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Prairie View A&M College

TEXAS STANDARD

My Philosophy of Journalism Education

H. Eugene Goodwin

The Case for Excellence In Higher Education
Governing Board of State Colleges and Universities

Classroom Teachers Can Earn $10,500 or More In At Least 62 School Districts
NEA Department of Research

Clarifying Educational Philosophy As An Indispensable Factor In Upgrading Scholastic Performance In Schools

Ronald J. Rousseve

JANUARY
FEBRUARY
1963

Official Publication of the Teachers State Association of Texas

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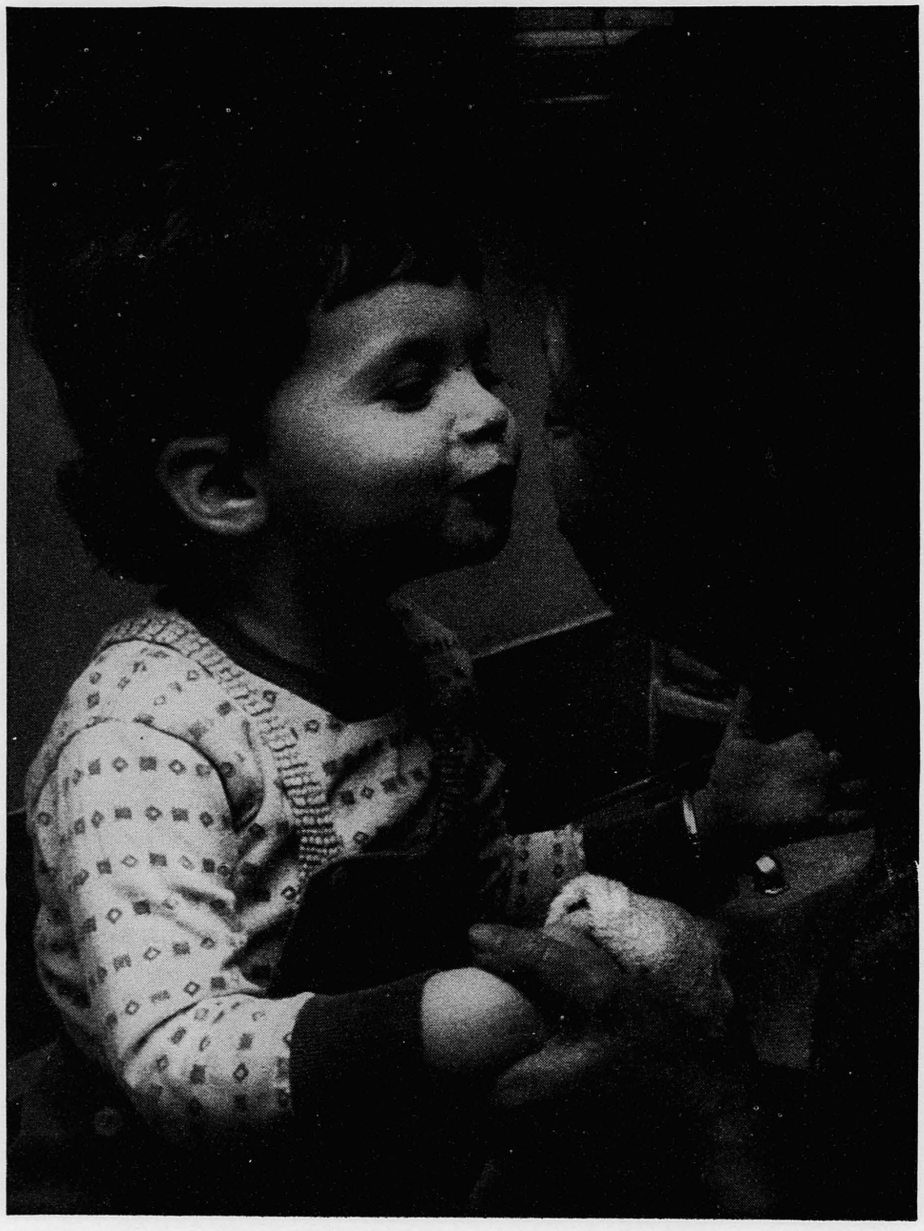

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IN THIS ISSUE

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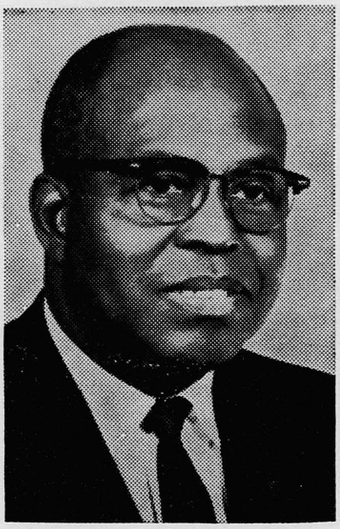
President's Message...

"Education in This Technological Age" is the theme announced for 1962-63. Because programs of affiliate local and district units should reflect the Association's theme, it seems important that some interpretations of the theme be presented.

Education Must Specialize

Practical considerations dictate that school programs reflect, to some degree, specialization as it relates to occupations and professions. The basic knowledge related to technological fields and the learned professions has expanded to the point that one would be somewhat impractical to undertake complete mastery of an occupational field or profession. For example, we have architectural engineers, electrical engineers, electronic engineers, aviation engineers, and others. This list of engineers suggests that **engineering ambitions** be circumscribed to some area of expertness—electronics, aviation, architecture, electricity.



There are some **common denominators** in the fundamental knowledge of different occupational fields. The common denominators, however, are generally associated with mastery of instruments and devices—slide rules, calipers, and micrometers in measuring; tools peculiar to the trade or profession. When school programs are considered as basic preparation for vocational endeavors, the learning experiences of students must center upon the common denominators. Many of our students are enrolled in school programs which are geared to **foot rules** rather than **slide rules;** they are not exposed to the electron microscopes and other instruments common to fields of electronics, jet propulsion, thermodynamics, and other technological advancements.

Education Must Socialize

While technological advancements demand specialized talents of individuals, development of complex modern instruments, devices, and vehicles, require **team work.** This is true in both production and operation. In the production of a guided missile, for example, many specialists pool their expert knowledge. Likewise, operation of the guided missile is a **team effort.** Because technological advancement has brought into existence a galaxy of complex instruments, devices, and vehicles which demand team effort for both production and operation it seems highly important that school programs place particular emphasis upon **socialization**—teaming up to achieve desired goals. If technicians and scientists had not accepted the group mindness concept of socialization, perhaps, our progress would not have reached the spectacular levels of recent decades.

Education Must Civilize

The destructive powers which man has concocted in development of hydrogen and atom bombs portend a frightening result should another World War come upon us. We are endangered by other technological developments. Mass communication may be cited as a particular threat, whenever this means is directed toward destructive propaganda. As products of the "technology age", radio, television, and printed matter, can be focused to mold whatever opinions the perpetrator desires—destruction of a group or an individual.

An important function of the school program can be that of helping students to become critical **readers and listeners;** developing ability to use both inductive and deductive reasoning in analyzing ideas and facts. Learning how to speak kindly and soundly are achievements in the **civilizing process of man.** It would be tragic indeed if our school programs fail to emphasize the need to **civilize man,** even modern man with all of his technological advancement. In proportion as we fail to civilize man in this technological age, we are vulnerable to physical destruction and spiritual degeneracy which follow destruction of ethical codes.

ANNUAL MEETING OF DISTRICTS

1. East Texas District Teachers Association

Sam Houston High School, Huntsville.....March 7-8
Theme: "Education Meets the Challenge of Change"

2. Central Texas District Teachers Association

Kemp High School, Bryan .....March 8
Theme: "Excellence Has Top Priority"
Speaker: Dr. J. B. Jones, Texas Southern University

3. West Texas District Teachers Association

Woodson High School, Abilene .....March 8
Theme: "The Role of the Public School in Improving the Academic, Cultural and Social Status of Today's Youth"
Speaker: Dr. R. H. Potts, Texas College

4. Southeast Texas District Teachers Association

Hebert High School, Beaumont .....March 8-9
Theme: "Analyzing New Aspects in Education"

5. South Texas District Teachers Association

Wharton Training School, Wharton .....March 8
Speaker: Dr. Charles Freeman, Texas Southern University

The Case For Excellence In Higher Education*

All of us are acutely aware that this is a time of crisis internationally. From where we're sitting—almost literally on the edge of a powder keg—it is painfully obvious that chaos and even oblivion could be just around the corner.

What is not so obvious, but **is** of vital importance to Texas, is that our State today stands at the crossroads of economic progress. Either we take the high road to economic strength through more extensive industrialization or the low road to economic mediocrity.

In both instances—international survival and economic progress—one of the most important factors in achieving our goals of peace and prosperity is the level of quality of our educational institutions. As one leading educator has observed, the Armed Forces are our short-range defense; and in a very real sense, education, and particularly higher education, constitutes our long-range defense.

On the economic issue, an executive of one of our Nation's great companies has said, "High standards of education in Texas are most important to the continued industrial development in the state and in the Southwest."

Texans, like all good Americans, are prepared to contribute whatever effort is required, whatever sacrifice is indicated, to overcome the threat to our national security. We feel that Texans, once they understand what is at stake in the economic crisis at home, will also rise to meet **this** challenge.

Because we have substantially increased legislative appropriations for education in recent years, many Texans may not be aware that we still have a problem. The fact remains that the lists of "leading" colleges and universities published from time-to-time during the past 25 years have **never** included a Texas institution of higher learning, private or public. They do not include one now. This doesn't mean we do not have some very good colleges or that some of the schools do not have some truly **excellent** departments. It does mean that despite substantial progress, particularly during the last six years, in **no** instance has a Texas college or university yet been termed equal to the best of its kind anywhere—or even close to that distinction.

In John Bainbridge's "The Super Americans," we find this paragraph: "According to a recent survey of 21 states comparable in population and income, Texas ranks next to the bottom in the average amount spent per student in state-supported institutions of higher learning."

