

Nov. 24, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Beatrice M. Gudridge

FOR RELEASE: Sunday Papers
November 24, 1963

QUOTES from A Position Paper on Teacher Education and Professional Standards

- "The increased mobility of our population, both within urban centers and over long distances, requires teachers who are aware of many regional differences and sympathetic to the variegated strands of our culture."
- "The development of knowledge in many fields and the fundamental revisions in content and methodology in several fields (e.g., mathematics, science, foreign languages, English, psychology) create new responsibilities for teachers who must maintain and extend their competence."
- "An internship, jointly planned and supervised by the schools and the colleges, should follow the regular five-year preservice program of teacher education which includes student teaching."
- "Teacher education is a campus-wide concern. Faculty members in all departments offering preparation for prospective teachers should have an important part in determining policy."

(More)

QUOTES (Cont.)

- "An environment conducive to personal and professional growth is essential for teachers. Such an environment should include a high level of academic freedom, a reasonable work load, appropriate assignment, opportunity for intellectually stimulating relationships with colleagues, adequate facilities and materials for good teaching, a democratic atmosphere, and recognition of diversity among individuals."
- "A systematic plan for sabbatical leave with pay should be available to professional personnel. Increased state aid to local school districts is needed to make such a plan possible. Greatly expanded programs of scholarships and fellowships are also needed to enable more teachers to engage in full-time study on a college campus during the summer or the academic year. These programs should be supported by both state and federal funds."
- "Sound continuing education suffers from pressure to translate all college work into degree credit. Not all continuing education should apply to advanced degrees."
- "The profession should take prompt and firm action to reduce the possibility that state licensing requirements can be evaded. Every state should move as quickly as possible to eliminate the issuance of emergency or substandard permits."
- "Teachers, administrators, and other specialists should be assigned only to positions for which they are fully qualified by preparation and license. Members of the teaching profession should accept only those assignments for which they are qualified."

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Nov. 9, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Beatrice M. Gudridge or Tom Hawkins

Alice Morton
Archives - B3

FOR IMMEDIATE RELEASE

NEA-Magazine Publishers Committee Hold Meeting On Teacher Education in New York December 4

WASHINGTON, November 29--Some 150 educators and national magazine editors and writers will explore the question of "What It Takes To Teach" at a national conference on modern teacher education to be held Wednesday, December 4 at the New York Hilton Hotel, New York City.

Fourteen "New Models in American Education"--youthful classroom teachers and future teachers--will be on hand to tell why they chose the profession, how they were educated, and what plans they have for further schooling. Each was chosen by his school system, college, and state education association to represent his state as an outstanding example of the many fine young teachers in this country.

Sponsor of the meeting is the Joint Committee of the National Education Association and the Magazine Publishers Association. Cooperating are the National Commission on Teacher Education and Professional Standards and the American Association of Colleges for Teacher Education. This Conference is one of a series keyed to major current issues in education.

The recent report on teacher education by former Harvard University President James B. Conant will be discussed by a panel of educators, magazine writers, educators, and schoolboard members. Another feature of the conference will be a talk by Dr. Herbert Schueler of Hunter College (New York) on that institution's program to prepare future teachers for classroom posts in slum areas.

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Of the 14 "New Models in American Education," two will give speeches on "If I Had It To Do Over." W. Charles Read, English teacher at Newton High School, Newtonville, Massachusetts, will tell why he'd prepare for teaching at a liberal arts college. Mrs. Janet Shears, Primary Teacher of Orchard Hill School, Leetonia, Ohio, will discuss her preparation for teaching at a state university.

Mr. Read graduated from Haverford (Pennsylvania) College in 1961 with a major in English. He obtained his Master's in the Harvard University Master of Arts in Teaching Program (1962-63). He ranked second among graduate students in education.

Mrs. Shears is a 1963 graduate of Kent State (Ohio) University where the education of teachers has always been a major function. She majored in early childhood education and was an above-average student.

Mr. Read, Mrs. Shears and the other twelve "New Models" all have outstanding records at college. They were honor-roll, scholarship-winning types, but they had other interests too. One was a tennis champ, and has more than 100 trophies to prove it; another was chosen beauty queen; one spent a college vacation in Mexico improving her Spanish accent; another won a year's study in Oxford, England, while he was still in high school.

Several are better-than-average musicians; others held responsible posts as editors and reporters on college newspaper and publication staffs.

Most of the 14 are in their early twenties, and in their first or second year of teaching.

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FOR RELEASE: Sunday Papers
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TEPS Commission Issues Position Paper On Five Key Areas of Teacher Education

WASHINGTON, D. C., November 24--A major new "Position Paper" on teacher education by a group of influential professional educators violates all the rules on how the mythical "educationist" is supposed to act.

For one thing it says that there's smog as well as sunlight in the teacher education picture; it spells out the big stake of the public in this important enterprise; it demands innovation on many fronts; it invites criticism from all hands... and it says these things in plain laymen's language.

The Position Paper represents the distillation of several years' work by the National Commission on Teacher Education and Professional Standards (NCTEPS), a unit of the National Education Association. It summarizes the Commission's stand on five key--and controversial--areas of teacher education: selection of teachers; their preparation; their continuing education; how standards of competence should be set and maintained; and how theory and research in the field can be translated into action.

Because the statement deals with the same issues explored by Dr. James B. Conant in his recent report on teacher education and because the Commission is itself discussed by him as part of the education "establishment," NCTEPS members recognize that the Position Paper may be interpreted in some quarters as an "answer-to-Conant."

"Not so," says NCTEPS Executive Secretary Don Davies, "The Commission has been working on this policy statement for eighteen months. Thousands of people have contributed to the thinking behind it. Some of our recommendations differ from Dr. Conant's; others are quite similar. I believe, however that our goal in this Position Paper is

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the same as his: to make a contribution to rational discussion of the issues in teacher education."

"We do not regard this statement as the fixed and final truth, but as an invitation to all concerned to engage in further study and search for better ideas. That's why each major issue in teacher education is explored here in three parts: the 'axioms' which are desirable goals to be attained; the 'recommendations' which will help achieve the goals; and the 'questions and issues' which need much more study and discussion."

The Commission, like Conant, believes that teaching should be able to recruit from the nation's topdrawer of youthful intelligence and academic achievement and that "prospective teachers should compare favorably on all counts with college students who are preparing for careers in other professions."

It calls for checkpoints throughout his college career and earliest teaching experiences on how the teacher-candidate is doing, not only on the intelligence and achievement fronts, but also on how he measures up to high standards of emotional stability, physical, moral and ethical fitness, knowledge of written and spoken English, and ability to work with others -- all of which, says the Commission, are important factors leading to success in teaching.

Once the top quality student is enrolled, says the Commission, he should be exposed to the best experience and best teachers higher education has to offer. Since he will tend to teach as he is taught, his college mentors "must be exceptional human beings -- sensitive, curious, creative, intelligent and ethical."

The three elements of his preparation in a five-year program (and here the Commission parts company with Conant who advocates a four-year course without electives) will be: general education, "professional" education, and specialization in the field he will teach.

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The Commission declines to spell out, in terms of credit hours or course names, the precise program each teacher-candidate should take.

"For one thing," says NCTEPS Chairman Robert N. Bush of Stanford University, "No one plan or pattern of curriculum organization has been shown to be superior. For another, each student brings with him to the campus a different background of formal study and experience. His college program needs to be individually and systematically planned for him."

Broad guidelines then for the general education phase of the future teacher's program would include study in each of the following fields: English and for many students, one other language; literature, the fine arts and music; philosophy; mathematics; the social and behavioral sciences; the physical and life sciences; health and physical education.

His "professional" sequence -- education courses, student teaching, and field experiences -- should be designed to give him the "knowledge, skill and confidence he needs to begin his career as a teacher."

And how much "professional" work or "methods courses" as they are sometimes called, should he take as compared to general and specialized education or "content?"

Insisting again that tacking a hard and fast percentage allocation on each phase of the prospective teacher's education is not a sound basis for program planning, the Commission states that the following broad guidelines would constitute a "reasonable" balance in a five year program for prospective elementary and secondary school teachers: 40 to 50 percent general education (including electives); 30 to 40 percent subject matter specialization in teaching fields; and 15 to 25 percent professional education courses and student teaching.

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The Commission views the student teaching experience as crucial. It recommends a "substantial" period of student teaching with skilled supervision by both school and college personnel in a program cooperatively planned and conducted by the schools and colleges. Supervising teachers, it says, "should be the most capable teachers in a school; they should be specifically prepared for their supervisory work; given a reduced work load; and compensated beyond their regular salary."

Their counterparts at the college level should be well-qualified in terms of preparation and experience, and their "salaries and faculty status should be commensurate with their important responsibility."

The Commission's sharpest point of difference with the Conant book occurs on the questions of regulation -- the licensure (certification) of teachers to teach, and the accreditation of the institutions that prepare them to teach.

The Commission defines its terms as follows: Licensure means the formal recognition that an individual has met legal requirements to perform the professional service of teaching. Accreditation is the process whereby an agency indicates that a college or university or program of study has met certain predetermined qualifications or standards. The approved-program approach is a process whereby a state agency establishes criteria for teacher education programs, evaluates the programs, and issues licenses primarily on the recommendation of the approved institutions.

The Commission says the state board of education and the chief state school officer should have the final legal authority for issuing and revoking licenses. Conant, who believes 'certification' as he defines it is bankrupt, says the colleges and universities themselves should have the final word on whether their graduates are adequately prepared to teach. He would have the state responsible only for the quality of student teaching done within its borders.

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"Part of the difficulty here," says Dr. Bush, "Stems from Dr. Conant's interpretation of the word 'certification' to mean specific course and credit requirements established by the state, and his assumption that this is the main way we presently apply standards.

"Actually this kind of certification is only one device to regulate quality and to protect the public against incompetent teachers. There are others.

"Perhaps the most promising -- and certainly one which would call forth exactly the kind of initiative and responsibility Dr. Conant wants colleges to assume -- is the approved-program approach. Here all segments of the teaching profession, including representatives from the academic disciplines, pool their best thinking to establish standards for teacher education, work to apply such standards and get them approved, and then license or certificate new teachers on the basis of graduation from colleges which have approved programs."

To facilitate this process, the Commission calls for establishment in each state of a nonpolitical, legally recognized agency, broadly representative of the teaching profession, responsible for developing requirements and policies governing the accreditation of teacher education institutions, issuance and revocation of licenses and assignment of personnel, and conducting studies designed to improve standards of licensure, accreditation, and assignment.

The Commission warns that the process of licensure should be kept simple, flexible, and in tune with the times. It looks forward to the day, for example, when there will be one basic teaching license identical for all beginning teachers, regardless of grade level or subject field, instead of the many now in force.

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It also comes to grips with the old complaint that even Einstein couldn't teach in a classroom since he wasn't a graduate of a teacher education course. The Commission calls for procedures to be evolved for those "who did not prepare for teaching in the usual ways to become qualified to teach."

On accreditation, the Commission calls on the National Council for Accreditation of Teacher Education (NCATE) which Conant would limit to an advisory function, to "continue to serve two major functions: regulation on a national scale through differentiating between teacher-preparing institutions that meet minimum standards and those that do not, plus stimulation of self-improvement on the part of colleges and universities in their teacher-education programs."

It states the belief that NCATE should remain autonomous and should continue to represent not only the teaching profession on a broad scale, but also the public; and that it should actively seek support and cooperation from representatives of the academic disciplines and learned societies.

In fact, says the Commission, many diverse groups must pool efforts to improve teacher education for "no individual and no group is omniscient and progress will depend on the consolidation of interested forces."

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Single copy of A Position Paper on Teacher Education and Professional Standards for press use only, is available from the Division of Press, Radio, and Television Relations, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., 20036. Copies for other use may be ordered from the National Education Association, 1201 Sixteenth Street, N.W., Washington D.C., 20036, at the following prices: Single copy, 25¢; 2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount.

National Education Association



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

November 18, 1963

Dear Colleague:

Education is "on the air" this season as never before, with three major network television series dealing with various aspects of our field:

- "Mr. Novak," whose primary purpose is entertainment, nevertheless is attempting to present a constructive and authentic portrayal of a modern high school teacher's life and problems;
- "The Great Adventure," billed also as an entertainment vehicle has built-in educational value for the history or social studies student;
- "Exploring," is a top quality educational show for youngsters aged 5-11.

The National Education Association is providing various kinds of assistance to the producers of these series.

Believing you will want to alert your staff and colleagues to these programs, particularly the "Mr. Novak" series, we enclose a poster suitable for use in school display areas.

Sincerely yours,

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

Enclosure

Nov. 1, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Beatrice M. Gudridge

FOR RELEASE: American Education Week
November 10-16, 1963

Stop the School;
I Want to Get On!

WASHINGTON (Special)--Planning to visit your child's school this month? If so, you'll have plenty of company. An estimated 30 million mothers and fathers will be saying "Stop the School, I Want to Get On!" during American Education Week, November 10-16, the annual visit-the-schools observance.

Except that "school" won't stop--you'll find your visit there can be a real learning experience for you if you make some plans ahead, keep your eyes and ears open while you're there, and do your "homework" afterward.

What are some of the things you can do to make the most of this school visit?

- Circulate through the crowd. If you don't already know your child's teachers, try to meet and speak to each of them and to the school principal, even if just for a moment. This is one of the big plus values of American Education Week visits, according to most teachers and parents who've been through the process.

- Introduce yourself to the teachers. Even though you've met the teacher before, be sure to remind her: "I'm Kevin Jones' mother." Teachers meet so many parents all at once it's often hard for them to remember which parent goes with which child, until they know you better.

(More)

- Don't corner a teacher for a personal interview about your child's progress during a group event in school. She can't give you full attention, and by monopolizing her time, you're shorting other parents who want to meet her. Do take this opportunity for a personal interview at a later date.
- Ask questions when opportunity is given. Here's a chance to clear up some of the puzzling stories Johnny's been bringing home about the cafeteria lunches, the "mayhem" on the playground, the condition of the library books, the school bus schedule. When you hear from responsible sources what the true situation is, you may want to make that famous bargain offered by one teacher to parents of her students: "Dear Parents: If you'll promise not to believe everything your child tells you about what happens in school, I'll promise not to believe everything I hear about what happens at home!"
- Keep an eye peeled for the things that make school different nowadays than when you went to school--educational TV sets in the classrooms, foreign language laboratories, even teaching machines being used experimentally.
- And keep an ear cocked as the teachers tell you about new methods in use nowadays to enrich your child's learning: team teaching, advanced and accelerated classes, laboratory programs in science, the updating of the curriculum in mathematics, social studies, physics, chemistry, and biology, even English composition.
- Pick up and take home any informational materials offered by the school. Read them later at your leisure...and get Dad in on the act, too, if he is not able to visit the school with you.
- And most important of all, don't make your American Education Week visit a one-night stand only. Plan to make this visit the first of many such home-school contacts. In fact, you may even want to offer your services through the Parent

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Stop the School;
I Want to Get On!

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Teacher Association for "active duty" on behalf of the school. Cooperation like this helps to unsnarl the communication between home and school which sometimes get woefully mixed up as poet S. Omar Barker reminds us:

"Out of the mouths of innocent babes
True wisdom may be spread,
As well as some of the unwise things
Their parents shouldn't have said."

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Peeling Spuds in Girls' Seminary Far Cry from Today's School Program

WASHINGTON (Special)--American Education Week wasn't even a gleam in anybody's eye back in 1890, when parents visited the girls' seminary to see how their daughters' education was progressing. The rules confronting girls and their parents at one such academy read as follows:

"No young lady may be enrolled who cannot kindle a fire, wash potatoes, or repeat the multiplication table. She must not tarry before the mirror more than three consecutive minutes nor devote more than one hour per day to miscellaneous reading. Shakespeare, Scott's novels, Robinson Crusoe and other immoral works are strictly forbidden.

"No cosmetics, perfumeries or fancy soap is allowed on the premises. And every student should walk at least a mile a day unless a freshet, earthquake or some other calamity prevails.

"Finally, no student is expected to have any male acquaintances unless they are retired missionaries or agents of some benevolent society."

Times have changed as parents visiting their children's schools during American Education Week 1963 will readily testify! Sometimes they have changed so much just since parents were in school that it's a little bewildering to take it all in. What DOES happen in school nowadays?

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Some school systems make a real effort to help parents see the broad canvas of education as it relates to the education of their own children. Here is one such effort of a middle-sized Illinois school system, reported by the National Education Association.

