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MARCH-APRIL, 1957

VOLUME 31

NUMBER 2

TEXAS STANDARD

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TABLE OF CONTENTS

Our Interest Grows.....	2
The Role of the Geography Teacher.....	3
Predicting Success in Nursing Education..	6
Guiding Youth in a Changing World.....	7
Leadership Conference.....	8
The Place of Science in Our Culture.....	10
Names and News.....	12
Bishop College to Move.....	14
Your NEA.....	15
The NEA Centennial.....	17
School Law.....	18
Of Special Interest to Teachers.....	19
ICEC Convention.....	21



*From
Your
Editor*

OUR INTEREST GROWS . . .

observations from our president

During the last month, I visited ten professional meetings of teachers and observed thousands in their efforts to solve some baffling problems of contemporary education. Deep and sincere was their interest. In general sessions, they listened with an impressive attentiveness and were enthusiastic participants in discussions in sectional meetings.

I sauntered up and down corridors and strolled lawns observing many taking full advantage of opportunities to ask questions and discuss topics which could not be conveniently pursued in sectional meetings lest they be accused of monopolizing the discussions. I also noticed that they did not, in numbers, leave the convention lunchrooms to eat elsewhere with people whose interests were unrelated to the purposes for which they were attending the conventions. These delegates, for the most part took full advantage of the opportunities which only convention lunchrooms offer, to mingle with friends in a common profession and to "talk the same language" on topics of educational interest.

These educators who "carry the torch" were found at the following conventions: The National Association of Secondary Principals, Washington, D. C.; The Association's State Leadership Conference, Austin, Texas; The Central Texas Teachers Association at Bryan; The Southeast Texas Teachers Association at Galveston; The State Conference on Adult Education at Prairie View, sponsored by the Association's Committee on Adult Education; Prairie View's Annual Educational Conference; The Sponsor's Section of the Lone Star State Association of Student Councils at Texarkana; a monthly meeting of the East Texas Association of School Men at Hawkins; and a meeting of the Association's state wide Committee on Reading at Austin. I must not fail to mention another meeting which was unusual in nature and one that also promises to become unusual in importance; a two-hour session held at Association headquarters in Austin, of top level leaders in state wide educational and related organizations. Attending this meeting were leaders of the Teachers State Association of Texas, the State P.T.A., The State Association of Student Councils, the State Principals Association, The Boy Scouts of America, The Hi-Y, the District Teachers' Associations, the East Texas Association of Schoolmen, The Gulf Coast Principals Conference (only area principals organization in Texas), the chairmen of several of the Association's state wide standing committees and the Association's Executive Secretary

This deep interest in the solving of educational problems strengthens my faith in the teaching profession. This is the type of interest which can do much to make meaningful our association's theme for 1957: "Stepping up the Program for the Improvement of Learning."

A. G. Hilliard

TEXAS STANDARD



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Role of the Geography Teacher in Democracy Fulfillment

By EUREAL GRANT JACKSON
Morgan State College

Geography has been defined as "the science of the description of the earth in its external aspects, dealing with its form and movements, physical features, climate and products, inhabitants, and natural and political divisions, and the population, industries, etc., of the various countries."¹ In recent years the definition of Geography and geographic content have been broadened to include a wider emphasis upon the obvious relationship between man and his environment.² At the present time teachers can enlarge the field further to train young minds to play an important role in the process of democracy fulfillment. Since World War II it is becoming more apparent that Geography has assumed a more significant and dynamic position in the Social Science curriculum of many schools and colleges.³ In the past decades some Social Science teachers have given virtually little attention to the geographic basis or causes of the human problems of the world. This writer has been convinced for a long time that there should be a greater inter-relationship among the Social Sciences since many of them are designed toward making democracy fulfillment a reality.

It has been said that "any Social Science curriculum without Geography is a romance in the land of nowhere." Teachers should observe, if not stress, the geographic factors which are involved in "making the world safe for democracy" and in making man's society more hospitable.⁴ These factors can be introduced at many vital points in the Social Sciences, whether in economics, sociology, anthropology, political science or history. Then the Geography and Social Science teacher would be contributing much toward world understanding and establishing a lasting peace based on democratic princi-

ples.⁵ In this connection, the Geography teacher will be playing a vital role in democracy fulfillment⁶ in the United States, in particular, the world, in general.

Human Geography should be taught from the elementary and high school to college level as a required course since its integration with other courses can introduce students to different cultures. No general education curriculum can be considered adequate without it; and a teacher-training program that omits it is positively defective, as far as this writer is concerned. Geography is a broad, synthetic science for it borrows from basic earth sciences such as geology, meteorology, ecology and oceanography.⁷ On the other hand, it employs knowledge dictated by economics, sociology, history and politics. Modern Geography then is partly physical and partly a Social Science for it seeks, among other things, to relate facts of the natural environment to facts and problems of the socio-economic environment. In this respect Geography is one of the new sciences that attempt to bridge the apparently widening gap between the physical and social sciences.

The position of Geography and the Geography teacher, although a difficult one, is of rapidly increasing importance in the modern world. It is unfortunate that many American schools are far behind European schools in stressing the unique value of Geography even in the twentieth century of fast world-wide contacts and changing human relations. The Geography and Social Science teachers are in a position to help students observe the Socio-Economic interdependence of people throughout the world.

An understanding by American citizens⁸ of the people, resources, conditions,

and ways of life in other lands is necessary if they are to participate understandingly and effectively in world affairs; and in so doing promote the best interests of their own country. We hear it repeated that "World Affairs Are Your Affairs." Geography teachers and all individuals engaged in the education process have a duty to interpret this slogan for students to whom they have been entrusted. Elizabeth Hoffman⁹ posed this question in one of their articles: "Is it essential for the American student to be geographically informed?" Then she discussed (1) the need of enough knowledge about the environment of the earth to enable man to make successful adjustment to the forces and resources of nature; and (2) the necessity of learning enough about other peoples to enable one people to get along with the others.

(Continued on next page)

¹*The New Century Dictionary* (1948), pp. 648.

²C. Langdon White, *Human Geography* (New York: Appleton-Century-Crofts, 1948), preface.

³H. O. Lathrop, "Place of Geography in Social Studies," *Social Education*, May, 1945, pp. 209-12; J. W. Coulter, "Importance of Human Geography in Secondary Education Today," *Journal of Geography*, September, 1953, pp. 250-3.

⁴Karl De Schweinitz, *Man and Modern Society*. (New York: Henry Holt, 1953), p. 1.

⁵F. T. Carlton, "Toward Peace Between Nations and Within Nations," *Sociology and Social Research*, November, 1955, pp. 102-6.

⁶H. Kelsen, "Foundations of Democracy—Problems of Leadership," *Ethics*, October, 1955, pp. 30-2.

⁷*Encyclopaedia Britannica* (1949), Vol. X, p. 139.

⁸Charles Malik, "Facing the Future—Some Issues for Americans," *Virginia Quarterly Review*, Spring, 1954, pp. 161-177.

⁹"Is It Essential for the American Student to be Geographically Informed?," *Journal of Geography*, April, 1954, pp. 49-53.

This second problem requires sufficient learning to make the attitudes and actions of other peoples seems reasonable and understandable. It must be remembered that characteristic attitudes and actions of human beings look reasonable only when viewed against the background of their unique environment and in the light of the problems emerging out of their relation to their environment.

The wide-awake teacher, regardless of his major field, should deviate from the beaten path of the curricular pattern. He should shift the subject-matter to fit into present interests in world affairs and to show variation in cultural patterns throughout the world. The student must recognize differences in foods, clothing, and shelter of various peoples in the different climatic locations. He must learn, furthermore, that these differences result in certain occupational adjustments; in the various wise and unwise uses of natural resources; and in social, economic, and political attainments of many types. The student, under the guidance of a good teacher, will learn that other peoples have developed along certain lines for definite reasons and he must know the geographical influences in order to understand and deal fairly with these other peoples. These differences make up the subject-matter known as Human Geography. A survey of introductory Geography textbooks seems to indicate that the subject-matter today places an emphasis, rightly enough, on the human phases of the field. If this is true, Human Geography should go a long way toward combating racial and religious prejudices and lead the path toward fulfillment of the goals of democracy in this transitional period of changing human relations.¹⁰ Furthermore, "the diversity of the people who make up our population have made respect for the individual an American necessity since people of many races and creeds have made the country great. If there is a danger of dividing our nation, that danger does not arise from the diversity of our nationalities and creeds. Rather, it stems from our prejudices. Examples of our faults are not hard to find, but the faults in the practice of democracy are not the faults of democracy. They are our faults in that we have not lived up to the requirements of democracy."¹¹ The Geography teacher must help students observe that the racial attitudes and prejudices of most people today need a drastic revision in light of modern geographic and scientific knowledge. Revision of these attitudes will do much to clarify numerous vexing questions in international relations as well as emerging internal national issues confronting us today.

The Geography teacher knows that his subject is the key to world understanding, international cooperation and demo-

cracy fulfillment. Today we live in a world in which no place is more than sixty hours from us. On a globe where circumnavigation has shrunk from years to hours within a brief moment in history's span, and where communication within the same span has shrunk from years to seconds, we have scant possibility of living alone whether we like it or not. It is essential that teachers help students grasp this all-important factor and its effect on future world relationships. In his quest for knowledge students must come to realize that we as a nation can no longer bask sublimely in a sun of self-sufficiency, simply because we have lived in a region generously blessed with the advantages of geographical position, favorable physical features and rich resources. Because our air-age world is a comparatively small place, there are no longer nations which are our "distant neighbors." K. Kularatnam stated:¹²

While the advancement of Science and Technology in the western hemisphere and particularly in America, is leading to the shrinkage of the world in relation to man, the collateral process of the expansion of concepts of mankind and human values is also expanding in ever-widening circles.

If we are to have a great era of peace, nations must cooperate, and this can come about only through understanding other nations and peoples and their problems. Such an understanding¹³ necessarily comprises a knowledge of those vital factors which determine man's pattern of life in the various regions of the world. The key to this understanding is contained in the new Geography—a Geography in which place becomes integrated with conditions of terrain, climate, temperature, rainfall, and other geographical factors vitally concerned with the study of the earth as the home of man. Geography is education for survival. It has been said that "the fate of civilization, even the survival of mankind itself, rests upon the race between education and catastrophe."

As it has been indicated or implied previously, the Geography teacher should be vitally concerned with international good will. He must show that Americans can demonstrate their good faith by coming to the aid of less fortunate areas of the world. George Santayana mentioned that Americans are "persistent in improving the instruments and methods of material economy; and it is precisely in this sphere that they would be called upon to act for the welfare of mankind."¹⁴ On the other hand, a Harvard professor stated that:¹⁵

The material basis is, of course, obviously essential or hegemony. But the current fashionable belief that today the United States and the Soviet Union 'count' is at least as erroneous as the belief that only economic power counts. Indeed, the safest generalization is that leadership cannot be attained and certainly not maintained if

the effective public opinion of a great majority of the other states . . . reject such leadership.

The Geography teacher must help students to see that American leadership depends, in a long run and among many other variables, on what the majority of the people of the world think of us.¹⁶ If we expect to maintain our hegemony in democracy fulfillment and world affairs as well as command the respect of most nations in this confused world, we must try to understand other peoples of the earth so that peace and good will may result from our living together in one world. If teachers everywhere can get students to learn about peoples of various countries, about their physical conditions, land-forms, water features, climates, resources, occupational adjustments, history, social and political problems, this will be a more understanding world—a more peaceful world in which to live. Geography and Social Science Teachers will, then, have completed at least part of their mission toward international harmony and democracy fulfillment in this transitional era of changing human relations.

¹⁰Alexander H. Leighton, *Human Relations in a Changing World*. New York: E. P. Dutton, 1949; also H. C. Lindgren, *Effective Leadership in Human Relations*. New York: Hermitage House, 1954.

¹¹Eureal Grant Jackson, "Making Brotherhood A Reality," *The Quarterly Review of Higher Education*, Vol. 23, No. 4, October, 1955, p. 171; *Texas Standard*, Vol. 30, No. 1, January-February, 1956, p. 20.

¹²"America's Pressing Need," *The Social Studies*, March, 1956, pp. 89-90.

¹³G. D. Stevens, "Geography — Path to World Understanding," *Journal of Geography*, October, 1955, pp. 359-62; M. Benary-Isbert, "Need of Understanding in our Shrinking World," *Horn Book*, June, 1955, pp. 166-76.

¹⁴*Dominations and Powers—Reflections on Liberty, Society and Government* (New York: Charles Scribner's Sons, 1951), p. 10.

¹⁵Crane Brinton, "The Last Hegemony," *The Virginia Quarterly Review*, January, 1951, p. 8.

¹⁶Stewart S. Morgan, *Opions and Attitudes in the Twentieth Century* (New York: Ronald Press, 1948), p. 1.

Concern over the 3Rs was expressed just as vocally 100 years ago as it is today. In 1857 an educational journal complained that "reading is worse taught than any other branch" and that "penmanship now-a-days is very inferior in point of neatness, clearness and legibility to what was commonly seen twenty or thirty years ago." A meeting of the National Education Association in 1907 heard a speaker sum up pupil achievement this way: "We all know that children can't spell as well as they used to spell, that only one in a hundred can add and subtract with the facility of our fathers when they were boys . . ."