One good indication of the comparative merits of regional educational facilities is the awarding of 5,470 fellowships by the nation's top four fellowship programs this year. Only about 15 per cent went to students attending colleges and universities in the 15 Southern states—of which Texas is regarded as one. Sixty-two per cent of these fellowship students from the South are attending "outside" universities whereas only two per cent of the students from other regions of the Nation have decided to use their fellowships in Southern schools.

The total number of fellowships awarded in the United States increased by about 300 between 1960 and 1961, but in the South, the number awarded declined by about 100.

We could go on. For example, in a listing of more than 50 Americans who have won Nobel Prizes in the sciences, there is not a single one connected with an institution in the South. Among 653 members of the National Academy of Sciences, less than three per cent are situated in the South. Today there are only two members of the National Academy still active on a full-time basis in our state-supported universities in Texas. Two out of 653 in the Nation! Of 50 awards made by the Council of Learned Societies for distinguished work in the humanities, only **one** went to a man in a Southern institution.

The salary pattern in our state-supported schools is the reason for this scarcity of top-flight faculty. A study by the Texas Commission on Higher Education of 153 out-of-state institutions across the country—good, bad, and average—reveals that the University of Texas, tops among Texas schools in salaries paid, ranks only 85th among the 153 on the basis of average salaries paid. The weighted salary average for all Texas institutions of higher learning falls 101st in the ranking of those 153 schools studied. According to 1961-62 figures released by the United States Department of Health, Education, and Welfare, the average Texas nine-months college salary paid is $972.00 less than the average for the United States.

The real hurt to the businessman lies in the adverse effect that the lack of educational excellence is having on the Texas economy. And it is not only the urban areas that are hurt; the small towns and rural areas feel the pinch as well.

Time magazine, in a recent article, pointed out that the bulk of government contracts for defense and space research, development, testing, and evaluation were concentrated in three states—California with 41.3 per cent, New York with 12.1 per cent, and Massachusetts with 5.7 per cent. What is Texas' share? Around two per cent.

Defense Secretary Robert McNamara gave a simple explanation. "The Defense Department," he said, "seeks the best brains and goes where they are." He specifically singled out Michigan which had complained about the reduction of defense business. Michigan, Secretary McNamara said bluntly, has simply failed to continue to provide adequate support for its universities.

The Texas Industrial Commission, which has been quite effective in helping stimulate the state's industrial development, has prepared a 15-year projection of industrial growth in Texas. By 1977 the number of plants could and should grow from today's 13,776 to 21,000, according to this study. Jobs should nearly double—from 488,000 to 808,000.

"This projection," says Bill Cobb of the Industrial Commission, "is all based on the premise that Texas is going to upgrade its education." The space-oriented industries are seeking brainpower, Cobb said, and they will go **anywhere** to get it.

Cobb reported receiving a recent telephone call from an executive representing—and I quote—"a tremendous aerospace outfit" wanting to locate in

*This article is sponsored by the Committee of the Governing Boards of State Colleges and Universities. The Committee is composed of representatives from each of the ten Boards of Regents of Texas Senior Colleges.

Repeatedly during this lengthy this man stressed that a prime fac- would be the ability to locate near first-class college or university.

The West Coast is one area which demonstrated generally what can happen to the economy when education and business form a partnership. Near San Diego, where the University of California has a branch, a new city of more than 100,000 population has developed because the school provided the brainpower and research resources needed by a single corporation.

More than 200 electronics firms have set up plants in the peninsular suburbs of college-rich San Francisco alone.

We know that in New England a giant industrial complex has sprung up around Harvard, MIT, and the other superior schools in the area. The once-sleepy city of Princeton, New Jersey, is the center of mushrooming industry because Princeton University is located there.

We must not overlook the fact that the attraction of plants is not the only positive benefit of education to our economy. There are others.

For example, Texas agriculture, faced with the threat of obsolesence and changing market conditions, has been able to survive and progress because of institutional programs of experimentation and research.

It is a simple fact of economic life that the better education a man or woman has, the more money he or she will earn—and spend. The United States Bureau of Census reports that the average college graduate earns over $175,000 more in his lifetime than a high school graduate.

A few years ago, the United States Chamber of Commerce made a study to determine whether or not education affected retail sales in a community. Here is what was found.

In Dallas, the average citizen has the equivalent of a 12th grade, or high school education, whereas in New Orleans the average citizen has only an eighth or ninth grade education. In New Orleans, the average person purchased $917 worth of retail goods and services in a year while in Dallas, retail sales averaged $1,000 per capita. The study concluded that New Orleans could, by simply raising the educational level of its citizens to that of Dallas, increase its annual retail sales by more than $30 million. Yes, brainpower today also means buying power —and in its buying power lies the economic future of Texas.

The Texas Commission on Higher Education, which is charged with evaluating the financial requirements of Texas' institutions of higher learning, is recommending a substantial increase in general revenue support during the next biennium. This recommendation has had the close scrutiny of experts on the Commission staff. It is realistic. True, it won't do the **whole** job, but it will represent a significant catch-up.

Colgate W. Darden, Chairman of the Commission on Goals for Higher Education in the South, summed it up this way: "Nothing is more costly to a people than inferior education. No economy is dearer than the economy which is achieved by paring the cost of first-rate instruction, because by so doing we diminish—and diminish substantially—the opportunities of those generations which will come after us."

Now, what can you and I do about all this? We can, ourselves, recognize the relationship between the quality of our educational institutions on the one hand and both the economic health of our State and the security of our Nation on the other.

As individuals, we can support with our voices and our votes the concept that in education as in business, **quality** is a necessary ingredient for success.

Finally, and of most immediate importance, we **must** tell our Legislators that we are willing to pay the taxes to finance the kind of educational institutions necessary to provide the brainpower which Texas **must** have. To do less is to sell ourselves and our future short.

Directory and Job Guide

The SUMMER JOB DIRECTORY is a companion guide for another vocational guide of the Institute, SUMMER OPPORTUNITIES for TEEN-AGERS, which provides teen-agers everywhere with authoritive information on thousands of ideas and activities for a really worthwhile, interesting and useful summer. Hundreds of organizations and individuals including the Governors of 6 states, Mrs. Eleanor Roosevelt, J. Edgar Hoover, etc., have contributed to this tremendous compilation of teen-age summer activities. Price is $3.00.

The annual SUMMER JOB DIRECTORY can be obtained from book stores everywhere or directly from THE ADVANCEMENT and PLACEMENT INSTITUTE, 161 North 9th St., Brooklyn 11, N. Y. for $4.00. The INSTITUTE has been a vocational information and advisory service since 1952.

Clarifying Educational Philosophy As An Indispensable Factor In Upgrading Scholastic Performance In Schools

By RONALD J. ROUSSEVE

A vigorous criticism of the tenets of progressive education was presented with blunt belligerency by Albert Lynd in his 1950 investigation which was published under the title, **Quackery in the Public schools.**[1] In 1954 there appeared a provocative little volume by Mortimer Smith called, **The Diminished Mind: A Study of Planned Mediocrity in Our Public Schools.** A short excerpt from Smith's book reads as follows:

> What the core (curriculum) and similar programs amount to is a sort of juvenile bull session. Conceivably many of the items discussed are of real concern to the students but to make the discussion of them the whole curriculum or a major part of it, with the consequent necessary neglect of real subject matter, is to cheat the youth by neglecting the basic facts and disciplines which alone will enable him to arrive at mature judgments about his concerns . . .[2]

Another treatise of the same order which made its appearance in 1955, was entitled **Retreat From Learning.** This work was prepared by Joan Dunn. In it she discusses quite poignantly the reasons why she resigned from the New York city school system after a brief tenure as a teacher of English in a Brooklyn high school. Said she in one of the passages from her book:

> How does one go about "teaching the whole child?" Well, the first thing you do is scrap the practice of learning English for 40 minutes, science for 40 minutes, mathematics for 40 minutes, and so on. You operate on the premise that it is far more important for the child to become well integrated, emotionally secure, at peace, and useful to his neighbors. (You are told) that he should be taught these latter things first; the others—English, mathematics, etc.—are given a secondary consideration and are supposed to be picked up as we go along. These worthy aims are fulfilled through discussions with the child and by developing and fostering the child's means of expression. The child is called up to discuss, to bring up as a topic for group discussion anything that interests or troubles him. It is an extended game of "True Confessions."[3]

Along the same lines, in the pages of the **Saturday Evening Post** for March 7, 1959, Jerome Ellison (himself a College Professor) asked pointedly, "Are We Making A Playground Out of College?" In his article Ellison charged that our campuses are becoming marriage mills and fun factories, more devoted to beauty queens than to higher education.

And more recently, in the April 14, 1961, issue of **Time** magazine, our present U. S. Commissioner of Education, Sterling M. McMurrin was quoted as having said that our schools are soft, flabby, lax, easy. Exclaimed McMurrin, "We have much less knowledge, much less creativity, much less moral fiber than we would have had if our educational process had been more rigorous." He has set as his goal "quality and rigor in teaching."

How can this be done? Before attempting to show what is currently **being done** in one or two instances, I feel that it is necessary to engage in a little philosophical thinking in order that we might establish some sound premises for the remainder of this presentation. Accordingly, a basic question which presents itself immediately is: What is the chief task or aim of education? In response to this query, Jacques Maritain, the eminent philosopher of French extraction, has said, "The chief task of education is to guide man in the evolving dynamism through which he shapes himself as a human person — a r m e d with knowledge, strength of judgment, and moral virtues—while at the same time conveying to him the spiritual heritage of the nation and the civilization in which he is involved, and preserving in this way the centuries-old achievement of generations."[4] Or, to express the same idea much less profoundly, the chief function of the school as the agency of formal education, is **the intellectual formation and development of the young.** Thus, the essential function of the school is "the making of minds!" It is true, of course, that the school also has supplementary or secondary functions which it has been called upon to perform. But the school, like all the great social agencies, has its own **principal** function which it must discharge satisfactorily **before** it seeks to help the other social institutions fulfill their chief functions.