It pointed out the steps on the ladder of learning climbed by each child as he progresses through school, as follows:

The foundation for the child's education is built in the elementary school. There he learns to read, to count, to make decisions, to find out what happens when a pan of ice is placed over heat, to write, to draw and paint, to sing and play, and to care for others like him and different from him.

When the child enters junior high school, he meets special problems of early adolescence. He changes from childhood dependence to adult independence. In an accelerated class he may cover his arithmetic in seventh grade, begin algebra in the eighth, and choose geometry in the ninth. He reads and writes. He makes music and paints. He learns crafts. He learns about his country--its geography, its history, its government. He runs. He wrestles. He plays football and basketball. He studies science, home economics, good grooming, Latin, French, Spanish, and machine shop. He may learn to type. There are assemblies, student council, dances, plays. Quickly he discovers there is so much variety in life that he must learn to choose wisely.

In high school, his simple foundation in reading and arithmetic becomes formalized in complex departments: English, foreign languages, social studies, mathematics, science, business education, home economics, industrial arts, physical education, art, music, speech. The extracurricular program satisfies his interests in debate, publications, dramatics, athletics, electronics, teaching, science, photography, journalism, and many others.

(More)

If he has maintained a high enough average, he may take additional work. In many high schools today, a large percentage of seniors are taking college level courses for which they may receive college credit or advanced placement in the colleges they expect to attend.

Books, courses, and methods can--and do--differ from school to school, even from room to room in the same school.

But the modern school and the teachers in it have a basic mission. They are trying to meet the particular needs of your child--and every child; to help him grow and develop intellectually, morally and physically in his own unique pattern.

But the schools cannot do this job alone. Parents need to work with their children throughout these golden years of education--encouraging and guiding, not pressuring and forcing. Parents should be listening to their children's prattle, reading and figuring; displaying their art and hearing their music; listening to their plans, their hopes, their dreams; nurturing them and providing for their needs at every age level--and most of all, living lives based on significant values. Children need living examples every step of the way.

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FOR RELEASE: American Education Week
November 10-16, 1963

Parents Undereducated? Children May Become Dropouts, Too

WASHINGTON (Special)--Undereducated adults are behind the eight ball, any way you look at it. They lose their jobs to automation. They can't find other jobs because of their limited qualifications. They can't even be trained for new kinds of work--because many of them are unable to read instruction manuals and safety regulations. Now, researchers say, their children may be doomed to drop out of school before finishing.

This problem may be explored at your school during American Education Week, the national visit-the-school observance slated for November 10-16 this year.

According to Robert A. Luke, executive secretary of the National Association of Public School Adult Educators, undereducation of parents is frequently found in the background of young people who drop out of school. The parents either dropped out of school themselves, or never had formal schooling of any kind. Because of their inability to read, newspapers, magazines, and books are not part of the home environment. And the parents either have little regard for education, or cannot see it as a real and vital part of their children's lives.

According to Mr. Luke, "These people often have a tendency to think 'I managed to make it without much school. My kid can make it, too. If he wants to quit school, why fight it? It won't hurt him to get out and work for a living for a change.'

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"Even if these parents do encourage their children to stay in school, the youngsters have a built-in argument against it. 'Why should I go to school? You didn't'."

Ralph Young, director of Carver House Settlement in St. Louis, Mo., said not long ago, "An illiterate family has a hard time turning out literate children. Without a special effort to educate the illiterate adults, you will have the same vicious cycle of poverty, ignorance and crime repeating itself generation after generation."

Surveys made on school dropouts also point up the importance of the child's family influence. Studies made in Austin, Texas and Tucson, Arizona showed that a majority of the dropouts came from low income families who lived in sub-standard housing and belonged to a racial minority. This kind of family, according to the Research Division of the National Education Association in its report on the study, tends to look upon education with hostility or indifference. Children from this background find it hard to feel that they "belong" in most schools or that what they learn there will ever be of any use to them.

A survey made by the Maryland State Department of Education revealed that 78 percent of the mothers of dropouts and 80 percent of the fathers had left school early.

So clear-cut are these findings, that it has been said that if you know a child's family income and family level of education, you can pretty well predict his success or failure in school.

Adult educators are tackling this problem in a variety of ways. One is through television: a 20-week series entitled "Operation Alphabet" has been shown in 60 cities, and is scheduled for broadcast in many more. It teaches adults how to read and write.

(More)

The Adult Education Service and the Urban Project, both of the NEA, are encouraging local teachers associations to interest more men and women in completing their elementary and secondary education. All over the country, public schools report rapidly increasing enrollments of adults in special elementary and secondary school programs.

Congress is expected to pass an addition to the Manpower Development and Training Act which would provide one year's basic literacy education for those who require it. Adult educators are actively supporting this and similar legislation, which they feel would be a big step toward the solution of a major educational problem.

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Mom's Baffled by Three; But Teacher Has Thirty!

WASHINGTON (Special)--The curious mother asked her daughter why she drank her milk in kindergarten, and not at home. The child replied, "When the teacher says 'drink your milk,' she means it!"

Hard-pressed parents, painfully aware that the only thing children can wear out faster than shoes are mothers and fathers, might take a tip from the teacher who has under her guidance every day not just one or two or even three youngsters, but as many as thirty.

American Education Week might be a good time for parents to ask the teacher how he--or she--does it. After all the teacher, like parents, has not only children but livestock to complicate classroom matters--guppies, turtles, goldfish, perhaps a 12-inch alligator. And the teacher gets asked even more questions than parents do: "Can I get a drink? Go to the bathroom? Sharpen my pencil? Sit with Kathy? Be first? Collect the papers? Get my lunch money? When is Gym? Recess? What do we do next?"

And yet the classroom atmosphere remains relatively calm, the pupils keep busy, learning proceeds in a businesslike way. What are teacher's discipline secrets? Here are some, compiled by the National Education Association:

(More)

- Naturalness, a business-like attitude, consistency, a liberal helping of praise over blame, warmth, and a clear, pleasant voice--these are attributes of good teachers.

- Wise teachers know they're not in any popularity contest to win over their charges. Pupils may enjoy and have fun with the "just pals" kind of teacher, but they respect the take-charge types. How many times have you heard your youngster say: "I'm in Miss Kane's class. She's tough but she's swell."

- The teacher plays fair, knowing that children have a keen sense of justice. She tries to avoid situations where pupils have to lie; above all she tries to let a student save face when he's in a tight spot.

- The teacher is appreciative of good work and effort, remembering that when a virtue is praised, a vice may disappear. The teacher uses often 15 "magic" words: "I am proud of you;" "What do you think?" "If you please..." "Thank you;" and "We."

- The teacher stays calm in class, never looking or acting worried, for the class senses insecurity and acts accordingly. By a calm attitude, she robs unusual episodes of the excitement instigators hope to arouse.

- In explaining rules, the teacher tries to help students understand the reasons behind the rules...and the reasons must be sound ones.

- The teacher is interested in each child--she looks interested and she listens hard to what he is saying. Watch a good teacher sometime listening to a child: she looks at the child doing the talking, shows interest, leans forward slightly, asks questions, doesn't interrupt with her own views, asks him to tell more.

- Most of all, the teacher believes in each student, and builds up his feelings of worth with jobs, honors, a kindly compliment, a smile.

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● Lastly the teacher maintains a lively sense of humor with her class-- not the broad-joke kind, but the light-touch humor. It helps a lot, for the teacher, like parents, has to cope with little girls who are not always made of sugar and spice, and with little boys like this:

Little boys like noise, mangy cats, tame rats
Wiggly worms--and thrive on germs;
So teachers must be calm and take germs
Worms, rats, cats, and noise
Along with little boys.

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BRIEFS FROM THE NATIONAL EDUCATION ASSOCIATION

WASHINGTON--Whatever happened to that old saw about the "old maid" school-teacher? The Research Division of the National Education Association reports that about three-fourths of all the teachers in this country are (or have been) married and well over half of them are parents themselves.

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WASHINGTON--Parents sometimes ask what the schools mean by "guidance". The National Education Association defines guidance as the services available to each student to facilitate his academic success in school; to help him better understand his strengths and limitations; to identify his interests; and to help him plan for and reach realistic goals.

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WASHINGTON--Today's price tag on the average American public school student is \$432. This amount, says the National Education Association, is the average annual current cost (exclusive of capital outlay and interest) in 1962-63 for educating one student in public elementary and secondary schools.

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BRIEFS FROM THE NATIONAL EDUCATION ASSOCIATION

WASHINGTON--Teacher's working day is not over when she shuts the classroom door. According to the National Education Association, the average teacher spends about 12 hours each week outside of class, correcting homework and tests, planning and preparing for each day's teaching, holding conferences with or about individual students.

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WASHINGTON (Special)--Schools are always searching for better ways to report pupils' progress to parents. More than half of the urban school systems in this country reported that they had revised their elementary school report card systems in the last five years. And half of them asked parents for opinions!

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WASHINGTON--The paperback book is being used by students more and more both in and out of schools these days. For example, students bought 15-20 percent of the 275 million paperbacks sold last year, reports the National Education Association.

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WASHINGTON--The average salary of the classroom teacher in this country this year is \$5,735, according to the National Education Association. Average salaries of high school teachers run a little higher than those who teach the elementary school grades--not because they teach different levels, but because more secondary-school teachers have master's or higher degrees.

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WASHINGTON--Not all teachers prepared to teach actually enter a classroom. The National Education Association says only about 82 percent of the graduates prepared for elementary school teaching and about 69 percent of those eligible for high school positions actually enter teaching service.

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BRIEFS FROM THE NATIONAL EDUCATION ASSOCIATION

WASHINGTON (Special)--Schools have to compete with other professions for personnel of ability, dedication, and extensive preparation. In a survey of 17 professional groups other than teaching, the National Education Association found that the average annual earnings of these groups were about double the average annual earnings of teachers.

#

WASHINGTON (Special)--How much do you know about your school board members? A study in Ohio reported by the National Education Association found that school-board members there average 45 years of age, are male and Protestant. They earn their livings in managerial or professional jobs, own their own homes and make more than \$6,000 a year. Two out of three went to college.

#

WASHINGTON (Special)--What are the junior high school students reading in their free time these days? One study, reported by the National Education Association, says the most popular titles in one junior high were these: To Kill a Mockingbird, Bittersweet, A Night to Remember, Mrs. Mike, The Incredible Journey, Lord of the Flies, The Pearl, Exodus, On the Beach, and Jane Eyre.

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Nov. 1, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Beatrice M. Gudridge

RELEASE DURING: American Education Week
November 10-16, 1963

All Good Humor's Not on the Wagon; Every Teacher Has It in Class

WASHINGTON (Special)--Ask any teacher. Her class can produce more humor in one day than a stable of Hollywood gagwriters--and most of it is entirely spontaneous.

When you visit school during American Education Week this year, the teacher may relay some of the amusing things she hears from your children. Sometimes the humor crops up in word definitions:

- Veterinarians are animals that were in the war.
- Three communicable diseases are mumps, typhoid, and TV.
- Rats carry blue bonnet plague.
- A hobby is something a person enjoys doing that is none of his business.
- 'Hasn't' and 'Doesn't' are contraptions.
- A contradiction is something an inventor makes and people can't figure out.
- That Red Cross course helps you to save drowned people with mouth-to mouth recitation.

A teacher is daily exposed also to the terrifying logic of the very young--which can also have its unconscious humor. For example:

- "I don't like my new teacher," said the new first grader, "When I went in, she said, 'Sit here for the present,'--and she never brought one!"
- The little girl complained to the teacher that she had hurt her foot during recess. "Which foot, dear?" inquired the teacher sympathetically. "I don't remember now," said the little girl, "But it was one of these two."

(More)

- The little girl was telling her teacher that the lady next door had died the day before and she asked, "Teacher, do people who die go to heaven?" "Good people do," replied the teacher. "Well," said the little girl, "They must go at night. I've watched and watched and I never saw one go."
- Jeff could not recognize the word 'scream' in his reading, despite many clues. The teacher told him to cover the 's' to see what remained. Still no response. The teacher asked, "Well, what does your mother put in her coffee?" "Toast," was the reply.
- The little girl making her first visit to the school nurses' office saw a human skeleton used in health classes and commented: "I know why he's sick--he doesn't have any skin on."
- The first graders were learning scientific facts about sound. In introducing the role of the senses, the teacher asked them why smell was important. "Because," chirped a voice, "it helps me like my breakfast before I come downstairs."
- A Honolulu teacher was trying to give her kindergarteners some idea of the great size of the mainland. Said she: "You could drive five days in the United States in one direction without stopping. What would happen if you did that here?" "I know," said one lad, "You'd run out of gas!"
- The teacher, trying to get across concepts of arithmetic, said "If there are seven flies on your desk and you kill one, how many will remain?" and got this reply from a youngster: "One--the dead one."

The humor is spontaneous, unconscious, and sometimes embarrassing, such as the letter the sixth grader wrote to a noted entomologist who had lectured to the class on the dangers of rat infestation. Wrote the student: "Thanks so much for your talk. We didn't even know what a rat looked like until you came to our class."

But then there are the comments from the students that warm the cockles of the teacher's heart and make her glad all over again that she chose teaching.

Like this one from the second grader, first thing one November morning: "In my prayers last night, I asked God to keep you well, 'cause I don't want no substitutes!"

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Oct. 31, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Beatrice M. Gudridge or Fred Stoffel

Alice Morton
Archives - B-3

FOR RELEASE: A.M. Papers
Thursday, October 31, 1963

New Teaching Techniques Can Add Plusses To Teacher's Skills and Student's Progress

WASHINGTON, D.C., October 31--Team teaching, teaching machines and the elimination of school grades may all be valuable techniques in providing for individual differences among students, says a new National Education Association study of American public school instruction.

But, it warns that new ideas should be adopted only after careful, local evaluation.

The report is Planning and Organizing for Teaching, written by Dr. John I. Goodlad for the national committee of the NEA Project on Instruction. The committee was headed by Melvin W. Barnes, superintendent of schools in Portland, Ore. Project director was Ole Sand.

Goodlad, director of the Center for Teacher Education and the University School at the University of California, Los Angeles, says there are three ways of organizing a school sequence of instruction--by grades, by broad steps that may include what normally would be three or four grades, and by having no grades at all.

Grades, he says, don't really indicate a student's ability. "In the United States," he points out, "the academic achievement range is more than three years from top to bottom in a third grade class, more than four years in a fourth grade class, and so on. Less than 15 per cent of a fourth grade class is at grade level in all subjects at mid-year."

(More)

Therefore, he says, promotion from grade to grade doesn't really reflect the student's ability. And for students who fail to win promotion, the effect is worse.

"Nonpromoted children achieve no more during their year of repetition than their promoted, equally slow-learning age-mates. In fact, such children often show up less well on achievement tests after a year of repeating the grade than before doing so."

And yet automatically promoting students is not the answer either, according to the book. As an alternative to nonpromotion, social promotion is less than satisfactory, too, because this practice often moves the slow-learner into a classroom environment of still greater demand."

So what can be done?

Possibly multi-graded or non-graded systems.

Within either of these patterns, the student can more easily move at his own best rate, neither dragging down the bright student who could go faster but is held back to a slower "grade" pace, nor rushing a slow student into a frantic race he can never win.

But the book, even while urging the schools to innovate, warns that careful evaluation must precede innovations.

This goes for team teaching and teaching machines, too.

But these two new teaching ideas, like non-grading, can make the most of the individual abilities of each student and each teacher, the book points out.

Team teaching, for example, can take advantage of the individual abilities of teachers. When a team of teachers is pulled together, each teacher can be a specialist and concentrate on teaching that specialty. On another subject, another specialist on the team can do the teaching. And while one teacher is teaching a large group, the others on the team can perhaps be helping smaller groups of students in their own specialties.

(More)

The teaching machine can take advantage of the individual abilities of the student, allowing him to progress at his own rate. The machine, really, is nothing more than a container for what is really significant--the programmed instructional materials. These may also be put together in book form.

Programmed materials let the student work by himself, with occasional help from the teacher on especially sticky problems. But the student works as an individual with programmed instruction. His ability is the sole propellant. It alone determines the speed at which he learns. He's neither dragged ahead beyond his capacity, nor held back beyond his patience.

Other recommendations are on the selection of new courses, grouping students by ability within class, flexible scheduling, instructional materials centers, data processing, designing schools, educational TV, when to teach what, automation, and the self-contained classroom.

