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MAY
JUNE
1958

VOLUME 32
NUMBER 3

TEXAS STANDARD

OFFICIAL
PUBLICATION
OF
TEACHERS
STATE
ASSOCIATION
OF
TEXAS



MRS. LLERENA FRIEND
TEXAS HISTORY CENTER
THE UNIVERSITY OF TEXAS
AUSTIN, TEXAS



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TEXAS STANDARD

Vol. 32

MAY-JUNE

No. 3

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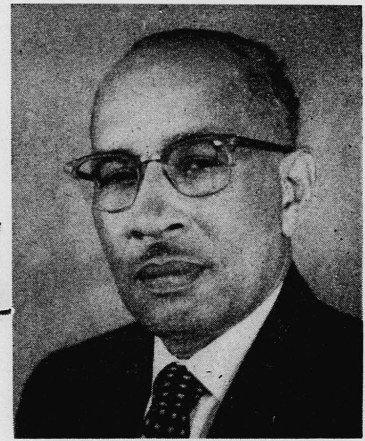
Material published in this magazine does not necessarily reflect the views of the editors or the policy of the Teachers State Association of Texas.

1191 Navasota Street
 Austin, Texas



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TSAT PRESIDENT SPEAKS BEFORE TWO COLLEGE GROUPS OBSERVING FOUNDERS' DAY ANNIVERSARIES

We arrived at Bishop College as a Fraternal Initiation Confab ended, and were enthusiastically thrilled as we participated in the 73rd Founders Week Anniversary.

Tuesday morning, April 15, at 11:00 o'clock found the entire Bishop College family, and an appreciative group of alumni in the Oscar Fuller auditorium to pay homage, honor, and respect to the Founding Fathers of Bishop.

A group of well trained students, sponsored by Mrs. D. Menefee, an English instructor, presented a fascinating part of the initial program in the form of a symposium, using as a theme, "I Believe." They did an excellent job of exploring the various aspects, concepts and philosophies of Bishop—past, present, and future. Their presentation helped establish the fact that, still in the gallery of great Americans, one can find a common denominator that is always visible, no matter the age or dimension of the canvas. It is the quality, "character building" the essence of a man's nature that enables him, in time of crisis, to do the just and generous thing. It was a tremendous "kick off" for a Founders Week Anniversary.

We spoke on the brief theme: "What Shall We Do With Bishop College and Her Spirit?" The message was intended to challenge the present student body by first contrasting times, changes and settings; how this changed and socially confused world is divided in parts—by animosity, hate, ignorance, and distrust, and with the slightest mismanagement could destroy our civilization; and how this age gives man the power to destroy himself or enter into a life of unparalleled abundance.

Dr. and Mrs. Milton K. Curry, the faculty, Dean Rollins, Mr. Lewis, and students made every moment of our stay enjoyable.

Butler College, in one big eventful day, observed the 53rd Founders Day Anniversary, Friday, April 25.

The final program was assembled in the H. C. Alexander auditorium. The student, alumni, and faculty speak, with representatives in their respective areas. Mrs. Ted Hunter, registrar, speaking for the faculty, neatly summarized that category by assuring the audience that Butler College was established with the primary objective of making available Christian Education to our posterity. That our Founding Fathers bequeathed to us a heritage of living ideals and beliefs.

Dean John H. Williams, acting president, was in charge of the program. Other participants were Dr. E. O. Sweet, Reverends M. A. Lytle, F. N. Marshburn, and Mr. Frederick Harvey, Music Department head, his capable aid, Miss J. J. Lakey and their melodic singing aggregations were pleasing in several renditions.

Dr. Leon Fernandez Hardee, president of Butler, was at his usual hospitable best, a personality always enjoyed, presented us as speaker. Our very brief subject was "God Give Us Men to Match Our Times." During these and other perplexing times, God has given us men to match our hours with unrelenting courage, faith, and vision. If all of us can come to recognize our potentials through such mediums as dedicated teaching and learning of truth, reaffirm our faith in youth, assume jointly to prepare ourselves to meet various changes that are imminent, we will finally discover better means of seeking out, encouraging and giving strength to all that is affirmative, positive and hopeful.

Several of the ex-Butler College students were seen in the audience: H. M. Morgan, Chain Barger College Beauty Supplies capitalist; Dr. E. Francis, dentist, his brother Bob; Rev. J. W. Priskey, Reverend Timms, the affable True Vine Baptist Church pastor, and many others.

The entire Butler College family delighted in making our stay pleasant.



EXECUTIVE COMMITTEE HONORS RETIRING MEMBER

A. W. Jackson of Rosenberg was honored with a testimonial dinner at the Caso Loma in Austin, April 10. He retired from membership on the Executive Committee of the Teachers State Association of Texas after 29 years of service.

C. Emerson Jackson, Wichita Falls, president of TSAT, opened the ceremony and presented A. G. Hilliard, Tyler, past president, who served as toastmaster.

In making his comments, Hilliard pointed out that it was A. W. Jackson who spearheaded the movement to get an executive secretary for TSAT. He said, "A. W. Jackson is a synonym for political strategy and humor. He has achieved national acclaim as a public speaker, and has served local, district, and state associations in almost every official capacity including that of president of each."

According to H. L. King, Fort Worth, "His greatest asset is his ability to change."

"He is not always on your side," said T. C. Calhoun, Austin, "but you always know where he is."

Telegrams were read by President Jackson and included several from citizens of Rosenberg and members of the faculty of the A. W. Jackson High School there.

In behalf of the Executive Committee, a loving cup was presented to the honoree.

As part of the testimonial celebration, Hilliard installed Vernon McDaniel, newly elected executive secretary-treasurer of TSAT.

Immediately after the luncheon, business sessions were resumed at the headquarters at 1191 Navasota St.

C. L. WOODWARD CHAPTER OF RETIRED TEACHERS ORGANIZED

In a meeting at the TSAT Headquarters, May 14, 1958, fourteen retired teachers of Austin organized the C. L. Woodward Chapter of Retired Teachers. A slate of officers was elected and the group initiated plans for its 1958-59 program.

Officers elected,
 President, Mrs. T. B. Madison
 Vice President, Mrs. M. E. Durden
 Secretary, Mrs. E. E. Yarwood
 Corresponding Sec'y, Mrs. C. A. Kavanaugh
 Treasurer, Mrs. M. A. Starks
 Parliamentarian, Mrs. J. A. Alexander

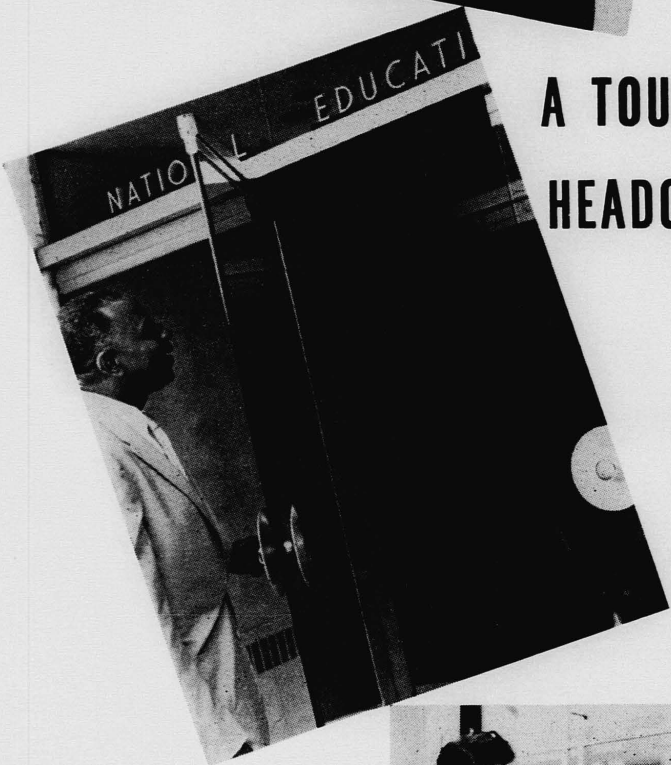
Any teachers coming to Austin this summer to attend The University of Texas or Huston-Tillotson could have the thrill of a lifetime by bringing their daughters and letting them attend Camp at Camp Texlake July 27-August 9.

For further information write

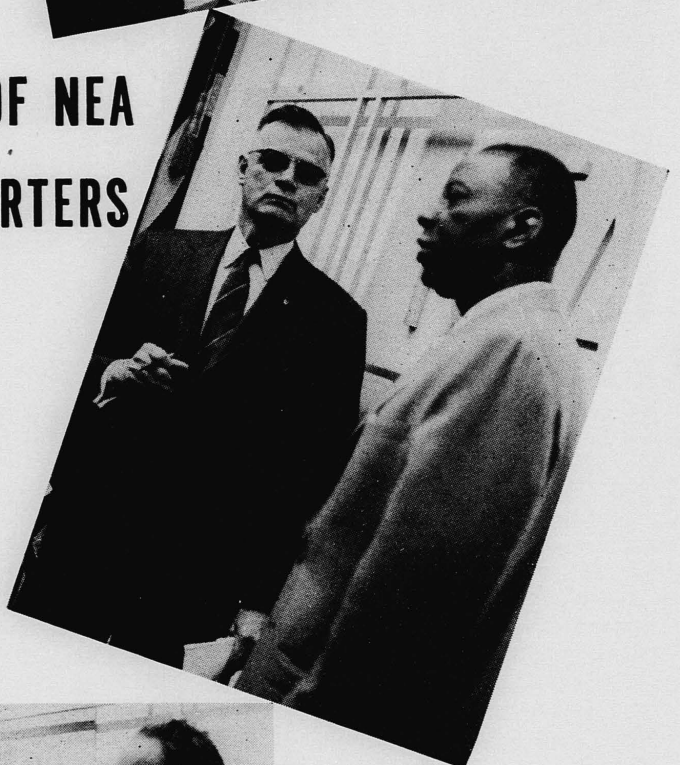
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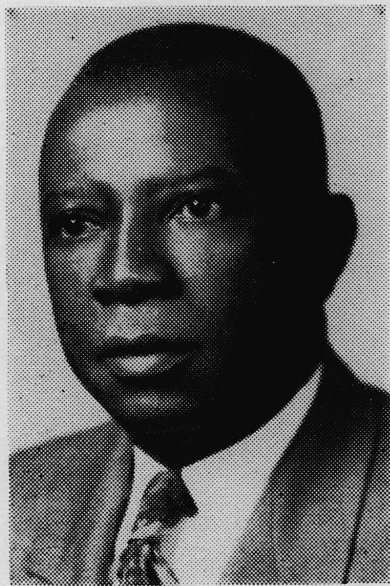
Austin 5, Texas



A TOUR OF NEA HEADQUARTERS



A Two-Day Tour of NEA Headquarters



VERNON McDANIEL

By Vernon McDaniel

On April 7 and 8 the executive secretary-treasurer was a special guest at the NEA headquarters. As host, Dr. R. B. Marston, director of the membership division, arranged an ambitious schedule which left only short periods for lunch during the two-day visit.

The tour of headquarters was more than a sight-seeing trip. It was an educative experience and provided information of practical value. In particular, from observations during the two-day tour, the writer secured additional information which will be helpful in answering the frequently repeated question "What can I expect from NEA?" Previously the writer had answered the question on the basis of observations at annual meetings, participation in small group meetings with NEA officials and literature—reports, newsletters, bulletins, monographs, journals, and other materials.

Operations of NEA Headquarters

A practical question in regards to expectations from membership in an organization centers on facilities to dispense services. In this connection the NEA headquarters is adequately equipped to provide the services it promised the membership.

Administrative efficiency is reflected in the coordination of departments, divisions, committees and commissions which compromise the organizational structure of NEA. The headquarters operations are organized into 30 departments, 13 divisions, and 25 commissions and committees. A personnel staff of approximately 700 persons has

been synchronized for efficient and effective production. Using modern equipment and employing efficient methods the staff prepares and distributes an astronomical amount of literature each working day. During the visitor's tour of the mailing department postage amounting to approximately \$8,000 was paid on despatched mail. Since the distribution was largely 6¢ and 3¢ items the achievement was judged "phenomenal." In regards to distribution of information the headquarters is prepared to distribute, on short notice, whatever the amount of materials may be involved.

Accounting for dues of more than 700,000 members is no small task. In addition to membership dues, the accounting division must handle numerous other financial transactions. As a demonstration of its efficiency, the superintendent handed the visitor his financial record—Life Membership—within two minutes after the request. This accomplishment was the product of experienced and skilled personnel and "thinking machines" which obey classification orders at surprisingly high speeds.

The NEA Journal ranks among the top professional publications. Its production is a paragon of coordinated planning and managerial skill. We had the good fortune to visit with Editor Fenner, shortly after a planning session had ended. To our surprise the planning session was scheduled for an issue twelve months ahead. With adequate time to screen manuscripts, revise illustrations, and produce engravings, it is not surprising that our NEA Journal has earned such high prestige among professional publications.

The membership division may be appropriately described as a "beehive" of activity. This is an understandable description when the 700,000 membership of NEA is considered. However, with the aid of IBM recorders and calculators the membership status of enrollment units are almost always current to the day. Promotional plans, general correspondence, and conference schedules keep staff personnel in the membership division heavily loaded. Organized for efficiency, however, there is always an unusual balance between "what has to be done" and "what has been accomplished."

Special Services

A press conference, announcing the income tax ruling on allowable deductions for teachers, strikingly illustrates the special services NEA is prepared to

give its members. As a visitor at the press conference we had a front-seat view of the headquarters in action. A group of approximately 25 news reporters, representative of the major news chains and most prominent dailies, were given brief outlines of the tax ruling by Dr. Carr and NEA staff members at the conference. In a relatively short time the news was on the desks of the daily newspapers and prepared for evening editions.