This means, among other things, that the school should not try to take on the functions, rights, and duties of the home by usurpation or absorption—for this is tatamount to making it easier for parents to shirk their responsibility. And, mind you, if the school falls down on the job of developing intellectual power on the part of students, what other social agency is there that will or can fulfill that function? In brief, it is sound educational philosophy which holds that growth and development of ideas and of the intellect ought to be the first concern of the school. For how else can we hope to fashion the educated man in whom we find the active exercise of certain human qualities—such as those of intelligence, imagination, independent judgment, informed resourcefulness, effective communication, and considerate interaction with other persons?

I, for one, am now convinced that the pendulum has begun its swing back from the educational wastelands of extreme progressivism. In this regard it is interesting to note that the editors of the Philosophical Library, **a publishing** firm, have announced as the topic of their 1962 essay contest, the theme,

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A symposium paper delivered by Dr. Ronald J. Rousseve during the Sixth Annual Institute for School Administrators at Prairie View A. and M. College (June 18-19, 1962), in defense of Carl Hansen's "Amidon concept" of basic education.

"Toward A New Philosophy of Education." Permit me to mention here, too, that it is quite refreshing to read through the pages of the 1961 report of the Educational Policies Commission that was released under the title, **The Central Purpose of American Education**. In that sorely-needed restatement of educational aims, the Commission stated in a key passage:

> The purpose which runs through and strengthens all other educational purposes—the common thread of education—is the **development of the ability to think.** This is the central purpose to which the school must be oriented if it is to accomplish either its traditional tasks or those newly accentuated by recent changes in the world . . . Many agencies contribute to achieving educational objectives, but this particular objective will not be generally attained unless the school focuses o nit. In this context, therefore, the development of every student's rational powers must be recognized as centrally important.[5]

The stage has now been made ready for us to say a word or two about a bold experiment which was initiated in the fall of 1960 in a public elementary school located in Washington, D. C. The experiment of which I speak is appealingly described in a recent Prentice-Hall publication prepared by the originator of "the Amidon concept," Dr. Carl F. Hansen, Superintendent of Schools for the District of Columbia. Hansen's book (which is difficult to put down once you begin reading it) is entitled, **The Amidon Elementary School: A Successful Demonstration in Basic Education.**

In the May 19, 1962, issue of the **Saturday Review,** Education Editor Paul Woodring has had this to say about Hansen's book:

> It seems probable that this book will be viewed with alarm in professional journals and extravagantly praised in the lay press by those convinced that education should get out of the quicksand and back to solid ground. It cannot be ignored because it stands at the heart of education's major controversy and describes not only a view of education but a program in operation that can be observed and evaluated.[6].

In brief, the Amidon program stresses direct instruction in the traditional academic disciplines. Reading is taught by means of systematic instruction in phonics. Pupils are required to do a great deal of writing. Spelling and penmanship are taught in regularly scheduled periods rather than as by-products of more general instruction. Grammar is taught formally and sentences are diagrammed. Mathematics, science, history, and geography are scheduled separately and are taught accordingly to pre-planned curriculum guides. None of the subjects are grouped into a "core." Straight-forward teaching from a textbook is stressed instead of "activity units" formulated by pupils and teachers. Hansen believes that the importance of the concept of "readiness" has been exaggerated by educators, and that with more sensitive and systematic teaching, it is possible to present more difficult content in the earlier grades.

It is worthwhile to note here, incidentally, that after the first year of the Amidon experiment, as an evaluative procedure standardized tests were administered to all six grades of the school. Significantly, a consistent pattern of superiority achievement—in relation to national norms—in all subject fields tested was reported! It should perhaps also be mentioned here that the Amidon pupils are an unselected group as far as their mental ability is concerned, and about 70 percent of them are Negroes!

Spurred on by these encouraging observations, Dr. Hansen, in the concluding passage of his book, states:

> . . . it seems clear that the Amidon concept contributed to the superiority of instruction. After the first year of tryout. . . I am more convinced than before that the Amidon concept of basic education is sound and workable, and, more than that, is indispensable in this period of our national life. **Continued failure to put substance into teaching short-changes American youth.** Even worse, it weakens our capacity to survive as a nation and to develop and strengthen our national objectives as a democratic society.[7]

Now because my chief concern in the preparation of this paper has had to do with educational philosophy, as we move into the culminative phase of this presentation I should like to focus upon a few of the major tenets in Dr. Hansen's philosophy of education. Perhaps we can find some degree of sustenance in his philosophical orientation to strengthen **ourselves** as we also seek to upgrade scholastic achievement in our respective schools.

A very pithy commentary in one section of Hansen's book states that:

> We have labored to the mountain top with Dewey, walked in the uncharted wilderness with Kilpatrick, entered the labyrinth of childhood fears with Freud, watched children grow longitudinally with the child growth and development movement, listened to the beguiling words of the utilitarians, who advised us to teach nothing except for immediate use, to the activists who led us to believe that a child could learn more arithmetic with a hammer than with a pencil, to the unifiers who declared that because all knowledge is interrelated we must therefore teach in great integrative units.
>
> It is time, now, to return to the sanity of order and logic in curriculum organization and to the wisdom of teaching subject matter to children in a direct and effective manner, using with judgment what is known about how we learn. **This is the meaning and intent of the Amidon plan. It is the new progressivism.**[8]

In another section of his book, the author states that he feels the era of the elementary classroom as a friendly family group with the mother-image in charge is passing. The new elementary classroom is to be a place of work in fundamental education under the direction of teachers who know what to expect in scholarship and who believe they show their love for children best when they motivate them to achieve at their best level.

Also revealing is the following excerpt from the introduction to **The Amidon Elementary School** in which Dr. Hansen very pointedly expresses some of the key elements in his educational philosophy. He says that his views:

> . . . include support of systematically and carefully selected content, clear identification of goals, direct instruction by the teacher, maximum use of textbooks, large-group instruction, and concentration upon the basic subjects. They also include sharp disagreement with the child-centered philosophy in education which excludes the adult in its preoccupation with psychological experimentation in child growth and development. I disagree violently with the happiness-oriented doctrine which over-plays self-direction, satisfaction

(Continued on Page 11)

My Philosophy Of Journalism Education

By H. Eugene Goodwin

In discussing education for journalism, I think it is well to remember that journalism is only a baby among the academic subjects offered in American universities. It can't hold a razor to such granddaddies as philosophy, history, and Greek. Many of the problems of journalism education are directly related to journalism's youth as a subject of study in higher education.

This youthfulness is appropriate for me to mention in connection with a discussion on journalism education because there has not yet developed a well-established, commonly accepted philosophy of journalism education. There are many philosophies, only some of which will be spoken of here.

As an example of what I mean, an important part of the philosophy of journalism education at our oldest journalism school, the one at the University of Missiouri, is that students learn by doing. At Missiouri, as many of you know, faculty members serve as editors of the Columbia Missourian and the students serve as reporters and copy-readers. At many other Schools of Journalism, including ours at Penn State and those at Columbia, Northwestern, Illinois, and Michigan, the school paper is entirely separated from the instructional programs in journalism. Arguments could be made to support both approaches or philosophies.

According to my way of thinking, the chief objective of a School of Journalism is to *educate* students for careers in journalism and communications. Notice I did not say *train* students for careers in journalism and communications. I reject the word train because to me it implies an "apprenticeship" approach in which the student learns the techniques, skills and tricks of the trade without learning the history and principles of the institution in which he is preparing to spend the rest of his vocational life. What I think a school of journalism should do is educate a student in a way that will not only prepare him to begin making a living in his craft but in a way that will teach him the why's as well as the how's of what he will be doing and in a way that will give him some understanding of the important and influential role of journalism and communications in our society.

I accept the standard that most Schools of Journalism are now enforcing or requiring that about 75 per cent of the student's courses be in the liberal arts and sciences or at least outside journalism. I wonder, however, if in those schools where strong emphasis is put on students working on school publications, the students don't actually spend half or three-quarters of their time on journalism activities both in and outside of the classroom. Be that as it may, the formal journalism courses should constitute no more than 30 per cent and preferably no more than 25 per cent of the total courses students take in a bachelor's degree program.

The journalism courses should teach the fundamental techniques of the craft and avoid overspecialization. In other words, they should teach such fundamentals as news writing, reporting, editing and photojournalism, but such specialized courses as sports reporting, column writing, business reporting, and political reporting should be shunned. Don't get the idea that I'm opposed to students specializing in such areas of journalism, but with only 25 per cent of the student's program in journalism, priority must be given to the fundamentals. Besides many students change their minds about such specialties after they leave college, and there is reason to believe that such specialties can best be learned on the job. This is not to say that a student who expresses interest in such areas as political and government reporting, or in foreign affairs writing, shouldn't be guided into appropriate elective courses in political science, history, international relations and economics.

Journalism courses also should cover the history and principles of journalism. Not only should there be some separate courses in such areas as law, history and ethics of journalism but they should also be part of almost every course that is taught. For example, the principle of objectivity should be part of any course in news writing and reporting and in order to explain it, a teacher must relate the history of the Associated Press. I was surprised to hear a leading editor of one of the largest newspapers in our state express some amazement at the concept, put forth by a speaker on our campus, of public right vs public curiosity in the selection of news content. This concept, as many of you know, is clearly stated in the ASNE Canons of Journalism adopted 28 years ago. This editor was a math major in college. I would hope that no graduate of a good school of journalism would be unfamiliar with either the concept, the principle involved or the canons.

A third major area that should be covered in journalism courses is an understanding of the role of journalism and communications in our society. Despite the vagueness of this idea, I am beginning to feel that it deserves a much more important place than it is assigned in the curriculum of most schools of journalism and that it may be more important than the two other major areas I have mentioned (techniques, and history and principles).

There is a pattern to the communications arrangement or order that each society develops for itself. The authoritarian society will adopt one pattern, the democratic society another. The communications order of any given society, along with the other orders such as the political, economic, philosophical or religious, will in great part determine how

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Prepared for panel on "Journalism Education", New England Society of Newspaper Editors, Northampton, Massachusetts, December 1, 1961.