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Note: For press review only, copies of Planning and Organizing for Teaching may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036. For other purposes, the volume may be ordered from the NEA's Publications Division at the same address. Paperback, \$2.00, stock #381-11691; cloth, \$3.00, stock #381-1198.

Oct, 27, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Beatrice M. Gudridge or Fred Stoffel

Alice Morton
Archives - B-3

FOR RELEASE: Sunday Papers
October 27, 1963

NEA PROJECT NAMES PRIORITY SKILLS ALL SCHOOL CHILDREN SHOULD LEARN

WASHINGTON, D.C.--A chart to guide travelers through the dangerous seas of educational policy was published today.

It is designed to help educators avoid the rocky shores of obsolescence without piling up on the reef of technology.

The chart is Deciding What to Teach, written for the National Committee of the NEA Project on Instruction by Dorothy M. Fraser, education professor at Hunter College. Publisher is the National Education Association, whose Project on Instruction spent three years researching and compiling facts about education today...and noting what it should be like tomorrow. "Deciding What to Teach" is the second in a series of three books by the NEA about educational problems. The first, Education in a Changing Society, was published earlier this month. The third, Planning and Organizing for Teaching, will be published soon.

Each of these volumes takes a close look at certain educational problems, and offers recommendations for their correction. An aerial view of all three, in limited detail, is contained in Schools for the Sixties published recently by McGraw-Hill.

The committee which mapped out the Project work was headed by Melvin W. Barnes, superintendent of schools in Portland, Ore. Project director was Ole Sand.

-More-

When a what-to-teach decision is to be made, the book says, it should be anchored on two principles: that the school is not the only place in which children learn, and that today's children need the opportunity to study critically the issues of society and the social forces and trends that produce them or alter them.

Within this framework, it is the school's role to provide a balanced curriculum with enough depth and breadth in each area to challenge every student, bright or dull.

But how does the school do this wisely?

One recommendation is for the school to first decide just what its objectives are--what it's aiming for in the education of students. "The objectives of the school, with a clear statement of priorities, should give direction to all curriculum planning. This applies to adding content, eliminating content, or changing the emphases on various topics in field of study," the recommendation reads.

Within each subject area, another recommendation says, there should be continuous study "to determine whether recent findings in the academic disciplines are, or should be, reflected in the instructional program." This study, the book says, should consider the curriculum revisions of such national groups as those which recently came out with drastic changes in teaching science, foreign languages, and mathematics.

As the tempo of life itself has increased, so has pressure on the schools increased--for new subjects to be added to the curriculum. "These pressures arose partly," the book points out, "because changing patterns of family and community life diminished the amount of informal, out-of-school education in such areas as health, homemaking, recreation, and vocational preparation. They arose also because conditions of urban living made it increasingly imperative, both for society and for the individual, that all children learn ways of safe and healthful living, wise consumer choices, positive use of leisure time, and constructive citizenship."

But the fact is, says the author, that the schools have been asked to teach some things that are properly the business of other agencies--or of the home itself.

Another major recommendation is: "Priorities for the school are the teaching of skills in reading, composition, listening, speaking (both native and foreign languages), and computation...ways of creative and disciplined thinking, including methods of inquiry and application of knowledge..competence in self-instruction and independent learning..fundamental understanding of the humanities and the arts, the social sciences and the natural sciences, and mathematics...appreciation of and discriminating taste in literature, music, and the visual arts...instruction in health education and physical education."

For the rest--as in developing in students values and ideals...social and civic competence...vocational preparation--the recommendation says the school has an important joint responsibility with other agencies.

The final decision on what to teach must be made by the teacher in the classroom, the volume declares. While it is the duty of the state and local educational authorities to specify the areas to be included in the curriculum, "ultimately, the curriculum pupils study is determined by the teacher's decision about daily classroom instruction."

Other portions of the book deal with such topics as "Educating All Children and Youth," "Establishing Priorities for the School," "The School's Role in Dealing with National Problems Related to Youth," "Teaching About Controversial Issues and About Communism," "A Balanced Curriculum," and "Organizing Content."

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Note: For press review only a copy of Deciding What to Teach, 270 pages, may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C., 20036. For other purposes the book may be ordered from the NEA Publications Division at the same address. Hardcover, \$3.25, Stock No. 381-11694; softcover, \$2.25, Stock No. 381-11692. When ordering, please specify stock numbers.

Oct. 13, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Beatrice M. Gudridge

Alice Morton
Archives - B-3

For Release: Sunday Papers
October 13, 1963

NEA Project on Instruction Offers Program in "Schools for the Sixties"

WASHINGTON, October 13--Americans have perfected "instant" mixes for biscuits, cement, and home permanents.

There is not--nor could there be--any "instant" uniform education mix guaranteeing that every 10-year-old today will learn in school all the knowledge he'll need three decades hence.

But general directions for improving the school instructional program for all American students can be ascertained and sharpened--and today an ad hoc national committee of educators, working under the auspices of the National Education Association, has done just that with the release of the findings and recommendations of a three-year study entitled Schools for the Sixties.

This official report of the Project on Instruction will be supplemented by the following three volumes to be published later this month by the NEA: Deciding What To Teach, Education in a Changing Society, and Planning and Organizing for Teaching. Each of these publications will contain fuller discussion of the Project's research and more detailed reasoning behind its recommendations than is contained in the overview report.

(More)

Published by McGraw-Hill, Schools for the Sixties represents the work of a 14-member national committee composed of classroom teachers, school administrators, and university professors, headed by Melvin W. Barnes, superintendent of schools of Portland, Oregon. The Committee, designated as the Project on the Instructional Program of the Public Schools, was assisted in its deliberations by distinguished citizens and scholars from the academic disciplines and by an NEA headquarters staff directed by Ole Sand with Richard I. Miller as Associate Director.

This 160-page "overview" report of the Project includes recommendations that (1) suggest priorities for the schools; (2) clarify the roles of various groups (local school board, state, federal government, etc.) in curriculum decision-making; (3) accent research, experimentation and innovation in the schools; (4) provide guidelines for teaching about communism and other controversial issues; (5) suggest ways to select and organize content of the curriculum in the light of the rapid accumulation of knowledge; and (6) propose means for organizing schools and classrooms.

Other critical instructional concerns about which recommendations are built have to do with how the school should deal with such problems as youth unemployment and juvenile delinquency, the school vis-a-vis family, church, industry, and youth agencies; and the use of modern technology in the classroom.

The committee makes clear throughout the report that the educational needs of all youth cannot be met by a single, uniform program of instruction.

One series of recommendations, for example, is designed to encourage early identification and preventive programs related to the school dropout and juvenile delinquency.

(More)

Another focuses on academically-talented youngsters and the use of advanced placement, enrichment, and independent study programs for them.

The report stresses the responsibility of the school in developing rational powers in its students, and preparing them for the world of work.

Pointing to the explosion of knowledge and the sheer bulk of facts to be learned, the report calls for ways to move from memorization of facts to discovery of facts so that young students learn the processes of thinking akin to those of physicists, historians, artists, etc.

Schools are urged to consider such innovations as non-grading, and team teaching, and such technological developments as TV, tape recordings, teaching machines, language laboratories, and films and filmstrips which can "make marked contributions to the curriculum."

Schools are also urged to do more research and experimentation, and to engage in regular comprehensive studies of their entire instructional programs. To do this effectively, the report suggests, teaching loads for public school teachers should be comparable to those in higher education and a larger proportion of the budget should be devoted to this end.

Predicting rapid and profound changes in education within the next decade, the report underlines the importance of more people becoming better informed about educational problems.

"The average American community," the report says, "should maintain a kind of continuous study program on education, open to interested laymen. This should be done through citizens' committees, parent-teacher groups, adult education programs, and the mass media." This goes beyond getting out the vote

(More)

NEA Project on Instruction Offers
Program in Schools for the Sixties

-4-

on school board elections and school bond issues, the report observes--it involves "decisions on educational policies and establishing priorities. It calls for clarification of what the people expect of their schools."

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Copies of Schools for the Sixties may be ordered from the McGraw-Hill Book Company, 330 W. 42nd Street, New York City at the following prices: Cloth, \$3.95; Paperback, \$2.45.

Sept. 23, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036-202-ADams 4-4848

For further information:
Beatrice M. Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

D. D. Darland Takes Post as Adviser
To Latin American Educators

Alice Morton
Archives - B-3

WASHINGTON, D. C.--Dr. D. D. Darland, associate executive secretary of the National Commission on Teacher Education and Professional Standards, a unit of the National Education Association, has taken a year's leave of absence from his post.

Darland will spend the year in Bogota, Colombia, as a program specialist in teacher education for the Latin American Affairs division of the Ford Foundation. But his activities will not be restricted to Colombia. He'll be working in Venezuela and other Latin American countries, too, helping several universities develop teacher education programs.

His wife, Elinore M. Darland, information director for the NEA's American Association for Health, Physical Education and Recreation, will also take a leave of absence to be with her husband.

Dr. Darland has been with TEPS since 1959. He had previously been director of professional services for the Oregon Education Association.

Mrs. Beulah Fontaine, professional services consultant for the Kentucky Education Association, has taken a year's leave to join TEPS, taking over some of Dr. Darland's duties in addition to other responsibilities.

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9/23/63

Sept. 19, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202-ADams 4-4848

Alice Morton
Archives - B-3

For further information
Dick Dashiell or M. Ruth Broom

SPECIAL FOR EDUCATION JOURNALS

Teachers, Eager for New Ideas, To Take Part in Two NEA Instructional Conferences

WASHINGTON -- (Special) -- The National Education Association (NEA) has invited teachers from each of two regions in the United States to take part in its Regional Conferences on Instruction in November.

The conferences, moved up this year from the traditional spring months to early fall, are to be held in Denver, Colo., November 10-13, and in Miami Beach, Fla., November 17-20.

Approximately 500 teachers from Colorado, Kansas, New Mexico, and Wyoming have been invited to the Denver meeting. Headquarters will be in the Denver Hilton Hotel and the conference theme is "Pupil Values, Curiosity, Creativity: New Perspectives."

Some 500 other teachers have been asked to take part in the Miami Beach conference. They will come from Alabama, Florida, Georgia, Kentucky, Mississippi, and Tennessee. Theme for the meeting is "Keys to Better Teaching." Headquarters will be in the Deauville Hotel.

As in the past, both conferences will be workshop-type meetings devoted exclusively to discussion of ways to improve instruction in the nation's schools. Educators of national prominence are scheduled to speak at each of the conferences to discuss new trends and techniques in teaching and learning.

(more)

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.

Speakers at the Denver conference will include Elizabeth Drews, professor of education, Michigan State University, East Lansing; Margaret S. Woods, lecturer on creative education, College of the Pacific, Seattle, Wash.; James Russell, executive secretary, Educational Policies Commission, Washington, D.C.; and Ole Sand, director, NEA Project on Instruction, Washington, D.C.

NEA President Robert H. Wyatt has also accepted an invitation to address the conference banquet on Monday evening, November 11.

At the Miami Beach meeting, speakers include Walter Waetjen, director, bureau of educational research and field service, University of Maryland, College Park; Don A. Orton, president of Lesley College, Cambridge, Mass.; Louis Armstrong, director, Indiana Springs School, Helena, Ala.; Ned Flanders, professor of education, University of Michigan, Ann Arbor; Roy M. Hall, dean, school of education, University of Delaware, Newark.

Leading discussions in small assembly meetings to explain the work of various NEA projects and programs will be Thomas McLernon, assistant director, NEA division of adult education services; Virgil Rogers, director, NEA Project on Automation; and Paul Smith, secretary, NEA Committee on International Relations.

T. M. Stinnett, NEA assistant executive secretary for professional development and welfare, and Lawrence G. Derthick, NEA assistant executive secretary for educational services, will summarize the conference at the closing session on Wednesday, November 20.

Coordinator for the Denver meeting will be Lois Rogers, NEA convention coordinator, and for the Miami Beach meeting, Ethel Thompson, NEA consultant on elementary education.

Sept. 10, 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 or M. Ruth Broom

Alice Morton
Archives - B-3

SPECIAL FOR JOURNAL EDITORS

National Council for the Social Studies To Hold Fall Meeting in Los Angeles

WASHINGTON (SPECIAL) -- Ralph McGill, syndicated columnist and publisher of the Atlanta Constitution, is the latest addition to a distinguished roster of speakers scheduled to address the 43rd annual convention of the National Council for the Social Studies (NCSS) in Los Angeles, California, November 27-30, 1963.

About 3,000 teachers and administrators are expected to take part in the convention in the Biltmore Hotel, NCSS officials predict. Theme of the meeting is "The Dignity of Man: Perspectives for Tomorrow."

One of the dividends for convention participants: the chance to study latest developments in their specialty areas with experts in the field. In a whole series of informal clinics, delegates will examine the social studies curriculum in elementary, junior, and senior high schools and will discuss such topics as "Improving Supervision in the Social Studies," "Problems in the Education of Social Studies Teachers," "The World History Course," "The American History Course: How Much and How Long?"

The wide range of interest areas is shown in the program for section meetings. Topics to be studied include "Academic Freedom and Social Studies Teachers," "The Educational Potential of Anthropology in the Schools," "Programmed Instruction: Hope or Headache?" "Teaching the Culturally Deprived Child," "Teaching Critical Thinking," "Teaching About Communism," and "The Social Impact of Automation."

(more)

National Council for the Social Studies
To Hold Fall Meeting in Los Angeles

General session speakers, in addition to Mr. McGill, include Gerard Piel, publisher of Scientific American; Howard Wilson, dean, School of Education, University of California at Los Angeles; and NCSS President Stella Kern, social studies teacher at Waller High School, Chicago, Illinois.

The international scene will be explored during four luncheon meetings with speakers discussing conditions and current problems in Africa, U.S.S.R., the Far East and the Middle East. Wendell Jones, assistant professor of education, University of California at Los Angeles, will discuss "Contemporary Africa: An Image for Today's Classrooms." Topics have not been announced as yet for the talks by Donald W. Treadgold, professor of Russian history, Far Eastern and Russian Institute at the University of Washington, Seattle, and Robert Newman, director of the Institute of International and Foreign Studies, U.C.L.A.

Section meeting speakers include Ray Billington, professor of history and scholar-in-residence at Huntington Library, Pasadena, California; William Ebenstein, professor of political science, University of California at Santa Barbara; Clyde Kohn, professor of geography, State University of Iowa, Iowa City; Proctor Thomson, professor of economics, Claremont Men's College, Claremont, California.

NCSS officials have arranged special tour flights for convention delegates who wish to take advantage of a trip to the West Coast. Two round trip "package" trips have been scheduled so far, departing from New York and Chicago, which offer a choice of a non-stop flight with a stop-over in San Francisco or a straight through flight.

"Trip Package No. 1" includes the San Francisco stop-over, leaving on Friday, November 22. The price (\$285 per person leaving from New York, or \$225 per person leaving from Chicago) includes hotel accommodations for four nights in San Francisco, flight to Los Angeles, early Wednesday morning, November 27, and return flight to original staging point (New York or Chicago) Sunday, December 1. The package
 (more)

National Council for the Social Studies
To Hold Fall Meeting in Los Angeles

includes transfers between airport and hotel in both San Francisco and Los Angeles, but does not include hotel accommodations in Los Angeles.

"Trip Package No. 2" includes only the non-stop round trip jet flight to Los Angeles, plus transportation costs both to and from the hotel. The price: From New York City, \$270 per person; from Chicago, \$195 per person.

Merrill Hartshorn, NCSS executive secretary, says that arrangements for other tours from various points of departure in different areas of the country are in the process of being completed. Teachers in these areas will be notified as soon as plans are complete.

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9/10/63

Sept. 6, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

Alice Morton
Archives - B-3

For further information:
Beatrice M. Gudridge or Fred Stoffel

RELEASE AT WILL

President Kennedy Proclaims
American Education Week, Nov. 10-16

WASHINGTON, D.C. (Special)--"Our educational system today is neither adequately adjusted nor adequately financed to meet present-day needs and thus fails to provide full educational opportunities for all citizens."

President John F. Kennedy, in proclaiming Nov. 10-16 as American Education Week, added: "The urgency and magnitude of the educational task before us make it imperative that every citizen actively support, and participate in, the accomplishment of that task..."

