, identified four separate contests "which rage simultaneously across every effort" to secure federal aid to education. These conflicts, he said, are: Between rural and urban

(more)

areas; between the rich states and the poor states; between the races; and the one centering on the church-vs-state issue. The latter, he charged is the most persistent difficulty.

Some 170 persons interested in educational finance attended the invitational conference which was held April 7-9. Theme of the meeting was "Long-Range Planning in School Finance."

Erick L. Lindman, chairman, area of educational administration and supervision, University of California, Los Angeles, is chairman of the committee.

One of the nation's most widely known educators, John H. Fischer, president, Teachers College, Columbia University, said that every child in every state should be assured a reasonable educational foundation "through the use of federal assistance."

"Beyond this," Fischer said, "each state should be free and encouraged to exert initiative to build superior general programs or to excel in particular fields.

"We shall not elevate the general level of our schools, however, if we only raise the peaks and leave the valleys depressed. This is no argument against individual initiative on the state or local level, but it is to insist that as a total people we must take appropriate steps to see that every child in the country is assured a school good enough to prepare him to live effectively, respectably, and with satisfaction in the modern world. Beyond this minimum, each state should be free to move as far and as fast as it can, and within the state each locality should be authorized to use its own initiative to make improvements and develop innovations."

The Columbia educator asserted that the United States has been too pre-occupied with comparisons between its schools and those of Russia. As he put it: "We have better reasons for educating our own children than to practice one-upmanship with Comrade Khrushchev."

(more)

He said the principles by which we ought to pattern our programs are profound but simple: first, the idea that all men are created equal and are endowed by their Creator with certain unalienable rights; and second, the proposition that every man should be free to achieve selffulfillment.

Another speaker, James L. McCaskill, assistant executive secretary for state and federal relations, NEA, told the delegates that the "basis of our future" hope is that the public has increased its support of the federal role in education as that role has reappeared repeatedly in each session of Congress.

McCaskill pointed out the differences between support and aid. The chief characteristic of support, he noted, is that it is directed to the general school operation whereas aid is generally aimed at specific subjects or functions.

He called for a national policy for education, and a clear concept of what the federal government's role in educational affairs should be. That, he said, is the basic and fundamental need now.

Community attitudes and values are the determining factors as to whether school districts will spend a relatively large amount of their tax funds for public schools, according to findings made by Syracuse University's Project for Research in Educational Finance, one of the Project's participants reported. Jesse Burkhead, professor of economics at Syracuse, said that willingness to pay taxes is not a simple function of income, occupation, social status, or any other narrow set of relationships.

"So far as public education is concerned," Burkhead added, "society is more open than might have been thought...This knowledge should dispel the negativism of those who assert that school taxes have reached their limit or that the community doesn't 'want' to pay for schools.

"More adequate school support will come in the future, as it has in the past, from leadership that reacts to and influences community values, and from organizational and communication patterns that facilitate the interaction."

(more)

Speaking on "Long-Range Planning in State School Finance," Jefferson N. Eastmond, assistant secretary and director of research, Utah Education Association, Salt Lake City, asserted that most approaches to such planning by state education associations and state departments of public instruction contain the seeds of failure. That is because they fail to recognize, Eastmond said, that long-range planning does not simply mean the projection of existing trends with predictions of what will happen if certain assumptions are granted.

The two essential elements of planning, he stated, are the choice of goals, and the devising of means and programs, including coordination, to achieve them.

"Full recognition must be given to the fact that long-range planning in state school finance is a continuing process," Eastmond summarized, "that involves a broad spectrum of lay and professional people in defining goals for public education and bringing about their satisfactory fulfillment."

Sam M. Lambert, director, research division, NEA, warned that juvenile delinquency is nothing today compared with what it will be in the next few decades. Lambert said there will be 7½ million school dropouts in this decade.

"The problem is what to do with them," he said. While the number of dropouts is increasing, he reminded delegates, the type of jobs they normally hold is disappearing.

In 1970, Lambert said, there will be 16 million youths aged 14 to 17. In 1950, there were only eight million.

The relative effectiveness of school systems in teaching the basic skills varies by pupil's I.Q. and his social and economic level, subject matter classification, and by sex, according to William D. Firman, chief, bureau of educational finance research, New York State Department of Education, Albany.

(more)

"Some schools do a better job of teaching basic skills to high I.Q. youngsters than to the low I.Q.," Firman said, "while in other schools the reverse is true. Some do a better job with boys than girls; other schools are more effective with girls."

This type of variation was found through examinations of the evidence, he said, and this led to the realization that few schools are universally good or universally bad; but rather that each is a mixture of specific strengths and weaknesses.

#

April 5, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868



Note to Editors and Correspondents: Thirty-three 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, Radio, and Television 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
NCTM Press Office
Parlor G, 17th floor
Penn-Sheraton Hotel
Pittsburgh, Pa.

FOR RELEASE 10:30 A.M., EST
FRIDAY, APRIL 5, 1963

Teacher Urges More Competition, Intensified Study of Mathematics

PITTSBURGH, Pa. -- (Special) -- A mathematics teacher today called for more contests among students, and for intensified study of math in the grades and high schools.

"The greater the competition, the greater the contribution to students who are going to live in a nation whose strength is the result of the greatest competitive effort," George Dzurica, a Nanticoke, Pa., High School instructor, told delegates to the 41st annual meeting of the National Council of Teachers of Mathematics (NCTM) here.

It is through competition, such as the series of contests sponsored annually among mathematics students in the high schools of Luzerne County, Pa., Dzurica said, that superior students can be identified early.

(more)

"They are the ones who will direct our destinies," he said.

"With mathematical and science backgrounds, they will show the way in engineering, space, medicine, science, economics, and politics."

The Nanticoke teacher, pointing out that since mankind is embarked on an age of science, built on a foundation of mathematics, the latter study has never played so fundamental a role in civilization as it does now. He noted that nuclear physics is based on theoretical mathematics.

Although the Russians are furnishing superior mathematics and science courses for their students, which has led to great achievements in space, Dzurica said, they have failed dismally in solving food, agricultural equipment, and consumer goods problems.

However, he warned that both the Soviet Union and Communist China are adapting their mathematics curriculums to satisfy the nationalistic ideals of the state. Thus, Russia attempts to turn out the "Soviet man," and Red China may produce a Sputnik or atomic bomb of its own.

Both countries, he said, use stiff competitive examinations as means of selecting mathematically talented students.

Approximately 3,500 mathematics teachers and mathematicians are attending the NCTM meeting. The NCTM is a department of the National Education Association.

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April 3, 1964

National Education Association



1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C. 20036
ADAMS 4-4848

April 3, 1964

MEMO TO: State Association Television Contacts for "Our Schools Have Kept Us Free."

We have had a number of requests for color prints of "Our Schools Have Kept Us Free" for telecast during the premiere release of this film. We will be able to provide color prints for stations equipped to originate transmission of color film, if they wish.

If you have already forwarded orders to us, you may wish to contact your color stations again to see if they would prefer a color print. If you haven't yet contacted the stations, you can make this a part of your approach to them.

If a station wants a color print, please indicate it on the order card or send us word on any orders which have already been forwarded to us. If there is no note on the order card, we'll send a black and white print.

Color prints may not be retained after telecast, but are to be returned to us by the station. If the station wants to retain a print for their film library, as offered in our promotion material, they may request a black and white print. We'll give them the opportunity to make that request in a memo we will send to each station which receives a color print for premiere telecast.

Our records show nearly 120 stations equipped to originate telecast of local color film. These records are somewhat out of date, and we know the number of stations is increasing. In case color print requests exceed our ability to meet them, we may have to ask your help in moving a color print from one station to another. I'm enclosing a list of the number of stations which can originate color, the number of cities in which they are located, and the number of prints we have on standby for the stations in your state. You can determine specific call letters and cities by checking Television Factbook, 1962-63 edition, pages 826, 827, and 829.

Please keep these points in mind:

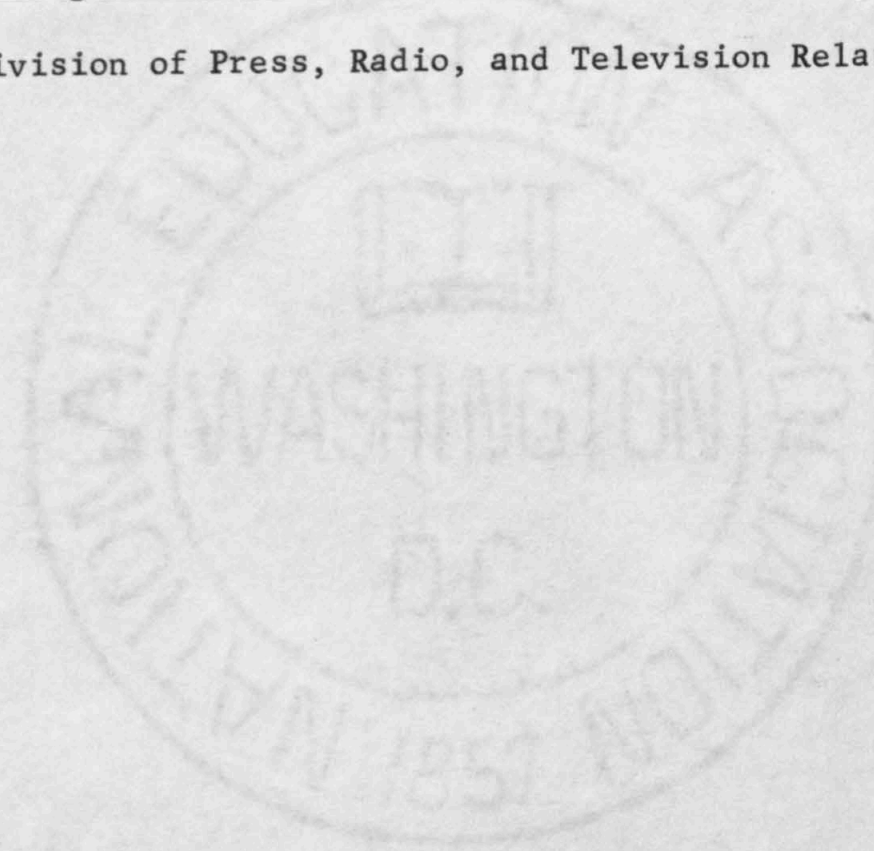
1. The equipment used to originate film in color locally is not the same as that used to telecast network color programs. Many more stations can carry network color than can transmit local color. Be sure the station can originate color locally.
2. Some stations may want a color print even though they can't telecast in color. It just makes for better previewing. We don't have enough prints to service these stations.
3. You should make certain the station knows that a few sections of the film are in black and white. These sections have a heavy bluish cast in the print you received, but will be more nearly black and white in the prints now being made.

All orders, whether color or black and white, should still come to us. You should not use your color print to meet orders. In addition to tying up your print, this leaves us with no record of the booking, and the station without the promotion materials we send on receipt of an order. If an emergency should require the use of your print, we will ask for your help.

John F. Cox
Assistant Director
Television and Film Program Services

Robert E. Harman
Project Coordinator for
Television and Film Services

Division of Press, Radio, and Television Relations



<u>STATE</u>	<u>STATIONS</u>	<u>CITIES</u>	<u>PRINTS RESERVED</u>
Alabama	0	0	0
Alaska	0	0	0
Arizona	2	2	2
Arkansas	0	0	0
California	13	5	5
Colorado	2	1	1
Connecticut	2	2	2
Delaware	0	0	0
District of Columbia	2	1	1
Florida	5	3	3
Georgia	2	1	1
Hawaii	3	3	1
Idaho	0	0	0
Illinois	5	3	3
Indiana	4	2	2
Iowa	1	1	1
Kansas	1	1	1
Kentucky	2	1	1
Louisiana	3	2	1
Maine	0	0	0
Maryland	2	1	1
Massachusetts	2	2	2
Michigan	4	3	3
Minnesota	2	1	1
Mississippi	0	0	0

<u>STATE</u>	<u>STATIONS</u>	<u>CITIES</u>	<u>PRINTS RESERVED</u>
Missouri	4	2	2
Montana	0	0	0
Nebraska	1	1	1
Nevada	1	1	1
New Hampshire	0	0	0
New Jersey	0	0	0
New Mexico	0	0	0
New York	7	4	4
North Carolina	2	2	2
North Dakota	2	2	2
Ohio	1	1	1
Oklahoma	4	2	2
Oregon	1	1	1
Pennsylvania	6	4	4
Rhode Island	0	0	0
South Carolina	0	0	0
South Dakota	0	0	0
Tennessee	1	1	1
Texas	8	6	6
Utah	1	1	1
Vermont	0	0	0
Virginia	7	4	4
Washington	4	2	2
West Virginia	1	1	1
Wisconsin	2	2	2
Wyoming	0	0	0

National Education Association



April 1, 1964

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C. 20036
ADAMS 4-4848

April 1, 1964

Dear Colleague:

Many national news breaks in education during the past two months stemmed from activities involving the National Education Association.

The news included:

- (1) The Milwaukee, Wisconsin, and Waterbury, Connecticut, stories on the professional approach to educational problems.
- (2) The legal action undertaken on behalf of teachers overseas.
- (3) The Cleveland Political Clinic.
- (4) Pronouncements made by leaders in American life at the conventions of the Association of School Administrators and the National Association of Secondary-School Principals.
- (5) The NEA Research Division study of college and university salaries.
- (6) The NEA Journal pamphlet on children's mental health.

The enclosed issue of NEA and the News is designed by the Division of Press, Radio, and Television Relations to keep NEA officers and staff and key leaders of affiliated associations and departments abreast of the continuing attention which publishers, writers and broadcasters are giving the Association and its activities.

On Page 7 you will find listed information about a special hour-long program on the CBS Television Network, the CBS Morning News with Mike Wallace, the Today program on the NBC Television Network and the NBC Monitor program. All of these programs featured NEA personalities and activities.

If you would like a few additional copies to share with some of your colleagues, please request them on the enclosed form. We included a limited number of extra copies in our press run to take care of such requests.

Cordially,

Frank W. Hubbard
Frank W. Hubbard
Assistant Executive Secretary for
Information Services

Enclosure

April 1, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868



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For further information:

Ray Nelson or Fred Stoffel, NEA

OR

Mark Howard, Director of Public Relations

Portland State College

Portland, Ore. Phone: Area Code 503, CA 6-7271

FOR IMMEDIATE RELEASE

College Teachers Exchange Ideas On Promising Classroom Techniques

WASHINGTON (Special)--What makes a good college teacher?

What goals does he set for his students--and how does he go about helping students to achieve them? How does he keep on building his own wisdom and effectiveness? What college policies contribute to his effectiveness?

And finally, how does he know he's successful on the job?

These are some of the questions nearly 40 top-notch college teachers will be trying to answer when they meet April 7-10 in a seminar on the campus of Portland State College, Portland, Ore.

The title of the seminar is "Improving College Teaching." It is being sponsored by the American Association of Colleges for Teacher Education, a unit of the National Education Association.

The participants represent 33 colleges and universities in eight states of the Pacific Northwest, and Canada. They are drawn from 18 different subject fields from biology to engineering, from philosophy to anthropology, and education to French literature. Each participant has written a paper briefly describing his teaching techniques.

(more)

Four conference sessions in which a panel of three participants will make statements on various facets of college teaching will be followed by intensive discussions in smaller groups. Then the groups will come together again for a period in which the views presented in each discussion group will be reported. In this way, seminar leaders expect the knowledge and opinions of each participant to be transmitted to each of the others.

Leonard W. Rice, president of the Oregon College of Education, will keynote the seminar Monday morning. Introductory papers will include: "Good Teachers and Ordinary Students," Donald W. Treadgold, University of Washington; "What's Wrong with College Teaching," Charles J. Flora, Western Washington State College; "A Teacher Looks at Himself," Jesse H. Garrison, Oregon College of Education; and "The Distinguished Teacher," Charles H. Kegel, Idaho State College.

Roy E. Lieuallen, chancellor of the Oregon State System of Higher Education, will be dinner speaker Tuesday night.

The entire seminar program was prepared by the AACTE Subcommittee on Improvement of Instruction, headed by Harold E. Hyde, president of Plymouth Teachers College, Plymouth, N.H.

The results of the Portland seminar, together with those of a similar conference last year at the University of Louisville, will be edited and published to stimulate the improvement of all college teaching.

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'	Copies of working papers being discussed on the program will be	'
'	available before, during and after the conference from Mark Howard	'
'	at Portland (Ore.) State College, or the NEA Division of Press,	'
'	Radio, and Television Relations in Washington, D.C.	'
'		'

April 1, 1963

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

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For further information:
M. Ruth Broom

RELEASE AT WILL

Rep. Edith Green (^DR., Ore.) To Address
Women Deans at Boston Convention, April 6

WASHINGTON, (Special)--Representative Edith Green (^DR., Ore.) will address the annual convention banquet of the National Association of Women Deans and Counselors (NAWDC) in Boston, Mass., on Saturday, April 6, 1963.

Mrs. Green, chairman of the Special Subcommittee on Education of the House Education and Labor Committee, is to speak at 7 p.m. in the ballroom of the Statler Hilton Hotel, on the topic, "The Educational Challenge in the Race to the Moon."

The NAWDC, deciding that there is more to getting an education than just earning a degree, has chosen as the theme for the convention "A Search for Identity." The NAWDC is a department of the National Education Association (NEA).

Program Chairman Marjorie M. Christiansen, associate dean at Sarah Lawrence College, Bronxville, N.Y., says that "students today seem to be seeking a deeper meaning to life; they are reaching out for wisdom and for a better understanding of man and his ultimate goals."

(more)

Historians, psychologists, psychiatrists, and health service directors from colleges and universities and from the U. S. Public Health Service will discuss the importance of helping students to develop a deeper sense of values.

Owen B. Kiernan, commissioner of education for the Commonwealth of Massachusetts, will greet delegates at the opening session on Thursday, April 4. Abram L. Sachar, president of Brandeis University, Waltham, Mass., will speak on the topic, "The Future Is Not What It Used To Be."

In section meetings that afternoon, Dana L. Farnsworth, director of Harvard University Health Services, will discuss "Helping Students Find Themselves." Other speakers include Miriam Goldberg, associate professor of education, Teachers College, Columbia University, New York; and Kenneth Buckham, principal, Westlake Junior High School, Erie, Pa.

NAWDC President Lilliam M. Johnson, dean of women at the University of Cincinnati, Cincinnati, Ohio, will preside at the Association's business meetings Friday morning, April 5, and Saturday, April 6. Women trustees and school board members will attend a luncheon on April 5.

Friday afternoon's general session is to feature a panel and round table discussion on "Current Directions." Speaking on "Images and Identity" will be Margaret L. Cormack, professor of education at Brooklyn College, Brooklyn, N.Y. Graham B. Blaine, Jr., psychiatrist at Harvard University Health Services, is to discuss "Stress and Distress As It Relates to Identity Formation."

Other sessions will feature talks by O. Hobart Mowrer, professor of psychology, University of Illinois, Urbana, and Donald Robinson, from the U. S. Department of Health, Education, and Welfare, Washington, D. C.

(more)

Rep. Edith Green (R., Ore.) To Address
Women Deans at Boston Convention, April 6 - 3 -

Houston Smith, professor of philosophy at Massachusetts Institute of Technology, Cambridge, is to address the closing convention session Sunday, April 7, discussing "The Human Future."

The NAWDC is one of the oldest organizations of its kind in the United States. It was founded in 1916 and became an NEA department in 1918. Its membership is drawn from women working in guidance-personnel and certain administrative positions in schools and colleges. Its membership totals about 2,000.

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2/63

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

April 1, 1963

For further information:
Beatrice Gudridge or Fred Stoffel

FOR RELEASE: A.M. Papers
April 1, 1963

Local Teacher Wins National Fellowship

WASHINGTON, D.C., April 1--An Aliceville, Ala., teacher of mentally retarded children was named today as one of four winners of a Hilda Maehling Fellowship.

The fellowship grant of \$300 was made by the Department of Classroom Teachers, National Education Association, to Mrs. Cordelia Smith Gardner, 40, a teacher for 20 years.

The fellowship awards are traditionally made at the start of Teaching Career Month, the annual April observance sponsored by the National Education Association to spotlight the work of the nation's dedicated teachers and to encourage outstanding students to choose teaching as a career.

This year, Mrs. Gardner is teaching a class of 15 in the Junior Department of R. J. Kirksey High School. All of her previous teaching was at R. J. Kirksey Elementary School.

The grant will enable her to spend another five-week summer term at Tuskegee Institute learning new methods and techniques for teaching mentally retarded junior high school pupils. Last summer, she studied psychological testing in a Tuskegee summer class.

(more)

Local Teacher Wins
National Fellowship

-2-

O. J. Brooks, principal of Kirksey High School, said there are hopes for expanding classes for the mentally retarded. In that event, he said, the usefulness of Mrs. Gardner's training and experience would multiply.

Already a civic committee has conducted a fund drive to raise money for a special classroom for the mentally retarded at Kirksey High School. It is expected to be ready by next fall. Additional community funds will be available then to buy materials needed in working with the children.

Mrs. Gardner received her bachelor's degree in education in 1953 from Alabama State College at Montgomery. Her master's degree in education was awarded by Alabama State in 1958.

The fellowships, named for the first executive secretary of the Department of Classroom Teachers, come from interest earned by a \$100,000 fund set up with the contributions of teachers from all over the country.

The other fellowship winners this year are: John F. Rogers, Morgan City, La.; George A. Loomis, Parma City, Ohio; and Miss Rebecca Allen, Albuquerque, N.M.

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April 1, 1963

News

from the NATIONAL EDUCATION ASSOCIATION

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WASHINGTON 6, D. C.

ADams 4-4855

For further information:
Beatrice M. Gudridge or Fred Stoffel

For release: A.M. Papers, April 1, 1963

Local Teacher Wins National Fellowship

WASHINGTON, D.C., April 1--"I believe strongly there is something in the children we haven't used in teaching them to read." And Rebecca Allen, an Albuquerque, N.M., elementary school teacher, is looking for that "something."

Miss Allen is one of four teachers being awarded a Hilda Maehling Fellowship by the Department of Classroom Teachers of the National Education Association.

The fellowship awards are traditionally made at the start of Teaching Career Month, the annual April observance sponsored by the National Education Association to spotlight the work of the nation's dedicated teachers and to encourage outstanding students to choose teaching as a career.

