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TEXAS STANDARD

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All

Men

Official Publication of the Teachers State Association of Texas

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

MRS. LLERENA FRIEND
TEXAS HISTORY CENTER
THE UNIVERSITY OF TEXAS

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the President's Message



C. A. THOMAS

I wish to express my sincere appreciation to members of TSAT for electing me their president. It is my hope that you will continue to support me throughout the year as we work together on the many problems and business matters that normally face our state association. As your president, I will be called upon to represent you in many places and under many circumstances. I shall do my utmost to serve for the general benefit of the association and its members and to be guided by the constitution and the approved resolutions of the Delegate Assembly in all of my official actions.

We are fortunate to have had officers and leaders in the past who gave outstanding service to TSAT. These dedicated leaders have laid the groundwork for constructive programs involving a number of issues now facing TSAT, which I believe should be carried forward in the manner in which they were started. These issues include a proposed merger with the Texas State Teachers Association, establishment of a platform for TSAT, a study of the financial structure of TSAT for the sake of economizing, our action program in teacher welfare services, and planning a functional annual program for the association.

There are several lines of communication available to us and we hope to utilize all of them. Certainly, we solicit your ideas and suggestions.

We will work closely with district presidents and inform them of activities and developments within the state association. It is our hope that the members will utilize the information available through their district representatives who serve on the state executive board. These representatives are charged with the primary responsibility of keeping officers and members of the local district informed of functions of the executive board, and to keep state officials informed of district actions and reactions. They should be given an opportunity to make a report at district conventions.

During the annual convention just ended, we heard many comments concerning the program and speakers. This is a good time to let your feelings be known as to changes and improvements that you would like to see in the next program.

Already we are looking ahead to the next convention to be held in Waco Oct. 22, 23, 24, 1964. Tentative plans being considered call for a program that revolves about a theme based on the tenth anniversary of the 1954 US Supreme Court decision of school desegregation. The program would highlight the events that have occurred over the ten intervening years and forecast the challenges presented as a result of the decision. Here again, let me say that your ideas are welcome.

Let us work together in making the forthcoming year filled with achievements for the Teachers State Association of Texas and its members.

Teacher Tenure Laws In Southern States

by Vernon McDaniel

Executive Secretary
Teachers State Association of Texas

Public school teachers have not always had job security. Political favoritism, personal prejudices, financial consideration have often been factors which determined whether or not a particular teacher would remain employed.

Within the past few decades, however, there has been a tendency to recognize the need for permanence in teaching personnel. This recognition has been reflected in the expressions and attitudes of the school patrons and teachers themselves. It is safe to say that laws enacted for the purpose of securing teachers in their jobs came into existence as a result of pressure on legislators from both public school patrons and professional teachers' organizations.

The importance of teacher tenure laws lies primarily in contributions to efficiency and effectiveness of the teacher. Certainly, we may expect a better performance on the teacher's part if he or she does not have the burden of uncertainty about future employment. It must also be considered that for long-range educational planning, teachers should have the certainty of remaining on their jobs. Otherwise teachers must devote a great deal of time to the task of "staying hired."

This study was undertaken for the purpose of determining: (1) major provisions of teacher tenure laws in certain southern states, (2) limitations of tenure laws in terms of the extent to which the tenure laws protected teachers' rights to continued employment, and (3) means by which tenure laws may be strengthened, or enacted if they are not already in existence.

Major Provisions of Teacher Tenure Laws in Certain States

Teacher tenure laws in three states were examined in this study. The states are: Alabama, Louisiana, and South Carolina.

ALABAMA.—The major provisions of the State Teacher's Tenure Law in Alabama set forth:

1. Purpose of the Law—" . . . to ensure teachers some measure of security in their important work and to free them, at least to a measurable extent, from the vicissitudes of politics or likes or dislikes of those charged with administration of school affairs.

2. How Tenure Status May Be Attained—" . . . three consecutive school years service under contract in the same county or city school system."

3. Grounds For Cancellation of Employment Contract—" . . . willful refusal of a teacher to obey the reasonable rules and regulations of his or her employing board of education."

Limitations of the Law.—The Alabama teachers' tenure

law is founded on a noble purpose: ". . . to ensure teachers some measure of security in their important task . . ." It is limited, however, in several respects.

First, the grounds for cancellation of employment contracts leaves much to the interpretations of courts. For example, "willful refusal" and "reasonable rules" are open to many interpretations. Should the courts be required to judge "willful refusal" too much would be left to the subjective judgment of judicial officials.

When one takes into account the complexity of human behavior and the extreme difficulty of determining one's motives in doing or refusing to do some particular assignment, the possibility of error is immediately apparent.

With respect to "reasonable rules or regulations" of the school board the court's interpretation would very likely be a foregone conclusion. For we can assume that a board of education would not enact any law which it did not deem "reasonable." A further difficulty here would lie in the fact that what seems reasonable to one person may not be reasonable to another. Since courts of law and school boards are kindred in a sense—they are made up of politicians—we might logically expect that the courts would almost always decide that the school board's rules or regulations were reasonable.

Secondly, since willful refusal to obey the reasonable rules of the board of education is grounds for cancellation of employment contracts, the tenure law in effect gives the school board authority to terminate a teacher's contract. Should the school board consider it necessary to terminate the employment of a particular teacher, or group of teachers, it would be a simple matter for the board to pass a rule or regulation which the teacher could not possibly obey. The refusal to obey the rule would therefore be grounds for dismissal. Thus, the teacher could be legally dismissed on a charge of insubordination, should the courts rule that the board's regulation was reasonable. Unless the teacher had some "political pull", there would be little or no possibility of her winning in court.

LOUISIANA.—The State Tenure Law of Louisiana provides:

1. A Definition of "Teacher"—". . . any employee of any parish or city school board who holds a teacher's certificate, and whose legal employment requires such teacher's certificate."

2. The Requirements For Attaining Tenure Status—" . . . such probationary teacher shall automatically become a regular and permanent teacher in the employ of the school board of the parish or city, . . . in which he has

successfully served three year probationary term; . . . all teachers presently (1946) in the employ of any parish or city school board, who hold proper certificates, and who have served satisfactorily as teachers in that parish or city school board, . . . for more than three consecutive years, shall be, and are hereby declared to be, regular, or permanent teachers

3. Grounds For Removal From Office—" . . . written and signed charges of willful neglect of duty, or of incompetency, or dishonesty, and then only if found guilty after a hearing by the school board of that parish or city, . . . which hearing, at the option of said teacher, may be private or public.

4. Procedures For Hearing On Charges to Dismiss—" . . . at least fifteen days notice in advance of hearing. . . . Said teacher shall have the right to appear . . . with witnesses in his behalf, and with counsel of his selection, all of whom shall be heard by said board at said hearing.

5. Right of Appeal—" . . . any permanent teacher found guilty of willful neglect of duty, or of incompetency, or dishonesty, and ordered removed from office, or disciplined by said board, . . . may, not more than one year from the date of said finding . . . petition a court of competent jurisdiction for a full hearing to review the action of the said school board, and the said court shall have jurisdiction to affirm or reverse the action of the said school board in the said matter.

Limitations of the Law.—In general, the Louisiana tenure law provides ample safeguards and protection for the teacher, both in the matter of specifying causes for dismissal and procedures for removal from office. Its chief limitation is the lack of placing responsibility for determining the causes for dismissal. The law does not state who is to determine "willful neglect of duty", "incompetency", or "dishonesty." Presumably, the principal would make charges of neglect of duty and incompetency, while anyone might, perhaps, charge the teacher with dishonesty. The great limitation in this respect is that no specific standards are set forth for determining incompetency or dishonesty. The possible interpretations of incompetency and dishonesty are practically unlimited. In general though, we may not need be too disturbed about such unlimited interpretations, since the well-defined procedure for hearing and appeal would possibly serve as checks on those who might be inclined to make hasty charges. And the fact that the teachers are privileged to have witnesses and counsel in the hearing would further deter those who might file flimsy charges.

SOUTH CAROLINA.—In the sense of providing teachers continuous re-employment, South Carolina does not have a teachers' tenure law. The state law with reference to employment of teachers only provides that, when not notified by June 1st, teachers are considered re-employed for the next school year; provided, the teacher gives the board a written notice that he will continue in the board's employ for the next school year.

Despite its indefiniteness, the South Carolina statute provides some security. A teacher knows by June 1, at least, whether another year of employment is forthcoming. Many teachers have been victims of dismissal on short notice, or no notice at all.

Turning to the Texas picture, several attempts have

been made toward passing a Teacher Tenure bill in the state legislature, but none has made the grade. The first such attempt was made in 1959, followed by other bills introduced in 1961 and 1963.

To show you what has been attempted in our state, and to give you a chance to compare at least one of the proposals in light of what has been discussed concerning Teacher Tenure in other states, one of the bills is included in this presentation.

The 1959 bill introduced by Representative Kilgarlin (HB 589 3-2-59) was referred to the House Committee on Education where it died. The bill is quoted verbatim:

A BILL TO BE ENTITLED

AN ACT known as the Teacher Tenure Act for Texas, defining teacher tenure, teacher, permanent teacher, probationary teacher, and full-time basis; providing for the probationary period to entitle a teacher to the benefits of the Act and framing the conditions of such probationary period; stating causes for which teachers may be dismissed or suspended from service, and determining the procedure in cases of dismissal, suspension, or demotion of teachers; making certain miscellaneous provisions for: (1) the protection of teachers in case of illness, (2) leaves of absence for teachers, (3) allowing salary reduction in case of lack of funds. (4) insuring that the Act shall not interfere with the right of the board of education to reduce the number of teachers where such reduction is brought about by natural causes such as a decrease in average daily attendance, the elimination of departments, the consolidation or the reorganization of the schools; and (5) providing the manner in which—where such reduction in the number of teachers is made—preference shall be given to the teachers employed, and setting forth the manner of filling vacancies; providing the manner in which teachers may terminate contracts; providing a cumulative and repealing clause; providing a severability clause; and, declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section 1. Definition. The following words and phrases as used in this Act, unless a different meaning is plainly required by the context, shall have the following meanings:

A. "Teacher tenure," as employed in this measure, shall mean security of position during efficient service. It means the right of a teacher to continuous employment within a school district until such teacher resigns, elects to retire or is retired pursuant to the provisions of the Teacher Retirement System Act, as amended, or is dismissed as provided by law.

B. "Teacher," as used in this Act shall mean any individual who holds a minimum of a recognized bachelor's degree or higher qualifications and who is regularly employed by the board of education, or board of trustees, on a full-time basis in a position in which a teaching certificate is required by the statutes of the state and whose salary is paid in whole or in part from public funds.

C. "Teacher having tenure," as used in this Act shall mean and include any teacher who has been employed or who shall hereafter be employed as a teacher in the same school district for two (2) successive years and who shall have continued or who shall thereafter continue to be employed as a full-time teacher by such school district.

D. "Probationary teacher," as used in this Act shall mean and include any teacher as herein defined who has been employed full-time in the same school district for two (2) successive years or less.

E. "Full-time basis" shall mean employment by a board of education or board of trustees for a major part of one's working time.

Sec. 2. Methods of securing tenues.

A. Any teacher, as defined in Section 1-B and Section 1-C of this Act, who meets the requirements hereinafter set forth, shall receive the benefits of this Act.

B. Any teacher, new to a local school system, must serve a probationary period of two (2) years of successful teaching before he comes under the protection of tenure.

C. Any teacher, as defined in Section 1-B of this Act, who has served one (1) year as a successful teacher in a school system immediately preceding the effective date of this law, must serve one (1) additional year on a probationary basis in order to secure tenure status.

Sec. 3. Causes for suspension, demotion, or dismissal. No teacher who has attained tenure status shall be suspended, demoted, reassigned, or dismissed except for marked inefficiency or grave immorality; continued and serious neglect of duty; conviction of a felony; willful and persistent violation of state school laws, legally authorized regulations of the State Board of Education, or the State Department of Education, and/or just and reasonable regulations of the local board of education.

Sec. 4. Procedures for suspension and dismissal.

A. No teacher having tenure shall be suspended or dismissed by any board unless the charges against him are first preferred in writing, duly signed and verified by the superintendent or a majority of the school board filing the same, with full specifications of reasons or causes of such suspension or dismissal, and the charges which constitute the ground or grounds for such suspension or dismissal have

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Causes Of Drop-Outs

by Aubrey Todd

Booker T. Washington High School
Sweetwater, Texas

Drop-outs have plagued our schools from the very beginning, and they remain one of the leading problems facing not only educators, but society as well. In this presentation a considerable amount of research, in the way of surveys, studies and gleaned professional opinions, has been done with the idea of determining the underlying causes of drop-outs. From this perhaps we can draw some conclusions that will lead to solutions.