H. Eugene Goodwin is Director of the School of Journalism, Pennsylvania State College, University Park, Pennsylvania.

that society functions, what it believes in and where it goes. Although our research on this vital subject is embarrassingly meager, there may even be some sort of controllable relationship between the communications pattern of a society or a nation and the progress toward civilization of that particular society or nation.

There is much we have yet to learn about the communications order of our society, but we know enough to start acquainting students with its role in comparison with the other important orders (political, economic, etc.) and with the communications patterns in other societies. This is a frontier area. There aren't many people thinking and writing about it. But it strikes me as being one of the new and significant concepts that should be dealt with in effective education for journalism.

I'd like to briefly mention just three more principles of my personal philosophy of journalism education. One is the idea that journalism instruction should try to synthesize the knowledge that students gain in their liberal arts and science courses and relate them to their professional aim in life and to life itself. For too many students a liberal education is nothing but a smorgasbord. At least one advantage of combining a liberal education with a professional education in journalism should be that the journalism instruction provided a "seminar" through which students could begin to make some sense out of seemingly unrelated bits of important knowledge.

A second principle in my philosophy holds that a good education is the beginning and not the end of knowledge, that one of the most important things a good journalism education can do for its students is to provide them with the tools and the curiosity to continue educating themselves after college.

Finally, underlying my entire philosophy, is the assumption that a school of journalism should serve the community at large and not just the press. I believe a school of journalism should constantly appraise current practices and performances of the press both for the benefit of its students and the press itself. Furthermore a school of journalism should develop in its students a critical and intellectual approach to the problems that will face them as citizens and as journalists. It should not turn out special pleaders who offer enthusiasm but little more than that to their employer, their profession and their community. I agree with Alfred North Whitehead when he says that education should produce men "who possess both culture and expert knowledge in some special direction." "Their expert knowledge," he said, "will give them the ground to start from, and their culture will lead them as deep as philosophy and as high as art."

The White House

EMANCIPATION PROCLAMATION CENTENNIAL

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION

WHEREAS January 1, 1963, marks the centennial of the Proclamation in which President Abraham Lincoln declared all persons held as slaves in States or parts of States still in rebellion to be "then thenceforward, and forever free"; and

WHEREAS the issuance of the Emancipation Proclamation marked the beginning of the end of the iniquitous institution of slavery in the United States, and a great stride toward the fulfillment of the principle of the Declaration of Independence that "all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness"; and

WHEREAS the Emancipation Proclamation and the 13th, 14th and 15th amendments to the Constitution of the United States guaranteed to Negro citizens equal rights with all other citizens of the United States and have made possible great progress toward the enjoyment of those rights; and

WHEREAS the goal of equal rights for all our citizens is still unreached, and the securing of these rights is one of the great unfinished tasks of our democracy:

NOW, THEREFORE, I, JOHN F. KENNEDY, President of the United States of America, do hereby proclaim that the Emancipation Proclamation expresses our Nation's policy, founded on justice and morality, and that it is therefore fitting and proper to commemorate the centennial of the historic Emancipation Proclamation throughout the year 1963.

I call upon the Governors of the States, mayors of cities, and other public officials, as well as private persons, organizations, and groups, to observe the centennial by appropriate ceremonies.

I request the United States Commission on Civil Rights to plan and participate in apporpriate commemorative activities recognizing the centennial of the issuance of the Emancipation Proclamation; and I also request the Commission on Civil Rights and other Federal agencies to cooperate fully with State and local governments during 1963 in commemorating these events.

I call upon all citizens of the United States and all officials of the United States and of every State and local government to dedicate themselves to the completion of the task of assuring that every American, regardless of his race, religion, color, or national origin, enjoys all the rights guaranteed by the Constitution and laws of the United States.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the United States of America to be affixed this twenty-eighth day of December in the year of our Lord nineteen hundred and sixty-two, and of the Independence of the United States of America the one hundred and eighty-seventh.

(SEAL) JOHN F. KENNEDY

By the President:

DEAN RUSK

Secretary of State

July 31,-August 3, 1963

60th Annual Convention, American Teachers Association, Dallas Memorial Auditorium, Dallas

Each local and district association is urged to plan for representation and to share in preparations for entertainment of visiting delegates.

Butler College SNEA Chapter Observes American Education Week

Sixteen members have been enrolled by the Butler College Chapter, Student National Education Association. Mrs. E. A. Teal is sponsor of the Chapter.

During American Education Week a full program of activities was scheduled. Members were impressive in their presentations. The schedule of topics presented:

Veteran's Day, Sunday, November 11 —tribute was paid those who carried arms and fought to defend and uphold the "American Heritage".

"A Modern Curriculum Meets the Challenge of Change". Miss Sadie M. Baldwin presented a thought—provoking discussion, emphasizing "continuous reappraisal" and "innovations" in our curriculum.

"Effective Teaching Meets the Challenge of Change." Faculty and students joined in discussion of the topic. Winifred Chrystell Smith, SNEA member, pointed up essentials for effective teaching: quality teachers; quality teaching aids; quality teaching-learning conditions. Faculty participants were: Reverend H. L. Bethune, Public Relations Chairman, and Dean Samuel Turner, Jr.

"Life-Long Learning Meets the Challenge of Change". A most dynamic charge was given SNEA members by Reverend Bethune. Dean Turner presented inspiring remarks following the main address.

"School-Community Partnership Meets the Challenge of Change". Miss Georgia M. Shields discussed this topic and pointed up the changing conditions which make necessary an extended and stronger school-community partnership.

"International Understanding Meets the Challenge of Change". In discussing this topic, Miss Juanita Rosco portrayed the role of education in helping diverse groups understand the changes which dictate new goals and greater concern for world brotherhood.

"A Look Ahead to Meet the Challenge of Change". This complex topic was ably discussed by John Charleston who, in practical ways, impressed upon the assembly the expected changes in everyday life—social, economic, and religious.

"An Hour with the Communities on Station KZEY". Thanks are due the Public Relations Department for arranging an hour long program on radio station KZEY. This program climaxed our American Education Week Activities.

Under the guidance of Mrs. E. A. Teal, chapter sponsor, the Butler College Chapter of SNEA looks forward to continued growth and progress. Experiences gained in the Chapter will be most helpful as orientation to the profession.

Officers of the Chapter are:

President .....Sadie M. Baldwin
Vice President .....Ollie Caldwell
Secretary .....Claudette M. Tims
Assistant Secretary .....Juanita Rasco
Treasurer .....Freddie L. Curl
Chaplain .....John Charleston
Sergeant-at-Arms .....Willie Lee Favors
Reporter .....Barbara Ann Dugat

Chairmen:

Program .....Gladys M. Garrett
Ethics .....Winifred C. Smith
Music ....Mrs. Francelia Davis Bailey

BUTLER COLLEGE STUDENT NEA GROUP

In the picture: First row, l to r; Reverend Samuel Turner, Jr., Dean of Instruction, Sadie M. Baldwin, President of Butler College Student NEA, Ollie Caldwell, Vice-President, Jaunita Rasco, Assistant Sec'y.: Willie Lee Favors, Sgt.-at-Arms, Mrs. Francelia Davis Bailey, Pianist; Gladys M. Garret, Program Chairlady; Mrs. E. A. Teal, Head of Education Department and Sponsor of SNEA; 2nd. row, l to r; Winifred Chrystell Smith, Ethics; Dorothy Sanders; Linda Griffin; Maereatha A. Henry, Reporters, Barbara Ann Dugat; Claudette M. Tims, Secretary; Freddie L. Curl, Treasurer; 3rd. row l to r; Mary Joan Shellman; Allice M. Centers, Sunshine Chairlady; John Clifton Charleston, Chaplain.

Educational Philosophy—

(Continued from Page 7)

of transient wants, and government by whimsy. I cannot abide the disintegration of personality which occurs when children are pressured into making random, purposeless, and immature choices before they are ready for this level of responsibility.[9]

It is so refreshing these days to share the thinking of a courageous educational administrator who has mastered the art of philosophical inquiry as a means of determining what his educational commitments should be. The following passages from Hansen's work provide us with an excellent case in point:

> . . . Changes in society may not in themselves result in basic modifications of human needs and characteristics. Interplanetary travel will not change the human need for love, understanding, presence, being wanted, sharing, participating, or acquiring food, shelter, and clothing. These requisites of the human mind and body have been about the same in every time and age, because the human personality seems to remain constant in its primary qualities.
>
> . . . What is required as a result of the expansion in human knowledge is not necessarily new methodology of teaching, or a scraping of the traditional organization of schools, but an updating and deepening of content.[10]

Because I so firmly believe that the only way man can be taught to use his powers of intelligence is through the exercise of this gift, I am convinced that the school curriculum should consist largely of those disciplines which provide for the acquisition of facts and experience and subsequent skill in their reasoned use.[11]

The challenge is to achieve an intelligent selection of content in each subject, and then teach it in such a way as to produce informed and mature citizens who are able to deal intelligently with the problems of living.[12]

The desired end product is not a spoon-fed, protected individual, but a self-disciplined personality interested in continuing his education, capable of intelligent decision-making in every aspect of living, and, most importantly, governed in all his actions by the highest moral principles.[13]

Combining the best of the old and the new in education, **the Amidon plan** is built on this hypothesis: **If you teach children directly and in a highly organized way, they will learn better and faster than is presently possible.** They will, if teaching is consistent with what is known about the nature of learning, grow wholesomely, develop confidence as they acquire competence, and gain in self-respect as they accomplish difficult objectives.[14]

The passages and excerpts treated above collectively form the educational philosophy out of which the Amidon demonstration in basic education was sparked into being. And if one is impressed by the orderliness which seems to be characteristic of the Amidon experiment, as it has been described in Dr. Hansen's book, this impression is due in large measure to the solid philosophical convictions of the originator of the Amidon concept. And although there will be many who will challenge the soundness of the Amidon program, I, for one, am fully satisfied with the educational philosophy which gives it support.