The income tax ruling should satisfy any of the skeptics who ask: "What do I get for my NEA dues?" It is not unduly speculative to infer that teachers would have remained victims of discriminatory interpretations of the deductible allowance policy on income tax for an unpredictable time in the future without the vigorous and persistent efforts of NEA. This single achievement, culminating 16 years of protest, should be the answer to any skeptic who questions the benefits of NEA membership. Assuredly, NEA members can expect far more than they will ever invest in \$10 membership dues in the savings they will receive on income tax.

Though the income tax ruling stands out as NEA's monumental achievement on the level of national legislation and policy, it is not the first instance NEA has successfully promoted national legislation for the benefit of teachers in particular and education in general. The Mason Bill can be cited as a specific example and there are many others of equal benefit to the profession.

If the teaching profession is to advance beyond its present low status in society, teachers must be accorded protection from irresponsible school officials who dismiss them for political purposes and personal grudges. In this area NEA has an organized unit which seeks to secure employment rights of teachers. The NEA Defense Commission has gone to the aid of teachers and helped to safe-guard them from arbitrary dismissals and unfair treatment. Unfortunately, many in the profession fail to take advantage of the service because they have some apprehensions about reprisal action. Nevertheless, the NEA Defense Committee stands as a restraining bulwark for many school officials who, otherwise, would be even more inconsiderate of the rights and privileges which teachers should enjoy. The most eloquent testimony on the worth of the NEA Defense Committee is its unfavorable status in the eyes of politically inclined officials who look

(Continued on Page 21)



MRS. MAUDE I. LOGAN

Mrs. Maude I. Logan Retires After Forty-Seven Years of Service

The journey of service to boys and girls in Fort Worth Public Schools ends for Mrs. Maude I. Logan at the close of the current school term 1957-1958. She is retiring this year after having worked as a teacher and a principal in Texas for 47 years. Her work in Fort Worth covers a period of 31 years, 24 of which she has served as principal of Dunbar School.

Until two years ago the Dunbar School consisted of the elementary and the junior-senior high schools. With the increase in population, the school membership became so large that the elementary school was moved to a new and its present site, with Mrs. Logan as principal. She has enjoyed the distinction of presiding over the largest elementary school in the city and has had the pleasure of receiving as co-workers many of her former students from this school.

Mrs. Logan has observed many of her former students grow up and has seen many of them take worthy positions as teachers, doctors, nurses, lawyers, and clerical workers. She believes strongly that school should be a happy, attractive place in which children may live, grow, and learn—a place to which they are eager to come together to plan, work, play, and share. Every pupil knows Mrs. Logan is his friend—one in whom he may confide and receive helpful counsel, one whose love for him is real. She feels that teachers, too, serve better in a pleasant, congenial atmosphere.

Mrs. Logan gives hearty support to the cultural, physical, intellectual, and religious development of youth. She is currently an active member of the Progressive Woman's Club, the Fort Worth Urban League, the Sigma Gamma Rho Sorority, the Principals' Association, the Rosedale Park Civic League, and she is president of the Senior Missionary Society of Greater St. James Baptist Church.

The teachers of Texas are proud to recognize the many fruitful years of service of an excellent teacher, a worthy citizen, and a wonderful person—Mrs. Maude I. Logan.

Prairie View Summer Session To Have Wide Appeal for Students

The 1958 summer session's academic program at Prairie View A & M College will have great appeal to both graduate and undergraduate students.

A planning committee for the summer session is also working on details to provide a wider range of offerings and more recreation and conveniences for summer students.

The college's regular staff will be supplemented in many areas by specialists from other colleges and universities, government, and business. Particular emphasis will be placed on the field of teacher education to which the college for many years has made a distinguished contribution. Educational leaders of national reputation will be among the consultants and leaders for workshops and short courses.

Attention will be given to special education courses for teachers of the mentally retarded. Increased emphasis in science offerings will be made, and a science workshop is planned. Other workshops will include dramatics, work conferences for school administrators, cosmetology, training program for extension workers, baton twirlers' and cheerleaders' clinics, mathematics, health education, recreation and others.

Provisions have been made for married students to secure room assignments together when both husband and wife are enrolled. Families with children are encouraged to bring them for enrollment in the summer training program and for enrollment in many other educational recreational activities now being planned for them.

Interested persons are invited to write for additional information and particulars. Address: The Registrar, Prairie View A. & M. College, Prairie View, Texas.

T. C. Calhoun Represents TSAT at NEA Conference

The NEA Commission on School Finance and Taxes held an important Conference in Chicago on May 22-23. Mr. T. C. Calhoun, principal, Kealing Junior High School, Austin, was selected to represent TSAT at the Conference.

During his long period of service as a member of the Executive Committee and Trustee Board of TSAT Mr. Calhoun has shown great interest in problems of finance and taxes. Because his interest and achievement merit particular praise TSAT is assured that Mr. Calhoun will bring much credit to the organization by participating in the conference.

Your NEA

By F. R. RICE

Nation-wide observance of April as "Teaching Career Month," dramatizes the importance of recruiting and holding top-notch teachers. This is being co-



ordinated by NEA's press and radio division. The objectives of Teacher Career Month Observance are (1) to raise the prestige of teaching as a profession among students, parents and the entire community; (2) to encourage large numbers of qualified youngsters to become teachers; (3) to influence more good teachers to remain in the profession and to carry on more diligently in the future; (4) to inspire teachers to speak up for their profession and to inspire others to become teachers; (5) to educate parents to the tremendous opportunities and rewards the teaching profession offers their children; and (6) to show that, for our country's survival, teaching must be a pre-eminent profession in American life.

This special observance is an excellent opportunity for all of us to pay a tribute of respect and honor to the teachers of Texas, and especially those who are always in the fore-front, leading the State's progress toward better schools for children and higher levels of professional performance for teachers. Permit me to mention a few . . . Mrs. Pauline Walkins Campbell of Texas Southern University, who is our NEA representative at the University. Her accomplishments embrace 108 current NEA memberships, former sponsor of a dynamic chapter of the Future Teachers of America, now called Student NEA with Mrs. M. L. Young sponsor. In addition, she is doing an outstanding job with classroom teachers and undergraduate students who are aspiring to become teachers. Mrs. Ethel Chisum, NEA State chairman for TSAT, president of the Dallas Teachers Council, prepared an informative and attractive display of materials describing the activities and services of NEA.

Dr. Carmen Lowry, instructor, Hus-

ton-Tillotson College is the sponsor of a very active chapter of Student NEA.

Mrs. V. L. McDonald, president of the Austin Education Association, honored the future teachers of Anderson High School with a luncheon in observance of TCM, J. A. McDonald is sponsor of the Anderson Chapter. Other participants included Mrs. J. P.arrison, chairman of Mary Jane Sims Scholarship Committee which awards a \$200.00 scholarship annually to the highest ranking graduating FTA member, W. E. Pigford, Principal of Anderson High School, John O. Belle, assistant principal of Sims Elementary School.

Mrs. Lee Grisby, recently elected President of Elementary Principals' Conference, is a staunch supporter of NEA, delegate to 1958 NEA Convention, and does excellent promotional activities on local, state and national level.

Others who cannot be praised too highly for their contributions as editors to the Standard and excellent professional services are: Mrs. Jewel P. Ross, Mrs. Hazel H. Peace and Miss Mary E. Scott.

As a result of such fine professional services and promotional activities on the part of these individuals and others over the state, who have the interest of teachers at heart, TSAT has increased its professional participation and NEA membership more than 100% during the current year.

Therefore, we take this opportunity during Teacher Career Month to salute the teachers around the state and nation with admiration and praise for a high type of professional service.

DESP To Co-Sponsor Conferences In Denver and in Bethel, Maine

The Department of Elementary School Principals (DESP) will co-sponsor two conferences during the summer months, reports Robert Eaves, executive secretary. The first will be in Denver under the co-sponsorship of the University of Denver, July 7-18; the second in cooperation with the National Training Laboratories in Bethel, Maine, in August.

Central theme of the Denver conference will be "Education for Scientific Living," and it will be treated broadly to encompass virtually every professional interest. Seminars, clinics, speeches, and field trips will touch such diverse areas as the use of audio-visual aids, the role of the lay public, instruction of the handicapped, school organization, in-service education, and child guidance. Participants will receive academic credit for attending. For additional information and an enrollment form, write to Harold E. Moore, director, School of Education, University of Denver.

The conference in cooperation with the National Training Laboratories is designed to provide school executives with an intensive two-week laboratory in human relations and leadership. To insure that working groups will be kept small so that participants can have closer day-to-day contacts with the NTL staff, only about 600 persons will be accepted for the conference. Applications may be obtained by writing to DESP headquarters in the National Education Association building, 1201 16th St., N.W., Washington 6, D. C.

ATTENTION TEACHERS!

Our Two Six-Weeks Summer Sessions Feature Courses Designed For In-Service Teachers . . .

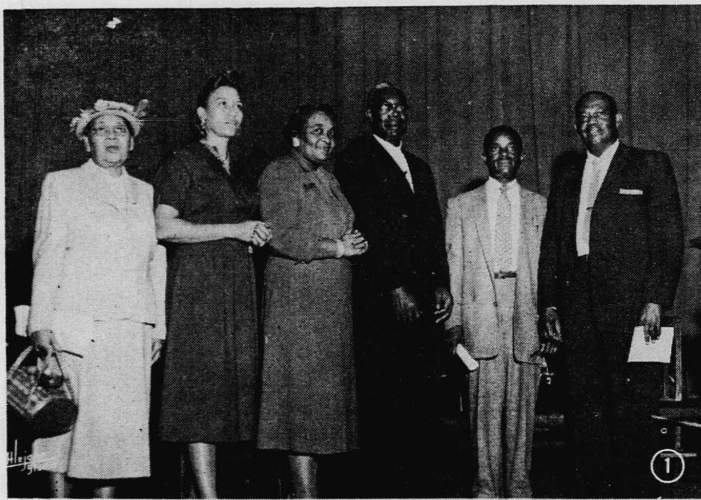
First Session Starts: June 2nd Ends: July 12th
Second Session Starts: July 14th Ends: August 22nd

Some of the Courses Being Offered Are:

Child Development
Physical Education in Secondary Schools
Teaching Science in Secondary Schools
Teaching Methods in Elementary Schools
Teaching Methods in Secondary Schools
Education of Exceptional Children
Secondary Curriculum and Methods
Other courses in Education and a variety of other undergraduate courses.

For other information, please write:

**Director of the Summer Session
Bishop College
Marshall, Texas**



Highlights From The North Texas District Teachers Assn.

By Sadye Dupree Gee, Reporter
Dallas

The 24th annual session of the North Texas District Teachers Association convened in Fort Worth, at the I. M. Terrell Junior-Senior High School, April 19, beginning at 9:30 a.m.

Professional objectives were emphasized. The program was centered around the conference theme: "Focusing On New Horizons In Education." With the view of challenging varied interests of those in attendance sectional meetings were organized in several areas: Exceptional and Handicapped Children, Health and Physical Education, High School, Home Economics, Industrial Education, Intermediate, Library, Music and Fine Arts, Primary, Principals, PTA, and Reading Study Group.

In the morning session H. L. King, principal of the I. M. Terrell Junior-Senior High School, Fort Worth, presided. A special "highlight" feature was a Symposium, in which outstanding educators explored the conference theme. Joseph McMillan, principal of the C. F. Carr Elementary School, Dallas, served as moderator. By a question-answer procedure participants in the Symposium identified specific areas of our educational programs which suggest the need for new horizons. The participants were: Dr. Caesar F. Toles, principal of the Joseph J. Rhoads Elementary School, Dallas; Dr. Melvin P. Sykes, Agency Director, Great Southwest Life Insurance Company, Dallas; and Vernon McDaniel, Executive Secretary-Treasurer, Teachers State Association of Texas. The interrogation was led by C. Emerson Jackson, principal of the B. T. Washington High School, Wichita Falls and Homer F. Walton, principal of the B. F. Darrell Elementary School, Dallas. Mr. Jackson is also president of the Teachers State Association of Texas.

The keynote address, "God Give Us Men," was ably presented by Dr. Melvin P. Sykes, who stressed the need for courageous men as a new horizon in education. Music for the morning session was furnished by the I. M. Terrell Chorus.

Sectional meetings and the business session were held during the afternoon. Reports to the general assembly from sectional meetings indicated that there was increasing concern among teachers about their professional problems and that they were intensely interested in finding solutions. While reports did not give final answers, there was evi-

dence that the sharing of ideas had the good effect of revealing some practical procedures which seem worthy of testing.

In addition to presiding over the business session, Miss Juanita Simpson, president of NTDTA, stimulated the afternoon session with her "fireside chat": "The Challenge Is Ours." The message was provocative and brought in bold focus horizons which offer some possibility of improving the effectiveness of teaching.

The Teachers State Association of Texas was represented by the president and executive secretary-treasurer, C. Emerson Jackson and Vernon McDaniel. In his unique style Mr. Jackson brought greetings from the parent body and briefly outlined specific services and activities of TSA.

While suggested horizons were many and varied, economic security was the chief concern. This concern was expressed in a consensus on the point that the key to success is economic security, if teachers are to focus on "New Horizons in Education."

Final action of the association was election of officers. Results of the election:

President, W. B. Jones, Sulphur Springs; first vice president, Robert Starr, Fort Worth; executive secretary-treasurer, Mrs. Lucy Mae McDonald Davis; departmental secretary, Miss Lillian Williams, Ferris; representative of District 2, Mrs. W. B. Jones, Sulphur Springs.

The Dunbar High School Chorus sang two numbers during the final session.