"I call upon all Americans to inform themselves as to the quality of education and the opportunities for the individual which our schools, colleges, and universities now afford. I call upon all Americans to inform themselves of the problems which confront these vital institutions and to work toward the resolution of these problems with deep commitment and a sense of urgency. I remind my fellow citizens that the attainment of excellence in education is the responsibility of each one of us; that it is a responsibility to our society today, and an obligation to our citizens of the future."

The presidential proclamation recognized that the United States was the country in which "the concept of free, universal education for all young people was, for the first time in history, translated into reality" and that "our future progress in promoting peace and good will in the world as well as our future

(More)

domestic progress in the constantly widening frontiers of medicine, science and the social sciences, industry, and the arts depend upon the fullest possible educational opportunity for all citizens."

American Education Week, an annual event since 1921, is jointly sponsored by the National Education Association, the United States Office of Education, the American Legion, and the National Congress of Parents and Teachers.

This year, American Education Week's theme is "Education Strengthens the Nation." And each day of the observance will be focused on a particular area in which the nation is strengthened by education.

The daily topics: Sunday, Nov. 10--"Values of Free Men"; Monday, Nov. 11--"Learning Opportunities for All"; Tuesday, Nov. 12--"Quality Education"; Wednesday, Nov. 13--"Balanced Curriculum"; Thursday, Nov. 14--"Community Resources"; Friday, Nov. 15--"Financial Support"; and Saturday, Nov. 16--"Goals for Tomorrow."

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9/6/63

Sept. 6, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
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Archives - B-3

FOR IMMEDIATE RELEASE

Teacher of the Year and Ohio Educator Join NEA "Project 64" Drive

Washington, September 6--A school teacher honored by President Kennedy will take a hand this school year in building up the strength of professional teaching ranks in this country.

Elmon S. Ousley, named 1963 "Teacher of the Year" at White House ceremonies in April, is a teacher of speech and world problems at Bellevue High School, Bellevue, Wash.

But this year, with the cooperation of his school board, he'll join the staff of the National Education Association in promoting membership. The NEA, the world's largest professional organization, is shooting for a goal of a million or more members. It already has 860,000 of the 1,500,000 teachers in the United States.

At its July convention in Detroit, the NEA launched "Project 64" to reach its goal in this school year. The project plan is to enlist as many of its present members as possible in a concerted effort to bring in teachers who do not now belong to NEA.

Each teacher who agrees to take part is given a special "commission" as a recruiting officer of NEA. Then he persuades other teachers to sign declarations of their intent to become members. From that point on, the regular membership chairmen take over.

(More)

Since its launching, Project 64 has sent commissions to 10,000 teachers and hopes to extend the list even more.

Ousley will be joined in criss-crossing the country by Walton Bliss, former executive secretary of the Ohio Education Association, who is coming out of retirement to give Project 64 a push.

Ousley and Bliss will be working through state associations affiliated with the NEA in the membership drive. They are expected to travel extensively, meeting teachers and presenting the case for strong professional unity through membership in the professional association.

Ousley was jointly named "Teacher of the Year" by the U.S. Office of Education, the Council of Chief State School Officers and Look Magazine. His award was presented by President Kennedy at the White House.

Bliss was executive secretary of the Ohio Education Association from 1935 to 1960. Before that he was a school teacher and administrator. He holds a bachelor's degree from Heidelberg College, Tiffin, Ohio, a master's from Ohio State University, Columbus, and an honorary doctorate from Heidelberg.

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Sept 1, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Fred Stoffel or Tom Hawkins

Alice Morton
Archives - B3

FOR IMMEDIATE RELEASE

SPECIAL TO STATE JOURNALS

Mr. Novak Is America's Most Popular Teacher

WASHINGTON, D.C. (Special)--Everybody by now knows Mr. Novak, America's most popular English teacher. In fact, at least 30 million families are acquainted with Mr. Novak and the high school where he teaches English literature.

For Jefferson High and its students have struck a responsive chord. On Tuesday nights, one out of every five television sets in the country is tuned to NBC Television--and Mr. Novak. In the critical early-November Nielsen ratings--after viewers had a chance to sample all new shows and settle on their favorites--Mr. Novak was at the top.

John Novak--a sharp, young teacher-hero--jousts with educational dragons and comes up smiling. He should. Most of the time he wins his battles.

He's taken on a dropout, and gotten him back in school. He's tackled sex education critics, and beaten them. He's lanced overprotective parents, self-important parents, indignant parents. He's fought "the system."

But behind the TV screen, he's got even more depth--created for him by his originator, producer E. Jack Neuman, who also created the TV tube's Dr. Kildare and Sam Benedict shows.

Neuman drew up this biography of Mr. Novak (played by James Franciscus) for the show's professional writers:

(More)

Mr. Novak is a veteran of Korea. He decided on the battlefield there that education--not armaments--is the key to solving the world's problems. So he became a teacher. He has a master's degree from a liberal arts college, is single, and not greatly worried by his salary of less than \$6,000.

He is an independent, capable person who may bend the rules at school if doing so will solve a difficulty.

Jefferson High--"somewhere in the Midwest"--is modelled on John Marshall High School in Los Angeles, where the first few episodes of the show were filmed. Later, a full-scale set of the school was constructed at the M.G.M. studios.

For the most part, actual students play their own roles in the episodes. This is one example of the authenticity on which Neuman insists. Not only does he strongly urge his writers to visit schools to see for themselves the things that are going on there, he himself took a cross-country tour of high schools before starting the series.

Perhaps this is what has struck the most responsive chord with teachers watching the show--its realism. Bothered by past shows in which teachers were played for laughs, they like the idealism and practicality combined in Mr. Novak. And their letters to the National Education Association, which is cooperating with the producers, show this abundantly.

Panels of fresh-from-the-classroom high school principals and teachers, gathered together by the NEA, look over each Mr. Novak script and advise the producer on whether it has the realism he demands.

Mr. Novak, if all goes well, can be expected to continue following the footsteps of his hospital colleague, Dr. Kildare...and by doing so can give back to American teachers the image of themselves they had at the start of their careers--the image of competent, intelligent professionals willing to spend themselves in an important task--education.

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1/9/64

Aug. 23, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036-202 - ADams 4-4848



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 Gudridge or Fred Stoffel

Alice Morton

Archives - B-3

FOR IMMEDIATE RELEASE

Adult Education Should Be Tailored To Individual Needs, Says NAPSAC Guide

WASHINGTON, D.C., Aug. 23--A New York City adult educator has accused some of his colleagues of overselling the value of education.

Thomas Van Sant, assistant superintendent of schools, Bureau of Community Education, says these educators "literally sell education to any who will listen. To get big audiences, they run the gamut of enticing promises without showing clearly the often hard requirements of the learning process for any individual."

Van Sant sees evidence that "the mounting tendency of adults to return to 'school' has become a blind faith in the minds of many people. Many people equate education, any education, with success; thus education becomes a panacea for all their ills and their past blunders."

This attitude is no small matter, Van Sant says. It may be "stupid and dangerous. It contains the seeds of disillusionment which spell disaster for the educational plans of many."

For unless education is aimed at the particular needs of the individual, it may result only in wasted time, energy, and resources. And sharpening this aim, Van Sant says, is the task of the guidance counselor.

(More)

Van Sant's viewpoint is one of many contained in a new revised edition of Public School Adult Education: A Guide for Administrators, just issued by the National Association of Public School Adult Educators, a department of the National Education Association.

The updated book explains adult education history, theory, practices, and techniques for adult education directors and for principals and superintendents expecting to start an adult program in the schools. It tells them how to survey the community to find out its educational needs; how to develop an adult curriculum and make it work; how to find and train teachers; how to set up facilities; how to finance an adult education program; how to get state aid, plan promotion and publicity, make use of an advisory committee, and evaluate the program to find if it's doing the job intended.

Besides Van Sant, its 12 authors include Robert H. Coates of the Philadelphia public schools; Paul L. Essert, Teachers College, Columbia University; John B. Holden, U.S. Department of Agriculture; Howard L. Johnson, Denver public schools; Homer Kempfer, Agency for International Development; Robert A. Luke, NAPSAE executive secretary; George C. Mann, now retired from the California State Department of Education; Carl E. Minich, of the Snyder, N.Y., public schools; Everett C. Preston, formerly of the U.S. Office of Education; Frank R. Repole, Danbury, Conn., public schools; and John H. Thatcher, New York State Education Department.

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NOTE: For press review only, a copy of Public School Adult Education: A Guide for Administrators, 216 pp., may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036. Others may order the book from the National Association of Public School Adult Educators at the same address. Single copy price, \$5.

Aug. 20, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036-202-ADams 4-4848

Alice Morton
Archives - B-3

For further information
M. Ruth Broom (After August 24,
Conference Press Office, Room 364,
Student Union Building, Oklahoma
State University, Stillwater

FOR IMMEDIATE RELEASE

Teenagers To Meet For Student Traffic Safety Conference, August 25-28

WASHINGTON, August 20 -- A group of about 200 teenagers from almost every state are due to meet in Stillwater, Okla., August 25-28, 1963, for the National Student Traffic Safety Conference, according to an announcement here by the National Education Association's (NEA's) National Commission on Safety Education.

Meeting on the campus of Oklahoma State University, the youngsters -- all junior high and senior high school students -- will be attending the fifth annual conference of a unique organization, The National Student Safety Association (NSSA).

Its uniqueness lies in the fact that the Association's major aim is to improve not only traffic safety but all school and community safety activities. Emphasis is on student initiative, planning, and action.

Students themselves stress the importance of education in developing basic skills and in gaining knowledge for living safely. They are engaged in obtaining the cooperation of community leaders and in utilizing community resources for the benefit of everyone, Commission officials say.

(more)

Teenagers To Meet For Student Traffic
Safety Conference, August 25-28

Since its founding, under the NEA Commission's sponsorship in 1958, the Association's enrollment has grown from 500 to about 4,000 secondary schools.

NSSA President Michael Manley, a student at Worthington, Ohio, High School, will preside at business meetings and will speak at the opening session in Oklahoma State's Student Union on Monday, August 26.

Oliver Wilham, president of Oklahoma State, will welcome the conferees, and Oliver Hodge, Oklahoma superintendent of public instruction, will extend greetings. Keynote speaker will be Charles E. Bish of Washington, D. C., director of the NEA's Project on the Academically Talented.

Student delegates will be accompanied by adult teacher-sponsors from their schools who will serve as consultants in group discussions.

Ed Williamson, of the Florida State Department of Education, Tallahassee, who is president of the American Driver Education Association, will speak at a pre-conference session of teacher-sponsors.

The program will be geared to the theme "Tomorrow's Leaders -- Lay a Safe Foundation," and students are to study in workshops such topics as "Organizing for Safety Activities," "Broadening the National Student Traffic Safety Program," and "Community Support."

Oklahoma State Senator Ed Berrong, Weatherford, will address the closing banquet on Wednesday. Awards to schools whose activities have been considered outstanding will be presented. Approximately 65 schools will receive placques and about 100 will receive certificates.

Installation of newly-elected officers, including a president and two students from each of five regions to serve on the NSSA board of directors, will precede the banquet.

Aug. 19, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Beatrice M. Gudridge

Alice Morton
Archives - B-3

FOR IMMEDIATE RELEASE

NEA Invites Members and Affiliates To Give Funds for Prince Edward County Free Schools

WASHINGTON, August 19--The National Education Association today invited its 860,000 members, affiliated state associations and 8,000 local affiliates to contribute funds to the Prince Edward County Free School Association for the operation of private schools in that county for 1,700 children, mostly Negro, during the coming year.

"While deploring the fact that court procedures have not yet led to the reopening of the public schools," NEA Executive Secretary William G. Carr said, "the irreparable loss of education already suffered by these children is a condition that the conscience of the American people cannot allow to continue for even one more year."

NEA delegates at the Detroit Convention in July called upon the Association to help selected students in Prince Edward County to secure an education outside the County. Now that a free private school is to be opened, scholarships are unnecessary according to NEA officials, and therefore the Association has invited its affiliates and members to contribute to the Prince Edward County Free School Association.

This step, according to NEA officials, is another indication of the continuing concern of the Association to aid teachers and pupils who suffer from school integration controversies. They recalled that the Association offered to underwrite the salaries of the teachers of Central High School, Little Rock, Ark.,

NEA Invites Members and Affiliates To Give
Funds for Prince Edward County Free Schools

2

during the crisis there--a potential commitment of several hundred thousand dollars. Later, during the New Orleans crisis, the Association made available for teachers a \$250,000 interest-free loan. Funds have also been released during the past 2 years for studies of the Prince Edward County situation.

The NEA staff made the first contribution to the Prince Edward County Free School Association last Friday when \$2,000 was presented to the Treasurer of the Fund at the State House in Richmond, Va. The NEA has also provided staff and consultative assistance to the Department of Justice and the U.S. Office of Education in the recruitment and screening of personnel for schools to be operated by the Prince Edward County Free School Association.

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8/19/63

Aug. 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 set by resolution.

Alice Morton
Archives - B-3

For further information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Story of Ceramics Released by Science Teachers Group

WASHINGTON, D.C., August 5--Ceramics: Stone Age to Space Age, latest in the "Vistas of Science ^(R)" paperback series for students, was released today by the National Science Teachers Association, a department of the National Education Association.

Produced by NSTA, which is an affiliate of the American Association for the Advancement of Science, with the cooperation of the Metallurgy-Ceramics Foundation, Inc., this book relates the history of ceramics from its beginning in primitive earthen utensils to its present day use in missiles and memory circuits.

Lane Mitchell, Director of the School of Ceramic Engineering, Georgia Institute of Technology, authored this Vista and incorporated within the text activities for students including glass blowing, fusing metal to ceramics, use of a kiln, and making a replica of a rocket nose cone.

With abundant illustrations, Ceramics: Stone Age to Space Age is published by Scholastic Book Services who offer the "Vistas of Science" through their clubs for junior and senior high school students. In addition, the Vistas are available through the NEA Publications Sales Division, and each club enrolled in NSTA's Future Scientists of America youth organization receives a copy.

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

(More)

teachers. Five other books previously published in the series include: Spacecraft, Experimentation and Measurement, Challenge of the Universe, Frontiers of Dental Science, and Microbes and Men. Next scheduled for publication in the series are books covering biochemistry, metallurgy, plant physiology, and fuel cells.

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8/5/63

NOTE: Review copies of Ceramics: Stone Age to Space Age are available upon request from the National Science Teachers Association, 1201 Sixteenth Street, N. W., Washington 36, D.C. Other copies should be ordered from Scholastic Book Services, Order Department, 904 Sylvan Avenue, Englewood Cliffs, New Jersey; or NEA Publications Sales Division, 1201 Sixteenth Street, N. W., Washington 36, D.C. Single copy, 50¢; discounts on quantity orders of 20 or more books. When ordering please specify Stock No. 471-14398.

Aug. 1, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

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

For Further Information:
Joseph Hanlon

Alice Morton
Archives - B-3

FOR RELEASE: A.M. Papers
Thursday, August 1, 1963

Educators To Study Utah Schools For National Education Association

WASHINGTON, July 31--Four teams of educators will visit at least 20 school districts in Utah during the week August 18-24 in connection with an investigation being made by the National Education Association's Commission on Professional Rights and Responsibilities.

The inquiry is being made at the request of the Utah Education Association whose members, teachers in the state's elementary and secondary schools, have withheld their signatures from contracts to teach in the coming year. The Utah association is seeking a special session of the State Legislature in the hope of obtaining additional state funds for education.

The time set for the inspection was fixed to avoid influencing any action that may be taken at an emergency session of the Utah Education Association which has been called for Aug. 3 or conflict with any studies that may be contemplated by the citizens committee which Gov. George D. Clyde is setting up to study school conditions in the state.

The inspection teams of educators will be seeking information concerning conditions bearing on the quality of education offered in the Utah schools. William McClure, director of the Bureau of Educational Research at the University of Illinois will be in charge of the work of the four data gathering teams. They will report to a special committee headed by Oscar Thompson, professor of education at the State College of Iowa, Cedar Falls. A report from Dr. Thompson's committee is not expected until the first of next year.

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7/26/63

July 24, 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:
Beatrice M. Gudridge

Alice Morton
Archives - B-3

FOR IMMEDIATE RELEASE

Forrest Conner Named Executive Secretary Of American Association of School Administrators

WASHINGTON, July 24--Forrest E. Conner, superintendent of schools, St. Paul, Minnesota, was named this week as executive secretary of the American Association of School Administrators (AASA).