"I have felt a growing concern that we are not doing all that we could in giving children a firm foundation in reading," says Miss Allen, a veteran first grade teacher who is presently teaching second grade children at Barcelona Elementary School in Albuquerque.

"I am concerned particularly with the teaching of reading in first grade programs. Too many of the children go on to the second grade with insufficient skills, and each year after that their problems increase," she says.

(more)

She will use her fellowship to attend New Mexico State University next year to work with the new reading clinic and reading program which has been established there.

"The clinic and reading program takes up the whole developmental process involved in learning to read--what happens to a child physiologically and psychologically, what happens with different kinds of children, what happens even before they come to school," Miss Allen explains.

What does she hope to get from her year under the fellowship? "I want to try to find out if there are common factors behind the differences in results for the children who learn to read with ease and those who have difficulties.

"With these factors, we would like to be able to pick out things which will be really beneficial to teachers, and to parents as well.

"I don't expect to come out with complete answers, but I do expect to come up with some possibilities for answers," she says.

Already holding both BA and MA degrees, Miss Allen hopes to publish the results of her year with the reading clinic and apply her study toward an educational specialist degree in reading. She is a graduate of the University of Missouri, with a major in elementary education and a minor in psychology. Her MA degree is from the University of New Mexico, with elementary education as the major and anthropology as the minor.

Miss Allen's convictions about the reading process are based on many years of experience in first grade classrooms. Now in her thirteenth year with the Albuquerque Public Schools, she also has more than a decade of teaching service in Missouri, her home state.

Her present assignment is a second grade class of 32 students who meet in one of the 265 World War II barracks classrooms which Albuquerque schools

(more)

Local Teacher Wins
National Fellowship

-3-

have had to put into service to keep up with enrollment growth.

"When I joined the Barcelona Elementary faculty last fall, I particularly asked for a second grade group," Miss Allen explains. "I wanted to see if some of my feelings about our first grade reading program results would be borne out in the second grade.

"They were."

The Hilda Maehling Fellowships, named for the first executive secretary of DCT, come from interest earned by a \$100,000 fund set up with the contributions of teachers from all over the country.

The other fellowship winners this year are: Mrs. Cordelia S. Gardner, Aliceville, Ala.; John F. Rogers, Morgan City, La.; and George A. Loomis, Parma City, Ohio.

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News

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ADams 4-4855

April 1, 1963

For further information:
Beatrice Gudridge or Fred Stoffel

FOR RELEASE: A.M. Papers
April 1, 1963

Local Teacher Wins National Fellowship

WASHINGTON, D.C., April 1--John Floyd Rogers, a Berwick, La., mathematics teacher, was named today as one of four winners of Hilda Maehling Fellowships.

The fellowship awards are traditionally made at the start of Teaching Career Month, the annual April observance sponsored by the National Education Association to spotlight the work of the nation's dedicated teachers and to encourage outstanding students to choose teaching as a career.

Rogers, who teaches mathematics and English to the 9th and 12th grades of Berwick High School, and an enthusiastic movie and still photographer, wants to learn more about producing visual aids for his math students.

The fellowship grant of \$450 by the Department of Classroom Teachers, National Education Association, will enable him to attend a summer session at the Rochester Institute of Photography, Rochester, N. Y., where he expects to study stop-motion movie techniques.

Rogers already has put both his cameras and talents to work in the classroom, however. He has produced a set of 35 mm. film slides on the function of polynomials, and has produced a movie about the fundamentals of algebra.

(more)

With the help of training under the fellowship, Rogers says he hopes to enlarge the supply of audio-visual aids available in the whole St. Mary Parish school system.

These aids, he points out, would be especially valuable to him next year when he expects to take on teaching the so-called "new math" to a 7th grade class--the first such class in the parish. If the plan works out, he says, by 1966 all 7th graders in the parish will be studying the "new math," which essentially is a new way of looking at mathematics, stressing the reasons why mathematics works as it does.

Rogers, 28, got interested in photography while attending college. He graduated from Louisiana State University, Baton Rouge, in 1957, with a bachelor's degree in education. After a year of teaching at Berwick High School, he was drafted and wound up teaching mathematics and science at the U.S. Army Education Center at the Presidio in San Francisco, Calif.

He was so impressed with the Army's array of teaching materials that he determined to get some for St. Mary's Parish. After his return to Berwick at the end of Army training, he began his film experiments.

Last year, he spent a year at Louisiana State University under a National Science Foundation program and earned his master's degree.

The Hilda Maehling Fellowships, named for the first executive secretary of DCT, come from interest earned by a \$100,000 fund set up with the contributions of teachers from all over the country.

The other fellowship winners this year are: Mrs. Cordelia Smith Gardner, Aliceville, Ala.; George A. Loomis, Parma City, Ohio; and Miss Rebecca Allen, Albuquerque, N.M.

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For further information:
Beatrice Gudridge or Fred Stoffel

FOR RELEASE: A.M. Papers
April 1, 1963

Local Teacher Wins National Fellowship

WASHINGTON, D.C., April 1--George A. Loomis, a teacher in the Cleveland suburb of Parma City, Ohio, today was named winner of a Hilda Maehling Fellowship by the Department of Classroom Teachers, National Education Association.

The fellowship awards are traditionally made at the start of Teaching Career Month, the annual April observance sponsored by the National Education Association to spotlight the work of the nation's dedicated teachers and to encourage outstanding students to choose teaching as a career.

The \$800 award will allow Loomis, newsletter editor of a local association of teachers affiliated with the National Education Association, to make a two-year study of all 166 newsletters published by teachers' groups in urban areas.

Loomis expects to write a "Handbook for Local Editors" after the project is finished in 1965. The handbook would cover the subjects he will have investigated by then--news coverage, layout, sources of needed facts, and other items.

A teacher of 17 years experience, Loomis has taught since 1950 in Parma City. He is now an art and reading improvement instructor in Schaaf Junior High School.

(more)

Local Teacher Wins
National Fellowship

-2-

The newsletter he edits, "Par-Vuer," is published by the Parma Education Association. Loomis has been editor, with a one-year hiatus, since 1955, following a year's stint as public relations chairman of the association, of which he is also historian.

Loomis holds three degrees, all from Ohio State University at Columbus-- Bachelor of Fine Arts, Bachelor of Science in Education, and Master of Arts.

The Hilda Maehling Fellowships, named for the first executive secretary of DCT, come from interest earned on a \$100,000 fund set up with the contributions of teachers from all over the country.

The other fellowship winners this year were: Mrs. Cordelia Smith Gardner, Aliceville, Ala.; John F. Rogers, Morgan City, La.; and Miss Rebecca Allen, Albuquerque, N.M.

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For further information:
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FOR RELEASE: A.M. Papers
April 1, 1963

Astronaut Schirra Salutes Teachers
As Teaching Career Month Gets Underway

WASHINGTON, D.C., April 1--Behind the army of space scientists and researchers and astronauts stands another army--the army of school teachers. And it is this army that already has and will continue to provide the foundation for future discoveries.

And who should know this better than Walter Schirra, the first American to orbit the earth six times.

To mark the month-long Teaching Career Month, which begins today and which is observed each April to spotlight the accomplishments of public school teachers and to encourage outstanding young people to become teachers, Schirra gave this salute:

"Each man's knowledge is based on the experience of other men. If each individual had to discover all the knowledge of the world by his own efforts, civilization would not be past the bow-and-arrow stage. It is fortunate that man has a tendency to pass on his knowledge to succeeding generations.

"This is the task assigned to teachers--to pass on the knowledge of the world to the people who must shape its destiny.

"But it is not a passive handing down of information--it is the responsibility for interpreting this information, giving it substance and meaning.

(more)

The teacher is actually much like the research scientist in this respect, for he or she is working with the raw materials from which can come the great advancements of the space age."

Schirra pointed out that the teacher may never see his effect on eternity. For the results of the teacher's work with young minds "may not be apparent until much later as these minds mature and are able to apply the knowledge gained in early schooling."

Space science, he pointed out, demands the special talents of scientists, engineers, administrators, financial experts, doctors, lawyers.

"But the teacher's role covers all these fields, and the teacher must be conversant with each in order to counsel and advise young people on which career path they are best suited to take. So, a future in teaching is going to be as great a challenge as the exploration of space."

The Department of Classroom Teachers, National Education Association, agrees with Schirra's words about the importance of teaching and has backed up its feelings with money to improve teachers and their teaching.

Again this year DCT has named four classroom teachers as winners of Hilda Maehling Fellowships to be used for specific projects. The winners are:

- Miss Rebecca Allen, second grade teacher in Albuquerque, N.M., who will use her \$1,500 grant to attend New Mexico University and investigate ways in which first-graders can be taught to read faster and better.
- Mrs. Cordelia Smith Gardner, who teaches retarded junior high school students in Aliceville, Ala. Her \$300 grant will go for further study at Tuskegee Institute on how to teach slow learners.

(more)

- George Loomis, an art and reading teacher in Parma City, Ohio, will use his \$800 grant to make a survey of the newsletters published by associations of urban teachers. Newsletter editor of his own local teachers' association, Loomis hopes to pinpoint ways in which communications can be improved between teachers.
- John F. Rogers, a mathematics and English teacher in Berwick, Ia., will use his \$450 fellowship to improve his movie techniques. An enthusiastic photographer, he already has produced a movie about mathematical concepts. He intends to add to his skills so that he can turn out more visual aids for his school system.

The fellowships, named for the first executive secretary of DCT, come from the interest on a \$100,000 fund made up by contributions from teachers throughout the country.

Another highlight of the Teaching Career Month observance will be the selection of the LOOK National Teacher of the Year. The announcement of the winner will be made in the May 7 issue of LOOK Magazine, on the newsstands April 23. LOOK, the U.S. Office of Education, and the Council of Chief State School Officers cooperate in this project.

Teaching Career Month, which has been observed nationally for the past six years in thousands of local communities, is coordinated by the National Education Association.

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April 1963 (?)

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

SPECIAL TO STATE EDUCATION JOURNALS

FOR IMMEDIATE RELEASE

Education Writers Hear Debate on NCATE

According to a report in Education, U.S.A. (Feb. 28 issue), the controversy between the University of Wisconsin School of Education (Madison) and the National Council for the Accreditation of Teacher Education (NCATE) came into the open at the Education Writers Association Awards luncheon in Atlantic City. Dean Lindley J. Stiles of the Madison school and Don Davies, executive secretary, National Commission on Teacher Education and Professional Standards (TEPS), were the protagonists. They didn't even agree on what action NCATE had taken with regard to the University of Wisconsin: Stiles said NCATE gave only provisional accreditation to his school because it permits liberal arts professors a voice in determining study programs for prospective teachers; Davies said NCATE had deferred action from last August to next May on the undergraduate program at Wisconsin, while giving full accreditation to the graduate program. Purpose of the delay, Davies said, was to allow for submission of new data, or new interpretation of practices, so that NCATE could act on full information.

Stiles asserted that the NCATE ruling council used arbitrary standards and was dominated by the National Education Association whose affiliates nominate 13 of the 19 members and provide 67 percent of the budget. Davies denied that NCATE was dominated by any group. Ten of the 19 members, he pointed out, represent colleges and universities. Of these, seven are appointed by the

(more)

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For further information:
Beatrice M. Gudridge or Fred Stoffel

RELEASE AFTER APRIL 1

McCall's Editor Salutes Teachers
In Anniversary Issue of NEA Journal

WASHINGTON, D.C., April 00--"I may be too easily fooled," says the editor of McCall's, "--or perhaps too respectful of those who devote their lives to teaching--but I fail to find around me the total educational collapse I expect after reading the magazines and newspapers and foundation reports. I find students showing me an impressive array of talents, and I am not inclined to assume that this is in spite of their training."

John Mack Carter, writing in the April Golden Anniversary issue of the NEA Journal, monthly magazine of the National Education Association, admits that, as a magazine editor, he sometimes feels "that I am a bit of a misfit in that I do not in every issue of McCall's chastise our schools and the nation's educational program. It has become tempting as a national pastime: Johnny can't read; Johnny's teacher doesn't teach; his school plant is inadequate; his school board is reactionary; his PTA is overzealous; his curriculum is inferior to Russia's; his textbooks are subversive."

Teaching may have changed somewhat, Carter says, what with teaching machines, audiovisual equipment, TV, therapists, specialists, and the multiplicity of IQ, GCT, personality, aptitude, and vocational guidance tests.

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McCall's Editor Salutes Teachers
In Anniversary Issue of NEA Journal

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But the teachers haven't changed. Today's teachers, "I have every reason to believe, are just as dedicated as the ones who taught me in school."

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3/63

Mar. 31, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868



Note to Editors and Correspondents: Thirty-three 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, Radio, and Television 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
(After March 29:
NCTM Press Room
Parlor G
Penn-Sheraton Hotel
Pittsburgh, Pa.)

FOR RELEASE AT 6 P.M., EST,
SATURDAY, MARCH 31, 1963

Math Teachers to Study Changes In Courses, Methods at Annual Meeting

PITTSBURGH, Pa. -- (Special) -- Approximately 3,500 mathematics teachers and mathematicians will examine the explosive changes being made in math curriculums and in teaching methods when they meet here April 3-6.

The occasion will be the 41st annual meeting of the National Council of Teachers of Mathematics (NCTM), a department of the National Education Association.

The Council has been a major influence in the advancement of mathematics education in elementary and secondary schools and in junior colleges. Frank B. Allen, Lyons Township High School and Junior College, LaGrange, Ill., is president.

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Host organization for the meeting, to be held in the Penn-Sheraton and Pittsburgh Hilton hotels, is The Mathematics Council of Western Pennsylvania. Earle F. Myers, department of mathematics, University of Pittsburgh, is local chairman of the conference.

General session speakers and their topics will include:

Saul Gorn, Moore school of electrical engineering, University of Pennsylvania, Philadelphia, "Computers and Educational Ideals."

Ben A. Suelztz, State University College, Cortland, N. Y., "Mathematics and Mankind."

Carl B. Allendoerfer, University of Washington, Seattle, "The Case Against Calculus."

William Schmidt, superintendent of schools, Prince Georges County, Md., "Observations and Impressions on a Trip to the Soviet Union."

Carl B. Boyer, Brooklyn College, Brooklyn, N. Y., "Myth, the Muse, and Mathesis."

Delegates to the meeting will discuss, among other subjects, how children can learn basic geometry in the first grade; the emphasis placed on getting students to understand an abstract subject like mathematics rather than just to memorize ways of solving problems; characteristics of the creative thinker; ungraded classes; logic courses in high schools; teaching mathematics by television; summer camps for gifted students; the expanding role of computers in education; theories of learning; and mathematics in everyday affairs.

Delegates will visit hundreds of exhibits displaying teacher aids, instruments, and textbooks, ranging from rulers with hinged parts to

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teach children fractions, to film strips for high school teachers, to texts on spherical trigonometry, to slide rules for professional mathematicians.

The NCTM will present two new yearbooks. Primarily, they include enrichment materials -- subjects not ordinarily included in regular mathematics courses.

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Mar. 29, 1963

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For further information:

Beatrice M. Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

Teen-agers Have Problems, But So Do Their Parents, Says New Booklet

WASHINGTON, D.C., March 29--Sure, teen-agers have their problems, but so do the parents of teen-agers.

What can parents think when:

- Their son combs his hair for hours before a mirror--but leaves his room in a shaggy shambles.

- Their daughter says she prefers older men--but is deeply worried when her male classmates pay no attention to her.

- Their children ask questions of their parents--but before they get a reply, decide the answers aren't worth waiting for.

"The growing pains of adolescence can be as difficult for parents as for teen-agers. Parents can see the stumbling with physical growth, accept unsettling rebellion as a part of their children's growing up." But they sometimes must wonder, as parents, where they fit into the teen-agers' world.

A new handbook entitled A Changing Time, shows parents that they are needed, that they're more than just drags on the adolescent spirit.

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For while the youngsters may seem to reject their families and seek advice from others, "underneath it all...it is from the family that a teen-ager gains his most confidence. This is where he learns that he is not only loved as a child but respected as a person."

The booklet was published by the National School Public Relations Association, in cooperation with the Department of Classroom Teachers. Both are units of the National Education Association.

To match the physical, emotional and mental changes that come to children with the onset of adolescence, parents must change, too, the 40-page booklet advises. "Until the teen years, the parent is most likely to hover over children with the incessant question in mind, 'What is he up to?' Now that you have a teen-ager to care for, the more understanding and helpful question to ask is, 'What is he up against?'"

It lists these six Golden Rules as qualities parents should want to see developed by their children:

- Patience--with growing up, with things that change too slowly or too quickly.
- Curiosity--about people, knowledge, new ideas, new values.
- Concern--about people and their problems, the worth of the individual.
- Humor--that can find enjoyment in small things as well as big, that can laugh at mistakes.
- Discernment--that learns to tell the good from the bad in ideas, actions, culture, standards.
- Hope--for maturity, for a fruitful and contributing future.

(more)

Teen-agers Have Problems, But
So Do Their Parents, Says New Booklet -3-

And, the booklet concludes "isn't it only fair that your teen-ager expects his parents to have the same qualities?"

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A single copy of A Changing Time, for press use only, may be obtained by writing Division of Press, Radio, and Television Relations, NEA, 1201 16th Street, N.W., Washington 6, D.C. Copies for other purposes may be ordered from National School Public Relations Association, 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, 60¢ each. When ordering, specify stock No. 411-12598.

Mar. 22 1963

News

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ADams 4-4855



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For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Science Teachers To Unveil New Magazine For Elementary Science Teaching in September

WASHINGTON, D.C., March 22--With organized science instruction taking place ever earlier in the grades, the elementary school teacher faces twin problems--how to keep pace with the explosion of knowledge in the science field itself and how best to teach science, using the much-applauded "discovery" approach.

This reasoning lies behind the debut, come September, of a new 32-page monthly magazine designed especially for elementary school teachers, entitled Science and Children. Publisher is the National Science Teachers Association (NSTA), a department of the National Education Association.

Scheduled to appear eight times during the school year, Science and Children which carries a yearly subscription price of \$4.00 will include reports of various curriculum improvement programs affecting science teaching in elementary schools; articles by recognized leaders in science education who have important ideas, viewpoints, and experiences to share; "How We Do It" reports from schools and school systems carrying on forward-looking work; instructional suggestions for classroom teachers; special articles for elementary school principals; and reviews of materials for science teaching--textbooks, supplementary books, films, filmstrips, apparatus, and equipment.

Science professors, curriculum and teaching specialists, and a school principal comprise the Editorial Advisory Board for Science and Children. Glenn O. Blough, Professor of Education, University of Maryland, College Park, and a well-known elementary school science educator and author, is the Advisory Board Chairman.

Other Editorial Advisory Board members are, Mary M. Blatt, Science Specialist, State Department of Education, Harrisburg, Pennsylvania; Franklyn M. Branley, Associate Astronomer, The American Museum-Hayden Planetarium, New York City; Alexander Calandra, Professor of Physics, Washington University, St. Louis, Missouri; Helen Funk, Chairman of the Biology Department, Goucher College, Baltimore, Maryland; Katherine E. Hill, Professor of Education, New York University, New York City; Robert Owens, Principal, Webster Hill School, West Hartford, Connecticut; Albert Piltz, Specialist for Elementary Science, U.S. Office of Education, Washington, D.C.; and Millard Seeley, Professor of Chemistry, University of Arizona, Tucson.

According to Robert H. Carleton, NSTA Executive Secretary, "As new approaches to content, methodology, supervisory and administrative practices in elementary school science are launched, and as new teaching aids and materials are developed for use in schools, the need for an effective communication medium becomes the more urgent. Through the pages of Science and Children, NSTA hopes not only to meet this need, but also to assist those who will get the job done -- elementary classroom teachers, the school principals, the supervisors, those who are specifically or generally responsible for curriculum development in elementary schools, and those who are involved in the preparation of elementary school teachers."

Science and Children replaces the popular 12-page Elementary School Science Bulletin which has been successfully published by NSTA for about 10 years. With the publication and circulation of Science and Children, NSTA adds another major professional service for its membership and the education community in general.

The National Science Teachers Association, an affiliate of the American Association for the Advancement of Science, is the largest U.S. organization in the field of science education dedicated to extending and improving the teaching of all aspects of the sciences commonly taught at the elementary, secondary, and college levels.

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For further information:

Beatrice M. Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

Newton Centre Educator Named Advisor On Project to Improve High Schools

WASHINGTON, D.C., March 21--A local educator, Bettina King, principal of Meadowbrook Junior High School, Newton Centre, Massachusetts, has been named to the advisory committee for a new \$330,000 program for increasing the speed of educational change in the nation's high schools.

The program will be set up by the National Association of Secondary School Principals, a unit of the National Education Association, under a grant from the Fund for the Advancement of Education.

If the plan--to give selected prospective administrators on-the-job training with outstanding principals--works as expected, the rate at which educational innovations find their way into the schools could be increased materially.

Behind the program is the idea that if the student understudies work with principals who sparkle with new ideas and new plans for improving

(more)

Newton Centre Educator Named Advisor
On Project to Improve High Schools

-2-

education, the students will become more receptive to the new ideas. Later, when they become principals of their own schools, they in turn will be open to new ideas, welcoming changes to speed and improve education.

J. Lloyd Trump, associate secretary of NASSP, will direct the new project, assisted by J. Paul Anderson, a former high school principal who's recently been working with the internship program at the University of Maryland.

Other members of the planning committee are: Lloyd Michael, principal of Evanston Township High School, Evanston, Illinois, chairman; John R. Berry, dean of the school of education at the University of Miami, Coral Gables, Florida; Robert L. Foose, principal of Westfield Senior High School, Westfield, New Jersey; Evelyn Konigsberg, principal of Washington Irving High School, New York City; Stephen A. Romine, dean of the school of education at the University of Colorado, Boulder; and Ray P. Ruppel, principal of Palo Alto High School, Palo Alto, California. Ellsworth Tompkins, executive secretary of NASSP, is an ex officio member of the planning group.

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FOR IMMEDIATE RELEASE

Palo Alto Educator Named Advisor
On Project to Improve High Schools

WASHINGTON, D.C., March 21--A local educator Ray P. Ruppel, principal of Palo Alto High School, Palo Alto, California, has been named to the advisory committee for a new \$330,000 program for increasing the speed of educational change in the nation's high schools.