Executive Committee Endorses NEA Legislative Program

In its regular meeting on May 10, the Executive Committee of TSAT gave complete endorsement to the NEA's program on federal legislation. The NEA's program includes:

1. Federal funds for school construction or teachers' salaries, starting with one billion dollars per year (rising to \$4.6 billion after five years).
2. College scholarships for at least 20,000 high school graduates each year, (a total of 80,000 in four years and 5,000 fellowships per year for graduate study, 15,000 in three years.)
3. At \$25 million a year for expansion of state agencies in all fields, not alone in science and mathematics or in testing and guidance.
4. Provide tax equity for teachers who are presently denied professional expense allowances for advance study and travel to increase their teaching qualifications.
5. Continuation of such federal activities as vocational education, library services, and school lunches until it can be demonstrated that the need can be met from other sources.

Other Actions of the Committee

1. Authorized the Executive Secretary and Trustees to accept bids on installation of a refrigerating system.

2. Approved recommendation of the Executive Secretary that Mrs. Ross and Mrs. Peace continue to serve as Associate Editors of Texas Standard.
3. Allocated \$100 for expenses of SNEA delegates to The Bowling Green Workshop.
4. Authorized transfer of \$8,518.00 from the available to the Welfare Fund.
5. Established an Orientation Committee to acquaint the First Vice President with administrative practices of the Association.
6. Approved application for affiliation from the La Vega Classroom Teachers Association.
7. Authorized the President to recommend an appointee to the Advisory Council of the Civil Rights Commission.
8. Adopted reports from standing Committees:
 - a. Audit Committee — recommendation that accounts of the Association be audited for the period June 1, 1957 to August 31, 1958.
 - b. Constitution Committee — that an amendment to provide for a Trustee Board be included in the resolutions for the 1958 convention.
 - c. Election Committee — study ways and means of improving election procedures.

THE CHALLENGE IS OURS



By Juanita Simpson

Change is a part of the order of nature and affects us all. The public school must adjust to these changes. We could talk at length about the splitting of the atom, space satellites and the manned domination of space, the production of rockets, and the try at invading the moon. Moreover, we could even discuss the building of ballistic missiles, the development of rockets which may propell man to planets, the flying at supersonic speed or automation in industry. During this period of rapid change we have seen Jules Vernes' "Nautilus" become a reality, Major David Simon, the nation's number one spaceman soar almost 20 miles to the edge of space in a balloon, and Farrel's advent in a cubicle designed to carry man into space.

We would dwell indefinitely on the better use of leisure, problems of economic efficiency, or the building of better human relations. We could relate problems associated with curriculum, teacher education and numerous other aspects of the educative process—all of these are extraordinary and challenging tasks to be met in the public schools.

All of these changes are happening in a society in which the population is rapidly increasing. The world will not stay put. Many things we learned in school are either obsolete or untrue today. Change touches all segments of life and is world wide. Since change is all around us, it then becomes necessary for us to revamp our curriculum and techniques of teaching to keep pace with time and change. We cannot educate tomorrow's future leaders in 19th century educational trends.

The Classroom Teacher and the Pupil

The school is an educational agency concerned with organized instruction

with the educational impact of all it does and the effect of this impact upon all it concerns, the community, teachers and the pupils.

The pupil is the most important person in a school. Teachers are the agents charged with instructing pupils. This responsibility is that of educating youth in order that they can meet and handle, in a worthwhile way, the challenges which youth must face in today's world.

First let us look at the classroom teacher. What is a teacher? One writer says, "a teacher is one who applies for a job and receives a contract, sits in the classroom until Friday evening, gets his brief case and goes home and after 20 days of sitting, hatches a check."

Of course we have no such persons posing as teachers in our schools today, because we look for teachers who have vision, enthusiasm, and a real love and understanding of children; teachers who are sympathetic and emotionally secure; teachers who are possessed with the power to stimulate the pupils to high endeavor, to help them to grow in their appreciation of themselves and of others, to develop in them a spirit of inquiry, to create the drive to continue their education.

Educational theorist say that teachers are the masters in a great arena in which future citizens are made. The classroom is a great battlefield in which the battle is waged to educate youth. Teachers are coordinators in the classroom and specialist in their respective areas. The competent teacher is the key to educating youth for life adjustment. The finest equipped classroom in the world is no good if it is presided over by a dull, cowered, unimaginative babysitter. Teaching is an art; the good teacher is priceless and should be inspired to a sense of mission. Teachers will have the most profound effect on the future of America, their influence not being in bombs and missiles, but in educating youth to function to a worthwhile degree in their society.

Instruction Is Our Business

It seems crystal clear that the chief aim of education is that of preparing youth for wholesome living; therefore it seems quite apropos that instruction is first in the school with the teacher as a main agent in helping children learn. Spears says: "A teacher is in the strategic center of the educational process." Therefore, he should have a keen knowledge of instruction and a keen desire to impart it." When a teacher has applied himself assiduously and meticulously to the profession, he would insist upon students achieving definite standards.

Instruction is not a oneway process by which teachers impart knowledge to children, assuming that a child's mind is always open and that the teacher needs only to "pour" more and more content into his mind with the quality of instruction being dependent upon the degree to which teaching methods facilitate this transfer of learning. A more acceptable thesis would be that the quality of instruction is measured in terms of changes in pupil behavior, his attitudes, interest, skills and knowledge, brought about as the child interacts with his school environment.

Fundamentally, this concept would seem to imply that teachers do not instruct, but rather that children learn from a multitude of experiences, activities, opportunities, people, and especially their peers.

Teaching is hard work. Learning has been made palatable with a small degree of thinking. Education to think requires the free flow of ideas. Without it new truth cannot be found or progress made.

New horizons in education are challenges to both the pupil and the teacher. The teacher is in the middle of the rope pulling both ways. Teachers should not go into the profession for social prestige but for service to humanity. We should give all we have if necessary. If it takes all that is left of us, then we should give nothing less.

Education for individuality is essential. Students must never become a member of a batch or a cog in a wheel. We must be reminded over and over again that we teach individuals and not classes. The most important consideration is those we teach. This sort of education cannot be learned in books. It comes into being through a dynamic relationship between those who teach and those who learn.

Our schools are more important than "anti-aircraft batteries" and more powerful than the energy of the atom. Education is more basic than missiles. If we are to compete technologically, we must recognize the challenge of "Sputniks" through knowledge and not social adjustment. Leadership must be sharp and frank, emanating from potentialities. Each individual should and must have the opportunity to develop his talents to the full.

Critics accuse us of allowing youngsters to choose snap courses instead of requiring them to buckle down to courses in mathematics and other subjects that mean work. We cannot overlook the fact that all children are not possessed with capabilities for mastering hard subjects and simply lack brain power to achieve in such courses as

(Continued on Page 23)



THE LITTLE RED SCHOOL HOUSE OFFERS A "GRASS ROOTS" AWARD TO THE DEDICATED SCHOOL TEACHER

In keeping with the spirit of its 25th Anniversary celebration this year, the Little Red School House, the internationally-known experimental school in New York City, is offering a "grass roots" awards to the classroom teachers of America.

The award, a solid brass sculpture in abstract form, was created by Constantino Nivola, noted sculptor and first director of the Design Workshop at Harvard. Mr. Nivola was specially commissioned to create the sculpture as "a universal symbol of the dedicated school teacher." He donated his services to further this purpose.

The award, now known officially as The School Teacher Award, was first presented at the Little Red School House 25th Anniversary Dinner cele-

brated in February. It was given to Mrs. Mabel Hawkins as "representative of the hundreds and thousands of dedicated school teachers across America."

Mrs. Hawkins, who has given more than 25 years of conscientious service to the school and its parents and children, was chosen for this honor by the joint decision of both the elementary and high school staffs.

Dr. Randolph B. Smith, director of the Little Red School House and its secondary division, the Elisabeth Irwin High School, said at the ceremony of presentation: "Often we talk about schools and education as though these general words denote a tangible reality we all know. This may be partly true. But once we strip away the externals and search for the heart of the matter,

we all recognize that the simple basic human reality is always the teacher—day in day out, week in year out, earnestly, patiently, challengingly anticipating children's self-discovery beyond themselves. Here is the living embodiment of all that education is, made life-giving in the respect, the expectancy, the communion of children with one they trust."

The Little Red Schol House, originally started in 1921 as an experiment in the public schools of New York City, became a private school at the height of the depression in 1932 when funds for the experiment ran out. The parents and teachers of this experimental group were so convinced of the success and value of this new education that they opened the Little Red School House as a private school at 196 Bleecker St.—a building loaned to the teachers and parents rent-free by the First Presbyterian Church. Of all the private schools, the Little Red School House has always been known for its spirit of devotion to the main stream of American education—the public school.

The significance of the school's contribution to education was acknowledged by the President of the United States, Dwight D. Eisenhower, in a telegram sent to the dinner celebration: "For the past 25 years, with imagination and high purpose, the Little Red School House movement has contributed to the vitality of our educational system," the President said. "In searching out new paths for the training of free citizens, you are engaged in work essential to the life and progress of our nation and mankind. Congratulations and best wishes to all who are taking part in this most demanding, most rewarding task."

Greetings were also received from Marion B. Folsom, Secretary of Health, Education and Welfare.

Dr. Randolph B. Smith announced the following plan in furthering the "grass roots" School Teacher Award among the schools of the country:

"To kindle the spark of similar tributes to the classroom teacher, now that
(Continued on Page 27)

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Personal, Social Adjustment of Negro Youth In Texas

By

CURTIS A. WOOD, GEORGE R. RAGLAND, JR., and WILLIAM L. CASH, JR.

Prairie View A&M College of Texas

This research on personal and social adjustment of Negro youth in Texas is a part of the Texas Cooperative Youth Study, sponsored by the Texas colleges and universities approved to train vocational homemaking teachers; the Home and Family Life Division, Texas Education Agency, and the Hogg Foundation for Mental Health, University of Texas.

The study was undertaken to gather basic data on the problems and interests of youth from youth themselves, their teachers, and their parents by developmental stages of early, middle, and late adolescence. Such data, it was believed, would make possible an increasingly functional approach to curriculum planning in homemaking education, specifically, and to the broad general area of education designated as home and family life education, to which many subject matter areas contribute. Moreover, this study was designed to provide a basic source of information for continuing research on personality developments; personal and family relations, and family factors in mental health.

The Cooperative Youth Study contains statements of about 13,000 high school youth (grades 9-12) in about 164 schools selected by random sampling. Approximately 2,000 of this number are Negro youth. The development of inventory materials, pilot studies, testing and retesting, and many other preliminary stages, including the reduction of data to IBM cards was completed by CYS in 1956.

Three specific objectives have been established for the study of adjustment problems of Negro youth in Texas. They are—

- (1) To describe the magnitude of associations among the several aspects of personal and social adjustments as measured by the CYS inventories.
- (2) To determine the extent to which the Negro youth and the CYS group differed in their performance on the problem and attitude scales.
- (3) To measure the associations between certain aspects of personal and social adjustment and selected socio-biographic characteristics of Negro youth.

Inventories used in the study included:

Preceeds article on research, PV College
Presented at the Southwestern Sociological Society Annual Meeting in Dallas, April 4-5. Based on data collected by the Research Committee and presented at the Annual Educational Conference at Prairie View A. & M. College.

Form I ATTITUDES TOWARD PERSONAL AND FAMILY LIVING

(A questionnaire form containing 150 items. Youth were instructed to a five-point continuum varying from strongly agree to strongly disagree)

Form II CONCERNS AND PROBLEMS OF PERSONAL AND FAMILY LIVING

(Five choices given youth to indicate the truthfulness and importance of 115 statements about concerns and problems)

Form III INTEREST IN PERSONAL AND FAMILY LIVING

(A personal interest check list including 98 statements in which youth were asked to indicate their extent of interest.)

PERSONAL DATA SHEET

Containing vital information about the respondent's personal history and socio-economic status.

The specific scales of measurement of interest, attitude and problems included:

1. Orientation to Society
2. Authoritarian Discipline
3. Criticism of Education
4. Criticism of Youth
5. Family Problems
6. Self-Inadequacy
7. Family Tensions
8. Personal Adjustment
9. Social Inadequacy
10. Resentment of Family Life Style
11. Social Conformity
12. Social Isolation
13. Financial Troubles
14. Resentment of Dependency

Two major problem areas have been considered in this study.

PROBLEM I is an effort to determine the level of adjustment of Negro youth in Texas as measured by CYS instruments and to determine the extent of association between the level of adjustment of Negro youth (1,849 boys and girls) and that of a sample drawn

from the CYS population, viz., 1,000 students, both sexes in grades 9 through 12, inclusive, in twelve different communities. These 1,000 cases were selected in such a manner that each of the five geographic regions, four community types, and two races (white and Negro) contributed students in proportion to calculations based on the 1950 census. This sample of 1,000 cases probably can be considered representative of the Texas high school population.

HYPOTHESES: Two specific hypotheses were tested in Problem I.

- (1) There is no significant relationship among the fourteen problems and Attitude Scales for Negro youth.
- (2) There is no significance between Negro youth and youth of the sample population on the fourteen problems and Attitude CYS Scales.

Procedure: In making the analysis, the following statistical techniques were employed:

- (1) Pearson Product—Moment correlation to describe the relationship among the fourteen problems and Attitudes Scales.
- (2) The Fisher T-Test—to test the reliability of the obtained correlation coefficients.
- (3) The Z-test of differences between correlation coefficients to test group differences.

The obtained statistics were tested for significance at the one per cent and the five per cent level of confidence.

Findings:

The marked positive correlations indicate that Negro youth who had a tendency to score high on family tensions, also scored high on the scales of personal adjustment, social inadequacy, resentment of family life style, social isolation, and resentment of dependency. The implication is that youth who showed poor adjustment on the family tension scale may be expected to be poor in adjustment on the other aforementioned scales.

Youth who had a tendency to be unwholesomely adjusted on the personal adjustment expressed negative feelings tendency with regard to social inadequacy, resentment of family life style and financial troubles.

Students dissatisfied with their family life style possessed feelings of social isolation.

