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MAY-JUNE, 1959

VOLUME 33

NUMBER 3



**TSAT Diamond Jubilee
November 26-28, 1959
Fort Worth**

**OFFICIAL PUBLICATION OF
TEACHERS STATE
ASSOCIATION OF TEXAS**

A PANORAMA OF PROGRESS

Celebrating

THE DIAMOND JUBILEE

of the

Teachers State Association of Texas

1884

1959

Sports Carnival
Exhibits



Musical Festival
Awards

Hall of Fame



The Wheel of
Progress

WILL ROGERS MEMORIAL COLISEUM

November 26 - 28, 1959

Fort Worth

Mrs. Ruby L. Davis
Box 2322
Prairie View, Texas

3

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TEXAS STANDARD

Vol. 33 MAY-JUNE No. 3

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The TEXAS STANDARD is published bi-monthly (except July-August) September to June by the Teachers State Association of Texas, 1191 Navasota Street, Austin, Texas. Entered as second class matter May 17, 1945, at the post office at Fort Worth, Texas, under Act of March 3, 1879. Re-entered at Austin, Texas, October 20, 1953.

Membership dues of \$5.00 in the Teachers State Association of Texas entitle members to receive the TEXAS STANDARD bi-monthly, except July-August, for one year. Subscription price to non-members \$2.50.

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



*From
 Your
 Editor*

The Diamond Jubilee — TSAT

It is expected that the largest crowd in the history of annual TSAT conventions will assemble at Will Rogers Memorial Coliseum, Fort Worth, when the 75th annual session begins November 26. This diamond jubilee year of the Association will be highlighted by an unprecedented program of activities.

Among the special features planned for the Diamond Jubilee Celebration, a dramatization portraying TSAT's history has been given particular attention. In the dramatization, "Panorama of Progress," epochs of growth and progress in the history of TSAT will be presented in spectacular scenes by a cast of experienced and talented performers.

According to preliminary plans opportunity will be provided for widespread participation in celebration activities. An essay contest was included to encourage and reward worthy high school and college students. Tuition scholarships will be given winners of high school and college divisions. The creative productions of students and teachers will be displayed in the "Educational Exhibit." Productions to be exhibited include: hobby work, artistic creations, mechanical devices, scientific apparatus, and other productions developed for instructional purposes or as class projects.

The Jubilee Banquet has been planned as a special feature. Dr. Benjamin Mays, president of Morehouse College, has accepted an invitation to deliver the banquet speech. Awards and citations for outstanding work in the field of education will climax this historic event.

For entertainment a "Sports Carnival" has been planned. Arrangements are also underway for a football game between two outstanding teams. An extravaganza of drill teams, marching bands, demonstrations, and other athletic activities has been planned for pregame ceremonies.

Though celebration activities will be featured throughout the 75th annual TSAT convention, delegates and members will be provided opportunity to conduct the usual business of the Association. Open meetings of standing committees will offer delegates and members opportunity to become informed about business affairs and to present their suggestions regarding programs and activities of the Association. Distinguished speakers will address several assemblies and departmental meetings will be allocated adequate time for their programs and business sessions.

In magnitude and variety of activities the 1959 TSAT convention has been planned as a memorable event. We shall look forward to the cooperation and support of the entire TSAT membership in helping to make the Diamond Jubilee Celebration an inspiring and enjoyable experience. The Steering Committee is working diligently to that end.

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President's Message

Professional Standards and the TSAT Program

The standard of training which teachers set for themselves is a growing concern. This concern was evident, at the recent meeting of AASA, Atlantic City, in the extensive consideration given the problem of professional training that will be required for an administrative certificate after 1962. The group plans to require two years of preparation beyond the baccalaureate degree. This level of training will approximate that required for the doctoral degree.

The nations' administrators have signaled the trend which in time will direct all segments of the teaching profession to higher levels of training. Already many local school systems employ National teacher and administrators' examinations as a requisite to securing a position in their systems. The implications are far reaching and should serve notice of what is in store. Possibly, there was a time when some of the school systems did not make universal application of its policies and standards, but the differential in practice, mainly because of the turn of events in recent years, accentuated by accompanying demands where its levels of performance are concerned, has given way to the same demands made of all, leaving those who have not kept up behind the proverbial eight ball.

Educational demands move upward continually and if TSAT is to serve its teachers best it must also be mindful of and press for higher educational goals. The Association is greatly in need for a program of research that will command national respect, because of its contribution to the field of knowledge and education. Needless to say, it will take the most able person or persons that we can find to do a creditable job, which will yield the best service to the field of education. TSAT will grow in prestige in proportion to the quality, statesmanship and service it will be able to render teachers through such a program.

Professional educators have long worked to establish proper relations between command of information related to knowledge of subject matter with methods and techniques of instruction. The gift of some persons to do effective teaching over and against many who seem unable to communicate what they know to others, or, as for that matter to secure the interest of those they teach, is a matter of concern.



H. C. JOHNSON

From where we stand as officers of the Association there is one foremost point of interest that offers the best possible assistance toward making TSAT an outstanding organization. True, it is most difficult to shape a permanent structure in an organization unless there is a nucleus around which there may be a continuum. The core program must not be one that changes each year with the change of officers, for such a pattern would lay more stress upon annual conventions than upon a program designed to offer the most favorable continuous service to teachers. This problem concerns us greatly.

If TSAT is to do a worthwhile job as it should we must have: (1) the full support and the benefit of the best thinking that can come from its most able members. (2) A center where materials may be collected and stored and dispensed to schools and institutions as demanded by teachers and other professional units. (3) A staff at our headquarters large enough to do the essential work. (4) A continuous flow of pertinent professional material to teachers. A research program should assist greatly in bringing this about. (5) Districts that are more of an integral part of the state association, establishing a basis for membership by payment of state dues. This means that all district dues would come from the state for operation of district affairs and would eliminate payment of dues twice and the possibility of membership in one without membership in the other. (6) An increase of dues if the association is to serve best the teachers of Texas. (7) Means by which TSAT may lead out in an effective way on such

matters as tenure laws, sick leave, better salaries, etc. A liaison committee between the two state organizations needs to be effected.

N. E. A. IN ST. LOUIS

It is widely recognized that active participation of members is the life blood of professional organizations. They cannot be expected to survive unless their membership makes it so, nor can they be expected to yield the best service without support. The National Education Convention will convene in St. Louis this summer in late June and early July. It will be well if those who can will attend. One gets a perspective, that may not come otherwise, through attending National meetings; for not only is there much helpful information at these conventions, but one is brought in contact with the best thinking of the nation on educational problems. We urge you to send delegates through your local and district units.

Let us all join in the effort to promote a bigger and better association. Your help is needed, too.

Collins Receives Danforth Fellowship

PRAIRIE VIEW—Limone C. Collins, a member of the Science Department at Prairie View A & M College, is the recipient of a Danforth Foundation Fellowship which entitles him to study 12 months at the school of his choice. The fellowship pays \$4,800 plus tuition, transportation and other fees.

A graduate of Prairie View, Mr. Collins holds the bachelors and masters degrees in zoology and chemistry. He has spent five summers in advanced study at the University of Texas in the fields of physiology and bacteriology. He has also received training as a laboratory and surgical technician and in the field of forestry.

A native of San Antonio, Mr. Collins graduated from Phyllis Wheatley High School. He is the son of Mr. and Mrs. Lemone Collins, of San Antonio. Before joining the Prairie View staff in 1953, he served as science teacher in Cameron, and supervisor of a veterans basic and accelerated high school at Gonzales.

Language Teaching In The Space Age

By Dr. Anne L. Campbell

"A good teacher affects eternity; he can never tell where his influence stops."—Henry Adams

These words written by Henry Adams more than a half century ago were true then, are true now, and univac notwithstanding, will be true as long as the human race exists. Regardless of changing times, educational procedures, and technological aids, there remains no substitute for the living personality of the teacher in the classroom. For those who stare into outer space with expectancy and apprehension at the dawn of this new age with its threat to human existence, there may be comfort, though slight, in the fact that every generation has believed that it lives in an age of crises. I am afraid, I, too, join the cry that this time, surely, it is desperately true. For today, for the first time, there exists a force that can in a few hours destroy all accumulated wealth, all the delights of music and the arts, perhaps all of human life.

Books, magazines, newspapers, television programs all remind us that scientists have produced to the point that we can alter or destroy life with the flick of a switch. We can blow away our cultural heritage from Aristotle to Dewey. The atom bomb is here to stay—whether we are or not is debatable. But this we do know: that ours is a world of magnified power and shrunken space; that exploration of outer space is inevitable in this new outreach of man's scientific achievement; that more and better jet planes will be traveling faster than sound; color television will extend its power to bring the world of imagination into reality through living, vivid color, and man-made Sputniks, Mutnicks, Explorers, and Pioneers will continue to circle space; that the youth of today who will live as adults in a world of interplanetary exploration and communication will be predominantly influenced both in thought and action by these facts. It is admitted that most of us can know little or nothing of what awaits us, but we do know that we must adjust ourselves to the new conceptions of man's survival and growth in the space age.

Such contemplation is man's greatest challenge today. And in no other

content area does it seem that the challenge presents greater import than in English. The work of the English teacher has always been important, but it has never been so important as now. For the things that we stand for, the things that we teach, are at the heart of our culture, basic to our civilization and to our survival. As wars begin "in the minds of men," so thinking for understanding, thinking for survival also begins.

The Swiss educational reformer, Johann Pestalozzi in the early 19th century expressed a point of view which is a basic and sound precept "thinking leads man to knowledge. He may see and hear, and read and learn, as much as he pleases; he will never know any of it except that which he has thought over, that which by thinking he has made the property of his mind." And we could well add in the mid-twentieth century, that ways he makes use of his "property."

The great historian H. G. Wells once said, "Human history becomes more and more a race between education and catastrophe." These days of grave international tensions and recurrent crises emphasize the verity of Mr. Wells' observations. For it is true in a very real sense that our national survival is conditioned upon an educated citizenry. Preparing students for citizenship in the world today and tomorrow becomes the primary role of the language teacher. If our civilization is to survive our scientific technological aspirations, youth of today and tomorrow must be taught the dignity of the human being, the understanding of differences, and the functioning of "togetherness." This is the task and the opportunity presented to the teacher of language.

The panic caused by the nervous speed of Sputnik, the frenzy, crash programs, criminations and recriminations have led many to conclude that there is a conflict between science and the humanities, that there is an "either" "or" alternative. When we rationalize, however, we can see it is not an "either" "or" or a "both" "and" necessity. It is true that because of science there is more to learn today than ever before,

and a basic minimum of scientific knowledge of the scientific world will help us to survive, but it is equally true and essentially more significant that adherence to the values taught by the humanities will keep us free men. One supplements the other. No teacher of English professionally active in keeping abreast of present-day needs can ignore this fact.

Those who have "fears that the English teacher may cease to be necessary," that the television screen will replace the blackboard, that desk viewers on each child's desk synchronized with the screen will make it necessary to have only one master teacher for large numbers of children need only to give serious thought to the indisputable fact that in the absence of close pupil-teacher relationships, of questions and discussions, of concern for individual differences, English by TV has disadvantages that preclude its supplanting the teacher.¹

The fact that there are many administrators who are not blinded by the glare focused on science and mathematics in our high school program is illustrated by Dr. John H. Fischer², Superintendent of Public Instruction, Baltimore, Maryland, who addressed a fall meeting of English teachers and expressed his belief that the English teacher does far more than offer instruction in the mother tongue with these opening words:

... You lay the groundwork for all formal learning and, indeed, of almost all informal learning that goes beyond the level of the skills of bare existence. Whatever requires order, art, or insight—imagination, organization, or exposition—requires language for its accomplishment and understanding. Language is the most effective, the most universally useful, of all the categories of symbols by which man expresses, exchanges, or records experience. It is more than the basic tool, it is the very heart of education, as it is of democratic living.

One of your chief functions, but by no means your only one, is to help young people to acquire the knowledge, skill, and sensitivity to use lan-

guage well, to say effectively what they have to say. It is equally important that you help them to understand with discrimination what others are saying or have said and so increase the personal wealth upon which they may draw to make their contributions to the common life men live together.

During his address Dr. Fischer cited three principal values of instruction in English that, it would seem, apply to all levels of English teaching.³

First, through the skills of reading and writing, English instruction furnishes the essential tools for learning in every field, including literature, history, economics, science, and art. Secondly, instruction in English "provides the first and most continuous means in the entire curriculum to give the pupil an appreciation of the meaning of academic discipline . . . He learns what it is to understand a discipline, to follow it, and to strive continuously to master it . . . Yet a third value is present in English." "Through literature," Dr. Fischer added, "English offers the child his first and best door to the humanities." It is through this door of the humanities that one sees the power of language for good and evil; the dynamic nature of English, and the use of language for social control in the community, nation, and the world, especially through employment of mass media of communication. Youth should be taught that words can be used to divide and destroy or to unite and civilize, and that words can be employed to create doubt and distrust or to build confidence and good will among mankind. They should be taught how language in a very vital sense can affect their pursuit of happiness.