It should be noted again, too, that the vast majority of the youngsters who have been involved in the successful Amidon demonstration are Negro Americans. And while it is quite true that the school systems in the more conservative sections of the country have not become permeated with extremely progressive practices, nevertheless there are other forms of academic deficiencies, anti-intellectualism, and "scholastic chicanery" which need the same kind of educational over-hauling as that suggested by the Amidon undertaking!

The Amidon program and the widely publicized New York "Higher Horizons" Project have both shown that academic talent can be found in all groups, and that the educational, vocational, and cultural sights of underprivileged Negro American youth CAN be significantly raised with the help of imaginative corrective and enrichment measures.

Having visited the Higher Horizons Program in New York in January 1962, and now after having read Carl Hansen's report on the Amidon program, I feel compelled to enumerate, as this paper is brought to a close, what appear to be the steps that must be taken if in our respective schools we are to respond with vigor to the challenge of enhancing the scholastic achievement of our students. As I see it, these seven basic requirements are:

1. Curricular and instructional improvements in the areas of language and mathematics, particularly, which will result in remediation, enrichment, and darn good teaching.
2. The upgrading of teacher competencies both with regard to scholastic deficiencies within the ranks of our classroom teachers and with respect to sensitizing them to enlarge their statures professionally because of what this will mean to the security of their students.
3. Functional parental education and teacher visitation programs.
4. Systematic guidance and motivation to help create in the mind of the student and his parents an image of the student's full potential.
5. Greater utilization of community and cultural resources.
6. Bold administrative leadership.
7. As the Amidon program has shown, sound philosophical commitments and a daring redefinition of educational goals.

These seven guide posts, I am convinced, constitute what is **required** to enhance the quality of the educational programs with which we are associated. And what is more significant, these requirements must be met if the students we serve are to be helped to learn the competencies they will need in order to enter the mainstream of American culture with confidence and a deep and abiding sense of genuine security.

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3. Dunn, Joan, **Retreat From Learning** (David McKay Co., Inc., 1955), p. 190.
4. Maritain, Jacques, **Education at the Crossroads** (Yale University Press, 1943), p. 10.
5. Educational Policies Commission, **The Central Purpose of American Education** (National Education Association, 1961), p. 12.
6. Paul Woodring, "The Editor's Bookshelf: The Amidon School" in **Saturday Review**, May 19, 1962, p. 69.
7. Hansen, Carl F., **The Amidon Elementary School: A Successful Demonstration in Basic Education** (Prentice-Hall, Inc., 1962), p. 237.
8. Hansen, pp. 65-66.
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10. Hansen, p. 113.
11. Hansen, p. 105.
12. Hansen, p. 142.
13. Hansen, p. 61.
14. Hansen, p. 55.

March 1, 1963
West Texas District Association Annual meeting, Woodville High, Abilene.

Need For More and Better Libraries In The Schools To Get Major Emphasis In 1963 Library Week Program

The critical need for more and improved school libraries to meet the demands of modern instructional programs will continue to receive major emphasis in the 1963 National Library Week program. With the cooperation of all communications media and participating national organizations, special efforts will be made to increase public understanding of the requirements for good school libraries and to enlist community-wide backing for their further development. In 1963, NLW will be observed April 21-27; the theme is "Reading—The Fifth Freedom . . . Enjoy It!"

In support of the campaign, facts about the present status and inadequacies in school library services are being widely disseminated by NLW headquarters and State Committees. According to the U. S. Office of Education, 66% of all elementary schools have no school libraries, and 10,600,000 students are attending public schools without central libraries. Even in those schools with libraries, the national averages for the size of book collections, for book expenditures and for trained librarians fall far short of recommended minimum standards published by the American Library Association. For example: the ALA recommends a ratio of one trained librarian to 300 pupils; the actual average is one librarian to approximately 1700 pupils. The current average number of books per pupil is only 50% of the recommended minimum.

The year-round reading and library development program is sponsored by the non-profit National Book Committee, Inc., in cooperation with the ALA.

Talent Search

The talents of the bright student who doesn't go to college are apt to be forgotten in today's rush for engineers and scientists. And one way to correct this, says Walter M. Lifton, of Chicago's Science Research Associates, is by making the student aware that his talents must be fully developed.

Writing in the December issue of the *NEA Journal,* monthly publication of the National Education Association, Lifton points out that of the 22,000 different kinds of jobs, only about 11 percent require professional preparation.

He says, "We forget that excellent technicians also require a high level of intelligence despite the fact that their training may be received in places other than college."

"The noncollege bound student," he says, "needs to have a realistic picture of the range of jobs, job satisfactions, training choices, and materials." Such guidance, he says, should start in the elementary grades where intelligent attitudes toward the world of work need to be developed.

STUDYING SOUTH AMERICA IN ELEMENTARY AND SECONDARY SCHOOLS

By Leonard S. Kenworthy

Teachers, study group leaders, older pupils, and librarians will find this new booklet a convenient guide to available literature on South America.

The author lists more than 500 items, some useful for study of the continent as a whole, others as part of his country by country bibliography of books, pamphlets, films, filmstrips, and recordings.

Sections for teachers suggest appropriate activities at various grade levels, misconceptions to dispel, and ideas to stress. Many of the materials listed are either free or inexpensive.

Published in 1962 51 pp. Paper $1.00

Book Reveiw

Ocee McRae, Texas,
By Ira Lunan Ferguson;
Exposition Press, Inc., New York; $3.

What does a man do with a second chance on life?

"Ocee McRae, Texas", a novel of passion, petroleum and politics in the Pecos River Valley, offers an answer to this question when World War II veteran Mike Gulbranson, who returns to a world that has long chalked him up as dead. His mother and father are dead; his wife remarried, and no one needs him. After an initial surge of depression, he changes his name to Oliver Cromwell McRae, sets off for the opportunity-rich oil fields of Texas and begins a new life.

The novel is dynamic and convincing as it depicts one man's fight to wrest oil from the plains of Texas, to earn respect from his fellowman, to win the love of women in his life and to achieve some measure of political reform for the benefit of neglected minority groups.

Not all the excitment oozes from oil derricks. Ocee's life in the Texas Legislature is another story in itself. Here he sees the sorry voteless plight of the Mexicans and Negroes, and the poor whites in Hernando County.

The story of Ocee McRae's climb to the governorship is poignant but not happy, exciting but not ephemeral ideal-filled but not romantically idealistic. With its strong undercurrent of social commentary and its tragic ending, Ocee McRae, Texas leaves you with an uncomfortable thought in the closing words: "Texas will never live this down."

The author, Ira Lunan Ferguson, is a native of British West Indies. In preparation for writing the novel, Ferguson immersed himself in the life of the oil fields of Texas. His contact and study of the people and their problems gave him the background for this moving novel.

Classroom Teachers Can Earn $10,500 or More In At Least 62 School Districts In The United States In 1962-63

A salary schedule increase is made annually by the NEA Research Division. This year it includes a high percentage of the school districts with enrollments of 6,000 or more. In addition, a selected group of suburban districts located near major cities was included in a separate section of the study. The suburban group was further limited to school districts with high median family incomes as reported by the U. S. Bureau of the Census and to those with enrollments of at least 1,000 pupils..

The 62 high-salary districts shown here were taken from both the 178 suburban districts which are included in the study and from the 614 unified and nonunified districts with enrollments of 6,000 or more which furnished data. Except for the selected suburban districts, no district has fewer than 6,000 pupils.

It is interesting to note that, with two exceptions there are no extremely large school districts among the 62 high-salaried school systems. Only Long Beach, California, and Montgomery County, Maryland, have more than 50,000 pupils each.

SCHOOL DISTRICTS REPORTING SCHEDULED TOP MAXIMUM SALARIES OF $10,500 OR MORE, FOR CLASSROOM TEACHERS, 1962-63

School District	Top maximum scheduled salary	Preparation level required
1	2	3
ALASKA		
Anchorage	$10,930	M.A. + 24 hrs
ARIZONA		
Scottsdale	10,990	Doctorate
CALIFORNIA		
Beverly Hills	11,000	6 years
Culver City	10,900	Doctorate
Fullerton (high school district)	10,500	Doctorate
Kern Co., Bakersfield (high school district)	10,690	Doctorate
Long Beach	10,554	Doctorate
Palo Alto	10,790	6 years
Pasadena	10,605	Doctorate
San Jose	10,830	Doctorate
Santa Monica	10,609	Doctorate
Ventura (high school district)	10,731	Doctorate
CONNECTICUT		
Greenwich	11,100	Doctorate
Norwalk	10,551	Doctorate
ILLINOIS		
Downer's Grove (high school district)	10,812	Doctorate
Evanston (elementary school district)	10,700	Doctorate
Maine Twp., Park Ridge (high school district)	12,950	Doctorate
Winnetka (elementary school district)	12,200	Doctorate
MARYLAND		Doctorate
Montgomery Co., Rockville	10,575*	Doctorate
NEW YORK		
Pelham	$11,450	Doctorate
Plainview	10,650	Doctorate
Port Washington	11,024	Doctorate
Rockville Centre	11,000	Doctorate
Roslyn	11,000	Doctorate
Scarsdale	12,000	Doctorate
Uniondale	11,050	Doctorate
Wantagh	13,248	Doctorate
Westbury	10,950	Doctorate
White Plains	11,200	Doctorate
PENNSYLVANIA		
Abington Twp., Abington	10,827**	6 years
Lower Merion Twp., Ardmore	12,000†	Doctorate

*Includes 4 increments for career recognition.

**Includes 3 supermaximum merit increments of $400 each.

†Includes 4 supplemental increments of $500 each for "extraordinary performance."

Prepared by Gertrude N. Stieber, Research Assistant.

VACATION EMPLOYMENT FOR TEACHERS

The last day of vacation will be the only unhappy one for hundreds of teachers and other school personnel who spend the summer in Girl Scout camps across the country.