The causes are as follows:

Economic Reason

The most outstanding reason given by youth for leaving school was the financial inability of the parents to keep them there. Most of the students out of school for the reason previously given indicated that they would have preferred going to school, but the lack of family funds prevented their continuing school.

School Related Factors

While there are many students of average and above average ability who leave school before graduation, the fact remains that scholastic aptitude is a contributing factor in the overall picture. A one-semester study of the Evansville, Indiana schools revealed that sixty per cent of their drop-outs scored below ninety-six on an intelligence test, and twenty-three others had IQ's of eighty or below on the Otis Mental Ability test.

Reading ability, or lack of it, is frequently cited as one of the causes for dropping out of school. The Evansville study found the reading ability of their drop-outs was considerably below par.

An inadequate curriculum will contribute to a rise in the number of drop-outs. Young people often fail to see any real connection between what they are doing in school and the life they hope to lead, especially after school.

Another factor which plays a large part in drop-outs and its problems, and one of which the student has little control, is the matter of interschool transferring. The pupil moving from place to place often finds himself confronted with work completely different from what he was doing before.

Among the reasons given by drop-outs who have been interviewed, dissatisfaction with some phase of school life was the most frequently mentioned. They also mentioned dislike for certain teachers and courses; they complained of teacher attitudes, and their method of instruction; some felt that teachers had no real interest in them. They complained of hidden costs incidental to high school.

In the Maryland study by Bell, a fourth of the students said they left school because of a lack of interest or because of their inability to adjust themselves to the school program and 13.2 per cent said they left school because they considered their education complete upon graduation.

Marriage

About three per cent of the school youth in the Maryland study gave marriage as their reason for leaving school.

Personality

The comprehension study by Lichter found that emotional problems of drop-outs were severe. The boys generally expressed their dependency in open helplessness and the girls by angry demands for gratification. Neither the helpless nor the demanding youngsters were capable of the level of educational functioning required of them in high school. Their actions made life in school turbulent.

Parents

The parents had strong reactions to the student's school problem. Apart from the disastrous interplay occasioned by the school problem, the parents and youngsters were at odds in other areas of their relationship. The immature mothers and fathers minimally effective as parents during childhood, were very inadequate in coping with adolescents. The more mature mothers and fathers, too, had predominantly negative relationships with their children.

In the Maryland study on the parents of drop-outs, indications were that the occupation of the head of the household in 46.4 per cent of the drop-out cases were classified as unskilled. Another 6.2 per cent of the head of the household were unemployed. Hence more than half of the drop-outs were from families in which the occupation of the head of the household was relatively unstable and in the lowest income bracket.

A check of the highest education levels of the parents of drop-outs revealed that 78.5 per cent of the fathers and 57.7 per cent of the mothers had completed only nine grades or less of formal education, and 30.9 per cent of the fathers and 24.4 per cent of the mothers had completed only the sixth grade or less.

Retention

As far as the course failures were concerned 47.5 per cent were failing three or more courses during the semester they left school. This could be attributed to the fact that many drop-outs go through a period of marking time while they await their final day of school. This was reflected in the data that showed 45.9 per cent leaving school at the age of 16, which is the minimum age at which they may leave school legally. The questions posed here were: How many youth would leave school earlier if permitted to do so? How many would have finished school if the legal age for leaving school was 18? And how many youth would have remained in school had their school programs been more meaningful?

Feeling of Being Left Out

Many drop-outs, especially those who listed lack of success as the reason for leaving school revealed feel-

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Palestine Host To Tri-County Workshop

The Fifth Annual Workshop of the Teachers of Anderson, Leon, Cherokee, Freestone, Houston and Henderson Counties was held Aug. 26-27 at the A.M. Story High School in Palestine. Theme of the workshop was "Challenge and Change in Social Studies."

Presiding at the opening session was Slemus Curtis, principal of Ralph Bunche High School of Crockett. Greetings were extended by Henry M. Williams, principal of A. M. Story High School; R. H. Johnson, superintendent of Anderson County Schools, and Obie Phillips, president of Anderson County Teachers Association. The response was given by R. G. Middleton, principal of Centerville High School, Centerville. Mrs. Owena Hall Saunders, Palestine, workshop directress, outlined the purpose of the program.

During the second general session Dr. Vernon McDaniel, executive secretary of TSAT, Austin, and Henry M. Williams, principal of A. M. Story High School gave addresses. Alberta Bastanes, principal of C. B. Bennett High School of Buffalo, presided at the session.

At the first day luncheon, Inman White, vocational agriculture supervisor of Area II, Texas Education Agency, gave the presentation. Sectional meetings were held in the afternoon.

Remarks during the fourth general session were made by R. H. Johnson, superintendent of public instruction, Anderson County Schools; Mable Baxter, Home and Family Life Education, Texas Education Agency; Lorena Baker, elementary supervisor, Anderson County Schools; P. L. Chism, High School Supervisor, Anderson County Schools; Russell Hooper, county agent, Anderson County; and Rubye Ragsdale, home demonstration agent, Anderson County.

Speakers for the fifth session held Tuesday morning were James D. George, Texas College, Tyler, and A. E. Strawn, Jarvis Christian College, Hawkins, Texas. A. G. Hillard, principal of Emmett Scott

High School, Tyler, spoke at the luncheon meeting held in the school cafeteria. Sectional meetings were held in the afternoon.

The two-day meeting was drawn to a close with reports of committees and an evaluation of the workshop by M. L. Cary, principal of Green Bay High School, Palestine. The meeting was voted as a unanimous success and of great interest to delegates attending.



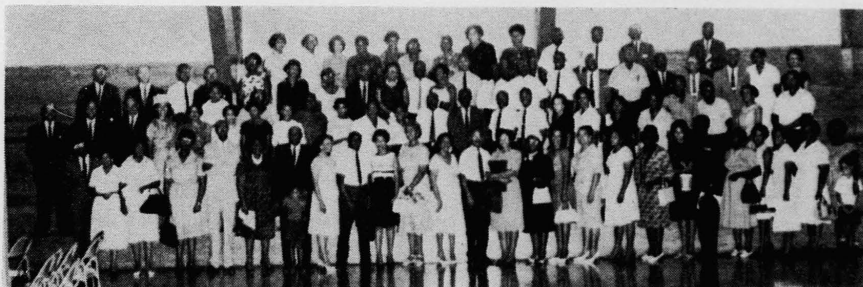
OWENA H. SAUNDERS, supervisor of instruction, Anderson County Schools, again served as directress of the workshop.



PLANNING COMMITTEE for the Fifth Annual Workshop sponsored by teachers of Anderson, Leon, Cherokee, Freestone, Houston and Henderson Counties.



PRINCIPALS AND CONSULTANTS of the fifth workshop held August 26-27 in Palestine.



WORKSHOP PARTICIPANTS at the fifth annual meeting that was termed "one of the best" to date. The meeting featured speakers and panel members from throughout the area and the Texas Education Agency.



LUNCHEON MEETING is enjoyed by participants during the two-day affair.

An Enriched Reading Readiness Program

by Willie B. Stevenson

Lanier High School, Freeport, Texas

We are all familiar with the way the blame has been passed from one school to another for the inability of its pupils to read. The college blames the high school, the high school blames the junior high, and the junior high blames the elementary school.

There were times when a first grade teacher had to pass pupils on to the next grade because of overcrowded conditions. At other times, it was felt that if a child had advanced through several of the basal readers of the first grade, he could go on to the next teacher on the assumption that he would probably begin where he left off.

These were not always the best procedures. Lillian Orme says that many children who fail in upper grades, who are remedial cases, sometimes might have succeeded from the beginning had their initial instruction been well adjusted to their needs.¹

Readiness for beginning instruction is that state in a child's total development which makes it possible for him to learn to read. Dolch refers to different kinds of readiness as physical, school, language, interest, and perceptual.² These make up the child's total development.

Shortly after the beginning of school, every first grade teacher should administer a Reading Readiness Test. From the results of the test and her observations she will soon know who is who in the classroom. There will be a group ready for formal instruction and a group in need of more reading readiness activities. In about six or eight weeks she will probably be ready to start the second group in formal reading instruction. After this regrouping has been done, there is a third group who will need an extended readiness period. It is for this group that the writer has great concern at this time.

Some of the causes contributing to the unreadiness of this group are poor attendance and lack of parental interest. McKee³ says that these are the individuals who lack readiness in terms of their oral language development and background or experience. W. G. Cutts⁴ suggests a prolonged readiness period to make up for much deprivation. Some beginners are emotionally disturbed, show lack of home training and some cases show a wide gap between chronological age and mental maturity. Individual differences carry over in reading just as they do in physical development. Just as some are slower in walking than others, some are slower in learning to read. A few of these pupils will probably be ready for formal instruction around mid term. Others may show readiness individually. Each must feel that he is achieving. Instruction should be aimed to meet his needs.

An experiment was conducted by Lillian Orme in the

W. W. Yates School to determine the effect of a longer readiness period on immature first graders. Three classes were administered the Metropolitan Reading Readiness Test. Seventy-eight percent were not ready for formal instruction. The Revised Stanford Binet was administered for intelligence scores. The children were placed in three classes, each with the same distribution of scores. Two classes were controlled. Teachers went about the usual procedure. The third class was experimental. A longer time was allowed for the readiness period before beginning formal reading instruction.

Activities were designed to meet specific needs, each progressed at his own rate. There were seven centers of interest which the children explored and talked about freely. Activities included directed reading readiness instruction, free reading, dramatic play and social experiences, interest and observation, number readiness and concepts, self-expression and development of physical dexterity, and sharing with others.

At the end of the year, the children were given the Gates Primary Tests. Scores of the experimental class were above those of the controlled classes with gains of two to three months. The controlled classes still had a few failures, as usual. This experiment gives hope and shows some positive aspects which will interest every classroom teacher.

Provisions to stimulate and foster the development of readiness should include the following:

- (1) Carry on a well planned program of definite instruction in matters which constitute readiness for reading beginning reading matter.
- (2) Discover and help to remove physical and emotional disturbances which may block the pupils achievement in reading.
- (3) Make available a large variety of appropriate materials.

McKee lists six instructional jobs:

- (1) Provide training in visual discrimination.
- (2) Provide training in auditory discrimination.
- (3) Develop understanding that reading matter is to be observed from left to right.
- (4) Provide training in listening.
- (5) Create a desire to learn to read.
- (6) Construct concepts and develop the listening vocabulary needed for beginning reading.

The teacher's attitude is very important. She must be patient, realizing that vocabulary and language concepts develop slowly. She must be eager to provide many inter-

(More on Page 15)

Good Mental Health Essential To Adjustment

by Mrs. Rose V. Fields

Peete School, Tyler, Texas

Self understanding is especially important for those of us who are parents and teachers. Our behavior not only determines our successes and failures, happiness or unhappiness, but it gravely affects our children and pupils development.

Usually when one speaks of mental health, an eyebrow is raised with a question in mind: Is he or she really crazy? We blot out the true meaning: In order to give a clear picture of what is being discussed, the words should be divided and a definition given for each word and then combine the words and give a definition. (1) Mental which is pertaining to the mind; (2) health, that condition of bodily soundness in which the functions are performed normally. Mental health is the soundness of the mind in which functions are performed normally.

Doing something about our problems is a good mental health practice. Doctors and public health officials work to prevent physical illness by instructing people in the principles of physical hygiene. Experts in mental health problems (Psychiatrists, and Clinical Psychologists) also believe that many personality disorders can be avoided by good mental hygiene practices.

There are no sure-fire instructions for the prevention of personality maladjustments, as there are for the prevention of many diseases. Malaria for example, can be controlled by eliminating pools of stagnant water in which the disease carrying mosquitoes breed, but it is not possible to prevent all the unhealthy incidents that affect a child's developing personality. No person is immune to tragedy, illness or injury. Even with the best planning, economic problems can become too big for an individual to weather emotionally. No one, in fact can be absolutely free of emotional difficulties—they are an inseparable part of our lives.

Despite the problems, most people can maintain good mental health. Strong personalities weather unbelievable stresses. With support and assistance, even people with weak personalities can function effectively under stress. Mental health depends not only on being free of problems, but on facing them and finding ways of solving them. Knowing how your personality is made and how it functions can help a great deal. And although there are no simple rules for handling or preventing difficulties, there are some general principles which, if followed, can help everyone maintain and improve their mental health.

In general your mental health depends on; (1) your relationships with other people; (2) your codes of behavior; (3) your sources of satisfaction; (4) your ways of obtaining security; and (5) the value of your goal in life.

The pattern has been carefully studied of women whose relationship with other people is somewhat questionable.

She is the kind who back-bites and gossips, she is apt to have a hard time even with her own daughters. Men who have had unhappy relationships with their fathers may show the same hostility toward other men and toward their sons.