The program will be set up by the National Association of Secondary School Principals, a unit of the National Education Association, under a grant from the Fund for the Advancement of Education.

If the plan--to give selected prospective administrators on-the-job training with outstanding principals--works as expected, the rate at which educational innovations find their way into the schools could be increased materially.

Behind the program is the idea that if the student understudies work with principals who sparkle with new ideas and new plans for improving

(more)

education, the students will become more receptive to the new ideas. Later, when they become principals of their own schools, they in turn will be open to new ideas, welcoming changes to speed and improve education.

J. Lloyd Trump, associate secretary of NASSP, will direct the new project, assisted by J. Paul Anderson, a former high school principal who's recently been working with the internship program at the University of Maryland.

Other members of the planning committee are: Lloyd Michael, principal of Evanston Township High School, Evanston, Illinois, chairman; John R. Berry, dean of the school of education at the University of Miami, Coral Gables, Florida; Robert L. Foose, principal of Westfield Senior High School, Westfield, New Jersey; Bettina King, principal of Meadowbrook Junior High School, Newton Centre, Massachusetts; Evelyn Konigsberg, principal of Washington Irving High School, New York City; and Stephen A. Romine, dean of the school of education at the University of Colorado, Boulder. Ellsworth Tompkins, executive secretary of NASSP, is an ex officio member of the planning group.

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For further information:
Beatrice M. Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

Boulder Educator Named Advisor On Project to Improve High Schools

WASHINGTON, D.C., March 21--A local educator, Stephen A. Romine, dean of the school of education at the University of Colorado, Boulder, has been named to the advisory committee for a new \$330,000 program for increasing the speed of educational change in the nation's high schools.

The program will be set up by the National Association of Secondary School Principals, a unit of the National Education Association, under a grant from the Fund for the Advancement of Education.

If the plan--to give selected prospective administrators on-the-job training with outstanding principals--works as expected, the rate at which educational innovations find their way into the schools could be increased materially.

Behind the program is the idea that if the student understudies work with principals who sparkle with new ideas and new plans for improving

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Boulder Educator Named Advisor
On Project to Improve High Schools

-2-

education, the students will become more receptive to the new ideas. Later, when they become principals of their own schools, they in turn will be open to new ideas, welcoming changes to speed and improve education.

J. Lloyd Trump, associate secretary of NASSP, will direct the new project, assisted by J. Paul Anderson, a former high school principal who's recently been working with the internship program at the University of Maryland.

Other members of the planning committee are: Lloyd Michael, principal of Evanston Township High School, Evanston, Illinois, chairman; John R. Berry, dean of the school of education at the University of Miami, Coral Gables, Florida; Robert L. Foose, principal of Westfield Senior High School, Westfield, New Jersey; Bettina King, principal of Meadowbrook Junior High School, Newton Centre, Massachusetts; Evelyn Konigsberg, principal of Washington Irving High School, New York City; and Ray P. Ruppel, principal of Palo Alto High School, Palo Alto, California. Ellsworth Tompkins, executive secretary of NASSP, is an ex officio member of the planning group.

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For further information:
Beatrice M. Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

Evanston Educator Named Advisor On Project to Improve High Schools

WASHINGTON, D.C., March 21--Lloyd Michael, the principal of Evanston Township High School, Evanston, Illinois, has been named chairman of the committee planning a new \$330,000 program for increasing the speed of educational change in the nation's high schools.

The program will be set up by the National Association of Secondary School Principals, a unit of the National Education Association, under a grant from the Fund for the Advancement of Education.

If the plan--to give selected prospective administrators on-the-job training with outstanding principals--works as expected, the rate at which educational innovations find their way into the schools could be increased materially.

Behind the program is the idea that if the student understudies work with principals who sparkle with new ideas and new plans for improving

(more)

education, the students will become more receptive to the new ideas. Later, when they become principals of their own schools, they in turn will be open to new ideas, welcoming changes to speed and improve education.

J. Lloyd Trump, associate secretary of NASSP, will direct the new project, assisted by J. Paul Anderson, a former high school principal who's recently been working with the internship program at the University of Maryland.

Other members of the planning committee are: John R. Berry, dean of the school of education at the University of Miami, Coral Gables, Florida; Robert L. Foose, principal of Westfield Senior High School, Westfield, New Jersey; Bettina King, principal of Meadowbrook Junior High School, Newton Centre, Massachusetts; Evelyn Konigsberg, principal of Washington Irving High School, New York City; Stephen A. Romine, dean of the school of education at the University of Colorado, Boulder; and Ray P. Ruppel, principal of Palo Alto High School, Palo Alto, California. Ellsworth Tompkins, executive secretary of NASSP, is an ex officio member of the planning group.

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For further information:

Beatrice M. Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

Coral Gables Educator Named Advisor On Project to Improve High Schools

WASHINGTON, D.C., March 21--A local educator, John R. Berry, dean of the school of education at the University of Miami, Coral Gables, Florida, has been named to the advisory committee for a new \$330,000 program for increasing the speed of educational change in the nation's high schools.

The program will be set up by the National Association of Secondary School Principals, a unit of the National Education Association, under a grant from the Fund for the Advancement of Education.

If the plan--to give selected prospective administrators on-the-job training with outstanding principals--works as expected, the rate at which educational innovations find their way into the schools could be increased materially.

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education, the students will become more receptive to the new ideas. Later, when they become principals of their own schools, they in turn will be open to new ideas, welcoming changes to speed and improve education.

J. Lloyd Trump, associate secretary of NASSP, will direct the new project, assisted by J. Paul Anderson, a former high school principal who's recently been working with the internship program at the University of Maryland.

Other members of the planning committee are: Lloyd Michael, principal of Evanston Township High School, Evanston, Illinois, chairman; Robert L. Foose, principal of Westfield Senior High School, Westfield, New Jersey; Bettina King, principal of Meadowbrook Junior High School, Newton Centre, Massachusetts; Evelyn Konigsberg, principal of Washington Irving High School, New York City; Stephen A. Romine, dean of the school of education at the University of Colorado, Boulder; and Ray P. Ruppel, principal of Palo Alto High School, Palo Alto, California. Ellsworth Tompkins, executive secretary of NASSP, is an ex officio member of the planning group.

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For further information:

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FOR IMMEDIATE RELEASE

Maryland Professor Named to Staff On Project to Improve High Schools

WASHINGTON, D.C., March 21--J. Paul Anderson, assistant professor of education, University of Maryland, has been named assistant director of a new \$330,000 program for increasing the speed of educational change in the nation's high schools.

The program will be set up by the National Association of Secondary School Principals, a unit of the National Education Association, under a grant from the Fund for the Advancement of Education. Project director is J. Lloyd Trump, associate secretary of NASSP.

If the plan--to give selected prospective administrators on-the-job training with outstanding principals--works as expected, the rate at which educational innovations find their way into the schools could be increased materially.

Behind the program is the idea that if the student understudies work with principals who sparkle with new ideas and new plans for improving education,

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Maryland Professor Named to Staff
On Project to Improve High Schools

-2-

the students will become more receptive to the new ideas. Later, when they become principals of their own schools, they in turn will be open to new ideas, welcoming changes to speed and improve education.

Named to an advisory committee on the project were the following educators: Lloyd Michael, principal of Evanston Township High School, Evanston, Illinois, chairman; John R. Berry, dean of the school of education at the University of Miami, Coral Gables, Florida; Robert L. Foose, principal of Westfield Senior High School, Westfield, New Jersey; Bettina King, principal of Meadowbrook Junior High School, Newton Centre, Massachusetts; Evelyn Konigsberg, principal of Washington Irving High School, New York City; Stephen A. Romine, dean of the school of education at the University of Colorado, Boulder; and Ray P. Ruppel, principal of Palo Alto High School, Palo Alto, California. Ellsworth Tompkins, executive secretary of NASSP, is an ex officio member of the planning group.

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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

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For further information:
Beatrice M. Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

New York City Educator Named Advisor On Project to Improve High Schools

WASHINGTON, D.C., March 21--A local educator, Evelyn Konigsberg, principal of Washington Irving High School, New York City, has been named to the advisory committee for a new \$330,000 program for increasing the speed of educational change in the nation's high schools.

The program will be set up by the National Association of Secondary School Principals, a unit of the National Education Association, under a grant from the Fund for the Advancement of Education.

If the plan--to give selected prospective administrators on-the-job training with outstanding principals--works as expected, the rate at which educational innovations find their way into the schools could be increased materially.

Behind the program is the idea that if the student understudies work with principals who sparkle with new ideas and new plans for improving

(more)

New York City Educator Named Advisor
On Project to Improve High Schools

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education, the students will become more receptive to the new ideas. Later, when they become principals of their own schools, they in turn will be open to new ideas, welcoming changes to speed and improve education.

J. Lloyd Trump, associate secretary of NASSP, will direct the new project, assisted by J. Paul Anderson, a former high school principal who's recently been working with the internship program at the University of Maryland.

Other members of the planning committee are: Lloyd Michael, principal of Evanston Township High School, Evanston, Illinois, chairman; John R. Berry, dean of the school of education at the University of Miami, Coral Gables, Florida; Robert L. Foose, principal of Westfield Senior High School, Westfield, New Jersey; Bettina King, principal of Meadowbrook Junior High School, Newton Centre, Massachusetts; Stephen A. Romine, dean of the school of education at the University of Colorado, Boulder; and Ray P. Ruppel, principal of Palo Alto High School, Palo Alto, California. Ellsworth Tompkins, executive secretary of NASSP, is an ex officio member of the planning group.

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3/63

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 Fred Stoffel

FOR IMMEDIATE RELEASE

High School Principals Announce Advisors for Internship Project Attuned to School Changes

WASHINGTON, D.C., March 21--The National Association of Secondary-School Principals (NASSP) today announced a staff and advisory committee to launch a program to train leaders for changing educational patterns in this country. A two-year pilot internship project, supported by a \$330,000 grant from the Fund for the Advancement of Education, aims to develop dynamic, experimentally-minded principals.

Executive Secretary Ellsworth Tompkins of the NASSP, a department of the National Education Association, in announcing the plans for the study, emphasized the needs of high-school-principals-to-be for dramatic experiences in the world of education currently ablaze with new ideas about curriculum, about teaching methods, about building design, even about the nature of learning itself.

Initially, the plan will take 14 advanced students in school administration from seven colleges and put them to work for a year as understudies to high school principals with a proven record for educational innovation--

(more)

principals who eagerly try out ideas which hold promise for improving education in their schools. The schools and universities selected for the pilot project will be announced shortly. Headquarters of the project will be located in the NASSP office in Washington, D.C.

J. Lloyd Trump, Associate Secretary of NASSP, has been named Director of the Project. Dr. Trump, formerly professor of education at the University of Illinois, has for seven years directed the NASSP's project on improved staff utilization which involved widespread experimentation in schools. The Assistant Director will be J. Paul Anderson, former high school principal, who has recently been working with an internship program at the University of Maryland.

Chairman of an advisory committee for the project is Lloyd S. Michael, principal of Evanston Township High School, Evanston, Illinois. Other members are: John R. Beery, dean of the school of education at the University of Miami, Coral Gables, Florida; Robert L. Foose, principal of Westfield Senior High School, Westfield, New Jersey; Bettina King, principal of Meadowbrook Junior High School, Newton Centre, Massachusetts; Evelyn Konigsberg, principal of Washington Irving High School, New York City; Stephen A. Romine, dean of the school of education at the University of Colorado, Boulder, Colorado; and Ray P. Ruppel, principal of Palo Alto High School, Palo Alto, California. Dr. Tompkins is an ex officio member of the committee.

Although the intern idea is not a new one for doctors or even teachers, on the scale contemplated, it's brand new for prospective principals. Graduate

(more)

High School Principals Announce Advisors for
Internship Project Attuned to School Changes

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schools of education in which principals are trained typically offer only a few courses in educational administration and very limited on the job training.

If the plan works out, Dr. Tompkins says, the increased exposure the interns will get to new educational ideas should help later on, when they are principals in their own schools, to get new ideas and techniques into the schools sooner.

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News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

Mar. 20, 1963

For further information:
Beatrice M. Gudridge or Fred Stoffel

SPECIAL FOR MAY ISSUES

"Education Strengthens the Nation" Theme of 1963 American Education Week

WASHINGTON (SPECIAL)--If the survival of the nation depends on its wisdom, then education strengthens the nation.

And "Education Strengthens the Nation" is the theme of the 1963 American Education Week observance Nov. 10-16.

Each day of American Education Week will be focused on a particular area in which the nation is strengthened through education.

On the opening day, Sunday, Nov. 10, the focus will be on "Values of Free Men," a topic that permits the development of how men acquire the values by which they live.

Monday's sub-theme will be "Learning Opportunities for All," a topic which can take in the American philosophy of equality of educational opportunity, including learning for adults who are past what is normally considered school age.

Tuesday, new teaching techniques, accreditation, standards, and salaries are implicit in "Quality Education."

Wednesday's "Balanced Curriculum" can incorporate explanations of why reading, writing and arithmetic are no longer enough for the modern student's modern education.

The ways an entire community becomes a living textbook can be explained under the Thursday topic, "Community Resources."

(more)

Friday's "Financial Support" goes to the very heart of American education, and whether it will continue to grow vigorously.

And, pointing towards the future, will be "Goals for Tomorrow," the sub-theme for Saturday.

This year, as in years past, school districts across the country are expected to throw open their doors to the real stockholders of American education--the public--and to take advantage of their presence to show them what they've been doing and why and how.

In years past, more than 30 million persons visited the schools during the AEW observance.

And, as in years past, the National Education Association is offering promotion materials to help local committees make their American Education Week activities successful.

An American Education Week packet has been developed by the NEA Publications Division containing, among dozens of items, a publicity manual, handbook for speakers and writers, and samples of new information leaflets for parents. A special item in the packet this year is a broadcast-quality recorded message from Mrs. Clifford Jenkins, president of the National Congress of Parents and Teachers, one of the national sponsors of AEW.

The packets, stock number 158-01968, may be ordered for \$2 each from American Education Week, National Education Association, 1201 16th Street, N.W., Washington 6, D.C. The packets will be made available the last week in April to encourage early planning by local committees.

A combined order form and AEW planning folder, containing a list of all materials available in the packet, may be obtained from the same address after April 10.

(more)

"Education Strengthens the Nation"
Theme of 1963 American Education Week

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AEW activities last year took many forms--from actual classes taught in downtown store windows to window displays to AEW speakers visiting local clubs to present their message.

Perhaps the largest of all AEW observances last year was in Chattanooga, Tennessee, where the schools took over an entire field house and installed 100 educational booths and displays. Even a school board session, complete with manikins closely resembling the school board members, was depicted.

And one of the most unusual activities was in Carbondale, Illinois. There, students clothed in costumes of the 1800's took their places on split-log benches inside a log schoolhouse originally opened in 1832.

The sponsors of American Education Week are the National Education Association, the American Legion, the National Congress of Parents and Teachers, and the United States Office of Education. It has been an annual event since 1921.

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3/20/63

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

Mar. 20, 1963

For further information:
M. Ruth Broom
(After March 22:
Conference Press Office
Adolphus Hotel
Dallas, Texas)

FOR IMMEDIATE RELEASE

Teachers From Arkansas, Oklahoma, And Texas Invited to Conference in Dallas

WASHINGTON, March 20 -- Approximately 400 teachers from a three-state area have been invited to take part in the 14th Regional Conference on Instruction sponsored by the National Education Association (NEA) in Dallas, Texas, March 24-27, 1963.

Co-sponsors are state and local education associations of Arkansas, Oklahoma and Texas. Conference sessions are to be held at the Adolphus Hotel.

The conference program has been keyed to the theme "Accent on Excellence in Instruction," and educators of national prominence will discuss new trends and techniques in teaching and learning.

Teachers will have an opportunity to "catch up" with the results of recent research and experiments in dozens of phases of the public school instructional program while officials from NEA headquarters describe instructional services offered by the Association to classroom teachers.

The main purpose of these conferences on instruction, according to Lawrence G. Derthick, NEA assistant executive secretary for educational services, is to acquaint teachers in various parts of the

(more)

country with current educational developments and to help them upgrade teaching at all levels.

Warren T. White, superintendent of the Dallas Independent School District, will welcome conference delegates at the opening session Sunday, March 24, and Dr. Derthick will introduce the guest speaker, James E. Russell, secretary of the Educational Policies Commission.

The presidents and executive secretaries of the three state education associations will attend the meetings, and NEA President Hazel Blanchard will address the conference banquet. Mrs. Blanchard is an elementary school principal in Fresno, California.

Eight special NEA projects will be explained by the officials currently engaged in the work in a series of special sessions. Teachers will have a chance to talk with the directors of such projects as School Dropouts, Teaching the Talented Child, The Migrant Child, Automation, Rural Education, International Relations.

Speakers during the three-day conference include Walter B. Waetjen, director of the Bureau of Education Research and Field Services, University of Maryland, College Park, and Waurine Walker, assistant director of the Division of Teacher Education and Certification for the Texas Education Agency, Austin.

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Mar. 20, 1963

For further information:
Beatrice M. Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

Headquarters of 845,000 NEA Members
In Washington Freed of Debt March 15

WASHINGTON, D.C., March 20--The Washington, D.C., headquarters of 845,000 public school teachers is now free of debt.

Valued at close to \$10 million, the buildings of the National Education Association at 16th and M Streets, N.W., in the nation's Capital were freed Friday, March 15.

F. L. Schlagle, chairman of the NEA Board of Trustees, and former superintendent of the Kansas City, Mo., schools, made the final debt payment when he gave a check for \$245,605.09 to George E. Howell, a representative of The Equitable Life Assurance Society of the United States, which held a mortgage on the NEA building for \$1.5 million.

NEA Headquarters Center was put together in four steps so as not to impede work of the association.

When the latest improvement program started in 1953, the NEA headquarters buildings consisted of the old Guggenheim mansion facing 16th Street, a 7-story addition standing immediately behind it, the Martinique Hotel, a paint store, and several tenements.

Stage 1 of the plan consisted of erecting an 8-story structure immediately behind the 7-story addition, an 85 by 72-foot building put up in 1930 and 1931 at a cost of \$325,000.

(more)

Stage 2 consisted of stripping the 7-story addition to its framework and completely revamping it, outside and inside.

In Stage 3, the old Guggenheim mansion and Martinique Hotel were torn down and a new 8-story addition put up in their place.

The final stage, completed last May, was the construction of an east wing, which provides six levels of parking (three of them below ground) and five levels of offices.

All of the headquarters stages are tied together to make them one continuous building.

In addition to the NEA Center, the association also owns the building next door on 16th street, leased to the World Confederation of Organizations of the Teaching Profession, whose secretary general is Dr. William G. Carr, executive secretary of NEA.

For 60 years after its founding in 1857, the records of the NEA's 400 members were kept by the association's officers. At each election, the address of the association changed as new officers were elected.

The first permanent employee was Irwin Shepard. President of a normal school in Winona, Minn., and part-time secretary of the association, he was named full-time secretary in 1898. NEA headquarters was his home in Winona. Nineteen years later in 1917 James W. Crabtree, then NEA secretary, opened NEA headquarters in Washington, D.C., first in two rooms on 14th Street; then in the "Battleship Building" so-called because it resembled a man-o'-war.

Three years later Crabtree and his assistants loaded NEA records into a two-wheeled cart and trundled them the two blocks from the Battleship

(more)

Building at 14th and Massachusetts to the new building just purchased for \$98,000 by the NEA--The Guggenheim mansion at 16th and M, an 85 by 42-foot 4-story brick Colonial.

Since then, the address, 1201 16th Street, N.W., Washington, D.C., has become famous in educational circles.

The NEA purchased adjoining property for \$55,000 in 1922. It was on this land that the 7-story addition was built.

Participants in its cornerstone laying ceremonies July 25, 1930, gave voice to themes that are still used today. Dr. William H. Cooper, then U.S. Commissioner of Education, said it's impossible to assess the worth of good teachers. "When a President is assassinated by a disappointed office seeker," he said, "the public will act to eliminate political spoils. Should a loved teacher actually starve to death, doubtless salaries of colleagues would be promptly raised."

Miss E. Ruth Pyrtle of Lincoln, Neb., first vice president of the NEA, was the stand-in for Dr. Willis A. Sutton of Atlanta, Ga., NEA president. She urged that the U.S. Commissioner of Education be raised to cabinet rank, that state and federal aid to education be increased, and that the nation back the principle of equality of educational opportunity.

But the NEA had gone \$500,000 into debt to finance the acquisition and expansion of its properties. That mortgage was paid off and the mortgage burned at the Denver convention in 1942.

Basic financing for NEA buildings, however, has come from its life memberships. Early in its founding, the NEA established a permanent fund. Life membership dues put into the fund have been the backbone of the building program.

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Headquarters of 845,000 NEA Members
In Washington Freed of Debt March 15

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But the needs change fast. Just 17 years ago in the 1946-47 membership year, the NEA had a \$1.2 million budget, 386,000 members, 29 allied organizations, and a yearly bill for building operation and maintenance of \$31,000. On the payroll of both the NEA and its departments were 371 employees.

Now, the NEA alone has 547 employees, a nearly \$9 million annual budget, 845,000 members, 33 departments with 304 employees, and a yearly operation and maintenance bill of \$486,000.

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March 15, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D.C., 202-ADams 4-4868



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18TH ANNUAL CONFERENCE
Association for Supervision and Curriculum Development (ASCD)
St. Louis, Mo., March 10-14, 1963

For further information:
Dick Dashiell

RELEASE AT WILL

Principal Says Schools Must Be Ungraded to Achieve their Ideals

ST. LOUIS, Mo. -- (Special) -- The principal of an ungraded high school has charged that grades are an administrative device in which school administrators catalog youngsters for custodial purposes "and forget them for a year."

B. Frank Brown of the Melbourne, Fla., public schools told delegates to the 18th annual conference of the Association for Supervision and Curriculum Development (ASCD) that some form of nongrading must be instituted if America's public schools are ever to achieve the ideal of having each youngster progress at his best rate of learning.

"The grade, which has been a bellwether for centuries, is a trapping of the outworn past," Brown said. "The idea that all 10th grade students are the same and should read the same books and study the same materials

(more)

is educational nonsense...Nongrading is highly desirable for the bright students. For the dull ones it is essential. We should not educate them together merely because they were born in the same 365-day period."