In many instances such a concept of English teaching calls for a bold, new curriculum. Practically in every instance it calls for an agonizing reappraisal of our educational practices. Just as we have broken the sound barrier in aviation, so must we break the learning barrier in education. The National Education Association in presenting the future trends in educational policy has set down some basic factors of educational policy:⁴

. . . The new curriculum in educational policy should encompass the generally accepted principles of core and experience curriculum along with two new stimulating directives: (1) common learning and (2) vocational learning.

The first fulfills the common sociological, physiological and psychological needs of all youth, and the second fulfills the specialized needs of each youth whether his needs be college preparation or occupational preparation.

As outlined by the NEA⁵ common learning should be a sixteen year course continuous from the beginning of nursery school to the end of the fourteenth grade. Such a course is designed to provide most of the learning experiences which all youth should have in common in order to live happily and usefully during the years of youth and to grow into the full responsibilities of adult life. This learning broadly integrates the following concepts:

1. civic responsibility and competence
2. understanding of the economic system
3. understanding of family relationships
4. intelligent actions as consumers
5. appreciation of beauty
6. proficiency in the use of language

To provide these needs for our American youth better schools will be needed, and there will be a still more imperative need for better teachers.

We who teach English must realize that it is of first importance that we make our efforts count for the most. In our present critical situation, we as the chief preservers and defenders of the humanistic tradition, cannot afford not to make our efforts count for the most. Since the ultimate goal of effective teaching is the well-taught individual, those of us who teach language, and all who teach youth, need to realize that gratifying relationships whether inter-personal or international, rest on facile, clear-cut, honest communication of ideas, feelings, and attitudes.⁶

Language, the tool to be used in effectuating all phases of learning, actually is the science which has made all other sciences possible. Preparation for teaching language in the space age precedes all other concepts pertinent to effective language teaching. More than ever before must the competent English teacher be one who cares, who is intelligent, well educated in areas of

Dr. Campbell, Head of the English department of Prairie View A&M College and professor at this institution for many years, is a native of Illinois. A former contributor of *The Texas Standard*, Dr. Campbell is also author of many other published



articles written in her field. She is a member of numerous professional organizations and is National Secretary of Delta Sigma Theta Sorority, Inc. Her English teaching experience, in addition to that at Prairie View, includes teaching at Atlanta University and New York University. She also has served as Associate Director of The Human Relations Workshop at the University of Kansas City.

language and literature, who has more than a cursory knowledge of psychology, science, history and the arts, one who has a genuine concern for the welfare of youth and tries diligently to meet their needs. Arno Jewett, specialist for Language Arts, U. S. Office of Education, discusses current trends in the teaching of English.⁷ His observations, based on a careful analysis of 197 local and county courses of study, plus twenty state syllabi; published research; visits to scores of classrooms; and discussions with English teachers at local, state and national meeting would seem as basically sound as research has produced. Trends as Mr. Jewett sees them are:⁸

1. the placing of more stress on what seems to be the true nature and functions of the English language
2. requiring more writing
3. emphasizing the development of good speech habits in all oral work—not merely in separate units or speech courses
4. preparing resource units based on reading interests and developmental needs of youth
5. stressing ethical, moral, and spiritual values through literature and language. As President Eisenhower recently declared, "America needs citizens strong in their ideals and spiritual convictions . . . ; citizens who are bold and courageous; who know that strength and sacrifice are the indispensable, saving weapons of freedom."
6. determining titles in our heritage of literature which should be taught to all students from grades seven to twelve; teaching literature which ought to be part of everyone's experience; that is, literature which is often used or referred to on television, in movies, and in other mass media, literature which will serve as a unifying, binding force to our democratic society.
7. Improving the quality of reading in high school through developmental and remedial reading programs.
8. paying attention to the potentials of superior students and providing them with learning experiences through enrichment activities.

¹Hart Walsh, "Education in 2000 A.D.," *Nation's Schools*, (April 1956).

²John H. Fisher, "English is Basic," *Baltimore Bulletin*, (November, 1958), pp. 1-3.

³*Ibid.*, pp. 4-6.

⁴"Education for all American Youth," *School Executive* (October 1956), p. 63.

⁵*Ibid.*, p. 7.

⁶Mildred Dawson and Marion Zollinger, *Guiding Language Learning*, (New York: World Book Company, 1957, iii).

⁷Arno Jewett, "National Trends in Teaching High School English," *The English Journal*, (September 1957), p. 327.

⁸*Ibid.*, pp. 328-329.

(Continued on Page 16)



Meet Me In St. Louis

For the 98th Annual NEA Convention, June 28-July 3

St. Louis, Missouri, once "Gateway to the West" and now the "Crossroads of the Nation," is busily bracing itself for some 15,000 teachers who will take over the city just prior to the June 28-July 3 annual meeting of the National Education Association. At last report hotels, restaurants, shops, and stores are putting on the finishing touches for one of the biggest conventions in the city's history.

The convention city, eighth largest in the country, steeped in tradition and Americana, boasts of its accomplishments in the superlative. This is the city, situated on the banks of the Mississippi, that once catered to the floating white palaces of the side-wheeler packets, so vividly depicted by Mark Twain. But today her attractions are equally as glamorous. Her parks and gardens are reminiscent of the famed horticulture of pre-war Vienna and Budapest. Her industries produce 357 of the 448 classes of products produced in this country.

St. Louis is the home of the world's largest brewery, the second oldest symphony orchestra in the nation, and it is the second largest trucking center on the continent. Originally founded as a fur-trading settlement, the city is the largest market for raw furs and boasts the largest unified freight and passenger terminals in the world. Coupled with

its four airports and extensive docks and wharfs, the city offers a gigantic and diversified transportation network.

Between sessions and in their spare time, NEA conventioners can take in the world-famous St. Louis Municipal Opera, America's oldest and best known summer open air musical theater, or the several museums in the city. Sports lovers may divert themselves with a visit to the Arena where a host of varied events are presented, or visit Busch Stadium, the home of the National League Baseball Cardinals.

A must on the list of every visitor to the city is Forest Park, the second largest city park in the U. S. Part of the site of the 1904 World's Fair, its massive 1374 acres include the Zoo, the Jewel Box (a modern steel and glass conservatory for displays of flowers and plants grown for the city), Municipal Theater, Jefferson Memorial and Art Museums. Lakes, lagoons, lily pools, fountains, foot and bridle paths, two golf courses, and 36 tennis courts also dot the park which has picnicking, boating, skiing, ice skating, sledding and fishing facilities.

Kiel Auditorium, scene of many major civic events, will house the sessions of this year's meeting.

Founded in 1764 by a group of 30 men under the leadership of 13-year-old

Auguste Chouteau, St. Louis has been under three flags. Originally a Spanish possession, Napoleon forced Spain to relinquish the area to France in 1800. In 1803, President Thomas Jefferson negotiated its sale as part of the Louisiana Purchase.

The purchase gave the go-ahead for the westward movement of American settlers and made the city the jumping-off point for many a wagon train, thus fostering the name of "Gateway to the West." Several years later, when the western territory became more populated and there was a demand for rapid communications, St. Louis became the eastern terminal of the famed pony-express riders.

From its founding, the settlement prospered and grew from 90 families to 5000 persons in 1830. Its fur trade income rose from \$80,000 in 1768 to over \$203,000 in 1804. In 1817 the first paddle-wheeler (Zebulon M. Pike) visited this city, thus opening the door for the "golden age" which continued for some 50 years.

St. Louis became the hub of inland water trade, raising its population from 20,000 in 1837 to 75,000 in 1850, to 160,000 in 1860, and to 350,000 in 1880. Situated just below the confluence of the Mississippi, Missouri, and Illinois rivers, the city is the virtual

capital of about 40,000 miles of inland waterways. It is linked with 26 central states, and acts somewhat like a port city, since it has direct access to New Orleans and the ocean. In recent years, it has been growing steadily in importance with the growth of trade between the Mississippi Valley and countries of Latin America.

The glamour and glitter that was the St. Louis waterfront and the Mississippi in the day of Mark Twain, with its floating palaces and the riverboat gamblers, are gone, and in their place are the small, streamlined, diesel-powered tugs that move the strings of cargo barges on "Old Man River." Gone are the boats—the picturesque side-wheelers that emitted the black clouds from their lengthy stacks—but not the kind of men that sailed them. That muscled, reckless breed of deckhands that scurry about obeying orders barked by cagy, hard-bitten captains. Everyday they pit their courage and energy against the river's ominous shoals, bends, and sandbars lurking in silent wait for a boat that wanders slightly from its course.

Tonnage on the river and its tributaries has risen to 180-million tons—almost three times that of 1938. It has grown to an even greater pre-eminence than in the more storied days of the packet, and St. Louis is its focal point.

Conventioners, if they wander down to the foot of Locust Street, will be taken back to the Gay Nineties on the only original showboat left on the river. Or they may cruise down the river on one of the largest cruise boats the air-conditioned SS Admiral, which boasts the largest dance floor afloat.

In the city itself are two of the country's finest universities. St. Louis University was the first established west of

the Mississippi, and Washington University boasts five Nobel Prize winners. Both have medical schools that rank at the top.

Many famous names have been listed among the citizens of the city. President and General Ulysses S. Grant was stationed at Jefferson Barracks, married a local girl, and built his home here. Poets Eugene Field, T. S. Eliot, and Sara Teasdale, novelist, Fannie Hurst, and Winston Churchill—all were born in this metropolis on the Mississippi. The city also lists Senator Thomas Hart Benton, composer Scott Joplin, cartoonist George McManus, and educator Susan Elizabeth Blow as its claim to fame.

St. Louis is the home of the country's greatest newspapers, the crusading *St. Louis Post-Dispatch*, founded by one of journalism's most revered names, Joseph Pulitzer, Pulitzer endowed the renowned Pulitzer School of Journalism at Columbia University, and the most coveted prize in the profession—the Pulitzer Prize, given each year for journalistic excellence.

In June, when you arrive for the NEA 98th annual convention, you can witness the results of this city's climb. Housed in one of 20 of the city's finest hotels (many with air-conditioned rooms), your personal needs filled by the city's scores of barbers, hairdressers, cleaners, and bootblacks, you can choose any type of entertainment from the city's myriad list, or visit the city's highly diversified industries.

Convention officials expect a tremendous turnout, and have urged members to make their reservations early. Reservations can be made through the Convention Reservations Bureau, 911 Locust Street, St. Louis 1, Missouri.

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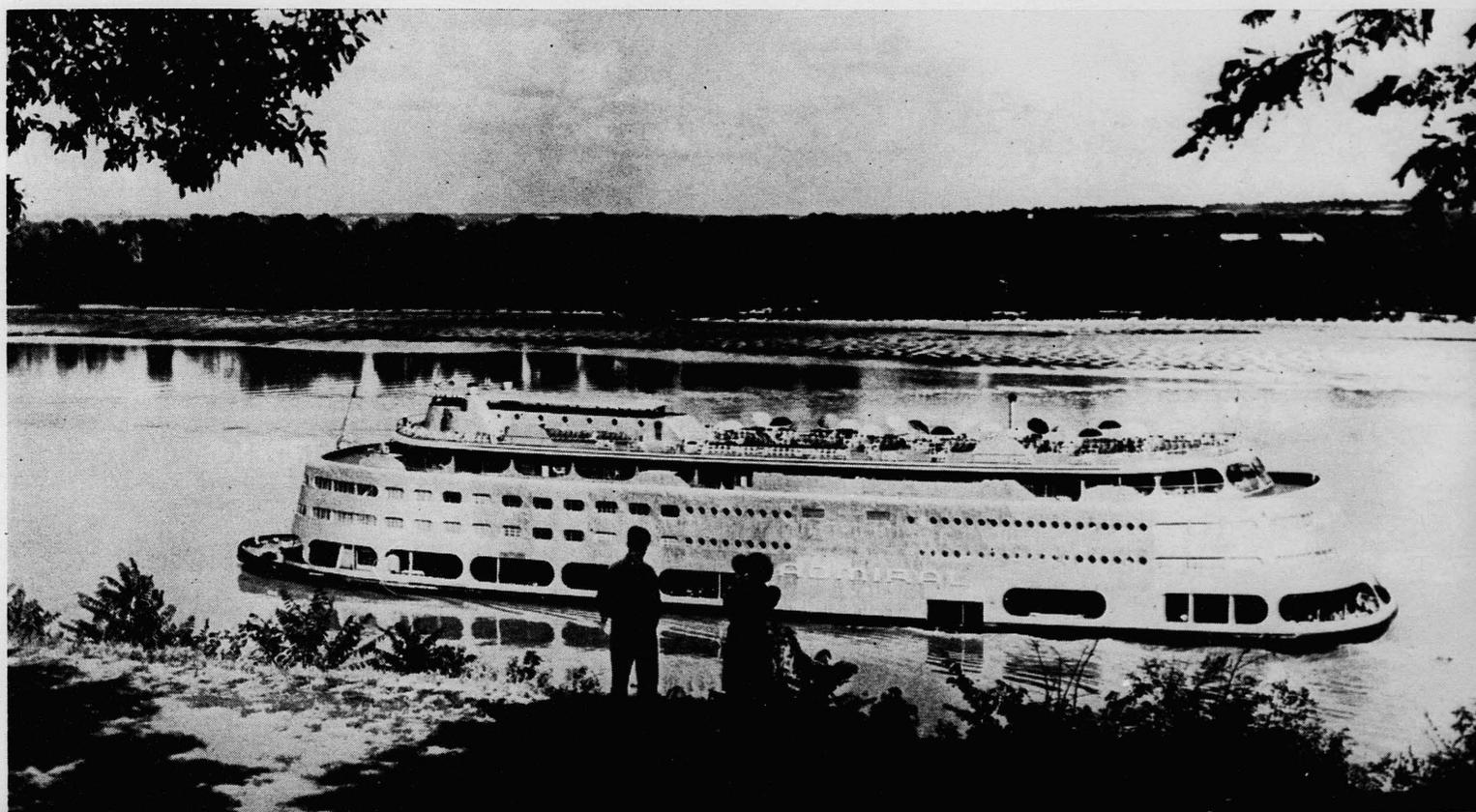
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Membership**





W. B. Jones, President of North Texas Teachers Association delivers his message to delegates.

North Texas Teachers District Association



Dr. A. C. Shropshire, director of the Division of Education, Langston, Oklahoma, was the keynote speaker at the North Texas Teachers Association held in Garland, April 18.