Unhappy relationships also result when the drive to hate is mismanaged. There are people who are always attacking others. Their aggressiveness is destructive rather than constructive. They are not only critical, but hypocritical. It seems that their purpose is to obstruct and thwart whatever and whenever they can.

Such people, who usually were not loved by their parents, grow up fearing to make any attempts at being loved and accepted. They fear that they will meet rejection again. It is as if one is saying "I know you won't love me, so I'll reject you before you have a chance to reject me." Another mismanagement of hate drive shows up in the person who automatically hates everyone who has authority over him. He is following his childhood pattern of being unable to form a satisfactory relationship with anyone who stands in the way of his wishes. His parents probably stood in the way of so many of his wishes that he has come to resent everyone who exercises control—teachers, foremen, policemen, army officers, and even his own children when they will not obey him.

Since patterns of loving and hating are formed in childhood what can we, as parents and teachers, do about them now? First, we investigate the management of our own emotional drives toward love and hate—how well we get along in our relationships with other people. Are we giving the children in our care enough love and acceptance? Second, correct our own attitudes and behavior that are interfering with our relations with others. We do not necessarily have to know what happened in our early childhood to change our present approaches to people.

Your code of behavior, ways of acting toward others, results from three forces in your personality—the unconscious, the conscious and the conscience—To love what pleases and to hate what interferes originate in the unconscious, the conscious and the conscience. To love what with your environment, urges you to act in an unselfish social manner. Your conscience, a sort of inner policeman, urges you to act in accordance with the ethics and standards you absorbed from your parents.

To be mentally healthy, and to help children attain good mental health, you must get satisfaction from life. Satisfactions come from filling your personal needs, from making wishes come true. You get satisfaction from creating a beautiful product, from carrying out a plan, from doing a worthwhile job, or that satisfaction is increased through the appreciation by others of what you have done.

(More on Page 19)

79th TSAT Session Held In Austin

In a three-day meeting sparked with enthusiasm, delegates to the 79th Annual Convention of the Teachers State Association of Texas enjoyed one of the most successful meetings to date Oct. 24, 25, 26 in Austin. Meetings were held at Huston-Tillotson College with a final session in the Austin Municipal Auditorium.

A raft of state, school and association officials were on hand during the opening session to welcome guests and members. Special messages and greetings were sent by well-wishers.

Topics covered during sessions ranged from what one should know about Teacher Education and Professional Standards, Programmed Instruction and Team Teaching, Instructional Media, Dropouts and Out-of-Work Teenagers, What Researchers say about Effective Teaching, and Education in this Technological Age.

Three featured guest speakers highlighted the convention this year. Dr. Edward W. Brice, Adult Education Branch, US Office of Education, Washington, D. C.; Dr. Ole Sand, Research Division, National Education Association; and Dr. Harold Spears, Superintendent of Schools, San Francisco, Calif.

Other speakers included Dr. J. J. Seabrook, president of Huston-Tillotson College, Austin; T. C. Calhoun, president, TSAT; L. C. Jones, president of the Austin Education Association, and others.

Dr. Spears aimed at grassroots problems in his presentation by analyzing a number of trouble areas.

"A longer school day," he said "is not the answer" to teaching problems. "The answer to American education is not just a longer day, harder home work, more subjects, lower grades, a longer school year; the answer is quality education." He suggested that the teacher take the best in the class and give him something extra to do; work with students on an individual basis. "Takes more work," Spears said, "but that's teaching."

"I've seen teachers set standards too high and fail to get down to the child's level and reach the child. The challenge is also at the other end of the line.

"And another thing, if we use the same lesson outline we used 10 years ago, we are not being of service to the child of today. We have a new crop of children with a different set of standards and different social and economic problems."

He said you don't look at a school by itself without its surroundings. The school is part of a setting. One must look at the community in which it is located and know its problems in order to frame a better educational program, better curriculum planning.

Turning to the "vocational versus academic" type high school, Spears said "there is a false conception of high schools in the United States" in that they are thought of as vocational or academic. What we need is a combination program, a general program, and we need to keep taking inventory to see that it is up to date.

Dr. Edward Brice spoke on the "Social Responsibility and the Curriculum of our Schools and Colleges."

He quoted President Kennedy and his civil rights message in saying, "Our constitution is colorblind and neither knows nor tolerates classes among citizens, but practices of the country do not always conform to the principles of the constitution."

Dr. Brice stated in the opening remarks of this address that his talk was intended to examine how far we have come in achieving first-class citizenship for all citizens regardless of color, how far we have yet to go, and what further tasks remain to be carried out by the executive and legislative branches of the federal government, as well as by state and local governments, private citizens and organizations.

"No American who believes in the basic truth that 'all men are created equal, that they are endowed by their creator with certain inalienable rights,' can fully excuse, explain or defend the picture statistics portray that: the Negro youth has about one-half as much chance to complete high school as a white youngster, one-third as much chance of completing college, one-third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one-seventh as much chance of earning \$10,000 per year, a life expectancy which is seven years less, and the prospects of earning only half as much."

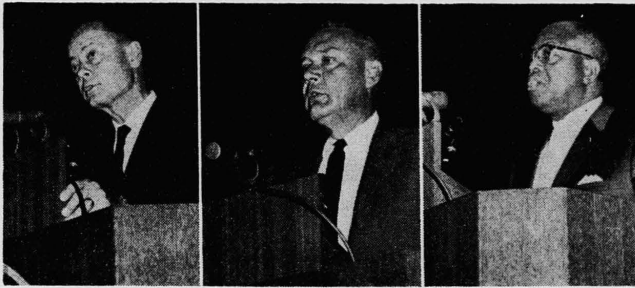
He said the greatest single need today in the field of education uniquely affecting schools attended by Negroes is a re-thinking and re-structuring of the curriculums to adequately meet the needs of the total changing American and world community.

"If we are to rid ourselves of the slum environments which surround many of our people; if we are to raise up the valleys of cultural inadequacies and frustrations; if we are to tear down the mountains of ignorance, misunderstanding and stereotypes which separate people, then we must never cease in our conviction that education underlies our strength and vigor and our salvation as a dynamic element in the mainstream of the American society."

Dr. Ole Sand, in addressing delegates to the annual banquet, Department of Classroom Teachers, said that "education in the US can be as good as the citizens of this country want it to be—and no better."

He said the basic commitment to good education must come from the people. "Today a special urgency dictates educational reappraisal and anticipates education change."

"Today, Americans look to the schools with high expectations, perhaps higher than at any time in our history. Education is now more than ever vital to the individual and to the nation. It is the key to many of the social ills in our own society; it is essential in our expanded international involvements. Education is crucial for beginning and continued employment. Expansion of the economy depends on broadly trained leaders as well as on a skilled



AT THE PODIUM are Guest Speaker Dr. Harold Spears, Guest Speaker Dr. Ole Sand and T. C. Calhoun, president of TSAT.



FINAL SESSION speakers and members of the convention committee listen with interest. This photo was taken during the final session on Saturday morning. On the front row (l to r) are: T. A. Graham, president of the board of trustees, Austin Independent School District; Mrs. Garrie Bray, secretary, Austin Independent School District; Dr. Harold Spears, Superintendent of Schools, San Francisco, Calif.; Dr. Irby Carruth, superintendent of Austin Independent School District; Dr. J. J. Seabrook, president of Huston-Tillotson College, and Dr. Ole Sand, Research Division, NEA.

labor force. The solution of many present-day challenges and problems turns on education."

In the business part of the 79th annual meeting a proposal to raise dues to \$10 per year was rejected and the next convention was set for Oct. 22, 23 and 24 at Waco.

C. A. Thomas of Midland was installed as president of TSAT, F. R. Rice of Austin was re-installed as trustee, and Robert L. Gregory of Fort Worth was installed as second vice president.

And looking to the future and a consolidation of white and Negro teacher associations the following telegram was sent to the Texas State Teachers Association in meeting at Fort Worth.

"Mr. C. O. Chandler
c/o Will Rogers Coliseum
Fort Worth, Texas

The Teachers State Association of Texas believes that the principle of desegregation should apply to professional organizations as well as to students in our public school system. It is a contradiction to have dual associations when schools are desegregated. Therefore we propose that TSAT and TSTA take steps immediately to explore the issues related to effecting a merger and that a joint committee of TSAT and TSTA be organized for Conferences on merger plans.

Vernon McDaniel
Executive Secretary
Teachers State Association of Texas"

The annual meeting ended at Saturday noon with the recognition of guests and visitors, and the presentation of gifts to speakers, President T. C. Calhoun, and to Dr. Vernon McDaniel.

NOVEMBER-DECEMBER, 1963

Convention Pictures



Ag Man's New Image

by C. L. Redus



C. L. REDUS

A visitor to a vo-ag classroom would likely find certificates in tractor maintenance, in the operation and repair of small gasoline engines, arc welding, acetylene welding, civil defense, classification and marketing of livestock, vocational agriculture, farm plumbing, teaching, school administration, and the operation and repair of electric motors. There might be others. All of these things come under the heading of running a ranch or farm and are part of the everyday business that confronts the man who makes his business agriculture.

Twenty years ago, in that same office, the visitor probably would have found only a teacher's certificate. This indicates that the teaching of vo-ag has undergone a complete renaissance. This became necessary because farmers have applied the scientific method of food, feed and fiber production.

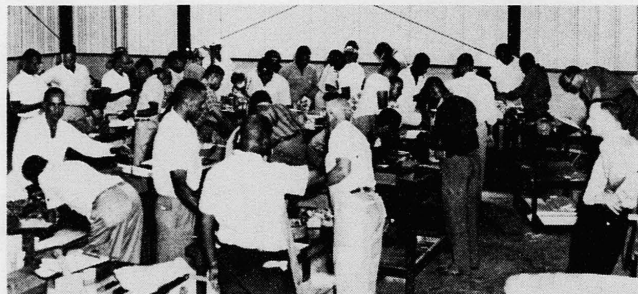
Agricultural history teaches that civilization began with the plow. It was until 1837, however, before John Deere built the world's first successful steel plow. It came after much experimentation, but when perfected unlocked the wealth of this mighty nation. Agriculture depends on this same basic design today. On the other hand, practically all other methods of production have changed.

This change brought with it a need for a change in instruction in vocational agriculture.

It all started in 1917 when our nation was largely rural. The Smith-Hughes Act of that year "was designed to encourage states to promote and further develop programs of vocational education in agriculture. This of course indicates that some of the money used in operating the departments in Texas is sent back to the state from the federal government in grants. It was provided that this federal allocation lose its identity when it reached the state. It further provided supervision on all levels to assure proper use of the funds.

The vocational agricultural program in Texas is supervised by George Hurt, Director Agricultural Education and J. A. Marshall, Assistant Director Agricultural Education, both of the Texas Education Agency in Austin.

The eleven areas in which vo-ag teachers now earn certificates indicate only a part of the many new subject areas that are receiving more and more attention from vo-ag teachers. Other areas which are requiring short-courses are concrete construction, building block construction, reading building plans, house wiring and disease and parasite control for livestock. Very new on the horizon



VO-AG TEACHERS here are learning to repair small gasoline engines at Jackson High School at Tyler in 1961. This was part of an in-service training project. Skills learned here were later taught to FFA boys enrolled in vocational agriculture.



MEAT SHOWS WERE POPULAR in the early '40's and were used to encourage farm people to produce and preserve their own pork. Automation has taken over today, except where the real "old fashioned" flavor is demanded. H. S. Estelle, Texas' first Negro vo-ag teacher is shown examining a ham. At right is the author.

ABOUT THE AUTHOR

The author served nine years as county agent in Shelby and Milam Counties. For 14 years he has taught vocational agriculture, the last 10 being at Jackson High School in Corsicana. He received a BS degree in agriculture from Prairie View College and has done work toward a MA degree at Texas College of Arts & Industries. Active in professional associations, he currently serves as chairman of the public relations committee of the Texas Association of Vocational Agriculture Teachers.

are landscape gardening, farm water systems, irrigation, and processing foods for deep freezing.

It has become necessary for vo-ag teachers to know certain specific skills in order to teach both youth and adults who use these skills in the performance of their daily agricultural tasks. "Agribusiness" is "begging" for employees who have agricultural backgrounds. "Agribusiness" includes feed, insecticide, meat, poultry, dairy, fruit and vegetable processing-industries which are all very closely related to agriculture.

Inman White, area supervisor of Palestine, comments, "Vocational agriculture employs the development of many different skills and could serve to eliminate the unemployment problems of our youth in urban and rural areas."

We are not worried about the future of the vo-ag program in Texas when one hears of a barrow shown by a vo-ag student winning \$2,800 at a major stock show, or of a NFA chapter feeding sixty one head of fat calves such as happened at the Jackson (Tyler) school, or the establishment of a \$16,000 cucumber pickling vat such as happened at the Concord school (Mt. Enterprise, Rusk County) vo-ag department, or a trailer constructed by vo-ag students at the Laneville vo-ag department for which they refused \$500. There are endless success stories such as the above in many departments throughout the state.