He asserted that schools have been "wrongheaded" in that their concentration has been on motivation towards textbooks and assignments which, he said, are often dull instead of towards being inquiring and curious.

A record total of 3,619 educators attended the conference. ASCD, a department of the National Education Association, consists of more than 8,000 curriculum supervisors and other educators interested in curriculum improvement. They represent 830 schools and institutions.

The delegates studied curriculum methods, theory, and materials; listened to speeches by experts in the field; visited 195 booths that exhibited teaching machines, science films, wall maps, intelligence tests, models of skeletons, mobile audio-visual tables, new ways of teaching handwriting, and some 2,000 other pieces of materials and equipment.

Taking office as president at the conclusion of the conference was Kimball Wiles, professor of education, University of Florida, Gainesville. He replaced Chester D. Babcock, assistant superintendent, state department of public instruction, Olympia, Wash. Harold D. Drummond, chairman, department of elementary education, University of New Mexico, Albuquerque, succeeded Wiles as president-elect, and Gertrude M. Lewis, U. S. Office of Education, Washington, D. C., became a member of the executive committee.

(more)

In his presidential report, Babcock called on delegates to use educational television, teaching machines and language laboratories to increase the effectiveness of teachers.

"To what extent have our members who are in key positions in teacher education developed new curricula which assures that all new teachers are prepared to take full advantage of these new devices and techniques?" he asked.

Gordon Mackenzie, professor of education, Teachers College, Columbia University, said that the curriculum group must give more attention to the selection and preparation of its members if it is to "regain leadership and play a constructive role."

In another address, Jerome S. Bruner, professor of psychology, Harvard University, said that any subject can be taught to anybody, at any age, in some form. Bruner, a member of President Kennedy's advisory panel on education, emphasized that success in teaching depends on whether knowledge is presented in a logical, orderly way, on the intelligent use of rewards for success, and on the child's early training.

Lester W. Nelson, associate program director, education division, Ford Foundation, declared that there are probably 1,250,000 children in the public schools of large cities who are so deficient in reading that, for practical purposes, they are illiterates. One of the new approaches he suggested is that slum children be given an organized pre-school program when they are four and five years old.

Schools in urban slum areas, said Carl Marberger of the Detroit Great Cities Improvement Project, must be organized to make up for the "poverty of experience" suffered by pupils of limited background. He

(more)

said that public schools are not prepared to meet the extraordinary needs of children who live in the inner core areas of most large cities.

G. Robert Carlsen, State University of Iowa, Iowa City, and immediate past president of the National Council of Teachers of English, told the educators that the emphasis on science and "reading skill" has steadily cut down the amount of time that is devoted to literature in the elementary schools. Carlsen noted a trend in better schools toward use of paper-back books.

J. Lloyd Trump, associate secretary, National Association of Secondary-School Principals, described how some high schools have scheduled classroom time flexibly and varied the size of classes, making more efficient use of time and space. He said educators are also learning how to treat a pupil as an individual even though he is one in a great mass of students.

Edgar Dale, professor of education, Ohio State University, Columbus, advised the schoolmen not to reject innovations until they had been given a fair trial. "An 18th or 19th century approach to problems simply will not do," he declared.

Discussing philosophy in the development of scientific curriculum theory, B. Othanel Smith, University of Illinois, Urbana, said the curriculum theorist should draw upon philosophical literature. Smith said the theorist could then "see his way through the forest of purposes a little more clearly, become less apt to tumble into verbal pitfalls, and see more clearly the relation between knowledge and human behavior both in school and society."

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ADams 4-4855



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For further information:

M. Ruth Broom or Gertrude Kaufmann
NAEA Press Office, Muehlebach Hotel,
Kansas City, Mo.

FOR RELEASE TO P.M. PAPERS,
FRIDAY, MARCH 15, 1963

Architect Stone Calls For Cabinet Level U. S. Minister of Culture

KANSAS CITY, MO., March 15 -- The United States urgently needs a Cabinet official as Minister of Culture, Edward Durrell Stone, famed architect, told art educators in convention here today.

Speaking to delegates here at the National Art Education Association (NAEA) convention, Stone said:

"Older countries have ministers of culture to guide their physical and artistic destinies. We urgently need a Cabinet official charged with the responsibility of educating and guiding us, just as the Secretary of Agriculture provides guidance for the farmer in the preservation and cultivation of the land."

Stone said that we are now a nation starved for beauty and that this is the reason for the annual pilgrimage of Americans to Europe.

(more)

"The pathetic flocking of American tourists to the Piazza San Marco in Venice, Via Veneto in Rome, and the Piazza in Capri is telling evidence of this starvation," he declared.

Americans have yet to demonstrate that a democracy can produce a beautiful environment, Stone added. "We have yet to realize that a beautiful, well-planned environment can be as much a part of our national wealth as our land, forests and other physical assets, and that a splendid physical heritage is part of our moral obligation to future generations."

The internationally-known architect, who is working with the People-to-People Program with headquarters in Kansas City, told his audience of artists, teachers, and administrators that "someone has advanced the theory that there is a conspiracy to remove color from our everyday lives."

"We all remember the locomotive engineer in colorful costume -- striped overalls and red bandana neckpiece and black patent visor on his cap -- who descended at the station platform and oiled the giant wheels of his wheezing, puffing monster," Stone said.

"He has been replaced by a push-button executive at the controls of a diesel," he said, adding:

"Once there were spirited stallions drawing the family carriage, which was a graceful piece of work by craftsmen. All this has been replaced by the vulgar tailfin automobile.

"In the effort to remove the drudgery from household work, the art of sewing has given way to standardized mass-produced dresses. The art of cooking has yielded to the package-prepared meal, unimaginative and tasteless.

(more)

"Television, radio, martinis, and bridge have done away with reading, conversation, and creative home enterprises," he stated.

"The modern male is perhaps the saddest piece of standardized equipment in our society today, Stone said.

"Now, if he so much as ventures a boutonniere, a twist to his mustache, an individual cravat or hat, he is suspect and branded as 'eccentric,'" he added. "Even the beatniks in their rebellion have agreed on a standardized uniform."

The NAEA, a department of the National Education Association, winds up its five-day meeting here today after visits by delegates to the Kansas City Art Museum, the Truman Library in Independence, Mo., and the Hallmark Card Company.

About 2,000 art educators from throughout the country are attending the convention.

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For further information:

Dick Dashiell

(After March 5:

ASCD Press Office

Press Room, Exhibit Hall

Kiel Auditorium

St. Louis, Mo.)

FOR RELEASE AT 3 P.M., CST
TUESDAY, MARCH 12, 1963

Educator Sees Unlimited Benefits In Wise Use of Educational TV

ST. LOUIS -- (Special) -- The potentials of educational television are almost unlimited if it is used wisely, delegates to the 18th annual conference of the Association for Supervision and Curriculum Development (ASCD) were told here today.

Adah Miner, who produced a series of TV lessons for the Midwest Program of Airborne Television Instruction, said that each group using the medium -- supervisors and administrators, classroom teachers, and students -- must accept certain responsibilities.

Supervisors and administrators, Dr. Miner said, need to : (1) Gain all possible information about educational television; (2) maintain an honest, objective attitude; (3) become familiar with the televised lessons and teachers' guides; (4) provide adequate finances; and (5) explore new uses for the medium.

(more)

The classroom teacher, she said, shares the responsibility of: (1) Being more creative and challenging; (2) utilizing the best in modern research and principles of education; (3) mastering mechanics; and (4) functioning as a teacher-team. Dr. Miner said the learner is required to: (1) Alter his habit of using TV for passive entertainment to active participation; (2) adjust to more than one teacher; (3) recognize the value of televised instruction.

Dr. Miner, assistant superintendent in charge of instruction, Shoreline School District 412, Seattle, Wash., spoke to a group studying technological developments in curriculum and supervision.

The ASCD is a department of the National Education Association (NEA).

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Mar. 5, 1963

News

from the NATIONAL EDUCATION ASSOCIATION

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For further information:

Dick Dashiell

(After March 5:

ASCD Press Office

Press Room, Exhibit Hall

Kiel Auditorium

St. Louis, Mo.)

FOR RELEASE AT WILL

(Note to Editors: Program of the Conference is enclosed. Meetings not specifically listed as closed will be open to reporters.)

Educators to Study Changes In School Programs

ST. LOUIS -- (Special) -- The changes in school instructional programs that are developing rapidly throughout the country will be reviewed by some 4,000 educators March 10-14 when the Association for Supervision and Curriculum Development (ASCD) holds its 18th annual conference in Kiel Auditorium here.

Delegates will seek to learn how they can establish more effective curriculums through the use of new materials, methods, and theory.

ASCD is a department of the National Education Association (NEA) and has 8,100 members in 40 affiliated state and regional units.

(more)

Keynoting the conference at the opening general session will be Lester Nelson, associate director for education of the Ford Foundation. He will speak on "Education and the National Goals."

Speakers at other general sessions will be James Bruner, center for cognitive studies, Harvard University, who will speak on "The Nature and Structure of Knowledge"; Gordon Mackenzie, Teachers College, Columbia University, whose topic will be "Human Engineering in the Politics of Curriculum Change"; and Chester D. Babcock, ASCD president, who will make his annual report. Babcock is assistant superintendent of public instruction for the State of Washington.

Discussion sessions will be centered around working with subject matter groups and other professional organizations; innovations such as team teaching and ungraded high schools; how to use the results of the NEA project on instruction; issues in curriculum and supervision, including in-service education for teachers and the community power structure; and developing a curriculum theory.

Other subjects to be surveyed range from teaching disadvantaged children, through educational television, to science laboratories.

A number of associated meetings and special events will be held. A highlight is expected to be a discussion at a meeting of the John Dewey Society on March 9 on how the profession can achieve better salaries and conditions. The speakers will be Clarice Kline, former president of the NEA and a teacher in the Waukesha, Wis., schools; Carl J. Megel, president of the American Federation of Teachers (AFL-CIO); Walter A. Anderson, dean, school of education, New York University; and Joe R. Burnett, associate professor of education, University of Illinois, Urbana.

(more)

ASCD

-3-

Chancellor Jaime Benitez of the University of Puerto Rico will speak at the annual banquet, at which former ASCD presidents will be honored.

A total of 138 exhibitors will display some 2,000 pieces of materials and equipment.

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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:

Roy K. Wilson or Beatrice M. Gudridge

SPECIAL TO STATE EDUCATION ASSOCIATION JOURNALS

FOR IMMEDIATE RELEASE

3/5/63

National Committee Reports Decline In Unit Cost of Education

WASHINGTON--Everybody knows that the cost of education has increased vastly since the turn of the century. What very few people realize is that the unit cost of education (one child, one day, expressed in constant dollars) has actually declined. In terms of 1954 dollars, it cost \$1.48 to send a child to public school in 1900 and in 1958 the cost was three cents less, according to a report by the editors of Education U.S.A. (March 7 issue).

This is one of the interesting and significant items of information dug up by John K. Norton, emeritus professor of education, Teachers College, Columbia University, and consultant to the National Committee for Support of the Public Schools. Norton's book, Changing Demands on Education and Their Fiscal Implications (published by the committee, 1424 - 16th Street, N. W., Washington 6, D. C.; 109 p., \$1) was released in March as the committee's initial effort to increase understanding of the needs of the schools and to stimulate organized effort on their behalf by citizens throughout the country. The book was distributed at a press conference at which Mrs. Agnes E. Meyer, committee chairman, presided.

(more)

The daily cost per pupil figure cited by Norton comes from a study made in 1959 by Werner Z. Hirsch for the Joint Congressional Economic Committee. It led Norton to observe: "It appears that boards of education had less ability to buy first-rate education for each child for every day he was in school in 1958 than they had in 1900."

Norton's book reviews expanding demands made on education by technological progress; examines economic implications, for the individual and for society; discusses short-comings of education as reflected by school dropouts and illiteracy; and illuminates the goal of high quality education for all which has been piously adopted by many national groups. He takes a long time to get around to fiscal implications involved in this subject. When he does, he concludes:

"There can be no question of our economic ability...to pay for the amount and quality of public education necessary to meet our needs." But there are difficulties. Norton enumerates them:

Local funds, which pay 56 percent of the cost of public education, are derived mostly from property taxes, often levied inequitably and arbitrarily. If this tax is to carry its proper share of the load, reforms should include assessment at full value, avoidance of excessive exemptions, and recognition that support of schools cannot rest solely on property taxes.

State funds, which pay 40 percent of school costs (6 percent in New Hampshire, 81 percent in Delaware) are unevenly distributed. States vary widely in taxable capacity and willingness to pay the school bill. In 1961-62 average expenditure per pupil varied from \$220 in the lowest ranking state to \$615 in the highest ranking.

Although federal funds pay only 4 percent of school costs, the federal government now collects 68 percent of all taxes, and this increases the problem of the schools in securing sufficient support from the state and the locality.

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WASHINGTON--W. C. Fields used to say that a man who hated children couldn't be all bad. No one will accuse Grace and Fred M. Hechinger of hating children, but in Teen-Age Tyranny (William Morrow, 425 Park Avenue, New York City 16; 259 p., \$4.50) Education U.S.A. reports they make clear their hatred for a permissive system which has permitted teen-agers to drift in an uncharted sea without established values or guidance because the adult world has abdicated its rights, privileges, and responsibilities.

Parents and schools, say the Hechingers, must be brave enough to establish rules and set limits for the young. If they do so, "they may learn to their surprise that adolescents really want such limitations and a clear understanding of how far they can go." Hechinger is education editor of The New York Times; his wife is a freelance magazine writer.

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Mar. 1, 1963

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:
Tom Erhard or Elizabeth Shiver
AHE Press Office, Morrison Hotel
Chicago, Ill.

FOR IMMEDIATE RELEASE

Educators See Radical Changes In Colleges of the Future

CHICAGO -- (Special) -- What will college be like for your grandchildren? If current predictions of some leading educators prove right, freshmen and sophomores will be in junior colleges, football and all other varsity sports will be left to professional teams, fraternities and sororities will vanish, and the library, frequently ignored by collegians, will become truly the center of the campus.

In fact, it won't be one generation before institutions of a new type open their doors, because the description fits Florida Atlantic University which will receive its first students in the fall of 1964. The president of the new experimental institution, Kenneth R. Williams, will describe plans at the 18th National Conference on Higher Education, an annual meeting sponsored by the Association for Higher Education (AHE), which convenes in Chicago on Sunday, March 3 for four days. AHE is a department of the National Education Association.

(more)

Florida Atlantic will enroll only juniors, seniors, and graduate students and will have no varsity sports or Greek social societies. The heart of the campus will be a "learning resources center" (library), a television production center, and a learning laboratory.

"We are faced with an explosion of knowledge and an expansion of population which makes it impossible for colleges to continue in the old way," Dr. Williams said. "The teaching faculty alone cannot absorb the load, and students must work more independently."

Architecture for campus buildings will also be changed to incorporate the new technological devices that will be used and to allow more flexible space and economy. A display model of a library, its interior components, and its relation to other campus buildings, will be exhibited at the Conference.

The model is part of an exhibit prepared by the Educational Facilities Laboratories, Inc., and the Fund for the Advancement of Education. Entitled "New Technology Reshapes the American Campus," the exhibit also includes new devices designed to promote learning, and other examples of architectural features being used to incorporate technology on the campus.

Alvin C. Eurich, vice-president of the Fund, who will be one of the speakers at the Conference of 1,800 educators, has pointed out that programmed learning provides the ultimate in individualized instruction. Eurich said television provides the best medium for mass instruction.

"With these new approaches plus other devices and procedures such as language laboratories and independent study, a new diversity will be added to the educator's repertoire, and we will break through the ancient framework which still binds many colleges today to a rigid pattern," he said.

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For further information:

Beatrice M. Gudridge or Clarke Herbert

RELEASE AT WILL

SPECIAL TO EDUCATION JOURNALS

Foreign Language Instruction
Not Yet Out of the Woods

WASHINGTON (SPECIAL)--Foreign Languages, newest department of the National Education Association, has taken an important step forward with the appointment of an interim executive secretary, Frederick D. Eddy.

Dr. Eddy, professor of French at Georgetown University in Washington, where he has been since 1954, began on February 19 reporting for his new duty one day a week at the department's new office in the NEA headquarters building. Since the department was established by the Representative Assembly at Atlantic City in July 1961, Lawrence G. Derthick, assistant executive secretary for educational services, has acted as headquarters contact.

On the occasion of his new appointment, Dr. Eddy said in an interview that dramatic achievements had been made in the past decade in the field of foreign languages that have brought them out of the doldrums of the 1940's and early 1950's. The foreign-language profession is no longer completely fragmented and ineffective, he said, but now has a loosely knit sense of identity, achievement, and direction and is gradually improving its contribution in quality and quantity.

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"All this is encouraging, as far as it goes, but it must not blind us to the stubborn facts," Dr. Eddy said. "In terms of today's and tomorrow's needs, foreign-language education still falls lamentably short of even minimum goals. In spite of heroic efforts at the national, state, and local levels, most of the youth of this nation remain monolingual in communication skills and parochial in viewpoint and outreach. One reason is the lack of foreign-language teachers at all levels in both quantity and quality. Over-all national professional planning of foreign-language education is practically non-existent."

The Department acts to promote an effective program of modern and classical foreign-language education in the schools, colleges, and universities of the United States and to serve as a clearinghouse for information on foreign-language activities and on the status of foreign languages in American education. It publishes the DFL Bulletin, edited by Jermaine Arendt, state supervisor of foreign languages, St. Paul, Minnesota, and Emma Marie Birkmaier, University High School, University of Minnesota, Minneapolis. Two numbers of Volume I appeared last year and the second number of Volume II will be published soon.

Mrs. Genevieve S. Blew, state department of education, Baltimore, Maryland, is chairman of an interim board of directors that brought the Department into existence and Dr. Joseph C. Hutchinson, U. S. Office of Education, Washington, D. C., is secretary. Paid memberships are nearly 1,000.

Dr. Eddy said that as the Department's affairs develop, it hopes to find aid to finance the staffing of an office of five employees. A native of Saratoga Springs, New York, Dr. Eddy received an A.B. degree from Hamilton College, M.A. from Teachers College, Columbia University, and the Middlebury Summer School of Languages, and Ph.D. in French language and literature from the University of Pennsylvania. He has taught languages at all levels of instruction, grade through graduate school.

Feb. 28, 1963

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:
Roy K. Wilson or Joseph Hanlon

FOR IMMEDIATE RELEASE

Trends in Education Charted in New NSPRA Publication

WASHINGTON--The significant new trends in education this year are charted in The Shape of Education for 1963, just published by the National School Public Relations Association (NSPRA), a department of the National Education Association.

An earlier 64-page volume published last summer in the "shape of education" series was so warmly received that it was decided there should be two editions each year, midwinter and midsummer. The demand was so heavy from college and university presidents, professors, graduate students, administrators, teachers, and school board members for the first volume that it quickly ran through 45,000 copies in five printings.

Many of the articles were prepared especially for The Shape of Education for 1963; others have been expanded from briefer reports published during the fall months in Education U.S.A., the special weekly report on educational affairs published by the National School Public Relations Association in cooperation with the NEA Division of Press, Radio and Television Relations.

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The booklet reports on many of the "new frontiers in education." One article, for example, notes that educators are beginning to think that creativity is a capacity that may be discovered in many human beings and that it may be consciously cultivated and developed.

Also included are such other topics as what the high school graduate should know; teaching the Bill of Rights; protecting the student's right to read; the problems of the big city schools; continuing growth for the teacher; a new approach to the teaching of biology; a warning on the nation's neglect of the average student; the use of mass media in the schools; some research that paid off; and nonacademic hero worship among adolescents.

The Nation's Schools magazine, in an editorial in the February 1963 issue, made this comment on the first volume in the "shape of education" series: "It is the most convenient book ever written for anyone who wants to keep up to date on developments in education."

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2/11/63

NOTE: Copies of The Shape of Education for 1963 may be ordered from the National School Public Relations Association, NEA, 1201 Sixteenth Street, N.W., Washington 6, D.C. In bulk orders of 10 or more copies, the booklets are available at 80¢ each; single copy, \$1.

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

Feb. 28, 1963

For further information:
Beatrice M. Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

Kindergarten Starts 5-Year-Olds On Road To Formal Learning

WASHINGTON, D. C., Feb. 28--The average five-year-old may not yet have the coordination of eyes and hands to enable him to read and write, he may not yet be able to work in abstract symbols like numbers or letters, but he can still learn all sorts of things.

He can learn to work and play in small groups, he can start learning to think, he can learn to listen to directions. And these things can help him in later school work.

"Kindergarten helps the child move with ease from home to home-and-school environment. It offers him experience in living, working, and playing with other five-year-olds, and with adults outside the home. Kindergarten provides opportunities to do, to explore, to discover, and to create. Thus the child learns."

That's the theme of a new booklet, Kindergarten Today, published this month by the Department of Elementary-Kindergarten-Nursery Education, a unit of the National Education Association.

"Kindergarten extends present interests and arouses new ones, discovers abilities, and detects and remedies problems. It fosters intellectual curiosity and cultivates learning. It builds sound mental and physical health. The child acquires thinking and problem-solving skills. The foundation for his later school success is established," says the booklet.

(more)

But while "young children need opportunities for learning and guided development before they are ready to begin formal learning," the learning in kindergarten comes mostly from play, "the child's natural way of learning." And for play, the good kindergarten needs adequate space and equipment.

But the main thing it needs is a good teacher, one who can guide the children in their new environment. "The teacher's main task is to arrange learning situations in which each child experiences the satisfaction of working in friendly cooperation with others to achieve worthy group purposes. Rules are necessary and limits must be set, but within these limitations the child is free and self-directing."

The booklet also contains suggested items of equipment for the kindergarten, describes what a kindergarten program might include, and lists books for further reading by parents interested in kindergarten programs.

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2/63

NOTE: A copy of Kindergarten Today for press use only may be obtained from the Division of Press and Radio Relations, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Copies for other purposes may be ordered from the Department of Elementary-Kindergarten-Nursery Education, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. Single copy 60¢, two to nine copies, 10 percent discount, 10 or more copies 20 percent discount. In ordering please specify Stock Number 281-08754.