* * *

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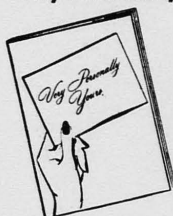
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PREDICTING SUCCESS IN NURSING EDUCATION

By W. L. CASH, JR.

Prairie View Agricultural and Mechanical College

Each year thousands of students apply for admission to professional schools, including nursing schools, and the problem of selecting students who show great promise is an acute one for admission officers. Since the future status of the student is to be forecasted from past and present performance and characteristics, some knowledge about the individual is essential. In prediction research the problem is to determine the factors which are related to satisfactory performance in a specific activity, so that a knowledge of the extent of the association may be used in estimating the individuals chances for engaging satisfactorily in the specific activity, in this study, subsequent achievement in nursing.

This investigation attempted to identify those personal attributes associated with satisfactory academic achievement in Nursing Education. More precisely, the study considered the relationship of pre-nursing examinations scores and personality traits to academic achievement of 44 first-year students in the division of Nursing Education at Prairie View A. and M. College, during the academic year 1954-1955.

The group was divided into two discrete groups. The first group, referred to as "survivors," was composed of students who, during their freshman year, earned a grade-point average of 1.00 or greater. These student swere permitted to enter the second year of training. The second group, referred to as "non-survivors," was composed of students who earned a grade-point average of less than one point. These were not allowed to continue in training. Grade-point average is computed on the basis of A—3 points, B—2 points, C—1 point, D and F—0 points.

Test data for the study were obtained from the following: (a) American Council on Education Psychological Examination, 1948 Edition, (b) Cooperative General Achievement in the Field of Natural Schience, Form T, (c) Cooperative English Test, Test C₂, Reading Comprehension, Higher Level, (d) History and Social Studies, Form XX, a Mathematics Test prepared by the National League for Nursing Pre-Nursing and Guidance Test Service, and the Minnesota Multiphasic Personality Inventory. All of the tests were administered prior to admission, except the MMPI.

Table 1
Correlation Between Pre-Nursing Examination Scores and Grade-Point Averages

Measures correlated	N	R
A.C.E. and Grade Point Ratios.....	44	.49**
Science and Grade-Point Ratios.....	44	.48
English and Grade-Point Ratios.....	44	.17
Mathematics and Grade-Point Ratios	43	-.02
History and Grade-Point Ratios.....	43	.24

**Significant at the 1 per cent level of confidence.

Table 1 presents correlation coefficients between pre-nursing examinations and grade-point ratios. Only two of the obtained *r*'s were substantial and reliable, indicating that scholastic aptitude and scientific achievement tests scores are significantly related to performance in nurse training and consequently may be employed as one means of estimating probable success in nursing education.

In addition to its emphasis on science, the theoretical aspects of the curricula requires some competency in computational skills and verbal ability for the comprehension of reading assignments and lecture material as well as effective oral and written expression of ideas. The correlation coefficients for these measures were low, unreliable, and inconsistent with results obtained in other studies. (5)

Table 2
Correlation Between M.M.P.I. Clinical Scales and Grade-Point Averages

Measures correlated	N	R
(Hs) Hypochondriasis and Grade-Point Ratios.....	40	.12
(D) Depression and Grade-Point Ratios.....	39	-.07
(Hy) Hysteria and Grade-Point Ratios.....	40	.32*
(Pd) Psychopathic Deviate and Grade-Point Ratios.....	40	-.15
(Mf) Masculinity and Grade-Point Ratios.....	40	-.10
(Pa) Paranoia and Grade-Point Ratios.....	40	-.17
(Pt) Psychastenia and Grade-Point Ratios.....	40	-.08
(Sc) Schizophrenia and Grade-Point Ratios.....	40	-.05
(Ma) Hypomania and Grade-Point Ratios.....	40	-.15
(Si) Social and Grade-Point Ratios.....	40	-.17

*Significant at the 5 per cent level of confidence.

In Table 2 a summary of the correlation coefficients between the MMPI traits and grade-point averages are given. Of

the "Neurotic Triad," Hypochondriasis, Depression and Hysteria, only Hs and Hy had positive coefficients. While both of these coefficients were low, the Hy Scale was related significantly to grade-points. The *r* obtained for the remaining traits was negative, low, and unreliable.

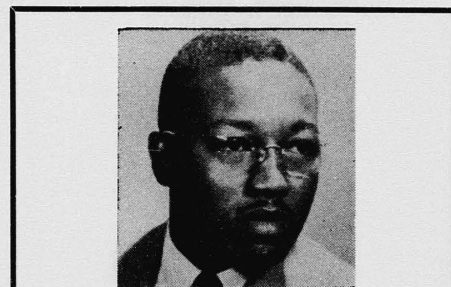
The data indicate that the students were free of those characteristics that would influence their academic achievement. However, they showed a tendency toward becoming overtly hysterical and to solve problems that may confront them by developing conversion-type hysteria symptoms.

Table 3
Mean Difference of Survivors and Non-Survivors for the Pre-Nursing Examination and Grade-Point Averages

Tests	Survivors N-33	Survivors N-7	Mean difference	t-value
A. C. E.....	63.15	42.81	20.34	2.90**
Science	47.30	45.72	1.58	.09
Mathematics	21.03	16.36	4.67	.62
English	90.27	87.18	3.09	.30
History	8.24	7.00	1.24	1.89
Grade-Point Ratio	1.45	.59	.86	.006

**Significant at the 1 per cent level of confidence.

When the group was divided into two sub-groups, viz., "survivors" and "non-survivors" and their performance on pre-nursing examinations and grade-points earned were compared, the groups differed significantly as to general intelligence. (Table 3) "Grade-getting efficiency (G-P-R/ACE ratio) for the survivors is 23 per cent while those who



W. L. CASH

Dr. Cash who is Director of the Counseling Center, Prairie View A&M College has contributed a number of articles to the TEXAS STANDARD. This article is adapted from a report made before the Department of Diploma and Associate Arts Degree Program at the 4th Annual Meeting of the Texas League for Nursing, held in Dallas, November 5, 1956.

were dropped from the program were working at only 14 per cent efficiency. On the other measures, viz., Science, Mathematics, English, and History, the two groups were about the same. The survivors had a slight edge, but not a significant advantage. While the survivors earned a higher mean grade-point average, their performance was not significantly better than the non-survivors. ACE scores were effective in distinguishing survivors from non-survivors and may be an effective instrument for predicting the chances of completing preparation for the nursing profession. Performance on the ACE may then be used in predicting success in nursing education. These results are in agreement with other findings. (1, 5)

Table 4
Mean Difference of Survivors and Non-Survivors on the M.M.P.I. Control Scales

Scales	Survivors mean N-33	Non-Survivors means N-7	Mean difference	t-value
L	10.54	6.85	3.39	.28
F	3.84	6.00	2.16	.26
K	16.42	12.14	4.28	.62

The statistics for the MMPI validating scales are given in Table 4. On these scales no significant group difference was found. Ordinarily no attempt is made to interpret the scales separately. In general, low K scores indicate a degree of frankness and self-criticism, and high F scores indicate a tendency to show oneself in a bad light. These findings show survivors to have the higher K mean and the lower F mean.

Table 5
Mean Difference of Survivors and Non-Survivors on the M.M.P.I. Clinical Scales

Scales	Survivors mean N-33	Non-Survivors mean N-7	Mean difference	t-value
Hs	47.39	47.42	.03	.00
D	47.57	45.42	2.15	.11
Hy	50.39	46.00	4.39	.21
Pd	54.96	54.14	.89	.11
Mf	55.09	56.85	1.76	.23
Pa	49.78	58.42	8.64	1.23
Pt	49.96	52.57	2.61	.37
Sc	56.69	60.71	4.02	.52
Ma	58.03	62.42	4.39	.55
Si	47.06	52.57	4.97	2.38*

*Significant at the 5 per cent level of confidence.

Mean difference of the MMPI clinical scales was computed to obtain a test of significance between the sub-groups. From Table 5 it may be seen that only the t-value for the scale Si (Social I.E.) is significant. The Si scale measures a tendency to withdraw from social contact with others. High Si scores have been successful in distinguishing college students who engage in a few extra-curricular activities from those who engage in many activities. (2) Non-survivors tended to participate in more extra-class affairs and move toward social contact with others.

The obtained t-values for the other nine scales were insignificant. However, it should be noted that the survivors had elevated scores on scales D, Hy, and Pd, while non-survivors earned a higher mean on the remaining scales. This is particularly true with regard to Pa (Paranoia) which measures a tendency toward developing conversion-type hysteria symptoms for example, general systemetic or specific or specific complaints such as paralysis, contractures (writer's cramps), gastric or intestinal complaints or cardiac symptoms, particularly under stress. (2)

Conclusions

Within the limits of the investigation, certain qualified conclusions can be pointed out.

- 1) A significant relationship was found between scholastic aptitude and academic achievement. Performance on the ACE may be regarded as one reliable basis for forecasting satisfactory achievement in nursing education during the first year.
- 2) The MMPI clinical scale Hy (Hysteria) was positively and significantly

associated with earning satisfactory grades.

- 3) Survivors differed significantly from non-survivors on the ACE, with the former group earning the higher scores. The finding substantiates the reliability of the ACE in forecasting future performance.
- 4) A significant group difference was found on the Si (Social I.E.) scale. Non-survivors tended to engage in more extra-class activities than survivors.

(Continued on next page)

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GUIDING YOUTH IN A CHANGING WORLD

Mrs. Vera Robinson Hardy
Assistant Dean of Women
Wiley College

The guidance of youth is an inclusive continuous process. It should go on all of the time anywhere and everywhere he may be. Guidance is affected to some extent by every thing that is within his psychological endeavors. This guidance takes place through the environment, physical, institutional and ideological. Environment in the life of a youth is very important, on the other hand the physical, institutional and ideological conditions influence the youth's life more through others than by themselves.

The educators of today having accepted the fact that guidance is needed for each individual, it is their job to see that the community should be designed to provide positive instead of negative factors for individual guidance. It is important for all educators to think of the needs of all youth-human beings. Careful planning should be the aim of the guidance director. Primary among these are the needs for group relationships.

Let us think of the school as a community, since behavior patterns are learned there. The school or college campus has its patterns. The school or the college campus has a shared goal or pattern, and there, special attention should be given to the needs of individuals and groups.

Margaret Mead states: "If this is an

acceptable concept, then the experiences and methods in school and college should be those that educate the individual in the knowledges, methods, and ways of democratic citizenship. The relations of principal or college president, of deans, teachers and students, and of students with each other, and the quality and structure of student government, all should exemplify this principle. All aspects of student government should be related in the student's mind to community government.

Some high schools and colleges call their school governing body the community committee, their meetings community meetings, and their total body "the community." This procedure, with intelligent guidance and actual community relationships, becomes a functional preparation for acting within democratic school community structure."

In the process of guidance or counseling it must be remembered that the individual must learn to face his own problems and act and plan to overcome them. The counselor must help the individual in solving his own problems.

Counseling and guidance must be done by a person acceptable to the individual in need of help. The counselor must possess skills in leadership and be able to guide others in solving difficulties.

Broad Panaroma of Teaching Problems Explored at Leaders Conference

A broad panorama of teaching problems was explored March 2 when district and local leaders gathered in Austin from all parts of the State. Use of psychological tests, search for a dynamic curriculum, for reading skills, for community cooperation, and planning for the maximum professional and civic development of the student were outstanding aspects of the thirteen questions studied by separate working committees.

During the opening hours of the conference, officers and other leaders of Teachers State Association of Texas presented various information to the general assembly. Greetings were given by Mrs. Geneva A. Connally, president of the Austin Education Association. The purpose and plan of the conference was explained by Leslie J. White, executive secretary of TSAT. The 1957 Association program was presented by A. G. Hilliard, president.

Two issues of practical concern to all were placed before the assembly: "Legislation of special interest to teachers" and "Securing more effective participation in professional organizations." J. S. Henry, TSAT Legislative chairman, led a discussion of the first issue, and Mrs. Ethelyn M. Chisum, chairman of the TSAT Committee for Promotion of NEA and ATA was discussion leader for the second.

At eleven o'clock the Association theme "Stepping up the Program for the Improvement of Learning," became the order of the day. Thirteen work groups went into separate sessions and developed a list of questions to be considered in planning the sectional programs of the 1957 TSAT Convention to be held in Waco, November 28 through 30. A special feature of the afternoon session was the meetings held by standing committees of the Association and chairman of Convention departments. A one-hour summary and question period which began at 3 p.m. gave each group the opportunity to present findings and recommendations for local and convention action. Following are the questions developed by the working committees and submitted to departmental chairmen.

GROUP I—H. C. Johnson, Chairman

1. How can teachers assist in exposing pupils in class to types of materials covered in tests?
2. How can we overcome the handicap imposed on our children who are not test wise?
3. What material is to be covered in tests?
4. How do we translate test language into the language of the child? (How can we translate the language of the child into the language of the test?)
5. How can we motivate pupils to strive for higher scores?
6. Is the environment conducive to the natural ease of the child?