With regard to the CYS sample population, pupils who were concerned about family tension scored high on personal adjustment and resentment of family life style scales. And those who moved toward unwholesome personal adjustment expressed negative feelings toward their family life style.

To determine group differences on the CYS instruments, the coefficients for each group were computed and tested for statistical significance at the five per cent and the one per cent "levels of confidence." Coefficients as low as 30 were used in these computations.

The Negro group and the CYS sample group differed significantly on inter-scale relations. In each instance where the two groups differed, Negro youth had the larger coefficients of inter-correlation. These R's showed the tendency for Negro youth to be decidedly less adjusted in certain areas and that they markedly influenced the obtained R's of the CYS sample population for the areas in question.

There was a significant difference between the two groups on the following inter-scale relations:

1. Family Tension and
 - a. Personal Adjustment
 - b. Social Inadequacy
 - c. Social Isolation
 - d. Financial Trouble
2. Personal Adjustment and
 - a. Social Inadequacy
 - b. Resentment of Family Life Style
 - c. Social Isolation
 - d. Resentment of Dependency
3. Social Inadequacy and
 - a. Resentment of Family Life Style
 - b. Social Conformity
 - c. Social Isolation
 - d. Resentment of Dependency
4. Resentment of Family Life Style and
 - a. Social Conformity
 - b. Social Isolation
5. Social Conformity and
 - a. Social Isolation
 - b. Financial Troubles
6. Social Isolation and
 - a. Financial Troubles
 - b. Resentment of Dependency
7. Financial Troubles and Resentment of Dependency

To describe more precisely group differences and tendencies, and characteristics, the means for each group were compared. By this method it was determined that Negro youth differed significantly from the CYS sample population on the following scales: viz.,

- I-1. Orientation to Society
- I-2. Authoritarian Discipline
- I-5. Family Problems
- II-4. Resentment of Family Life Style

On these scales Negro youth showed a tendency toward unwholesome adjustment.

Conclusions:

- 1) Youth who admitted the presence of family tension also possessed strong feelings of Social Inadequacy or feelings of inferiority and social rejection. They had a tendency to be dissatisfied with their family style of life and to have strong feelings of resentment of dependency. They also showed a strong need for wholesome personal adjustment. These pupils would also admit to the concern about financial security.
- 2) Negro youth differed significantly from the CYS sample of the general population when the coefficients of inter-correlation for the following problem and attitudes scales for each group were compared: Family Tension, Personal Adjustment, Social Inadequacy, Resentment of Family Life Style, Social Conformity, Social Isolation, Financial Troubles, and Resentment of Dependency. There the R's for Negro youth exceeded those for the CYS sample.
- 3) The CYS sample of the general population differed significantly from Negro youth when coefficients of inter-correlations were compared on the scale of family problems and family tensions; self inadequacy and personal adjustment; self inadequacy and social inadequacy. In these comparisons the CYS sample R's exceeded those for Negro youth.
- 4) The two groups differed significantly in these levels of adjustment with regard to orientation to society, authoritarian discipline, family problems, resentment of family life style.

According to the description of the CYS problem and attitude scales, Negro youth may be characterized as showing a tendency

1. Toward exhibiting pessimistic, self-centered and negative attitudes regarding the understanding and acceptance of social customs and mores, and the relationship and identification the individual has with society.
2. Toward agreement with harsh and demanding methods of control, and affectionless child rearing practice.
3. Toward being hyper-critical of their schools, teachings, and instructional methods.
4. Toward possessing negatively critical attitudes about members of their own age group.
5. Toward admitting the frustrations they experience in attempting to satisfy such psychological needs as love, security, belonging, and individual expression.
6. Toward admitting the displeasure

experienced over conflicting intra-family relations.

7. Toward expressing dissatisfaction with the way of life which the family needs.
8. Toward admitting to the problems they face in adjusting to or complying with standards set by their group.
9. Toward expressing very positive feelings of loneliness and of rejection by their age group.

PROBLEM II is an effort to determine the Association Between Socio-Biographic Factors and Level of Adjustment.

The personal data contained more than ninety items calling for information about respondent's person, his family, and the community in which he lived. For this part of the study, eight of the items were arbitrarily selected with the purpose of discovering whether or not a statistically significant association existed between each of these socio-biographic variables and the level of adjustment, as measured by the responses to certain of the adjustment scales. The socio-biographic variables selected were: sex, age, school grade, residence, ie: rural or urban, enrollment of school attended, parents' marital status, father's occupation, and the number of persons living in respondent's house. Eight of the adjustment scales were selected; these eight were those on which Negro youth differed significantly from the CYS sample of the general population when the coefficients of inter-correlation for each group were compared. The eight scales were: Family Tension, Personal Adjustment, Social Inadequacy, Resentment of Family Life Style, Social Conformity, Social Isolation, Financial Troubles, and Resentment of Dependency.

Procedure:

Chi-square (X^2) was to test the existence of an association between the socio-biographic factors and the level of adjustment. In the use of X^2 , the five per cent level of probability was adopted as the criterion of significance.

Findings:

SEX: A statistically significant association existed between sex and level of adjustment on six of the eight adjustment scales. Although resentment of dependency and financial troubles were not statistically significant, the direction of adjustment was the same as in the other six. For each scale, the girls showed a more wholesome adjustment than the boys. The Chi-square value for personal adjustment was 59.92, 16.47 for resentment of family life style, and 14.55 for family tension; these values far exceed the .001 level, indicating a high significant association.

(Continued on Page 20)

THE FIGHT FOR HIGHER SALARIES

Education cannot fully serve the national interest until teachers' salaries reach professional levels, and federal support is the only hope for a major break-through in this economic plight of the public schools.

Testifying to these needs this week at House of Representatives Educational Subcommittee hearings was Dr. Corma Mowrey, member of the National Education Association board of trustees and director of professional services for the West Virginia Education Association. "At a minimum," she urged, "teachers' salaries should be 50 percent higher than the average payroll worker. Projecting this advance on the basis of recent trends would raise teachers to an average salary of \$7,550 in four years.

Dr. Mowrey called for three definite steps: higher starting salaries, greater recognition of advanced college preparation, and faster and longer advancement in salaries.

"Although in the past Congress has refused to provide financial support," Dr. Mowrey testified, "the schools have been subsidized by the teachers themselves. Teachers have given professional service but have not received professional salaries. They have kept the schools open and functioning even when paid less than laboring wages. The National Education Association firmly believes that teaching of the quality demanded of the public schools requires a truly professional status for teachers." She said, "the answer to the question of how much teachers should be paid does not turn on problems of teacher welfare but of national welfare."

Today's national average salary of all public school teachers is \$4,650. "However," Dr. Mowrey pointed out, "national averages hide in the peaks and valleys. The peaks are not very high, and the valleys are low indeed."

The valleys are in eight states where the average salary of the entire teaching staff—including those with a lifetime of experience—is less than \$3,500. These states are Arkansas, Kentucky, Mississippi, South Carolina, Tennessee, Nebraska, North Dakota and South Dakota.

"In North Dakota, in Mississippi and in Kentucky this year," Dr. Mowrey said, "at least one classroom of every three is presided over by a teacher who is being paid less than \$2,500 for a year of teaching service."

In Nebraska this year in 39 counties the average salary of teachers in districts employing one to three teachers, is less than \$2,400. In one county the average is \$1,823. "Outside Nebraska's two largest cities, the average salary

of high school principals in this year of scientific progress is \$4,335."

Dr. Mowrey reminded the subcommittee that when she testified to these low economic conditions a decade ago she was an experienced teacher with five years of college and was earning less than \$2,400. "If I were still teaching in West Virginia today," she said, "I would be earning less than \$3,900."

Qualified teachers are still in strong demand in the wealthier states, despite higher salary schedules. In the country as a whole, Dr. Mowrey testified, 7 percent of the teachers have emergency certificates; in New Jersey this year it is 12 percent.

Dr. Mowrey noted that median starting salaries for 1957 bachelor degree graduates were \$5,220 for chemists and \$5,520 for chemical engineers. The national median for beginning teachers was \$3,450 with the figure below \$2,000 in some states.

Teacher salary schedules must also be restructured to allow at least a doubling of minimums within 8 to 10 years. "Boards of education will also have to give greater recognition to the value of advanced degrees," Dr. Mowrey said. "An industrial employer places a higher premium on master's and doctor's degrees than the typical school board.

She testified about a recent survey in Winnetka, Ill., where engineers with doctorates started in 20 major Chicago corporations last year at an average of \$8,160. Teachers in Winnetka started at an average of \$4,400. The average for all college graduates with the 20 corporations was \$5,044 as a starter, and \$11,730 after 20 years. For teachers it was \$4,400 as a starter with an average of only \$6,700 after 20 years.

Increased use of summer schools will help raise the quality of education, she said, but will not be an economy device. "Teacher pay for summer school is often a mere pittance of their regular salaries. Also, two out of three men teachers now work at summer jobs. Unless their work is in education or in jobs directly related to their teaching fields, they are wasting their teaching skills."

She observed that if the proposed Murray-Metcalf bill were adopted and the states and communities added the grants to their own expenditures in about the same proportions as in their current spending, teachers' salaries in the nation could increase to the proposed salary average—1½ times that of the average payroll workers in four years. This would be a start toward bringing salaries to a professional level.

Also testifying was Hazel Davis, as-

sociate director of the NEA research division and a specialist in teachers' salaries. Dr. Davis said, "for the whole economic cycle from 1929 to 1957, this rich and powerful nation has rewarded teaching not as a profession, but as just another occupation."

She introduced statistics that showed public school employees made less advance in earnings from 1904 through 1953 than did employees of certain other occupations. "During this 50 years," she pointed out, "the average school term increased about 23 percent while industrial and office work cut back from a six-day, 48-hour week to a five-day week of not more than 40 hours."

A survey of 13 industrial occupations from 1904 to 1953 showed median salary increases of 122 percent. For seven groups of teachers, it was 37 percent. "Clearly, the economic status of teachers was lower in comparison to the other workers at the middle of the 20th century than at its beginning," Dr. Davis said.

"During the past 20 years," she added, "teachers' average salaries have remained consistently below the average personal income of employed members of the labor force. The 1950's have seen no significant change in the relative status of teachers." Dr. Davis reported average earnings of all wage earners from 1939 to 1957 increased 231.5 percent whereas teachers climbed only 213.4 percent.

Testifying earlier, Dr. Lyman Ginger, president of the NEA and dean of the college of education at the University of Kentucky, said, "the qualities that lead to successful teaching are rare. Fields outside education pay a higher salary premium for successful education achievement; yet teachers, in the top 10 percent of the population in educational achievement, are paid salaries hovering close to the average wage of all workers."

Dr. Ginger also testified, "when we go beyond the averages, we encounter even more distressing figures. This year 1 out of 4 classroom teachers is receiving a salary of less than \$3,500. Even more appalling is the fact that 46,000 teachers are being paid less than \$2,500. How can we Americans, who owe so much to our vigor and strength as a democratic people to our public school system, continue to pay our teachers submarginal wages?"

**Plan To Attend
The Beaumont
Convention**

15th Classroom Teachers National Conference

1958 National Conference—Vivian Powell, president of the NEA Department of Classroom Teachers, announces that the fifteenth annual Classroom Teachers National Conference will be held at Bowling Green State University, Bowling Green, Ohio.

The conference, scheduled for July 6-18, will be sponsored jointly by the NEA Department of Classroom Teachers and Bowling Green State University, with Ralph W. McDonald, president of the University, and Vivian Powell 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 1957-58, *Quality Teaching—Keystone of Progress*.

The conference promises to reach a new high in the way of opportunities for professional development, cultural enrichment, and personal satisfaction. It will take full advantage of the rich resources of Bowling Green State University and the interesting historical background and industrial development of the area. Located just twenty-three miles from the University, Toledo will open its doors to conference participants and will make its many social and cultural resources available to classroom teacher visitors. Called the "Glass Capital of the World," Toledo is currently a key spot in the development of the St. Lawrence Seaway Project.

Program—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 sessions will bring all participants together with recognized lay, political, and educational leaders to explore the broad areas of instructional methods, professional development, and leadership training. Afternoon group discussions will focus on specific problems in these areas which are of particular interest to classroom teachers.

Recreation—The new University Union Building, scheduled to be open April, 1958, will be made available to participants. The *Falcon's Nest*, the Union snack bar, will be a focal point between scheduled activities. Conferees who prefer a quiet atmosphere will be free to relax in the University Union's Music Room. The building is also equipped to offer bowling and billiards; swimming, tennis, and golf are available near by. A special performance by the Huron Theater players, a musical presentation, and the conference banquet will provide some of the evening entertainment. A visit

to the famous Toledo Museum of Art and places of interest throughout the historical Maumee Valley are also being considered on the schedule.

Living Accommodations—All resident participants will be housed in Founders Quadrangle. Construction of this beautiful, comfortable new residence center was completed only recently. All meals will be served in the private dining room of the University Union.

Location and Transportation—Bowling Green State University is located in northwest Ohio, 23 miles south of Toledo. The University lies at the northeast edge of Bowling Green, a city of 12,000 inhabitants. It is easily accessible by automobile and bus. Adequate parking space is available for those who drive cars.

Credit—Everyone who attends the conference will receive a certificate signed by President McDonald, Vivian Powell, 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.

Those who wish to earn two semester hours of credit certified by the University may enroll in Education 462—Problems in Education, graduate or undergraduate. A \$30 charge will cover enrollment in this course. Papers for graduate credit will be due before September 1.

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.

Elementary Service Certificates

As a means of encouraging an interest in science among elementary-school pupils, the Elementary School Division of the Future Scientists of America Foundation of the NEA National Science Teachers Association has developed a Certificate of Achievement in Science. The attractive, colorful certificate, which will serve as a means of recognizing young scientists in the upper elementary grades, is available in quantity, free of charge, to elementary-school teachers. Requests, which should be submitted on official school stationery and signed by the principal, may be directed to FSAF, 1201 Sixteenth Street, N.W., Washington 6, D. C.