Feb. 26, 1963

NEWS FROM THE NATIONAL

1201 Sixteenth Street, N.W., V

Alice Morton
Archives (1)

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Note to Editors and Correspondents: Thirty-three 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

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For further information:
Dick Dashiell or M. Ruth Broom

SPECIAL FOR EDUCATION JOURNALS

"Hall of Health" Top Attraction At AAHPER Minneapolis Convention in May

WASHINGTON -- (Special) -- A notable "first" to be unveiled during the convention of the American Association for Health, Physical Education, and Recreation (AAHPER) in Minneapolis, Minn., May 3-7, 1963, is the "Hall of Health" exhibit sponsored by the AAHPER health education division and the local educational exhibits committee.

"The Hall of Health" will be displayed in Minneapolis' Convention Hall throughout the national meeting which is expected to attract approximately 3,500 educators, plus some foreign visitors.

Contributors to the "Hall of Health" include the American Dental Association (ADA), the American Medical Association (AMA), national voluntary agencies and their local units, local colleges, and other organizations.

The ADA will sponsor the exhibit "Dentistry Through the Ages of Man," that appeared at the World's Fair in Seattle, Wash., last year. The AMA will contribute a number of its scientific and educational

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displays. Also a part of the exhibit will be "These Are Our Children," the photography display that attracted so much favorable attention at the White House Conference on Children and Youth in 1960.

Keyed to the theme "Interpreting Health, Physical Education, and Recreation," the convention program includes talks by Senator Hubert H. Humphrey (D., Minn.); Charles (Bud) Wilkinson, special consultant to President Kennedy on youth fitness and director of athletics at the University of Oklahoma, Norman; Robert H. Beck, professor of history and philosophy at the University of Minnesota, Minneapolis; R. Sargent Shriver, director of the Peace Corps; and Forrest E. Conner, superintendent of schools, St. Paul, Minn., and former president of the American Association of School Administrators (AASA).

Other convention features include participation clinics in some of the sports activities -- archery, bowling, golf, tennis -- demonstrations of rhythmic activities, gymnastic floor exercises, and synchronized swimming shows.

There will be tours to school and college physical education facilities, libraries, planetariums, luncheon and dinner meetings, and socials throughout the meeting.

Of special interest to would-be women "50-mile hikers," there is to be a session devoted to the topic "Comparative Study of Walking Efficiency in Women."

The convention is being held in cooperation with the AAHPER's Central District Association. District President is Henry Shenk of the University of Kansas, Lawrence.

(more)

AAHPER

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The AAHPER is one of the largest departments of the National Education Association (NEA). Current membership totals more than 33,000. Anita Aldrich, Association president, is director of elementary and secondary girls physical education for the Kansas City, Mo., public schools.

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2/26/63

Feb. 21, 1963

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 Fred Stoffel

February 21, 1963

RELEASE AT WILL

SPECIAL TO STATE JOURNALS

AASA Meet In Atlantic City Theme To Space Draws Record Crowd of 26,000 Educators

ATLANTIC CITY, N.J.--Some 26,000 educators this week learned what they must do if education is to keep pace with space. Among their teachers were America's foremost authorities on space, Marine Lt. Col. John Glenn, America's first man to go into orbit; Air Force Major Robert M. White, record-setting pilot of the experimental X-15 rocket ship, and Lt. Gen. James E. Briggs, head of the Headquarters Air Training Command at Randolph Air Force Base.

They spoke at the 95th annual convention here of the American Association of School Administrators, a department of the National Education Association.

Glenn posed three challenges for administrators:

(1) To find new ways of organizing the tremendous amount of information becoming available and finding and using new methods to help students assimilate it:

(2) To develop curiosity and intellectual integrity in students so they may have both the drive to seek new information and the honesty to draw no false conclusions from that information, and

(3) To inculcate in students a sense of ethics and moral beliefs.

(more)

White advised educators to never let students despise or be bored by anything they are taught. "There is no such thing as too much knowledge," he said, "and only heaven knows what one will need or find useful on the hard climb to the stars." He also termed schoolbooks "rungs on the stairway to the stars." The rungs are not made of just science and technical books, he said. Actually, he told the administrators, it was a social studies teacher who fired his imagination and was responsible for inspiring him to "an understanding of what America means to all of us and what we owe America."

Briggs emphasized that the Air Force is not only a user of skilled manpower but also a producer. Briggs said that military service today is almost a continuation of the public education system. The input into the military, he said, is largely from the 18-25 year age group, or the preemployment group. "Each year the air training command recruits and trains almost 120,000 in this group most of whom we train in technical skills," he said.

Other High Points Of The Convention

Governor Terry Sanford of North Carolina pointed out the needs in both money and teachers of disadvantaged children. "Some of these children can be builders of space ships, skilled diplomats, productive citizens adding to the ideas of mankind if they can be helped to learn," he said.

James B. Conant, president emeritus of Harvard University, suggested that beginning teachers should be placed on probation for about four years. After the probationary period, he said, and after the teachers have proved themselves in the classroom, they should be given tenure and a big increase in salary. Conant also advised that probationary teachers be given much more help from senior teachers who would be paid for the extra work from state funds.

Herbert L. Block, better known as "Herblock", political cartoonist, received the 1963 Golden Key Award. A companion Golden Key went to his high school

(more)

journalism teacher, Miss Helen Harris, of Chicago, whom he cited as the teacher who most inspired him.

The Education Writers Association presented top awards for distinguished education writing during 1962 to Jerrold K. Footlick of the Indianapolis Times, Rowland Bond of the Spokane Daily Chronicle, G. K. Hodenfield of the Associated Press, and to Good Housekeeping magazine. Citations went to Elmer Bertelson, Houston Chronicle; El Cajon Valley News, El Cajon, Calif.; Richard P. Kleeman, Minneapolis Tribune; Ian Forman, Boston Globe; The Christian Science Monitor; Saturday Evening Post; Saturday Review; Look; Parents' magazine, and Changing Times magazine.

AASA awards for distinguished service in school administration were presented to Willard E. Givens, Washington, D. C., former executive secretary of the NEA and now Educational Director of the Southern Jurisdiction Supreme Council of Scottish Rite Masons; John K. Norton, emeritus professor of education, Teachers College, Columbia University; Dwight H. Rich, retired school superintendent, Lansing, Mich.; and Mark C. Schinnerer, retired school superintendent, Cleveland, Ohio.

Judge Harold R. Medina, U. S. Circuit Court of Appeals, received the 1963 American Education Award presented by the Associated Exhibitors.

Natt B. Burbank, Boulder, Colo., superintendent of schools, and president elect of AASA, was recognized as the new leader of AASA. He will not take over formally as president until March 15.

Nearly 1,120 exhibit booths were set up in Convention Hall by 560 exhibitors. Total value of the exhibits and of the manpower used to staff them was estimated at over \$20 million.

Convention goers, by unanimous vote, adopted all resolutions suggested by the AASA Resolutions Committee.

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AASA Meet In Atlantic City Theme To Space
Draws Record Crowd of 26,000 Educators - 4 -

About 400 speakers appeared on closed circuit television shows piped into rooms at Convention Hall and into hotel and motel rooms all over the city. This is the second year the TV shows have been part of the convention.

Discussions on TV, in Convention general sessions, in discussion groups, and small seminars ranged from federal aid to education, teachers competence, adult illiteracy, merit rating for teachers, attacks by the "fanatic fringe," shared time for religious instruction, teaching about communism, conformity in the classroom, ungraded classes, creativity and intelligence, and hundreds of other subjects.

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2/63

Feb. 20, 1963

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:
Roy K. Wilson or Joseph Hanlon

FOR RELEASE: February 20, 1963

"Happy Journey" Passes Million-and-half Mark

WASHINGTON--Happy Journey, the teaching profession's answer to Dr. Spock, took off on another lap this month to bring for the 10th consecutive year a message to parents whose youngsters are just about ready to start school, the cheerful word that school is a good place for a child to begin to learn life's lessons.

Counting a new printing just completed, there are a million and a half copies of Happy Journey in print. It is published by the Department of Elementary School Principals and the National School Public Relations Association (both departments of the National Education Association) and by the National Congress of Parents and Teachers.

Copies are made available to parents of young children by school systems, educational groups, and sometimes as a community service by business firms which have ordered it in quantity.

The tenth anniversary printing came from the press as the pigtailed generation who were its first concern were making plans for their high school Spring Prom.

(more)

The message of the booklet for ten years has been: In kindergarten and first grade a beginning is made for many areas of the curriculum; and the school is a place that frees the child's mind by sharpening his ability to think. School is also, says Happy Journey, a laboratory where the child can, under expert guidance, explore his own talents, make friends, create music, art, or poetry, and is a community where individuals are respected for what they are and what they can become.

Written by Beatrice M. Gudridge, Happy Journey was the first and has been the most spectacularly successful of several publications designed and produced by the Department of Elementary School Principals and the National School Public Relations Association as a direct service to parents. Others in the series have included Janie Learns to Read, Sailing Into Reading, and How To Help Your Child Learn.

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2/63

Copies of Happy Journey may be ordered from the National School Public Relations Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. In quantity, 60 cents; single copies, 75 cents. 32 pages. In ordering please specify Stock Number 411-12574.

News

from the NATIONAL EDUCATION

Alice Morton
Archives (1)

Feb. 17, 1963

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855



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For further information:
Dick Dashiell

SPECIAL TO EDUCATIONAL JOURNALS

RELEASE AT WILL

Educator Says Schools Should Consider Differences Among Teachers

CHICAGO -- (Special) -- One of the nation's foremost educators said that America's schools might be staffed more effectively if the differences among teachers were taken into account and schools organized "in light of the facts."

These facts, said John H. Fischer, president of Teachers College, Columbia University, include the talent, inclination, training, skill, and effectiveness that vary from teacher to teacher.

Fischer spoke at the 15th annual meeting of the American Association of Colleges for Teacher Education (AACTE), which was held here Feb. 13-16. AACTE is an autonomous department of the National Education Association (NEA). It consists of 638 four-year, degree-granting colleges and universities, accredited by the appropriate regional association and preparing teachers.

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"What I am proposing," Fischer said, "is that we undertake to evaluate the resources we now have in our professional staffs and are likely to have in the years ahead, that we deploy our teachers in the most promising pattern, and support them with the necessary auxiliaries and assistants to enable them to work more nearly at their highest level of proficiency..."

"By having a highly competent teacher relatively close to every child, perhaps on the basis of one such teacher to a group of four, five, or six classrooms, it might become possible to protect more children from the gigantic lottery which every year determines who shall have a good teacher and who shall have what is left."

As all other influences alternately rise and subside, Fischer told the 1,005 delegates, the individual pupil's education will be affected mainly by the relationship between him and his teacher.

"And the nature of that relationship," he added, "will be shaped and colored most of all by the qualities of the teacher."

Twenty-nine institutions were admitted to membership in the Association. They were: Pacific Union College, Angwin, Calif.; San Fernando Valley State College, Northridge, Calif.; Westmont College, Santa Barbara, Calif.; University of Colorado, Boulder; Jacksonville University, Jacksonville, Fla.; Chicago Teachers College, North, Chicago, Ill.; Elmhurst College, Elmhurst, Ill.; MacMurray College, Jacksonville, Ill.; North Central College, Naperville, Ill.; Buena Vista College, Storm Lake, Iowa; Kansas Wesleyan University, Salina;

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Centenary College of Louisiana, Shreveport, La.; Emmanuel College, Boston, Mass.; Suffolk University, Boston, Mass.; Merrimack College, North Andover, Mass.; St. Olaf College, Northfield, Minn.; Carroll College, Helena, Mont.; Baldwin-Wallace College, Berea, Ohio; Fenn College, Cleveland, Ohio; Findlay College, Findlay, Ohio; Mercyhurst College, Erie, Pa.; St. Joseph's College, Philadelphia, Pa.; Brown University, Providence, R. I.; University of South Carolina, Columbia, S. C.; Newberry College, Newberry, S. C.; Bishop College, Dallas, Tex.; Johnson State College, Johnson, Vt.; Saint Michael's College, Winooski, Vt.; Old Dominion College, Norfolk, Va.

Walter A. Anderson, dean of the school of education, New York University, was chosen president-elect, and Rev. Charles F. Donovan, S. J., director of education, Boston College, was elected to the executive committee.

Anderson succeeds Warren C. Lovinger, president, of Central Missouri State College, Warrensburg, who moved up to the president's office in place of J. W. Maucker, president of the State College of Iowa, Cedar Falls. Maucker became immediate past president at the expiration of his one-year term. Father Donovan succeeded J. B. White, dean of the college of education, University of Florida, Gainesville, whose three-year term on the committee expired.

The institutional representatives approved the establishment of an ad hoc committee of from five to seven members to serve affiliated institutions with specific reference to accreditation of teacher education programs. The committee will serve as an advisory group concerning relations of AACTE with the National Council for Accreditation of Teacher Education (NCATE).

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NCATE is the national professional accrediting agency in the field of teacher education. The committee will examine NCATE's organization and procedures, and suggest recommendations which AACTE may wish to make to NCATE.

Widely-known speakers, in addition to Fischer, who addressed the meeting included James Koerner, president of the Council for Basic Education, and author of "How Not to Teach Teachers" in the February issue of the Atlantic Monthly; John Ciardi, poet and poetry editor of the Saturday Review; Harry Broudy, professor of education, University of Illinois, Urbana; Paul Woodring, distinguished service professor, Western Washington State College, Bellingham, and education editor, Saturday Review; T. M. Stinnett, assistant executive secretary for professional development and welfare, NEA; and Edgar Snow, writer, lecturer, and author of the recent book, The Other Side of the River: Red China Today (Random House).

Meeting in conjunction with AACTE were the National Business Education Association (NBEA) divisions and the American Educational Research Association (AERA). Some 2,400 persons attended the meetings.

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News

from the NATIONAL EDUCATION

Alice Morton
Archives (1)

Feb. 17, 1963

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

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For Further Information: Beatrice M. Gudridge or Fred Stoffel
AASA Press Office, Room 8, Atlantic City Convention Hall
Phone: 345-5935

FOR RELEASE: SUNDAY PAPERS
February 17, 1963

Man-At-the-Top Must Relate Changes In Society to Operation of Schools

ATLANTIC CITY, N.J., Feb. 16--New discoveries are made! New lands and waters explored! New theories proposed and new beliefs supported!

And children, meantime, are born and grow.

They go to school.

Maybe they learn something new.

But, possibly, they learn too much that's old.

And obsolete knowledge--knowledge that's too old--isn't good enough..

But students aren't the only ones in school who need up-to-date knowledge.

The man at the top--the superintendent--needs it too. He needs it in order to know which of the constant changes in life--the new discoveries, new explorations, new proposals--are important. And then he needs to know how to relate these changes to the pupils in schools.

School administrators "must keep up with change, understand its causes and consequences, understand its proper impact on the schools, and be able to evaluate it and make intelligent applications of this knowledge and understanding to the schools and their own work."

That's how a new publication sees the task of keeping up with change.

Inservice Education for School Administrators, released here today, (Sunday) at the annual convention of the American Association of School Administrators (AASA), is concerned with how school officials can keep up with new knowledge while they're on the job.

The report is the culmination of a year's study by the specially-appointed AASA Commission on Inservice Education for School Administration, headed by the organization's associate executive secretary, Shirley Cooper, of Washington, D. C. Eight school superintendents, college deans, and representatives of state education departments served with him in preparing the 208-page study.

A report on the study will be given this afternoon (Sunday) to convention participants here by Commission Member Zeno B. Katterle, dean of the College of Education, Washington State University, and other commission members.

The book points out that automation has produced changes in the work force... growth has brought changes in the economy...as the population has exploded, the patterns of living have changed...so has government, international relations, and the art and science of war and cold war.

These changes affect students.

To prepare students for working and living under the conditions as they are and as they may become is the job of the school administrator--the superintendents, school board members, principals, supervisors.

Their on-the-job training--called "inservice education" by educators--may be at a nearby university, or in their own school districts. But wherever it is, they can deepen and expand the wide spectrum of information they need so that, in the future, administration of the schools "will become more effective and increase in stature and prestige as people throughout the length and breadth of the land come to know that superintendents and their associates are men and women who have breadth of knowledge, who have conviction, who sense that there is a mission to be

performed in this country through the public schools, and who are fully committed to doing the job as well as possible."

Commission members who worked on this report with Chairman Cooper and Dean Katterle were the following: Superintendent Ralph E. Clabaugh of Arlington Heights, Illinois; Superintendent Howard G. Nunn, Harper Creek Community Schools, Battle Creek, Michigan; Truman M. Pierce, dean of the School of Education, Auburn University, Auburn, Alabama; Superintendent Wendell H. Pierce of Cincinnati, Ohio; Commissioner of Education William J. Sanders of Connecticut; Associate Superintendent T. Stanley Warburton of Los Angeles, California; and Supervising Principal Thomas W. Watkins, Southern Lehigh School District, Coopersburg, Pennsylvania.

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For further information:
John Cox or Joseph Hanlon

FOR RELEASE: Sunday, February 17, 1963

Physical Education Group
Warns About That Extra Mile

WASHINGTON, Feb. 16--"Better to walk a mile a day than fifty miles for a stunt," says Anita Aldrich, President of the American Association for Health, Physical Education, and Recreation. She thinks fitness hiking has the nation moving again, like the man said he was going to do.

"Nothing could be healthier than to stimulate Americans to be more active--to learn sports skills--and to form the habit of regular daily exercise," Miss Aldrich added.

"Walking is an activity everyone can enjoy--but it needs to be done regularly and well. There are skills to walking that can be learned just as there are skills in every other sport," she said.

Miss Aldrich is director of elementary physical education and secondary girls' physical education in the Kansas City, Missouri, public schools. She offers these tips on better hiking from the physical educators:

- 1) Walk vigorously and enjoy every minute
- 2) Walk regularly and a mile or more a day
- 3) Balance your body slightly forward
- 4) Touch your heel to the ground first
- 5) Transfer your weight forward over the outer half of the foot
- 6) Push from the toes and point them straight ahead
- 7) Wear comfortable shoes.

Feb. 16, 1963

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:
Dick Dashiell

FOR RELEASE AT NOON, C.S.T.
FEBRUARY 16, 1963

Illinois Professor Urges Unified Program of Teacher Education

CHICAGO, Feb. 16 -- (Special) -- Harry Broudy, professor of education at the University of Illinois, Urbana, told teachers college professors and administrators here today that whether teacher education "as a genuinely professional enterprise" can "even be born, not to speak of survival," depends on whether the training of all educational workers can be developed systematically in a stabilized manner.

Addressing the 15th annual meeting of the American Association of Colleges for Teacher Education (AACTE), Broudy sketched a plan which would commit the bulk of the profession and institutions to a unified program for the preparation of educational workers in general and of teachers in particular. Basic to such a program would be a standard set of topics and materials which would make the design as valid for Alaska as for Florida, for large institutions as for small, for liberal arts colleges that train teachers as for teachers colleges.

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"I believe it important to divorce the general education of the teacher as an educated person from his professional training," he said. "I am in favor of requiring as many as four years of general education as a prerequisite for admission to the professional program, but whatever the amount, the suggestion that it is part of the professional program is to be resisted.

"From this it follows that the faculty of the liberal arts departments have only a service function with respect to the professional training of teachers. On the other hand, it means that 'educationists' should refrain from 'professionalizing' general education or put pressure on subject matter faculties to do so, although some 'educationists,' if consulted, might have something important to say about what general education ought to be."

Broudy spoke at a session sponsored by the Associated Organization for Teacher Education and AACTE, a department of the National Education Association (NEA).

The Illinois professor decried the growth of specialties as one of the major causes of "the unconsionable proliferation of education courses."

"Let school systems, for example, begin assigning the organizing of PTA meetings to one person and, presto! we have a demand for a course in PTA organization," he declared.

He said it was one thing to create a specialty because knowledge needed for a new function cannot be assimilated by existing personnel, but quite another if a specialty is created by assigning

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a piece of an existing function to special people because widespread demand for the service calls for a division of labor.

Broudy reviewed much of the criticism of teacher education that has been made by both its friends and enemies. He included "indignant graduates of 'good' liberal arts colleges who are blocked from teaching in public schools because of certification requirements"; "outraged liberal arts professors" who deplore John Dewey, the late philosopher and educator; "teachers who take advanced degrees in schools of education rather than in their own departments"; and "important-looking school superintendents" who resent the demands of teacher training institutions or certification requirements.

"The public is told again and again that public school teaching is a craft for which a brief apprenticeship is the best and most economical preparation," he charged. "If the advocates of this view are right, then our century-old attempts to develop teaching as a learned profession is ready to die of improvements, and its apparent enemies are really its best friends."

Answering such criticism, Broudy said that it is inconceivable that instructing young people in the ways of the culture in the most complex civilization on earth can be done by amateurs or apprenticed craftsmen. He said that no craft has stimulated and developed the volume of study, effort, theory, research, writing, and discussion that education has.

"There is, however, a third consideration," he added. "The American people, despite the criticism and attacks, have not

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repudiated their commitment to elementary and secondary schooling for all its people. Perhaps they realize that this commitment is not always shared by the self-appointed saviors of the public schools. In the solid acceptance of the elementary school one can discern an indirect but genuine affirmation by the people of what 'educationists' have contributed to it.

"It may just be that the less hearty acceptance of the high school can be charged to those who have had the major share in shaping it, the liberal arts colleges rather than the schools of education."

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For further information:
Dick Dashiell

FOR RELEASE 10:30 A.M., C.S.T.,
THURSDAY, FEBRUARY 14, 1963

Teachers Education Group to Study Methods of Teaching Use of New Media

CHICAGO, Feb. 14 -- (Special) -- The American Association of Colleges for Teacher Education (AACTE) and the U. S. Office of Education have entered into a contract under which the Association will seek ways to improve the professional education of student teachers through a revised curriculum. The curriculum would include instruction in the use of television, teaching machines, and other of the newer classroom media.

AACTE will work in cooperation with other members of the Associated Organizations for Teacher Education (AOTE), a group concerned with improving the instruction of teachers.

Basic to the study is the fact that if teachers are to use TV and programmed instruction effectively, their professional preparation must be changed. It follows that the teachers of teachers -- the faculty of departments, schools and colleges of education -- must learn to handle the media properly themselves.