7. Are test results available to teachers to be used constructively and for improvement of instruction?
8. How much material is covered in teaching?
9. How do we show the pupil the necessity for passing over unknown items when that is the best thing to do?
10. Are we giving enough tests? variety? (A broad program should be set up.)

GROUP II—Dr. M. L. Ore, Chairman

1. To what extent do inadequate facilities interfere with a dynamic curriculum?
2. How may a cross-the-board or planning organization be set up to provide for a dynamic curriculum?
3. How can we bring the community resources into the implementation of a dynamic school curriculum?
4. How to stimulate use of available facilities in the dynamic curriculum.
5. How to bring the human resources into the planning of the dynamic curriculum.
6. How to include more terminal educational preparation in the dynamic curriculum.
7. To what extent can extra class activities augment the dynamic curriculum?
8. How can we give greater emphasis to the curricular activities without giving undue importance to the extra class activities?
9. How can we make use of work experiences as enrichment of a dynamic curriculum?
10. How can we provide for continuity rather than repetition in the dynamic curriculum?

GROUP III—Miss Katie Stewart, Chairman

1. That the groups studying reading skills on the Elementary, Junior, and Senior High levels be combined. (Groups III and IV.)
2. If there is a neglected area in the teaching of reading, where does it exist—the Primary, Elementary, Junior or Senior High level?
3. What can be done to eliminate these neglected areas?
4. Should there be uniformity of procedure and techniques in teaching reading skills regardless to subject area (reading, science, math, etc.)
5. How can a more effective use be made of Audio-visual aids other than filmstrips or movie projectors? (newspapers, magazines, flannelboards, common media.)
6. What methods may be used to determine reading levels?
7. What skills should be taught to improve reading—reading habits?
8. To what extent should creative activities be used to stimulate and improve reading?
9. Do we make appropriate assignments to meet the needs of the students and further encourage or include participation of each student of the classroom?
10. Do we expect maximum performance from our students?

GROUP IV—Myrdis Allen, Chairman

1. What are some of the causes of today's special reading problems?
 - a. Home and family conditions
 - b. Physical conditions
 - c. Emotional disturbances
2. What bearing does the keeping of cumulative records have on improving reading?
3. What can we do as classroom teachers on remedial reading problems?

4. How can we improve listening as a skill in reading?
 - a. When do we start this?
5. What literature can the teacher use to help widen the children's reading experiences?
6. How can we expose parents to the need of literature and ways to broaden the child's development?
7. What procedures could be devised to reduce the number of reading groups in each classroom?
8. How can we do a good job as a classroom teacher with mentally retarded pupils in the regular classroom?
9. What can be done about providing two or more basal reading series in all communities for children who are to repeat a given grade level?
10. How can the classroom demonstrations be presented of actual classroom situations for helping the teacher in handling three or more reading groups?
11. How can teaching be made more scientific and the teacher more professional-minded in the use of cumulative records?

GROUP V—William Bennett, Chairman

1. How can a functioning P.T.A. aid the school in securing the cooperation of the community in a program for the improvement of learning?
2. Who are the Key People in the community who can aid the school in developing community cooperation in an improved learning program?
3. How does the school use these Key People in a program for the improvement of learning?
4. Can interpreting the school program through Parent classroom visitation aid the school in securing the cooperation of the community in the improvement of learning?
5. What services can parents render in securing the cooperation of the community in a program of learning improvement?
6. What part do public relations play in securing the cooperation of the community in the improvement of learning?
7. How can organized community effort relieve the school and at the same time foster cooperation in a program of learning improvement?
8. Who in the school family can initiate programs to invite the cooperation of the community in an improved program of learning?
9. What is the role of the teacher in securing community cooperation in the improvement of learning?
10. What are some of the problems and projects around which people in Texas school communities can rally for the improvement of community cooperation in the program of learning improvement?
11. What is the role of the church in aiding the school in securing community cooperation in a program of learning improvement?

GROUP VI—T. V. Glover, Chairman

1. What role can the Principal and Supervisor play in the selection and maintenance of adequate teacher personnel?
2. What can an administrator do to improve the instruction?
3. To what extent may tests be used to evaluate the learning.
4. What functional program can be effected in strengthening the counseling area?
5. How can the Principal encourage the Teachers to use resources of the community?
6. What role can the Principal and Supervisor play in the improvement of human relations?

(Continued on Page 22)



Camera Story of Leadership Conference

Scenes of the various activities, the coffee break, and lunch period taken during the one day leadership Conference, are shown above. Top-left: Some of the leaders who attended the pre-planning session held in the TSAT headquarters building on Friday evening. Shown in the picture reading from l to r are C. A. Johns, president, Southeast Texas District Association; E. L. Jordan, president, West Texas District Association; U. S. Hammond, Boy Scouts of America; President Hilliard; Mrs. Berdine Randle; Miss Katie Stewart, chairman Local Unit Leaders Department; E. E. Cleaver, chairman Adult Education Committee; T. C. Calhoun, chairman Constitution Committee; A. J. Olivier, Lone Star Student Council Association; and Mrs. Hazle P. Jones, president Congress of Parents and Teachers. Top-right: a section of the opening general session which was attended by 150 state wide leaders and representatives of local and district groups. Three center pictures were taken at the coffee break and at the lunch period. Bottom-left: Committee on Reading meets with chairman, F. R. Rice of Blackshear School, Austin, and consultant E. P. Bleismer of the University of Texas. Others in the picture l to r are Mrs. Olee McCullough, Mrs. A. N. Harris, Dr. E. P. Bleismer, Mrs. Izean Davidson, William Bennett, Mrs. Myrdis Allen, Mrs. Ruth Mayes and F. R. Rice. Bottom-center: President Hilliard discusses the Association program. Bottom-right: Legislative chairman J. S. Henry, Waco talks on legislation of special interest to teachers.

The Place of Science in Our Culture

A. C. HERALD, Jr.
Phillis Wheatley High School, Houston

It has been made quite clear by now, and it is probably generally recognized and agreed to that there is a shortage of men and women trained as scientists. It is in order to help meet this need, as you know, that many fellowships and scholarships have been established for both high school seniors and teachers of science and mathematics. Judging by the newspapers, magazines, and dozens of other publications you have read, you should be abundantly convinced that industry needs and uses mathematicians and scientists and that there is a genuine shortage of qualified personnel.

First, however, I should like to discuss another reason for studying science that I feel has been neglected. I should like to talk about science as a part of our culture and about the need for and value of an appreciation of science, in the same manner as one speaks of an appreciation of art or of literature.

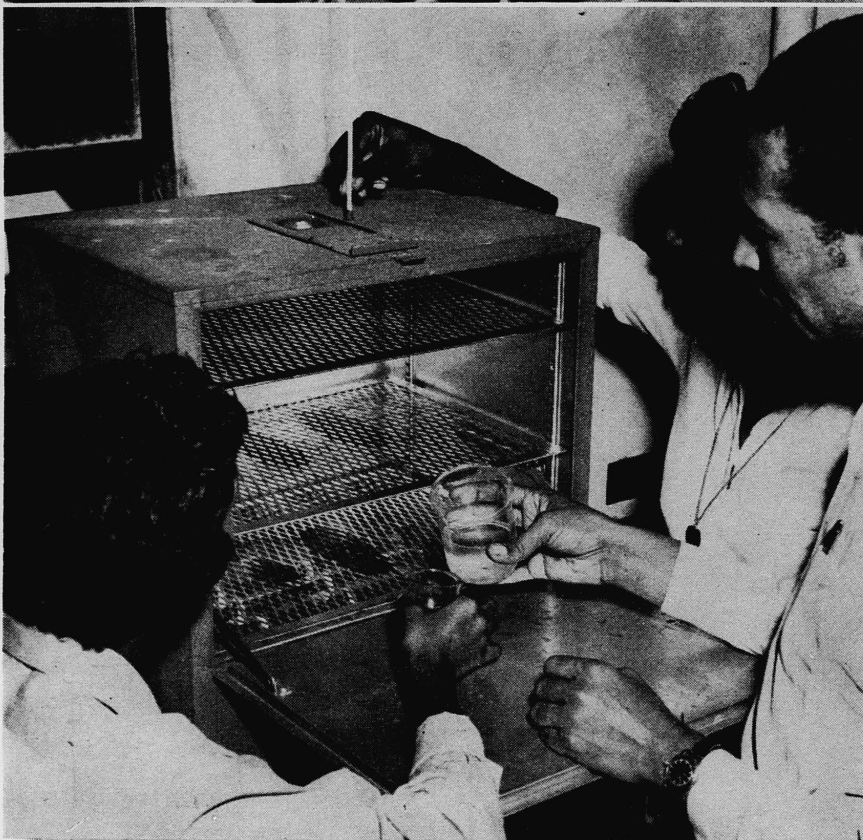
Science vs Technology

To do this it is necessary to make a distinction between science and technology. The identification of science with technology is a very recent thing. Science started as an attempt at understanding the physical universe around us. It was and to a large extent still is a systematic study of what things are and how they work. From Aristotle to Leibniz, the men interested in science were regarded by other scholars as fellows. The term "natural philosophy" is an indication of this and "natural philosophy" dwelt peacefully with history, literature, and theology within academic walls.

Technology is much more ancient than science. The original definition of technology is the "systematic knowledge of the industrial arts" and the first example of technology is in the worknig of stone into arrowheads or axes. Weaving, pottery making, casting and forging of metals are other examples of technology. Applied science, the use of knowledge of nature in order to control or modify it, is a comparatively recent activity of men. Even though recent, the rate of application of science, particularly in the last 150 years, has been so great that by now the number of men engaged in applying science is much larger than those adding to its basic subject matter, the knowledge of what and how.

Misuse of Technology

It was about 100 years ago that technology began to be generally iden-



tified with applied science and in my subsequent remarks I shall use it with this meaning. This rapid rise of technology and its hugeness in comparison with science has had bad effects on scientists and non-scientists alike. One should readily admit that for all its fascination, its romance, its practical value, technology is not comparable to literature, art, philosophy, and the other usual subjects of the classic educational curriculum. More than that,

most of the products of technology are not for the mind. Misuse of these products has further antagonized the non-scientists and the non-mechanical person. The emphasis on material welfare has offended the spiritually minded. The extensive use of technology for development of weapons has disturbed the consciences of many.

Science Justifies Itself

It is not my purpose to make a brief for technology, although I could do

so. It is no more reasonable to blame applied physics for the atomic bomb than to blame the muses for poetry and song for the singing commercial. What I am concerned with here is not the use and abuse of technology but the abuse of science by identifying it with technology and thereby denying it a place among other cultural and intellectual pursuits.

I know of no record that anyone asked Archimedes, dripping from his bath, of what use was his discovery that a floating body displaces its own weight of water. Nor that anyone asked Copernicus of what use it was to have found out that the earth moved in an orbit around the sun. Everyone knows the response of Benjamin Franklin to questions about the discovery he made, "of what use is a new born babe" and Michael Faraday when he said "Sir, some day you might be able to tax it." Those were very clever answers, but they were fundamentally the wrong ones. They might better have said, "of what use is Michaelangelo's Moses" or "of what use are Shakespeare's sonnets."

Scientific Achievements Are Recognized

The greatest achievements of science have always been recognized as belonging with the greatest achievements in the arts and the other scholarly disciplines. I would not be surprised if a poll should show that Euclid was known to more people than Aristophanes, Newton to more than El Greco, and Einstein to more than Cezanne. The discoveries in science are of essentially the same nature as the creations of art or poetry. Modern psychological studies show that the scientists and the artists have the same drive to create, the same inner compulsion that is beyond description and beyond control.

Where Does Science Belong?

It is not enough, however, to have granted science a seat alongside the arts and humanistic studies. If such an honor is granted without understanding, there is danger that it can be taken away with equal lack of understanding.

I have been trying to make two points, first that science should not be identified with technology and second that science as the pursuit of knowledge belongs with both the scholarly studies and the creative activities of man. If the second point is true, no valid differentiation can be made between science on the one hand and cultural pursuits on the other. If one of the objectives of education is to provide an individual with bases for appreciation of his cultural heritage and for evaluation of contemporary contributions to culture, then the processes of

education should include enough study of science and its methods to make this possible.

I do not maintain or recommend that everyone should be trained as professional scientists. But we don't give courses in composition only to those who are going to be writers. We don't drop these courses from the curriculum or water them down either because students find them difficult. Nor do we give civics only to a potential politician. On the other hand, we do not expect an illiterate to appreciate Shelley nor a tone-deaf man to appreciate Beethoven. Neither should we expect to be able to appreciate the meaning, significance and beauty of the scientific without some knowledge of the language and method of science.

Science Is Here To Stay

Like it or not, science is a very important factor in our cultural environment. Quite aside from its applications in technology, it colors our attitudes and affects our relations with each other. The social sciences are using more and more the data and methods of mathematics and the sciences. The citizen is being called upon to make decisions and judgments which depend upon his understanding of science.

Should we expect the average man to appreciate science without knowing its language, its form, its objectives? I am afraid that his great knowledge of great scientists owes much to mythology. He remembers Galileo because of the leaning tower of Pisa, Newton because of the falling apple, Einstein because only twelve men understand the theory of relativity.