June 30-August 13, 1958; Harvard-Newton Summer Program In Guidance

A special internship program in Guidance has been arranged between the Harvard Graduate School of Education and the Newton (Massachusetts) Summer High School. In this program, which is being offered as a course entitled "Introductory Practicum in Guidance," a limited number of Harvard Summer School students will function as counselors under supervision in the Guidance Program of the Newton Summer High School. The course will carry four units of graduate-level credit, which may be credited toward the Master of Education degree in Guidance for students who are admitted to that program in the Harvard Graduate School of Education. The program is under the direction of Assistant Professor Raymond C. Hummel of the School of Education, who will be assisted by Mrs. Esther Matthews and Robert Mitchell of the Newton High School.

The practicum will be scheduled for the whole morning, Mondays through Fridays, at the Newton High School. Interns will exercise the range of guidance functions usual with staff members of a high school guidance program. They will be given independent responsibility for counseling pupils; they will consult individually with a supervisor, however, and will discuss their work in seminar.

Fellowships

A number of fellowships are available for this practicum. Each of these will be a minimum of \$100, to cover tuition and auxiliary fees.

The practicum is not limited to recipients of fellowships, but the over-all enrollment is limited to twelve. An introductory course in counseling is prerequisite, or may be taken concurrently during the Summer School session. Preference in admission to the practicum will be given to students who are also admitted to a degree or certificate program in the Graduate School of Education.

The applications for admission to the practicum, to a degree or certificate program in the School of Education, and to the Summer School, as well as the Catalogues of the Summer School and the School of Education, may be obtained by writing to the

Harvard Summer School
2 Weld Hall

Cambridge 38, Massachusetts

Please specify whether you wish to apply for the practicum only—with or without a fellowship—or to a degree or certificate program in the Graduate School of Education in addition.

The Identification Of The Gifted Child

I. B. Bryant, Houston

(A paper presented at the Dillard University Workshop, New Orleans, La.)

The nationwide interest exemplified in the bright or gifted child is not a new phenomenon to mankind. How to identify, to develop and use his potential has been a plague to the human race, in its attempt at survival, for many centuries.

The Historic Background

History records that, "more than 2,300 year ago Plato speculated upon ways of telling which children were gifted so that they might be educated for leadership in the state. He believed that children should be trained to do that for which their abilities suited them. He was convinced that Greek democracy would be no better than its leadership and he wished to educate superior youth for this important task."¹

"The Romans later adopted some of Plato's ideas and gave special training to superior youth so that they might become leaders in war, oratory, and government. In the sixteenth century, Suleiman the Magnificent, sent emissaries throughout Asia Minor with instructions to examine and select the most intelligent youth of the Christian population for special education. These talent scouts at regular intervals presented the Sultan with the fairest and brightest youths to be found. These individuals were then trained for positions of leadership in the empire."²

But organized education for the exceptional or gifted almost disappeared during the seventeenth and eighteenth centuries. Here and there a few superior children were given special attention with remarkable results. "Karl Witte was taught to read five languages before he was nine years old. His tutor had him ready for college at the age the average child was ready to read. The degree of doctor of philosophy was conferred upon him when he was fourteen. In Scotland, Lord Kelvin, "Who was tirelessly tutored by his father, won distinction at the University of Glasgow before he was twelve years old."³ These represent only isolated cases of gifted or superior children and it is quite clear that they had exceptional opportunities. The educational philosophy of the times changed, with society's insistence on the equality of all men. This new philosophy contended that all native intelligences were equal and differences in achievement came about through training. Thus, special education had no place in such an atmosphere.

History further records that, "the earliest attempt to provide for gifted children in the United States was probably that of William T. Harris in St. Louis, Missouri, about 1867." It appears that the emphasis on the superior student expressed itself in the form of multi-track programs, aimed at saving the time of the gifted. This educational innovation came into being at the turn of the 20th century.

Immediately after World War I (1920), many American schools offered enriched programs for the gifted. This type of program continued for over twenty years (1940), or until the beginning of World War II.

Thus, it seems that America's national crisis tended to stimulate interest in the superior or gifted child. Certainly, the traditional program was questioned as to whether or not much time is lost in requiring all pupils to remain in high school for four years in order to graduate. The accelerated war-time educational program indicated that some of the objectives of education could be accomplished in much less time than the conventional time allotted. In fact, many bright pupils were allowed to enter college on the bases of entrance examinations with the completion of two years of the high school programs, and they have been quite successful in college work.

Comes now Sputnik, and we are faced with another national crisis and we rediscover the gifted child.

Who Are the Gifted?

One of the paramount problems of setting up a program for these exceptional children, is that of determining an adequate process of identification.

There are several schools of thought, each with a completely different process. Some scholars believe that the gifted should be identified through the results of test scores. Hildreth claims that, "the intellectual gifted child is one whose mental age is considerably higher than his actual age compared with children in the general population. The anticipated mental growth of the child with an I. Q. score of 130 and over is 1.3 or more mental years for each calendar year of life; similarly, an accelerated rate of growth is to be anticipated to this degree in all-round school achievement."⁴

Identifying the Gifted

Sumption, Norris and Terman claim that "Gifted in the broadest sense includes both those who have high intelligence and those who have special

abilities or talents in creative fields."⁵ They further state that there are three general methods of identifying superior children which supplement each other and which taken together, provide an excellent program of identification. They are as follows: the standardized tests; teachers' judgments; and classroom performance.

The standardized tests include, group intelligence tests, vocational aptitude tests, academic achievement tests, supplemented by a Stanford-Binet. They believed that this combination of tests with a careful study of the child emotionally and socially, will come as nearly identifying the gifted as any other means.

A common practice in the identification of the gifted is through the exemplification of certain characteristics, namely:

1. Excelling in the field of learning
2. The rapidity with which the child learns
3. The high scores they generally make on Intelligence and Achievement tests.
4. Socio-economic background of the homes from which they come.

Characteristics

A. Terman reports that they are:

1. Skill in thinking and superior mental organization
2. Superior reading ability
3. The ability to generalize more easily, to recognize relationships, to comprehend meanings, and to think logically.
4. Less patient with routine procedures.

B. Hollingworth found the following to be true:

1. They tend to be tall and heavy and to maintain a high ratio between weight and height.
2. That superior children are relatively free from nervous troubles.⁶

C. Bentley asserts:

1. That they take part in the same activities as other children and

¹Yearbook—VLIX N. S. S. E. 1950—The Education of Exceptional Children. Page 259.

²Ibid—Page 259

³Ibid—Page 260

⁴Hildreth, G. H.—Education of Gifted Children, Harper & Brothers—New York, 1952

⁵Sumption, Merle R., Norris, Dorothy, and Terman, Lewis M. "Special Education for the Gifted Child"—Forty-Ninth Yearbook—Part 11 N. S. S. E.—1950—Page 262

⁶Hollingworth, L. S. "Gifted Children: Their Nature and Nurture"—New York—MacMillan Company, 1929

(Continued on Next Page)

win recognition to a higher degree.

2. They are usually honest and seem to be helpful and charitable.⁷

To identify the gifted by the aforementioned criteria eliminates many potentially gifted, whose qualities and abilities can only be determined through observation and not by the ability to interpret the abstract.

If we are to accept the I. Q. as the major instrument in the identification of the gifted, then we would not be too concerned about the potentially gifted and we could follow a process based on an interpretation of the Stanford-Binet, which pegs the average child with an I.Q. of 90 to 109; the superior child with an I.Q. of 120 and above; and the gifted or very superior child with an I.Q. of 130 and above.⁸

In terms of expected percentage in the general child population, Stanford-Binet I. Q.'s are interpreted by Dr. P. M. Symonds of Teachers College as follows:

There is one child in 100 with an I. Q. of 136.

There are seven children in 1000 with an I. Q. of 140.

There is one child in 1000 with an I. Q. of 150.

There is one child in 10,000 with an I. Q. of 160.

There are three children in 10,000,000 with an I. Q. of 180.⁹

Referring to this problem, Stalnaker makes this significant statement in regard to identifying the gifted, "The most common error in identification is based on the assumption that mental organization is a simple unitary thing, and that the I. Q. or some other single measure is about as perfect an index of ability as can be obtained. There is ample evidence that the mental organization is highly complex, and that single measure tests are apt to conceal important differences. As rapidly as tests or devices are developed to assess different types of aptitudes, they should be used. The potential theoretical physicist and the potential historian may differ in important ways which can be detected early."¹⁰

Witty, DeHaan and Wilson, representing another school of thought, believed that "any child is gifted whose performance, in a valuable line of human activity, is consistently or repeatedly remarkable."¹¹ This interpretation of gifted makes it possible for educators to identify the gifted by criteria other than the Intelligence and Achievement tests. In short, identification of the gifted is made on a broader base.

This identification plan consists of two processes: **screening** and **selection**. First, screening is related to the broad aforementioned definition of gifted children and to the nature of their abilities. The **screening** process then is based on the use of standardized tests. The **selection** process or the second general consideration, is the practical problem of relating identification of the child with high aptitude by setting up special provisions within the framework of the school. Thus the teacher has the opportunity to recommend children for special attention who display artistic ability, creative writing ability, dramatic talent, mechanical aptitude, and social leadership. Tests do not always reveal these qualities. It opens the door to a child of high aptitude and low academic qualities. It opens the door to a child of high aptitude and low academic achievement. It makes it possible to include among the gifted, the child who is a potential Willie Mayes, Jackie Robinson, Campenella, Don Newcombe and even a Joe Lewis, and a host of other nationally known figures who probably would not rank very high if the Stanford-Binet test was administered.

Giftedness, according to Witty, "may show itself in the possession of a high level of general intelligence as measured by traditional tests. Or it may be characterized by special abilities of high order which are not necessarily associated with a high intelligence quotient. In any program concerned with the identification of gifted children, therefore, it is important to develop methods of detecting individuals of high intellectual ability as well as those who exhibit special gifts in such areas as the arts, music, mechanics, science, social relations, leadership, and organization."¹²

The gifted children from the rural areas represent the group that has been most neglected because we have overlooked them, by seeking the gifted on certain economic levels or on certain cultural levels or from the professional classes. A recent study by Drew reported that, "her four-year study of school children in Lansing, Michigan, showed that, contrary to previous beliefs, gifted children come from all economic and cultural levels—not chiefly from the professional classes."¹³ Therefore, we have the responsibility of discovering educational techniques of identification for the training of the gifted wherever they are. This is a large order, but we must meet the challenge, or continue the costly waste of talent that is born, has its being, and dies in our less fortunate areas, because we

have not devised a workable scheme of identification.

Stalnaker, President of the National Merit Scholarship Corporation, claims that the identification of the gifted should be made early, "as early in the educational development as the school is able to give some special attention to the identified pupils."¹⁴ A very practical method of determining ability and aptitude, in addition to test, is the grouping of children within classes.

The solution seems to lie in the involvement of a workable program for the one teacher school or the classroom teacher, in order that every child can advance to the maximum of his ability. The teacher can organize smaller groups within the class or classes for learning purposes. This is not a new idea, it may be a difficult one, it is already being done in many school systems, especially at the elementary level. In this regard, Meister points out, "there may be need for as many as four or five groups. Not only interest and ability, but subject status is important. Reading comprehension also plays a part. Assignments must be varied. As many as five or six committees (or groups) must be kept going. Students are transferred in or out. Some groupings may be continued for a long time; another for only a day or two. Different texts, tests, and supplementary materials must be procured, assembled, and otherwise be made available to each of the groups . . . With all this, he is expected to provide work involving the entire group. All of this must be done while carefully avoiding any reference to dullness or brightness. Praise must go to each; since the individual learns best and achieves most when commended."¹⁵

Unfortunately, this method is not used extensively at the secondary level, and many bright pupils are lost since their abilities and aptitudes remain undiscovered.

In the light of the foregoing, I think it is safe to say that whatever method

⁷Bentley, J. E. "Superior Children—New York—Norton & Company, 1937

⁸Hildreth, G. H. *Educating Gifted Children*—Harper & Brothers—New York, 1952—Page 24

⁹Ibid, Page 24

¹⁰Stalnaker, John M.—*Methods of Identification—The Complexity of the Problem*. Report—N.E.A. Conference on the Identification of the Academically Talented Pupils in American Secondary School, Washington, D. C. 1958, Page 8

¹¹Whitty, Paul—*Who Are the Gifted*—NSSE LVII Yearbook, 1958, Page 55

¹²Witty, Paul, *The Gifted Child*, D. C. Heath and Company, Boston, 1951, Page 10

¹³E. M. Drew—*Where Gifted Children Come From—Education—Newsweek*, January 6, 1958, Page 68, Volume LI, No. 1

¹⁴Stalnaker—Op. Cit. Page 8

¹⁵Witty, Paul (Meister, Morris) *The Gifted Child*, D. C. Heath and Company, Boston, 1951—Page 210

(Continued on Page 26)

A Vacation With Profit

To answer the needs of teachers, college students and professors, The Advancement and Placement Institute announces publication of their completely new and expanded 1958 World-Wide Summer Placement Director. The Directory is prepared as an aid to those who wish new ideas and ways to earn while they vacation.

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AUSTIN EDUCATION ASSOCIATION OBSERVES TEACHER CAREER MONTH

These three students, Beatrice Parks, Elizabeth Newby and Alvin Moore were among 12 members of the Future Teachers Club of Anderson High School who were guests at a luncheon sponsored by The Austin Education Association in observance of Teacher Career Month. An N.E.A. film entitled "Not by Chance" and concerning teacher training, preparation and opportunities was shown. Each member received N.E.A. pamphlets "What Does a Teaching Certificate Mean?" and "Let's Talk About Teaching."