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Announcement of the contract, between the Bureau of Educational Research and Development, acting for the Office of Education, and AACTE, was made by AACTE President J. W. Maucker at AACTE's 15th annual meeting here. The contract calls for a stipend of \$215,224 from the Bureau for AACTE's services. AACTE, a voluntary association of more than 600 colleges and universities, is an autonomous department of the National Education Association.

Maucker said that it was the specific intent of the project to "focus attention on those parts of the education program which are defined as 'professional'."

The project will be under the supervision of a project director and a project associate. They will supervise studies to be made by eight college faculty members in teacher training institutions.

The director will be concerned primarily with teacher education curriculum, and the associate with media.

When the project is completed, a comprehensive guide will be prepared for the use of the Office of Education's Media Branch, AACTE, and the AOTE.

Members of the Organization, in addition to AACTE, are: American Home Economics Association; American Vocational Association; Association for the Education of Teachers in Science; Association for Field Services in Teacher Education; Association for Student Teaching; Department of Audio-Visual Instruction; National Association for Business Teacher Education; National Institutional Teacher Placement Association; National Society of College Teachers of Education; and Philosophy of Education Society.

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Feb. 13, 1963

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For further information:
M. Ruth Broom

SPECIAL CONVENTION ROUNDUP

PITTSBURGH, Feb. 13 -- Eugene Thomas, in his farewell presidential address at the 47th annual convention of the National Association of Secondary-School Principals (NASSP), told delegates that if they want to unlock the door to real learning and growth for our youth, their basic obligation is to know him, to respect him, and to really care for him.

Mr. Thomas, who is principal of Central High School in Kalamazoo, Mich., made a plea for understanding of all youngsters -- "the little guy who trudges along day after day, knowing that he will never do anything dramatic" -- as well as the bright ones.

In choosing as the theme "Secondary Education and International Understanding," NASSP officials stressed their interest in teaching youngsters understanding of all men and of the world about them.

As delegates, 7128 of them jamming Pittsburgh's Civic Arena, took part in hundreds of sessions devoted to study of the many problems that beset principals in their day-to-day work, they also attended

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general sessions to hear some of the nation's top statesmen and distinguished foreign visitors discuss specific issues.

Christian Herter, special representative for trade negotiations for the Kennedy Administration, was scheduled to talk but illness prevented his doing so. General Matthew B. Ridgeway, now retired, read Herter's speech for him.

Herter brought delegates up to date on the Atlantic Community, and Henry Cabot Lodge, director-general of The Atlantic Institute in Paris, explained what this new organization has been established for; namely "to advance the capacity for effective and timely common action by the nations of the free world."

Coming from England to address the principals were John Eppstein, secretary-general for education of the Atlantic Treaty Association, and the Earl of Bessborough, member of the House of Lords, and chairman of the Preparatory Committee for the Institute of Educational Television in the United Kingdom.

Another highlight of the convention was the announcement of a \$330,000 grant to the NASSP from the fund for the Advancement of Education. (See separate story enclosed.)

Calloway Taulbee, director of secondary education, State Department of Education, Santa Fe, New Mexico, was installed as president of the 25,000-member Association at the close of the convention today.

Other officers due to serve in 1963-64 are: John M. Sexton, principal of Northeast High School, St. Petersburg, Fla., first vice-president; Samuel M. Graves, principal, Wellesley Senior High School, Wellesley, Mass., second vice-president.

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John H. Hamburg, principal of the Senior High School in Edgerton, Wis., was elected to a four-year term on the NASSP Executive Committee.

The NASSP, a department of the National Education Association, is to hold its 1964 convention in Chicago, Ill., and in 1965, in Miami, Fla.

Executive Secretary of the Association is Ellsworth Tompkins, who heads a staff in Washington, D. C.

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Feb. 13, 1963

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For further information:
Dick Dashiell

FOR RELEASE AT 8 P.M., C.S.T.
WEDNESDAY, FEBRUARY 13, 1963

Teachers Colleges Asked to Meet Challenge of Africa's Educational Needs

CHICAGO, Feb. 13 -- (Special) -- American teachers colleges were called on here tonight to receive more African students, and to provide scholars and other assistance to African training colleges and universities.

They were also urged to make sure that all of their graduates who go to Africa to teach in her schools be qualified as beginning teachers in this country.

Karl W. Bigelow, executive officer, Afro-Anglo-American Program in Teacher Education, Teachers College, Columbia University, told institutional representatives attending the 15th annual meeting of the American Association of Colleges for Teacher Education (AACTE) that the challenge of African educators to American education is one of the great challenges of our day.

"Here is one of the great continents of the world," Bigelow said, "the homeland of one tenth of all American citizens, suddenly

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free, suddenly a powerful factor on the international scene, determined to carve out its own destiny, temporarily dependent on fraternal help from elsewhere, convinced that education is the key to its future, turning to us for professional help."

He said that if this nation's schools and colleges of education are neither willing nor able to do a first-rate job, they had better stay out of the "African act" altogether.

"We must be sure that any African who returns to his own country from the United States as a teacher can deliver what that country needs," he added.

Bigelow asked U. S. teachers colleges to encourage state authorities to be generous in judging whether American teachers returning from Africa, who may not have had professional preparation before they volunteered for African service, are qualified to take up teaching careers in this country.

"I assume that they will need and want to pursue further professional study," he said, "but I hope that we shall not lose them as teachers for American children because of inability to recognize that circumstances alter cases."

As for teachers in American colleges of education who have served in Africa, he pointed out that they will find that they have acquired "valuable special assets." He declared that the American colleges and universities to which they return will make the same discovery.

Bigelow delivered the Fourth Charles W. Hunt Lecture at the opening session of the Association's meeting. The Lecture was

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established in honor of the former AACTE secretary-treasurer. Hunt has contributed importantly to teacher education by his encouragement of voluntary cooperation among higher education institutions for its improvement.

The AACTE meeting will continue through February 16 with approximately 1,000 representatives from the 609 member institutions in attendance.

AACTE is a department of the National Education Association and consists of colleges and universities organized to improve the quality of institutional programs of teacher education.

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News

from the NATIONAL

Alice Morton
Archives (1)

Feb. 11, 1963

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855



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For further information:

Roy K. Wilson or Joseph Hanlon

FOR IMMEDIATE RELEASE

Trends in Education Charted in New NSPRA Publication

WASHINGTON--The significant new trends in education this year are charted in The Shape of Education for 1963, just published by the National School Public Relations Association (NSPRA), a department of the National Education Association.

An earlier 64-page volume published last summer in the "shape of education" series was so warmly received that it was decided there should be two editions each year, midwinter and midsummer. The demand was so heavy from college and university presidents, professors, graduate students, administrators, teachers, and school board members for the first volume that it quickly ran through 45,000 copies in five printings.

Many of the articles were prepared especially for The Shape of Education for 1963; others have been expanded from briefer reports published during the fall months in Education U.S.A., the special weekly report on educational affairs published by the National School Public Relations Association in cooperation with the NEA Division of Press, Radio and Television Relations.

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The booklet reports on many of the "new frontiers in education." One article, for example, notes that educators are beginning to think that creativity is a capacity that may be discovered in many human beings and that it may be consciously cultivated and developed.

Also included are such other topics as what the high school graduate should know; teaching the Bill of Rights; protecting the student's right to read; the problems of the big city schools; continuing growth for the teacher; a new approach to the teaching of biology; a warning on the nation's neglect of the average student; the use of mass media in the schools; some research that paid off; and nonacademic hero worship among adolescents.

The Nation's Schools magazine, in an editorial in the February 1963 issue, made this comment on the first volume in the "shape of education" series: "It is the most convenient book ever written for anyone who wants to keep up to date on developments in education."

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2/11/63

NOTE: Copies of The Shape of Education for 1963 may be ordered from the National School Public Relations Association, NEA, 1201 Sixteenth Street, N.W., Washington 6, D.C. In bulk orders of 10 or more copies, the booklets are available at 80¢ each; single copy, \$1.

News

from the NATIONAL EDUCATION ASSOCIATION

Alice Morton
Archives (1)

Feb. 11, 1963

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ADams 4-4855

For further information:
Beatrice M. Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

NEA AUTOMATION STUDY
GETS ANOTHER IBM GRANT

WASHINGTON, Feb. 11--The National Education Association has received another grant of \$70,000 for its continuing study of how education is--and should be--affected by industrial automation. The donor is International Business Machines and the new grant brings its total contribution to the NEA project to \$228,000.

The study, begun in 1961, is formally known as the Project on the Educational Implications of Automation.

Already, it has produced these findings:

- That workers in coming years may be displaced three or four times or more during their lifetimes by machines.
- That these displaced workers will then have to learn entirely new skills to take over other jobs.
- That workers, in addition to retraining for new jobs, will have leisure enough through shorter work weeks to take part in a variety of educational and cultural activities.
- And, therefore, that formal learning should become a lifelong necessity, continuing on past the high school and college years.

An IBM contribution of \$83,000 inaugurated the project in June, 1961.

Project head was Dr. Luther Evans, former director of the Library of Congress. Dr. Evans left the project last fall. His assistant, Dr. George E. Arnstein, continues as assistant director.

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NEA AUTOMATION STUDY
GETS ANOTHER IBM GRANT

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In 1962, IBM added another \$75,000 to the study.

In accepting the latest grant for the project for 1963-64, William G. Carr, NEA executive secretary, said its primary function was to serve as a clearinghouse of information on the affects automation will have on education. In this way, he said, teachers and educational leaders can keep up to date on automation and be better able to serve their students.

The first major publication of the automation project was published last fall. It was Automation and the Challenge to Education. Included in it were papers originally delivered at a symposium of educators, industrialists, and government officials.

Expected to be published soon is a second book containing the papers and discussion of a symposium on the motivation of students--young and old-- and how they can be persuaded to increase their education and training.

Dr. Arthur S. Flemming, former secretary of Health, Education and Welfare, and now president of the University of Oregon, is chairman of the automation project's advisory committee.

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Feb. 10, 1963

News

from the NATIONAL EDUCATION ASSOCIATION

Alice Morton
Archives (1)

1201 SIXTEENTH STREET, N.W.

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For further information:

Beatrice M. Gudridge or Joseph Hanlon

FOR RELEASE: Sunday Papers
February 10, 1963

Creativity Can Be Cultivated Curriculum Specialists Find

WASHINGTON, Feb. 9--Educators are becoming persuaded that creative persons are not unique specimens of humanity, born to be different. They are beginning to think that creativity is a capacity that may be discovered in many human beings; that it can be consciously cultivated and developed. And they are coming to think that in a swiftly changing world, where answers adequate for one generation are not at all appropriate for the next, development of this capacity could be one of the most important and exciting functions of education today.

This concept is one of the new frontiers in education. To have a look at it, at its implications for the classroom, and at other new developments of expanding scholarship, the Association for Supervision and Curriculum Development (ASCD) designed its 1963 year-book, New Insights and the Curriculum.

ASCD invited a group of scholars--psychologists, anthropologists, sociologists and others--to tell what was happening at the frontiers of their disciplines. Then ASCD invited practicing educators, working on these materials, to discuss implications of these happenings for what is taught in school. For the creativity study Frank Barron, research psychologist, Institute of Personality Assessment and Research, University of California, Berkeley, was paired with Jane Franseth, rural education specialist in the U. S. Office of Education.

(more)

Nearly everyone has some idea about what creativity is, but there is no commonly accepted definition of creativity. One definition, by an esteemed scholar -- which doesn't add much to the fund of knowledge of the run of the mill reader -- says that creativity is "...idiosyncratic perception of new intellectual relationships never before experienced by the individual between two or more stimuli."

At California, Frank Barron has been for several years in charge of a research project dealing with a group of 56 professional writers and 10 student writers, all recognized as creative persons. Thirty of the professionals are persons of considerable renown, commonly accepted as "important" writers; 26 are successful practitioners of lesser fame. The students were, among students, superior writers.

The Barron research group wanted to find out what kind of people creative people are. What are they like, besides being creative? A variety of tests and experiments were used, supplemented by observation and depth interviews.

Barron thinks the single most important conclusion reached was that the creative person thrives on disorder and responds to disorder by constructing for himself a new and, for him, superior arrangement out of the mess with which he is confronted. Independence of judgment is another trait found to be strong in the creative. These people are not greatly impressed by what other people think, even when there is strong pressure for conformity. These people couldn't care less what "they" say, or what "they" are doing this season.

Tested for mental health, the creative tend to score high on scales measuring schizoid, depressive, hysterical and other psychopathic tendencies. But they also score high on scales measuring ego -- a contra-indication

(more)

of psychopathology. Barron concludes that creative people may be much more troubled psychologically than the noncreative, but the creative also have far greater resources within themselves with which to deal with their troubles.

Other characteristics of the creative, as discovered by the Barron group: they are more introverted than extroverted; more feeling than thinking, more intuitive than guided by experience. They have superior intelligence (but IQ scores of about 120 are good enough, above that it doesn't matter much); they have errant impulses and wild ideas on occasion; they are wilful, self-assertive, eccentric, aggressive, tactless, impatient, impulsive, and somewhat unstable.

On top of this they have intense commitment to the validity and worth of whatever they choose to do. "Without wishing to be overly dramatic about it," Barron says, "I believe it is literally true that the creative individual is willing to stake his life on the meaning of his work."

Not all of this makes for peace and quiet in the classroom, as Miss Franseth necessarily concedes in her discussion of Barron's findings. She quotes with approval his observation that routine, discipline, and development of proper study habits lie behind the mastery needed to write a novel or even to think about the theory of relativity. She cites other research indicating that strong motivation and hard work are prerequisites for creative accomplishment.

But education which proceeds on the premise that answers are in the back of the book -- or that answers have been programmed into a teaching machine -- this kind of education is not likely to foster creativity, Miss Franseth suggests. She refers to this as a "closed" system of education, encouraging

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conformity and resistance to change.

Instead, she pleads for an "open" system, which accepts uniqueness in perception and thinking, provides opportunities to deal with a wide range of individual differences, avoids meaningless repetition and drill, and does not insist on achievement of high marks or maintenance of academic standards--if by this is understood ability to score high in tests in which only a single answer is acceptable.

It is at least conceivable, Miss Franseth maintains, that high quality teaching may help to provide opportunities in which academic learning and development of creativity may go hand in hand.

Other contributors to the yearbook are: Lawrence K. Frank, psychologist, Belmont, Mass., and Paul Hoover Bowman, Greater Kansas City Mental Health Foundation; Marshall McLuhan, St. Michael's College, Toronto, and Alice Miel, Teachers College, Columbia University; Lois Barclay Murphy, The Menninger Foundation, Topeka, and Fannie R. Shaftel, Stanford University; Dwayne Huebner, Teachers College, Columbia University and Robert E. Bills, University of Alabama; Rhoda Metraux, American Museum of Natural History, and Hilda Taba, San Francisco State College; Lloyd Allen Cook, Wayne State University and Victor B. Lawhead, Ball State Teachers College. Alexander Frazier, Ohio State University, was editor and chairman of the yearbook committee. Dr. Frazier is a member of the Executive Committee of ASCD, which is a department of the National Education Association.

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NOTE: Copies of New Insights and the Curriculum may be ordered from the Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C. 328 p. \$5.00.

With Creativity

You Too May Be Creative!

The capacity to be creative lurks unrecognized in many individuals.

What follows may be an oversimplification, but it is a fragment of one test of creativity. Answer "True" or "False":

1. I like to fool around with new ideas, even if they turn out later to be a total waste of time.
2. The best theory is the one that has the best practical applications.
3. Some of my friends think that my ideas are impractical, if not a bit wild.
4. The unfinished and the imperfect often have greater appeal for me than the completed and the polished.
5. I must admit that I would find it hard to have for a close friend a person whose manners or appearance made him somewhat repulsive, no matter how brilliant or kind he might be.
6. A person should not probe too deeply into his own and other people's feelings, but take things as they are.
7. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
8. Perfect balance is the essence of all good composition.

Creative people tend to give these answers: 1--true; 2--false; 3--true; 4--true; 5--false; 6--false; 7--false; 8--false.

(Source: Frank Barron, University of California, Berkeley, in New Insights and the Curriculum, Association for Supervision and Curriculum Development, a department of the National Education Association)

News

from the NATIONAL EDUCATION

Alice Morton
Archives (1)

Feb. 5, 1963

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

For further information:
Dick Dashiell

FOR RELEASE TUESDAY, FEBRUARY 5, 1963

NEA Warns Teachers of Serious Problems in Overseas Schools

WASHINGTON, Feb. 4 -- (Special) -- William G. Carr, executive secretary of the National Education Association (NEA), has sent an "Urgent Advisory" letter to all state and local NEA affiliates to inform teachers who are considering positions for the next school year in the Overseas Dependent Schools about the "serious" educational and salary problems that exist in them.

Dr. Carr cited a survey conducted last fall by the Department of Defense, which operates the schools. The survey criticized the schools severely.

"The report indicated," he said, "that the schools attended by the children of military families are, in relative terms, in the horse-and-buggy era, while the military establishment is geared to an age of space exploration.

"The survey found shortages of supplies and current textbooks, lack of needed specialist personnel, principals bogged down in paper work, an excessive teacher turnover rate, little provision for handicapped or superior children, inadequate and unsafe school facilities in many locations, unsuitable housing for teachers at some posts, and unprofessional salaries for teachers."

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He said that the report recommended that administration of the schools be unified, that the educational program of the schools be strengthened substantially, that school facilities be improved, and that teachers be paid professional salaries. The report emphasized, he added, that increased funds are basic to most of the improvements proposed.

Dr. Carr said that because of "the repeated refusal" of the Department of Defense to make any serious effort to remedy the problems, it was determined in consultation with representatives of the Overseas Education Association (OEA), a quasi-state affiliate of the NEA, that the NEA had an obligation to advise its members of the facts. He asked officers of affiliated associations to notify all educators of the educational and salary problems found in the schools since teachers are currently being interviewed for position in overseas schools.

The overseas school system is the nation's seventh largest. It employs 7,262 teachers for 170,000 children from the 1st through the 12th grades. Approximately 4,400 of the teachers are members of OEA.

Dr. Carr pointed out that they have not had a salary schedule increase since September 1960. Their starting salaries were fixed at that time at rates equal to those paid teachers in large U. S. school systems the previous year. The Defense Department, in issuing a directive establishing the rates, provided for an annual review and adjustment of the schedule. The directive has not been followed because funds have not been provided.

(more)

Overseas teachers are paid from \$4,435 to \$6,215. The average salary schedule in large urban school districts ranges from \$4,941 to \$8,480, NEA figures show.

"If the salary schedule had been fully implemented," the NEA official said, "the starting salaries of overseas teachers would be at least 9.6 percent higher in 1962-63 than they are.

"As a group, overseas teachers have lost more than \$4 million in the past three years by the failure of the Department of Defense to pay the salaries rightfully due them. During the period that teachers' salaries have stood still, other civilian federal employees have had two pay raises averaging 13 percent."

The annual teacher resignation rate overseas is more than three times the national average.

Last January 17, the Defense Department asked Congress for an increase of less than 2 percent in overseas schools funds.

"This request, even if authorized by Congress," Dr. Carr declared, "will be insufficient to bring about the justified pay increases for teachers and the educational improvements long recommended by the Overseas Education Association, the National Education Association, and the recent survey."

He suggested that teachers ask their Congressmen for a copy of the survey.

The group which made the study was appointed by Edward L. Katzenbach, Jr., deputy assistant secretary of defense for education and manpower resources. Its members were Alva J. Gibson, chairman,

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dependents school committee, North Central Association of Colleges and Secondary Schools, chairman; Lynn M. Bartlett, Michigan state superintendent of public instruction; Hazel Davis, associate director, NEA research division; James E. Gibbs, Jr., chief, state school system section, U. S. Office of Education; Edward J. Meade, Jr., program assistant, The Ford Foundation; and Waurine Walker, assistant director of teacher education and certification, Texas Education Agency.

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News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON

Feb. 3, 1963
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 or Fred Stoffel

FOR RELEASE: SUNDAY PAPERS
FEBRUARY 3, 1963

Parents Can Spark Scientific Attitude In Their Children, Says NEA Booklet

WASHINGTON, Feb. 2--When your child asks a question you can't answer, do you say, "I don't know," and let it go at that?

Or do you add: "Let's find out."

If you don't, you should in order to encourage the curiosity and joy of discovery every child needs to become a questing, logical citizen.

And to help foster the curiosity of children--and the ability of parents to help their children--two departments of the National Education Association have published a new booklet called You and Your Child and Science: A Handbook for Parents. Publishers are the Department of Elementary School Teachers and the National Science Teachers Association. The booklet was written by Glenn O. Blough, professor of education at the University of Maryland.

Science teaching in the elementary school, which could once revolve around studies of plants and animals, can no longer be limited, the booklet points out, for the world of children has become infinitely more complex than it ever was before.

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"The world they see firsthand, the world they see on television, listen to on the radio, and read about, is broad and complex. It is as wide as from the atom to the rocket, from the earth to the farthest star."

But why start science in the elementary school? Why so early?

The booklet explains that science helps teach children how to solve all kinds of problems--not just scientific ones. It helps develop a scientific attitude of making decisions on the basis of facts. It helps them understand the world they live in, mostly through their own observations. And it helps them to broaden their interests and appreciation, not solely of scientific things.

How can parents help? The booklet lists these suggestions:

- By actively listening to the child's comments and questions, and reacting to them.
- By being interested in the child's activities and letting him know of your interest.
- By helping him learn to observe the way things happen and to draw conclusions from them.
- By taking him with you, even on routine errands to the gas station or garden shop, or better yet, on special trips to the zoo or aquarium.
- By providing materials for learning--perhaps an encyclopedia, or microscope, or guidebooks to animals and plants.
- By checking up on the school science program, and backing plans for improvement.
- By joining the child in scientific studies, helping him find the sources to answer his questions.
- By inviting the child to join you at gardening, raising tropical fish, collecting rocks, or some other scientific pursuit.
- By providing space for the child to work out his experiments, keep his collections, build his apparatus.
- By practicing yourselves the scientific skills and attitudes--refusing to jump to conclusions, making decisions based on facts instead of prejudices--you want the child to learn.