I have no suggestions on how to intergrate science into a curriculum in such a way as to achieve the objectives I think desirable. This is beyond my qualifications and competence. I

have read enough and heard enough about the problems of child psychology and the purposes of education to know when not to venture too far. The way to do these things I leave to you. I hope only that I have convinced you that it is worth while to make the attempt.

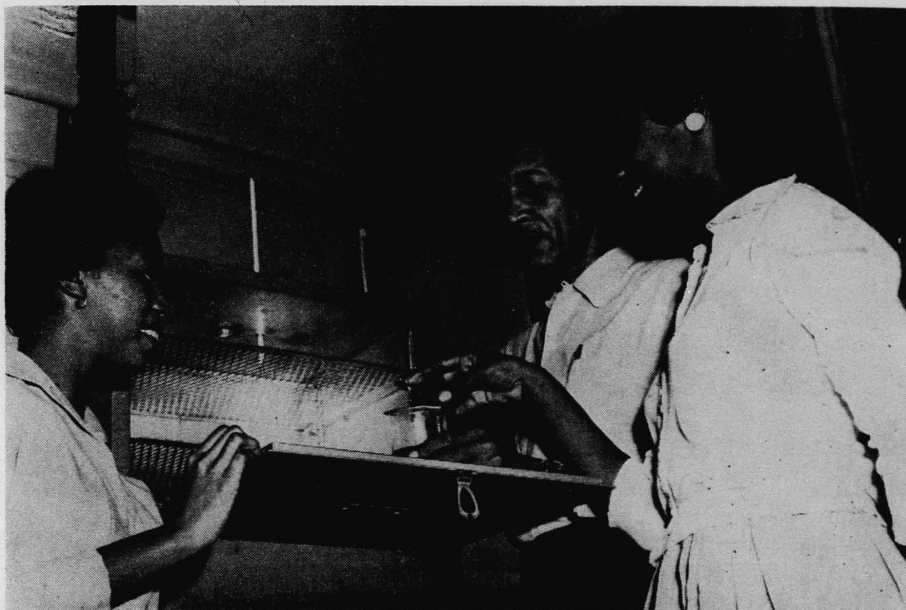
A New Approach

If the foregoing be true, then let us consider a new approach through laboratory instruction in order to give the proper setting for science in our culture.

Within the last few years there has been a growing emphasis upon the teaching of science as a "way of life," a recognition that science not only controls our manner of living but is exerting increased control over our mode of thinking. The average experiment in high school science is neither typical of the way scientists solve problems nor applicable to procedures needed by the student to solve his own personal-social problems.

In the last few years a trend has developed toward a new type of laboratory teaching with newer purposes. It is felt that we must first (as always) develop in our students an understanding of and the skill to use basic experimental techniques. The student is then ready and should be given the opportunity to apply these techniques to appropriate problems. It will be expected that the student will work upon some problems of science having particular significance to himself. Exceptional students will be carrying out a form of junior research. This is the way scientists work on problems today.

This type of laboratory instruction is more likely to develop a respect for scientific research, not distrust as is so often the case with students' experiments today. We shall have more to say along these lines in future articles.



NAMES *and* NEWS

TSAT ELECTS NEW OFFICERS



C. EMERSON JACKSON

C. Emerson Jackson, Principal of the Booker T. Washington High School of Wichita Falls was elected First Vice-President in the February balloting for officers in the Teachers State Association of Texas. Jackson received 1435 of the votes cast for this particular office. William M. Batts of Waco received 941, and Dr. William M. Collins of Austin 496.

Under provisions of the TSAT Constitution the First Vice President serves one year as a member of the Executive Committee and automatically advances to the Presidency at the close of the Annual Convention in November.

Jackson, for many years an ardent worker in the Teachers State Association of Texas was serving on the Executive Committee as Representative of the North Texas District at the time of his election. In 1952 he was President of the North Texas District Teachers Association, and in 1944-45 served as President of the East Texas District Teachers Association. A graduate of Bishop College and Prairie View, Jackson has worked in the public schools of Texas for 28 years, and was a member of the First

The recently remodeled Northside Elementary School in Longview has been named for Mrs. Janie H. Daniel, a retired teacher. Mrs. Daniel taught in the Longview Independent School District for more than 40 years, and served as Acting Principal of the Northside School, 1931-32.

Mrs. M. B. Hudson, math teacher in the high school, Longview, was recently selected as "Teacher of the Year," and honored in appropriate ceremonies presided over by Superintendent R. E. Slayton of that city. Mrs. Hudson was named in a city-teacher poll in which the following criteria were given as a basis for



MRS. JEWEL PRICE ROSS

Commission on Democracy in Education when it was organized in 1943. He brings to this high office a wealth of experience and a wide acquaintance with Association problems.

Mrs. Jewel Price Ross, teacher in the Booker T. Washington High School, Dallas is the new Secretary-Treasurer of TSAT. She succeeds Mrs. Hazel Harvey Peace who held this office for eighteen years and was not a candidate for reelection. Mrs. Ross received her early education in the public schools of Taylor, Texas. She is a graduate of Prairie View A&M College and holds the Master of Arts degree from Howard University with a major in English.

Other officers elected in the annual balloting were: L. M. Moten, Beaumont, Second Vice-President; Mrs. Emma Harrison, Waco, Third Vice-President; Louis T. Morgan, Mart, Fourth Vice-President; E. L. Jordan, Midland, Fifth Vice-President; O. E. Wilhite, Rockdale, Sixth Vice-President; Mrs. M. O. Sledge, Houston, Assistant Secretary-Treasurer and Miss Mabel Kilpatrick, Houston, Departmental Secretary.

selection: a deep devotion to the profession of teaching, possessing a sympathetic understanding of children, having a great desire to help and work with students in the interest of their problems, always willing to assume responsibilities beyond regular assignments, and continually casting a wholesome influence on all whom he or she comes in contact with.

A special feature in the observance of Texas Public School Week by the Austin Public Schools was the selection of "Representative Teacher" of the year. Each school named one of its teachers for this special honor and appropriate citations were awarded by the Citizens Com-

W. ASTOR KIRK CHOSEN FOR TEACHER STUDY GRANT

W. Astor Kirk, associate professor of social science at Huston-Tillotson College is one of 57 men and women from colleges across the nation to be selected for the 1957 Danforth teacher study grants, according to an announcement by Dr. Kenneth I. Brown, executive director of the Danforth Foundation, St. Louis, Mo.

The award allows a calendar year of graduate study in a university of the candidate's choosing. The stipend is arranged according to the candidate's salary and number of dependents and may go as high as \$4,600.

The Danforth Foundation was established in 1927 by the late Mr. and Mrs. William H. Danforth, and was intended to aid educational needs of young people, Dr. Brown said.

WACO PREPARES FOR 1957 CONVENTION

Reports coming from Waco indicate that plans for the 1957 Convention of the Teachers State Association of Texas are already well underway.

According to Mr. J. S. Henry, General Chairman of the local committee, arrangements are being made to hold all sessions of the Convention except the Saturday business meeting in Waco's "Heart of Texas" Coliseum.

This huge building will provide adequate accommodations for every phase of the Convention Program, and avoid some of the crowded situations experienced in some of our previous meetings.

The three day annual session of the Association will have as its general theme "Stepping up the Program for the Improvement of Learning."

mittee sponsoring Texas Public Schools Week.

Ten TSAT members were among the 50 selected for the entire school district. They are: Mrs. M. D. Allen, Blackshear; Mrs. Della Phillips, St. John; Mrs. Gwendolyn Harris, L. L. Camp; Mrs. Elvie Sneed, Sims; Mrs. Lucille Dobbins, Rosewood; Mrs. Lucille Crawford, Anderson; Mrs. Eunice Wyatt, Clarksville; Mrs. Hattie L. Chambers, Kealing; Mrs. Nicia Smith, Montopolis; and Mrs. Della Cadd, Brackenridge.



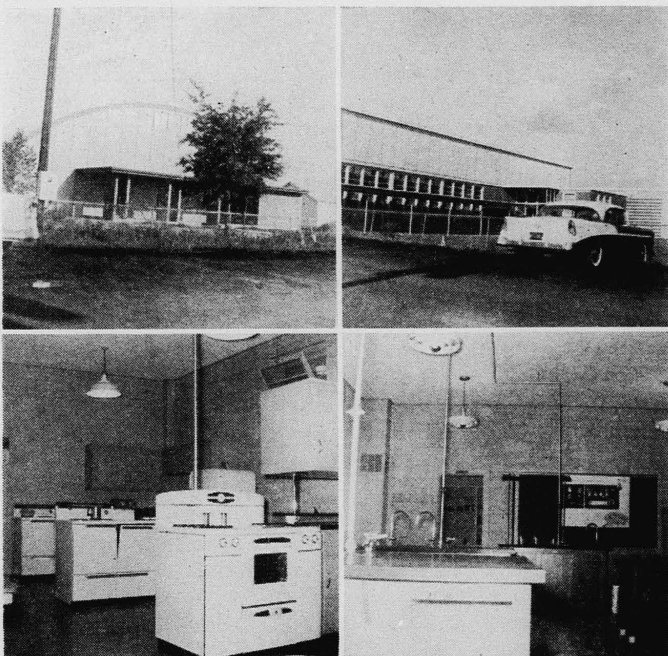
PRINCIPALS ATTEND NATIONAL MEETING—Twenty one Texas principals attended the 41st Annual Convention of the National Association of Secondary School Principals which met in Washington D.C. February 23-27. In the picture above are members of the Texas delegation who paused long enough to pose for picture. L to R bottom row: R. F. Sterling, Galveston, president, Texas Principals Association; Dr. John Codwell, principal, Phyllis Wheatley High School, Houston; A. C. Lilly, principal, Fidelity Manor High School, Galena Park; Dr. J. L. Brown, Prairie View, Coordinator, Texas Principals Association; A. B. Anderson, principal, Carver High School, Houston; Odys Turner, principal, Dansby High School, Kilgore. Top-Row, l to r: Theodore Chatman, principal E. O. Smith Junior High School, Houston; J. L. Everhart, principal, Longview High School; and Calvin Vincent, principal, Washington School, Texas City.

Other TSAT members in attendance but not present for the photograph were: Garfield Hill, principal, Weldon High School, Gladewater; Herman T. Jones, Prairie View; Frank Adams, principal, Kirkpatrick High School, Fort Worth; W. H. Harrison, Dallas, Supervisor Dallas County Schools; G. A. Rosborough, principal, Pemberton High School, Marshall; C. B. Redd, principal, Fred Moore High School, Denton; Frank Windom, Vice-principal Central High School, Galveston; Scott Johnson, principal, Sam Houston High School, Huntsville; A. G. Hilliard, principal, Emmett Scott High School, Tyler; Wm. S. Holland, principal, Yates High School, Houston; and Dr. I. B. Bryant, principal, Washington High School, Houston.

Edwin W. Mangram, principal of the Douglas School, El Paso, was elected president of the West Texas District Teachers Association at the annual meeting held in Abilene on April 13. Mr. Mangram, who has been at Douglas School for 10 years, five as principal, is a graduate of Jarvis and New Mexico A&M College. Prior to his coming to El Paso he was principal of the Booker T. Washington High School, Stamford.

L. M. Moten, supervisor of Negro Schools, Beaumont Independent School District, was elevated to the presidency of the Southeast Texas District Teachers Association in its annual meeting in Galveston March 13-14. Mr. Moten, a native of East Texas, did his undergraduate work at Prairie View and Kentucky State, and his graduate work at the University of Wisconsin. He has served as president of the East Texas District Assn.

Colquit D. Yancy, principal of the Carver Elementary School, Bryan, is the new president of the Central Texas District Teachers Association. He succeeds C. P. Johnson of Austin, whose leadership for 1956-57 received high commendation at the recent annual meeting. Mr. Yancy holds a B.S. degree from Prairie View A&M College and the M.A. degree from Colorado A&M College. He has been a leader in TSAT for many years.



The camera caught these Texas principals as they left their hotel in Washington, where they attended the NASSP Convention. L to R: Joseph Jones, Terrell; J. L. Everhart, Longview; Garfield Hill, Gladewater; and Odys Turner, Kilgore. The pictures to the left are shots of the new gym, and some of the new equipment added to the Lincoln School, Snyder, this term.

NECROLOGY

Elijah J. Powell, Beaumont, died January 5, 1957 after a lengthy illness. Mr. Powell a graduate of Prairie View A&M College, taught in the French, and Beaumont Independent School Districts for many years. From 1948 until his retirement he was Principal of the Martin Elementary School. In addition to his school work, Mr. Powell was quite active in YMCA, Boy Scout and other community activities.

He is survived by his widow Mrs. Myrtle E. Powell, whom he married in 1907; one son, Dr. James E. Powell, Beaumont physician; and one daughter, Mrs. Eulah Mae Powell Adams, teacher in the Beaumont Independent School District.