Mrs. V. L. McDonald, President of Austin Education Association, welcomed the group and gave the occasion. Mrs. J. P. Harrison, chairman of Scholarship Committee, told the group of future plans of the Austin Education Association including the Mary J. Sims Scholarship award. John Bell co-chairman of education within and without the State, challenged the group to prepare for "Quality

NEA Division Director Will Retire, Sends "Best Wishes" to TSAT Executive Sec'y in Farewell Letter

Dr. R. B. Marston, Director of Membership, NEA, will retire on May 31. He has been a staff member at NEA Headquarters since 1943. During the fifteen years of his employment by NEA, Dr. Marston has been Director of two Divisions. He was Director of the Division on Legislation and Federal Relations from 1943 to 1951 and the Division of Membership from 1951 to the present.

Prior to employment by NEA Dr. Marston made an outstanding record as an educator in West Virginia. He was among the pioneers who spearheaded cooperation between the West Virginia Teachers Association and the West Virginia Educational Association. While there were other contributing factors to the eventual unification of the two associations, pioneer efforts of Dr. Marston facilitated the transition by the communication channels established before desegregation of the public schools.

In a farewell letter to TSAT Executive Secretary, Vernor McDaniel, Dr. Marston gave praise to state leaders who had been the means of "... effective working relations." With an expression of best wishes to the Executive Secretary Dr. Marston closed the farewell letter by commending him for "... an important contribution to the development of better schools and to the upbuilding of the profession to which we belong."

Teaching" rather than "Quantity Teaching." Those present were Myrtle Andrews, Dorothy Carter, Margaret Cox, Curtis Davis, James McKinley, Alvin Moore, Elizabeth Newby, Beatrice Parks, Charles Shead, Maggie Stewart, Myrtle Taylor, Benny Washington, and W. E. Pigford, Principal of Anderson High School. Also the sponsor of the Club, Jack McDonald.

Other Teacher Career Month activities refection in honor of Teachers of the Year: Mrs. Norma Dodson, St. John; Mrs. Naomi Cawthorn, Rosewood; Mrs. Mary E. Lovelady, Blackshear; Mrs. Elnora Akes, Sims; Mrs. A. N. Harris, L. L. Campbell; Lura Henderson, Clarksville; R. B. Timmons, Anderson and S. P. Jackson, Kealing. The president, Mrs. Vivian McDonald, commissioned Mrs. Lily C. Rogers, Librarian at Rosewood School, to write a poem in their honor. She wrote a poem entitled "The Representative Teacher."

New Rating of St. Philip's College

When St. Philip's College located in San Antonio was voted as a full member of the Southern Association of Colleges and Secondary Schools at their annual meeting in Richmond, Va., last December, it became the first and only Texas predominantly Negro college to be accepted on par with the traditionally white colleges and universities of the state. This high rating received by St. Philip's College resulted from the recommendations made by a special committee assigned by the Southern Association to evaluate this college in the light of all of the standards of this accrediting agency. The personnel of the examining committee that visited St. Philip's College in May 1955 consisted of three college presidents from institutions located in Louisiana, Mississippi and North Carolina respectively. One was a Negro.

As its conclusion the committee reported:

"The committee appointed by the Higher Commission of the Southern Association has made a careful study of the college and the college has prepared a complete report. It is the opinion of the committee that the administration and faculty have given very careful consideration to the standards and the general attitude of all connected with the college showed that it was their purpose not only to meet but to exceed the minimum standards, and to provide a college to meet the needs of those whom it serves. Therefore, the committee feels that St. Philip's College meets in a very satisfactory manner the Junior College Standards of the Southern Association of Colleges and Secondary Schools."

The published proceedings recently released at the last annual meeting of the Southern Association of Colleges and Secondary Schools lists St. Philip's College as a "member institution" and removed it from "the approved list of colleges for Negro youth."

**United Membership
Plan
saves time
for
Teachers**

NEA Announces Plans For Annual Convention

"Our Future Goes To School Today" will be the general theme of the National Education Association's annual convention, Lyman V. Ginger, NEA president, announced this week.

More than 10,000 teachers and administrators from all over the nation are expected to attend the annual NEA sessions in Cleveland, Ohio, June 29-July 4. Most of the NEA's 30 departments and all 20 commissions and committees will hold meetings during the convention.

The major "work" sessions will, of course, be those of the NEA's legislative body, the Representative Assembly. Composed of delegates from all of the NEA's 7,000 local education associations, this body will meet daily, July 1 through July 4.

"In addition to the usual items of business, the Representative Assembly will adopt a revised platform incorporating new goals for our second century," Dr. Ginger commented.

Speeches by top educators head each day's schedule of events. NEA president Dr. Ginger will deliver his presidential address June 30, on the general convention theme. He is dean of the College of Education at the University of Kentucky.

NEA executive secretary William G. Carr will report to the Representative

Assembly July 1 on the NEA's expanded program.

Other speakers include: Dr. Jerald Brauer, dean of the Federated Theological Faculty of the University of Chicago; Mark Schinnerer, superintendent of schools for Cleveland; U. S. Commissioner of Education Lawrence G. Derthick; Max Lerner, professor of American Civilization at Brandeis University, newspaper columnist and author; Dr. C. C. Furnas, chancellor of the University of Buffalo; and James B. Conant, president emeritus of Harvard University and former U. S. Ambassador to the Federal Republic of Germany; and American Legion Commander John Gleason, Jr.

Dr. Conant will be interviewed by a panel of students on the ABC-TV network program "College News Conference," moderated by Ruth Hagy, following his address on July 4.

Special sectional meetings on current issues in the field of instruction and lay relations are planned for July 3. A program of highlights of the year's TV programs on education will be presented on the convention's opening day.

A special performance of the Cleveland Summer Symphony Orchestra and the annual Classroom Teachers Banquet are among the special events planned.

OUTLINE OF DAILY EVENTS

By Lyman V. Ginger

SUNDAY, June 29—Dr. Jerald Brauer, Dean of the Federated Theological Faculty, University of Chicago will deliver the Vesper Service address at 4 p.m. in the Music Hall of the Cleveland Public Auditorium. The Baldwin Wallace College Choir will present the vesper music.

Many folks were disappointed in Philadelphia because they were not able to attend the sectional meeting that featured highlights of television programs focused on education. We think we've solved the problem in Cleveland by scheduling a similar program for 8 p.m. on this first evening in the Music Hall where at least 3,000 convention goers can attend.

MONDAY, June 30—Departments of the Association has scheduled many meetings and special functions.

We want to call your attention to the open meeting of the Resolutions Committee from 4 to 6 p.m. This is scheduled at a time that does not conflict with other parts of the official convention program. (A supplementary meeting will be held on Tuesday from 1:30 to 2:30 p.m. for those unable to attend the major session.)

At the first evening general session Superintendent Mark Schinnerer will bring greetings from the city and schools of Cleveland and I shall discuss the theme for the week which has also been by personal theme for this year of my presidency.

TUESDAY, July 1—8:30 to 9:30 a.m. has been set aside for state delegation meetings. Many states will precede their meetings with a breakfast. The first business session of the Representative Assembly begins at 10 a.m. Nominations for officers will be presented and Executive Secretary William G. Carr will report to the Association on the expanded program.

All 20 of the committees and commissions will hold open meetings from 2:30 to 4:30 p.m. adjourning in time to let 2,500 lucky ticket holders don their finery for the annual Classroom Teacher Banquet to be held in the Main Arena of the Cleveland Public Auditorium. The banquet will be followed by a special performance of the Cleveland Summer Symphony Orchestra. Those unable to attend the banquet will find ample seating available for the performance.

WEDNESDAY, July 2—The second business session will feature a dramatic special report on the launching of the second century of service through the expanded program. U.S. Commissioner Lawrence G. Derthick will speak.

(Continued on Page 21)

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PUPILS PERSONALITY—

(Continued from Page 13)

AGE: Fourteen and fifteen year olds were grouped and compared with sixteen and seventeen year olds as a group. On only one scale, resentment of dependency, did a statistically significant association exist at the 5% level. The younger age grouping was more resentful of dependency than was the older grouping. Though not significant, there was a clear-cut trend, in the same direction as above, for the other seven scales.

SCHOOL GRADE: In comparing the grouping of ninth and 10th graders with that of 11th and 12th graders, school grade was not significantly associated with adjustment. However, when ninth graders were compared with 12th graders, school grade was significantly associated with adjustment on six of the eight scales. Social isolation and financial troubles were the scales not associated with school grade. It is to be noted that financial troubles as an adjustment problem was also not associated with sex or age. In each case that an association existed, the ninth graders were less wholesomely adjusted than 12th graders. Two interpretations of this finding are possible. One is that three additional years of training aids in socializing the individual towards more wholesome adjustment; the other is that the poorly adjusted drop out of school before the 12th grade is reached. The Chi-square values for the scales, resentment of dependency, family tension, social inadequacy and resentment of family life style exceeded the .001 level of confidence.

RESIDENCE: Whether the student lived in town or on a farm was significantly associated with only two adjustment scales, resentment of family life style and social conformity. Farm children, reflecting the lower level of living of rural life, were more resentful of family life style than were non-farm children, and farm children showed poorer adjustment on the social conformity scale.

SCHOOL ENROLLMENT: In seeking to find whether or not an association existed between school size and adjustment, several comparisons were made: schools with enrollments of less than 100 with those with enrollments of more than 1,000, schools with enrollments smaller than 100 with those having enrollments from 101-300; enrollments smaller than 50 with enrollments over 1,000; enrollments of less than 50 with enrollments from 301-400; and 301-400 schools with those having enrollments over 1,000. Although a statistically significant association was not found in every instance, the trend was consistent with a more wholesome ad-

justment on the parts of the respondents from the smaller schools; such is consistent with the principle that the simpler the society, personal disorganization will be found in a smaller degree. Resentment of family life style, social isolation and financial troubles were three scales not revealing a significant association regardless of the sizes of schools compared. Personal adjustment was the scale more frequently associated with school size, followed next by resentment of dependency.

FATHER'S OCCUPATION: White-collar, business, and professional were grouped and compared with semi-skilled as a grouping. Here, occupation of the father was associated with adjustment on the scales, family tension, resentment of family life style and financial troubles, with the semi-skilled and skilled being less wholesomely adjusted. Comparing the unskilled with the semi-skilled and skilled showed poorer adjustment by the children of unskilled parents on the scale family tension and resentment of family life style.

NUMBER IN HOUSE: Respondents from homes in which fewer than four persons lived were compared with those from homes inhabited by from seven to nine persons. The two scales significantly associated with the number in house were resentment of dependency and resentment of family life style. It is of possible interest that this factor was not significantly associated with family tension nor with financial troubles. On both scales those from homes having the smaller number of residents were more wholesome in their adjustment.

MARITAL STATUS OF PARENTS: Family tension was the only scale significantly associated with whether the parents were living together or if they were separated or divorced. As might be expected less tension existed where parents were living together.

Conclusion:

Resentment of dependency was not significantly associated with sex, father's occupation and marital status of parents, but was with age, school grade, school enrollment and the number of persons living in the house.

Family tension was not significantly associated with age, rural-urban residence, father's occupation and marital status of parents, but was with sex, school grade, school size, father's occupation and marital status of parent.

Personal adjustment was significantly associated with sex, school grade, and school size. The sex of the respondent was statistically significant far beyond the .001 level of confidence. Personal adjustment was not significantly associated with age, rural-urban residence,

father's occupation, number of dwellers in house and marital status of parent.

Social inadequacy was significantly associated with sex, school grade and school size.

Resentment of family life style was not significantly associated with age, school size and marital status of parents.

Significantly associated with social conformity were sex, school grade, rural-urban residence, and school size.

Financial troubles was significantly associated with father's occupation.

Your NEA Needs Your Membership

Plan To Attend
The Annual NEA
Convention in
Cleveland, Ohio

June 29-July 4

Educational Testing Service Suggests New Approach To Guidance

A new approach to classroom guidance will soon be tried out on a nationwide basis. Developed by Educational Testing Service, the program will seek to assist classroom teachers without previous training in guidance to do a better job of helping their students plan for the future.

For the past two years, the ETS Guidance Inquiry, supported by a grant from the Rockefeller Brothers' Fund, has been investigating techniques to help students gain a better understanding of themselves and the educational and vocational opportunities open to them. From these studies, Martin Katz has prepared a workbook, *You: Today and Tomorrow*, for use with eighth and ninth grade students. Some of the nation's foremost guidance leaders have taken part in the program.

The current issue of *ETS Developments*, quarterly publication of ETS, reports that preliminary tryouts of the new workbook have been successfully carried out in a dozen selected schools.

A new edition of the workbook has been prepared, and schools across the nation are being invited to assist in an evaluation study under the direction of Dr. Benjamin Shimberg, Director of the Guidance Inquiry. The evaluation will attempt to find out whether the materials actually help students to think more clearly about their own abilities.

TWO-DAY TOUR—

(Continued from Page 5)

with disfavor on any organization, group, or individual having the courage to espouse the cause of exploited teachers.

In addition to safeguarding its members from unfair employment practices the NEA is making a significant contribution to the movement for higher salary schedules. A full-time staff member has been heavily scheduled for conferences with school boards working on new salary schedules. Because the calls for consultants on salary schedules were frequent another staff member was added to the department. That the work of the salary consultant has been effective is evidenced by the number of school boards that have adopted salary schedules based upon expert testimony of the consultant.

In Retrospect

The two-day tour of NEA Headquarters was impressive and stimulating. There was a measure of pride in observing the efficiency of operations and the extreme hospitality shown by staff members who, in the midst of heavy work, graciously gave their time for brief conferences. While the teaching profession has yet to attain its deserved status in society there is no shortcoming on the part of the national organization which gives succor to any who claim: "those who know, do; those who do not know, teach." The operations of the NEA Headquarters indicate that there are those in the teaching profession who know—organization and administration of business affairs.