When evaluating vo-ag departments about the state, top educators think very favorably of the leadership training program sponsored by the New Farmers of America. The Dallas Morning News quoted Commissioner of Education J. W. Edgar, speaking at a vocational conference in Dallas during August, as saying "more than ever schools are realizing the importance of a well-rounded vocational program. Teachers should try to improve and develop in-school programs, vocational guidance and youth leadership programs such as the Future Farmers of America and adult vocational programs and keep the programs up to date as changes occur."

A very important area of service sometimes overlooked is in the area of "on-the-job-training" which involves both the vo-ag teacher and the student. The teacher supervises the students on special farm jobs thereby training while assisting in the provision of much needed skilled farm labor.

Vocational agriculture operates upon the premise that "one may forget what he hears, or what he reads, but will never forget what he does." One leading professor in teacher education in a leading university said that vo-ag "is the best taught class in high school." This of course had general implications.

The "ag man" who once was considered the school's "handy man" has emerged with a new image and is now enjoying professional status. Now he has discovered that he represents an industry as scientific as science itself. He fully recognizes that he is a teacher of our tomorrow's leaders.

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BALLING AND BURLAPPING shrubbery in the nursery is being taught this vo-ag class in Jackson High School, Corsicana, Texas. Two teachers watch the work.



MANY VO-AG DEPARTMENTS construct trailers as group projects while at the same time supplying students and farmers with a much needed piece of equipment at low cost. Students in this picture are of the Booker Washington High School at Marlin.



TOP WINNER in the Negro division of the 1961 State Fair at Dallas was this barrow shown by students of Ralph Bunche High School of Welder. Such winners sometimes net \$2,800. Standing behind his students is Vo-Ag Teacher D. J. Derry.

A Quest for Certainties

by Willie Mas Cary

Department of English
Ralph J. Bunche High School
Crockett, Texas

There is a weariness in our time which arises from the vexations of unfixed reason.

Being caught in this web of formidable perplexities, we are constantly tormented as a generation by an unalterable desire for that which is definite, that which is reliable, and that which is final. In essence, it might not be grossly extravagant to assert that partial responsibility for much of the unyielding defiance, the lethargic despair, and the defeating passivity, so characteristic of modern youth, exists because of insufficient stress upon undeviating principles of life.

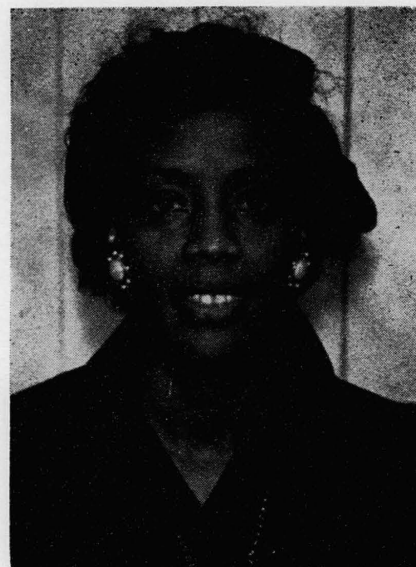
That there must be qualifying emphasis upon certain absolutes in the instructional process is of no minor concern to all persons of responsibility during these times of agitated turbulence, changing social demands modified cultural notions, and transposed human values. Therefore, I hasten to add that it is only through that which is stable and unyielding can the capriciousness of the age in accelerated transition be combatted.

Indeed, ours is a resplendent age, but splendor is not always concomitant with the demands of reality nor of life itself. Splendor seeks admiration. Reality seeks credulity. Life demands truth. It is possible that Plato, writing centuries ago, envisioned our need for this tangibility when he expressed the sentiment that knowledge gained exclusive of certain basic elements was of little value. "Let those pieces of learning which explain life," he wrote, "be brought together in one view so that the relations of things will be

clear." Nothing, I venture to say, brings into clearer focus the relations of things than the unfluctuating values which we may call verities, certainties, or just plain truth. These elements are essential and must find enunciation in all that we do. Because of their universality and their constancy, they exist in practically all areas of learning and educational endeavor. In literature, in the sciences, and in the entire spectrum of educational pursuits, these values cry out for expression and discovery.

Unfluctuating values must be stressed because they tend to defy circumstances. It is true that the amassing of facts and various data is of immeasurable value, but as conclusive as facts must be, even they must receive their validation through the sanctions of circumstance. Truth defies circumstances because truth is not entirely limited to time or place and because of this is not subject to the mutations of society's shifting moods. Assent to this contention may be found in the words of Sir John Herschel when he wrote, "The grand character of truth is its capability of enduring the test of universal experiences, and coming unchanged out of every possible fair discussion." When fluctuating values are stressed at the expense of unfluctuating ones, extreme indecisiveness and undue vacillation may readily become by-products of our development.

Because the deep structures of reality are frequently buried beneath life's trivia and even that which is completely false, there must be a



WILLIE MAE CARY

search for them. Moreover, there must be an acceptance of a rather rugged path down which this search must proceed. It is through constant questing upward and outward that these realities may be discovered. Each individual must plod unceasingly to discover them for himself. Goethe perceived this when he wrote, "It is easier to perceive error than it is to find truth, for the former lies on the surface and is easily seen while the latter lies in depth where few are willing to search." Although many may be involved in the quest, its realization is an individual matter.

In summation, the schools have the special burden, since their forte is learning, of bringing certainties into focus. Variables are important because they are inextricable parts of life; absolutes are important because they are the indestructible core of life. Whether it is the scrutinization of a cell in biology, the testing of quadratic equations in mathematics, the appreciation of dissonance in music, or the crystallization of imagery in literature, eternal must be of essence.

That there must be roots of immutability in the midst of gross evanescence is of uttermost importance. There can be no substitute for that which is undeviating and steadfast. And each generation must make its contribution in laying firm hold on those verities which strengthen life. Life without truth must end in vacillation. Truth moulds character and character shapes destiny.

Vocabulary Development

by Elnora R. Hudley

Pupil achievement depends greatly upon vocabulary development. Those who have difficulty in understanding words and their meanings will miss the full enjoyment that comes only with complete comprehension of reading matter. Therefore, the writer will give special attention to Stimulating An Interest In Vocabulary Development.

One of the greatest handicaps in reading is trying to read without sufficient vocabulary. Words are the tools with which thoughts are built, and if one does not recognize or know how to use the tools, very little can be done.¹

A reading vocabulary is the basis for various comprehension skills. Accurate knowledge of the meaning of thousands of words is important, not only for reading, but also for thinking and reasoning.² Therefore, one must learn to recognize and interpret the printed word if complete comprehension is accomplished.

Many authors concur on the five approaches involved in word attack. Clyde Roberts lists them as follows: the contextual, the auditory, the struc-

tural, the visual, and the kinesthetic approaches.

The kinesthetic approach is used from the first exercise. New words are written daily for vocabulary growth. The child writes these words in context and learns them.³

Following are some of the suggestions listed by McKee on vocabulary development.⁴

1. Many new words are learned through contacting new experiences.
2. Likewise making provision for the child to gain indirect experience through careful wide reading by having good writings read to him.
3. Exercises may be used in which the children substitute a more colorful word for the word given in a statement.
4. Campaigns such as "Learn a new word each day" may be employed.
5. Pupils may keep a notebook in which they place new words learned at various times. This book should be used not only as a depository but also as a study guide.

6. Of greatest importance is the fact that the teacher herself must be enthusiastically sensitive to the value of words. Without this there is little hope of her stimulating the child to enlarge his vocabulary.

Finally, one of the benefits of reading is growth in vocabulary. Studies of vocabularies of business people have shown that those in the higher positions have better vocabularies than those working under them.⁵

The writer will strive to further enrich the vocabulary development program in reading by trying the things suggested in the study.

¹ William H. Armstrong, *87 Ways to Help Your Child in School*, Barron's Educational Series, Inc., New York, 1961 pp 57

² A Briefing For Parents: *Your Child And Reading*, N E A Journal, January, 1963 (pamphlet insert)

³ Clyde Roberts, *Word Attack—A Way to Better Reading*, Harcourt, Brace & Co., 1956 pp 1-3

⁴ Paul McKee, *Language In The Elementary School*, Houghton Mifflin Co., 1939 pp 305

⁵ Clyde Roberts, *Word Attack—A Way to Better Reading*, Harcourt, Brace & Co., 1956 p IX

Reading Readiness—

esting experiences. When children have had an interesting experience, they are anxious to talk about it. This can be a springboard for experience stories and many other activities. She should not hesitate to seek the aid of the school nurse, speech therapist, and other resource persons in determining the child's physical readiness.

The support of the administration is of great importance also. Many first grade teachers sometimes become discouraged because they have to spend so much of their own money for supplies. The principal should visit the classroom frequently and make every effort to provide a variety of much needed materials. He should also assist the teacher in interpreting the readiness program to parents.

The role of the parents in this program should not be overlooked. Through parent-teacher conferences and home visitation there should develop an understanding that we are partners. They should feel free to visit the school at anytime. A tape recording of the child's reading may be prepared and played for the parents. This preparation,

however, would have been made previously in a relaxed situation without the child's knowledge that it would be played to parents. The teacher may give the parents stories and poems to read to the child at home.

Among the many activities for building a background of experience and a language facility are: field trips to farms, zoos; pet shows; listening to stories read and told by teacher; dramatization of parts of stories; riddles and games; using and listening to the tape recorder; music and art activities; "Bring and Tell" period; observing insects; choral reading; shadow box displays; discussing pictures in sequential order; sharing pictures and books; exploring centers of interest in classroom.

The writer has attempted to point out some of the advantages of an extended reading readiness program for the very immature child in the average first grade classroom. Studies show that a child exposed to such a program will stand less chance of failing in the upper grades. Provisions should be made to foster individual growth.

(More on Page 16)

Jackson Honored

The Progressive Club of Wichita Falls gave special recognition to C. Emerson Jackson, principal of Washington Junior High School, at a recent appreciation dinner.

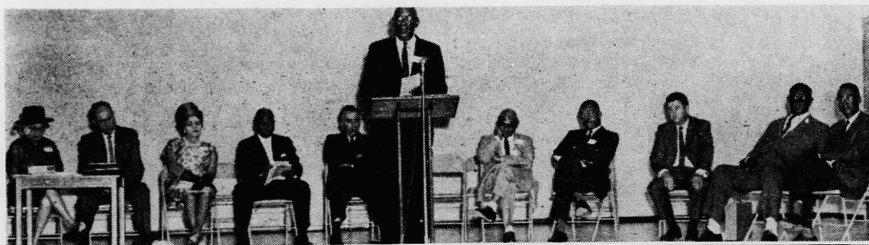
Jackson was honored for his 34 years of service to Texas Public Schools as principal, 17 of those at Booker T. Washington Junior-High School in Wichita Falls. Two additional schools, Washington Elementary and A. E. Holland Elementary, were added under his leadership. Later a modern gymnasium-auditorium was erected. In 1963 he was assigned as principal of the first "full-time" Washington Junior High School.

He is a member of the executive committee of the North Texas Teachers' Association and the executive committee of the Texas State Teachers' Association having served a term as president of each. He is a life member of both organizations as well as the National Education Association. He is a member of the American Teachers' Association, State and National Principals' Association, Principal's State Planning Committee and local Teachers' City Benefit Association.

He has served as summer visiting consultant and at workshops at Bishop College 1949, Texas Southern University 1950, Prairie View State College twelve consecutive summers including 1963.

In 1962 he was made "Man of the Year" by the Wichita Falls East Branch YMCA for his service to the community. He has been active in civic affairs working with chamber of commerce, civil defense, hospital, mental health, YMCA, business and professional mens' club and other groups for the betterment of his community.

In honoring him, he was described to those attending the appreciation dinner—"Although his responsibilities are many, and his activities and interests are varied, C. E. Jackson carries a zeal and zest to every undertaking that insures its success. He is a dynamic progressive educator, civic and religious leader."



THE FIFTH LEADERSHIP CLINIC sponsored by the TSAT, NEA and ATA was held Sept. 21 at the R. L. Smith Elementary School in Waco. Theme of the meeting was "Unifying the Teaching Profession" and gave special considerations to problems and issues related to gaining a united effort on the part of association of all levels. PHOTO 1: Mrs. Grace Scott, NEA director of Texas, Jennig Flathers, NEA field representative; Mrs. Velma M. Jeter, past president of TSAT; T. C. Calhoun, president of TSAT; Jack Balagia, representative, Great National Life Insurance Co.; (standing) W. S. Collins, president, McLennan County Classroom Teachers; J. S. Henry, principal Kirk-Wilson School, Waco; F. A. Mosely, president Waco Classroom Teachers; A. T. Geyer, Jr., organization specialist, Texas Credit Union League; Rev. R. A. Westbrook, TSAT, Liaison coordinator. PHOTO 2: Jack Balagia discussing Tax Sheltered Annuities. PHOTO 3: R. L. Smith School Chorus, Waco. PHOTO 4: R. L. Smith School Faculty, Waco, Mrs. Lola Hicks, principal.