Mrs. Ruby Wheatley Cotton, a native of Coldsprings, Texas, passed on January 22, 1957. At the time of her death, Mrs. Cotton was employed by the Coldsprings School District as the Principal of the Elementary Department of the Lincoln High School and as the teacher of the fourth grade. She was an active member of the San Jacinto County Teachers Association and the Teachers State Association of Texas.

Mrs. O. M. Grant, teacher in the F. W. Gross School, Victoria, February 10, 1957. Mrs. Grant who taught music in the Gross School was also Director of Music for the South Texas District Teachers Association.

Mrs. A. L. Turner, teacher in the public schools of Carthage died suddenly behind the wheel of her car on February 28, 1957. Mrs. Turner was the wife of the late A. L. Turner who was President of TSAT in 1938-1939.

Mrs. Marjorie A. Moore, fourth grade teacher in the Booker T. Washington Elementary School, Corpus Christi, January 19, 1957, following a brief illness. Mrs. Moore had taught at Booker T. Washington since 1951. Previously, she had worked in the Burnett High School, Terrell, and at Fisk University, Nashville. Survivors are her mother, Mrs. Florence McCrea Stewart, Windsor, N.C., and her husband, Charles D. Moore, principal of the Carver Elementary School, Corpus Christi.

BISHOP COLLEGE TO MOVE WITHIN 2 YEARS

Marshall, Texas—Bishop College of Marshall, Texas is going to move to Dallas within two years. That was the decision announced jointly last Monday by Dr. W. R. White, Chairman of the 33-member Board of Trustees of Bishop College, and Dr. Ernest C. Estell, Chairman of the Executive Committee. Dr. White also is president of Baylor University in Waco, Texas, and Dr. Estell is pastor of St. John's Baptist Church in Dallas.

According to Dr. Estell, in a recent meeting of the executive committee at Dallas, the committee took an option on 100 acres in the new Bon Aire development in South Oak Cliff. The site for Bishop is located between Loop 12 and Highway 75, an area scheduled for immediate improvement so that the growing Negro population in Dallas will have additional residential space. Dr. Estell also says the 100-acre campus will provide a nucleus for a beautiful residential building development for Negroes.

Dr. M. K. Curry, Junior, president of Bishop College, had this to say about the move: "The decision to move the college to Dallas is part of a total strategy being developed by the United Negro College Fund, Incorporated, under the leadership of Dr. F. D. Patterson of New York, New York, fund president. The strategy seeks to provide the maximum opportunity for the continued development of a well-trained leadership for Negro Youth in Texas."

Continuing, Dr. Curry stated: "The strategy seeks to reduce unnecessary duplication of effort in the same locality, and to make available strong academic and cultural programs to the largest possible number of young people." The president of Bishop College further stated that "the trend of the rural Negro population to move to urban centers indicates that the concentration of Negroes in such a metropolitan center as Dallas will make the existence of a college center imperative for many years to come."

Although Bishop has operated a 2-year junior college branch in Dallas for the past 10 years, the move of the parent-college to Dallas will give Dallas its first 4-year college for Negroes. Dr. Estell says the executive committee of Bishop's Board of Trustees also has appointed committees to consider proposals for disposal of the school's 50-acre campus with 12 major buildings. The chairman of the executive committee further announced that committees have been organized to work with the college administration on the program for total development of Bishop College at the new site. This includes helping to organize plans for obtaining financing to

underwrite the project, and place the college on a sound financial basis.

Bishop College gets its support from three organizations, according to Dr. Estell. They are the Baptist General Convention of Texas, the United Negro College Fund, Inc., and the American (Northern) Baptist Convention.

The Board of Trustees' decision to move Bishop College to Dallas was one of the proposals recommended by Dr. Patterson, founder and president of the United Negro College Fund. Other proposals recommended by Dr. Patterson were that Bishop Merge with Wiley College, a Methodist College also located in Marshall, and remain in Marshall, or that Wiley and Bishop merge, and both move to Dallas. Wiley College also receives support from the 31-member United Negro College Fund. The Fund this year plans a campaign to raise two million dollars for its members.

Continuing his statements about Bishop's move to Dallas, Dr. Estell pointed out that Bishop has developed a strong teacher-training program within the framework of its liberal arts philosophy. He added that it has become noted for its pre-professional training of ministers, other religious workers, physicians, dentists and attorneys.

Dr. Caesar F. Toles, Bishop alumnus, is director of the Bishop Junior College in Dallas. The school is located at the Good Street Baptist Church Center at 3126 Hatcher Street. Board officials say the new Bishop College will be planned to take care of a minimum of 1,000 students within the next five years. Enrollment at Bishop usually varies between 500 and 600. Bishop last year celebrated its 75th anniversary.

Appointments Made to Board For Teacher Education

Three new appointments have been made to the Board of Examiners for Teacher Education to fill vacancies, and five other persons have been reappointed for second terms.

Appointments are by the State Board of Education on recommendation of the Commissioner of Education.

Named to fill vacancies were: Dr. Frank Hubert, superintendent of schools, Orange; Dr. W. E. Moreland, superintendent of schools, Houston; and Louie Lee Holder, band director and classroom teacher, Vernon.

Reappointed were: C. B. Godbey, head of the Department of Genetics, Texas A&M College; J. C. Matthews, president, North Texas State College, Denton; Mrs. Edna Miller, Corpus Christi, teacher; John O. Rodgers, professor, Southwestern University, Georgetown; and Grady Whittle, principal, Gay Junior High School, Harlingen.

Your NEA

By F. R. Rice

A Centennial in the life of any organization is a noteworthy event, especially, "The National Education Association." As we review the story of the NEA growth and achievement since May 15, 1897, as we examine the firm principles upon which the NEA is built, we may experience a profound satisfaction in what your NEA has accomplished for education in the United States.

No member of the NEA can come to this centennial celebration period without a feeling of pride for his profession. Whatever the area of his endeavor, he is "proud to teach."

It is interesting to note that this pride and advancement of the American teacher from the dark days of 1897 to the present time is a monumental achievement that was only a vision a few decades ago.

In the vanguard of this century of progress for both the teacher and teaching have been the sturdy and persistent efforts of the NEA. What began as a small group of forty-three educators has become the largest professional organization of our time.

For a comprehensive historical review of NEA's activities in the field of teacher welfare, obtain NEA and Teacher Welfare from the Secretary's Office, NEA. This free booklet (a reprint of nine Articles which appeared in the Journal, September 1955-May 1956) gives an impressive picture of NEA's efforts and achievements in the following areas of teacher welfare: salaries, tenure, retirement, defense of teachers, economic status, teacher load, sick leave, credit unions, and ethics.

The April Journal will carry an article reporting findings on the status of the American teacher, based on the February, 1957 Research Bulletin, which gives the most nearly complete picture yet presented on this subject.

Since the NEA is the teachers own organization; democratic and professional; vigorous in action, and independent in program; *Join* your local, state and national organizations in this NEA Centennial Year. This is the greatest tribute that teachers and professional leaders can pay to the NEA on its Centennial celebration. In addition, organized local associations and affiliate with the National Education Association and represent with a delegate at its convention in Philadelphia June 30-July 5.

Remember that the regular NEA membership dues include a year subscription to the NEA Journal, \$5.00, special include the NEA Journal, Research Bulletin, and the Annual Volume of Addresses and Proceedings, \$10.00. Life includes all active privileges and benefits of Special \$10 membership for life, \$150 or \$15 annually for 10 years. The latter will be effective until May 31, 1957. After that date the fee will be a \$150 cash.

FOURTEENTH CLASSROOM TEACHERS NATIONAL CONFERENCE

1957 National Conference—David C. Guhl, president of the NEA Department of Classroom Teachers, announces that the fourteenth annual Classroom Teachers National Conference will be held at the University of Delaware, Newark, Delaware.

The conference, scheduled for July 7-19, will be sponsored jointly by the NEA Department of Classroom Teachers and the University of Delaware, with John A. Perkins, president of the University, and David C. Guhl and Margaret Stevenson, president and executive secretary respectively, of the Department, acting as directors. The program itself will be developed around the theme of the Department for 1956-57, *The Classroom Teacher—Key to an Educated People*.

Daily Schedule—An hour-long period of Personal Development Sessions will begin each day's meeting. These sessions planned for early risers are optional. The main program of the conference will be built upon a framework of general sessions during the morning and smaller discussion groups each afternoon. The morning meetings will feature outstanding leaders in education and other fields speaking on such topics as: the teacher and his role in democracy; improvement of instruction; information on the history of Delaware; and a discussion of national and international events. Afternoon group discussions will focus on different aspects of professional development and leadership training and will give each participant his choice of study in one area of professional development.

Recreation—A varied extra-curricular program will include concerts, lectures, motion pictures, and dances, as well as trips to neighboring summer theaters, the seashore, and historic Delaware. One of Delaware's spots of interest is Longwood Gardens, an estate which formerly belonged to the duPont family. Here multicolored "dancing" fountains and organ music add charm to the beautiful sunken gardens. A trip to this estate has

been scheduled as one of the evening activities of the conference. A visit to famed Winterthur Museum, the former estate of Henry F. duPont which houses his collection of furniture, paintings, metalcraft and ceramics characteristic of different periods of American history, is also scheduled.

Living Accommodations—All resident participants will be housed in the women's dormitories. These residence halls are attractively furnished and conveniently located. All meals will be served in the dining hall which adjoins the housing units. Linen, including sheets, pillow cases, towels and blankets, will be provided and laundry facilities are available in the dormitories.

Location and Transportation—The University of Delaware is situated in Newark, a city of about 8,000 inhabitants, in northwestern Delaware, about half way between Philadelphia and Baltimore. It is easily accessible by automobile and bus, and is serviced by the main lines of both the Pennsylvania and the Baltimore & Ohio Railroads running between New York and Washington. Adequate parking facilities are available for those who drive cars.

Credit— 1) Certificate—Everyone who attends the conference will receive a certificate signed by President Perkins, David C. Guhl and Margaret Stevenson. Many boards of education accept this certificate as evidence of inservice growth, and many teachers have used it to receive credit to meet a local requirement of inservice growth or to maintain a position on a salary schedule. This certificate is included in the regular \$75 fee.

2) Education 4095, Field Workshop in Current Educational Problems, is open to any participant wishing to receive from the University of Delaware an official statement of two hours of credit (graduate or undergraduate) earned, or to use the two-hour credit toward a degree, in cases where another college will accept transfer of credit. The tuition fee for Education 4095 is \$26 additional.

Registration—Those interested in the conference may secure registration blanks by writing to the NEA Department of Classroom Teachers, 1201 Sixteenth Street, N.W., Washington 6, D. C.

A survey conducted in 1856, one year before the founding of the National Education Association, showed that more than half the teachers in Pennsylvania had attended only elementary school and considerably less than half had done any professional reading. Today, 92.4 percent of the nation's teachers come to the classroom with at least a bachelor's degree.

ELEMENTARY PRINCIPALS TO MEET APRIL 11-12

The executive committee of Elementary Principals and Supervisors section, a division of the Teachers State Association of Texas, met recently at Prairie View to plan the program of the second annual Spring meeting of the group.

Scheduled to be held in Austin on April 11-12, the meeting will emphasize several projected programs in the elementary schools of the state. W. K. Hicks, Sr. of Texarkana is President of the group and R. E. Bevis, Waco is Chairman of the executive committee. Dean of Instruction, Dr. J. M. Drew, serves as program director and was host to the planning group meeting at the college.

AACTE MEMBERSHIP BOOSTED TO 335 DURING ANNUAL MEETING IN CHICAGO

Membership of the American Association of Colleges for Teacher Education (AACTE) was boosted to 335 with the admission of thirty-seven colleges and universities during the Association's annual meeting in Chicago in February. This is the largest number of new member institutions ever admitted at one time.

The AACTE, a department of the National Education Association, is the national voluntary organization of colleges and universities which annually prepare approximately half the young people entering the teaching profession. To qualify for membership in the Association, institutions must be accredited by their regional accreditation association, and teacher preparation must be one of the important functions of the college or university.

Commenting on the addition of the new member institutions, Edward Fomero, executive secretary of the AACTE, said: "We are happy to welcome these institutions into the Association. The fact that they have joined the AACTE holds much significance. This is further proof there is a growing acceptance by both colleges and universities of their responsibility for the improvement of teacher education in this country."

The new member institutions are: Alabama Agriculture & Mechanical College, Normal; Alabama College, Montevallo; Harding College, Searcy, Ark.; College of the Pacific, Stockton, Calif.; University of Bridgeport, Conn.; American University, Washington, D.C.; Stetson University, De Land, Fla.; Indiana Central College, Indianapolis; Valdosta State College, Valdosta, Ga.; Knox College, Galesburg, Ill.; De Paul University, Chicago, Ill.; Savannah State College, Savannah, Ga.; Butler University, Indiana-



FOUNDERS' DAY speaker at Paul Quinn College, Waco, Texas, was Dr. J. T. Morrow, Executive Director, San Antonio Council of Churches, (right) who said the task of the Christian college is limited only by vision and dedication. He received the honorary degree of Doctor of Humanities. With Dr. Morrow are Bishop H. T. Primm (left) of the Tenth District, (Texas) African Methodist Episcopal Church which supports Paul Quinn, and President John H. Adams (center).

polis, Ind.; Mount Saint Scholastica College, Atchison, Kansas; Northeast Louisiana State College, Monroe; Hamline University, St. Paul, Minn.; Drury College, Springfield, Mo.; St. Louis University, St. Louis, Mo.; Concordia Teachers College, Seward, Neb.; Hastings College, Hastings, Neb.; St. Anselm's College, Manchester, N.H.; Rider College, Trenton, N.J.; North Dakota Agricultural College, Fargo; Ashland College, Ashland, Ohio; Hiram College, Hiram, Ohio; Oregon State College, Corvallis; Duquesne University, Pittsburgh; Immaculata College, Immaculata, Pa.; Inter-American University, San German, P.R.; David Lipscomb College, Nashville, Tenn.; Abilene Christian College, Abilene, Tex.; Trinity University, San Antonio, Tex.; University of Virginia, Charlottesville; West Virginia Institute of Technology, Montgomery; West Virginia State College, Institute, W. Va.