Excerpts from the President's Message:

EDUCATION FOR TODAY'S CHALLENGE

W. B. Jones, Sulphur Springs

In the days of Columbus people did not venture into the unknown. (Then followed a series of references to Robert Fulton, James Watts, Benjamin Franklin, the Wright Brothers, and many, many others who did dare to venture into the unknown—just as did Columbus.)

Flights into space at the unbelievable speed of 2000 miles an hour, 25 miles above the earth, are more than a physical challenge.

The poorest achievement record is not a challenge of citizenship. We have taught about it, but we have not practiced it. We must place it at the top of our list—training students for participation and for a show of good citizenship.

Education for citizenship is one of the cardinal principles of secondary education.

Better teaching means better education. Higher certification standards and higher salaries should be used to reach the goal of providing better teachers.

VITAL STATISTICS

From the Census Bureau in Washington comes this report: Nearly a quarter of the nation's 176 million citizens are enrolled in schools. Taking a look at college coeds, the Census Bureau says 13% of them are married . . . At the same time, about 30% of all college men are married.

Education For Today's Challenge

(Excerpts from address delivered at North Texas Teachers Association, April 18.)

by Dr. A. C. Shropshire

Director of the Division of Education
Langston University, Langston, Okla.

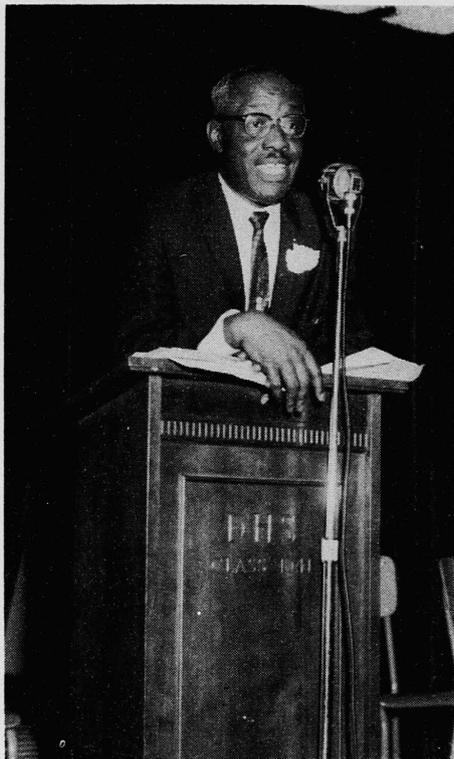
With the defeat of the great, distinguished, and proud Spanish Armada by the here-to-fore insignificant English Sea Hawks in 1588, the destiny of Europe was changed. A member of the defeated Armada was heard say, "our great fleet was defeated by 3 ships." They were namely (1) craftsmanship (2) seamanship and (3) leadership. There are those critics today who say that we are losing our great educational challenge because of the loss of three ships (1) craftsmanship, (2) leadership, (3) professionalism.

Our challenge deepens and widens, not only in Asia and in Africa, but in America as well, when we think in terms of our expanding influences in a world of expanding population. It is predicted that in America our 170 million population will increase to 250 million by 1980. In every 5 to 6 seconds a new baby will be born. Each day we will have 15,000 more children to feed milk than we had the preceding day. The school age group under 20 will increase 71 percent. The age group from 18 to 20 will nearly double. The retiring age group will increase from 9 million to 25 million partially due to the influence of modern medicine and improved living conditions. By 1980,

we will have nearly 80 million people attending some type of school. Many adults will be included in this number in adult education programs. What quantity and quality of education shall this mass of humanity have presents another one of our challenges.

In this period of national necessity our educational policies like our foreign policy, must stand up for something less we fall a part for anything. We need not copy a Russian system of education. We are America. We have different standards and different goals. In our country, each individual is important and should be permitted to contribute according to his potential. James Connant indicated that we must provide opportunity for the gifted. We must also provide opportunities for the average, and even the slow and handicapped learners.

One trouble with all of us is we don't contribute anyway near our potential. One writer indicated that we only contribute from 20% to 40% of our potential. This is a poor percentage. The majority group as well as our racial group must run faster than fast if we are to catch up. Let our goal be a desire for excellency which is within each individual's reach.



T. V. Glover, President of East Texas District Educational Association delivers message to delegates.

Odessa Host To West Texas Teachers District Association

More than 400 West Texas teachers met at Blackshear High School, Odessa, on March 6, for the annual convention of the West Texas Teachers District Association.

The keynote address was given by J. C. McAdams, superintendent of the D. B. and O. School, Austin. In his address, which was spiced with wit and humor, McAdams said, "Whether it be the world of yesterday, today's world, or the jet-age world of tomorrow, basic qualities needed in human nature will be unchanged. We must inculcate honesty, cooperation, tolerance, and hard work in our boys and girls."

Officers for 1959-60 were elected as follows: Lee McCalister, principal of Blackshear High School, Lamesa, president; E. K. Downing, principal of Blackshear High School, Odessa, first vice-president; Mrs. Lucy Wadley, Colorado City, second vice-president.

Elected as district representatives to the Executive Committee of TSAT were Mrs. Mae D. Simmons, Lubbock, and C. A. Thomas, Midland.

MAY-JUNE, 1959



East Texas Teachers Hold District Meeting

East Texas District Educational Association met in Texarkana, March 12-13, with the Bowie County teachers as host. The theme for the meeting was "Imperative Issues in Space Age Education."

The meeting which was held at the Dunbar Junior-Senior High School was highlighted with sectional meetings covering all areas of the curriculum, general sessions, and a musical directed by Mrs. B. B. Hilburn, Emmett Scott Junior High School, Tyler.

Vernon McDaniel, executive secretary-treasurer of TSAT, was the keynote speaker for the Friday afternoon session. Consultants for the group meetings were from Prairie View A and M College, Wiley College, Bishop College, Jarvis College, Texas College, Butler College, and Huston-Tillotson College.

Attendance at the meeting has been estimated between 1600 and 1700 teachers.

An Open Letter to Retired Teachers:

The Retired Teachers Section of TSAT was organized in Beaumont in November, 1958. I was elected president, and Mrs. Annie Isaacs was elected secretary. We are issuing an urgent call and appeal to you to meet us in Fort Worth this November.

Never before have we needed the strength and wisdom that only you can give as urgently as we do now. What can we who are retired do?

1. We can give moral support and counsel to those who are yet employed in the field. There are many new ways of doing things, but there are also many effective old ways that experience alone has taught us.

2. We may move to the front when it behooves others to remain in the background because of job insecurity. Since we are no longer subject to regulations and do not seek re-election, we are in position to represent our profession at any level.

3. We can encourage retired teachers to remain active in TSAT, and we can secure memberships and support from employed teachers. There is no period given in the span of years granted man in which he is supposed to do nothing. Persons who keep busy enjoy better mental and physical health than those who surround themselves with idleness.

4. A home for retired teachers is being discussed. Can we not join forces to provide care and housing for those who have no family? Would we not enjoy living together, sharing proper recreation, discussions, games, story hours, and hobbies? N. E. A. has an active retired teachers group and an insurance plan. We can have these things, too.

Have you other suggestions? Write me if you have. I should enjoy hearing from you regardless of what you have to say.

Most important of all, meet with us in Fort Worth November 22-28, and let's talk about our plans.

Sincerely yours,
Mrs. M. J. DAVIS
3024 Tuam Street
Houston, Texas

Four Approaches to Better-Home School Relations

By Claud C. Woodard, Jr.

In order to place the subject in proper focus, we shall consider a brief analysis of the developing status of the child with regard to the parent. To do so, enables an objective appraisal of certain conditions to be subsequently presented. Such an analysis substantiates the need for a school program designed to establish home-school rapport.

The laws of ancient Rome afforded the parent unlimited authority over the child, not only in matters of care and training, but also in matters of life and death. English common law was not nearly so extensive, but held to parental control of the affairs of the child until he attained legal maturity. The United States's system of jurisprudence removed much of the parent's control elevating the child from the position of a creature to the status of a developing citizen in a democratic society.

In spite of this invasion, so to speak, of the parent's ancient rights over the child, the parent retains a tremendous amount of prerogative. The parent decides the home training or instruction to which the child should be exposed. He can elect to send the child to a public, private, or parochial school and can determine how the basic needs of the child are to be met. Thus through this relationship the parent exerts an astounding impact on the emotional, social, and educational development of the child.

The school does not covet the influential position of the home in the lives of the growing and developing members of our society, but to the contrary, sees the value of this influence. The school respects and treasures the individual differences that are inspired by the background, training, and experiences of the child, as long as they do not threaten the social and academic organization expected of the institution. There are degrees of conformity that are mandatory; nevertheless, there are areas in which non-conformity opens avenues to progress.

The attitudes and appreciations fostered by the home are unavoidably woven into the child's personality. Occasionally, they are in partial or complete conflict with the program of the school, a relationship that hampers pupil adjustment and progress. This condition is often manifested in the occurrence of two problems: First, a

pattern of social behavior and practice encouraged in the home that tends to jeopardize good group organization. Second, a lack of parental appreciation for education. This is often reflected in pupil indifference to the instructional program. A school plan to correct these attitudes is not an encroachment upon the rights or authority of the home, but a movement on the part of the principal and the teachers to enhance the home atmosphere, as well as adjust community mores. The school does not endeavor to supersede the home but to supplement and influence.

In its effort to facilitate desirable change, the school must not overlook its inherent limitations as a single unit in the community fabric. If any practices or traits that are accepted in the home are to be adjusted, the movement to do so must be a cooperative arrangement between the home and school. In order for this type of arrangement to emerge, there must be mutual understanding of school goals and appreciation for underlying purposes.

In most instances, a change in the thinking of the constituents of both home and school must emerge if this cooperative educational venture is to become a community tradition. It is only in this type of atmosphere that can provide a setting in which school and home personnel can plan and study together with regard to needs, objectives, and aspirations in the local community. This quality of organization enables each institution to serve as a dynamic "feed-back" for the other; each functioning in the role to which it is best suited.

Approaches to Home-School Relations Interpret the Program of the School to Parents: The school year offers numerous occasions when parents may be observers or participants involving programs that will increase their knowledge of the contents of the educational program and the methods, procedures, and techniques employed in teaching. At the beginning of the school year, meetings for homeroom or subject teachers and parents should be sponsored. Such meetings should acquaint parents with the organization of the school day, the subject-matter areas to be studied, an abbreviated description of the course-of-study in each area, an explanation of any methods and techniques to be employed that might be confusing to parents, extra-curricular activities in which the pupil

may participate, and local school policy. These group meetings should culminate in a general assembly in which significant practices related to the organization and administration of the local school program are identified and explained. This type of procedure might well be thought of as a preventive for many problems that arise during the school year. To dispel misunderstanding and doubt is to encourage confidence and cooperation.

Provide Opportunities for Parents to Develop an Interest in the School Through the Experience of Rendering Service: In this age of the community school, parents are encouraged to adopt the position that the school is theirs and the objectives and goals of the institution are geared to those high ideals, hopes, and aspirations the community holds for its youth. As appropriate and essential as such a position might be, it is only a dream until parent participation in various aspects of the school program becomes a reality. Every school setting offers many opportunities for parents to be active and valuable in the planning and execution of activities. Understanding, appreciation and interest are gained by doing.

Develop and Perpetuate an Effective Channel of Communication between the School and Home: The organization of the school should afford a principal's newsletter or bulletin that is sent to parents at regular intervals, according to the need in each situation.