His appointment by the AASA Executive Committee to head the 15,000-member organization which is a department of the National Education Association was announced by AASA President Natt B. Burbank, superintendent of schools at Boulder, Colorado.

Dr. Conner, who will assume his duties at AASA Washington headquarters on November 1, replaces Dr. Finis E. Engleman who is retiring from the post after seven years of service.

A former president of AASA in 1960-61, Dr. Conner takes office on the eve of the Association's year-long centennial which will be launched at the annual convention in February 1964 in Atlantic City.

The 62-year-old St. Paul superintendent brings to his new post some 40 years of teaching and administrative experience and a deep dedication to quality education for all boys and girls. Beginning his career in 1923 as a teacher, he moved

(More)

to the superintendency of Belle Fourche, S.D., schools, where he served 10 years. His next nine years were spent as director of secondary education at Hibbing, Minn., and as a high school principal in Iowa City.

From 1944-1949, he was superintendent at Kenosha, Wis., assuming leadership of the St. Paul school system in 1949. A native of Baldwin, Wis., he was educated at the University of South Dakota, Vermillion; and received his master's and doctor's degrees from the State University of Iowa.

As Executive Secretary of AASA, he will be directing the activities of an organization which serves city, county, and state superintendents; college and university presidents; deans of colleges of education; professors of school administration; administrative officers of state and national education associations; and heads of private schools who work directly with their governing authorities.

Among the complex problems which concern Dr. Conner are the financing of education and the upgrading of both teacher and administrator skills. As president, he vigorously supported the AASA stand for federal aid to education. And as head of the Washington staff, he will be administering the new and stiffened requirements for membership which grew out of a ten-year effort by AASA to upgrade the superintendent's professionalism through more rigorous selection, training, and licensing.

He is also a firm believer in educator-citizen cooperation as the key to school improvement. At home in St. Paul, he has put this belief into frequent practice. Citizens there have worked with school personnel on problems ranging from curriculum planning and bond issues to school health and safety.

This cooperation is not all one-sided, either. Dr. Conner takes an active part in the community life of St. Paul, serving on the Community Chest, Red Cross,

(More)

Forrest Conner Named Executive Secretary Of
American Association of School Administrators

3

city library, and Council of Human Relations, as well as serving as president of the Rotary Club. His daughter, Patricia Catherine is planning to follow her father's footsteps in a teaching career, while his son, Jack, is a commercial artist.

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7/23/63

July 19, 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 Joseph Hanlon

Alice Morton
Archives - B-3

FOR IMMEDIATE RELEASE

Californian is New Chairman of Educational Policies Commission

WASHINGTON, July 19--Arthur F. Corey, state executive secretary of the California Teachers Association at Burlingame, has been elected chairman of the Educational Policies Commission, sponsored by the National Education Association and the American Association of School Administrators. The new vice chairman is Margaret Lindsey, professor of education, Teachers College, Columbia University.

The Educational Policies Commission is the top level instrumentality through which the teaching profession expresses judgments on major educational issues. It speaks through occasional publications, most recent of which was Education for Social Responsibility in a Free Society. Other recent pronouncements have included The Central Purpose of American Education and Education and the Disadvantaged American.

New members of the commission, who took office following the recent NEA convention in Detroit, are: George B. Brain, superintendent of schools, Baltimore, Md.; J. W. Edgar, state commissioner of education, Austin, Texas; Lina Sartor, Pachuta Elementary School, Pachuta, Miss.; and H. E. Tate, executive secretary, Georgia Teachers and Education Association, Atlanta.

James B. Conant, former president of Harvard University, now in Germany with the Ford Foundation as education adviser to the West German government, has resigned and will not be replaced on the commission. Robert H. Wyatt, new president of NEA, is an ex-officio member. Secretary of EPC is James Russell of Washington, D.C.

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7/18/63

National Education Association



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

July 18, 1963

Dear Colleague:

In response to many queries from school systems and newspaper editors, the Division of Press, Radio, and Television Relations of the National Education Association has prepared several "back-to-school" features on subjects of special interest to parents whose children will be heading back to class this fall...or, perhaps, entering school for the first time.

These stories which may be used any time, are described on the accompanying Reply Form. They cover such topics as children's creativity, corporal punishment in the schools, classroom separation by sex, better use of the "master teachers," student traffic jam in the library stacks, schools' use of the new technology, and the moonlighting male teacher.

All of these stories, of course, may be adapted by the editor to fit the local situation. As written, they range in length from 600 to 1,200 words.

We have advised editors of daily newspapers throughout the country that these features are available and have provided them with an opportunity to request them.

If you would like to examine these stories to determine whether the editor of your newspaper might be interested in them please check the appropriate blank on the enclosed Reply Form and return the Form to us. We will mail them to you promptly.

Sincerely yours,

Beatrice M. Gudridge

Beatrice M. Gudridge, Assistant Director
Division of Press, Radio, and Television
Relations

BMG/arm

Enclosure

July 18, 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 Joseph Hanlon

FOR IMMEDIATE RELEASE

NEA Asks Teachers to Make Personal Effort to Aid Potential Dropouts

WASHINGTON, July 17--Members of the National Education Association are being called on this summer to exert a special personal effort to get in touch with at least one prospective school dropout and his family and to persuade the potential dropout to return to school in the fall.

The NEA special project on dropouts estimates that 300,000 young people may decide this summer to drop out of school. With the slogan: "Each One Reach One," NEA is asking its 860,000 members to devote a day, or a few hours, within the next two months to counteract this trend.

"Unskilled in a world that has no room at the bottom," says William G. Carr, NEA executive secretary, "these youths will gravely impair their claim, their right, to liberty and the pursuit of happiness. Show them that the teachers and the school systems care deeply what happens to them and that they owe it to themselves and to their country to stay in school."

Joining with the NEA in the appeal to teachers and other educators to enlist in this campaign are five associated organizations: the American Association of School Administrators, the Association for Supervision and Curriculum Development, the Department of Classroom Teachers, the National Association of Secondary-School Principals, and the Department of Elementary School Principals.

In a joint statement addressed to officers and members of each group, the six organizations suggest that the "Each One Reach One" campaign can salvage a significant number of dropouts this summer.

(More)

NEA Asks Teachers to Make Personal
Effort to Aid Potential Dropouts

-2-

"One-shot campaigns won't cure this deep seated problem," the joint letter says, "but a helping hand at the right moment does count with some of the youths who would otherwise join the dropout ranks. If all of us, wherever possible, give up some time during July and August to take part in a national Each One Reach One drive, we can make a material difference.

"President Kennedy in his recent conference with educators recognized the dropout problem as one of the critical educational issues. Our estimates show that we can expect some 300,000 young people to quit school over the summer. Unskilled in a world where unskilled jobs are rapidly disappearing, these youths will do themselves incalculable and permanent harm.

"To retrieve as many as possible of the boys and girls who are teetering on the edge of dropping out, we call upon every member of our profession to make a personal effort. We suggest getting in direct touch with potential school dropouts and their parents to convince them that the schools and all those who work in them do care and that they owe it to themselves and their world to continue in school and to graduate.

"If each one of us will devote a few hours, one day, or more, during July and August and personally reach at least one potential dropout, we can help thousands. With that impetus, and the increased awareness of the nature and size of the problem, we can accelerate our efforts in the fall that the curriculum may be better adapted to the widely varying needs of boys and girls. This will lead us to important further advances toward the early prevention and cure of the dropout problem.

"You can help and your help can matter to the students you reach."

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7/15/63

July 18, 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

BACK-TO-SCHOOL
For release at will
(About 800 words)

That 3-Month Teachers' Vacation Oft Vanishes in the "Moonlight"

WASHINGTON, D.C.--"Ahhh. It must be nice to be a teacher and have those long summer vacations all to yourself--three months of some fishing, some camping with the kids, maybe a trip--now back to school all rested up. What a life."

Maybe that's what you think, returning to your own daily grind this fall after the annual two-weeks-with-pay vacation.

It's not what teachers think. And it's not quite the way things are. And because of the way things are, more and more teachers are becoming ex-teachers... especially among the male teaching corps.

Let Sam M. Lambert, director of the Research Division of the National Education Association, tell it:

"The typical man teaching in today's schools is both angry and impatient. He thinks he is entitled to a better break in this era 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."

Men make up a third of the teaching force in public schools. Most of them are concentrated in the high schools or junior highs. Eight of every 10 men teachers is married and has two children.

(More)

More than 65 percent of the men teachers have to "moonlight" to supplement their incomes. Even more work summers. In a study two years ago, the average income for male teachers was \$5,568. Working summers and at extra jobs during the school year, too, they earned an average of \$1,155, but this figure also includes earnings from dividends, rents, and interest.

Since most men teachers work in secondary schools, let's stick with that. The average high school teacher puts in 46 hours a week on school work. Over half of this is spent in the classroom, 20 percent is spent in duties related to classes (like supervising study hall or working on records or reports, coaching athletics, sponsoring clubs, attending official meetings, and the like) and another 29 percent goes into related work outside of regular working hours (correcting papers, preparing lessons, contacting parents.)

The teachers would like to study during the summer to get advanced degrees so they can be better teachers and earn more money at their educational jobs. But many can't afford it. So they work.

During the school year, they'd like to spend more time correcting papers, making individual assessments of the weak points in which some students may need special help. But many can't afford to do it. So they work.

And their wives work, too.

Of every 10 married teachers, 4 have wives who work. Three of those working wives have full-time jobs. Teachers' wives are found working at a job more frequently than the wives of any other professional group, says the report.

Quoting 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 are 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

(More)

That 3-Month Teachers' Vacation
Oft Vanishes in the "Moonlight"

-3-

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."

Now, about that three month vacation teachers get.....

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6/27/63

July 18, 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 Joseph Hanlon

BACK-TO-SCHOOL
For release at will
(About 600 words)

Schools Themselves Should Profit By Advances They Helped Create

WASHINGTON, D. C.--Growing problems of the schools, arising from the explosion both of population and knowledge in recent years, can be solved if the schools will make use in their own operations of some of the new technologies and procedures which are themselves a product of education. This is the view of Charles E. Bish, director of the Project for the Academically Talented sponsored since 1958 by the National Education Association.

Schools have now become a big business, Bish points out, adding that he sometimes wonders if they are tied too closely to a "pen and pencil age."

"Are we paying the teachers larger salaries each year to do things like making out the register?" he asks. "This is absurd. The good systems, some of them, are going to the use of punch cards and magnetic tape for data processing, just as the banks do.

"We must find ways to relieve teachers of the burdens of clerical work and other non-teaching duties. There are two ways of doing this. One is by employing more teacher aides--this is not done on anything like the scale

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that is needed. High school graduates could go into any high school I have ever seen and perform a tremendous number of tasks which now take up the time of teachers."

The time that teachers now spend in non-teaching chores, Bish suggests, might well be devoted to planning and inservice training so that they can keep up with the expansion of knowledge.

In addition to employment of teacher aides, Bish holds, much time could be saved by the use in school management of the new procedures and technologies commonly employed in industry. Equipment is available for handling scheduling of classes, keeping records of credits earned by teachers through summer study, payroll preparation and maintenance of supply records, all of which now require a great deal of the time of the professional staff.

Television and teaching machines will never take the place of the teacher in the classroom, Bish says, but they too have a contribution to make in the more efficient use of school resources.

School enrollments have expanded greatly, Bish points out, both because there are now many more people and because people are staying in school longer than ever before. At the same time there has been a vast increase in the amount of knowledge, particularly in the physical sciences, so that the body of knowledge is far more than any one person can teach or learn. In the social sciences there are great areas of study which are being neglected, Bish suggests, referring particularly to the cultures of the emerging nations which are becoming important in world affairs.

Compounding the growth of population is the increasing mobility of the population, Bish notes. He quotes Margaret Mead, the anthropologist, as

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likening the situation to a giant egg beater, centered at about St. Louis, which is sending streams of people, mostly the disadvantaged from the South, into the urban centers of the North in ever increasing numbers.

The teacher must learn to cope with these new situations and "keep the store" while going back to school herself at summer sessions and during afternoon and evening hours so that she may stay abreast of developments in the subjects she teaches. This, Bish says, "is not easy to do."

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6/27/63

July 18, 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 Joseph Hanlon

BACK-TO-SCHOOL
Release at Will
(About 1,200 words)

Students in the Stacks Spell Library Jam Session

WASHINGTON, D.C.-- "Oh, we'll be rockin' in the reference room,
And twistin' in the stacks,
We'll change little old librarians,
To raving maniacs.
If you want to have a ball
The place where you should be,
Is that gassin' teen-age night-club
The public libraree."*

The new generation of learners, surging beyond school doors for the knowledge that sustains term papers, finds that it is the books, not the cards, that are stacked against it. So says the National School Public Relations Association, a department of the National Education Association, in a new book, The Shape of Education.

Encouraged to do more independent study and hampered by inadequate and unavailable school libraries, students are creating enormous traffic jams at public libraries. Generally, the librarians are glad to see them for, as one director expressed it, "it means better educated library patrons for the future."

However, the nature and numbers of the young library patrons of today are taxing libraries and librarians to the point where they now refer to the new phenomenon as "the student problem."

*Toohey, Barbara. "A Song in Search of Six Saxophones and Elvis Presley." Wilson Library Bulletin 37: 272; November 1962.

(More)

In the first place, the public libraries frequently have little more to offer students than the school library system--except availability at nights and on week-ends. The American Library Association estimates that 110 million Americans have inadequate library service and that 130,000 additional librarians are needed to bring all libraries up to national standards of library service. (The public school situation is much worse--according to a U.S. Office of Education survey, only 50 percent of public elementary and high schools have centralized libraries, and only 42 percent have school librarians. The average annual expenditure for books is \$1.60 per pupil, compared to the \$4 to \$6 recommended in the ALA standards.)

Secondly, the influx of students is pushing the adult user out of the reading room and presumably back to his own living room. Discouraging the adults are the curtailment of services to them because of the student demands made upon librarians; overcrowding caused by students; and the distractions of teenagers who, by nature, usually can study only to the accompaniment of giggles and get-togethers.

Although they apologize for enforcing limits on students, many libraries out of necessity have curtailed their services to teen-agers. The number of reference material check-outs is limited; some are excluding all except college or high school seniors from using reference materials; others have placed teen-agers in separate rooms or set up different hours for student and adult users of the library.

In a special study of the student problem by Doris Watts and Elaine Simpson, published in the Wilson Library Bulletin, 44 percent of the librarians

(More)

surveyed reported an increase in discipline problems due to the increased student use of libraries. Most of the discipline problems are not serious--noise, socializing, some horseplay; but one serious problem is that of book mutilation and theft. The researchers write:

"When 30 children are simultaneously required to find the same piece of information from the same list of reference books and periodicals, the temptation is great for the student who reaches the public library first to make sure that he, at least, is going to complete the assignment. Hence stolen books and periodicals, pages ripped from encyclopedias--and increased frustration for the rest of the class."

Rather than hang up a "No Students Allowed" sign on the door, many libraries are trying to work out solutions that will not dilute student enthusiasm for library services, but at the same time allow for adequate service to all users. At Bellingham, Washington, high school and junior high teachers met with school and public library staffs to discuss mutual problems. Teachers are now preparing groups more thoroughly for library assignments and stressing use of school libraries first. Also, a school employee is now available to assist the public library reference staff as needed in the evenings.

The Shaker Heights, Ohio, public library renovated a large basement room into a study hall and furnished it with a duplicate set of reference and science books. Teachers are paid to be proctors in the study hall in the afternoons, evenings, and week-ends.

When discipline problems in some of the branch libraries of Seattle, Washington, became impossible to handle, the library system temporarily closed

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several of the branches for evening service. This brought the problem to the attention of Seattle citizens quite dramatically, and when the branches reopened a week later, student behavior was and remained exemplary, subdued perhaps by the realization that the library can act decisively when need be.

James E. Bryan, president of the ALA, lists four prerequisites for keeping public libraries useful and central to the education of children:

- Cooperation and mutual understanding between school and public libraries, to the end that the student is served constructively and helpfully.
- A greater part in curriculum making by librarians. Until librarians take a greater part in the creation of educational materials, policies, and procedures, and until there is an ample supply of materials for realistic individual study projects, educational progress will be retarded.
- An effort by both public and school libraries to approach the ALA standards, individually and in concert.
- Librarians taking the initiative in gaining support and improvement of library services to students in a forceful, well-documented way, to indicate where the needs are.