46 Education Laws Passed By 2nd Session Congress

The second session of the 84th Congress passed 46 laws with special significance to education for the nation as a whole.

These pertained to child welfare, the handicapped, higher education, veterans and their dependants, vocational education, public library service, Department of Health, Education, and Welfare, agriculture, and the armed services.

Of the 1,034 bills pertaining to education which were introduced in both ses-

sions of the 84th Congress, only 96 became public law. (There were 19,039 bills introduced in all, with only 1,028 — excluding private bills — becoming law.)

Briefed here are a few of the education laws passed:

Public Law 465 extends the special school milk program to June 30, 1958, and increases the amount authorized annually from \$50,000,000 to \$60,000,000 for the current fiscal year, and to \$75,000,000 for each of the next two years.

Public Law 554, among other stipulations, increases appropriations to the school lunch program by \$16,764,788, to a total of \$100,000,000.

Public Law 597 authorizes a five-year program for the development of public library services in rural areas and provides for monetary grants to the states.

Public Law 634 authorizes an educational assistance program for children of servicemen who died as a result of a disability or disease incurred in line of duty during World Wars I or II or the Korean conflict.

Time out for recess in public school was virtually unknown back in 1857 when the National Education Association was founded. Not until 1884 was a committee appointed to survey the controversial issue. Of the educators queried, 56 percent were opposed to recess, one reason being that "many pupils would not go out for recess unless compelled."

The NEA Centennial Is Nation-Wide

By Martha A. Shull
President, National
Education Association

The National Education Association will observe its 100th birthday in 1957. Its 659,000 members, affiliated in associations throughout the forty-eight states and territories, in 6,000 local associations, 30 independent departments, 21 commissions and committees, and 13 headquarters divisions, will be celebrating their professional centennial anniversary. They should be joined by all America generally, all those who recognize the importance of education in the life of the nation. For almost a century the NEA has worked with all those who believe in the schools. It has assumed that there is a joint responsibility between citizens generally and teachers, for the welfare of boys and girls—so naturally it expects all to join in the celebration.

More than a year ago the NEA set up a special Commission of 21 leaders from both inside and outside the teaching profession to plan the Centennial observance. This Commission has established a theme and objectives and defined general policies for the program. The administrative responsibility for the observance is centered in the Centennial office at the NEA, which operates under the counsel of a staff committee and is to coordinate some 30 projects approved by the commission. This program is to respect the fact that the NEA and the schools it serves have made a century of history in every nook and cranny of the nation and that the celebration should therefore take place everywhere. The Centennial office and project committees make suggestions

and offer help, but they will lay down few exact patterns for the celebration. The program as planned will depend in great part upon ingenuity and the resourcefulness of people in communities all over America who will tell the story of America's schools where that story has taken place.

The Centennial Commission as early as 1955 chose as the theme "An Educated People Moves Freedom Forward." The Commission wished to call to the attention of the nation the close identities of education and freedom. It wished too to involve all people, not just teachers alone, to remind every citizen of his stake in the schools.

The Commission set up these general objectives for the program:

- 1) To consider the decisive role of education in a changing world.
- 2) To stimulate action to provide adequate education for the increasing millions of children.
- 3) To strengthen the teaching profession in its service to people of all ages.

The Chance of a Hundred Years

The first of these objectives, from the viewpoint of us in the teaching profession, calls upon us to seize an opportunity the Centennial occasion offers. We have been trying to tell America about the problems of her schools for a hundred years, that is true. Mostly, however, we have focused upon the problems of the moment. We have shouted about the needs to keep the schools open during depressions. We have talked about teacher recruitment during shortages. We have emphasized the need for school buildings

in the post-war period. But we have never, on the scale the Centennial program is meant to represent, made a nation-wide attempt to get all America to join us in a calm, clear look at the whole of America's school program in the light of a century's experience. The Centennial is our chance to get America to look at where we have been and where we are going after a century of education—our chance to build a sound, enduring, year-in-and-year-out appreciation of the role of education in the history of the nation.

The second objective is our opportunity to have everyone join us in looking at the tremendous pyramid of problems with which the century culminates. We hope that through Objective No. 2 we may somehow bring people to see that the whole future of what has endured for a century depends upon our meeting the climatic problems it has brought.

Objective No. 3 represents, more than the other two, our own responsibility to ourselves. The Commission—and remember it includes members who are not teachers—has reminded us that without a strong profession we cannot carry the responsibilities the century now places upon us. They make it clear that we need a stronger unity and dedication to our own tasks. This objective means that we need to take a closer look at our own work—that we may sometimes be overlooking the glory that is so mixed with what has become commonplace to us. It implies a respect on their part for the importance of our work—but perhaps less respect for our judgment of the value of that work.

NEA Travel Division Announces Summer Tour to Island World Of the Pacific

A six weeks tour through the "vast island world of the Pacific" which will take travelers on a 22,000-mile air-borne journey from Anchorage in the north to Auckland on Hauraki Gulf in far-off New Zealand, has been announced by the Travel Division of the National Education Association.

Ports of call on this "fabulous first" in the NEA's worldwide educational tour program for 1957 will include in addition to Anchorage and Auckland: Tokyo, Kyoto, Nara, and Nikko in Japan; Taipei, Formosa; Hong Kong, British Crown Colony; Manila; Sydney, Melbourne and nearby points of interest in Australia; Waitomo and Rotorua in New Zealand; Nandi and Suva in the Fiji Islands; and Honolulu. A full schedule of sightseeing

and excursions in and around these places has been planned, with ample time provided for shopping and relaxation.

Inclusive dates are July 1 from Seattle to arrival in San Francisco, August 12. All-inclusive price is \$2155. Director of the tour will be Charles F. Reid of the School of Education, City College of New York, who is an authority on American

territories and outlying possessions. Dr. Reid has done considerable research and travel in the Pacific, both as educator and wartime Air Force officer.

Itineraries and complete information are available on request from the Division of Travel Service, National Education Association, 1201 Sixteenth St., Washington, D.C.

District Association Meetings

April 13

North Texas District Teachers Association, Terrell High School, E. T. Hardeman, Principal, Denison, Texas.

April 19-20

East Texas District Teachers Association, Longview, Longview High School, J. L. Everhart, Principal.

SCHOOL LAW—

TEACHER LIABILITY FOR THE INJURY OF PUPILS

M. J. Barret
Macedonia Elementary School,
Linden, Texas

According to the National Safety Council, nearly 50% of the accidents sustained by school pupils occur in school buildings, over 40% occur on school playgrounds, and 10% occur going to and from school.¹ Dr. R. R. Hamilton warns teachers as follows in a recent article:

The possibilities of legal involvement by school personnel in tort cases are very great indeed, and are increasing. The reason is not far to seek. Education has become a big business. In addition to providing traditional instruction, schools are in the transportation business (school busses), the restaurant business (cafeterias), the entertainment business (class plays), and athletic contests, and other businesses. In the instructional field proper, courses are offered which daily subject pupils to hazards.

In all these activities personnel are working and necessarily incur the risk of being held to have acted negligently if a student suffers injury. School districts, with some exceptions, are immune from suits; but the administrator, teachers, coaches, bus drivers and all other school personnel are "wide open" to suit. A single large judgment against the average teacher would cripple him financially for many years. As one of my students put it, a school person may find himself "turning over the keys to his front door" to one whom the jury found injured through his negligence.²

Teacher liability for pupil injury belongs entirely in the province of civil law. Teacher liability simply means that the teacher is legally responsible for his negligent acts. Teacher liability has its legal bases in the *doctrine of school district immunity from suits for damages* and in the principle that legally a teacher is considered to be a *quasi-independent contractor*. It is generally held by the courts that a school district cannot be sued in tort (a wrongful act that leads to injury to another) for damages because it is a public instrumentality of the state carrying on a governmental function for the state without pecuniary or other financial advantages.

Foley says:

In the absence of a statute to the contrary, a school district as an agent of the state, is not liable for its own torts or those of its servants in carrying out its voluntary governmental duty of providing education for the public.³

The line of reasoning behind this doctrine of school district immunity goes back to the medieval English theory that "the King can do no wrong," and it follows that the state represents the king and therefore can do no wrong. Being infallible, the state cannot be sued without its consent. The state is therefore immune from legal suit for tort. The school district is a division of the state, especially since education is a governmental func-

tion, therefore, the school district is immune to tort action.

The fact that a teacher is considered at law to have the status of a *quasi-independent contractor* also plays an important part in teacher liability for tort action as we shall see. The prefix *quasi* means *as if*, and connotes the resemblance, but yet supposes a little, between two things. An *independent contractor* is one who, in exercising an independent employment, contracts to do a piece of work according to his own methods, and without being subject to the control of his employer except as to the results of his work. This definition places the teacher in the legal position of not only being liable for his own torts but also of those of his pupils under certain conditions. Foley sums up the situation as follows:

Hiring teachers is the same as entering into the contracts with independent contractors for the performance of specified work, and in such instances, persons per-

forming the work are not servants of the board but of the contractor. The board is not liable for their negligence unless the work is attended with inherent danger or is of such character that the duty to exercise proper care could not be diverted.⁴

The fact that the teacher is not an agent or servant of the board carries with it the corollary that the liability of a principal (head man or employer) for the acts of his servant or agent does not exist between teacher and school board. Further, the teacher, having the status of a *public employee*, is denied the authority of exercising in his own right any sovereign power or any prescribed independent authority of a governmental nature. This denial of governmental authority excludes the teacher from the aegis of governmental immunity. So, school board immunity and the legal statuses of the teacher of quasi-independent contractor and public employee puts the teacher squarely in the position of being liable for his own negligent acts.

In Texas the rule of school board immunity prevails. The citation of two

(Continued on Page 23)

. . . but it's the law

"I didn't KNOW I was supposed to come to a full stop."

That is the most frequent answer given a highway patrolman, by a driver who has failed to stop for a school bus. Yet anyone with a driver's license should know that whenever a school bus stops for the purpose of boarding or discharging passengers, motorists approaching from ANY direction are required to stop. After the stop is made, the motorist may then proceed—with the NECESSARY caution—at a speed not to exceed 10 mph.

To be more precise, the law is as follows:

Sec. 104. OVERTAKING AND PASSING SCHOOL BUS.

a. The driver of a vehicle upon a highway outside of the limits of any incorporated city or town upon meeting or overtaking from either direction any school bus, which has stopped on the highway for the purpose of receiving or discharging any school children shall stop the vehicle immediately before passing the school bus, but may then proceed past such school bus at a speed which is prudent, not exceeding ten miles per hour, and with due caution for the safety of such children.

b. Every bus used for the transportation of school children shall bear upon the front and rear thereon a plainly visible sign containing the word "school bus" in letters not less than eight inches in height. When a school bus is being operated upon a highway for purposes other than the actual transportation of

children either to or from school, all markings thereon indicating "school bus" shall be covered or concealed.

c. The driver of a vehicle upon a highway with separate roadways need not stop upon meeting or passing a school bus which is on a different roadway or when upon a controlled-access highway and the school bus is stopped in a loading zone which is a part of or adjacent to such highway and where pedestrians are not permitted to cross the roadway.

Sec. 105. REGULATIONS RELATIVE TO SCHOOL BUSES.

a. The State Department of Education by and with the advice of the Director of the Department of Public Safety shall adopt and enforce regulations not inconsistent with this Act to govern the design, color, lighting equipment and operation of all school buses used for the transportation of school children when owned and operated by any school district or privately owned and operated under contract with a school district in this State and such regulations shall by reference be made a part of any such contract with a school district. Every school district, its officers and employees, and every person employed under contract by a school district shall be subject to said regulations.

b. It shall be unlawful to operate any flashing warning signal light on any school bus except when any said school bus is being stopped or is stopped on a highway for the purpose of permitting school children to board or alight from said school bus.



The following are from National Education Association, 1201 Sixteenth St. N.W., Washington 6, D. C. Prices quoted, except where otherwise specified, are for single copies. Publications that offer quantity discounts refer to the following rates: 2-9 copies, 10 per cent; 10 or more copies, 20 per cent.

INTERNATIONAL UNDERSTANDING THROUGH THE SECONDARY-SCHOOL CURRICULUM, National Association of Secondary School Principals, NEA. 247 p. \$1.50 per copy (50% discount to members). Presents specific activities which can be undertaken in the secondary school to help adolescents toward international understanding.