Reading Readiness—

The teacher must be an enthusiastic individual with much patience and understanding. The principal, school nurse, speech therapist, and parents must be available to assist when needed. It is believed that a program of this nature will pay great dividends. It can be done.

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FIFTH LEADER CLINIC PICS . . . PHOTO 1: Group SNEA-PTA students and consultants. PHOTO 2: GROUP A—Local and county units—Charles B. Redd, leader. PHOTO 3: TSAT Executive Committee meeting with T. C. Calhoun, chairman. PHOTO 4: T. C. Calhoun, president TSAT. PHOTO 6: Jennings Father Flather, keynote speaker.

Brembry Named Principal

Itasca school officials have announced the election of B. T. W. Brembry as principal of Sanford High School.

Principal Brembry replaces the late Guss Maxwell, who died Aug. 4.

The new principal has an outstanding background in school work starting in 1927 when he became a member of the faculty at the Biscoe, Arkansas Training School where he taught until 1935.

From 1935 to 1942 he taught in Kensett, Arkansas, leaving school work in 1942 to enlist in the US Army. He served overseas in the West Pacific area in Saipan and other points.

After receiving his discharge he again entered school work. In '47 and '48 he served as Dean of Instruction

at Arkansas Baptist College.

He served in the personnel department at Prairie View A&M College in 1955 and 56. He has taught also in Center Point School in Pittsburg, Texas, and in Freeman High School in Caldwell.

He comes to Itasca from Haskell where he has been principal at the E. B. Evans School for the past six years.

Principal Brembry's educational background includes bachelor of science and master of science degrees from Prairie View A&M College at Prairie View, Texas. He has also done advanced work at the University of Texas.

A&M Nuclear Center Probes The Unknown

A source of energy as old as the sun — radiation — is busy seeking truth in research laboratories at Texas A&M University. The atom, one of the principal answers to agriculture's need to produce and preserve better and more abundant food, feed and fiber for an exploding world population, is unlocking the secrets of plant, animal and human health.

A million dollar Nuclear Science Center at A&M had its formal opening last May. The reactor operates at 100 kilowatts, and eventually it will be increased to 5 megawatts, making it the largest reactor facility in the nation owned by an educational institution.

As a citizen of Texas you have helped by investing money from state and federal sources in the project.

One of the most recent projects undertaken at the center is the investigation of skin transplant survival in the chick. It is hoped that the results of this study will provide techniques and information which may have indirect application regarding the treatment of severe burns, fatally damaged organs, leukemia, radiation injuries and possibly certain types of carcinoma in human medicine.

Many other projects are underway that will be as important to the future of mankind.

TEACHERS! BORROW \$50 to \$300 BY MAIL

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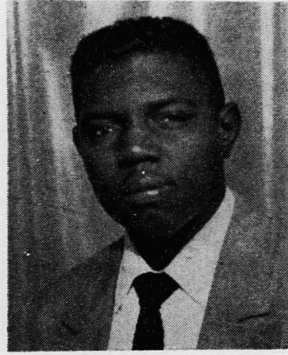
Any amount from \$50 to \$300—if you need money quick—cut out and mail this ad for complete free details. Completely confidential. No co-signers, no endorsers. Friends, merchants, school board will not know you apply for a loan. You can make this loan in the privacy of your home **BY MAIL** on your signature only. Repay in convenient monthly payments, no payments on principal during summer vacation. Cut out and mail this ad today for full details in plain envelope.

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LLOYD V. NAULS



JOHN DELLEY

New Teacher Appointed To Fisher High School

Fisher High School, Athens, began its 1963-1964 term with a two-day workshop which was most interesting and informative.

Three new teachers have been added to the faculty: Willia Pruitt, business instructor, graduate of Texas College, Tyler is one of the new ones along with Lloyd V. Nauls, agriculture instructor, graduate of Tuskegee Institute, Tuskegee, Alabama, and John Delley, social science instructor. Nauls did advanced studies in administration and supervision at Prairie View A and M College, Prairie View, Texas and Guidance at Texas Southern University, Houston, Texas. Prior to his coming to Athens, for 13 years he taught in the Madison County

Consolidated Independent School District, Midway, Texas. Nauls visited the Los Angeles School District Los Angeles, California where summer school was in progress.

John Delley, instructor of social science, is a graduate of Texas College of Tyler and did further studies at Texas Southern University at Houston. He served as principal of St. Paul High School at Greenville, Texas.

Four students from Fisher High School are attending Spanish I Class at the Athens High School. These four students are ranking high in the Spanish Class and are maintaining good averages at Fisher High School.

The Biggest Class

This fall, teacher Jerry Gough has had just about the biggest history "class" in the United States.

His "students" are the millions who are tuning in Friday evenings to the CBS Television Network's "Great Adventure" series which made its debut September 27.

Formally listed as Gerald F. Gough on the teachers' roster at High Point High School, Beltsville, Md., Jerry is an enthusiastic teacher and an ardent spare time actor.

He gave up the stage for the classroom when he found the history teacher is closer to real drama than the actor. "History is drama," he'll tell you. "But history's actors were and are real people living their roles."

And he quotes Shakespeare: "All the world's a stage, and all the men and women merely players."

"The Great Adventure" has been his history vehicle outside the school classroom. In the early installments of the series, Jerry has served as the representative of the National Education Association. Each show illuminates dramatic events or personalities in United States history, and at the close, Jerry comments on the story and discusses its educational implications.

Another educational tie-in with the CBS Television Network series is

(More on Page 25)



STEVENS-MAYO HIGH SCHOOL FACULTY, Hallettsville: back row (l to r)—L. D. Cunningham, History and Government; Benjamin Lindsay, Coach, Driver Education and Elementary Science; T. S. Johnson, High School Mathematics and Assistant Coach; Woodie G. Williams, Band and Elementary Mathematics; Jesse Polk, Vocational Agriculture.

FRONT ROW (l to r)—Mrs. E. D. Rene' Taylor, High School Music and Sixth Grade; D. M. Adams, Vocational Home Economics; Margurette S. Washington, Fifth Grade; Jo Z. Brown, Science and P. E.; Ruth Williams, High School English and P. E.; Mrs. J. Heliton, High School English and Library; F. D. Taylor, Principal; Betty Lee King, First Grade; Pinkie L. Newton, Third Grade; Eloise Mitchell, Fourth Grade; Julia L. Bunton, Second Grade; Opal J. Sparks, Commercial and Secretary to Principal.

PHILOSOPHY OF STEVENS-MAYO HIGH SCHOOL—We believe that: The purpose of public school education is to provide every youth, regardless of ability, environment, or race, the opportunity to develop physically, mentally, socially, economically, morally, and spiritually, to maximum capacity.

Only in this way can we create members of our democratic society capable and desirous of making a positive contribution to our way of life.

A democratic society requires self-reliant individuals capable of making their own decisions and adjusting themselves to our changing world. This democratic process is practiced as extensively in the Stevens-Mayo High School as is consistent with sound pedagogical practices and children's abilities to benefit from same.

NEW TEACHERS on the faculty are: F. D. Taylor, E. D. Rene' Taylor, Julie Bunton, and Betty King.

CIEP Tests Conducted

More than a half-million dollars in college scholarships will be awarded to high school students who achieve top scores in the 1963 nation-wide Cooperative Intercollegiate Examination Program. The CIEP tests are conducted annually under the auspices of the United Negro College Fund.

Scheduled between Nov. 27 and Dec. 14, this year's tests will be held in 285 centers in 30 states, the District of Columbia and the Virgin Islands, according to Dr. William E. Cope Jr., educational division director of the College Fund.

Twenty-nine of the 32 UNCF member colleges and universities participate in the program. "The tests are required by these institutions for the awarding of specific scholarships," Dr. Cope said. "Some UNCF colleges also require prospective students to take the CIEP tests for admissions; all encourage them to do so." The Educational Testing Service of Princeton, N.J. handles scoring and interpretation of results.

The CIEP tests are open to all high-school seniors, regardless of race, and a limited number of juniors and sophomores of exceptional ability. Within a decade, since the inceptions of the program, candidates have increased in number from 2,800 in 1952 to 11,637 in 1962.

Scholarships were granted to 1,000 of the 1962 candidates. Top scorers among the 1963 participants will receive scholarship awards for the 1964-65 academic year.

High-school principals and counselors throughout the United States and in the Virgin Islands have been supplied with information about the CIEP tests. Application deadline was Oct. 31.

All UNCF colleges and universities are privately supported, accredited institutions.

City	Test Center	Date	Time	Supervised By
Abilene	Woodson H.S.	12/5/63	9:00 a.m.	Huston-Tillotson
Amarillo	Carver H.S.	12/4/63	9:00 a.m.	Bishop
Austin	Anderson H.S.	12/9/63	9:00 a.m.	Huston-Tillotson
Beaumont	Charlton-Pollard H.S.	12/12/63	10:00 a.m.	Wiley
Brenham	Pickard H.S.	12/11/63	9:00 a.m.	Huston-Tillotson
Brownwood	R. F. Hardin H.S.	12/11/63	9:00 a.m.	Bishop
Childress	J. J. Rhoads H.S.	12/3/63	9:00 a.m.	Bishop
Corsicana	Jackson H.S.	12/5/63	9:00 a.m.	Huston-Tillotson
Dallas	Bishop Coll.	12/14/63	10:00 a.m.	Bishop
Fort Worth	Como H.S.	12/12/63	2:00 p.m.	Bishop
Fort Worth	Dunbar H.S.	12/13/63	9:00 a.m.	Bishop
Fort Worth	I. M. Terrell H.S.	12/12/63	8:30 a.m.	Bishop
Galveston	Central H.S.	12/13/63	9:00 a.m.	Huston-Tillotson
Houston	*Texas Southern Univ. Science Building	12/14/63	8:30 a.m.	Huston-Tillotson
La Marque	Lincoln H.S.	12/13/63	1:00 p.m.	Huston-Tillotson
Lubbock	Dunbar H.S.	12/5/63	2:00 p.m.	Bishop
Marshall	**Wiley Coll. Campus	12/14/63	9:00 a.m.	Wiley
Midland	Carver H.S.	12/6/63	1:00 p.m.	Huston-Tillotson
Nacogdoches	E. J. Campbell H.S.	12/6/63	10:00 a.m.	Wiley
Orange	Wallace H.S.	12/11/63	9:00 a.m.	Wiley
Palestine	A. M. Story H.S.	12/13/63	10:00 a.m.	Wiley
Plainview	B. T. Washington H.S.	12/4/63	8:30 a.m.	Bishop
Port Arthur	Lincoln H.S.	12/11/63	1:30 p.m.	Wiley
San Angelo	Blackshear H.S.	12/10/63	9:00 a.m.	Bishop
San Antonio	Wheatley H.S.	12/10/63	1:00 p.m.	Huston-Tillotson
Sherman	Fred Douglas H.S.	12/2/63	1:00 p.m.	Bishop
Sweetwater	B. T. Washington H.S.	12/9/63	8:30 a.m.	Bishop
Texarkana	Dunbar H.S.	12/2/63	9:00 a.m.	Wiley
Tyler	Emmet Scott H.S.	12/10/63	10:00 a.m.	Wiley
Waco	Moore H.S.	12/4/63	9:00 a.m.	Huston-Tillotson

* High schools in Houston area to be tested at Texas Southern University; Carver H.S., Baytown; Fidelity-Manor H.S., Galena Park; B. C. Elmore, Kashmere Gardens; Jack Yates, Phillis Wheatley, Washington and Worthing high schools, all in Houston.

** High schools in Carthage, Gladewater, Henderson, Jefferson, Kilgore, Longview, and other towns within a 30 to 40 mile radius, are to be tested at Wiley College Center, Marshall, Texas.

Mental Health—

Satisfaction is not to be expected from everything you do. You must do a lot of jobs that are monotonous, dull routine and detasteful. Even these can eventually lead to satisfactions. They can be a means of an important goal.

The lack of emotional security, the uncertainty about where one stands with family and friends, is a major threat to mental health. Secure relationships do not just happen, they must be built and kept alive through loving care. Parents and teachers have the special obligation of teaching children how to contribute to their own sense of security by investing love and interest in other people.

Finally, take a look at the goals you have in life. You cannot go very far in life without a goal. Even though it may be one that is impossible to reach fully, it gives you purpose and direction. Parents and teachers share a common goal—the development of a healthy, happy new generation.