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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 Joseph Hanlon

BACK-TO-SCHOOL
Release at Will
(About 1,100 words)

Good Teachers are VUPs: Very Unusual People

The good teacher is one who is alive with living thoughts. He has the ability to work responsibly and productively in the academic disciplines. He respects imagination. He is deeply concerned with the creative capacities of human beings. He is fluent in the use of language, but receptive to nonverbal forms of expression. He has the professional knowledge and technical skill required of the artist in any vocation. He is a multiplier, increasing or decreasing the effect of every other factor in a child's education.

Good teachers are "very unusual people," says John H. Fischer, president of Teachers College, Columbia University. The qualities he lists are described in the new report, The Shape of Education, published by the National School Public Relations Association, a department of the National Education Association.

"The intelligent, discerning, sensitive, and energetic people we need in teaching," says Dr. Fischer, "are also sought in substantial numbers by virtually every other important field of work. It is only reasonable and honest to admit that there are not enough of them to go around and that we cannot hope to have one in every classroom."

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Although there aren't enough master teachers to go around, Fischer said, it is important that the effect of the master teacher should be felt in every classroom every year.

"We have a scarce commodity which we ought to distribute as advantageously as we can," he said. "It would, therefore, seem logical to abandon the assumption on which school staffing patterns have so long been based--that teachers are so similar in basic competence that in a given school each one may safely be assigned approximately the same kind and amount of responsibility as every other. Anyone who has ever worked in a school knows that the premise is not valid, that teachers do in fact vary enormously, not only in experience and personality, but also in talent, inclination, training, skill, and effectiveness."

"By having a highly competent teacher relatively close to every child," Fischer said, "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 he envisioned it, the preferred arrangement would expand the practice of providing assistants to teachers to perform those functions for which high professional training is not required, and those teachers who do not qualify as master or artist teachers would have easy access to a counselor or leader who could work closely with them and help them use best whatever potentiality they possess.

In discussing the qualities required of the good teacher Fischer said there was no need to argue the case for the liberal arts as a necessary component in the education of teachers.

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"That a teacher should know as much as possible about the physical and cultural world and be critically aware of his own relation to it," he declared, "is now so thoroughly accepted that we may assume this as a premise upon which further discussion may go forward....

"The intending teacher's principal objective in pursuing his general education should be to acquire not factual knowledge alone, however comprehensive or intensive, but the ability to work responsibly and productively in the academic disciplines....

"The good teacher should gain through his own education and from his broader experience understanding and appreciation of a wide variety of human qualities. He should, for example, respect imagination, holding for it a regard as something much more than a charming, childlike quality. He should know that without it other humane qualities are not likely to flower nor creative effort or serious criticism to be advanced....In addition to respecting imagination, the first-rate teacher possesses and displays it."

Most of the foregoing qualities, Fischer noted, could be applied to the education of any man or woman, but the teacher faces a specific task for which he must be prepared. The growth of knowledge and expansion of the curriculum, he suggested, indicate that specialized programs beyond those now offered should be developed, at both the graduate and undergraduate level, in the preparation of teachers. These, he said, might include differentiating between elementary and secondary school teaching, among the several subject fields, and among the subdivisions of special education and pupil personnel work, and providing more advanced work for those preparing to deal with unusual cultural situations, or to teach in schools where ethnic and language problems are serious, or where

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Good Teachers are VUPs:
Very Unusual People

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the incidence of juvenile delinquency and other maladjustment may be exceptional. Desirable as the generalist teacher is, Fischer said, it is time to re-examine current practices critically and to ask whether our efforts are as sharply focused as they should be.

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For further information:
Beatrice Gudridge or Fred Stoffel

BACK-TO-SCHOOL
For release at will
(About 1,200 words)

Classroom Separation by Sex May Improve Student Learning

WASHINGTON, D.C.--Sex makes a difference everywhere except in the classroom.

That's what educators used to think. But they're starting to revise their opinion.

Some now believe that sex makes a big difference in class, too, especially when the class is made up of both boys and girls. And to test it out, a few schools have inaugurated all-boy and all-girl classes.

Walter B. Waetjen, education professor at the University of Maryland, is one who thinks sex does make a difference in learning. He discussed his views in a recent issue of the NEA Journal, published by the National Education Association.

If sex doesn't make a difference, he says, "then we are hard put to explain why there are two to three times as many boys who underachieve in school as there are girls. It is equally difficult to explain why there are four times as many boys who are poor readers or non-readers as girls; and, why 85 percent of the children in the hands of youth authorities are boys. While these figures are startling enough, we can also point to the fact that anywhere from 75 to 95 percent of the children who are in speech clinics for functional disorders are boys."

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But Waetjen thinks any all-boy, all-girl classes should be instituted only experimentally and only "at the junior high-school level in academic areas."

In the Washington, D.C., suburbs two schools are trying out the notion.

Last year, Broome Junior High School in Montgomery County, Md., inaugurated two all-girl and two all-boy eighth grade classes in English and history.

After a year of operation, Carl J. Fahrner, school counselor, believes the program has worked out pretty well although a full evaluation--based on tests given to students at both the beginning and end of the year--still have to be made.

Generally, he says, the four teachers involved liked the experiment and have recommended expanding the program to take in seventh and ninth graders too.

The teachers reported, Fahrner says, that the boys seemed to be more enthusiastic about their studies than the girls (who needed more motivation to study hard).

"Both boys and girls in the experimental classes appeared more willing to ask--and to answer--questions than those in the conventionally grouped classes," he says.

Another school in the metropolitan area--Wakefield Forest Elementary School in Fairfax County, Va.--tried separating by sex some students in the first, third, and fifth grades. Principal Glenn Wells says that although these sex-segregated classes in the lower grades seemed to have worked out well, he is not making a final judgment until more statistical evidence is in.

For example, he says that the advances he has noted in children grouped by sex could well be due to other factors as well.

Age is one of these factors.

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In every class grouped by sex, he says, a concerted effort has been made to match the students by age because previous studies showed that in a fourth grade class, achievement was higher when the students were within a few months of each other in age...and behavior problems were fewer, too.

Experimenting with grouping by age, one of the classes came up with 27 boys and four girls. The teacher suggested that the four girls be removed to control the experiment even more. Subsequently the teacher found the boys--many of them with learning and personal problems--"made tremendous strides both intellectually and socially."

Now in 6th grade, some of these same boys have reached achievements $1\frac{1}{2}$ years above their grade level. Boys who subsequently moved into mixed classes after a year in an all-boy class were found to be the new leaders, even though their intelligence levels were below the girls'.

"The confidence they gained from this one year carried over with these boys," Wells says.

Last year, boys in the fifth grade, who as fourth graders had been in an all-boy class, were tested for achievement. After being statistically matched with boys from another school entirely, the Wakefield youths were found to be "significantly" higher in achievement than the control group.

"Personally," says Wells, "I know that these boys and girls are functioning better [In single-sex classes]." But it's still not statistically proven, he points out.

But while the teachers have accepted the grouping-by-sex experiment, while the students involved like it, some mothers are against the plan. One mother, he says, complained that it was the worst year her boy had had in school. But the boy himself liked the class...and his achievement showed he was nearly three years ahead of the average student in the same grade.

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For Further Information:
Beatrice M. Gudridge or Joseph Hanlon

BACK-TO-SCHOOL
Release at Will
(About 960 words)

The Board of Education That Hung on the Wall

WASHINGTON, D.C.--There was a time when the board of education was about three inches wide, half an inch thick, and not quite three feet long. It hung behind the door in the principal's office and was, on occasion, applied to appropriate parts of the anatomy of recalcitrant students.

This was a form of discipline. Corporal punishment and discipline are not synonymous. Recent developments, however, are tending to bring them closer together. Over the nation there is rising concern about what the teacher can do--aside from the manly art of self-defense or calling the police--to maintain discipline in the classroom.

"There seems to be a growing trend across the country to return (to the use of corporal punishment) in our schools as a partial answer to the problems of juvenile delinquency." Thus the new report The Shape of Education, published by the National School Public Relations Association, National Education Association, quotes a recent research study.

The issue became acute recently in Washington, D.C., among other places. There Superintendent of Schools Carl F. Hansen proposed to the board of education that it rescind its rule against corporal punishment. This the school board refused to do and promptly a move got under way in Congress to overrule the school board. Citing research, Hansen said most educators now favor some sort of corporal punishment, when needed. The time-honored precept that "this is going to hurt me more than it is you" has not, however, been revoked. Corporal punishment works in elementary schools, Hansen has advised his board of education, but in secondary schools the remedy is suspension or expulsion.

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What seems to be the problem, Hansen says, is that where there is a rule that the teacher cannot resort to corporal punishment the troublesome students find out about this--and they take advantage of it. Teachers aren't anxious to start rapping the pupils' knuckles, Hansen says, but they think it would help if pupils know that, if it came to a showdown, they could.

Among other communities in which the issue of corporal punishment has made news recently are Milwaukee and San Francisco. In Milwaukee the school board adopted a new policy which permits teachers to use physical force to prevent or stop a breach of discipline, but the student may not be slapped or paddled as punishment. In San Francisco, the school board obtained a legal interpretation from its counsel clarifying existing policy. The clarification stated that teachers may do "whatever is reasonably necessary under the circumstances, including use of the hands, to maintain proper order and discipline."

In Akron, Ohio, as part of the regular inservice training of teachers, seminars on discipline are held to interpret policy and relate it to actual practice. Akron permits corporal punishment, administered by either the teacher or principal, but only after a conference involving both.

Superintendent Martin Essex suggests to his teachers that answers to two questions will help a teacher to decide whether to punish and how to go about it: "Will punishing help the pupil to grow in self-control and self-discipline?" and "Will it make a better working situation for all the class group?"

The Chicago public schools distribute to every family that has a child in school a booklet, Pupil Conduct and Discipline, which offers guidelines for parents, pupils, and teachers in the maintenance of good discipline. The California Teachers Association has a booklet, Classroom Discipline, which offers advice along the same lines.

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The Board of Education
That Hung on the Wall

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The general rule of common law is that teachers stand "in loco parentis" and can, within reason, do what the parent would do, including corporal punishment, to enforce discipline. States can modify or reverse the common law principle by adopting a specific statute dealing with the subject. Only New Jersey has a law which prohibits use of corporal punishment as a means of enforcing discipline.

Other states (Oklahoma, Pennsylvania, West Virginia) have, by statute, adopted the common law principle of "in loco parentis." Still others (Florida, Montana, Vermont, Virginia) have statutes which explicitly sanction corporal punishment. And many others back into the question--they have laws which define such offenses as assault and battery but exempt parents and teachers if reasonably and under appropriate circumstances (or some such phraseology) they find it necessary to use force in dealing with a situation for which they have responsibility.

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6/27/63

July 18, 1963

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

For further information:
Beatrice M. Gudridge or Fred Stoffel

BACK-TO-SCHOOL
For release at will
(About 600 words)

He's Messy, Rude, Stubborn?
Your Child May be Creative

WASHINGTON, D.C.--Time was when a youngster who was messy, stubborn, rude and lazy was apt to be heckled at home and scolded in school.

But this is the new age of research. And research says the messy, stubborn, rude and lazy youngster may be just the type the nation needs. He may be creative.

Look at it this way, say the researchers: what you would normally think of as messy, stubborn, rude and lazy may not be MSRL at all to the youngster involved. In fact, to him MSRL may be a higher type of order, logic, courtesy, and activity.

It's quite possible, they say, that the creative youngster may actually need to be MSRL in order to be creative. It may be tough on parents and teachers but the creative youngster might need a certain amount of mess around him if he's to delve deeply into the things that fascinate him. And his rudeness may mean he's thinking, and therefore inattentive to the social amenities. And thinking does not have to be done at a school desk. The brain can work while the body is flat and the eyes are closed.

E. Paul Torrance of the University of Minnesota who has conducted extensive studies to determine creative characteristics of young children believes they prefer to learn, not by authority, but in creative ways in which they can explore, manipulate, question, experiment, and test their ideas. He has also found that stubbornness - -

(More)

He's Messy, Rude, Stubborn?
Your Child May be Creative

-2-

an indifference to the ideas of others - - is one of the most pervasive characteristics of creativity. But parents - - and teachers too - - have demanded that children learn by authority and have tried to overcome stubbornness.

In a recent booklet published by two units of the National Education Association, Dr. Torrance reports the results of a survey in which more than 1,000 teachers listed characteristics they valued highly in their students.

Stubbornness came in 30th.

"From the results," he says, "it would appear that it is more important to teachers in the United States that their pupils be courteous, do their work on time, be energetic and visibly industrious, be popular and well liked by their peers, be receptive to the ideas of others, be well rounded, and be willing to accept the judgments of authorities than to be courageous." And parents think the same way, he says.

"Obviously, such a pattern of values is more likely," he concludes, "to produce a people ready for brainwashing than one able to resist it and to think creatively."

He suggests that teachers--and by implication parents--relax their authoritarian ways by making assignments which call for original work and by asking questions which call for original answers--not just the 'right' answer. He says youngsters' unusual questions and ideas should not be dismissed out of hand. And their attempts to do things in a different way should not be stunted.

This will not necessarily make for peace and quiet in the classroom - - or in your home - - but your youngster may have research on his side.

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6/27/63

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For Further Information:
Beatrice M. Gudridge or Joseph Hanlon

FOR IMMEDIATE RELEASE

Californian is New Chairman of
Educational Policies Commission

WASHINGTON, July 19--Arthur F. Corey, state executive secretary of the California Teachers Association at Burlingame, has been elected chairman of the Educational Policies Commission, sponsored by the National Education Association and the American Association of School Administrators. The new vice chairman is Margaret Lindsey, professor of education, Teachers College, Columbia University.

The Educational Policies Commission is the top level instrumentality through which the teaching profession expresses judgments on major educational issues. It speaks through occasional publications, most recent of which was Education for Social Responsibility in a Free Society. Other recent pronouncements have included The Central Purpose of American Education and Education and the Disadvantaged American.

New members of the commission, who took office following the recent NEA convention in Detroit, are: George B. Brain, superintendent of schools, Baltimore, Md.; J. W. Edgar, state commissioner of education, Austin, Texas; Lina Sartor, Pachuta Elementary School, Pachuta, Miss.; and H. E. Tate, executive secretary, Georgia Teachers and Education Association, Atlanta.

James B. Conant, former president of Harvard University, now in Germany with the Ford Foundation as education adviser to the West German government, has resigned and will not be replaced on the commission. Robert H. Wyatt, new president of NEA, is an ex-officio member. Secretary of EPC is James Russell of Washington, D.C.

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7/18/63

July 1, 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 Gudridge or Joseph Hanlon

RELEASE ON RECEIPT

School Trends Charted In New "Shape of Education"

WASHINGTON, D. C.--Trends influencing decisions about to be made in and about the schools are noted in The Shape of Education for 1963-64, just published by the National School Public Relations Association (NSPRA), a department of the National Education Association.

This is the third in a new series of publications developed by NSPRA. The first, published a year ago, and thought of then as possibly an annual volume, was received so enthusiastically that it was decided to publish two issues each year.

The 64-page booklet highlights classroom problems dealing with such elementary subjects as reading and writing, and social trends, such as the developing issue of the Negro in the schools, along with many other issues that are in the forefront of discussion whenever educators gather these days for consideration of mutual problems.

School superintendents, school boards, principals, college professors of education, graduate students of education--these are among the larger groups who have found The Shape of Education series useful in their own endeavors. The

School Trends Charted
In New "Shape of Education"

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articles are prepared especially for The Shape of Education by the editors of Education U.S.A., a special weekly report on educational affairs published by NSPRA in cooperation with the NEA Division of Press, Radio, and Television Relations. They are, to a considerable extent, expansions in some depth of material which appeared originally in Education U.S.A.

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NOTE--Copies of The Shape of Education for 1963-64 (Volume 3) may be ordered from the National School Public Relations Association, NEA, 1201 Sixteenth Street, N.W., Washington 36, D. C. Single copies are \$1.00; bulk orders for 10 or more at \$.80 a copy. Please order by number 411-12604.

NATIONAL EDUCATION ASSOCIATION

101st Annual Meeting

June 30-July 5, 1963

Detroit, Michigan

FOR FURTHER INFORMATION:

Beatrice M. Gudridge or Joseph Hanlon
National Education Association
1201 16th Street, N.W.
Washington 36, D. C.