THE 1956 STUDENT COUNCIL YEAR-BOOK, National Association of Secondary School Principals, NEA. 246 p. \$1.50 per copy. Contains information on the national conference to be held in 1957, a complete report of the 1956 conference, and other materials of interest to student councils.

NATIONAL CONFERENCE ON TEACHER EDUCATION, CERTIFICATION, AND PROGRAM STANDARDS FOR DRIVER EDUCATION. VTEG, National Commission on Safety Education, NEA. 23 p. Single copies free while the supply lasts.

RECOMMENDED POLICIES AND PRACTICES FOR STUDENT COUNCIL LEADERS FOR SAFETY EDUCATION. 1957, National Commission on Safety Education, NEA. 18 p. Single copies free while the supply lasts.

RESEARCH FOR CURRICULUM IMPROVEMENT, Association for Supervision and Curriculum Development, NEA. 360 p. \$4 per copy. Designed to help teachers and others carry out research. The research process itself is described in detail.

CIVIC EDUCATION PROGRAMS FOR ADULTS, National Association of Public School Adult Educators, NEA. 64 p. \$1.50 per copy. First in a new series on critical curriculum areas in adult education, this booklet gives information on planning, administering, and evaluating programs of civic education.

THE PROFESSIONAL STANDARD MOVEMENT IN TEACHING — 1956-1965: GOALS, ACTION PROGRAMS, NEEDED RE-

SEARCH, National Commission on Teacher Education and Professional Standards, NEA. 24 p. Free. For use by local and State TEPS commissions, this pamphlet is based on reports of study groups of the Eleventh Annual National Conference in Parkland, Washington.

THE BUSINESS EDUCATION PROGRAM IN THE EXPANDING SECONDARY SCHOOL, National Association of Secondary School Principals, NEA. 240 p. \$1.50 (50% discount to members). Comprehensive treatment of the area of business education in the total program of secondary education for youth.

ETHICS FOR TEACHERS, Department of Classroom Teachers and the Research Division, NEA. 24 p. 25c per copy. Revised edition of Discussion Pamphlet No. 5, first published in 1945.

WHEN MOM WORKS OUTSIDE THE HOME, a special issue of "It Starts in the Classroom Newsletter," National School Public Relations Association, NEA. Tested ideas for involving the working mother in the school public relations program. 4 p. February, 1957. Single copy 25c; quantity discounts.

BUDGETING FOR BETTER TEACHING OF HOMEMAKING, Department of Home Economics, NEA. 15 p. 25c per copy. Quantity discounts. A bi-annual publication, the pamphlet gives some pointers on the importance of businesslike budgeting and purposeful planning in improving the environment for the teaching of homemaking.

THE 1957 COMMENCEMENT MANUAL, National Association of Secondary-School Principals, NEA. 224 p. \$1.50 per copy. Quantity discounts. This booklet describes the latest trends and practices in high school commencements throughout the country. A valuable guide for educators responsible for the planning of commencement activities and graduation day programs. It also includes many graduation programs from which educators may glean some ideas.

A Guide For Professional Association Work, Department of Elementary School Principals, NEA. 50 p., \$1 per copy. A handbook designed to give elementary school principals tips on developing good techniques for pro-

fessional association work at state and local levels.

The National Education Association—Some Basic Facts About America's Largest Professional Organization, National Commission for the Defense of Democracy Through Education, NEA. 13 p., free. Intended primarily for people outside the teaching profession, the leaflet answers concisely a number of questions frequently asked about the NEA, such as: How is the NEA governed? Who speaks for the NEA? How does the NEA seek to improve education?

Rural Service Teaching Briefs, Department of Rural Education, NEA. A series of four-page leaflets, based on actual experiences of teachers and children and offering concise, specific help on teaching problems. Two current leaflets, **Helping Alvin Stay in School** and **Organizing the School To Help Children Learn To Read Better** now available. 10 cents each with quantity discounts.

GROUP GAMES FOR GIRLS AND WOMEN, National Section for Girls and Women's Sports, American Association for Health, Physical Education, and Recreation, NEA. 32 p. 50c per copy. This is the second revised edition of a best seller which has been designed as an aid to teachers and recreational leaders in setting up suitable games programs for high school girls and college women.

CIVIL DEFENSE EDUCATION THROUGH ELEMENTARY AND SECONDARY SCHOOLS, Commission on Safety Education, NEA. 36 p. Free. This bulletin was produced by the Safety Education for the Federal Civil Defense Administration. It points out what schools can do to protect children and youth in the event of a natural or man-made disaster and to educate them for meeting such an emergency.

BOOKS

WE BUILD TOGETHER. Published by the National Council of Teachers of English, Chicago, Ill.

READING LADDER. American Council on Education, 1785 Massachusetts Ave., N.W. Wash. 6, D.C.

BOOKS ABOUT NEGRO LIFE FOR CHILDREN. By Mrs. Augusta Baker, published by the New York Public Library. A revised edition is now in preparation.

BOOKS FOR BROTHERHOOD. Scripts of plays and a bibliography of materials are also available. National Conference of Christians and Jews, 381 Fourth Ave. NYC.

Book lists, **JOURNAL OF NEGRO HISTORY**, and **NEGRO HISTORY BULLETIN**. Association for the Study of Negro Life and History, 1538 Ninth St., NW Washington 1, D.C.

Blanton, Catherine; **HOLD FAST TO YOUR DREAMS.** A Negro girl struggles to become a dancer. Messner, 1955.

Paton, Alan; **THE LAND AND THE PEOPLE OF SOUTH AFRICA.** Lippincott, 1955.

Hughes Langston (With Milton Meltzer): **A PICTORIAL HISTORY OF THE NEGRO IN AMERICA.** New York: Crown Publishers, Inc. 316 p. \$5.95

Hughes, Langston; **I WONDER AS I WANDER.** An autobiographical journey. New York: Rinehart & Co., Inc. 405 p. \$6.00.

Bontemps, Arna; **CHARIOT IN THE SKY.** Story of the Jubilee Singers, Winston, 1951.

Hughes, Langston; **FAMOUS AMERICAN NEGROES.** Collection of simple biographies from Phyllis Wheatley to W. C. Handy. Dodd, Mead, 1954.

Richardson, Ben; **GREAT AMERICAN NEGROES.** Revised edition. Crowell, 1956.

Eaton, Jeanette; **TRUMPETER'S TALE.** Story of Young Louis Armstrong. Morrow, 1955.

Raftery, Gerald; **TWENTY-DOLLAR HORSE.** Interracial story, charming and natural. Messner, 1955.

Anderson, Marian; **MY LORD, WHAT A MORNING.** Autobiography by the famous singer. Viking, 1956.

Newell, Hope; **A CAP FOR MARY ELLIS.** A story about Nursing. Harpers, 1953.

Yates, Elizabeth; **PRUDENCE CRANDALL, WOMAN OF COURAGE.** Aladdin Books, 1955.

Smith, Kenneth; **THE WILLIE MAYS STORY.** Greenberg, 1954.

Francis, Charles E.; **THE TUSKEGEE AIRMEN.** The story of the Negro in the U.S. Air Force. Boston: Bruce Humphries, Inc. 225 p. \$5.00.

A careful and well illustrated account of the training and achievements of the Negro in the U.S. Air Force with a list of the men and their records.

Franklin, John Hope; **THE MILITANT SOUTH 1800-1861.** Cambridge, Massachusetts: The Belknap Press of the Harvard University Press. 317 p. \$5.00.

An interesting and provocative study of elements in the South whose belligerence and militancy was an important factor in bringing about the Civil War. By the head of the department of history at Brooklyn College.

Smith, Lillian; **NOW IS THE TIME.**

Woodward, C. Vann; **THE STRANGE CAREER OF JIM CROW.** Shows the recent development of segregation and proves that it is not an old tradition. Johns Hopkins, Baltimore.

Logan, Rayford; **THE NEGRO IN THE UNITED STATES.** D. Van Nostrand. Princeton.

ANSWERS TO GIRLS' GROWING-UP QUESTIONS

The Educational Department of Kimberly-Clark Corporation, Neenah, Wisconsin, makes available to teachers—no charge—a well-rounded program on menstrual education.

The most dramatic element is a motion picture—"The Story of Menstruation" by Walt Disney Productions. In 10 minutes—with sound and color—this film not only tells a detailed picture-story of just how and why this process happens, but also gives authentic advice on the care a girl should take of herself.

Serious minded as "The Story of Menstruation" is, its scientific facts and pointers are warmed and lightened with typical Disney humor. Has been shown to over 20 million girls from the fifth grade through the college level. A 16 mm print can be secured on short-term loan.

Two booklets enable the teacher to adapt the program to the age level of her particular grade. Both can be obtained in quantity for classroom distribution.

"You're A Young Lady Now" is the booklet especially written for girls 9 to 12 years of age. It gives a girl the explanation she needs before menstruation begins—prevents the shock of the unknown.

"Very Personally Yours" is for older girls and adults. It is closely related to the motion picture, "The Story of Menstruation," and has proven to be helpful not only to teenagers, but also to their mothers. (See ad, page 5)

NSPRA Has New Publication

A new publication, *The School Bell*, has been inaugurated by the National School Public Relations Association and the NEA Division of Press and Radio Relations.

Condensations of thought-provoking commentaries dealing with education from national magazines, press, radio, and television are included in the new medium designed to keep parents and citizens informed.

Individual or bulk subscriptions may be obtained by writing *The School Bell*, 1201 Sixteenth St., N.W., Washington 6, D.C.

New Publication for Tomorrow's Scientist

Tomorrow's Scientists, a new publication of the National Science Teachers Association, is designed for junior and senior high school students.

Published for the first time in the 1956-57 school year, the publication includes such features as recent advances in scientific fields, career and guidance

New Library Book Guide Issued for School Use

New editions of the American Library Association's Basic Book Collections will be issued soon.

Six specialists, all members of the NEA Department of Classroom Teachers, served as consultants in the preparation of the book lists, which are widely used by teachers and librarians in selecting best titles in various subjects for specific grade levels.

The Basic Book Collections consist of a buying guide for library books for elementary children, for junior-high students, and a third for high school use, and is especially helpful in small and medium-sized schools which may not have the services of trained librarians.

ICEC Publication Discusses Problems of "Gifted Child"

How to recognize the special abilities and special problems of the gifted child is discussed by the International Council for Exceptional Children, a department of NEA, in the December issue of the *ICEC Journal*.

To aid both the parents of the gifted and those responsible for advising these parents, the Council offers a series of clues to help recognize superior ability and handle its specific problems.

Some signs of exceptional ability, the article states, are intellectual curiosity, superior insight into problems, ability to learn readily and easily, good memory, and ability to understand and carry out directions readily.

On the average, ICEC says, "the gifted youngster is likely to walk early, to talk early, and to learn to read early (often well before five years of age)."

Parents may best help their gifted child by giving him three things—acceptance, understanding, and guidance. And especially should parents understand the problems that are so often the lot of the gifted: loneliness, concern over destiny and death, intellectual development that outpaces emotional development, frustration with school work that is so beneath them as to be boring and futile, and teachers who do not understand them or resent them.

The article, written by Dr. Samuel R. Laycock, member of the ICEC governing board, further states that parents should not "overemphasize conformity" and teach the child to play down his special gifts so that he may be "popular" with the gang. The article also deplors the overemphasis our society places on athletic prowess.

information, outstanding student-written reports, and information concerning science activities for students.

ICEC'S 35th ANNIVERSARY CONVENTION TO MEET IN PITTSBURGH, APRIL 23-27

The International Council for Exceptional Children (ICEC) has announced that "Creativity in the Education of Exceptional Children and Youth" will be the theme of its 5th annual convention scheduled to be held in Pittsburgh, Pa., April 3-27. Harley Z. Wooden, ICEC executive secretary, estimates that approximately 50 educators, community leaders, and parents will attend the sessions and view exhibits at the Hotel Penn Sheraton.

ICEC President Elizabeth M. Kelly, who is assistant superintendent of schools opening general session and will introduce Fritz Redl, chief of the Child Research Branch, National Institutes of Health, Bethesda, Md., who will make the initial address.

Workshop sessions and group discussion meetings will be sprinkled in between major sessions and business meetings. Teachers, child psychologists, psychiatrists, clinical therapists, professors of college and university departments of special education, as well as guidance counselors and social workers will take up some of the problems facing those who work with exceptional children—the gifted and the mentally and physically handicapped.

Other special education experts who will address the convention include: Maurice J. Thomas, professor of educational administration, University of Pittsburgh; Leslie L. Chisholm, professor of education, University of Nebraska; Joseph Wortis, head of the department of pediatric psychiatry, Brooklyn Jewish Hospital, N. Y.; Samuel Wishik, professor of maternal and child health, University of Pittsburgh; Ruth Strang, professor of education, Teachers College, Columbia University, N. Y.; G. Robert Koopman, associate superintendent, Michigan Department of Public Instruction, Lansing; Agnes Mahoney, principal, Public School 9, Indianapolis, Ind.; and Wanda B. Mitchell, chairman of the speech arts department, Evanston (Ill.) Township High School.