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Parents Can Spark Scientific Attitude
In Their Children, Says NEA Booklet

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NOTE: A single copy of You and Your Child and Science: A Handbook for Parents for press use only may be obtained by writing Division of Press and Radio Relations, NEA, 1201 - 16th Street, N. W., Washington 6, D. C.

For others who wish to order the 28-page booklet, the cost is as follows: Single copy, 75 cents; 2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount. Order from Department of Elementary School Principals or National Science Teachers Association, 1201 - 16th Street, N. W., Washington 6, D. C.

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News

from the NATIONAL EDUCATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON

Alice Morton
Archives (1)

Feb. 1, 1963

For further information:
Beatrice M. Gudridge or Clarke Herbert

BRIEFS FROM THE NEA JOURNAL

February 1963

FOR RELEASE: February 7
and thereafter

Student Dropouts; Parents Ditto

WASHINGTON, Feb. 00--Students who quit school probably have parents who did likewise, says an article in the February NEA Journal.

Percy V. Williams, supervisor of pupil services for the Maryland State Department of Education, which made a dropout study in his state, writes that answers to 13,715 questionnaires produced no evidence that dropouts are especially delinquent, motivated by homelessness or broken homes, or lacking in intelligence. As a matter of fact, he says, 79 percent were not thought to be serious behavioral problems, 80 percent lived with one parent and 70 percent with both, and half had average intelligence and above.

It was found, however, that 78.5 percent of the mothers of dropouts and 80.3 percent of their fathers had themselves left school early. Thus, 63 percent of the fathers and 56.7 percent of the mothers completed only nine years of school, and 30.9 percent of the fathers and 24.4 percent of the mothers completed only the sixth grade.

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Among other findings were that two-thirds of the dropouts never participated in athletics or extracurricular activities and that many more students in the general course than in the commercial, vocational, or academic dropped out. The skill that seemed to be most needed by the dropouts was reading. More than 45.5 percent of them at the time they dropped out were reading at the sixth grade level or below. Among 16 reasons for quitting school, 35.3 percent of the dropouts cited lack of interest and 17.8 percent of the responses reported lack of success.

The NEA Journal is published monthly by the National Education Association.

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NEA Journal Profiles
Angry Young Men Teachers

Men who teach and feel they earn too little have a champion in Sam M. Lambert, director of the National Education Association's Research Division. In "Angry Young Men in Teaching" in the February NEA Journal, Dr. Lambert notes that male public school teachers number 450,000 and average \$5,500 from teaching.

Forty-seven percent of them "moonlight" at a second job and 60 percent do other work in summer, Dr. Lambert reports. He cites a study by two researchers at Teachers College, Columbia University, as evidence that male teachers can earn more in other types of work. Men who were teaching in 1955 but had taken another job by 1959 were averaging \$135 more a month than those who were still teaching in public schools.

"The typical man teaching in today's schools is both angry and impatient," Dr. Lambert concludes. "He thinks he is entitled to a better break in this era

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of two-car families and electric can openers, and he is. He is fed up with working nights, week ends, and holidays trying to make ends meet on a teacher's salary. He is tired of sacrificing his family for his profession. While many people are sympathetic, the exodus of talented men from teaching goes on... and on...and on."

The Journal is the official publication of the National Education Association.

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Classics are Cool
Say These Ohio Sophs

It's one thing to have to read the classics of literature in school; it's another to LIKE them.

An Ohio English teacher has her sophomores--many of whom far prefer TV to any reading at all--"Eating Up the Classics." She tells her secret in the February issue of the NEA Journal, published by the National Education Association.

Florence Bedford Wagner of Bedford, Ohio, says her trump card is the "teen-ager's consuming desire to get on with life and to know about things." So, she shows them in a variety of ways how such authors as Dickens and Longfellow have wisdom that youngsters can apply to their own lives--even to the TV they watch and the conversations they have with their girl friends.

It has worked--and her students are now reading with enthusiasm not only Dickens and Longfellow, but Daniel Defoe, Jules Verne, Sir Walter Scott, Mark Twain, Robert Louis Stevenson, Rudyard Kipling, James Fenimore Cooper and Lewis Carroll--and coming back for more.

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2/1/63

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

Feb. 1, 1963

For further information:
Beatrice M. Gudridge or Clarke Herbert

RELEASE AT WILL

SPECIAL TO STATE EDUCATION JOURNALS

NEA Conventioneers "Go to Cobo"
Where Canada's South of U. S.

WASHINGTON--To the question "where is the only point in the United States from which you may look due south into Canada?" the approximately 10,000 delegates and observers attending the annual convention of the National Education Association (NEA) June 30--July 5 will know the answer: it's Detroit, Michigan.

Cobo Hall, site of the convention whose theme is "A Great Profession--Ours by Choice," is one of the world's largest auditoriums along the bank of the winding Detroit River directly north of Windsor, Ontario, only five minutes away.

Hard-working delegates will have few uncommitted minutes between sessions to watch the Fords go by in the Automobile Capital of the World or to slip away for brief visits to General Motors Technical Center, Chrysler Corporation plants, Greenfield Village, Belle Isle, Cranbrook Institutions, Detroit Institute of Arts, International Institute, and the other recreational and cultural sites in this fifth largest city in the country.

The convention will open officially Sunday evening, June 30, when President Hazel A. Blanchard of Fresno, Calif., will present the Past President's Award, a pin and a plaque, to her predecessor Ewald Turner, of Pendleton, Ore., and Mahalia Jackson will sing.

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The first general assembly will be preceded in the afternoon by workshops on problems of urban associations and membership and by a Vesper Service conducted by Dr. Eugene Carson Blake of Philadelphia, stated clerk of the United Presbyterian Church, who is prominent for proposing a plan to merge four major Protestant denominations.

Edward R. Murrow, director of the United States Information Agency, will address the second assembly on Monday evening, and Thomas Lantos, associate professor at San Francisco State College and economic consultant to the California Teachers Association, will speak at the fourth and final one on Friday evening.

On Wednesday evening, President Blanchard will give her Report of the Year and a visual presentation of findings of the Project on Instruction, begun by the NEA in 1959. Thursday will be Classroom Teacher Night, when 130 members of the high-school ballet group and symphony orchestra of the National Music Camp at Interlochen, Mich., will present a concert. The National School Bell Awards will be presented jointly on Monday evening by seven educational organizations to press, radio, TV, and other communications media for distinguished service in the interpretation of education.

Nominations for NEA offices will be made at the first business session on Tuesday morning, and the election will take place on Friday, the final day, when President-Elect Robert H. Wyatt, executive secretary, Indiana State Teachers Association, will automatically succeed President Blanchard.

Two teachers, as of now, have declared themselves candidates for the office of vice-president and president-elect. One is Mrs. Buena Stolberg, of Webster Groves, Mo., who once rode a horse to teach in a one-room schoolhouse, and the other is Miss Lois Edinger, of Chapel Hill, N.C., who recently taught on television. Mrs. Stolberg, now a social studies and core teacher in the Hixson Junior High School in Webster Groves, was president of the Department of

Classroom Teachers of the NEA in 1960-61. Miss Edinger, who is studying now for her doctorate at the University of North Carolina, was a member of the National Commission on Professional Rights and Responsibilities of the NEA in 1958-62.

State delegations will meet Monday, Wednesday, Thursday, and Friday mornings to review convention proposals. On Wednesday morning, reports will be given by William G. Carr, NEA executive secretary; Lyman V. Ginger, treasurer, and F. L. Schlagle, chairman of the Board of Trustees. The Notables Dinner, Past Presidents Dinner, and a reception by the NEA in honor of President Blanchard will take place on Tuesday. Some NEA departments will hold meetings during the day on Monday and others will do so on Wednesday.

The NEA, founded 105 years ago, held no annual meeting in 1861, 1862, 1867, 1878, 1906, and 1945. Detroit has been its convention site in four previous years--1874, 1901, 1937, and 1952.

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News

from the NATIONAL

1201 SIXTEENTH STREET, N.W.

Alice Morton
Archives (1)

Jan. 26, 1963

For further information:
Beatrice M. Gudridge

FOR RELEASE: 6 P.M. Saturday,
January 26, 1963

NEA-KEA Report on Probe
Of Carter County, Ky., Schools

WASHINGTON, January 25--"Each side puts the blame on the other side. There are no neutrals left in Carter County." With these words the National Education Association and the Kentucky Education Association begin the report of their joint investigation of the Carter County, Kentucky, school system. The report, which culminates an eight-month investigation, has been subtitled "A Study of an Unconscionable Combination of Politics and Education."

The 48-page report places responsibility for the controversy on many individuals and groups, including the superintendent of schools who had served some 24 years in the post, the elected Board of Education which was ousted by the State Board of Education, the appointed Board of Education which replaced it, the Carter County Teachers Association, the two local citizens' groups backing opposing sides in the strife, the State Board of Education, the state superintendent of public instruction, and the state's attorney general.

Recommendations to the parties involved suggest that the slate be wiped clean, that new leaders be identified to guide the Carter County schools, and that changes be made on the state level in the selection of State Board of Education members and the superintendent of public instruction.

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In Carter County the report calls for the resignation of the officers of the Carter County Teachers Association; the resignation of the current superintendent of schools (who was named in July 1962); the selection of an acting superintendent appointed on an annual basis on recommendation from the State Board of Education, "until such time as the State Board is agreed that the Carter County situation has become stabilized." The report also asks for a guarantee from the long-time superintendent, who was dismissed in July 1962, that he will remove himself completely from the school controversy; for the replacement of the present appointed members of the Carter County Board of Education; and for the disbanding of the two citizens' groups involved in the affairs of the Carter County schools.

On the state level, the report recommends to the citizens of Kentucky that they approve a constitutional amendment which would provide for the appointment of the state superintendent of public instruction and the popular election of the State Board of Education. Currently the superintendent is elected and the State Board is appointed by the governor.

The report further recommends to the National Education Association and the Kentucky Education Association that those units of the two associations "charged with the responsibility for encouraging and maintaining high standards in the teaching profession" review the findings of the report "and take such action as they deem appropriate."

The findings of the report note that many changes have been made in the Carter County school system since the NEA-KEA Special Investigating Committee held its hearings in June 1962. The long-time superintendent was replaced and a new superintendent was named to succeed him in early July. The findings on

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the superintendency related mostly to the long-time superintendent, although it was recommended that his successor resign, too.

Citing the fact that the superintendent who had served more than two decades was the product of the economic-cultural-political forces in Carter County, the NEA-KEA report found that by necessity of circumstances, he "became actively involved in politics, working for the election of Board members and ingratiating himself by dispensing favors to those who supported him." Such diversified activity on the part of a school superintendent "was not conducive to a program of quality education," the report commented.

Commenting on the relations of both the elected and appointed Boards of Education with the superintendent, the report noted that while working with the elected Board, the veteran superintendent was both policy maker and administrator, with the elected Board merely approving his actions and recommendations. Under the appointed Board, installed by the State Board of Education in the fall of 1961, the superintendent was thwarted at every action and was totally ignored by Board members. During this time the operation of the school system was at a stalemate.

"The elected Board, which was ousted by the State Board of Education, showed little evidence that it assumed its responsibility as the educational policy-making body in Carter County," the report comments. "Board members appeared to be satisfied with keeping the status quo and going along with whatever the superintendent desired. They appeared to have little knowledge of and even less responsible concern for items for which they authorized payment."

The appointed Board members, on the other hand, had in common one clearly evident objective, the report states, "they each wanted to discharge the superintendent at the first opportunity." The investigating committee noted

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that it was apparent that the appointed Board members had "no recognition of the damaging effect of their activities on the welfare of the children of the schools. It is regrettable that men nominated by a local citizens' committee and appointed to membership on the Board by the State Board of Education should have the limited vision that was evidenced by the appointed Board of Carter County."

In a section devoted to the State Board of Education and the state superintendent of public instruction, the NEA-KEA Special Committee concluded that the State Board acted hastily in ousting the elected Carter County Board of Education "without giving the members of the elected Board a full opportunity to prove that they had met the obligations of their office."

Commenting on the selection of members of the appointed Board, the report states, "It appears that one of the reasons the State Board of Education appointed the Carter County Board was to remove the superintendent of schools. The persons chosen (for the County Board) came from a list presented by an organization which was known to be vehemently opposed to the superintendent."

Once the new Carter County Board was appointed, the State Board and the state superintendent of public instruction "showed little, if any, interest in its operation and made no attempt to assure that the new Board members had a clear understanding of the duties and responsibilities of Board members." The state superintendent and the Department of Public Instruction complied with all requests that were made by responsible school officials in Carter County, the report notes; however, "the State Board and the state superintendent, on their own initiative, made little, if any, attempt to assist their appointees."

The report found the State Office of Attorney General partially responsible for the confusion in Carter County when it advised the appointed Board

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"inadequately as to the procedures to be followed in discharging members of the teaching staff in Carter County."

The NEA-KEA report also condemns officers of the Carter County Teachers Association, commenting that during the 1961-62 school year, the association served "almost entirely as an instrument of the superintendent and his supporters." The association concentrated its efforts on the problems of immediate conflict, neglecting other desirable functions of a professional education association, the report finds.

Noting that on several occasions officers of the Carter County Teachers Association "stepped out of bounds on public statements," the NEA-KEA report charges that the association "was dominated by a small core of teachers who took excessive liberties with the authority conferred upon them by the association's constitution."

It was apparent that many Carter County teachers were uninformed concerning their rights under tenure laws of Kentucky and the procedure by which their contracts were renewed, the report notes. Two controversies which occurred during the 1961-62 school year were pointed out as attempts made separately by the appointed Board of Education and the superintendent to remove two different groups of teachers. "One teacher who had taught in the system 31 years appeared to be unaware that she was on tenure and therefore could not be dismissed except through due process of law. Several teachers told the Committee that they had been teaching in the school system for years without a written contract."

A final section of the findings, devoted to citizens' groups involved in the school controversy, found that one of the two organizations supported the long-time superintendent and the elected Board of Education, and the other

(more)

supported the appointed Board of Education and favored the dismissal of the superintendent. The report comments that it was obvious that members of both organizations "were determined to win at all costs and were not willing to seek any areas of common agreement. Both of these groups were composed of people so consumed by their passion that they had lost the ability to listen to and consider opposing points of view."

The investigation of the Carter County schools was originally requested in February 1962 by the Carter County Teachers Association. Later requests were made by the Carter County Board of Education and the Friends of Carter County Schools Organization, Inc., a citizens' group.

The NEA-KEA Special Committee held hearings in Carter County June 3-7, 1962. Members of the Special Committee included A.N. Addleman, chairman, assistant county superintendent, Pittsburgh, Penna.; Jack Capehart, president, West Virginia School Boards Association; Miss Frances Lashbrook, director of elementary education, Owensboro, Ky.; H.A. Mattox, chairman, Board of Education, Murphy, N.C.; Ray Pope, classroom teacher, Harlan County, Ky.; William H. Seawell, lecturer in education, School of Education, University of Virginia; and Henry E. Wright, classroom teacher, Letcher, Ky. Assisting the Special Committee were Richard L. Morgan, associate legal counsel and coordinator of the investigation; Miss Virginia Kinnaird, associate executive secretary; and Miss Barbara A. Byers, technical writer, of the NEA staff, and J.M. Dodson, executive secretary, and Verne P. Horne, director of public relations, of the KEA staff.

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NOTE: Copies of the Carter County Report may be obtained free of charge by writing to the Commission on Professional Rights and Responsibilities of the National Education Association, 1201 16th Street, N.W., Washington 6, D.C.

News

from the NATIONAL EDUCATION ASSOCIATION

Alice Morton
Archives (1)

Jan. 24, 1963

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855



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For further information:

Beatrice M. Gudridge or Clarke Herbert

FOR IMMEDIATE RELEASE

High School Principals Underline Importance of Atlantic Alliance

WASHINGTON, January 24--In an effort to help its own members -- and through them, the high school youth of America -- understand the significance of the Atlantic Alliance as a force for peace, the National Association of Secondary-School Principals (NASSP) has devoted the entire current issue of its Bulletin to the subject.

NASSP, which is a department of the National Education Association, is also publishing the Bulletin as a hard-cover book for general use. The book is entitled The Atlantic Community--A Force for Peace.

As NASSP Executive Secretary Ellsworth Tompkins put it: "Each generation must seek to know its past in order to understand its present and to plan for its future. The years since World War II have been troubled and confused years, with crisis and instability seeming to be the norm throughout most of the world. However these same troubled years have seen also the growth of a new force -- a force for peace -- the Atlantic Community of Nations."

(more)

The issue of 160 pages is both a collection of essays and a source book of documents and data. It is organized into five chapters under the headings "History of the Atlantic Community," "A Heritage of Common Ideals," "Atlantic Community Organizations," "Problems and Potentials," and "The Atlantic Convention of NATO Nations."

In the introduction, Christian A. Herter, former Secretary of State, predicts, "What form the true Atlantic Community will take or who will be in it, no one can yet say. It will be outward, rather than inward, looking, not a 'rich man's club' or a 'white man's club' but rather the nucleus of future free-world unity, growing steadily in both breadth of association and depth of unity. The ultimate form will be something new but deeply rooted in the basic values of Western Civilization. Our history, our political ideals and practices of democracy, federalism, and individual liberty will help to shape it, as will those of our Atlantic partners." Mr. Herter was chairman of the Atlantic Council of the United States, Inc., until his recent nomination by President Kennedy as special representative for Trade Negotiations of the United States.

Dirk U. Stikker, secretary general of NATO, contributed a message in which he calls for support of the Atlantic Alliance and declares that "such support will not be forthcoming unless there is an informed and interested public opinion in each of the countries of our community."

In one essay entitled "The Atlantic Community of Interests -- Its Meaning and Background," James R. Huntley of the Atlantic Institute, one of six organizations described in a section headed "Supporting Voluntary Bodies," traces the recognition of the Atlantic Community to the discernment of such men as Alexis de Tocqueville, John Hay, Henry Adams, Lord Bryce, Admiral Mahan,

(more)

and Sir Norman Angell. The other five voluntary organizations discussed are the Atlantic Council, Atlantic Treaty Association, English Speaking Union, NATO Parliamentarians, and International Movement for Atlantic Union.

In another essay, "The End of Man Is Man," Shepard B. Clough, professor of European History at Columbia University, argues that "the basic purpose of man in the West is neither to honor a deity or deities, nor to be the servant of any small group, nor to sacrifice the individual for the advancement of some social institution such as the national state" but to develop the individual.

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Copies of The Atlantic Community--A Force for Peace may be ordered from the National Association of Secondary-School Principals, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Single copy, \$2.00. Payment must accompany orders for single copies.

Jan. 23, 1963

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

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For further information
Dick Dashiell or M. Ruth Broom

SPECIAL FOR EDUCATION JOURNALS

Communications Specialist to Keynote
National Audiovisual Convention, April 22-26

WASHINGTON (SPECIAL) -- What is the basic vocabulary of facial characteristics? What is the meaning of the eye in cartooning? What is the vocabulary of the camera? What is the syntax of camera use?

These teasers are being asked by David Berlo, head of communication arts at Michigan State University, keynote speaker for the Department of Audiovisual Instruction (DAVI) convention in Denver, Colo., April 22-26, 1963, to illustrate what he hopes to get across in his talk.

Dr. Berlo is interested in establishing a system for analyzing visual codes similar to the systems already developed for analyzing verbal codes. He feels that there hasn't been enough done in the areas of communications theory and research to realize all the potentialities visual communication has for teaching.

Explaining his ideas in an interview with Charles Schuller, director of audiovisual services at Michigan State, for an article published in the DAVI journal, Audiovisual Instruction, Dr. Berlo said:

"If you look at linguistics, for example, you realize that the first step in the development of theory and research is to define the vocabulary -- the language -- and to define the syntax of that language so you can manipulate it. Well, in the visual areas we haven't done that in any kind of objective, reproducible sense."

Theme of the 1963 DAVI convention is "Patterns of Responsibility for Communications," and the whole program is geared to the topic. Convention sessions are to be held in the Denver Hilton and in the Centre Theatre.

Tackling another angle of the general theme, Fred C. Harclerod, president of Alameda State College, Hayward, California, is to talk about "The Changing Responsibility of the Educational Communication Specialist" at the second general session on Wednesday, April 24.

A college president who has continued his interest in the audiovisual field since he set up the first audiovisual course at Colorado State College in 1939, Dr. Harclerod has had ample opportunity to observe the evolution of the communication specialist.

His pioneering ventures and close work with audiovisual experts throughout the years has had a lot to do with the ideas expressed in his writing and speech-making, and summed up this way:

"We need to provide a strong liberal education as a base for specialized professional study and work. We need a base for the specialist to continue his own education, adapting to the constant technological and social change of our times...."

A new kind of expert on the subject of change -- Henry M. Brickell, assistant superintendent of schools, Manhasset, New York, will address the third general session, Thursday, April 25. He will speak from experience as director of a six-month study for the New York State Education Department on instructional change in the elementary and secondary schools in the state.

Dr. Brickell believes that educational change has three distinct and essential phases -- design, evaluation, and dissemination -- each of which requires different circumstances and a different approach. Failure to recognize these three phases is, in his view, the biggest stumbling block to achieving change.

At the fourth, and last, general session on Friday, April 26, Kenneth B. Hobbs, director of television and radio of the National Aeronautics and Space Administration (NASA), is to talk about the newest of all communication devices -- the communications satellite.

Mr. Hobbs will use slides, motion picture filmclips, color kinescope transfers from video tape, and models from the NASA spacemobile to explain what a satellite is, how it gets into orbit, how it stays in orbit, and what it does. He also will touch on the several significant benefits to mankind to be derived from the peaceful use of the various communications satellites.

In addition to these key general sessions, convention delegates will have opportunities for other rewarding fare. There will be exciting exhibits to see, concurrent sessions devoted to professional discussion of a wide range of topics -- professional audiovisual education, current uses of instructional media in teacher education, closed circuit television, teach-in machines and programmed learning.

There will be demonstrations of team teaching, documentary reports of developments in foreign language teaching; talks by school superintendents about introducing communications technology in school systems -- and numerous other sessions, of which have been designed to bring information and opportunity for study to all convention delegates.

DAVI President Clyde K. Miller, director of audiovisual education for the Ohio State Department of Education, will preside at major sessions and

at business meetings. New officers for 1963-64 will be installed at the close of the convention.