It was stimulating to see democracy in action among staff personnel. Membership of the staff could be described as UN—representing various races and classes. The conscientious approach of staff members to the tasks at hand was evident from casual observation. NEA members can feel confident that their affairs are handled by professionals who are dedicated.

In arranging the tour Dr. Marston was a thoughtful and gracious host. When his time was scheduled for other duties his capable assistant, Associate Director Dr. Ivan Booker, performed as supervisor of the tour. We left the headquarters building with the feeling that, in the operations of NEA Headquarters, members of the profession may justly say: "Proud to Teach."

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TEXAS STANDARD

DAILY SCHEDULE—

(Continued from Page 19)

Discussion sections on teacher welfare, instruction, public relations, and finance are being developed for this afternoon to allow wide participation by the delegates. To help alleviate the selection problem, similar sections will be offered again on Thursday afternoon.

The evening general session will offer a challenging look at "The Shape of Things To Come." Dr. C. C. Furnas, chancellor of the University of Buffalo and formerly Assistant Secretary of Defense for Research and Development will speak on this topic in terms of the sciences and Max Lerner, professor of American Civilization at Brandeis University, daily columnist for the New York Post, and author of the current best seller, "America As a Civilization" will speak on man's life in the new age of science.

The Presidents' Reception will follow the general session at 10:30 p.m. in the headquarters hotel.

THURSDAY, July 3—Some major considerations appear on the business session agenda: adoption of the revised platform of the Association, a section of which includes new goals for the profession. Drafts of this material will be circulated to all delegates in advance of the convention. Please come prepared to take serious and well considered action.

The presidents of the National School Boards Association and the National Congress of Parents and Teachers will bring greetings.

In the afternoon from 2 to 4 there will be a continuation of sectional meetings dealing with the same areas as on Wednesday afternoon.

Thursday evening is traditionally the time reserved for good fellowship and special events and the night is full of "extras." Friendship Night, when all delegates are invited to meet the candidates for offices in the Association, will be held in the Ballroom of the headquarters hotel. It will be so arranged that all interested will be able to enjoy the Friendship festivities one part of the evening, and attend performances of the new NEA film, "Crowded Out" as well as a special presentation of a dramatic play written and performed for the Association by the American Theatre Wing Community Players. This play will be printed by and available for the NEA for pre-

sentation by local and state associations in subsequent workshops and meetings. Information on the play will be available at the Convention.

FRIDAY, July 4—Scheduled for the the morning session in action on resolutions. The Commander of the American Legion will bring greetings. Items of business in the afternoon will include the report of the treasurer, audit committee, and board of trustees, as well as action on the association budget.

The final evening general session will be addressed by Dr. James B. Conant who will speak on the unique characteristics of American public education. Following his talk (and in full view of the audience) he will be interviewed by a panel of students on the ABC-TV network program, "College News Conference," moderated by Ruth Hagy.

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Rationale of Field Trips And Educational Tours

Enthusiasm for field trips and educational tours has grown among teachers in recent years. This trend has been cited as further evidence of "feather-bedding" the curriculum by critics of education. Admittedly, as field trips and educational tours are sometimes planned and organized, there is some justification for the criticism. Yet, we must question the fundamental assumption which gave rise to the criticism.

Knowledge, as we view it in a practical sense, originates in sensory impressions. Because this is true teaching activities must always place first emphasis on training of the senses. It appears that the critics of field trips and educational tours, as teaching procedures, overlooked this important principle in describing such ventures as "feather-bedding" of the curriculum.

While reading, writing, and ciphering are rightly judged "tool subjects"—they limit progress in subject matter mastery—sensory impressions serve the practical and important function of being "tools" for the tool subjects. Hence, in order of importance, interpretation of sensory impressions supersedes mastery of the tool subjects. Without sensory impressions there would be no ideas to read or write about, nor any numbers to cipher. We conclude from this axiom that the field trip or educational tour has value which outranks the tool subject emphasis. For, in the field trip or educational tour, opportunity is provided to train the senses in the important function of identifying natural and cultural environments.

New Brochure Presents Nutshell Findings of Gifted Student Conference

A 16-page brochure containing a nutshell analysis of findings of educators and laymen who took part in the Conference on Identifying and Educating the Academically Talented Student held at NEA headquarters in February will be off the press this week and on its way to approximately 100,000 teachers, counselors, administrators and community leaders all over the nation.

The Academically Talented Student in the Secondary School is beamed especially, says Conference Chairman James B. Conant, to the people who in the end must meet the problems of identifying and educating pupils of above average ability. The brochure will be sent to high school principals, superintendents, chairmen of boards of education, state PTA groups, Chambers of Commerce, Congressmen and other key laymen.

In the foreword Dr. Conant, who is president emeritus of Harvard University and former U. S. Ambassador to the Federal Republic of Germany, says: "Here are some recommendations from educators of long experience. Read them, think about them, talk about them, and, if possible, act."

The brochure also contains a "check-list of action" which will help educators evaluate their own school programs. Additional copies will be available without cost as long as supply lasts, reports J. Ned Bryan, conference director. Write to him at NEA headquarters, 1201 16th St., N.W., Washington 6, D. C. A complete conference report will be available for purchase after June 1.

What We May Learn From Travel

The world has grown smaller. Now we live next door to Europe, Asia, Africa, and far away Australia; all are only a few hours by airlines from the nearest airport, or the instant response of a radio or television dial. The smaller world we live in now affords opportunity for communication with other people. In face to face contact, we can study the people themselves.

Experiences in travel are both practical and worthwhile; provided, the mind has been focused on particular sensory impressions to be identified. The teacher, like the pupils, should focus her mind on identification of nature's design as it is revealed in the symmetry and harmony of other cultures. As a general principle the senses will bring whatever impression the mind directs. It is the failure of those who plan field trips or educational tours to focus on particulars that lend comfort to the critics who claim such ventures are "feather-bedding" our curriculum. And even more lamentable is the tendency to compare rather than contract the sensory impressions gained in travel.

The symmetry and harmony portrayed in nature's design is only revealed to those who have trained and disciplined their senses. The eye must be trained to recognize symmetry; to filter distortions and imperfections; to compensate for aberrations and other perceptual limitations. The ear must be trained to discriminate sound; to analyze and synthesize tones according to harmony and discord. What the senses reveal to us must be contrasted, as nature would have us do. We can think of no ventures which offer greater opportunity for both pupils and teachers to train and discipline their senses than by field trips and educational tours. Such ventures are personally rewarding and are educationally worthwhile.



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TSAT and NEA Memberships For 1957-58

As of May 15, 8-581 TSAT memberships had been paid for the current fiscal year. During the same period 763 NEA memberships had been reported. This figure represents more than 100 per cent increase in NEA memberships.

SNEA memberships were 160 for the current year. Of this total 109 were members of the Texas Southern Chapter.

THE CHALLENGE—

(Continued from Page 10)

science, biology, and mathematics. It is quite evident that the impact of contemporary affairs and their demands upon our society clearly point to the fact that we do not have a well trained brain to spare. To this end we are challenged to help youngsters develop their potentials to the full. Students must demonstrate the will to work hard. If we are to compete in our society, we must increase the reservoir of scientist, engineers, and technicians upon whom we can depend.

What Shall We Teach?

The horizon of knowledge has extended so suddenly, there is so much to know that the writer can not tell you what to teach. However, a few questions might arouse concern for critical thinking. Before we begin to teach, we must know the abilities of our children. Then we might educate by separation, that is by groups. The children with high academic abilities could be grouped in order for them to work to their potentials. Those with average and lesser abilities should be grouped in order for them to advance as far as they can.

After grouping the children, we should give them the skills with which to work. The scientific method of problem solving is the tool necessary for children to find facts.

When we have given children the tools with which to work, then we should teach the basic fundamentals of learning, both the personal and social. How can we help children develop skills in computation, in oral and written expressions; general and basic facts about the basic physical and biological sciences; basic insights into music, drama, graphic art, and the dance? Are they growing in the ability to go into some kind of job for making a living and to become a functioning member of society? Can we see that individuals acquire skill in wholesome recreation? Are today's children able to make choices of some kind, choose right from wrong and develop standards and values that will serve as stable guides for a world in transition? Do we help them attain a code of high standards which regulate their association with others? Can sportsmanship be taught better through performance than through indoctrination? Through practice, students will learn what society requires.

Do youngsters have an appreciation for democracy and the way it works? Are they growing in the ability to get along with people? Do they have a progressive social outlook?

The impact of the air world is changing man's ideas of geography and introducing a new concept of direction. North is now an important direction. Do children know that the airplane is opening new markets heretofore totally isolated; that two-thirds of the world's population is colored; that prejudice is taught and not born?

Children need to learn that they will never be able to do everything. They may learn to do some things well; others not at all. This is not failure but is in complete harmony with society. They should be taught to make contributions and depend upon contributions of others. Do they realize that interdependence and relationships depend largely upon their ability to cooperate? How can we deal with social studies so that children will be able to set today's cultural shifts into the perspective of human progress? How can we teach learnings that have value and relevance in a rapidly changing world? Are questions like these more important than whether children are taught about Lapps, Arabs, or Wimbo in a Congo village? Can we teach every young person to think for himself? Do we treasure and develop individuality?

Leisure time has been thought of very lightly. It is time now for us as educators to become serious about it. How can children engage in activities which are rewarding and practicable throughout life? Can they catch the excitement of learning so that there is not enough time for all the enchanting things they want to do? What about consumer education and world relations? These and many others are avenues open for teaching youngsters in today's schools.

In conclusion, may we as teachers of youngsters have up-to-date knowledge of child growth and development and the laws of learning. Let us know what is childlike and what is good for children, accepting them where they are and for what they are. Let us know children, their interests, frustrations, and aspirations. Let us strive to assure children the opportunity to succeed, having positive faith in our co-workers, in our pupils, in their parents, and in ourselves. Friendliness, fairness, and cooperation must permeate our every relationship with people. Our spirits must light the way.

To this end, teachers, limit not thy children to thine own ideas. They are born in a different time. Because tomorrow will be different from today, our children are entitled to an educa-

tion which will prepare them for change. If we confine them within a pattern of teaching, used with varying degrees of success in the past and present, we limit their ability to participate in and gain from those brighter days to come.

David Starr Jordan has expressed a philosophy that we can all accept as teachers:

"There is nothing in all the world so important as children, nothing so interesting. If ever you wish to be of real use in the world, do something for children.

"If you yearn to be wise, study children. If the great army of philanthropists ever exterminate sin and pestilence, even work out race salvation, it will be because a little child has led."

Prairie View Announces Its Western Field Trip

Prairie View A & M College, will ride again this summer.

The fabulous campus on wheels, now in its fourth summer, will head for the western area of the nation, taking in every historical site from Juarez, Mexico to Seattle and back down through picturesque Montana, Wyoming and Colorado.

Scheduled from July 17 through August 10, the educational tour is a regular college offering with official credit to students who enroll. Tour price is \$250 which includes all transportation and tolls, all lodging, tips and more than a dozen side trips and guided tours through special sites of interest. The tour price does not include food or tuition.

Starting with the Longhorn Cavern near Burnet, Texas, the three weeks trip will carry the group through every major point on the map westward. The Granite Dells, Oak Creek Canyon, Hoover Dam, and Grand Canyon will be visited before reaching California. A three-hour tour of the city of San Francisco is planned and special guided tours will be made of the Italian Swiss Colony Winery, redwood sawmill at Scotia, paper and timber companies, Booneville Dam, Victoria, B. C. and the Dry Falls State Park.

College professors, Misses Annie Preston and Dorothy Burdine will accompany the group which normally runs about forty students. Travel is by special Greyhound bus. The special college offering is a part of the extra-mural services program which is headed by Dr. J. L. Brown. Detailed information concerning the summer tour course may be obtained by writing the Department of Extra-mural Services.



Wheatley Language Teacher Has Grant To Study in Germany

Mrs. Rosa Watts Washington, German teacher at Phillis Wheatley Senior High School, Houston, has been notified by the United States Office of Education, Washington, D. C., that she has been chosen from a tremendously large number of applicants to be one of the recipients of a scholarship grant to study in Germany beginning early in July, 1958, and extending over a period of eight weeks.

This scholarship grant will include opportunities for a four-week period of language and literature classes and excursions to various parts of Germany; three weeks of lecture-discussion on the German language, and culture with other teachers of German; and one week of travel throughout Germany with visits to various educational and cultural centers.

Mrs. Washington is referred to as a "creative" teacher in every sense of the word by her principal, Dr. John E. Codwell, who has been primarily instrumental in securing four outstanding scholarship and fellowship grants for Phillis Wheatley Senior High School teachers in the past three years—one at Stanford for the summer 1956 for A. C. Herald, one at the University of Texas for the school year 1957-1958 for A. C. Herald, one at the University of Michigan for the school year 1957-1958 for Mrs. Letitia Plummer, and the current one to study in Germany for Mrs. Washington.

Mrs. Washington is a product of the public schools of Houston. She has a bachelor of arts degree from Texas Southern University and has done graduate study at the University of Texas.

National Training Laboratories To Offer Scholarships to NEA Members

The National Training Laboratories of the Division of Adult Education Service of the NEA has announced that three tuitional scholarships of \$225 will be offered for the coming summer sessions of the National Training Laboratory in Group Development to be held at Gould Academy, Bethel, Maine.

The scholarships will be offered to the following: to a professional member of any one of the NEA Divisions; to an officer or member of any one of the NEA Departments—whether a member of the NEA's professional family here in Washington, or a member of the Department's professional family outside Washington; to an officer or staff member of one state education association.

Each scholarship could apply either to the first session June 15-July 4 or to the second session, July 13-August 1. Persons receiving scholarships will be required to pay their own living expenses (board, room, gratuities, and State of Maine tax on food) of \$150 for the three-week period, and travel expenses to and from Bethel, Maine.

For further information, write to National Training Laboratories in Group Development, NEA headquarters, 1201 16th St., N.W., Washington, D. C.