Unfortunately there are too many people who drift through life like ships without rudders. On the job they work along in a humdrum way, interested only in their wages. They have no goals. When anyone crosses them, they pick up their marbles, walk out and try something else. Others, are only a little better off—they make a good living, but they do not make a good life.

HONOR SCHOOLS

School with 100% Membership in TSAT, November 6, 1963:

Anderson County

G. W. Carver School, H. D. Fields, Principal, Frankston.
Douglass Elementary School, J. A. Freeman, Principal, Palestine.
Union Hope Elementary School, Mrs. Espanola Dillard, Principal, Elkhart.
Banks Elementary School, Ecomet Burley, Principal, Palestine.
Fourth Ward School, Mrs. D. R. Robinson, Principal, Palestine.
Lincoln Junior High School, W. L. Manning, Principal, Palestine.
Washington Elementary School, W. C. Lee, Principal, Palestine.
Green Bay School, M. L. Cary, Sr., Principal, Palestine.
Henry Elementary School, H. J. Hurt, Elkhart.
Neches High School, O. L. Phillips, Principal, Neches.
A. M. Story High School, H. M. Williams, Principal, Palestine.
Bethel School, Elijah Glenn, Principal, Tennessee Colony.

Angelina County

Brandon Elementary School, Mrs. O. R. Hackney, Principal, Lufkin.
Carver Elementary School, Lacy Chimney, Principal, Lufkin.
Dunbar Junior-Senior High School, M. E. Lyons, Principal, Lufkin.
Cedar Grove Elementary School, J. T. Washington, Principal, Lufkin.

Austin County

Schools of Austin County, Mrs. J. L. Diggs, Coordinator.
Austin County High School, I. H. Woodfork, Principal, Sealy.

Bastrop County

Emile High School, R. C. Jackson, Principal, Bastrop.
Shiloh Elementary School, W. B. Sampson, Principal, Bastrop.
Washington School, D. B. Johnson, Principal, Elgin.
Mary A. Brown School, S. E. Moore, Principal, Smithville.

Baylor County

Washington Elementary School, Mrs. Julia Brady, Principal, Seymour.

Bell County

B. T. Washington School, Mrs. M. C. Powell, Principal, Bartlett.
T. B. Harris School, W. F. Simpson, Principal, Belton.
Dunbar Senior High School, G. C. Meridith, Principal, Temple.
Phyllis Wheatley Elementary School, J. B. Wilson, Principal, Temple.
Crestview Elementary School, Mrs. C. M. W. Fowler, Principal, Temple.

Bexar County

West San Antonio High School, L. R. Edmerson, Principal, San Antonio.

Bosque County

Valley Mills Junior High School, L. T. Morgan, Principal, Valley Mills.

Bowie County

Marvin Pynes School, T. C. Rutherford, Principal, DeKalb.
Arkadelphia Elementary School, L. C. McAfee, Sr., Principal, Maud.
Center Point Elementary School, H. U. Greese, Principal, Nash.
Dunbar High School, W. R. Pollard, Principal, Texarkana.
Oak Grove Elementary School, H. W. Crawford, Principal, Texarkana.
Goree Elementary School, E. P. Pierre, Principal, Texarkana.
Grandview Elementary School, L. G. Simpson, Principal, Texarkana.
G. U. Jamison Elementary School, M. D. Dodd, Principal, Texarkana.
Theron Jones Elementary School, M. F. Flewellen, Principal, Texarkana.
Sunset Elementary School, M. W. Patterson, Principal, Texarkana.

Brazoria County

Henry O. Tanner Elementary School, E. L. Cooper, Principal, Brazoria.
Ralph J. Bunche Elementary School, Howard Kees, Principal, Manvel.
Marshall High School, T. J. Wright, Principal, Angleton.

Brazos County

Fairview Elementary School, W. C. Davis, Principal, Bryan.
B. T. Washington School, O. W. Sadberry, Principal, Bryan.
Lincoln High School, W. A. Tarrow, Principal, College Station.
R. C. Neal Junior High School, U. S. Morgan, Principal, Bryan.

Brown County

R. F. Hardin Elementary, W. L. Chandler, Principal, Brownwood.

Burleson County

Freeman High School, E. B. Kerr, Principal, Caldwell.

Caldwell County

Carver High School, M. A. Ellison, Principal, Lockhart.

Calhoun County

Wilkins Elementary School, G. W. Adams, Principal, Port Lavaca.

Camp County

Douglas School, D. M. Smith, Principal, Pittsburg.

Cass County

Thornton High School, G. B. Oliver, Principal, Queen City.
Pruitt Elementary School, F. E. Davis, Principal, Atlanta.
Floyd Valley School, B. C. Northcutt, Principal, Marietta.
Perfection Elementary School, M. J. Barrett, Principal, Kildare.
Booker T. Washington School, Houston Bassett, Principal, Atlanta.

Chambers County

Double Bayou School, B. G. Forward, Principal, Anahuac.
G. W. Carver School, S. W. Lewis, Principal, Anahuac.

Cherokee County

Churchill School, Mrs. Lurlene Francis, Principal, Jacksonville.
Mt. Haven School, Mrs. Mercedes Cantley, Principal, Jacksonville.
Fred Douglas School, H. V. Jones, Principal, Jacksonville.
Booker T. Washington High School, C. W. Berry, Principal, Alto.

Collin County

E. S. Doty High School, Reuben Johnson, Principal, McKinney.
Frederick Douglass School, J. F. Hightower, Principal, Plano.

Collingsworth County

Booker T. Washington High School, W. E. Franks, Principal, Wellington.

Colorado County

Karl Downs High School, T. V. Pleasant, Principal, Weimar.
E. H. Henry High School, C. W. McClure, Principal, Eagle Lake.
G. W. Carver Elementary School, I. H. Berry, Principal, Garwood.

Cooke County

Booker T. Washington School, B. P. Douglas, Principal, Gainesville.

Cottle County

Dunbar School, H. A. Crowe, Principal, Paducah.

Crosby County

Cook Elementary School, Marcellus Walker, Principal, Ralls.

Dallas County

Hamilton Park High School, E. V. Goss, Principal, Dallas.
Thomas C. Hassell School, E. L. Wallace, Principal, Dallas.
Colonial School, C. L. Dennard, Principal, Dallas.
George Washington Carver High School, E. C. Anderson, Principal, Dallas.
Lincoln High School, H. I. Holland, Principal, Dallas.
B. F. Darrell School, E. L. Cowens, Principal, Dallas.
Priscilla L. Tyler School, L. J. Davis, Principal, Dallas.
Fred Douglas School, Lee J. Davis, Principal, Dallas.
K. B. Polk School, T. Z. Davis, Principal, Dallas.
Phyllis Wheatley School, Mrs. Estella Doty, Principal, Dallas.
Pearl C. Anderson Junior High School, B. E. Dade, Principal, Dallas.
Crisp Attucks School, Mrs. M. H. Carter, Principal, Dallas.
C. F. Carr School, Joseph McMillan, Principal, Dallas.
Paul L. Dunbar School, W. T. Beckett, Principal, Dallas.
J. N. Ervin School, O. B. Lawrence, Principal, Dallas.
N. W. Harlee School, H. W. Lang, Principal, Dallas.
Fannie C. Harris School, Finis Tatum, Jr., Principal, Dallas.
Bishop Heights Junior High School, A. D. Gibson, Principal, Dallas.
James Madison High School, Thomas Tolbert, Principal, Dallas.
Roger Q. Mills School, O. M. Fridia, Jr., Principal, Dallas.
Arlington Park School, Miss Y. A. Ewell, Principal, Dallas.
Hamilton Park Elementary School, F. L. Jones, Principal, Dallas.
J. W. Ray School, Mrs. Pauline Garland, Principal, Dallas.
Charles Rice Elementary School, F. F. Wilkerson, Principal, Dallas.
Sequoyah Junior High School, A. L. Mills, Principal, Dallas.
G. W. Carver School, W. C. Gray, Principal, Mesquite.
Joseph J. Rhoads School, Dr. C. F. Toles, Principal, Dallas.

Dawson County

Blackshear School, L. A. McCalister, Principal, Lamesa.

Delta County

Booker T. Washington School, W. H. Spencer, Principal, Cooper.

Denton County

Fred Moore High School, C. B. Redd, Principal, Denton.

DeWitt County

Daule School, T. W. Humphrey, Principal, Cuero.

Ector County

Carver School, V. C. Hendley, Principal, Odessa.

Ellis County

Booker T. Washington School, C. M. Arnold, Principal, Midlothian.
G. W. Carver High School, B. F. Thomas, Principal, Ennis.
Doris Miller Elementary School, B. F. Thomas, Principal, Ennis.
Dunbar High School, Mrs. L. M. McDonald, Principal, Ferris.
Callahan Elementary School, Mrs. A. C. Williams, Principal, Palmer.

El Paso County

Douglass School, E. W. Mangram, Principal, El Paso.

Falls County

Wilson White School, T. L. Washington, Principal, Rosebud.
Commerce Street Elementary School, W. D. Evans, Principal, Marlin.
Booker T. Washington Junior High School, James E. Lynn, Principal, Marlin.

Booker T. Washington High School, H. J. Hines, Principal, Marlin.
A. B. Davis High School, D. S. Bonner, Principal, Lott.

Fannin County

Washington School, R. E. Carroathers, Principal, Bonham.
Pendleton High School, J. L. Huckaby, Principal, Honey Grove.
Clark High School, S. W. Askew, Principal, Ladonia.

Fayette County

Fayetteville School, Mrs. Myrtle Darden, Principal, Fayetteville.
Douglas Elementary School, C. J. Sheridan, Principal, Flatonia.
J. A. Greene High School, W. C. Johnston, Principal, Schulenburg.
Randolph High School, S. L. Hatch, Principal, LaGrange.

Fisher County

Birdie Stephens Elementary School, Mrs. Rachel Collins, Principal, Rotan.

Fort Bend County

A. W. Jackson High School, V. C. Tinsley, Principal, Rosenberg.
A. W. Jackson Elementary School, Mrs. Velma Hudgins, Principal, Rosenberg.

Northside Elementary School, C. A. Johnson, Principal, Richmond.
N. A. Allen School, N. A. Allen, Principal, Needville.
M. R. Wood High School, C. L. Jingles, Principal, Sugarland.
Simonton Elementary School, L. P. Herald, Principal, Simonton.
Tavener Elementary School, G. T. Phillips, Principal, Orchard.
Powell Point High School, M. L. Brown, Principal, Kendleton.

Freestone County

Butler High School, J. F. Boozer, Principal, Fairfield.
Furney Richardson School, F. L. Kirven, Principal, Teague.
F. W. Wheeler School, H. P. Foster, Principal, Wortham.
Booker T. Washington School, A. M. Johns, Principal, Teague.

Galveston County

Simms Elementary School, B. E. Orman, Principal, LaMarque.
Abraham Lincoln High School, T. J. Jackson, Jr., Principal, LaMarque.
Lake Road Elementary School, H. B. Moore, Principal, LaMarque.
Woodland Junior High School, Curtis McGowan, Principal, LaMarque.
Lorraine Crosby High School, P. C. Burns, Sr., Principal, Hitchcock.
Lorraine Crosby Elementary School, Mrs. H. K. Backstrom, Principal, Hitchcock.
Goliad Junior High School, R. F. Sterling, Principal, Galveston.
Central High School, L. A. Morgan, Principal, Galveston.
Booker T. Washington School, Cornelius Harris, Principal, Galveston.
George W. Carver School, T. H. Warren, Principal, Galveston.

Goliad County

Goliad Elementary School, R. A. Harrison, Principal, Goliad.

Gonzales County

Ralph Bunche High School, Granville Sanford, Principal, Waelder.

Gray County

George Washington Carver High School, J. C. Randall, Principal, Pampa.

Grayson County

Fred Douglass High School, P. W. Neblett, Principal, Sherman.
Terrell High School, E. T. Hardeman, Principal, Denison.
Langston Elementary School, E. T. Hardeman, Principal, Denison.
Walton Elementary School, E. T. Hardeman, Principal, Denison.
Wims Elementary School, E. T. Hardeman, Principal, Denison.
Carver Elementary School, James A. Starks, Principal, Sherman.

Gregg County

Mary C. Womack Senior High School, J. L. Everhart, Principal, Longview.
C. B. Dansby Elementary School, E. Daniels, Principal, Kilgore.
Daniel Elementary School, J. W. Whitaker, Principal, Longview.
C. B. Dansby Junior-Senior High School, O. H. Turner, Principal, Kilgore.
Ned E. Williams School, E. R. Williams, Principal, Longview.
Southside Elementary School, L. H. Walker, Principal, Longview.
New Hope Elementary School, Archie Sanders, Principal, Kilgore.
Weldon Schools, J. T. Ugg, Superintendent Garfield Hill, Principal, Gladewater.