RELEASE AT WILL

NEA Makes Interest Free Loan Fund
Available to Utah Education Association

For use with roundup story
on NEA Convention

The National Education Association made \$500,000 "or more" available to the Utah Education Association in the form of an interest free loan. This action was taken by the NEA board of directors and executive committee immediately following the Detroit convention.

The board authorized its executive committee to release the money on application by the Utah Education Association. The money is to be expended at the discretion of the Utah Association in support of its effort to obtain additional state funds for education in Utah.

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NATIONAL EDUCATION ASSOCIATION

101st Annual Meeting

June 30-July 5, 1963

Detroit, Michigan

FOR FURTHER INFORMATION:

Beatrice M. Gudridge or Joseph Hanlon
National Education Association
1201 16th Street, N. W.
Washington 6, D. C.

See accompanying story
on teacher-aid fund.

RELEASE AT WILL

NEA Convention Acts on
Sanctions, Civil Rights, Federal Aid

Detroit, July 6 - Professional sanctions, civil rights, and federal support of education were three topics which emerged as overriding issues at the week-long 101st annual convention of the National Education Association which ended here last night.

Robert H. Wyatt, executive secretary of the Indiana State Teachers Association, assumed office as president of the 860,000-member organization, succeeding Mrs. Hazel Blanchard of Fresno, California. Present at the convention were more than 10,000 educators, of whom 6,800 were official delegates.

The issue of professional sanctions arose in the specific form of a request by teachers of Utah that the NEA impose sanctions in that state, where members of the Utah Education Association have withheld their signatures from contracts to teach next year in an effort to win a larger appropriation from the legislature for state aid to the schools. Imposition of sanctions would bar NEA members in other states from seeking teaching assignments in Utah.

The matter was resolved when the delegates adopted a resolution commending and supporting the stand taken by the Utah Education Association in its struggle to provide quality education for the children of Utah and pledging that NEA would do everything possible to assist Utah teachers in meeting the educational needs of children in that state.

The delegates directed the NEA executive committee to remain ready at all times to continue its efforts to aid in the Utah situation and "to take promptly such further action as ^{the} situation requires, including the use of sanctions and other necessary measures."

The resolution expressed hope that the Utah crisis could be resolved without interruption of schooling there. It went on to authorize NEA to establish a fund for financial assistance to Utah teachers in the event that the impasse is not resolved.

Subsequently the delegates adopted a budget which transferred \$1,100,000 of the organizations's general fund from operations in prior years into a reserve for future emergencies. This money is to be available to the NEA board of directors "for meeting extreme emergencies which may occur in the future."

NEA Executive Secretary William G. Carr, in reviewing the Utah crisis for the delegates, pointed out that efforts to resolve the controversy there are continuing. The governor is planning to appoint a blue-ribbon citizens committee which will meet with educators, legislators, and others to seek a solution. If the pending negotiations for settlement should fail, Carr said, the NEA executive committee would be asked to impose national sanctions immediately.

John C. Evans, Jr., executive secretary of the Utah Education Association, expressed satisfaction with the action taken by the convention. He said he thought the resolution as passed could be more helpful in the situation than what was originally proposed. Evans added that he would want to consider this further and might have an additional statement after his return to Utah.

The NEA's Department of Classroom Teachers, which comprises more than 90 percent of the organization's membership, approved, before the full convention acted, a resolution which would have had the effect of imposing sanctions in Utah immediately. Another resolution of the classroom teachers called for NEA to create a fund for financial assistance to Utah teachers. A collection taken up at the annual dinner of the classroom teachers netted \$3,115 for the Utah fund.

The convention expressed its views on civil rights in three separate actions. It approved a motion expressing its support on the civil rights program presented by President Kennedy. It amended a resolution relating to desegregation in the public schools to express its support for extension of that principle to make it applicable to professional membership in organizations affiliated with the NEA. The delegates, however, rejected a

2. Summary

resolution which would have called for open membership in all state and local associations. At present there are 11 Southern states where there are separate state organizations of teachers for Negroes.

The major action of the convention dealing with civil rights came when it moved to approve a statement adopted by the NEA board of directors. The board's statement read:

"Having commended affiliates which have removed racial membership barriers, and noting that while significant progress has been made toward the ending of discrimination in professional associations much remains to be accomplished, the National Education Association urges those state and local associations where racial membership restrictions are still in effect to establish consultative committees to facilitate their removal.

"While there are no racial restrictions for membership in the National Education Association, the 1963 Representative Assembly, believing that the Association should assist its affiliates to deal with this issue, offers the good offices of the Association:

"(1) To assist state and local associations where racial restrictions remain to establish consultative committees which may facilitate their removal.

"(2) To sponsor cooperatively with state and local affiliates meetings, workshops, seminars, or other activities in the field of intergroup and human relations, or on other topics, which will help to remove racial barriers in professional education associations.

"(3) To work with state affiliates where restrictions still exist to grant local associations the right of local option within the framework of the state association until such time as the state itself can remove such restrictions.

"The 1963 Representative Assembly also requests that the Joint Committee of the NEA and the American Teachers Association consider whether and under what conditions it would be desirable and feasible to merge the two associations, and report its recommendations in one year or less."

The Department of Classroom Teachers went further than the full convention did in dealing with civil rights. It approved a resolution urging all local, district, and state associations affiliated with NEA to take immediate steps to open their membership doors to all teachers, regardless of race, color, or creed.

In its action relating to federal support of education the convention restated its position eliminating language adopted at the Denver convention in 1962 which, as it turned out, proved to be an unnecessary handicap for the NEA staff leadership in the course of the year.

The new resolution puts NEA on record as favoring federal support of education in accord with these principles:

"1. That there be substantial federal support of the whole of public education at all levels and of all types.

"2. That federal programs of specific aids be continued or improved in addition to comprehensive federal support.

"3. That control of the program of education remain with the states and localities.

"4. That the legislation be consistent with the constitutional provision respecting an establishment of religion and with the tradition of separation of church and state.

"5. That the legislation contain provision for judicial review as to its constitutionality."

The Denver convention had adopted a resolution on federal aid which explicitly placed NEA on record as opposed to federal aid to private or church-related colleges. As a result NEA last fall did vigorously oppose a bill in Congress which would have offered aid to both public and private institutions of higher education. Defeat of the measure was widely attributed to the NEA action.

The new resolution adopted at Detroit, while preserving NEA's traditional stand that public funds be spent for public schools, recognizes the possibility that, with regard to higher education, federal assistance may be constitutional. If legislation such as this should be approved, it would be difficult to obtain a constitutional test of the issue unless the legislation itself contained a built-in provision for such a test. That is the significance of the fifth item in the statement of principles.

Some delegates wanted to preserve the position adopted at Denver and there was vigorous debate over a proposed amendment which would have added to the resolution a statement that "in keeping with the letter and spirit of the federal and state constitutions, federal grants for institutional uses be made exclusively to public elementary, secondary, and higher education." This proposed revision of the resolution failed, however.

Pending in Congress as the convention met was President Kennedy's one-package bill for federal support of education which includes provisions for assisting private

institutions of higher education. The NEA has supported the President's proposal "as a package" but served notice that it reserved the right to reconsider its position if the package should be broken down into its separate components.

The delegates expressed their concern about the quality of education offered in the schools conducted by the Department of Defense for the children of Americans who are stationed abroad. They commended the Defense Department for making a study of these schools last fall, as had been urged previously by the Association, but they went on to deplore the Defense Department's failure to ask Congress for enough money for the operation of these schools. The law requires that salaries of teachers in these schools should be in line with those paid in the United States, but funds to do this have not been available.

In addition, the delegates said: "Inadequate school facilities, overcrowded classrooms, and limited educational programs are also the results of fiscal policies which work against the best interests of the American children and teachers overseas and against a favorable interpretation of American education in the 26 countries where these schools exist."

Several resolutions dealt with subject matter not touched upon in previous conventions. One, relating to educational media, pointed out that teachers assigned to television instruction are still teachers, not performers. Another voiced encouragement for the new trend for greater numbers of Americans to seek education beyond the high school and called on all levels of government to develop plans for meeting these new educational needs.

Teacher preparation institutions were urged to institute programs for their students to help them toward understanding of what they may expect as professional teachers in such matters as professional ethics, competency, and professional responsibilities outside the classroom.

The convention adopted a uniform national code of ethics which has been in preparation for several years and called upon state and local associations to develop professional channels for the adjudication of violations of the code should they occur and for protection of the professional privileges of individual members.

Summary

The code defines the teacher's obligation to the student, to the community, to the teaching profession, and to professional employment practices. A former president of the Association, Miss Ruth Stout of Topeka, Kansas, pointed out during the debate on sanctions that if sanctions should be imposed in Utah a teacher from another state who accepted a teaching assignment there would be guilty of unethical conduct.

The convention adopted a budget for the 1963-64 year of \$9,486,000, an amount equal to the estimated income. The budget, about \$600,000 more than was expended in the previous year, contemplates an increase in membership of about 45,000 during the year ahead.

Notwithstanding the conservative estimate of the budget committee on prospects for increasing membership, the delegates launched a campaign labeled as "Project 64" to reach a hoped-for goal of one million members by 1964. Members who participate in this campaign will be issued "commissions" charging them with responsibility for enrolling at least five new members during the course of the year. Before the convention adjourned more than 4,500 delegates had signed up for commissions.

Executive Secretary Carr, in his annual report to the delegates, made special reference to four areas of activity by the Association in which he noted substantial progress during the year -- the urban project, professional negotiations, sanctions, and federal legislation.

The urban project serves as a clearing house for teacher associations in the cities. It conducts leadership training programs, evaluates the operation of associations, and publishes a monthly newsletter, the Urban Reporter. Carr said cooperative programs have been undertaken in 17 urban areas to assist state and local associations with particular problems and many such programs are to be expected during the coming year.

In professional negotiations teachers seek, through their professional organizations, to participate with local boards of education in determining policies of common concern, including salaries and working conditions. Guidelines for these negotiations were developed during the past year, Carr said, and there has been substantial progress in negotiating written agreements between local associations and boards of education "from New England to California."

Guidelines for the imposition of sanctions have also been developed, Carr said, and have been tentatively approved by the board of directors although they are still subject to further study. In lieu of sanctions, he reported, NEA had sent an "urgent advisory" letter to all of its members referring to unsatisfactory conditions in the overseas schools of the Department of Defense. This served to alert those considering appointments to the overseas schools to the kinds of treatment they could expect.

Although NEA has decided that no useful purpose would be served by applying sanctions in Utah at this time, Carr said, the Association has alerted the profession to the conditions prevailing there, has completed the investigation which would be necessary before imposition of sanctions, and continues to maintain a state of alert while negotiations looking toward settlement of the dispute are in progress.

In reporting on federal legislation Carr said the united front of the teaching profession, maintained this year at all levels, has been most gratifying. "There are areas of agreement where some months ago there was hostility," he said. "While the House of Representatives has, for the moment at least, unwrapped the comprehensive package, it is still in one piece in the Senate. The new Commissioner of Education, Francis Keppel, has been tireless in his efforts to advance acceptable legislation. The ultimate fate of this major legislation is yet to be determined."

Keppel, addressing the convention, chided the teaching profession for hesitant leadership in the field of civil rights. "Surely the problem of racial discrimination in the schools was identifiable years ago as a significant public policy issue calling for analysis, discussion, and especially for creative action," Keppel said. "True,

such a large and complex problem could not have been solved by any one group, but it is unfortunate that a problem of such eminent moral and educational dimensions should have been left so much to the good offices of the legal profession and the courts. Early initiative and counsel by the teaching profession would have served the public interest."

NEA's incoming president, Robert Wyatt, told the delegates the theme of his administration would be "Education for Responsible Freedom."

"I look on the task that lies immediately ahead of education as being different from that immediately behind us only in terms of a changing emphasis," Wyatt said. "Our intellect and our social conscience must continue to be focused on the age-old problems of human dignity, of identifying human resources, and of liberating them for individual growth and service to mankind."

"There is implicit and inherent in the ideals and aspirations upon which this nation was founded a commitment to a total and complete and unfailing educational opportunity for every child in this nation — dark or light; rich or poor; dull, average, or brilliant. It is a dual commitment, inherited by each of us, to the individual and to the social order of which we are members."

Chosen as vice-president and president-elect of the NEA was Miss Lois Edinger, of Greensboro, North Carolina. She will assume the presidency at the 1964 convention in Seattle. Miss Edinger is an instructor in the School of Education of the Woman's College of the University of North Carolina.

Elected to the NEA executive committee were Richard D. Batchelder, a high school teacher, of Newtonville, Massachusetts; Braulio Alonso, high school principal, of Tampa, Florida; and E. H. Mellon, superintendent of schools, Champaign, Illinois. F. L. Schlagle of Kansas City, Kansas, was re-elected to the NEA board of trustees.

The Department of Classroom Teachers chose Miss Thelma F. Davis, a high school teacher, of Griffin, Georgia, as president-elect, to take office as president next year. Miss Elizabeth D. Koontz, a special education teacher of Salisbury, North Carolina, was elected vice-president.

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June 24, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

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

For further information:
Beatrice Gudridge or Joseph Hanlon

FOR RELEASE: A.M. Papers
Monday, June 24, 1963

School Bell Awards Recognize Excellence in Education Reporting

WASHINGTON, June 23--National School Bell awards for distinguished interpretive reporting on education are to be presented next Monday to 19 winners in the fields of publishing and broadcasting.

The awards, walnut-based bronze medallions depicting in relief an old fashioned school bell will be presented to the winners at a general assembly of the National Education Association in the course of its convention in Detroit. Lee Demeter, director of information, Great Neck, New York, and president, National School Public Relations Association, will make the presentation. NSPRA is coordinating agency for the awards, made by six national organizations in the educational field.

Changing Times and Harper's Magazine will receive awards for distinguished continuous coverage of education during the year ended April 1, 1963, and Parents' Magazine will be honored for a special issue published in February, 1963 which reported on a wide range of educational developments.

Ebony will get an award for a single article published by a monthly magazine of general circulation. This article, which appeared in May, 1962,

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titled "\$400 Million Investment in Youth" explored the availability of scholarships and other assistance for Negroes seeking to attend college.

Other winners:

Better Homes & Gardens, for the series, "How to Help Your Child in School," published in October and November, 1962 and January, February and March, 1963; Saturday Evening Post and Saturday Review, for distinguished continuous coverage; Look, for the article "Revolution in Education" by George B. Leonard, Jr., published June 5, 1962; The Reporter, for the article, "What Can We Learn From the Teaching Machines?" by Spencer Klaw, published July 19, 1962; The Rotarian, for continuous coverage; Architectural Forum for the article, "The City School: Old Problems, New Solutions," published November, 1962; American Youth for continuous coverage, and Tartan for a special issue, Spring, 1963. Tartan is the employees' magazine of the Minnesota Mining & Manufacturing Co. and the special issue contained several comprehensive articles on various aspects of education.

There will be three awards for network television programs. These will go to Bell & Howell Close Up! for the one-hour report, "Meet Comrade Student," broadcast September 28, 1962 by the ABC Television Network; CBS Reports for the two-part series, "Storm Over the Supreme Court," broadcast February 20 and March 13, 1963; and Hazel, for the half-hour program "Bringing Out the Johnsons," broadcast April 19, 1962 by the NBC Television Network.

The Associated Press will receive an award for distinguished comprehensive coverage of education throughout the year by its education reporter, G. K. Hodenfield. North American Newspaper Alliance will get one for the

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weekly column, "Spotlight On Education," written by Benjamin Fine, and Parade will receive an award for distinguished coverage of education throughout the year.

The six national organizations which sponsor the National School Bell Awards and the officials who selected this year's winners are:

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

President: Natt B. Burbank, Superintendent, Boulder Valley
School District, Boulder, Colorado
Executive Secretary: Finis E. Engleman, Washington, D. C.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

President: A. W. Ford, Commissioner of Education, Little
Rock, Arkansas
Executive Secretary: Edgar Fuller, Washington, D. C.

NATIONAL ASSOCIATION OF SECRETARIES OF STATE TEACHERS ASSOCIATIONS

President: E. Dale Kennedy, Executive Secretary, Michigan
Education Association, Lansing
Administrative Director: James L. McCaskill, Washington, D. C.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

President: Mrs. Clifford N. Jenkins, Roslyn, Long Island,
New York

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

President: Mrs. Hazel A. Blanchard, Fresno, California
Executive Secretary: William G. Carr, Washington, D. C.