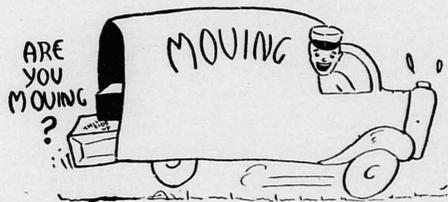


CLAUDE WOODARD, JR., principal of Como Elementary School, Fort Worth, received the BS degree Prairie View A&M College and MA degree from Northwestern University.

The home can be helpful toward the solution of many problems, if informed of their existence and the steps being taken to correct the problems. Parents not only like to be informed of activities being sponsored by the school but also are interested in knowing about new aids, instructional materials, and services being provided. School pride is enhanced by the knowledge of any special recognition received by the school, members of the student-body or teaching staff. The school must be consistent in its efforts to keep parents adequately informed about their school.

Motivate Parents to Promote Activities for the Improvement of the School and the Community Through P.T.A. Participation: The program of the Parent-Teacher Association must transcend goals that are directed toward strengthening only the school program and include movements that will improve conditions in the home and community. To accomplish this the program of the Parent-Teacher Association must be appealing, interesting, and informational; tailored to the needs of the school and community. The principal is not autocratically controlling this program, but "ghost writing" and "ghost directing" to insure that the organization is functioning with effectiveness, dispatch, and smoothness.

The school can not employ too many methods for achieving desirable school-home relations. It is only when this confidence is established to some degree, can an educational atmosphere be maintained that will enable the maximum intellectual, social, and emotional development of all pupils. Teamwork in community education can produce very gratifying results.



Where to?

Name

Old Address

New Address

Mail to: Vernon McDaniel 1191 Navasota St., Austin, Texas

MAY-JUNE, 1959

Does Cost of Education Influence Quality?

Money may not be everything when it comes to producing better schools—but of all the factors which influence quality in education, it is the most powerful.

This is the conclusion drawn from a study undertaken recently by the Committee on Tax Education and School Finance of the National Education Association. The study seeks to replace hearsay and guesswork surrounding the relationship of cost to quality in education with research findings.

The big question facing school boards, state legislatures, and even the United States Congress as they debate how much money to spend for education, is this: Does more money actually mean better schools?

Here is what the NEA study, titled **Does Better Education Cost More?**, reports:

"A good educational program is not guaranteed by high expenditure alone any more than a good crop of corn is guaranteed by adequate rainfall alone. But good education is no more likely to occur under poor expenditure conditions than a good crop of corn under inadequate moisture conditions, regardless of the other desirable factors."

Closely related to this answer are these findings:

A higher quality education is generally provided in school systems which spend larger amounts per pupil; lower quality education is generally provided in school systems which spend smaller amounts per pupil.

All evidences of superior quality in education are not found in all high-expenditure school systems, but they are found more often in high- than in low-expenditure districts.

Specifically, when communities spend more money on their schools, they generally are able to employ and do employ more and better teachers. They are able to and do provide better materials and other aids to good teaching. They get better teaching. The amount of schooling provided is greater because longer school terms are maintained. There is better attendance and youths remain in school longer. Higher scores on achievement tests are

made both in the three R's in elementary school and on academic tests in high school. And the quality of the educational program as a whole and of teaching procedures is generally rated higher by trained observers in the higher-expenditure school systems.

Though the study is concerned primarily with establishing the cost-quality relationship, it warns that the total job of achieving higher quality education in the United States encompasses more than money.

The effectiveness of money can be offset, it says, by political favoritism in employing teachers, by a poor community attitude toward education, by divisive factions, and quarreling about the schools.

All other things being equal, the report says, more money buys better education.

Paul Quinn Plans Summer Session

College students, high school graduates, and teachers of the Central Texas area will have an opportunity to accelerate their academic programs during the summer at Paul Quinn College, Waco, Texas. Dean H. L. Burks, director of the Paul Quinn Summer School, announces that the summer session will consist of two six-weeks terms. The first term begins June 1 and ends July 10. The second term begins Monday, July 13, and ends Friday, August 21.

Courses scheduled to be offered include: 101 History of Western Civilization, 201 Fundamentals of Music, 220 Texas and Federal Constitutions, 301 Advanced Typing, 101 Communications, 360 Methods of Teaching in the Secondary School, 240 Adolescent Psychology, 201 World Literature, 021 Reading in the Elementary School, 200 Introduction to Business, 340 Principles of Secondary Education, and 201 History of the United States. Other courses will be offered on demand, states Dean Burks.

TSAT PANORAMA OF PROGRESS

NOVEMBER 26-28, 1959



DR. C. F. TOLES, Principal of J. J. Rhoads School, Dallas

C. F. Toles Elected President of North Texas District Association

Dr. C. F. Toles was elected president of the North Texas District Teachers Association, succeeding W. B. Jones of Sulphur Springs, at the annual sessions in Garland April 18.

Dr. Toles is a native of Calvert, and received his undergraduate degree from Bishop College, Marshall. All of his graduate work has been done at the University of Michigan in Ann Arbor. He taught science in the Washington Technical High School, Dallas, for approximately 20 years before being named principal of the J. J. Rhoads School.

Dr. Toles advocates content courses for teachers who plan summer study rather than courses which merely lead to degrees. "If you are going to teach eighth grade arithmetic, take a course in arithmetic in school this summer," he said. "Know your subject matter thoroughly before you attempt to offer instruction to our children."

Other officers elected were Robert Gregory, Jr., Fort Worth, vice-president; Mrs. Lillian Williams, Dallas, secretary; Mrs. Lucy McDonald Davis, Ferris, executive secretary; J. Martin Jacquet, Fort Worth, treasurer; Ezra Carroll, Corsicana, state representative.

College Teacher Plugs For 'Readin' 'n' 'Ritin'

High school English students are being taught too many ideals and too few fundamentals. This is the opinion of Dr. David Novarr, director of the Freshman English Program at Cornell University.

In a recent article in an educational publication, Dr. Novarr asserts that everyone—members of the general public, as well as educators—is "for" English, but that no one is precisely certain what it is.

To end this confusion, the Cornell professor says that English teachers must realize that they cannot teach everything in their courses. Important as they are, democracy, philosophy, aesthetics—even English literature—are not the primary concern of the high school English teacher, Dr. Novarr said.

The primary job of the high school English teacher, he declared, "is to teach reading and writing" because reading "gives us knowledge and delight" and writing "allows us to reach others outside our immediate context."

The Magic Touch

Many teachers who have used only audio-visual aids in addition to textbooks and courses of study have requested a formula which ignites a creative spark within. While there is no set plan, teachers who wish to provide creative experiences in dramatics can begin by taking time to do these things:

1. Develop a "capacity to care" about what happens to children and adults.
2. Create a restful room by being relaxed.
3. Allow "wonder" to permeate the classroom atmosphere.
4. Be aware of, and develop appreciation for, change. Look for the first signs of spring, summer, fall, winter.
5. Help each child to discover his gift.
6. Look upon the "new" as an adventure.
7. Develop a keen sensitivity to the minute, myriad changes in children.
8. "Fence in" the pasture of creativity.
9. Remove all barriers of race, color, creed in promoting a feeling of personal worth.
10. Keep space in your garden for "late bloomers."
11. Encourage and appreciate the imaginative expressions of children.
12. Work toward goals, but be more interested in the growth which takes place than results which accrue.
13. Have fun!

NEA Elementary Instructional Service
March, 1959

Report Reveals Status of Teachers In Texas Public Schools

Despite the apparent shortage of placement opportunities for Negro teachers in Texas, a large portion (43 percent) of this professional group is composed of young teachers with less than ten years of experience.

The average however is 13 years experience for the 9,577 Negro Teachers in the state, and the median age is 35.

These facts along with a complete profile of the Texas public school teacher is the topic of a research report presented at Prairie View A & M College recently and which is published in mimeograph form and made available to the public.

Fashioned after the National Education Association's research on the "status of the American Teacher." The Prairie View study reveals the Texas Negro teacher to be quite similar to the national average. For example, the two studies present the average teacher as being female, married, has one child, earns about \$4000 annually, buying a home, owns automobile, and is fairly active in community affairs.

Texas and national teachers, differ somewhat in levels of community participation. Texas teachers are most active in religious organizations and less in health and welfare programs. This picture is reversed for the national group, while business and political activity were lowest in teacher participation.

The Prairie View study was undertaken by a faculty committee which conducts research projects annually on educational progress of Negroes in Texas. The committee worked cooperatively with the Texas State Teachers Association in designing the study. Data was secured from the Texas Education Agency's 1957-58 annual statistical report and from responses of a sampling of 2,000 teachers representing 100 schools of all sizes and types. Five geographical areas of the state included Northeast, Southeast, South, North Central and West Texas.

The largest number of teachers and pupils represented the North Central area of Texas which includes the metropolitan centers of Dallas, Fort Worth, Waco, Austin and San Antonio. Second largest is the Southeast including the coastal region from Corpus Christi to Houston, Galveston, Beaumont and Port Arthur. Only 20 Negro teachers are employed in the Valley area where integration has come to almost all the 22

counties of the region. A similar situation is true in West Texas where there are only 564 Negro teachers.

Professional advancement of the teacher, his personnel status, community service and educational outlook are divisions of the study. Highlights of findings under professional advancement included the fact that practically all teachers hold the bachelors degree, and with 40 percent of them having the Master's degree. Ninety-five percent of the teachers belong to the Teachers State Association of Texas but only 47 percent are associated with professional groups in various specialized subject fields, however, a large majority of teachers are teaching in their major or minor fields.

Being accepted in the community and various restrictions were important factors in the community service phase of the research. Eighty percent of the teachers stated that they felt accepted in their communities but the remaining 20 percent were not so sure, and some did not care. Young teachers were most affected by community restrictions on their personal life.

Salaries became an interesting item of comparison when looked at by geographical areas of the state. Highest paying of the five areas is the Southeastern region of the state. South, Central and West Texas had a media of about \$4200, and East Texas was lowest with an average salary of \$3800. Texas salaries compared favorably with the national average. Other personnel status factors included home ownership, sex, age, marital status and dependents.

Only 54 percent of the teachers answered yes to the question—do you plan to continue teaching? Thirty-three percent answered no. Teaching experience also figured in educational outlook as the research attempted to delve into the problem of the future of Negro teachers.

Authors of the research include Dr. Curtis A. Wood, chairman, Herbert Brown, Dr. W. L. Cash, Dr. J. M. Drew, Dr. Jack Echols, Dr. E. M. Norris, Dr. George Ragland, A. D. Stewart, Dr. G. R. Woolfolk, and Mrs. Lois M. Wright.

Findings of the study were presented during the 30th Annual Conference on Education held at Prairie View on March 6. More than 500 superintendents, principals, supervisors and teach-

ers from all parts of the state heard the presentation and participated in group discussion on various problems and needs. Thirty-two educational leaders served on the program of the one-day conference. Keynote speakers included Rogers S. Barton, Texas Education Agency; Mrs. Ada Simond, Texas Tuberculosis Association; Miss Ila Fern Warren, Texas State Department of Health and Reverend John T. Moore, pastor, Pilgrim Congregational Church, Houston.

Group leaders, reporter, and resource persons included Vernon McDaniel, Austin; E. F. Green, Baytown; T. V. Glover, Tyler, H. J. Hines, Marlin; Curtis McGowan, LaMarque; Garfield Hill, Gladewater; Scott E. Johnson, Huntsville; Mrs. Willie Mae Douglas, Jefferson; Curtis A. Thomas, Midland; Mrs. Lue Tishia Scott, Jasper; Otis Turner, Kilgore; A. L. Huckaby, Houston; Mrs. Millie O. Collins, Mexia; E. A. Greer, El Campo; Thoms E. Gray, Houston; H. C. Johnson, Beaumont; C. D. Yancy, Bryan; T. C. Franklin, Bastrop; L. C. Courtney, Garland; and E. L. Washington, Corsicana.

O. J. Thomas served as chairman of conference arrangements which included scores of faculty members and students. Other local program participants were President E. B. Evans, President Emeritus Dr. W. R. Banks, Dr. T. P. Dooley, Mrs. E. M. Galloway and Dean G. L. Smith.

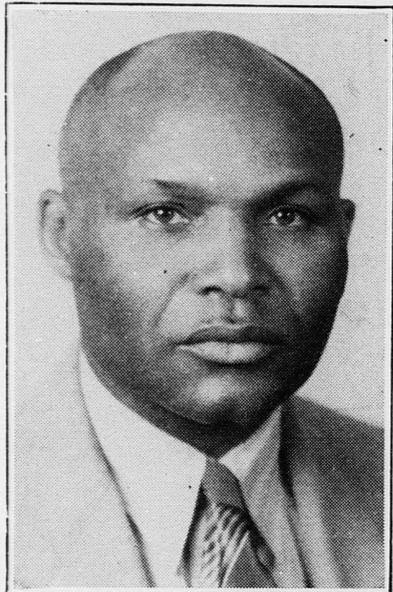
LOOK MAGAZINE ASKS: WHAT IS A PROFESSOR?

Look Magazine adds another bright article to its continuing picture-plus-text series on teachers and schools with a piece in the March 31 issue called "What Is a Professor?"