Always popular with educators, these paid camp staff positions afford an opportunity to work with young people in a relaxed, vacation atmosphere.

No matter what her specialty, a teacher can choose from a wide variety of positions. Qualified candidates who are at least 21 years old may serve as Unit Leader, Waterfront Director, Food Supervisor, Health Supervisor, Business Manager and Program Consultant (in such fields as arts and crafts, nature, dramatics, sports and games). Camp Directors must be at least 25 years old and have had camping, administrative, and supervisory experience. Assistant Unit Leaders, Assistant Waterfront Directors and other Counselors may be as young as 18.

All these jobs provide full maintenance and salaries which vary with experience, training and responsibilities. A basic pre-camp training session (about five days) precedes the camping season.

Teachers, office personnel, nurses and dietitians who wish to spend a summer-that-counts near home should call their nearest Girl Scout Council or visit the local office of the State Employment Service. For opportunities farther away, write directly to:

Miss Franchon Hamilton
Recruitment and Referral Advisor
Girl Scouts of the U.S.A.
830 Third Avenue
New York 22, New York

NAMES and NEWS

Supervisor Position Filled With Texas Education Agency

INMAN WHITE

Inman White, former teacher of Vocational Agriculture in the public school system of Luling for fourteen years, has been employed by the Texas Education Agency as supervisor of Vocational Agriculture with office at Green Bay School, Palestine, Texas. He took over this position on Nov. 1, 1962.

Mr. White is a veteran of World War II, having served one year in the states and two in the South Pacific Area. He is a graduate of Prairie View A & M College with B.S. and M.S. degrees in Agriculture and a minor in Administration and Supervision. He has done advanced study at the University of Colorado and at Michigan State University; he is a member of the Phi Delta Kappa National Education Fraternity of the latter school. Three years of his under-graduate work at Prairie View were completed through the Jesse Jones Scholarship Fund, and he was the benefactor of the Jesse Jones Fellowship Award throughout his graduate work.

During his employment as Vocational Agriculture Teacher in Luling, he made several distinctive contributions in promoting activities for improvement of the N.F.A. organization on state and national levels. He was recipient of the National Honorary Superior Farmer Degree, which was conferred upon him on October 2, 1962 during the National N.F.A. Convention in Atlanta, Ga.

Mr. White is the nephew of President Emeritus W. R. Banks of Prairie View College. He is a native of Hart County, Georgia.

His family, (wife and two children) presently residing in Luling, will join him later this year in Palestine, where their new home is under construction.

NEA Department of Classroom Teachers Meet

Among the representatives to a round-table discussion of professional negotiations held in November at the National Education Association (NEA) Center, Washington D. C., sponsored by the NEA Department of Classroom Teachers (DCT), were *Margaret Flaherty, Bath School Department, Bath Maine; Camille Jacobs, Dover School System, Camden, Delaware; Hubert H. Blanchard, Jr., assistant executive secretary, Arkansas Education Association (consultant); and, Henry Williams, Tyler Independent School District, Tyler, Texas.*

Thirty representatives of eight national groups, including five national presidents and five executive secretaries, agreed to a number of principles which should govern professional negotiations. Among them were three major essentials:

(1) Every school system should have written policies and written grievance procedures. (2) The cooperation of teachers, superintendents, and school boards is needed long before decisions are made by the boards so that mutual understanding may prevent problems from arising. (3) School boards should hear teacher representatives on all issues affecting them.

The DCT called the meeting as one phase of its action program. It was planned in cooperation with the American Association of School Administrators.

PROMINENT TYLER TEACHER FUNERALIZED

MRS. JERICA MOSLEY

Mrs. Jerica Mosley, a prominent teacher of Tyler, was funeralized on Saturday, December 30, 1962, at the Pine Bluff Baptist Church, in Tyler. She was a victim of a car wreck, near Pittsburg, Texas, on Christmas Day.

The funeral oration was delivered by Reverend R. R. Johnson. Remarks were made by Principal W. E. Winters, W. A. Peete School and Principal A. G. Hillard, Emmett Scott High School. Mrs. Latelle Vaughn sang "The Lord's Prayer."

Mrs. Mosley was active member of the Tyler Classroom Teachers Association, the Teachers State Association of Texas, and the National Education Association. She was a strong supporter of civic development and made significant contributions through her work as a members of Gamma Omicron Chapter of Alpha Kappa Alpha Sorority. Her religious concerns were many and were evident in various services which she rendered as a member of Myles C. M. E. Church of Tyler.

She is survived by her husband, Zettie Mosley, an employee of the Southwestern Bell Telephone Company; a daughter, Gloria; four sisters—Mrs. Jimmie Jones Turner, Tyler; Mesdames Zena Miller and Maggie Mae Porter, Fort Worth; and Mrs. Ola Mae Turner of Pittsburg —a brother, James Jones, Jr., of Fort Worth and her parents, Mr. and Mrs. James Jones, Sr., of Pittsburg.

O. L. Price High, Taylor Adds Five Teachers To Staff

MRS. E. F. BRYAN

Mrs. E. F. Bryan, a graduate of Huston-Tillotson College. She has done additional study at Tuskegee Institute.

T. G. HARDEWAY

T. G. Hardeway, is a teacher of seventh and eighth grades. He is a graduate of Prairie View A. and M. College.

MRS. NETTIE D. SCOTT

Mrs. Nettie D. Scott, formerly principal of the Miller Elementary School, Liberty Hill. Mrs. Scott is a graduate of Prairie View A. and M. College.

Marshall High School, Angleton

New faculty members of the Marshall High School, Angleton are:

Miss Ydea Faye McDaniel, teacher of Home Economics.

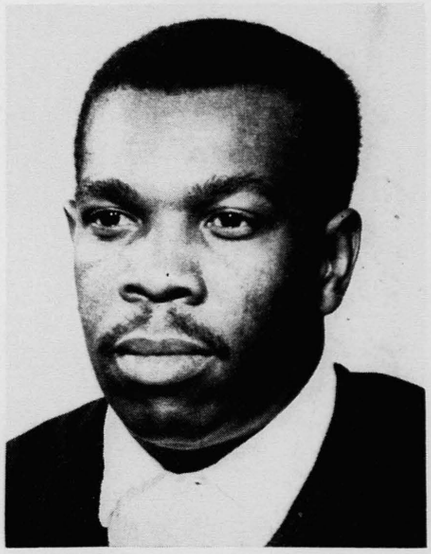
Mrs. Ivoria Jones Thomas, music teacher. She is a graduate of Texas Southern University.

MRS. MINNIE L. HARRIS DAY

Mrs. Minnie L. Harris Day is the new librarian. She was formerly librarian at Central High School, Lake Village, Arkansas. Mrs. Day is a graduate of Prairie View A. and M. College.

MRS. SENIA RUTH SAULS

Mrs. Senia Ruth Sauls, a graduate of Huston-Tillotson College with additional Study at the Los Angeles City College.



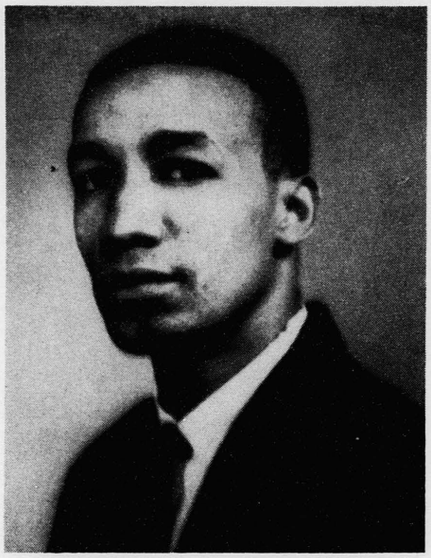
Jarret C. Kemp, science teacher, came to Marshall High from the Boling Vocational High School, Boling, Texas. Mr. Kemp is a graduate of Texas Southern University.

Hilltop Elementary School of Amarillo

A new in-service program is being conducted for the staff at Hilltop. The emphasis is on the SRA Reading Program at the fourth and fifth grade levels and the Greater Cleveland Mathematics Program at the second grade level.

Mrs. Marvell E. White, a second grade teacher, received a Master of Education degree during the 1962 summer convocation at West Texas State College Canyon, Texas.

Four new teachers were added to the Hilltop Elementary School, Amarillo, at the beginning of the 1962-63 school year:



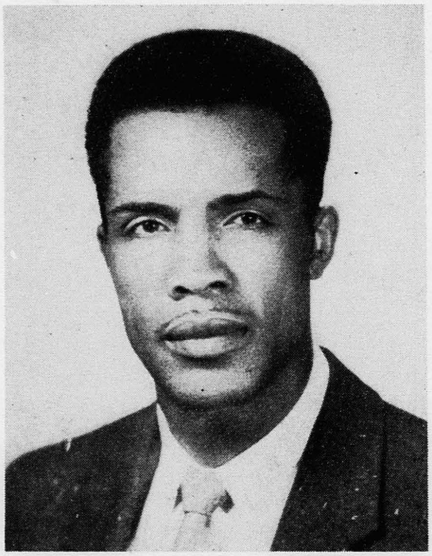
HAYWARD D. GREENE, SR.

Hayward D. Greene, Sr. is a native of Port Arthur, Texas, and a graduate of Texas College. Mr. Greene teaches health and physical education in grades four, five and six.

MRS. PEARLENE MARTIN

Mrs. Pearlene Martin, a native of Atoka, Oklahoma, but educated in Texas has been appointed third grade teacher. Mrs. Martin is a graduate of Wiley College, Marshall, Texas, and has done graduate work at Colorado State College, Greeley, Colorado. Before coming to Hilltop, Mrs. Martin taught in the Lockney Public School System, Lockney, Texas, and at North Heights Elementary School, Amarillo.

Mrs. Myrtle B. Fitzpatrick, third grade teacher.



WILLIAM H. FULLER

William H. Fuller, who holds a Bachelor of Arts degree in Elementary Education from Denver University, Denver, Colorado, teaches language arts and social studies. Mr. Fuller was assigned to this position in September 1962.