Maurice H. Fouracre, coordinator of special education, Teachers College, Columbia University, who is president-elect of the ICEC, will take office at the close of the convention.

NEA PROTEST TAX RULINGS

Income tax rulings on educational expenditures have been formally protested by the NEA, which at the same time pondered whether interest by teachers justifies the effort.

The proposed new rulings concerning income tax deductions for educational expenses are, in general:

(1) Classes attended must be those primarily for established members of the profession; (2) classes must be of short duration; (3) attendance must not be for credit unless it is required by the employer for continued retention of salary, status, or employment; and, (4) attendance at a credit course must not help the teacher obtain a different position, qualify him for new employment, or advance him in earning capacity, salary, status, or even enhance substantially his reputation.

Spokesmen for the American Dental Association and the American Medical Association also appeared in opposition to these rulings.

Outcome of the hearings and conferences were not yet known. Meanwhile, the NEA Legislative Commission faced these questions: (1) Is there widespread interest in securing deductions for educational expenses? (2) Should the Commission start a legislative campaign to secure such deductions in case the Treasury Department upholds the proposed new rulings?

GOLDEN KEY AWARDS

Two distinguished Americans who have made important contributions to educational progress, General Maxwell D. Taylor, Chief of Staff of the United States Army, and Beardsley Ruml, economist, of New York City, and two of their former teachers, Clifford H. Nowlin of Kansas City, Mo., and Alice Rudd of Cedar Rapids, Iowa, respectively, were presented with Golden Key Awards February 16, 1957 at the Atlantic City Auditorium in connection with the 83rd Annual Convention of the American Association of School Administrators.

Mr. Nowlin, a 93-year old dynamo of energy and wit, philosopher, and poet, began teaching in a one-room school in Eudora, Kansas, and liked it so well that he taught for 53 years. Since his retirement, at age 74, he has followed two careers, selling life insurance and writing. His publications include books of poetry and "My First 90 Years, a rollicking account of a busy life.

Miss Rudd, a 73-year-old young lady from Cedar Rapids, Iowa, is known as the outstanding geometry teacher of Franklin High School. She has also coached the golf team, published the school newspaper, directed senior proms, and spent untold hours listening to students' "non-geometrical" problems which she has also been able to help them solve. She has taught some 10,000 students in the past 53 years.

Organizations sponsoring the awards, (which last year went to President Eisen-

hower, Roy E. Larsen and their teachers, Addie B. Over of Abilene, Kansas, and Stacy B. Southworth of Braintree, Massachusetts are: American Association of School Administrators; Council of Chief State School Officers; National Association of Secretaries of State Teachers Associations; National Citizens Council for Better Schools; National Congress of Parents and Teachers; National Education Association; National School Boards Association; and the Office of Education, Department of Health, Welfare, and Education. Coordinating agency for the awards is the National School Public Relations Association.

Federal School Legislation 'Guide' Announced by NEA

A soundly conceived federal school construction bill should include certain basic principles, Martha A. Shull, NEA president, said recently in announcing that a statement of such principles had been called to the attention of the 85th Congress and the Administration.

The statement of basic principles was drawn up and adopted during the third annual national conference of state chairmen for federal relations and the NEA Legislative Commission meeting in joint session in Chicago.

"NEA has well-established policy urging Congress to pass a federal school construction assistance bill . . . and we believe that the bills to be considered should be consistent with the principles developed by NEA's legislative leadership," Miss Shull commented.

The five "principles" included one which asked that traditional local and state control over public education should be assured by specific prohibition against interference by the Federal government in the program, personnel, curriculum, or administrative policy of the schools.

Other "principles" dealt with federal purchase of school bonds, direct grants in aid, funds to assist the states in administering the program, flat grants based on school-age population, and equalizing grants.

The 12th Annual Meeting
of the
NATIONAL ALUMNI ASSOCIATION
will be held
at
Huston-Tillotson College
April 26-27, 1957

LEADERSHIP—Cont. from page 8

7. What role might the Principal and Supervisor play to increase the holding power of the school?
8. To what extent might the Principal and Supervisor help to improve the social environment around the school?
9. How may the Principal and Supervisor aid in the improvement of physical and mental health in the community?
10. What role can the Principal and Supervisor play in motivating the moral and spiritual values?

GROUP VII—Mrs. A. N. Harris

1. Does the teacher train the class in good work habits?
2. What are some teacher qualities which are conducive to a good classroom atmosphere?
3. How can we best improve the mental health of the classroom teacher in order to make for a better classroom atmosphere?
4. Does teacher personality affect classroom learning, if so, what are some of the techniques?
5. What affect do the present day problems have on the classroom atmosphere?
6. Should the teacher earn or demand respect of students?
7. What can be done to ease the tension of the Negro teacher in the classroom under the present day crisis?
8. What can the principal do in aiding the teacher to create a good classroom atmosphere?
9. How can we best establish a school philosophy that will promote a wholesome atmosphere?
10. How can we develop self-discipline in the classroom?

GROUP VIII—F. R. Rice, Chairman

1. What are some ways that Administrators or Principals can provide for the teachers to encourage professional growth and development?
2. How can we bridge the gap between the public schools and the college curriculum?
3. How can we facilitate the articulation from the First through the Twelfth grades and also through college?
4. What is the role of the classroom teacher organization in developing professional growth and development?
5. How might a person in authority be stimulated to provide better instructional facilities by the classroom teachers?
6. What are some methods that may be used to encourage teachers to join professional organizations?
7. How may teachers provide for an in-service training program (in their schools)?
8. How effective can we make an in-service teacher training program for professional growth and development?
9. Does academic training outside of one's individual teaching assignment make for professional growth and development?
10. How can a teacher initiate the movement for a professional library?

GROUP IX—Mrs. M. B. Lee, Chairman

1. How can ability grouping be achieved within the classroom without creating complexes?
2. What are some ways of determining pupil interest?
3. How can the classroom teacher meet the needs of the individual child?
4. How may children's interests be broadened?
5. What does a child's environment have to do with providing an adequate program of instruction by the classroom teacher?

6. How can you adequately provide for the gifted child in the regular classroom?
7. How can a classroom teacher make wise use of test results?
8. What factors determine the validity of tests?
9. How would we know that we have provided a program that adequately meets the needs, interests, aptitudes, and abilities of the children?
10. How can you provide parental interest in their children's education?

GROUP X—Miss L. B. Wilson, Chairman

1. What are the basic skills?
2. What are some of the problems encountered in teaching these skills?
3. To what extent should textual material be used? Should the principles of grammar be stressed?
4. Considering the basic skills, there are wide gaps between adequately and inadequately prepared students on all levels of our educational system. How do you account for them?
5. What criteria are used in measuring adequate attainment of these basic skills on all levels?
6. What can be done to help delinquent students speak and write acceptable English?
7. Is it true that students who are weak in the basic skills are for the most part borderline cases in other subjects?
8. How can the teacher substitute in her students a liking for a dislike of English composition and reading? An interest for a passive attitude? A feeling of joy in accomplishment for failure?
9. What effect would individual conferences have? Can they be used on all levels? Why? or How?
10. To what extent do we teachers train students to discriminate in choosing their radio and television programs? Their reading?
11. To what do you attribute the general weakness in reading and in spelling among school children?

GROUP XI—Boston P. Grant, Chairman

1. We should use the Quintile Classification Technique.
2. Positive teacher attitudes and perception.
3. We believe that every teacher has an obligation to help create an interest in pupils to achieve to their maximum abilities.
4. Choose worthwhile and achievable goals.
5. We believe that if we were to put into execution some of the conclusions reached in our various workshops, our efforts shall have been profitable.
6. The teacher must believe that any given child should achieve as much as any other child under similar circumstances.
7. We should use a testing program in all schools of the state.
8. Teachers helping students plan challenging programs.
9. Positive methods of approach.
10. We should emphasize the importance of basic testing techniques.
11. We should teach the student how to think instead of what to think.
12. Making use of the scattergram.
13. Activity helps learning, reciting—applying learning to practical situations.

GROUP XII—J. Mason Brewer, Chairman

1. The importance of tracing Negro history through fiction, essays and biographies.
2. The necessity of Negro teachers appreciating their heritage.
3. How can Negro culture be best transmitted to Negro students?
4. The problem of getting Negro history into the school curriculum.

5. How are other groups acquainting themselves with Negro history?
6. Why are other groups acquainting themselves with Negro history?
7. Negro history should be taught by beginning with the African background.

GROUP XIII—Mrs. Berdine Randle and U. S. Hammond, Chairmen

1. What is the function of the school as it relates to extra-class activities?
2. Does the present-day school program meet the needs of the child to achieve self-development?
3. How does the present-day school program meet the needs of leisure time?
4. Does the community know what is available in the light of youth movement that will help the child toward good citizenship?
5. What purposes would (boys state, and girls state, or similar groups) on local levels have on citizenship training?
6. Does the present-day school program provide adequate opportunity for development of leadership and individual initiative on the part of all students?
7. Does the present-day activity program provide an opportunity for all students to participate?
8. Does the present-day school program of extra-class activities provide opportunities for inter-visitations for the exchange of ideas, cultural, and social contacts?
9. What are the values of extra-class activities as they relate to the full development of the child?
10. What basic criteria should be set up to select leaders for these youth groups?

PLAN FOR THESE DATES . . .

March 21-22

National Science Teachers Association
NEA, Cleveland, Ohio.

March 21-23

State Convention, Texas Association,
Future Teachers of America, College
Chapters, Austin.

March 24-29

Annual meeting, Department Elementary
School Principals, NEA, Cincinnati,
Ohio.

March 27-30

State Meeting, Texas Library Association,
Dallas.

April 4

NEA Centennial Birthday Party.

April 10-12

Annual meeting—Elementary Principals
and Supervisors Division TSAT,
Austin, Convention Headquarters, Hus-
ton-Tillotson College, 1820 E. 8th St.

April 13

North Texas District Teachers Association,
Terrell High School, E. T. Harde-
man, Principal, Denison, Texas.

April 19-20

East Texas District Teachers Association
Longview, Longview High School,
J. L. Everhart, Principal.

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LIABILITY—Cont. from page 18

cases will show how close the Texas courts have "hued to the line." In *Treadway v. Whitney Independent School District* (Texas Civ. App.), 205 S.W. 2d 97, a case involving the collision of a school bus with a private vehicle, the court ruled in favor of the district as follows:

A school district is not liable for damages caused by a school bus in collision with another automobile, even though such bus was being driven outside of the district during the summer before the beginning of school by a teacher employed by the district who was not employed as a bus driver and had not given bond as required by Article 2687a, such bus being driven on a business trip to secure school supplies for the district.

From what has been said above about teacher or other school personnel liability, had Treadwell sued the driver of the school bus the court's decision might have been different. In *Braun, et al. v. Victoria Independent School District* (Texas Civ. App.), 114 S.W. 2d 947, a little girl fell or was pushed from the buttresses of the entrance of the school building and was impaled on the sharp point of a limb of a ligustrum tree, suffering severe injuries. The girl and her father sued the school district for damages. The court rendered its decision in favor of the defendant school district on the grounds that it was an agency of the state and was exercising a governmental power and was not liable. It might be stated here that there seems to be no grounds for distinction between pupils, employees, and the general public so far as district liability for negligence is concerned provided the board of education is performing a governmental function.

TEACHER LIABILITY FOOTNOTES

¹"Accident Facts" 1950 (Chicago: National Safety Council, 1950) p. 49.

²R. R. Hamilton, "School Liability" (Ann Arbor Michigan: *Education Digest*, Vol. XVIII No. 6, February, 1953). p. 26.

³Thomas H. Foley, *Analysis of Statutes and Judicial Decisions in the United States and Their Relation to Tort Liability of School Districts*. (Fitchburg, Massachusetts: State Teachers' college, 1940). Master's Thesis. p. 55.

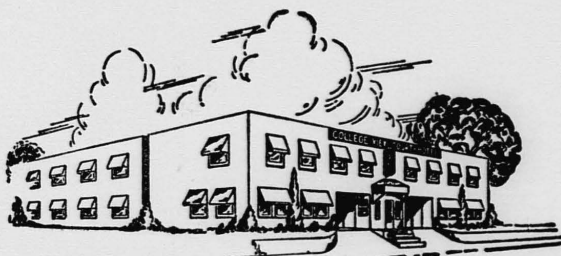
⁴Foley, *op. cit.*, p. 126.

MARCH-APRIL, 1957

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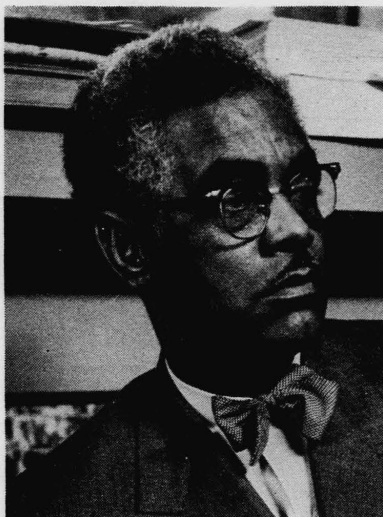
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