It features 34-year-old Richard Jessor, associate professor of psychology at the University of Colorado.

Pictures show the full life—no nine-to-five-job—Jessor leads in work and play with students, colleagues, family. He is quoted on the rewards of professorship as saying: "Watching the development of students is a really inspiring thing. You have a kid for four years; he comes in a boy and goes out a thinking individual, carrying around some of your ideas."

TSAT Officers Elected



JOE SMITH HENRY
First Vice-President

Results Of 1959 TSAT Election

By a margin of thirty-nine votes, J. S. Henry was elected First Vice President of TSAT. He defeated two able candidates, Dr. J. W. Yancy, II, and Dr. W. M. Collins.



MISS KATIE A. STEWART
Second Vice-President

Miss Katie A. Stewart was winner in the race for Second Vice President, defeating Dr. R. L. Bell, past president of the Elementary Principals and Supervisors Division of TSAT.

The Departmental Secretary, Miss Mabel Kilpatrick, was unopposed. She

**Plan to Attend
TSAT
Convention
Nov. 26-28, 1959**

was elected in the Delegate Assembly by a motion to succeed herself in office.

In its meeting of May 9, 1959, the Executive Committee certified results of the 1959 TSAT Election, reported as follows:

First Vice President

J. S. Henry1,313
Dr. J. W. Yancy, II1,274
Dr. W. M. Collins 592

Second Vice President

Miss Katie A. Stewart2,186
Dr. A. L. Bell 887

Diamond Jubilee Essay Contest Announced

A state wide essay contest will be conducted as part of the celebration of the Panorama of Progress. Winners on the high school and college levels will be awarded prizes and competition will be conducted on local, district, and state levels.

- In the high school division, senior students will write essays on the subject, "The Teacher and Professional Organizations" and compete for a scholarship of \$200 to the college of the winner's choice.

- On the college level, all undergraduate students will compete for a scholarship of \$250. The subject for this division is "The Validity of Tests in Racial Determinations."

- Local contests should close no later than November 1, 1959, as district contests close November 5, 1959.

For further information, please write:

Mrs. Jewel P. Ross
Chairman of the Essay Contest
2814 Dathe Street
Dallas, Texas.

- State essay winners will be announced at the Panorama of Progress celebration during the annual convention in Fort Worth—November 26-28, 1959.

Your NEA

by F. R. Rice

School administrators, university and college professors, supervisors and teachers have begun to view favorably Travel Services as an instrument of in-service education. The NEA division of Travel Service under the able leadership of Paul H. Kinsel serves as a clearing house for teachers and administrators interested in the general field of educational travel. In addition, the Travel Division aids teachers and schools sponsoring student tours, arrange for teachers visiting Washington and the NEA.

Credits for NEA tour participation have been granted by many local school systems for points toward salary increments, and by some state departments of education for certification renewal. College credit may be earned in 15 subject matter fields for participation in certain tours.

The 1959 program includes tours to Europe, around the world, Mexico, South America, Africa, Alaska, Hawaii, the Pacific Area, the West Indies, North and South America, the story of the West, Canadian maritime provinces, and a ranch in the Rockies.

The following institutions are offering courses on certain NEA Travel Division projects: Boston University, University of Denver, Indiana University, The University of Kansas City, Mankato State Teachers College, New Jersey State Teachers College and Western Illinois University.

For detailed information, you may write directly to these universities or to Dr. Paul Kinsel, NEA Travel Division, Washington, D. C.

Another agency endorsed by the TSAT is the Henderson Travel Service. This agency is offering a European Study Tour for teachers which will embrace eight countries and will give teachers a first-hand experience with peoples of the world. President H. C. Johnson says this is an opportunity of a lifetime to relive many of the historical events taught about daily in the classroom.

Further, this agency offers a "Go Now-Pay Later" plan for the convenience of teachers. For any additional information write to your Executive Secretary-Treasurer, Mr. Vernon McDaniel, or Mrs. Freddie Henderson, Director of Henderson Travel Service, 854 Hunter Street, S.W., Atlanta, Georgia.

The writer believes that travel education is an avenue to a wider and fuller understanding of national and international situations.

Bon Voyage!

Bands Compete For Honors

PRAIRIE VIEW—Nine high school bands out of the total 102 participating, won first place concert and marching ratings in the Annual Texas Interscholastic League Band Festival held March 12-14 at Prairie View A & M College.

Emmett Scott High School, Tyler was cited by the League for having won first place awards for seven consecutive years. Other top rated bands included North Chapel-Kilgore (Class A); Gibbons-Paris, Douglass-Jacksonville, Sam Houston-Huntsville, Burnett-Terrell, and Dunbar-Lubbock. (Class AA); Woodson-Abilene, Weldon-Gladewater, Wheatley-Houston, and Pemberton-Marshall (Class AAA).

Two bands, Hebert-Beaumont and Kashmere Gardens-Houston won first place ratings in concert but were unable to march because of darkness.

First place winners in band concerts were Marshall High-Angleton, Dunbar-Dickinson, Liberty Training School, Como-Fort Worth, Dunbar-Lufkin, Peabody-Hillsboro, Dunbar-Temple, Worthing-Houston, Anderson-Austin, and I. M. Terrell-Fort Worth.

Bands winning first place ratings in marching only were Waldo Matthews High-Silsbee, Calvert High, Turner High-Carthage, Ball-Seguin, Longview High and Charlton-Pollard-Beaumont.

Five place ratings were given each band by a team of judges representing several college and universities in Texas. Serving as director of the three-day festival was Julius B. Jones, Prairie View band director. O. J. Thomas, State League director and President E. B. Evans awarded trophies to first place winners in closing ceremonies.



Members of Planning Committee for TSAT 75th Convention, November 26-28, 1959

Plans For TSAT Convention Started

The Committee on Arrangements for the Diamond Jubilee—75th annual meeting of the Teachers State Association of Texas, met at the I. M. Terrell High School, April 7, with the Chairman John L. Barnett, presiding.

Those in attendance were representatives of the Steering Committee and the Publicity and Public Relations Committee: Robert L. Gregory, Jr., Joe E. Standifer, Henry T. Wise, Jr., Troy M. Sparks, Claud C. Woodard, Jr., Mrs. Fannie M. Heath, Mrs. Hazel H. Peace, Mrs. Izean F. Davidson, secretary; John L. Barnett, chairman; Vernon McDaniel, Executive Secretary TSAT; Robert E. Starr, co-chairman; Mrs. Dorothy F. Gray, Mrs. Betty Watson, Haymon L. King, Mrs. Peggy Jo Hodge, Mrs. Hester R. McDaniel, Miss Erma LaRue Bonner and James G. Robinson. Not pictured, Juan T. Bennett.

McDaniel gave a detailed outline of plans for the observance of the three-quarter century history of the Association.

McDaniel pin-pointed three areas

of interest that the association would endeavor to portray at the November meeting in Fort Worth; first, the history of T S A T as a professional organization; second, the progress of Negro education in Texas 1884-1959, and, third, to initiate a "Hall of Fame" honoring outstanding Texas Negro educators.

Other outstanding features discussed were a "Jubilee Banquet" with Dr. Benjamin Mays as keynote-speaker and a highly spirited football game between two of the Southwest's top football teams. Half-time ceremonies will be colorful and entertaining with awards of honor being given to athletic luminaries.

The two-day session will be climaxed with a dramatization depicting progress of TSAT.

Band Wins Top Honor

Emmett Scott High School, Tyler, has had added distinction through the honors won by the band at the Interscholastic Meet at Prairie View A & M College, on March 14.

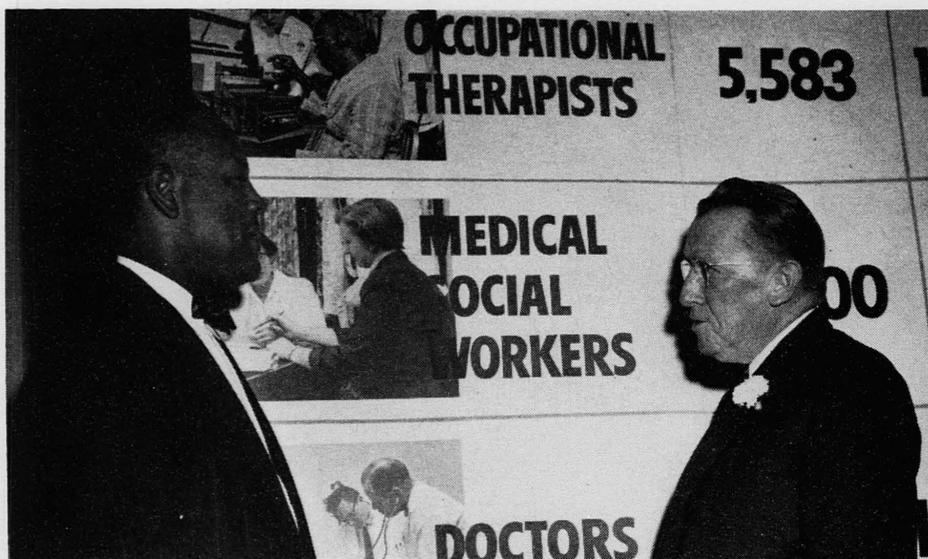
The band was awarded perfect scores in both concert and marching at the Prairie View meet.

Principal A. G. Hilliard and his staff are to be commended for the work being done in guiding the students to achieve honors in scholarship, athletics, extra curricular activities, and citizenship.

One of the supporters of "self-discipline" is the band of the school. This high degree of self-discipline among the band members has aided them in winning a first division rating for the past seven years.



The 76 piece Emmett Scott High School Band, Tyler, in Spring Concert plays Latin American Music. The band received top honors at the Interscholastic Band Meet at Prairie View A & M College.



Basil O'Connor, president of The National Foundation, explains the new multi-million dollar scholarship program to Dr. Walter Ridley, who represented the American Teacher Association at the initial scholarships for future nurses, physical therapists, occupational therapists, medical social workers and doctors scholarships will be provided annually by the March of Dimes beginning the spring of 1959.

The National Foundation Launches Scholarship Program

In an effort to alert the young people of America to the unlimited opportunities open to them in the field of health and to aid some of them in obtaining their training, The National Foundation has launched a new multi-million dollar scholarship program.

Despite the fact that over four million people in the United States are now unemployed, thousands of first rate jobs go unfilled in the health field. Teachers and counsellors should be aware of these facts.

There are now some 430,000 nurses in the nation, but at least 70,000 more are needed. There are some 8,500 physical therapists but 7,000 more are wanted. There are 3,300 trained medical social workers, but 6,500 more are needed. There are some 5,500 occupational therapists, but 10,000 more are needed. There are 227,000 doctors, but not enough new ones are being trained. Most of the other health professions are equally under staffed.

What's more, the recruitment and training in these and allied professions are falling further and further behind the need.

To The National Foundation this is an old story. The treatment of polio demanded experts in these fields and in research. To help meet this need more than \$31,000,000 of funds raised in the March of Dimes has been spent on professional education. This program of making grants to institutions and agencies, and fellowships to stu-

dents for advanced study, will continue.

In addition, a new program, recognizing the fact that to get the skilled manpower to meet the new demands in the field of health young people must be reached at an early age, is being launched. Students in high schools and even in the lower grades must be informed of these new careers and of the deep personal satisfaction that comes to those who serve in them. Some assistance must be offered to undergraduates.

During the initial period, the next ten years, The National Foundation plans to invest ten million dollars in recruiting and training skilled manpower for the health professions.

Five hundred and five scholarships will help to provide four years of college or university education for five professions: medicine, medical social work, nursing, physical therapy and occupational therapy.

Each scholarship awardee will receive \$500 a year for four years, or a total of \$2,000, provided scholastic standards are maintained.

Of course, providing the money is just one part of the program. It will be up to the educators of America to guide young people into the field of health and to encourage worthy students who would not otherwise be able to seek training to apply for one of these scholarships.

LANGUAGE TEACHING—

(Continued from Page 5)

ties, ability groups, and accelerated classes.

9. combining "core" "or" common learnings, English—social studies, in a two hour period taught by one teacher.
10. making extracurricular activities part of a teacher's work load.
11. determining psychological sequence for content in the field of grammar and usage.
12. Effecting closer articulation between language programs of senior high school English teachers and college composition teachers.

Thus the competent English teacher, operating in the framework of these trends, can work toward the goal of producing a future citizenry equipped to cope with their world and preserve mankind for the living therein. Eli Ginzberg in his book *Human Resources: The Wealth of a Nation* has summed up so well the value which people "still" have, and, let us hope will always have, in these words, "Human beings, not land or machines, are really the wealth of a nation."

As we who teach English face the challenge of the space age, may our students say of us as Alexander of Macedon, "I am indebted to my father for living, but to my teacher for living well."

Merit For Teachers

Merit salaries in private industry are geared to production, usually either on a "piece-work" basis, or on the general meeting of a quota.

Merit for teachers, therefore, should be based on the amount of production.