NEA Code of Ethics Conference

Miss Mabel E. Kilpatrick and Mrs. Velma M. Jeter represented the Teachers State Association of Texas at the NEA Code of Ethics, Conference Washington, D. C., November 28 to December 1, 1962.

The Conference was sponsored by the NEA Committee on Professional Ethics. Purposes of the Conference were outlined in the address of Mr. Richard Kennan, assistant executive secretary. Dr. Kennan stated:

A widely accepted, officially recognized, actively implemented code of ethics is one of the most important foundations of a profession. We can no longer afford a hodge podge of codes varying in length, content and philosophy . . . we have differences of opinion regarding details and words and interpretations—but we must be prepared . . . to unite our efforts to establish and support our basic code applicable to all educators!

Organized on the small group plan, deliberations of the Conference allowed each participant an opportunity to present viewpoints about the content and organization of a basic code of ethics for the teaching profession. Participants represented fifty state teachers associations and numerous groups interested in education. They brought to the Conference varied experiences and critical thinking which proved beneficial in drafting statements for the proposed code of ethics.

Though the National Education Association adopted a Code of Ethics in 1929, it had not taken steps, previously, to develop a universal code for all educators. Results of the NEA Code of Ethics Conference will be circulated to local and state associations in April.

The TSAT representatives, Miss Kilpatrick and Mrs. Jeter, reported their participation as beneficial educative experiences. Members of local associations and TSAT will have opportunities to share in production of the basic code when the first draft is released in April. They will be provided opportunity to criticize the document before its presentation to the NEA Representative Assembly at Detroit.

National Defense Language Institute Program 1963-64

The code numbers, from 1 to 4, refer to the degree of audiolingual proficiency of the participants for whom the program is designed, and apply to secondary programs only. (1) = superior, (2) = good, (3) = minimal, and (4) indicates that the program is especially designed for teachers whose proficiency falls below the (3) category. Attention is directed to the special institutes in various languages which are to be found at the end of the announcement.

First-Level Institutes Summer 1963

(Individuals previously enrolled in an NDEA Language Institute are not eligible for admission to the institutes listed in this group.)

ALBRIGHT COLLEGE, Reading, Pa. 7 weeks, June 17-August 3: *Elementary and Secondary School Teachers of German,* 40 participants. Prof. Gerrit Memming. (2-3)

APPALACHIAN STATE TEACHERS COLLEGE, Boone, N. C. 8 weeks, June 13-August 6: *Secondary School Teachers of French and Spanish,* 60 participants. Prof. J. Roy Prince. (3)

ATLANTA UNIVERSITY, Atlanta, Ga. 7 weeks, June 20-August 8: *Secondary School Teachers of French,* 65 participants. Prof. Benjamin F. Hudson. (3-4)

BUCKNELL UNIVERSITY, Lewisburg, Pa. 7 weeks, June 24-August 9: *Secondary School Teachers of French and Spanish,* 40 participants. Prof Jeanne M. Chew. (3)

COE COLLEGE, Cedar Rapids, Iowa. 8 weeks, June 10-August 2: *Secondary School Teachers of French,* 46 participants. Prof. Herbert F. Wiese. (4)

COLGATE UNIVERSITY, Hamilton, N. Y. 7 weeks, June 30-August 17: *Secondary School Teachers of French and Spanish,* 60 participants. Prof. Elwyn F. Sterling. (1-2)

UNIVERSITY OF COLORADO, Boulder. 8 weeks, June 23-August 16: *Secondary School Teachers of German and Spanish,* 100 participants. Prof. Robert T. Firestone. (1)

DARTMOUTH COLLEGE, Hanover, N. H. 7 weeks, July 1-August 16: *Secondary School Teachers of Russian,* 40 participants, Prof. Basil Milovsoroff.

UNIVERSITY OF FLORIDA, Gainesville. 8 weeks, June 17-August 10: *Secondary School Teachers of French and Spanish,* 80 participants. Prof. Irving R. Wershow. (3)

FLORIDA STATE UNIVERSITY, Tallahassee. 8 weeks, June 23-August 16: *Secondary School Teachers of French,* 44 participants. Prof. Jean Charron.

FRESNO STATE COLLEGE, Fresno, Calif. 7 weeks, June 20-August 7: *Elementary School Teachers of Spanish,* 44 participants. Prof. William O. Cord.

WOMAN'S COLLEGE OF GEORGIA, Milledgeville. 7 weeks, June 24-August 10: *Secondary School Teachers of French and Spanish,* 60 participants. Prof. S. C. Mangiafico. (3-4)

HAMILTON COLLEGE, Clinton, N. Y. 6 weeks, July 1-August 11: *Secondary School Teachers of French,* 60 participants. Prof. Marcel I. Moraud. (4)

HOFSTRA COLLEGE, Hempstead, N. Y. 7 weeks, June 30-August 16: *Secondary School Teachers of German,* 48 participants. Prof. Joseph G. Astman. (3-4)

HOWARD UNIVERSITY, Washington, D. C. 8 weeks, June 17-August 10: *Secondary School Teachers of French and Spanish,* 40 participants. Prof. Raleigh Morgan, Jr.

UNIVERSITY OF IDAHO, Moscow. 8 weeks, June 17-August 9: *Secondary School Teachers of French and Spanish,* 60 participants. Prof. Laurence W. Cor. (3-4)

IONA COLLEGE, New Rochelle, N. Y. 7 weeks, July 1-August 16: *Elementary School Teachers of French and Spanish; Junior High School Teachers of Spanish,* 80 participants. Prof. Italo L. Ponterotto.

KALAMAZOO COLLEGE, Kalamazoo, Mich. 7 weeks, June 20-August 7: *Secondary School Teachers of Spanish,* 64 participants. Prof. Peter Boyd-Bowman. (2-3)

KANSAS STATE TEACHERS COLLEGE, Emporia. 7 weeks, June 10-July 26: *Secondary School Teachers of French,* 44 participants. Prof. Minnie M. Miller. (3-4)

KENT STATE UNIVERSITY, Kent, Ohio. 7 weeks, June 21-August 9: *Elementary School Teachers of Spanish,* 50 participants. Prof. Charles F. Kirk.

UNIVERSITY OF KENTUCKY, Lexington. 8 weeks, June 17-August 9: *Secondary School Teachers of French.* 48 participants. Mr. John A. Rea. (3)

KNOX COLLEGE, Galesburg, Ill. 7 weeks, June 17-August 2: *Secondary School Teachers of Spanish,* 40 participants. Prof. Sherman W. Brown (3)

LOUISIANA STATE UNIVERSITY AND A & M COLLEGE, Baton Rouge. 8 weeks, June 17-August 10: *Elementary School Teachers of French and Spanish,* 60 participants. Prof. Bohdan Plaskacz.

LOYOLA UNIVERSITY AND MUNDELEIN COLLEGE, Chicago, Ill. 7 weeks, July 1-August 16: *Secondary School Teachers of French,* 50 participants. Sister M. St. Irene. (2-3)

UNIVERSITY OF MASSACHUSETTS, Amherst. 6 weeks, July 1-August 11: *Secondary School Teachers of French,* 45 participants. Prof. Stowell C. Goding. (3-4)

COLLEGE OF MOUNT ST. JOSEPH ON-THE-OHIO, Mount St. Joseph, Ohio. 8 weeks, July 1-August 23: *Elementary School Teachers of French,* 40 participants. Sister Ruth Adelaide.

UNIVERSITY OF MINNESOTA, Minneapolis. 8 weeks, June 16-August 10: *Elementary School Teachers of German and Spanish,* 60 participants. Prof. Gerhard H. Weiss.

MONTANA STATE COLLEGE, Bozeman. 7 weeks, July 1-August 16: *Secondary School Teachers of German.* 60 participants. Prof. Guenter G. Schmalz. (3-4)

UNIVERSITY OF NEVADA, Reno. 8 coln. 8 weeks, June 10-August 2: *Elementary and Secondary School Teachers of Spanish,* 54 participants. Prof. Roberto Esquenazi-Mayo. (3-4)

UNIVERSITY OF NEBADA, Reno. 8 weeks, June 17- August 9: *Secondary School Teachers of French,* 42 participants. Prof. Charles V. Wells. (3-4)

STATE UNIVERSITY OF NEW YORK, COLLEGE AT NEW PALTZ, New Paltz. 7 weeks, June 27-August 15: *Elementary and Secondary School Teachers of French,* 64 participants. Prof. James C. Faulkner. (2-3)

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UNIVERSITY OF NORTH CAROLINA, Chapel Hill. 8 weeks, June 17-August 9: *Secondary School Teachers of Spanish,* 40 participants. Prof. James A. Castañeda. (2)

NORTHWESTERN UNIVERSITY, Evanston, Ill. 7 weeks, June 18-August 2: *Secondary School Teachers of Russian,* 42 participants. Prof. Karl D. Kramer.

UNIVERSITY OF NOTRE DAME, Notre Dame, Ind. SEE: SPECIAL LIST

OHIO STATE UNIVERSITY, Columbus. 6 weeks, June 17-July 26: *Secondary School Teachers of French and Spanish,* 60 participants. Prof. Edward D. Allen (3)

UNIVERSITY OF OKLAHOMA, Norman. 9 weeks, June 3-August 2: *Secondary School Teachers of French and Spanish,* 64 participants. Prof. Jim P. Artman. (2-3)

OUR LADY OF THE LAKE COLLEGE, San Antonio, Texas. 7 weeks, June 17-August 2: *Elementary and Secondary School Teachers of Spanish,* 40 participants. Sister Carola Pousson. (2)

PACE COLLEGE, 41 Park Row, New York 38, N. Y. 7 weeks, July 1-August 23: *Secondary School Teachers of French and Spanish,* 42 participants. Prof. Rudolph J. Mondelli. (2)

PENNSYLVANIA STATE UNIVERSITY, University Park. 7 weeks, June 24-August 10: *Elementary School Teachers of French and Spanish,* 44 participants. Prof. Cortland Eyer.