R. Nelson Gardiner Awards Established at Bishop College

President M. K. Curry, Jr., of Bishop College, Marshall, announced the inauguration of the R. Nelson Gardiner Awards on April 17. President Curry says the awards were established by Dr. Marian J. Gardiner in memory of her brother and his great love and appreciation of music.

Dr. Gardiner is director of elementary and secondary education at Bishop College. The awards, in the form of gold lyres, will be presented annually to members of the Coleridge-Taylor Choral Society who rendered outstanding service over a period of four consecutive years or to transfer students who render outstanding service over a period of at least two consecutive years upon the recommendation of the choir director. The first R. Nelson Gardiner Awards will be made in May of this year.

"Summer Bargain"

Write to National Training Laboratories, NEA, 1201 16th Street, N.W., Washington 6, D. C. for details of the "Summer Bargain" scholarship plan for study and recreation in Maine this summer, June 15-July 4, and July 13-August 1.



Mrs. Mary Elizabeth Lovelady has been named as the Teacher of the Year at Blackshear School, Austin.

Her proficient leadership record at Blackshear includes the following: music instructor for the school, director of a 100-voice choral group, school chairman of Girl Scouting, and committee work. During her six years of tenure at Blackshear School. She has demonstrated unusual ability to train children and to give in service to the school and the community.

Mrs. Lovelady, who received her training at Samuel Huston College, Atlanta University, University of Texas, and Texas Southern University, is a member of Wesley Methodist Church, the Y.W.C.A., Alpha Kappa Alpha sorority, and the local, district, state, and national education associations.

Blackshear faculty paid special tribute to Mrs. Lovelady and to Mrs. M. D. Allen, who received this honor last year. A salute to her was in the form of a gift presentation and the following words of Mrs. Arline Smith of Ruffin, North Carolina:

"The material entrusted to my care is more plastic than the potter's clay, more valuable than the miser's gold, and more powerful than the scientist's atomic bomb: that is the body, mind, heart, and soul of a child. Since my task is such a sacred one, it behooves me to do everything within my power to keep myself worthy of my profession. I am a member of the most challenging, most responsible, most stimulating, and most satisfying profession in the world, for I am a school teacher."

Concept of Design In Sensory Impressions

Man's perpetual and great problem has been that of discovering the design which made possible an orderly universe. The synchronized travel of planets in their orbits; the growth of plant and animal life; and the laws which govern physical phenomena give eloquent testimony that our universe operates by an ordered design. If this were not true then we would have a world of chaos rather than one we can describe as a cosmos. To discover the design which made our universe a cosmos is a goal worthy of the highest educational endeavors; it is a challenge that has stimulated the greatest minds of history and remains a problem to be solved.

The history of civilization, culturally and technologically, reflects progress in proportion as man was able to identify and imitate nature's design. This identification and imitation of nature required interpretation and use of sensory impressions. Both the cultural and technological developments which characterize contemporary civilization are imitations of nature's design—symmetry and harmony. Development of airplane, for example, required mechanical skill and artistic ability. Man had to acquire the mechanical skills necessary to create motors capable of propelling heavier than air objects; he had to master the artistic techniques essential to imitating the design which nature used in preparing animals to fly. In the case of mechanical skills required in creating airplanes man's first problem was that of interpreting the laws which made the flight of fowls possible. This required the critical use of his senses. Likewise, designing the structure of the airplane required critical use of senses and artistic ability in creating imitations.

In the realm of cultural development the great works of art—paintings, sculptures, and carvings—represent man's highest accomplishments in identifying and imitating nature's design—symmetry and harmony. Hence, both cultural and technological civilization reflect what, mathematicians call, common denominators. The common denominators of design in nature are symmetry and harmony. Teaching endeavors are both practical and worthwhile if they seek to develop skill in identifying and imitating symmetry and harmony as nature has perfected. The field trip or educational tour provides opportunity for both pupils and teachers to interpret and use their sensory impressions and thereby gain some understanding of the symmetry and harmony which makes an orderly universe.

Contrast—Nature's Way of Identifying

The perfect painting must be an exact duplication of symmetry and harmony as nature exhibits. An artist must place the precise amount of paint, with accurately measured strokes, on the particular spot of the canvas which identifies symmetry of the picture. Further, the colors used in the painting must possess the most minute tint, in blended proportions, to harmonize with the background. The test of perfection in the painting is made by contrasting the symmetry and harmony of the real and imitation. A first essential of the painter, however, is that he must have senses that are trained to see the real picture to be produced; not an aberration or imperfect version. It would be useless for the painter to possess essential skills in painting if he had imperfect sensory impressions of what is to be painted. Likewise, in the schools, pupils must be provided opportunity to train their senses to recognize things as they really are. It is only after the senses have been trained to bring perfect impressions that the teaching emphasis should be placed on skills. Since nature identifies by contrasting initial learning experiences of pupils should center on contrasting symmetry and harmony. This can be done best by studying things themselves, rather than studying about them in books.

In the field of teaching, and other endeavors too, both confusion and conflict have resulted because we tend to contradict nature's way of identifying things. We too often compare rather than contrast. This accounts for the value judgments surrounding group identification of people. When racial groups, fraternal organizations, or religious sects are compared, instead of contrasted, as nature would have us do, the inevitable consequence is prejudice or superficial distinctions. It appears sound to conclude that such would not be true if we followed nature's design and contrasted the same groups.

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Science Workshop for Elementary Teachers

A science workshop designed particularly for elementary teachers has been scheduled by Prairie View A&M College for the 1958 summer session.

Sponsored by the college Science Department, the three-weeks workshop—June 3-20 is offered to broaden the participating teachers' background in science and to strengthen the capacity of these teachers to motivate students to consider careers in science.

The workshop, which yields from three to six hours graduate credit, is also offered to meet an increasing need for emphasis in the broad field of science. The health and security of the nation is dependent upon the future development in this field.

Workshop activities will include lectures, conducted tours, demonstrations, problems solving, personal contact, planning and evaluation. Actual teaching situations will be provided by using elementary pupils for classroom demonstrations.

Interested persons should write to the Department of Natural Sciences, Prairie View A & M College for further information.

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To cast the rough aside.

Help us to find our work today
Even tho our limits be,
And when we find we will repay,
Amen, and a citizen be.

—by Helen Barrett Sneed

Dr. Ruilman New Director Of State Mental Hospitals

Dr. Cyril J. Ruilmann, commissioner of mental health for Tennessee and a nationally recognized psychiatric administrator has been named Director of State Mental Hospitals by the Board for Texas State Hospitals and Special Schools.

He will assume his new duties at the central office of the hospital system in Austin early in June, ending a year-long effort by the hospital board to fill the position created by the 55th Texas Legislature.

Announcing the Ruilmann appointment, Hospital Board Chairman Dr. Raleigh R. Ross of Austin, said, "We feel we have procured for Texas the one man in the nation best fitted for the job. It is another step forward in the steady gains made possible by increased appropriations for the state hospitals which are slowly but surely attracting top-flight professional skills.

"This is not a matter of salaries alone, but funds for such special services as research and outpatient clinics the Legislature provided for San Antonio, Dallas and Houston. The first two have begun operation and preliminary work has been done on the Houston facility.

"Dr. Ruilmann has demonstrated outstanding accomplishments with similar clinics in Tennessee. In fact, standards of treatment and care for the mentally ill in that state recently were recognized in a citation presented to Governor Frank G. Clement by the National Association for Mental Health.

"We have every reason to believe Dr. Ruilmann's energy, knowledge and administrative ability will give Texas mental hospitals a strong push forward in the progress they already are making."

Dr. Ross said the Tennessee commissioner's acceptance of the Texas post culminated months of concerted effort by board members, especially the personnel committee headed by Howard Tellepsen, of Houston. "They have traveled thousands of miles and put in countless hours in interviews and negotiations seeking the best possible talent for Texas hospitals," the chairman said, "and their perseverance has paid off. We believe they have obtained the best."

Announcement of the Ruilmann appointment came at the climax of national Mental Health Week, April 27-May 3, which was observed in Texas for the tenth successive year by proclamation of Governor Price Daniel.

Dr. Ruilmann graduated from the

University of Cincinnati College of Medicine. He interned and served his residency in both internal medicine and psychiatry at the University of Iowa where he was appointed instructor in psychiatry. He was later admitting officer and director of outpatient services in Psychopathic Hospital, Iowa City, seat of the University.

He was also affiliated with the Harvard Neurological Unit, Boston City Hospital in that Massachusetts seaport.

Among the numerous professional honors and memberships accorded Dr. Ruilmann is certification as a Mental Hospital Administrator by the American Psychiatric Association.

Under his administration the first organized camping program for mental patients in the nation was instituted in Tennessee with a notable reduction in patients requiring readmission to the hospitals.

There are approximately 7,500 patients in the Tennessee mental hospitals under Dr. Ruilmann's jurisdiction, where in Texas he will supervise 16,000 mental patients in eight institutions.

THE GIFTED CHILD—

(Continued from Page 17)

of identification is evolved, it cannot be successful without the teacher being the central figure for, in this connection Passow observes that, "It is the teacher who provides the conditions for effective learning in an atmosphere which arouses interest and abilities and motivates students to high achievement. He provides effective teaching not only by what he does, but more important, by what he is. If the teacher is constantly increasing his own self-understanding and expanding his horizons of mastery and appreciation, he will enlarge the dimensions of student learnings. His insights into the teaching-learning process, the resources and the instructional methods available, coupled with a sympathetic understanding of the unique needs of the gifted, can open up the students' desires for wanting to know and do."¹⁶

On the basis of the data presented, while no definite conclusions can be reached about the best method of identifying the gifted, it is important to recognize that he is being neglected because we have not developed adequate tools for his conclusive identification.

Thus, we pose the question—how can you tell the difference between a slow child and a bright child, who simply lacks initiative, or lacks the will to do?

¹⁶Passow, A. H.—"Enrichment for the Gifted" N.S.S.E.—LVII Yearbook, 1953—Page 200

High School Seniors Visit Bishop College

Nearly three hundred high school seniors spent Friday, April 11, on the Bishop College campus. The occasion was a Senior Day program, sponsored regularly by the college and attracted seniors from high schools within a 75-mile radius of Marshall. During their stay on the Bishop College campus visiting high school seniors got a first-hand preview of college life.

Entertainment for the visiting high school seniors was provided almost entirely by Bishop College students. The program of activities were both varied and entertaining and included: a special assembly program, dinner as guests of the college, orientation in fields of particular interests, and a talent show presented by the visitors.

In the morning general assembly seniors were entertained by musical selections from the Coleridge-Taylor choral society of Bishop College and a special talk, "My First Year at College," by Geraldine Hardanion, sophomore, Bay City, Texas.

The principal speaker was introduced by T. J. Patterson, senior, Longview, Texas. An original one-act play, written by Willee Frank Washington, Miami, highlighted the morning assembly. This play, "The Right Approach," had a cast of seven characters: Theodis Houston, Lufkin, Texas; Doris Briday, Waco, Texas; Hardie Lockett, Longview, Texas; Milton Cole, Lubbock, Texas; Nedra Williams, Dallas, Texas; Albert Campbell, Denver, Colorado, and Robert Woodert, Dallas, Texas. Brief remarks were made by President M. K. Curry, Jr.

During the afternoon Senior Day activities were highlighted by a talent show, featuring the high school seniors. The Bishop College students were represented by the "Veldaires," a campus singing group of five voices. A portrayal of "Student Life" was a final feature of the program which closed at 5:30 p.m. with a party and buffet supper.

Miss Inez D. Jenkins, Dean of Women, was chairman of the Senior Day committee.

STUDY TEACHER SALARY SCHEDULE

"GRASS ROOTS"—

(Continued from Page 11)

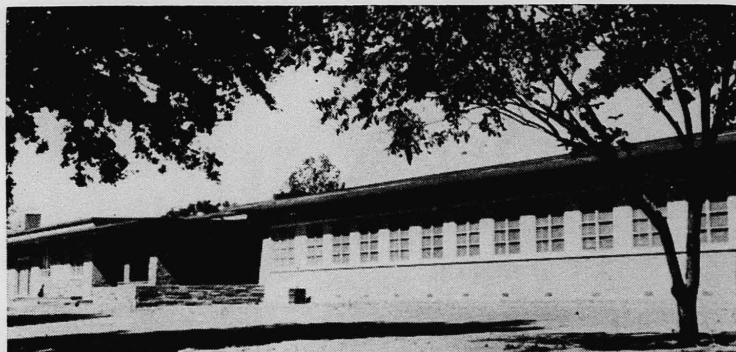


Mr. Herman C. Henderson (left) represented Texas Classroom Teachers in a two-day salary conference held at NEA headquarters in Washington, November 29-30. Conferring with Mr. Henderson are (l to r) Eric Rhodes, NEA salary consultant; Vivian Powell, national president of the Department of Classroom Teacher; and Ewald Turner, vice-president of the Department of Classroom Teachers. The nationwide conference sponsored by the NEA Department of Classroom Teachers was attended by over 40 representatives.

America is awakening to the recognition of its neglect of the professional role of the teacher in our society, the Little Red School House is offering, without cost, the use of the Nivola sculpture, *The School Teacher*, to all schools in America who wish to present this award to a teacher of their choosing in keeping with its spirit. The original sculpture will be retained by each school for a period of three months, after which it will be passed on to the next school that wishes it. Thus it will go from the hands of one teacher to the next, symbolizing the universal spirit of the dedicated school teacher. Should any school or school system wish to give this award as a permanent contribution to the teacher, additional castings of the original can be ordered for the cost of the casting alone, since Mr. Nivola has generously donated his creative work to this purpose."

Schools interested in this invitation to participate in the "grass roots" spirit of *The School Teacher Award* should write to:

The School Teacher Award Committee
The Little Red School House
196 Bleecker St.
New York 12, N. Y.



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