- For every pupil more than 25 in an elementary school class, the teacher should receive a 4 percent bonus. Similar bonuses should be paid for every 5 students above 125 taught per day by a high school teacher or junior high school teacher.
- Every time a teacher "covers" the class for another teacher, the covering teacher should receive a 20 percent bonus.
- Principals and other supervisors should similarly have their salaries proportioned to the size of their schools. —New York Teacher Guild.

**Your TSAT Needs
Your Membership**

BOOK REVIEWS

By Miss Bessie Lee Williams
Counselling Center Staff
Prairie View A&M College

PERSONALITY AND PROBLEMS OF ADJUSTMENT¹

Personality and Problems of Adjustment is designed primarily for students at the intermediate level in psychology and has as its basic aim to describe, analyze and interpret the development and functioning of the personality against a background of physiological, societal, and cultural factors. With this aim in mind the author sets forth an immeasurable amount of data on personality development, using the theoretical orientation of social interaction. Part I of the book gives a comprehensive account of the development of personality with emphasis on the intra- and extra-personal factors which have a marked effect upon the formation of one's ideas, attitudes, values, and habits, and which are thus the main determinants of personality. The various types and theories of personality are also studied in this section of the book.

Part II is devoted entirely to problems of adjustment.

Kimball Young offers much to his readers, therefore, it is recommended that his book be read by all students at the level for which it is intended, and that it be used as a reference during professional practice.

¹Young, Kimball, *Personality and Problems of Adjustment*, (New York: Appleton-Century-Crofts, Inc., 1952).

EMOTIONAL PROBLEMS OF LIVING¹

English and Pearson's book, *Emotional Problems of Living*, is an inclusive thesis dealing with personality problems. The book was written primarily for the physician and psychiatrist, however, it is readable by and understandable to interested lay people and carries with it the belief that the quicker these people understand the fundamentals of human personality, the quicker they will understand each other.

Personality development is discussed chronologically from birth to old age, and uniquely presented in direct sequential order are discussions of emotional disturbances. The discussions of emotional disturbances are most important in that they are the core of the book and the reader gets the understanding that individuals must meet and solve these problems during the devel-

opmental stage in which they occur if good personal adjustment is to be attained. Emotional disturbances are discussed in view of their effect upon personality development in terms of reactions to conflicts and in view of their worth in emotional satisfaction when adequate adjustment is made.

Finally, the authors discuss neuroses and neurotic patterns which represent some of the failures of a satisfactory adjustment between the needs and demands of the human personality and those of the environment, or of what English and Pearson term "life itself."

Another unique feature of the book which was not pointed out above is the presentation of several means of treatment for neurotic personalities.

In conclusion, it is felt that *Emotional Problems of Living* is an excellent book for psychology students because, as the name implies, it is a detailed account of emotional disturbances and their effect upon personality trends and development and is written simple enough for the average person to get an over-all view of the problems that must be solved from one developmental stage to another in order to maintain good mental health.

¹English, O. Spurgeon and Pearson, H. J., *Emotional Problems of Living*, (New York: W. W. Norton and Company, 1945).

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Waco, Texas

The Ballot: Foundation of Representative Government

By ARTHUR DEWITTY
Columnist, Informer Newspapers

Historical Perspective

Among the unpopular decisions of the U. S. Supreme Court none have provoked stronger and more widespread protests than those relating to social status and civil rights. Historically, the earliest unpopular decisions grew out of the Fugitive Slave Act and were climaxed in the internationally famous Dred Scott decision. This decision established the legal fact: Slaves are not citizens and, therefore, cannot enjoy any of the immunities inherent in citizenship.

Following the Dred Scott decision the Supreme Court was required to interpret statutes which involved racial discrimination, segregation, and restriction of civil rights. Most often such decisions have followed the "separate but" principle established in the Plessy vs Ferguson case. This doctrine held sway until May 17, 1954, when the court reversed earlier decisions and declared segregated schools unconstitutional. This decision was followed with numerous decisions invalidating restrictions based upon race.

Armed with the Plessy vs Ferguson decision proponents of restrictive legislation extended their efforts to other areas of civil rights. In retrospect it appears that restriction of suffrage rights was the most devastating, considering the range of activities which such legislation influenced. Specifically, we observe that restrictive statutes mushroomed after Negroes lost the ballot in 1903. Paradoxically, restriction of suffrage rights provoked little protest and appeared to be accepted by Negroes as an eventuality ordained by Social destiny.

Though the struggle of Negroes to overthrow restrictions of their suffrage rights did not provoke acrid protests like the Dred Scott decision, breaking the White Primary was a long and costly battle. In Texas, the fight to win the ballot began in 1929 (El Paso) and ended seventeen years later. The legal fight required four trips to the U. S. Supreme Court and the expenditure of approximately \$60,000.

Despite its cost in money and time winning the suffrage battle was a worthwhile venture. Assuredly, as a

most cherished democratic right, the ballot is worth winning at any cost. Other groups paid even higher prices for their suffrage rights—indescribable suffering and bloodshed.

Court Decisions and Their Implementation

Court decrees do not always become practice or custom. This is especially true of cases involving social status and civil rights. With respect to litigation involving suffrage rights, common use of the ballot by Negroes has yet to become general practice; though the rights were established many years ago. We can observe, for example, that many Negroes do not exercise their suffrage rights even in those situations where little or no opposition is encountered.

There are no circumstances which suggest when we may expect Negroes to become "vote conscious" in large numbers. We can predict, however, that many other "rights" for which they are fighting will not be realized until use of the ballot becomes a widespread and common practice. History supports this allegation in the countless instances when failure to use the ballot resulted in corrupt government and decadent social institutions. Politicians, who dispense public services, have ears primarily for those who take the time to visit their polling places on election days. And, until that time, the purposes for which courts decreed inviolability of suffrage rights, we judge the decisions of courts regarding suffrage rights as historical documents, useful for reference in building support for other legal decisions on the same subject. The decrees can have no practical value until the masses of citizens adopt the common practice of frequent and wise use of their ballots.

Perhaps, had we made the same vigorous efforts to implement the court decisions on suffrage as we did in securing the decision, many of the ills which plague us now would have been averted. The courts can only provide legal guide lines which indicate the nature of actions citizens must take in order to secure and safeguard their civil rights.

Some Implications

The subject matter of textbooks in civics, government, and political history is prolific in the amount of coverage given to suffrage rights—power of the ballot, participation of citizens in affairs of government, and the consequent tragedies which follow apathy toward the ballot and its use. Certainly, there is no lack of subject matter for instruction of pupils in both the theory and practice of government. Should participation in governmental affairs be used as a guide, however, we must conclude that teachers have not done an effective job in teaching citizenship. The adult population shows limited concern about political affairs and gives only minor attention to the important business of electing competent officials; thereby, insuring that our local, state, and national governments will be conducted in the interest of public welfare—the democratic idea: "Greatest good for the greatest number."

There are several possible factors which contribute to the lack, or ineffectiveness, of instruction about the theory and practice of government. In many instances teachers have been strongly urged to "stay out" of politics. They must avoid taking sides and committing themselves to community issues. Unlike other citizens, teachers must almost always be neutral. When we consider the trite, but wise adage—we teach what we are—a partial explanation is given for the ineffectiveness of instruction about government in general and suffrage rights in particular. Restricted or excluded from participation in political affairs teachers generate little enthusiasm about their lessons in government and content themselves with "recitations" which merely identify specific facts about government—definitions, names, dates, and places. Such instruction adds little to development of citizens who are active participants in local, state, and national political affairs.

Though community protest may account for limited participation of teachers as citizens of their communities, indifference or apathy must not be excluded as contributing factors to the situation. Certainly, there are many communities in which teachers would experience no resistance to their use of the ballot and participation in political affairs. Though it may not be the full solution it is reasonable to assume that every teacher could broaden and intensify emphasis on political aspects of citizenship. On the practical side, though, many teachers have little or no knowledge of real problems of citizenship and have not taken time to master the simple procedure of marking a ballot. Hence, failure of teachers to place emphasis on practical government is

often a matter of inadequate knowledge; they cannot teach what they do not know.

When the political impotence of Negroes is viewed in broad perspective we observe a close parallel in the conditions of 1858 and those of 1959. We have the same kind of people fighting about the same fundamental issues—justice, freedom, civil rights, and dignity of human personality. In 1858 the predominant issue was that of slavery and freedom. Today, the issue is that of segregation and integration. While some progress may be measured, we must assert that the real problems have yet to be solved.

Of the factors which contributed to failure to make progress in solving the problem of slavery and freedom in 1858, the blackout of communications between the races must be given high rank. We can surmise on the basis of practical evidence that the horrors of the Civil War might have been avoided had there been open and free discussion of the issues. Similarly, the current issues surrounding segregation and integration could possibly be cleared for solution if we had open communication channels between the races. Unfortunately, our chief source of enlightenment has been censored on matters of controversy—particularly, the issue of segregation and integration. And without a source of enlightenment we need not expect progress in our efforts to implement decisions of our courts which attempt to prescribe and safeguard suffrage and other civil rights of citizens.

Dividends

Teacher: What two documents have contributed heavily to our government?

Student: Form 1040 and 1040a.
* * * *

One way to keep your head above water is to keep out of expensive dives.
* * * *

Of course money isn't everything—plentiful, for instance.

March, 1959
NEA Committee On
Credit Unions

WHY LEARN?

"People who have a good education produce more goods, earn more money, buy and consume more goods, read more magazines and newspapers, are more active in civic and national affairs, enjoy a higher standard of living . . . and, in general, contribute more to the economy . . . than those who are not so well educated."—U. S. Chamber of Commerce.

Science and Mathematics Teachers to Increase, but 135, 000 Classrooms Will Lack Qualified Teachers

Washington, Apr. 26.—The nation's science and mathematics classrooms can expect an encouraging rise in prospective instructors next September. A continued shortage in these fields, however, and the lagging totals for elementary-school teachers will still leave a net shortage of some 135,000 teachers, the National Education Association said today.

The NEA's 12th annual Teacher Supply and Demand Report, compiled by Ray C. Maul, assistant director of the Association's Research Division, shows that the current graduating class of college seniors will produce 47,490 prospective new elementary-school teachers. This is an overall jump of 4.8 percent in the 1958 class of 45,318.

The high school classroom picture is somewhat brighter, the NEA said, with an increase of 13.2 percent to 78,220 prospective new teachers. Last year's class produced 69,093 new teacher graduates.

Even more encouraging is an increase in the new class of prospective mathematics teachers—a 32.1 percent jump. The 1959 class has a total of 4,723 potential mathematics teachers, compared to 3,445 last year.

Potential science teachers will be up 27.7 percent—from 5,467 to a new total of 6,984. The total of prospective teachers for all grades and fields will be 125,700, up 13.2 percent from the 92,500 of a year ago.

"The 1957 sputnik scare," Dr. Maul said, "is less a factor in the boost in the science and math fields than an aggressive campaign by teachers and counselors over the last five years to bolster heavy losses in teachers of these two subjects between 1950 and 1955."

The NEA report emphasizes the fact that the increase in prospective mathematics and science teachers will still meet only about one-half the demand and that the most critical shortage will continue in the elementary school field. Factors in the elementary school shortage, the survey said, are "enormous" increases in enrollments, the pull of other occupations on women who might otherwise enter or continue in teaching, the need for higher standards and improved working conditions, and the lack of competitive salaries.

The report said that from 30 to 32 percent of all bachelor's degree grad-

uates may be expected to prepare for teaching. Those preparing for the high school subjects outnumber, eight to five, those preparing for elementary school teaching, whereas the need is just the reverse. At present there are 809,196 elementary and 482,733 high school teachers in service. Future needs are expected to be in about the same proportion as at present.

The report said that some of the 135,000 gap will be filled by the recruitment of former teachers, the employment of unqualified "emergency" instructors, and a shift of qualified teachers from fields of their major preparation.

But the report gives a flat "no" to hopes that even a close approximation to the total needs will be reached. Moreover, the present enrollment in public elementary and high schools is now 34,640,000 an increase of 10 million in the last 10 years, and similar annual increases of at least one million enrollees must be expected in the years ahead.

On the positive side, the survey cites 39 states for requiring all new elementary school teachers to be college graduates and reports strides of "in-service" teacher education.

Youngsters in the new state of Hawaii are likely to have teachers with master's degrees from the first grade up, and in Oklahoma, Arizona and Florida, grade school children are "almost certain" to have teachers with a four-year college education. In states with the lowest standards, however, as many as three of every four elementary school pupils will continue to have teachers who are not college graduates.

The NEA also said more qualified college graduates are actually entering the teaching field. In 1955, 62.9 percent of those prepared for high school teaching went into classrooms, compared with 67.8 percent in 1958. Of the prospective elementary school teachers, 81.6 percent went into teaching in 1955, compared with 83.3 percent in 1958.

**Your TSAT
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Newest Science Education Materials

Four new pre-tested science education aids, developed exclusively by the Science Materials Center, New York, are now available to educators.

The Science Materials Center, a division of The Library of Science, was established this past year as a single source of the best equipment throughout the world. All kits and equipment come with project manuals, originated by educators and age-graded from elementary school to junior high and high school levels.