Grimes County

W. E. Hall High School, W. E. Hall, Principal, Richards.
C. L. W. Elementary School, L. I. McGee, Principal, Navasota.
Alex S. Terrell Elementary School, R. C. Smith, Principal, Anderson.
G. W. Carver High & Elementary Schools, J. H. Payne, Principal, Navasota.

Guadalupe County

Lizzie M. Burges School, Clarence Little, Jr., Principal, Seguin.
Ball High School, H. F. Wilson, Principal, Seguin.

Hale County

Booker T. Washington High School, Mrs. Dixie Crockett, Principal, Plainview.

Hall County

Washington Colored School, Mrs. Mable Barrett, Principal, Turkey.

Hardeman County

Douglas School, J. D. Stringer, Jr., Principal, Quanah.

Hardin County

Waldo Mathews High School, C. A. Johns, Principal, Silsbee.
Frank Robinson Elementary School, Mrs. Bableen Brent, Principal, Silsbee.

Harris County

Doris Miller School, G. J. Mundine, Principal, Houston.
J. C. Sanderson Elementary School, Mrs. Beatrice Mackey, Principal, Houston.
Harlem Elementary School, C. J. Messiah, Principal, Baytown.
Spring Junior High School, B. F. Clark, Principal, Spring.
A. G. Hilliard Elementary School, L. J. Adams, Principal, Houston.
Garden City Elementary School, James Hall, Principal, Houston.
E. L. Blackshear Elementary School, Mrs. T. J. Stewart, Principal, Houston.
James D. Ryan Junior High School, Wm. S. Holland, Principal, Houston.
Charles R. Drew Elementary School, G. E. Tanner, Principal, Crosby.
Langston Elementary School, Mrs. I. D. Barnes, Principal, Houston.
G. O. Burgess School, Mrs. V. D. Gunnells, Principal, Houston.

A. B. Anderson Elementary School, Mrs. R. M. Reed, Principal, Houston.

Charles R. Drew High School, B. S. Griffin, Principal, Crosby.
Piney Point School, Mrs. J. L. Kelly, Principal, Houston.
Phyllis Wheatley School, William Moore, Principal, Houston.
Carverdale School, W. M. Batts, Principal, Houston.

Harrison County

Pemberton Junior-Senior High School, G. A. Rosborough, Principal, Marshall.
G. W. Carver School, J. W. Pruitt, Principal, Karnack.
Kelly Elementary School, Mrs. Frances Wallace, Principal, Marshall.
Booker T. Washington Elementary School, Mrs. Frances Wallace, Principal, Marshall.
Rosenwald Elementary School, Mrs. Frances Wallace, Principal, Marshall.
G. W. Carver Elementary School, O. Ivan White, Principal, Marshall.
Antioch Junior High School, N. T. Simms, Principal, Karnack.
Gallilee High School, F. W. Barry, Principal, Hallsville.

Haskell County

E. B. Evans Elementary School, C. G. Armstrong, Principal, Haskell.

Hays County

Dunbar School, Maurice Powell, Principal, San Marcos.

Henderson County

Fisher Junior-Senior High School, J. J. Royall, Principal, Athens.
Chandler School, B. R. Delaney, Principal, Chandler.
Lincoln High School, L. E. Orr, Principal, Malakoff.

Hill County

James W. Johnson School, Mrs. E. M. Strange, Principal, Mt. Calm.
Jeanette Sanford High School, B. T. W. Bremby, Principal, Itasca.

Hockley County

Carver High School, L. G. Griffin, Principal, Levelland.

Hopkins County

Douglas High School, W. B. Jones, Principal, Sulphur Springs.

Houston County

Crockett State School, Pete Harrell, Principal, Crockett.
Ralph J. Bunche School, Selmus Curtis, Principal, Crockett.
W. R. Banks High School, I. D. Starling, Sr., Principal, Grapeland.

Howard County

Lakeview Elementary & Junior High School, E. S. Morgan, Principal, Big Spring.

Hunt County

Fred Douglas School, W. P. Fudgen, Principal, Greenville.
Saint Paul School, D. M. White, Superintendent, Greenville.
G. W. Carver School, L. P. Waters, Principal, Greenville.
Booker T. Washington Elementary School, C. C. Champion, Principal, Greenville.
Norris High School, A. C. Williams, Principal, Commerce.

Hutchinson County

Booker T. Washington School, R. G. Cofield, Principal, Borger.

Jack County

Linnie Shelton School, Mrs. Linnie Shelton, Principal, Jacksboro.

Jasper County

G. W. Carver Elementary School, C. E. Stewart, Principal, Jasper.
J. H. Rowe School, Sherman Coleman, Principal, Jasper.
Vernon County Line School, S. M. Phillips, Principal, Zavalla.
Bessmay High School, James L. Dennis, Principal, Buna.

Jefferson County

Blanchett Elementary School, Susan Hebert, Principal, Beaumont.
West Oakland Elementary School, Mrs. Martha Johnson, Principal, Beaumont.
Hebert High School, J. F. Jackson, Principal, Beaumont.
Lincoln High School, A. T. Miller, Principal, Port Arthur.
Bethune Elementary School, E. N. Loeb, Principal, Beaumont.
Franklin Junior High School, Edward Watson, Principal, Port Arthur.
Martin Elementary School, E. A. Adams, Principal, Beaumont.
Hollywood Elementary School, Daniel Clark, Principal, Beaumont.
Carver Elementary School, Miss D. M. Ingram, Principal, Port Arthur.
Booker T. Washington School, George Lacey, Principal, Port Arthur.
Southerland Elementary School, Mrs. Juanita Council, Principal, Beaumont.
Pipkin Elementary School, Garfield Como, Principal, Beaumont.
Adams Elementary School, H. L. Thomas, Principal, Beaumont.
John P. Odom Elementary School, K. E. Tarver, Principal, Beaumont.
J. H. Henderson School, J. H. Henderson, Principal, China.
Dunbar Junior High School, F. R. Pierson, Principal, Beaumont.
G. W. Carver School, L. M. Moten, Principal, Beaumont.

Johnson County

B. T. Washington Elementary & High School, J. E. Matthews, Principal, Cleburne.
G. W. Carver High School, E. L. McAllister, Principal, Alvarado.

Jones County

Oscar DePriest School, I. J. Starr, Principal, Hamlin.

Kaufman County

Burnett Elementary School, Anderson Baker, Principal, Terrell.
Booker T. Washington School, L. E. Claybon, Principal, Forney.

Kerr County

Doyle Elementary School, B. T. Wilson, Principal, Kerrville.

Kinney County

Carver Elementary School, Miss C. E. Wilson, Principal, Brackettville.

Lamar County

Gibbons Junior-Senior High School, T. G. Givens, Principal, Paris. Baldwin Elementary School, G. A. Jones, Principal, Paris. B. J. Graves School, B. J. Graves, Principal, Paris. Powderly Colored School, B. N. Brown, Principal, Powderly. T. G. Givens Elementary School, J. L. Holford, Principal, Paris.

Lavaca County

Steven Mayo High School, F. D. Taylor, Principal, Hallettsville.

Leon County

G. W. Carver High School, Julius Fortson, Principal, Jewett. Dunbar School, J. G. Oliver, Principal, Oakwood. Washington Perkins School, F. E. Boozer, Principal, Leona.

Liberty County

Douglas School, H. C. Franks, Principal, Cleveland. West Liberty Schools, A. L. Traylor, Principal, Liberty. Colbert High School, T. C. Tyson, Principal, Dayton.

Limestone County

Washington High School, Elwood Enge, Principal, Groesbeck. Woodland High School, Mrs. D. M. Anderson, Principal, Mexia. Dunbar-Douglas Schools, W. D. Dunn, Principal, Mexia.

Lubbock County

Ella R. Iles School, C. E. Brown, Principal, Lubbock. Dunbar Junior-Senior High School, E. C. Struggs, Principal, Lubbock. Phyllis Wheatley School, Grover C. Colvin, Principal, Lubbock. Evans School, O. B. Allen, Principal, Slaton.

Marion County

Macedonia School, L. A. Matthis, Principal, Jefferson. Smithland School, A. L. Wesley, Principal, Jefferson. Central High Schools, W. F. Lockett, Principal, Jefferson.

Matagorda County

Hilliard High School, James White, Principal, Bay City. Linnie Roberts Elementary School, Dave Young, Principal, Bay City.

McLennan County

Dunbar School, M. O. Robinson, Principal, West. J. H. Hines School, F. D. Batts, Principal, Waco. Kirk-Wilson Elementary School, J. S. Henry, Principal, Waco. A. J. Moore High School, J. J. Wilson, Principal, Waco. Oakwood School, L. F. Chaney, Principal, Waco. Wiley Junior High School, Marshall Warren, Principal, Waco. Barron Springs School, R. H. Barksdale, Principal, Waco. R. L. Smith Elementary School, Mrs. L. W. Hicks, Principal, Waco. Downsville High School, L. M. Hutchinson, Principal, Waco. Dripping Springs Elementary School, B. Y. Reece, Principal, Waco. J. Newton Jenkins Elementary School, J. G. Wheeler, Principal, Waco. Anderson High School, C. A. Handy, Principal, Mart. George W. Carver High School, J. L. Jones, Principal, McGregor. G. W. Carver High School, J. J. Flewellen, Principal, Waco.

Midland County

Ralph J. Bunche Elementary School, J. C. McClure, Principal, Midland. Booker T. Washington School, E. L. Jordan, Principal, Midland. Carver Junior High School, C. A. Thomas, Principal, Midland.

Milam County

Branchville School, O. V. Biggs, Principal, Branchville. Aycock High School, O. E. Wilhite, Principal, Rockdale. Tidwell Elementary School, D. S. Smith, Principal, Gause. O. J. Thomas School, A. C. Whiteside, Principal, Cameron.

Montgomery County

A. R. Turner School, A. W. Turner, Principal, Willis. George Washington Carver Elementary School, J. L. Stanley, Principal, New Caney. Magnolia Elementary School, W. E. Williams, Principal, Magnolia.

Morris County

George Washington Carver School, Wm. C. Young, Principal, Omaha. J. J. Rhoads High School, F. E. Sanders, Principal, Daingerfield.

Nacogdoches County

Garrison Colored High School, J. T. Clinton, Principal, Garrison. Brooks Quinn Junior High School, C. F. Randle, Principal, Nacogdoches. E. J. Campbell High School, C. L. Simon, Principal, Nacogdoches. W. E. Jones Elementary School, R. S. Simmons, Principal, Nacogdoches. Martinsville School, Mrs. I. M. Berry, Principal, Nacogdoches. Emeline Carpenter Elementary School, Mrs. Helen Wright, Principal, Nacogdoches. C. L. Simon School, B. G. Dansby, Principal, Cushing.

Navarro County

F. R. Robinson Elementary School, Freeman Robinson, Principal, Frost. George Washington Carver School, C. W. Sparks, Principal, Dawson. Park High School, B. S. Sneed, Principal, Kerens. Ash Creek-Pelham Elementary School, Miss A. M. Martin, Principal, Hubbard. Booker T. Washington Elementary School, C. C. Jones, Principal, Blooming Grove.

Nueces County

Solomon Coles High School, H. C. Kenyon, Principal, Corpus Christi. Booker T. Washington Elementary School, H. E. Johnson, Principal, Corpus Christi.

George W. Carver Elementary School, H. E. Johnson, Principal, Corpus Christi. Carl Allen Elementary School, C. W. Clerkley, Principal, Corpus Christi.

Orange County

Benjamin Franklin Elementary School, C. B. Brown, Principal, Orange. Wallace Elementary School, Charlie Lewis, Principal, Orange. Wallace Junior-Senior High School, T. L. Inghram, Principal, Orange.

Panola County

Eastside Elementary School, E. J. Dawson, Principal, DeBerry. Turner Elementary School, E. W. Brewster, Principal, Carthage. Turner High School, Arzie Sanders, Principal, Carthage.

Polk County

John Knighton Elementary School, T. L. Frazier, Principal, Leggett. W. W. Johnson School, C. B. Benjamin, Principal, Corrigan.

Potter County

Hilltop Elementary School, John Jackson, Principal, Amarillo. North Heights Elementary School, E. V. D. Richardson, Principal, Amarillo.

Rains County

Sand Flat School, A. C. McMillan, Principal, Emory. Richland Elementary School, C. C. Wesley, Principal, Point.

Red River County

Detroit High School, Dennis B. Rundles, Principal, Detroit. Cheatham High School, J. F. Wade, Principal, Clarksville.

Refugio County

Barefield School, Jesse F. Goods, Principal, Refugio.

Robertson County

Charles Love High School, Chas. Love, Principal, Bremond. W. D. Spigner High School, W. D. Spigner, Principal, Calvert.