UNIVERSITY OF PITTSBURGH, Pittsburgh, Pa. 7 weeks, June 24- August 9: *Secondary School Teachers of French and Spanish,* 60 participants. Prof. Benjamin W. Haseltine. (2)

POMONA COLLEGE, Claremont, Calif. 7 weeks, June 24-August 9: *Elementary School Teachers of Spanish,* 48 participants. Prof. Robert F. Leggewie.

PRINCETON UNIVERSITY, Princeton, N. J. 6 weeks, June 27-August 7: *Secondary School Teachers of French and German,* 74 participants. Prof. André Maman. (1)

UNIVERSITY OF PUGET SOUND, Tacoma, Wash. 7 weeks, June 26-August 13: *Secondary School Teachers of Spanish,* 40 participants. Prof. Lincoln Brice Bucklin. (2)

PURDUE UNIVERSITY, Lafayette, Ind. 8 weeks, June 17-August 9: *Secondary School Teachers of French and Spanish,* 70 participants. Prof. Arthur A. Chandler.

RIVIER COLLEGE, Nashua, N. H. 7 weeks, June 24-August 10: *Secondary School Teachers of French,* 40 participants. Sister Marie Saint-Louis de Gonzague.

ROCKFORD COLLEGE, Rockford, Ill. 7 weeks, June 17-August 2: *Elementary School Teachers of French and Spanish,* 50 participants. Prof. Richard D. Abraham.

ROSARY COLLEGE, River Forest, Ill. 6 weeks, June 24-August 3: *Secondary School Teachers of French,* 50 participants. Sister M. Grégoire.

RUTGERS—THE STATE UNIVERSITY, New Brunswick, N. J. 6 weeks, June 30-August 9: *Secondary School Teachers of French and Spanish,* 64 participants. Prof. Remigio U. Pane. (3-4)

ST. ANSELM'S COLLEGE, Manchester, N. H. 7 weeks, June 22-August 10: *Elementary and Secondary School Teachers of French,* 65 participants. Fr. Leon H. Bourke. (2)

ST. LAWRENCE UNIVERSITY, Canton, N. Y. 7 weeks, June 27-August 14: *Secondary School Teachers of French,* 52 participants. Prof. Harriman Jones. (3)

COLLEGE OF ST. TERESA, Winona, Minn. 7 weeks, June 17-August 2: *Secondary School Teachers of French and Spanish,* 54 participants. Sister M. Helen. (1-2)

SAN FRANCISCO STATE COLLEGE, San Francisco, Calif. 8 weeks, June 24-August 17: *Secondary School Teachers of Russian,* 32 participants. Prof. Kai-yu Hsu. SEE ALSO: SPECIAL INSTITUTES.

SAN JOSE STATE COLLEGE, San Jose, Calif. 8 weeks, June 16-August 9: *Elementary and Junior High School Teachers of Spanish (grades 6-9),* 40 participants. Prof. Joseph Reid Scott.

SETON HALL UNIVERSITY, South Orange, N. J. 7 weeks, July1-August 23: *Elementary and Secondary School Teachers of Chinese,* 20 participants. Prof. John B. Tsu.

SONOMA STATE COLLEGE, Cotati, Calif. 7 weeks, June 24-August 9: *Elementary School Teachers of Spanish (grades 4-8),* 43 participants. Prof. Marion L. Nielsen.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles. 7 weeks, June 24-August 9: *Secondary School Teachers of Spanish,* 72 participants. Prof. Everett W. Hesse. (2-3)

SOUTHERN ILLINOIS UNIVERSITY, Carbondale. 7 weeks, June 24-August 9: *Secondary School Teachers of German,* 40 participants. Prof. Helmut Liedloff. (2)

STILLMAN COLLEGE, Tuscaloosa, Ala. 8 weeks, June 19-August 15: *Secondary School Teachers of French and Spanish,* 40 participants. Prof. Julia B. Tidwell. (3)

UNIVERSITY OF TENNESSEE, Knoxville. 6 weeks, June 10-July 19: *Elementary and Secondary School Teachers of French and Spanish,* 70 participants. Prof. Walter R. Heilman, Jr.

UTAH STATE UNIVERSITY, Logan. 8 weeks, June 10-August 9: *Secondary School Teachers of French and Spanish,* 52 participants. Prof. L. Grant Reese. Spanish (3) French (3-4)

VANDERBILT UNIVERSITY, Nashville, Tenn. 7 weeks, June 17-August 3: *Secondary School Teachers of French and Spanish,* 50 participants. Prof. Charles M. Vance. (2-3)

UNIVERSITY OF WASHINGTON, Seattle. 8 weeks, June 21-August 16; *Elementary School Teachers of Spanish and Secondary School Teachers of German,* 60 participants. Prof. Richard F. Wilkie. (2-3)

WASHINGTON UNIVERSITY, St. Louis, Mo. 7 weeks, June 18-August 6: *Elementary School Teachers of French and Spanish and Secondary School Teachers of Spanish,* 60 participants. Prof. Ivan A. Schulman. (2)

WELLS COLLEGE, Aurora, New York. 6 weeks, July 1-August 10: *Secondary School Teachers of French,* 42 participants. Prof. Robert G. Marshall. (2-3)

UNIVERSITY OF WISCONSIN, Madison. 8 weeks, June 24-August 16: *Secondary School Teachers of German and Spanish,* 60 participants. Prof. Sieghardt M. Riegel. (2)

YESHIVA UNIVERSITY, New York City. 7 weeks, July 1-August 16: *Secondray School Teachers of Hebrew,* 40 participants. Prof. David Mirsky.

SPECIAL INSTITUTES SUMMER 1963

Second Level in the U. S.

SAN FRANCISCO STATE COLLEGE, San Francisco, Calif. 8 weeks, June 27-August 17: *Elementary and Secondary School Teachers of Chinese and Secondary School Teachers of Russian,* 52 participants: 20 Chinese and 32 Russian. (Second level: for persons who have completed an NDEA first-

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Texas School Fund Provided 21 Million Non-Tax Dollars In '62

The Texans who created a Permanent School Fund more than 100 years ago left a memorial every Texas tax payer can understand and appreciate today.

In size of the Fund and money earned, no other state in the Nation has a comparable source of non-tax funds dedicated solely to public education.

The Fund provided more than 21 million dollars of non-tax money for use in public schools in 1962.

The increase in revenue is attributed to investment in corporate securities, the refunding of certain treasury bonds, and normal growths of the investment account.

Investments in the Texas Permanent School Fund totaled more than 477 million dollars at the end of November, 1962, and current rate of return from the Fund has been increased from 3.38% to 3.51%.

In the past 25 years, the Fund has earned in interest more than $162,000,000, not including money transferred from the principal.

In the next 10 years, interest earned should exceed 200 million dollars if the current rate of growth and returns continue.

For this period this sum would represent a tax savings of more than 40 per cent of the current total valuation of 477 million dollars.

The money will be needed as the scholastic population of the State is increasing rapidly, about 65,000 to 70,000 children each year.

The problem of financing public education is not new as the rapid increase in the number of school children was the object of concern as far back as 1856 when Gov. H. R. Runnels addressed the Seventh Legislature.

Runnels said, "As each year passes, there will be more (children). In the wise provisions of God, to whom He grants no riches, He grants children in abundance."

The Permanent School Fund has proved to be a rich and profitable legacy from the early Texans, but it is doubtful if even they could have dreamed that by 1972 Texas will have an estimated three million school children to share in the benefits of men who planned to make certain, "equal educational opportunities for all."

Classroom Teachers Conference On Negotiations

Margaret Flaherty, Bath School Department, Bath Maine; Camille Jacobs, Dover School System, Camden, Delaware; Hubert H. Blanchard, Jr., assistant executive secretary, Arkansas Education Association (consultant); and standing, Henry Williams, Tyler Independent School District, Tyler, Texas.

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level summer institute in Chinese and Russian. For Russian teachers of minimal audiolingual proficiency. *Participation in this institute will not preclude consideration for a future institute over-seas.*) Prof. Kai-yu Hsu.

UNIVERSITY OF KANSAS, Lawrence. 8 weeks, June 17-August 11: *Elementary School Teachers of Spanish,* 37 participants. (Second level: for persons who have completed an NDEA first-level summer institute in elementary Spanish, and for those who have completed an NDEA first-level summer institute in secondary Spanish but are now engaged in a full-time Spanish program of which FLES is a major part.) Prof. Agnes M. Brady.

Third Level Institutes

UNIVERSITY OF KANSAS, Lawrence. 8 weeks, June 17-August 11: *Elementary School Teachers of Spanish,* 30 participants. (For persons who have completed a previous second-level summer Spanish FLES institute, or a second-level summer institute in secondary Spanish but are now engaged in a full-time Spanish program of which FLES is a major part.) Prof. Agnes M. Brady.

STANFORD UNIVERSITY, Stanford, Calif. 10 weeks, June 17-August 24: *Secondary School Teachers of German,* 27 participants. (For persons who have completed a previous second-level summer institute in German or an academic-year institute.) Prof. F. W. Strothmann.

ACADEMIC YEAR 1963-64

UNIVERSITY OF COLORADO, Boulder. 39 weeks, September 9-June 6: *Elementary and Secondary School Teachers of German,* 20 participants. Prof. George A. C. Scherer.

INDIANA UNIVERSITY, Bloomington. 36 weeks, September 12-May 21: *Elementary and Secondary School Teachers of Russian,* 30 participants. Prof. Robert L. Baker.

UNIVERSITY OF NEW MEXICO, Albuquerque. 38 weeks, September 19-June 11: *Secondary School Teachers of Spanish,* 22 participants. Prof. Sabine R. Ulibarri.

SAN FRANCISCO STATE COLLEGE, San Francisco, Calif. 38 weeks, September 11-June 3: *Elementary and Secondary School Teachers of Spanish,* 25 participants. Prof. Kai-yu Hsu.