MOTOGRAPH ANIMATED CHARTS—New Education Concept

Animated charts, a new concept in science education for elementary grades through junior high schools, teach through visual demonstration.

These extraordinary Motograph Charts—on how the eye works, on how the seasons change, on how a vending machine works—were originated by Harry Milgrom, Supervisor of Science for New York City Elementary Schools. They are available exclusively through the Science Materials Center, 59 Fourth Ave., New York 3.

The chart of the eye shows how rays normally converge on the retina. By moving the rays, the child can learn—and demonstrate—what happens in near-sightedness and far-sightedness. Then, by attaching various types of lenses to the chart with special adhesive, how various lenses correct defects is revealed.

The vending machine chart demonstrates mechanical action through transparent plastic windows. The child inserts a penny, pushes the slot, and merchandise drops out at the other end.

On the seasons chart, the earth may be rotated to show the changing positions of the axis and their relationship to the seasons. When extreme angles are selected, the child can deduce what the seasons would be like if these were the angles at which the earth really pointed.

A detailed booklet explains the simple assembly of the chart kit components and the basic principles of science. For youngsters' use, there is also a sec-

tion on how to make a report to a class or club when using the charts.

Price: \$9.00 per set. CALCULO ANALOG COMPUTER KIT

An electrical calculator kit that teaches principles of mathematics, physics, mechanical drawing and economics can be assembled from components by any twelve-year-old in less than two hours. And no special tools or soldering irons are needed.

Priced at only \$16.95, the Calculo Analog Computer comes complete with an extensive, clearly written project manual that explains how mathematical and scientific formulas work and how they are calculated. Also provided are suggestions for science projects with different electrical arrangements of components to solve innumerable types of mathematical problems.

Depending on how the dials are manipulated, the Analog Computer can do mathematical computations such as multiplication, division, square and cube roots, or find any root of a number up to five.

For example, the computer will solve problems such as finding the fourth root of 7.3 to the 18th power. It will calculate the range of a projectile, the index of refraction, or compute the height of a building from distance and angle.

It will also calculate—not only how long it takes to double money at 3% compound interest quarterly, but if a nation increases production by 3.7% a year, how much it is producing in 50 years.

The computer has been designed especially for youngsters age 12 to 18, as well as for adults, by Hy Ruchlis, educational director of the Science Materials Center, and Alfred Bender, electronics consultant and Instructor of Physics at Brooklyn Polytechnic Institute and Stuyvesant High School, New York.

Available exclusively from the Science Materials Center, 59 Fourth Ave., N. Y. 3.

LIGHT POLARIZER KIT

This easily assembled light polarizer is a unique science educational device that provides a complete course in the meaning and application of polarized light. Consists of a special protractor tube with two rotating pieces of polarizing material which you place on the ends. Included are materials for studying beautifully colored stress patterns.

Comes with a 28-page manual of experiments that help youngsters age 12 to 18 master fundamental principles as well as concepts essential to advanced understanding of the wave nature of light, a fundamental area of physics.

Price: \$2.25. Developed exclusively by the Science Materials Center, 59 Fourth Ave., New York 3.

MICROSCOPE KIT

A new microscope kit includes a good beginner's microscope with three objectives and two eyepieces, giving magnification of 25x, 50x, 75x, 100x, 150x, and 300x. The kit also contains materials for making permanent slides, a set of prepared slides and various instruments, plus a microscope illuminator.

Comes with an invaluable illustrated booklet, "Your Microscope and How to Use It," prepared by the Science Materials Center.

This 32-page booklet includes sections on care of the microscope, learning to observe, avoiding eyestrain, how to prepare slides, and many ideas for experiments and projects with objects from food and fingerprints to insects.

The entire kit, including microscope and booklet, is priced at \$14.95. Available from the Science Materials Center, 59 Fourth Ave., New York 3.

ELEMENTARY SCIENCE BOOKS TO TRAVEL

The American Assn. for the Advancement of Science will start a "Travelling Elementary School Science Library Program" when schools open next fall. The library, tentatively approved by the National Science Foundation, will consist of 100 science and mathematics books for children through the first six grades. It will be circulated without charge to 1000 elementary schools throughout the United States.

- **Vocational Education for Rural America**, Department of Rural Education, NEA 350 p. \$4.00 per copy. Quantity discounts. The 1958 Yearbook of the Department of Rural Education, NEA, developed in cooperation with the American Vocational Association.

- **Research in Art Education**, NAEA, 187 p. \$3.00 per copy. No discounts. Yearbook of the National Art Education Association (NEA).

First National Training Lab For Educational Leaders

In a bitter school-administration crisis, the school board of a small community was split. Every organization in town, even the churches, felt the impact of the quarrel. Newspapers in the neighboring city carried reports of the battle, and the professional educators' organizations throughout the state passed resolutions roundly criticizing all concerned. When the battle was over, one side had "won," but during succeeding years the morale of the school deteriorated, teacher turnover increased, and so did student drop-outs.

What had started as a school-administration dispute seriously damaged the total school and the children's education in this community, although each side was convinced it was fighting to save them. What had started on the part of both sides as an effort to gain the right ended in victory for one side, resolving the immediate issue. But the bitterness generated by the rise of emotion in the conflict more than doubled the original potential loss for both sides, and in the end nobody won—especially not the students.

This story, too frequently true, attests to many problems in the life of the local school, as well as in the life of modern man in general. Unfortunately, human "cussedness" is no small part of these problems. The evil which each side sees as belonging to the opposition is usually part of both sides (part of all of us, if the theologians have it right). The almost incredible school and community misery that can issue from a single administrative incident points to something other than the problem of evil, however.

It reveals many lacks in the administrative and general leadership capabilities of many who are in administration and leadership positions in our school systems. It means that many of us (most of us, undoubtedly) who are professional or lay leaders for schools could well afford to have some more or more effective "schooling" ourselves in how to be better leaders.

Many problems that hinder us in the effort to lead people—student-people, teacher-people, or lay-people—in constructive directions stem from the fact that we don't know very well how to do it.

By "knowing how" to be an effective leader is meant the kind of "knowledge" that has become a part of our behavioral skills, our self-awareness, our understanding of the feelings of others, our attitudes about working cooperatively

with people, our values regarding the use and mis-use of persons. Knowing how to be a helpful leader does not mean in this instance being adept at the art of "winning friends and manipulating people."

If we, in the field of education, admit to certain lacks and needs along the line of this rather complex kind of know-how, we join the ranks of many administrators, supervisors, and trainers in industry, who are now increasingly aware of their shortcomings in these areas and seek education toward leadership improvement. Fortunately, much of the training for management leadership is going deeply into available theory and research in human relations to develop the kind of "know-how" mentioned above.

What is the nature of such schooling?

First, it involves more of the learner than just his verbal or intellectual agreement with established principles. It involves him at a level of experience which includes seeing and hearing, but also feeling, analyzing, formulating, trying out, evaluating, getting feedback from fellow learners, and trying again.

Second, such schooling as we here describe is conceived less as instructing than as setting conditions for learning. These conditions include the kind of atmosphere in which we can talk over our individual needs and inadequacies

as well as our successes and in which we can gather information because we really want it, not just because someone thinks we should have it.

Finally, this leadership-training-in-earnest recognizes the needs for more knowledge than can be had from a single discipline. It insists on an interdisciplinary faculty, and one which represents both social science research and practice. A group of persons with leadership responsibilities in education will experience three intensive weeks of such training in Bethel, Maine, from July 19 to August 7, 1959, at the First National Training Laboratory for Educational Leaders. Specifically designed for the teachers, principals, supervisors, system and state administrators, and for laymen involved in educational leadership, this unique training venture has behind it 13 years of experience in human relations training and research by the National Training Laboratories of the National Education Association.

The laboratory will be held at Gould Academy in Bethel, a spot chosen for the beauty and seclusion of its surroundings in the foothills of the White Mountains.

Three units of college credit, graduate or under-graduate, will be granted by the University of Maine and may be arranged with other universities.

Further information about the laboratory, the training philosophy behind it, application procedure, and costs may be requested from Dr. Gordon L. Lippitt, program director, National Training Laboratories, 1201 Sixteenth Street, Washington 6, D. C.

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For Catalog and Additional Information Write to:

DR. GUS T. RIDGEL, Office of the Dean, Wiley College, Marshall, Texas

NAMES *and* NEWS



Scholastic Letter Winners of Terrell High School, Dennison. Left to right—standing—Frankie Brown, Obie L. Greenleaf, Thomas Wrenn, Tommy Hilliard, and Cecelia Hardeman. Seated—Jo Ann Tucker, Joyce Jones and Barbara Mitchell.

Como Junior-Senior High School Holds Science Fair

Como Junior-Senior High School of Fort Worth had its second annual Science Fair on April 17, in the Como gymnasium. The Science Fair, sponsored each year by the science and mathematics teachers of the Como Senior High School, is a collection of scientific projects prepared by students from grades 9 to 12. Students from high schools all over the city were invited to participate in this affair.

Joe E. Standifer, a teacher of science in the Como Jr.-Sr. High School, directed the project and stated that the Science Fair is designed to stimulate interest and develop talent among students. He also stated that at this time the Fair offers certificates to all students who are entrants.

There was no formal competition; emphasis was placed on participation of as many students as possible. Invitations, rules, and entry blanks were sent to the four senior high schools and one junior high school of Fort Worth. All entries had to have a teacher's approval.

There were many impressive projects among the exhibits. The two main classes were "biological and physical." The biological exhibits were ones which had

life, had had life, or will have life. The physical exhibits were without life.

Among the projects on exhibition were those from the ninth grade classes of both Como and I. M. Terrell Jr.-Sr. High Schools. Carl A. Robinson and Mrs. Helen Hannah were the teachers. Joel Williams, teacher of biology in the I. M. Terrell High School, had some very impressive biological exhibits. From chemistry and physics classes of the two schools came physical science projects which were prepared under the supervision of Philip C. Logan and J. E. Standifer.

The mathematics exhibits were creative, especially those from the geometry classes of Mrs. Dorothy L. Campbell, a teacher in the I. M. Terrell High School. Other mathematics classes participating were those of Jenkins E. Smith, Wilburn B. Wesley, and Mrs. Martha Wilkerson, all teachers in Como High School.

**TSAT Diamond Jubilee
November 26-28, 1959**

Terrell Pupils Win Scholastic Letters

Eight Terrell High School students of Denison received academic letter sweaters in a special ceremony on March 23.

The ceremony climaxed a Denison program launched early this month with a similar fete at the Denison High School. The precedent setting recognition for scholastic achievement has won Denison national attention. Scores of citizens gathered in the school auditorium for the ceremony, which opened with invocation by Reverend J. T. Fennell, Baptist minister, and music by the Terrell band and choir.

W. E. Winter, School Board President, commended the winners on their achievement, and stressed the fact that they were helping to assure a better future for all. The history of the academic award movement was reviewed by H. W. Goodgion, school superintendent.

E. T. Hardeman, Terrell principal, presented the students as the sweaters were awarded by Superintendent Goodgion.

Bishop Receives Third Danforth Foundation Grant

President M. K. Curry, Jr. of Bishop College received word from Dr. Kenneth I. Brown, Executive Director, that the Danforth Foundation, Incorporated had approved a grant of \$10,000 for Bishop College for the 1959-60 academic year to be used to strengthen its academic program. The college must match the gift equally with "new money" by January 1, 1960.

President Curry indicated that this was the third successive annual grant from the Danforth Foundation to Bishop College, the institution having received a total of \$20,000 for the same purpose during the past two years. In each of the past two years, the college has been able to match the gift with three times as much "new money".

In addition to receiving these grants, Bishop College has had two faculty members nominated by the Foundation for doctoral studies. Reverend Harold L. Thompson is studying this year at Boston University. Reverend Richard A. Rollins will study during the 1959-60 academic term.



Mrs. Ella Mae Sheffield

DELEGATE TO A. C. E. I. CONFERENCE IN ST. LOUIS

Mrs. Ella Mae Sheffield, president of the American Childhood Education Association, Nacogdoches County Branch and one of the four teachers of the first grade in the Emeline Carpenter School, was a delegate to the A. C. E. I. Study Conference held in St. Louis on March 29-April 3.

Mrs. Sheffield states that she received a wealth of information from this conference, and heard such educators as Dr. Harold Taylor, President of Sarah Lawrence College, Bronxville, N. Y., Dr. George Beraday, Professor of Comparative Education, Teachers College Columbia University, New York, N. Y., and Pauline Fredrich of NBC News, United Nations, N. Y.

East Texas Principals Meet In Spring Clinic

Marshall, Texas, March 27—East Texas Principals affiliated with the Texas Principals' Association held a Spring Clinic at Bishop College, April 3. The clinic was co-sponsored by the Texas Education Agency, the Southern Education Foundation, and the Texas Principals' Association.