The DAVI is a department of the National Education Association, with headquarters in Washington, D. C. Executive secretary is Anna L. Hyer.

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1/22/63

News

from the NATIONAL ED

Alice Morton
Archives (1)

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

Jan. 17, 1963

For further information:
Beatrice M. Gudridge or Joseph Hanlon

FOR RELEASE with President Kennedy's Budget Message
Thursday, January 17, 1963

NEA Head William G. Carr
Praises JFK Budget Message

WASHINGTON, Jan. 17--The National Education Association expressed satisfaction with the budget message recommendations for federal support of education. William G. Carr, NEA executive secretary, said the message provided fiscal authority for a well rounded educational program.

"Although details are not available," Carr said, "thoughtful Americans without regard to partisanship will join in acclaiming the comprehensive program outlined here. As the President so aptly said, 'A strong educational system is essential to the welfare of our society and the growth of our economy.'

"The budget figures should effectively put to rest any speculation that aid for education will not be a major issue in this session of Congress."

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News

from the NATIONAL EDUCATION ASSOCIATION

Alice Morton
Archives (1)

Jan 14 1963

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855



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For further information:
Beatrice Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

Physical Education More Than Skill, Sweat and Strength

WASHINGTON, Jan. 14--Physical education has been on dead center long enough. It's time to start stressing the word "education" instead of "physical."

The opinion is that of Delbert Oberteuffer, physical education professor at Ohio State University.

Writing in the new yearbook of the American Association for Health, Physical Education, and Recreation (AAHPER), Oberteuffer says physical education should involve the mind, not just the muscles.

The yearbook, The Growing Years: Adolescence, was published this month by AAHPER which is a department of the National Education Association.

"Skill, sweat and strength" should not be the only factors in the program, Oberteuffer says, and predicts that in the next 20 years physical education philosophy will:

- "Curtail drastically the scandalous repetition of activities." It's not necessary, he says, to play basketball every year--or volleyball or softball. Eliminating this duplication would allow time for other important things in the program.

- Institute other sports, talk about sports that can't be played at the school, conduct "survey" or "appreciation" programs, read books, study sports ethics, maybe even educate

(more)

spectators "so that a sport event might become something more than an occasion to vent enthusiasm." The time saved could also be used for integrated studies on such things as "Recreation in Our Town" or "Sportmanship" or "The International Aspects of Sports."

- Increase the scope and effectiveness of physical education programs for both the physically and psychologically handicapped.

Another of the 31 authors and contributors, Charles C. Cowell, a professor in the department of physical education at Purdue University, stresses that the physical education program has more to do than create winners.

"The pupil who is always the last one to reach the finish line, who always misses the ball, who is bowled over because he is not quite as strong as the rest, whose every contact with another contestant is a moment of defeat, has little chance of wholesome social and emotional development."

The coach can help. It is his duty, says Cowell, to weld the physical training of students with other things--social and emotional adjustment, guidance, recognition by the students that each is an individual with individual differences.

J. Roswell Gallagher, M.D., chief of the adolescent unit of Children's Hospital Medical Center in Boston and a lecturer in pediatrics at the Harvard Medical School, starts off the yearbook with an explanation of what adolescence is and what it means.

Then the other authors--including a psychologist, sociologist, physiologist, and a host of physical education instructors and supervisors--discuss everything from education for increased leisure in the years ahead to physical activities for the handicapped.

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NOTE: A copy of The Growing Years: Adolescence for press use only may be obtained from the Division of Press and Radio Relations, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Copies for other purposes may be ordered from the Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N. W., Washington 6, D. C.
Single copy, \$5.00.

Jan. 8, 1963



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For further information
Dick Dashiell or M. Ruth Broom

SPECIAL TO EDUCATION AND ART JOURNALS

Mrs. Jacqueline Kennedy to Receive Award From National Art Education Association

WASHINGTON (SPECIAL) -- Mrs. Jacqueline Kennedy is to receive the Distinguished Service Award from the National Art Education Association (NAEA) during its biennial conference in Kansas City, Mo., March 10-15, 1963.

Although she will not be present to accept in person, NAEA President Ruth Halverson will read the citation to Mrs. Kennedy during the banquet meeting on Thursday evening, March 14. The banquet is to be held in the George Nelson Art Gallery.

Presentation of this Award, a traditional event of the NAEA, is made to one person outside of the profession who has made an outstanding contribution to the arts. Mrs. Kennedy is being honored for the role she has played in making the nation conscious of its cultural and artistic heritage.

Another award, Art Educator of the Year, is to be presented to a member of the profession who has made significant contributions to art education. The recipient of this award will not be announced until the banquet meeting.

The NAEA has chosen as the conference theme "Vision in Art in People to People," to stress the role the visual arts play in person-to-person communications.

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Kansas City is the home of the "People-to-People Center," which carries on the international program of person-to-person relationships begun under the leadership of President Eisenhower.

Among major session speakers due to address the conference is Edward Durrell Stone, famed architect from New York City. Among Mr. Stone's many outstanding commissions is one from the Washington, D.C. Fine Arts Commission to design the proposed National Cultural Center in the nation's capital.

Other speakers include Marguerite Wildenhain of California who is noted for her work in pottery design; Calvin Taylor, professor of psychology, University of Utah, Salt Lake City; Rudolph Arnheim, professor of art at Sarah Lawrence College, Bronxville, N.Y.; Mish Kohn, print maker from the Institute of Design, Illinois Institute of Technology, Chicago, Ill.; Nicholas Vergette, ceramist; John Talleur, painter; Earl C. Kelley, professor of education, Wayne University, Detroit, Mich.

A series of work forums are scheduled with specialists discussing such topics as: the relationship between college art departments and the public schools; art programs for all secondary school students; doctoral programs in art education; who should teach art in the elementary schools.

Delegates also will have an opportunity to take part in various seminars. Among the topics to be discussed are historical research and the contemporary scene in art education; education through art; creativity and the process of creative action.

Other highlights include tours to schools, visits to the Art Department of the University of Kansas and various galleries in Kansas City; an

(more)

Mrs. Jacqueline Kennedy to Receive Award
From National Art Education Association

-3-

International School Art Program luncheon, film showings, and exhibits of art materials.

The conference program is under the direction of William Bealmer, State Director of Art for Illinois; and Rosemary Beymer, Director of Art for the Kansas City, Mo., public schools.

The NAEA is a department of the National Education Association with headquarters in Washington, D. C. Executive secretary is Charles M. Dorn.

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1/8/63

News

from the NATIONAL EDUCATION ASSOCIATION

Alice Morton
Archives (1)

Jan. 7, 1963

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855



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For further information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Dental Science Field Explored By Science Teachers Group

WASHINGTON, Jan. 7--Frontiers of Dental Science, the newest of the "Vistas of Science" paperback book series, was released today by the National Science Teachers Association, a department of the National Education Association and affiliate of the American Association for the Advancement of Science. Produced by NSTA in cooperation with the American Dental Association, this book relates such diverse areas as anatomy and embryology, physiology, biochemistry, genetics, microbiology, pharmacology, biophysics, physics, materials science, fluorescence, and anthropology to dental science.

According to Marjorie Gardner, Director of the "Vistas of Science" program for NSTA, "This book is unusual in that no other book written for high school science students shows the interrelationships of many science areas and the importance of the role each plays in advancing dental science."

Edited by George Paffenbarger, Senior Research Associate, National Bureau of Standards, and Sholom Pearlman, Secretary, Council on Dental

(more)

Research, American Dental Association, each chapter of Frontiers of Dental Science has been written by an outstanding scientist about the research field in which he is actively engaged. The activities section, which contains not only experiments and projects, but techniques for carrying out these activities, was written by Walter R. Brown, Director of NSTA's Youth Activities.

Each book is developed and produced by NSTA with the advice of scientists, science educators, and experienced classroom teachers. Other books published in the Vistas series include: Spacecraft, Experimentation and Measurement, and Challenge of the Universe. Scheduled for future publication in the series will be books covering microbiology, biochemistry, and ceramics.

Generously illustrated, Frontiers of Dental Science is published by Scholastic Book Services who will offer this book through its book clubs for junior and senior high school students such as Science World Book Club, Campus Book Club, and through other channels. In addition, each club enrolled in NSTA's Future Scientist of America youth organization will receive a copy of this book as well as forthcoming books in the "Vistas of Science" series.

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1/63

NOTE: Review copies of Frontiers of Dental Science are available upon request from the National Science Teachers Association, 1201 - 16th Street, N. W., Washington 6, D. C. Other copies should be ordered from Scholastic Book Services, Order Department, 904 Sylvan Avenue Englewood Cliffs, New Jersey. Single copy, 50¢. Discounts on quantity orders of 20 or more books.

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
Wednesday, January 2, 1963

Today's School Youth Do Better in Reading
Than Dad Did as a Pupil, Says NEA Booklet

WASHINGTON, D.C., January 1--Reading consists of more than mouthing words like a parrot. Reading must also include understanding if it is to be useful.

And this is where modern students outstrip their counterparts of years ago. For despite what the critics say, American students today read better than their forefathers did, says one of the authors of a new pamphlet.

A Briefing for Parents: Your Child and Reading, will be distributed this month in the NEA Journal, monthly publication of the 814,000-member National Education Association.

Written by six reading experts, the pamphlet is made up of a half-dozen brief articles.

In one of these, Arthur I. Gates of the Institute of Language Arts, Teachers College, Columbia University, describes studies that showed the marked reading superiority of 1957 pupils over their forefathers.

One study, for example, showed the 1957 youngster about a half-year farther along than the student of 1937 at the same age. Another study showed fifth grade pupils of Lincoln, Nebraska, in 1947 got an average reading test score of 93.1 points. The 1921 students' average was 78.9.

Gates also makes these points:

(more)

Today's School Youth Do Better in Reading - 2 -
Than Dad Did as a Pupil, Says NEA Booklet

While the vocabularies may be limited in the basal reading books, these are not the only books used to teach reading. The basal primers are used only to teach basic skills, which are used with other books as soon as possible.

In a recent test, the old, formal phonic system of teaching reading, he says, "failed to produce the extravagant results claimed for it." Phonics has a major place in reading instruction, but not to the exclusion of everything else, Gates adds.

Reading is no simple task. According to David H. Russell, education professor at the University of California, Berkeley, it's a complicated act involving more than recognizing a word.

Not only must the student comprehend what the words mean, but "he must also learn to interpret what he reads. Sometimes he must see through the phony argument, the flashy appeal. Sometimes he must read between the lines and find hidden meanings. Sometimes he must react to the beauty or humor of a selection. Sometimes he needs to be able to skip some words and phrases as he hunts rapidly for important ideas, and sometimes he must take the time to consider the meaning of every word," Russell points out.

Because of this complexity, he says, "it is impossible to have one simple plan of instruction or one solution to reading difficulties."

Albert J. Harris, director of the educational clinic of Queens College, New York, says there are really three different kinds of reading. Developmental reading, he says, is reading practice to improve the mechanical skills of reading. Functional reading is that aimed at acquiring information, and can either be a swift skimming to locate material, or a slow purposeful study

(more)

of the material. Recreational reading is defined as that done mainly for enjoyment, with probably more thought to how the author uses words than to acquiring information.

Reading skills are so important that for the last 30 years even colleges have offered advanced reading instruction. George D. Spache, head of the Reading Laboratory and Clinics at the University of Florida, Gainesville, says these are designed not only to increase reading speed but comprehension, and a critical eye for the author's viewpoint, prejudices, propaganda appeals, inconsistencies and missing facts.

What can parents do to help prepare the pre-schooler for reading?

Two educators--Althea Beery of the Cincinnati public schools, and Helen M. Robinson of the University of Chicago--give these answers:

Encourage him in self-reliance and solving his own problems.

Teach him to listen and follow simple directions.

Read aloud to him, get him interested in words on signs and labels.

Answer his questions or show him how to answer them for himself.

Don't talk baby talk to him. Do use English words and phrases that are accurate and specific.

Check with his teacher for further suggestions.

Provide books that will interest him.

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News

from the NATIONAL EDUCATION ASSOCIATION

Alice Morton
Archives (1)

Jan. 1, 1963

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855



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For further information:
Beatrice M. Gudridge or Clarke Herbert

RELEASE AT WILL

HOOSIER ELECTED TO HEAD DAVI

WASHINGTON, D. C., January 00 -- Mendel Sherman, professor of education and assistant director of the audiovisual center at Indiana University, has been chosen president-elect for 1963-64 of the Department of Audiovisual Instruction (DAVI) of the National Education Association.

John E. Dome, director of the audiovisual service of Miami University, Oxford, Ohio, was appointed vice-president for 1963-64 by DAVI President Clyde Miller because of the recent death of A. J. Foy Cross, professor of education at New York University, who won the election to the position. Mr. Dome was runner-up.

Elected delegates-at-large for 1963-66 were June Dilworth, Raymond Wyman, and Horace Clay Hartsell. Miss Dilworth is director of school broadcasting of KCTS-TV, Seattle, Washington. Dr. Wyman is professor of education and head of the audiovisual center of the University of Massachusetts. Dr. Hartsell is associate professor of education and associate director of the audiovisual center of Michigan State University.

Hoosier Elected
to Head DAVI

- 2 -

Before assuming his present position at Indiana University in 1955, Dr. Sherman had been audiovisual supervisor of the Cincinnati public schools since 1947. In 1958-60, he was on leave as audiovisual consultant to the ministry of education of Thailand. He served in the U. S. Army Signal Corps in 1943-47, and was an elementary school teacher and principal for 13 years.

Mr. Dome was a coordinator of pilot training and teacher for two years at Colorado A&M and supervisor of instruction for the Civil Aeronautics Administration for two years prior to his becoming a teacher at Miami University in 1945.

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January 24, 1963

News

from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W.

WASHINGTON 6, D. C.

ADams 4-4855

Alice Morton
Archives (1)

Jan. 1, 1963



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For further information:
Beatrice M. Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

Sooner Elected To Head AASA

WASHINGTON, D. C., Jan. 00--J. Win Payne, superintendent of schools in Ponca City, Oklahoma, has been elected 1963-64 president-elect of the American Association of School Administrators (AASA), a department of the National Education Association.

He will automatically take over as president of the organization next year.

Named with him to office by the 14,000 association members were Harold Spears, superintendent of schools of San Francisco, California, and Wendell H. Pierce, superintendent of schools of Cincinnati, Ohio. Spears was elected vice president and Pierce named to the executive committee of AASA.

Payne has been Ponca City superintendent since 1946. He joined the Ponca City staff in 1937 and served successively as teacher, school principal, clerk to the board of education, and superintendent.

(more)

A 1932 graduate of Central State College, Edmond, Oklahoma, Payne started teaching that same year in Paoli, later moving to McLain County and Pauls Valley, Oklahoma.

Oklahoma State University, Stillwater, Oklahoma, awarded him a master's degree in 1945. Since then he's taken advanced studies at the University of Oklahoma and the University of California at Berkeley.

He is past president of the Oklahoma Education Association and the Oklahoma Association of School Administrators, took part in the 1955 White House Conference on Education, and has served on the executive committee of AASA.

Spears joined the San Francisco school system in 1947 as curriculum director. He was later named head of the elementary division of the schools, and in 1955 became superintendent.

He graduated in 1924 from Wabash College, Crawfordsville, Indiana, took his master's degree in 1931 and his doctor's degree in 1939 from Columbia University, New York.

From 1924 to 1941, Spears was with the Evansville, Indiana, school system, rising from teacher to director of secondary education. Then he became superintendent of schools in Highland Park, Illinois. From 1944 to 1947 he was head of the department of education at Montclair State College, Upper Montclair, New Jersey.

Pierce who joined the Cincinnati school system in 1939, has been superintendent since 1959, moving up from his first post as counselor. He had previously taught for six years in Iowa.

He earned his bachelor's degree in 1933 from Iowa State Teachers College, Cedar Falls, Iowa, and his master's degree in 1938 from Columbia University, New York.

News

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Alice Morton
Archives (1)

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ADams 4-4855

Jan. 1, 1963

For further information:
Beatrice M. Gudridge or Clarke Herbert

RELEASE AT WILL

SPECIAL FOR STATE AND LOCAL EDUCATION EDITORS

TEACHING CAREER MONTH BUILT
ON THEME "TEACHERS AT WORK"

Washington, Jan. 00--The annual effort to encourage students to become, and teachers to remain, teachers, gets underway in April with the sixth observance of Teaching Career Month. Theme of the 1963 observance is "Teachers At Work."

Several national news stories featuring teachers are scheduled to break during the month. Among them: awarding by the Department of Classroom Teachers, National Education Association, of the Hilda Maehling Fellowships, which are grants of stipends to enable classroom teachers to carry on professional projects; announcement of the "National Teacher of the Year," selected jointly by the Council of Chief State School Officers, the U.S. Office of Education, and LOOK Magazine; and release of a major report by the NEA Research Division on The American Public School Teacher, 1960-61, surveying the modern teacher's personal and professional characteristics.

Scores of local groups across the land are expected to take part in this annual event which dramatizes the importance of recruiting, preparing, and holding topnotch teachers.

In northwestern Ohio, for example, the Student Education Association and College of Education of Bowling Green State University held a Teacher Career

(more)

Day for hundreds of visiting high-school students at which faculty members described 14 different teaching fields and a tour of the university was conducted. A similar event was held at a local school in Lancaster County, Pennsylvania, by the Chi Chapter of Delta Kappa Gamma, a national educational sorority.

The Montgomery County, Maryland, Education Association and local businessmen sponsored a five-day "class under glass," in which suburban shoppers were able to watch 14 demonstrations in department-store windows of the actual conduct of classes by both elementary and high-school teachers.

Faculty members of Carson-Newman College in Tennessee visited high schools in its area to present them with certificates of appreciation for their cooperation in teacher-training programs. They also invited student teachers and public-school teachers to a tea and appeared on a television program.

The Harvey Future Teachers of America Club of Painesville, Ohio, observed an "Apple for Teacher Day," and members of the Dr. John A. Griffiths FTA Club of the Greater Monongahela Area Senior High School in Pennsylvania put an apple in every faculty mailbox in the guidance office. The FTA Club at Breckinridge County High School in Kentucky collected information about retired teachers and those over 80 years of age in the county and compiled a booklet about them. The R. B. Sparks FTA Club of Baytown, Texas, presented an original skit, "Through the Years," in tribute to its members' teachers.

Governor David Lawrence of Pennsylvania issued a proclamation. A poster was displayed by the state department of education in a showcase in the capitol of Idaho. State education associations used the theme of Teaching Career Month to illustrate the cover of their journals.

The Chattanooga, Tennessee, Times published four big photographs under the heading "Future Teachers Preparing for Career of Tomorrow." A series of articles

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about a teacher from each of the local schools appeared in the Lexington, North Carolina, Dispatch. The Virginian-Pilot of Norfolk-Portsmouth ran a feature article of a full page and more with six photographs under the heading "Quality Teachers Mean Stronger Democracy." The Portsmouth Classroom Teachers Association presented a panel discussion on television on the topic "The Importance of Teaching," in which the participants were the mayor, a state senator, and the director of personnel of the schools.

Another television program entitled "The Unforgettables: Teachers for Tomorrow's Memories" was produced by the North St. Paul-Maplewood Schools in Minnesota. In Eau Claire, Wisconsin, the education association and Kiwanis Club supplied a hotel with enough place mats and napkins advertising education for a week. In addition to other activities, the Penn Hills, Pennsylvania, Education Association asked community pastors to stress in their sermons the importance of recruiting qualified young people to teach. The professional standards and teacher education committee of the Gloucester, Virginia, Education Association sponsored a series of radio programs on the topic "Why I Teach." That a good teacher is the least often unemployed was the message of the Skowhegan, Maine, teachers' association in school assemblies, in posters, and in booklets in libraries.

To aid in holding observances such as these this year, a packet of promotional materials has been prepared by the NEA. It will contain about 35 items, will cost two dollars, and will be available in the latter half of February, according to Saul Lavisky, TCM co-ordinator of the NEA. In the packet will be:

Three colored posters, $17\frac{1}{2}$ by $22\frac{1}{2}$ inches, the design of one of which will appear on the cover of the April NEA Journal; a new, revised, and expanded edition of the Teaching Career Fact Book; booklets, including What You Should Know About New Horizons, Twenty-five Years, about the history of the Future Teachers of America and the Student National Education Association, Toward Better Teaching,

by the Department of Classroom Teachers, and Invitation to Teaching.

Also, a reproduction proof of the new Teaching Career Month symbol; a wallet-sized card imprinted with "Faith of American Teachers," a statement of principle by the DCT; a copy of the NEA Code of Ethics; ten leaflets on various subjects of interest to prospective teachers and parents; samples of a mayor's proclamation, news release, tea napkin, dinner napkin, and place mat; publicity guides; information about Teaching Career Month, and other planning, promotional, and publicity aids.

The packet may be ordered from the Publication Sales Section, National Education Association, 1201 Sixteenth St., N.W., Washington 4, D.C.

The ten finalists from among whom the National Teacher of the Year will be chosen are Mrs. Alma J. Blunck, Palmer, Alaska; Simms McClintock, Crossett, Arkansas; Helen J. Estes, Manchester, Connecticut; Mrs. J. Riley Staats, Miami, Florida; Daniel D. Radakovich, Glasgow, Montana; Mrs. Bona Lunn Gordey, Tulsa, Oklahoma; Mrs. Gladys B. Belden, Albany, Oregon; Mrs. Marjorie P. Behringer, San Antonio, Texas; Naoma Ione Sorenson, Salt Lake City, Utah, and Elmon S. Ousley, Bellevue, Washington.

This will be the third year in which the Department of Classroom Teachers has awarded the Hilda Maehling Fellowships, which are grants of stipends from the interest realized on a fund of more than \$100,000 to enable classroom teachers to carry on professional projects. Three awards were made last year.

Cooperating in the preparation of special materials for the 1963 observance of Teaching Career Month are the following NEA groups and individuals: the American Association of Colleges for Teacher Education, the Department of Classroom Teachers, the National Commission on Teacher Education and Professional Standards, the Consultant for Local Associations, the Future Teachers of America, the Student National Education Association, and the Division of Press and Radio

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Relations. Other agencies of the NEA will be helping to promote purposes of the month, as will such groups as the National Congress of Parents and Teachers, the National School Boards Association, and the American Association of University Women.

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