NATIONAL SCHOOL BOARDS ASSOCIATION

President: Mrs. Fred A. Radke, Port Angeles, Washington
Executive Director: Harold V. Webb, Evanston, Illinois

June 23, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

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

For further information:
Beatrice Gudridge or Fred Stoffel

FOR RELEASE: Sunday Papers
June 23, 1963

Percent of New College Teachers with Doctor's Degrees Continues 10-Year Decline, Says New NEA Report

WASHINGTON, D.C., June 23--New teachers on American college and university campuses this year continued a 10-year trend toward decreasing academic preparation.

And the decrease, says a new study by the Research Division of the National Education Association, could be critical for the future education of Americans.

The new study, Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1961-62 and 1962-63, is the latest in a series of biennial surveys of NEA's Research Division.

Ray C. Maul, assistant director of the division, points out that unless the quality and quantity of college teachers can be improved, "in many institutions the only course open to the employing officials will be to lower the standards, and thus concede the necessity for accepting a lower quality of teaching performance. In short, this means second-rate education for a larger and larger number of our youth."

And this is at a time when, because of new discoveries, the need for high quality teachers is at its highest. Maul puts it like this: "In recent years

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the development of our technology has outrun our production of comprehensively prepared personnel to man it. And the stern fact is that we are only beginning to recognize the serious nature of the present state of affairs."

Not only, says Maul, are colleges and universities having an increasingly-difficult time competing with private industry for new teachers, but many long-time teachers are forsaking the classroom for the factory.

Since 1953, the report says, the percentage of new teachers with doctor's degrees has inexorably declined--with slight jumps here and there--from 31.4 percent in 1953-54 to 25.4 percent in the 1962-63 college year. Taking up the slack have been teachers with fewer years of preparation--those with master's degrees.

Actually, according to figures in the report, this "middle class" of the academic world is doing more than taking up the slack of doctor's degrees. It's taking up the slack in the percentage of new college and university teachers at the bachelor's degree level, too, where the percentage is also declining.

Much the same type of thing is happening in junior colleges. Here, too, the percentages of new teachers holding doctor's degrees is declining, although it was much smaller to start off with than the percentage for full colleges and universities. But junior colleges have different needs than colleges and universities, the report points out.

"Many junior colleges, particularly those publicly controlled, emphasize terminal programs in business education and in a wide range of vocations. Effective instruction in these fields depends more upon the high development of

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skills and backgrounds of practical experience; lack of extensive postgraduate study does not necessarily imply a lesser degree of competence as a teacher of the subject." Once a student completes a terminal program, no more instruction is normally available.

But junior colleges, according to the survey, were more successful than their ivy counterparts in filling teaching posts. Of 556 junior colleges responding, only 115 indicated they had unfilled teaching positions in either 1960-61 or 1961-62. But of the 1,009 colleges and universities surveyed, 499 had teaching vacancies.

About 25 percent of new graduates with doctor's degrees wind up teaching at colleges or universities, the study shows. Or at least that's what happened to graduates during the two school years of the survey--1960-61 and 1961-62. Another 33 percent of them either already had been teaching at the college or university level and remained there, or went into some other kind of education work.

The number of new doctors becoming teachers, however varied widely according to the specialty. Nearly a third of the new doctors in English, for example, went into college or university teaching. But not even 18 percent of the chemistry doctors became teachers.

Even 8.1 percent of those taking the Ed. D. degree--the doctorate in education--wound up outside of the education field entirely.

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Copies of Teacher Supply and Demand in Universities, Colleges, and Junior Colleges 1961-62 and 1962-63, may be ordered from the National Education Association, 1201 Sixteenth Street, N.W., Washington 36, D.C. at the following prices: Single copy, \$2.25; 2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount. When ordering, specify stock number 435-13106.

June 18, 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 Frederick Jacobi

RELEASE AT WILL

SPECIAL TO STATE EDUCATION JOURNALS

Educators Would Feel Right at Home
In Culver City's Set for "Mr. Novak"

CULVER CITY, California--Citizens in many a school district have worked hard and waited long for a school as substantial as "Jefferson High," which exists only on Sound Stage 22 at the MGM Studios, in Culver City, California, where "Mr. Novak," new hour-long TV drama series about a high-school English teacher, is being filmed for showing every Tuesday evening (7:30-8:30, EDT) over the NBC Television Network starting September 24, 1963.

A visitor entering Sound Stage 22 waits for the red light to go off. Not Sam Goldwyn, not even the late Louis B. Mayer, would dare to open the heavy wooden double-doors to a sound stage while a "take" was in progress. Immediately inside the barnlike structure, which measures 100 by 150 feet, there is a tangle of cables on the floor, an idle camera crane reaching nearly to the curved roof, unused spotlights, the inevitable coffee wagon (at 10 cents a cup, and not bad), and the backside of scenery.

Turning the corner, the visitor is suddenly in the middle of a broad high-school corridor, which contains real lockers, real drinking fountains, real bulletin boards with real notices on them, a bronze plaque commemorating alumni who fell in World War II, a showcase with real trophies. Off the corridor are a wide stairwell, and doors marked "Faculty Lounge," "Principal," "Administration," "Assistant Principal." And behind these doors are the real thing--with movable rear walls, hung on tracks, to give the camera greater mobility.

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This is what Producer William Froug, who won an Emmy (Television Academy) Award for TV drama writing and who last year produced "Sam Benedict" for MGM-TV, refers to as a "happy set." He proudly guides the visitor to a "utility room," with high, narrow windows to simulate a basement, and then to the piece de resistance, a classroom arranged for biology: it contains a real skeleton, real tropical fish, real (and up-to-date) textbooks, and a gaggle of real high-school boys and girls.

Around the fringes of Sound Stage 22 are portable dressing rooms, rudimentary little wooden cells. In one of them, stretched out on a cot and studying her script, is Lillian Gish, who portrays a controversial biology teacher in an episode called "Hello, Miss Phipps." James Franciscus (Yale '57), Mr. Novak himself, is having his make-up freshened.

Next to the trophy case Dean Jagger ("Principal Albert Vane") and another actor go over their lines for the next scene. In the Principal's office Jagger's stand-in, a young man of approximately Jagger's height and coloring, is being fussed over by stage hands, the lighting crew and the director, Don Medford, who wears a yellow ski cap but who is otherwise dressed for an advertising-agency board meeting. The red light, obviously, is off.

NBC has described "Mr. Novak" as pioneering "on a theme new to a TV series --the problems and joys of a teacher in an American school." The sincere effort of the entire production company--from Executive Producer E. Jack Neuman, through Froug to all of the script writers--to infuse "Mr. Novak" with authenticity lends credence to NBC's claim.

Novak is a new teacher--eager, dedicated, sometimes over-enthusiastic--who has a tendency to become involved in the problems of his students. Principal Vane has a cardinal rule: don't get personally involved. Described by NBC as an

(More)

"amiable martinet," Vane is crisp, literate, tough but essentially warm-hearted, and secretly delighted when a young teacher shows enough initiative to break a rule if the cause warrants it.

There are no guns in Mr. Novak, save the wooden rifles carried by students enrolled in ROTC. There are no knives, except for the fake poignards brandished by thespians in a student production of "Romeo and Juliet." There are real problems: a brilliant senior who wants to drop out of school; a blind girl student who falls in love with Mr. Novak; the discovery of genuine creative talent in a boy who is completely incapable of adapting to the academic life; a hazing that turns into a court case that nearly causes the principal to resign; the infiltration by a professional propagandist who almost manages to close the school down; a controversy over sex education.

"Mr. Novak," in other words, is a far cry from "The Blackboard Jungle," and the teacher is portrayed for the first time in a regular television drama series as a human being.

Authenticity is no new concept for Neuman. He spent two months doing clinical work at the Los Angeles County Hospital before writing a word of the pilot script of the "Dr. Kildare" TV series. As executive producer of "Sam Benedict," Neuman was equally conscientious in his legal research with J. W. "Jake" Ehrlich, the prominent San Francisco lawyer on whose files the series was based.

Franciscus, a high-school and college athlete as well as a scholar, was one of the leading actors in the "Naked City" TV series. He has made guest appearances on such programs as "Dr. Kildare," "Wagon Train," "Rawhide," "Alfred Hitchcock Presents" and "Father Knows Best." His film credits include co-starring with Tony Curtis in "The Outsider" and a starring role in Walt Disney's new film, "The Miracle of the White Stallions."

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An Academy Award winner (for his role in "Twelve O'Clock High" in 1949), Dean Jagger has appeared in more than 40 films in 30 years, the latest being "Jumbo." In between his outstanding movies have included "Elmer Gantry," "Cash McCall," "The Nun's Story," "White Christmas" and "Executive Suite." He has appeared on Broadway and on leading television dramas. At 16, Jagger taught all eight grades in an Indiana one-room schoolhouse.

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6/18/63

June 3, 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, FBLA Press Office,
Parlor E, Adolphus Hotel, Dallas, Tex.
(From Sunday, June 9 through
Tuesday night, June 11)

FOR IMMEDIATE RELEASE

Student Presidents of National Groups To Preside at Annual Convention in Dallas

WASHINGTON, June 5 -- Two young men -- one a high school senior and the other a sophomore in college -- will be BMOC in Dallas, Texas, next week. ("Big Men on Convention," rather than "Big Men on Campus," that is.)

They are presidents, respectively, of the Future Business Leaders of America (FBLA) and of Phi Beta Lambda, FBLA college division, which will be holding its 12th annual convention at the Adolphus Hotel there, June 9-11, 1963.

The young men are Ben Webb from Morehead City, N. C., FBLA president, and Neil Roach from Anthony, Kansas, president of Phi Beta Lambda. Neil is a student at Kansas State Teachers College in Emporia.

They will be presiding officers during the three-day convention which is expected to attract more than 800 state delegates and chapter representatives from all over the United States.

FBLA-Phi Beta Lambda is the national organization for all high school and college students enrolled in business subjects and who plan to enter the business world after graduation. The two groups, composed of more than 2,900 high school and college chapters, have more than 68,000 members.

Operating as a part of the school and college program under the guidance of business teachers, school administrators, and businessmen, FBLA-Phi Beta Lambda is devoted to giving young adults early opportunities of an educational, vocational and leadership nature.

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A headquarters office is maintained in Washington, D.C., under the sponsorship of the National Business Education Association, a department of the National Education Association. NBEA, through its executive board, assists in establishing FBLA policies in line with the highest professional interests of business education.

FBLA and Phi Beta Lambda local and state chapters operate under charters granted by the national organization. Each chapter, with its own constitution, adopts projects and programs within the framework of the national organization. The organization's wide acceptance of real merit for the student is evidenced by the fact that it is on the Approved List of National Contests and Activities of the National Association of Secondary-School Principals (NASSP).

Other officers of the two groups are: FBLA secretary, Georgia Looney, Dobyns-Bennett High School, Kingsport, Tenn.; and treasurer, Donald K. Reese, Elida High School, Elida, Ohio. Phi Beta Lambda secretary, Sue Grisham, a student at Southern Illinois University, whose hometown is Marion, Ill.; and treasurer, Robert Burton, a student at Murray State College, and who lives in Murray, Kentucky.

There are also five regional vice-presidents. They are:

Eastern Region	Sandra Wimer, Norwin High School, Irwin, Pennsylvania
Southern Region	Roger Nunley, Jefferson High School, Fayette, Mississippi
Central Region	Elaine Brewster, Fairmont High School, Kettering, Ohio
Mtn-Plains Region	Beverly Ann Waston, Lawrence D. Bell High School, Hurst, Texas
Western Region	Jean Ann Isaacson, Oregon City High School, Oregon City, Oregon

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6/3/63

June 1, 1963

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

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

For further information:
Beatrice Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

Special NEA Investigating Committee Begins Probe of Utah Schools June 2

WASHINGTON, D.C., JUNE 1--Seven more investigators have been added to the team which will start tomorrow to check into the controversy over the conditions and financing of Utah schools.

The increase was announced today by Dr. William G. Carr, executive secretary of the National Education Association, which will conduct the investigation through its Commission on Professional Rights and Responsibilities.

Dr. Carr said the increase was called for "in view of the urgency and the importance of the school controversy."

Added to the committee as members were: Oby T. Brewer, Jr., attorney and past president of the Atlanta, Ga., board of education; Roy Frantz, Pueblo, Colo., past president of the National School Boards Association; William P. McLure, Urbana, Ill., professor and director of the Bureau of Educational Research at the University of Illinois at Urbana;

G. Warren Phillips, superintendent of schools in Valparaiso, Ind., and a member of the executive committee of the American Association of School Administrators; Miss Gladys Perry, Seattle, Wash., classroom teacher and president of the Seattle (Washington) Teachers Association; Raleigh R. Steinbach, Vermillion, S.D., professor at the University of South Dakota and president of the South Dakota Education Association.

Added as a staff member was Miss Barbara A. Byers, technical writer for the PR&R Commission.

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They will join committee chairman Oscar E. Thompson, Cedar Falls, Iowa, education professor at the State College of Iowa; Mrs. Bertha P. Boyd, Harrisburg, Pa., educational program specialist with the Pennsylvania State Department of Public Instruction; Miss Audra May Pence, Elmhurst, Ill., classroom teacher; and staff members Richard B. Kennan, Washington, D.C., executive secretary of the Commission, who will act as investigation coordinator; and Owen Love, Washington, D.C., legal counsel for the Commission.

The special investigators are scheduled to be in Hotel Temple Square in Salt Lake City from June 2 to June 5 to hear individuals or groups of educators, school board members and citizens who have information concerning the conditions and financial problems of the Utah schools. They have also requested a conference with Governor Clyde.

Committee findings, which will probably not be made known during the Utah visit, according to Dr. Kennan, will be based not only on the on-the-spot interviews, but on considerable background data bearing on the status and problems of Utah public schools.

The controversy developed in March and threatens to engulf the state in a massive boycott by its teachers, who have refused to renew their contracts until the matter is settled. The Utah Education Association, affiliated with the NEA, requested the special investigation and has asked that the NEA, a professional organization of more than 850,000 teachers, apply "sanctions" to the entire state.

"Sanctions" are interpreted to mean that the NEA would advise its members not to accept teaching jobs in Utah until the controversy is settled. "Sanctions" are the NEA answer to the strike, which it terms "unprofessional" in that it interrupts the education of children during the school term.

The main area of battle is how much money the Utah schools need. The state legislature had authorized an \$11.6 million increase in the state and local tax contributions to education over the next biennium.

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But this amount, said the Utah Education Association, was far below the amount needed. The UEA demanded the legislature grant the full \$25 million increase recommended by the Cooperating Agencies for Public Schools. The CAPS group was made up of representatives from the Utah Education Association, Utah School Boards Association, the State Board of Education, the State Society of School Superintendents, and the Utah Congress of Parents and Teachers.

At a convention in March, the UEA membership voted by a large majority to call off negotiations on teacher contracts, then in progress. The UEA also strongly requested that Governor George Dewey Clyde call a special session of the legislature to reconsider its budget appropriation, which UEA said was the largest increase in the history of the state but still vastly inadequate to meet an expanding population's need for a better education than the public schools had been offering.

Governor Clyde resisted the suggestion for a special legislative session. On April 19, Dr. Carr wired the governor recommending a special session "so that representatives of the people of Utah may express a judgement on the school situation which is now different from that which obtained during the regular session of the legislature."

Carr also said that the NEA would continue to keep its members informed of the Utah situation; that it asked all teachers to be "mindful of the action of the Utah teachers" in interrupting contract negotiations and "recognize that positions offered them might be ones in which Utah teachers expect to remain;" that UEA members "should be commended for their professional solidarity in support of their declared objective of more adequate educational opportunity for children;" and that a special investigating committee would be appointed.

Gov. Clyde refused to call a special session. He said that the state school budget would mean an average pay increase for teachers of \$770 and improvement of "other aspects"

(More)

Special NEA Investigating Committee
Begins Probe of Utah Schools June 2

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of the school program. John C. Evans, Jr., executive secretary of the UEA, said the pay increase, while "satisfactory," could only be provided, under the present appropriation, "at the expense of the school program. Utah teachers are unwilling to accept pay increases at the expense of the children." He said the average teacher in Utah has 12 years of experience and is making \$5,200 a year.

The schools, he said, are overcrowded. Thousands of children in the state are on half-day, double-shift programs. He said the expenditure per child by the state should be raised \$100 to \$450.

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