Dr. Martin J. Gardiner, professor of education and supervisor of student teaching, and J. D. Hurd, director of admissions, and director of student personnel services, at Bishop College served as college consultants for the meeting. Association consultants included E. G. Green, Baytown, and president of the Principals' Association, and W. K. Hicks, principal of Newtown Elementary School, Texarkana.

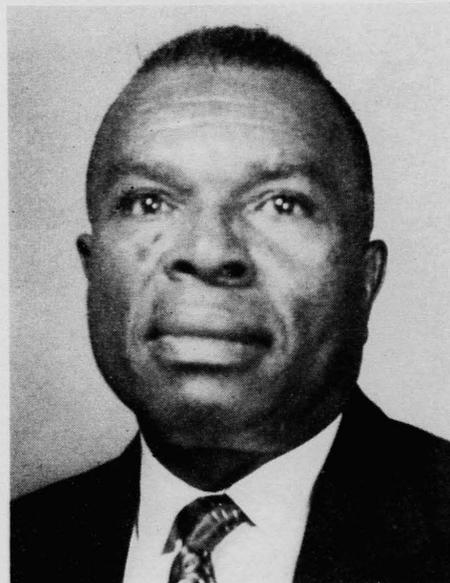
Theme for the clinic was "Some Curriculum and Administration Problems in the New Era."

NACOGDOCHES COUNTY TEACHERS' ASSOCIATION HOLD MEETING

At the Nacogdoches County Teachers Association, which met in the E. J. Campbell School Auditorium for its regular monthly meeting, March 9, Vernon McDaniel, executive secretary-treasurer of TSAT was the guest speaker.

Mr. McDaniel emphasized the need for the working together of the associations—the Local, District, State and National Education Association. He also spoke briefly on the teaching of the exceptional child in the regular classroom.

Thomas Butler, principal of Emeline F. Carpenter Elementary School and president of the Nacogdoches County Teachers Association, stated that the county association has attracted more teachers since the first meeting when there were only 40% of the teachers in the county in attendance. In the March meeting there were about 95% of the teachers present.



THOMAS BUTLER, President of Nacogdoches County Teachers Association.

UCP Grants \$44,000 For Ph.D Stipends

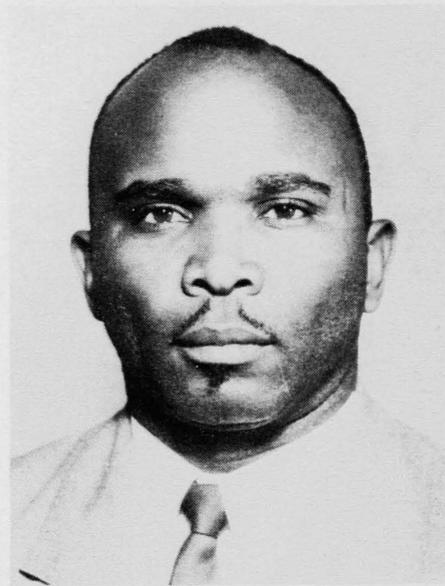
A two-year grant of \$44,000 for a doctoral training program in special education has been made by the United Cerebral Palsy Research and Educational Foundation. Application for the funds was made jointly by the SREB, the University of Texas, and Peabody College.

The grant was made for a pilot project to train persons with outstanding leadership potential in the special education doctoral programs of the University of Texas and Peabody College. This is the first doctoral training program in special education in the region which has been supported by UCP.

The grant provides for the awarding of at least two fellowships per year to candidates for the doctorate.

The project is under the direction of Dr. William G. Wolfe of the University of Texas and Dr. Lloyd M. Dunn of Peabody College. SREB staff members will serve largely in a consultative capacity.

Williams Wins Fellowship



Joel Williams

Joel Williams, biology instructor at I. M. Terrell Junior-Senior High, has been awarded a Shell Merit Fellowship to a Stanford University seminar, June 22 to August 17.

He was one of 100 high school math and science instructors from over the U. S. and Canada chosen for the fellowships of the Shell Oil Company's Foundation.

Williams taught school in Mt. Pleasant for 10 years before coming to Fort Worth last September.

D.B. and O Faculty Becomes Member of Honor Society

Mrs. Delia Adams Norman, D.B. and O faculty member, was recently initiated into Phi Lambda Theta National Honor Society, University of Texas. Eligibility for membership includes high scholarship and worthy community service. In undergraduate and graduate study Mrs. Norman ranked high in scholarship and has performed distinguished service in community work since joining the D.B. and O faculty.

The faculty and friends of the Grandview Elementary School, Texarkana, honored Lee Grant Simpson, who has been principal of the Grandview Elementary School for thirty years.

Mr. Simpson is a graduate of Prairie View A & M College and received the Master of Education degree from Wayne University.

The address for occasion was delivered by the Reverend Lee C. Phillips, Prairie View A & M College.

Kerven W. Carter, Jr., teacher of English at the Dunbar Junior-Senior High School, Fort Worth, has been awarded a scholarship by the Newspaper Fund, Inc., to study at the University of Wyoming during the 1959 summer session.

The Newspaper Fund, Inc., is a foundation set up to carry on educational research and other non-profit activities in the field of journalism.

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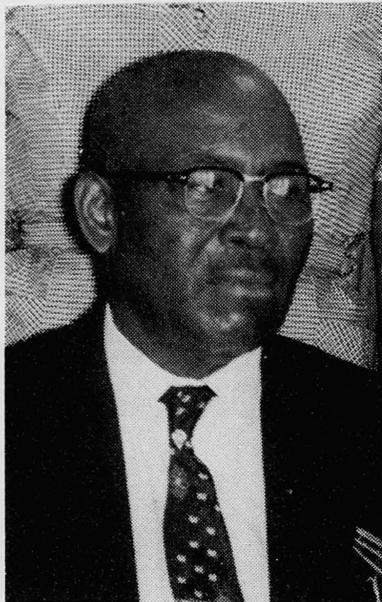
The E. B. Evans Elementary School, Haskell, was dedicated Feb. 11, with Dr. E. B. Evans, president of Prairie View A and M College, giving the dedicatory address. He spoke from the subject, "A Three-Fold Dedication."

"Our dedication tonight is a triple affair," said Dr. Evans. "It is a dedication of our plant, equipment, and facilities to the pupils; a dedication of principal, teachers, and staff to the administration and operation of the school plant in the interests of pupils and the community; and the dedication of citizens and citizen groups to cooperative planning and improvement with the school men."

B. T. W. Brembray, principal of E. B. Evans Elementary School, gave remarks at the close of the dedication ceremony.

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Theodore R. Chatham, principal of the E. O. Smith Junior High School of Houston, gave the principal address at the annual Bishop College alumni banquet in Rockefeller Dining Hall April 18.



Principal Joins Senior Citizens

Principal Nelson Washington, Washington High School, Groesbeck, will retire at the end of the 1958-59 school term after 50 years of service in public schools of Texas. He began his teaching career at Reagan, Falls County, in 1908, and served the entire time within a 35-mile radius of Groesbeck. He taught in Reagan two years; 12 years in Kosse; nine years in Mart, and 27 years in Groesbeck.

During the period from 1908-1959, Mr. Washington has observed many changes in the public schools of Texas. He has seen the one-teacher school change slowly to a modern school building where guidance and training youth for tomorrow's task is routine. Thus he is enjoying the fulfillment of his dreams.

Mr. Washington was married to Miss Mentha Leola Dupree in 1911, and they were parents of six sons and one daughter. These children, along with many others who have shared his guidance, have taken positions as teachers, ministers, beauticians, farmers, nurses, clerical workers, barbers, civil defense workers, and salesmen.

Mrs. Mentha Washington had taught first grade with her husband for 35 years at the time of her death in 1953.

After his retirement, Mr. Washington and his present wife, Mrs. Edna Vivian Washington, will reside at 3438 Rosedale St., Houston.

Limestone Teachers Held Quarterly Meeting

Mrs. Annie Dale Jones, Mexia, was re-elected president of the Limestone County Teachers Association at its final quarterly meeting at Dunbar High School, Mexia.

Featured speaker for the session was Vernon McDaniel, executive secretary-treasurer of TSAT. He spoke on the legislature and its powers, particularly as they pertain to education and the operation of our schools. He suggested ways of supporting our legislature and of insuring full benefits of its powers. He also mentioned that ethical character must be one of the virtues in every teacher.

During the forum period, County Superintendent C. H. Laurence directed questions regarding retirement benefits to McDaniel. He added impetus to the request that teachers concern themselves about legislation which affects our schools.

At the close of the program, Nelson Washington was presented flowers for 50 years of service in the classroom, and 25 years as a member of LCTA. Supt. Laurence commended him for his untiring service.

A "coke" fellowship followed the meeting.

Necrology —

Harry Denson, a teacher in the James E. Guinn Junior High School, Fort Worth, died March 7. He had been employed in the Fort Worth public schools for several years.

Fred Forbes, a teacher in the Carroll Peak Elementary School, Fort Worth, died March 15. He had been employed in the Fort Worth public schools for two years.

A. L. Price, principal of Hebert High School, Beaumont, died April 11. He was host principal at the 1958 Convention for TSAT, and is well known for his educational and religious activities in Texas.

W. K. Hicks, Sr., principal of the New Town Elementary School, Texarkana, died April 16. He was president elect of the East Texas Teachers District Association.

B. B. Lipscomb, teacher of radio and television in the Dallas Vocational School, died April 22.



Faculty of Pruitt Elementary School: front row, left to right: Mrs. Lillian Edwards, Mrs. Beatrice Daniels, Mrs. Rubye Bassett, Mrs. Cordelia English, Mrs. Claudia Pruitt, and Mrs. Cretha Coleman. Back row, left to right: Mr. Houston Bassett, Mrs. Corine Harper, Miss Lona Byrd, Mrs. Sallye Murray, and Mrs. Ada B. Alexander. Mrs. Gloria Lezine, music teacher, is not shown.

PRUITT ELEMENTARY SCHOOL DEDICATED MARCH 5

The new Pruitt Elementary School, Atlanta, was dedicated on March 5, during Public Schools Week. The new building which meets all the standards of accreditation by the Texas Education Agency is a brick structure with interior walls of Hedite black and birch trim. It contains administrative offices, eleven classrooms, first-aid room, book room, and all purpose room. The interior is attractively decorated in pastel colors, and the furniture is a durable, formica, light green plastic.

Houston Bassett, principal of Pruitt Elementary School and a native of Grimes County, is a graduate of Wiley College, Marshall, and a Master of Education degree from University of Illinois. He has taught in Cass County 15 years and was appointed principal in the present position in 1958.

MAY-JUNE, 1959

Arnold Receives Ed.D.



DR. F. A. ARNOLD

Frank Anthony Arnold, teacher in Miller Junior High School, Houston, was awarded the Doctor of Education Degree in Education Administration from the Pennsylvania State University recently.

Dr. Arnold, a native of Texas and a former professor at Delaware State College and West Virginia State College, received his undergraduate degree

at Prairie View A and M College where he served on the faculty for four years. His doctoral dissertation is "Health Instruction Practices and Related Activities in the Puniar High Schools in Texas."

For his outstanding work in science and athletics, Dr. Arnold received a fellowship from the General Education Board, New York City.

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Dunbar School Lubbock, Dedicated

Paul Lawrence Dunbar Junior-Senior High School, Lubbock, a \$1,005,800 school plant was dedicated April 20, as "an investment in youth of the present and the future."

E. O. Struggs, principal, presided at the dedication ceremony which was followed by an open-house with hundreds of people going through the plant.

The new school of brick and tile is of modern architecture and contains 20 general purpose classrooms, library and reading room, two study halls, science laboratories, boys and girls gymnasiums, cafeteria, and industrial arts departments.

Hemphill Develops Leathercrafts, Art

In the mid-30's Leonard Hemphill walked into the office of the agriculture agent of Colorado County, Texas, and asked if he couldn't do something to help the people in his community. The agent, D. M. Marshall, was also head of the N.Y.A. (National Youth Administration). Marshall, now a vice principal in the Houston school system, asked the youth if he knew anything about leathercraft. When the boy nodded, he said: "We have ninety boys in the N.Y.A. With your help we can teach each one a useful trade and perhaps also help the people in the community."

For three years the youth, Hemphill, worked with the N.Y.A., and since the leather needed both for training in turning out bridles, reins and shoe repair was provided without cost, the students' efforts were put to good use. Together, Hemphill and Marshall saw to it that the needy people in the community could harness their horses with leather and use ropes for lassoing cows or for other useful purposes.

Toward the end of this three-year apprenticeship, Hemphill was offered a one-year contract job at Prairie View College, Prairie View, Texas. He remained five years, completing a course in industrial education, earning his degree.

In 1944 Leonard came to Fort Worth

to work for a shoe repair shop. Eight years later, in 1952, he began teaching at I. M. Terrell High School.

Hemphill has another fundamental reason to be proud. He and his wife, Mrs. Darnetta R. Hemphill, need little prompting to show friends the artistic handiwork of their little five-year-old son, Larry Don.



Leonard Hemphill and a class in leathercraft, I. M. Terrell High School, Fort Worth.



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DR. E. B. EVANS, President