Rockwall County

Ralph J. Bunche, Charles Garvin, Principal, Royse City.

Runnels County

George W. Carver High School, F. A. Jernigan, Principal, Ballinger.

Rusk County

Overton Elementary School, D. W. Allen, Principal, Overton. New Salem Junior High School, W. R. Cass, Principal, Reklaw. Goldsberry Elementary School, Odis Lewis, Principal, Henderson. Methodist Elementary School, Mrs. L. O. Gray, Principal, Henderson. Starr-Bailey Elementary School, Alonzo Johnson, Jr., Principal, Overton. Carlisle Elementary School, Hajalmer Rettig, Principal, Henderson. London Colored Elementary School, L. C. Hammons, Principal, Overton. Allen High School, N. L. Moorehead, Principal, Laneville.

Sabine County

Thomas Johnson High School, Henry Curtis, Principal, Hemphill.

San Jacinto County

Dixon High School, J. T. Hall, Principal, Shepherd.

Shelby County

Booker T. Washington School, C. H. Montgomery, Principal, Tenaha. Timpson High School, J. A. Alexander, Principal, Timpson.

Smith County

Dunbar Elementary School, Mrs. R. A. Kennedy, Principal, Winona. Stanton High School, J. W. Holloway, Principal, Tyler. Winona Industrial, H. V. Pleasant, Principal, Winona. Bullard Elementary School, I. Morgan, Principal, Bullard. Jackson High School, N. R. Allen, Sr., Principal, Tyler. Arp Industrial School, L. J. Johnson, Principal, Arp.

Tarrant County

Sunrise Elementary School, Mrs. M. L. McMillan, Principal, Fort Worth. Carroll Peak Elementary School, E. J. Briscoe, Principal, Fort Worth. Riverside Elementary School, Mrs. Versia Williams, Principal, Fort Worth. Kirkpatrick Junior-Senior High School, Frank Adams, Principal, Fort Worth. Booker T. Washington School, George D. Stevens, Principal, Arlington.

Taylor County

Woodson Elementary School, R. B. Hayden, Principal, Abilene.

Travis County

Texas Blind, Deaf and Orphan School, Wm. J. McConnell, Principal, Austin. Travis County Schools, Mrs. T. C. Calhoun, Supervisor, Austin. Sims Elementary School, J. O. Belle, Principal, Austin.

Trinity County

G. W. Carver School, T. L. Mathis, Principal, Groveton. Trinity Negro High School, Calvin Franklin, Principal, Trinity.

Tyler County

Scott High School, J. K. Canada, Principal, Woodville. Henry T. Scott Elementary School, Franklin D. Frazier, Principal, Woodville.

Upshur County

Excelsior Elementary School, Linzy Bowie, Principal, Big Sandy. Bethlehem Junior High School, Mrs. C. M. McDaniel, Principal, Gilmer.

(More on Page 23)

Tenure Laws—

been filed in duplicate with the board of education. The board shall give notice by registered mail to the accused within ten (10) days of the filing of such charges together with a copy thereof.

B. Unless the accused shall, within ten (10) days subsequent to the receipt of such notice, demand by registered mail an opportunity to appear before the board and defend himself against the charge or charges, the board may proceed to consider the same; and, if the accused is found guilty, may reprimand, suspend, or dismiss such teacher; and its action shall be final.

C. If the accused shall, within ten (10) days after the receipt of notice and copy as aforesaid, demand a hearing upon the charges, the board shall set a time for the hearing within forty-five (45) days; and the board shall give the accused at least thirty (30) days' notice by registered mail as to the time and place of such hearing.

D. Such hearing shall be private unless the accused shall request a public hearing. Any hearing shall be before a majority of the board of education, or, if the board should desire, before a three (3) member panel to be appointed in the following manner: One (1) member to be selected by the board of education; one (1) member to be selected by the accused; and, the third member of the panel to be selected by the two (2) previously appointed panel members, which third member shall serve as chairman of the panel. The accused shall have the right to be present at such hearings, and may be represented by counsel, examine witnesses, and to require the presence of witnesses in his behalf, upon a summons to be issued by the board of education or the panel; and, boards of education, or panels operating in their stead, are hereby authorized to issue a summons for appearance at such hearings and to place witnesses under oath. The board or panel shall be required to take and keep on file a full stenographic record of such hearing, and, upon request, to furnish the accused with a copy of such record. No teacher having tenure who requests a hearing under this section shall be dismissed until after such hearing.

E. When a panel has been appointed, by waiver of the board of education, to hear the charge or charges, such panel shall act as a finding body, reporting upon termination of the hearing to the board of education its recommendations as to the dispensation of the charge or charges, at which time the board of education shall then be empowered to arrive at a decision as to the retention, dismissal, or suspension of the accused.

Sec. 5. Procedures for demotion and salary reduction. No teacher having tenure shall be demoted or have his salary reduced until he has been given the right to a hearing as provided in Section 4 of this Act, unless such demotion or reduction shall apply generally to other teachers of the district.

Sec. 6. Provision for appeal; compensation. Any teacher having tenures, who has been suspended or dismissed, under Section 4 of this Act, may appeal as provided by law, or to the district court, provided he files such appeal within thirty (30) days after such suspension or dismissal. In the event of such appeal, the said district court shall have full jurisdiction and shall proceed with a trial de novo of said cause, as in appeals from Justice of the Peace Courts to County Courts. The "Substantial Evidence Rule" shall not apply. If the appeal of the accused is sustained by the court, the school board shall pay the accused his salary for the time during which he was suspended or dismissed.

Sec. 7. Provision for illness and leave of absence. In case of illness, a teacher's tenure shall be protected for one (1) year. The period may be extended at the discretion of the employing board. A teacher on leave of absence shall have his tenure protected.

Sec. 8. Right of school board to reduce salaries. Nothing herein contained shall limit the right of the board of education to reduce the salary of any teacher, provided such reduction shall become necessary because of lack of school funds, and further, provided that such reduction shall apply generally to other teachers of the district.

Sec. 9. Procedures for reducing the number of teachers. Nothing herein shall be held to limit the right of any board of education to reduce the number of teachers employed in any school district, provided that such reduction shall result from natural causes such as: a decrease in the average daily attendance of pupils and/or the reorganization of the school plan. But, when teachers are dismissed as a result of such natural causes, probationary teachers shall be dismissed first, and tenure teachers having the smallest number of years of service within each teaching field affected in said district shall be dismissed rather than those having longer service; and those tenure teachers dismissed as a result of this reduction shall remain for three (3) years upon a preferred-list in order of years of service—for re-employment by the aforesaid board of education. Teachers on the aforesaid list shall be reemployed by the said board of education in the order in which their names appear on said list when and if vacancies shall occur in positions for which such teachers are qualified. Such re-employment shall give full recognition to previous years of service without loss of tenure status.

Sec. 10. Procedures for terminating contracts; penalty. No teacher shall be permitted to terminate his contract after the first day of August prior to any school year or during the school year without the consent of the board. Any teacher shall be permitted to terminate his contract at any other time by giving five (5) days' written notice to the employing board of education. Upon complaint by the employing board to the State Superintendent of Public Instruction, and after investigation by the said Superintendent, the certificate of a teacher terminating his contract in any manner other than as provided in this section may be suspended for not more than one (1) year.

Sec. 11. Cumulative and repealing clause. This Act shall be cumulative of all existing laws not in conflict herewith, but, all laws or parts of laws in conflict herewith shall be and the same are hereby repealed to the extent of such conflict.

Sec. 12. Severability clause. In the event that any section, subsection, paragraph, sentence, clause, or phrase of this Act is held to be unconstitutional or void, the validity of the remainder of this Act shall not be affected or impaired thereby.

Sec. 13. Emergency clause. The need for security of position to attract better qualified teachers to the teaching profession creates an emergency and an imperative public necessity requiring the Constitutional Rule, requiring bills to be read on three several days in each House be suspended, and said rule is hereby suspended, and that this Act take effect and be in force from and after its passage and it is so enacted.

Honor Schools—

Van Zandt County

Cartwright School, S. A. Sparks, Principal, Wills Point.
Wynne Elementary School, N. F. Moorehead, Principal, Canton.

Victoria County

Gross Elementary School, Mrs. F. C. Clark, Principal, Victoria.
F. W. Gross High School, C. O. Bradley, Principal, Victoria.
E. E. Hatchett, E. E. Hatchett, Principal, Bloomington.

Waller County

Clemons Elementary School, Lewell Johnson, Principal, Brookshire.
Ralph J. Bunche High School, David Alexander, Principal, Brookshire.

Walker County

Samuel Houston Elementary School, C. E. Allen, Principal, Huntsville.
Sam Houston High School, Percy Howard, Principal, Huntsville.
Scott E. Johnson Junior High School, T. L. Jones, Principal, Huntsville.

Washington County

Washington County Common Schools, W. O. Dannhaus, Superintendent, Brenham.
Chappell Hill School No. 2, Mrs. A. B. Williams, Principal, Chappell Hill.
W. I. Alton Elementary School, Mrs. H. M. Flowers, Principal, Brenham.
Pickard High School, W. I. Alton, Principal, Brenham.
Wm. Renn Elementary School, Mrs. E. O. Laster, Principal, Washington.

Wharton County

T. L. Pink Elementary School, T. L. Pink, Principal, Glen Flora.
E. A. Greer, T. L. Pink, Principal, El Campo.
Hungerford Consolidated School, H. W. White, Principal, Hungerford.
Boling Vocational School, D. V. Callis, Principal, Boling.

Wichita County

A. E. Holland School, Johnnie F. Nelson, Principal, Wichita Falls.
Annie Marie Jones School, Mrs. L. V. McBride, Principal, Electra.
Washington Elementary School, F. D. Burnett, Sr., Principal, Wichita Falls.
Eastside Junior High School, C. E. Jackson, Principal, Wichita Falls.
Booker T. Washington School, E. E. Cleaver, Principal, Wichita Falls.

Wilbarger County

Booker T. Washington School, L. W. Wiley, Principal, Vernon.

Williamson County

O. L. Price High School, T. H. Johns, Principal, Taylor.
Carver High School, Roy L. Hopkins, Principal, Georgetown.

Wood County

W. B. Clark School, L. V. Green, Principal, Quitman.
McFarland, I. W. Whitmore, Principal, Mineola.
Fouke-Hawkins High School, T. H. Burton, Principal, Hawkins.

Young County

Lincoln School, Mrs. H. R. Graves, Principal, Graham.

Drop-Outs—

ings of being left out. Having a feeling of belonging, a feeling of being wanted and respected as a person was universal, and the fact that so many drop-outs showed so little interest in school activities might have been a sign that programs in the schools were not meeting this need. Some drop-outs are above average and some are below average, but each deserves the opportunities to reach and develop his maximum potential.

The high school drop-out rate is extremely high and will continue to climb. There is no panacea for solving this problem, but the early identification along with the proper preventive methods could decrease the number of drop-outs.

The full blame for the drop-out problem is not completely the fault of the school, but it can combat the drop-out problem by making the curriculum flexible enough to meet the needs of the pupils.

PROPOSED ANNUAL BUDGET
Teachers State Association of Texas
Fiscal Year 1963-64

ESTIMATED INCOME:	Estimated Income 1962-63 Budget	Estimated Income 1963-64	Totals 1963-64 Budget
I. MEMBERSHIP DUES			
A. Active: \$7	\$67,200.00	\$70,000.00	
B. Associate or Honorary: \$7	21.00	140.00	
C. SNEA: \$1	200.00	500.00	
D. Retired Teachers: \$3	75.00	180.00	
E. FTA: 25c	30.00	25.00	
F. Institutional: \$2.50	25.00	20.00	
G. Life: \$125 (*)	75.00		\$70,865.00
II. OTHER SOURCES OF INCOME			
A. Texas Standard			
1. Advertising and subscription	400.00	500.00	
2. NEA Contribution	200.00	200.00	700.00
B. National Organizations			
1. NEA for workshop	500.00	1,000.00	
2. ATA for promotion		200.00	1,200.00
C. Affiliates — locals and districts			
1. Locals — \$5 fee	500.00	685.00	
2. Districts — \$25 fee	200.00	200.00	
3. SNEA and FTA — \$1 fee	25.00	25.00	910.00
D. Special Funds			
1. Balance Brought Forward		1,993.93	
2. Interest on Savings		1,100.00	
3. Postal Deposits		100.00	
4. Petty Cash	100.00	100.00	3,293.93
E. Promotions and Sales			
1. Convention Programs	2,000.00	2,006.07	
2. Office Services		25.00	2,031.07
GRAND TOTAL			\$79,000.00

(*) Income from membership must be deposited in the Permanent Fund

ESTIMATED EXPENDITURES	Estimated Expenditures 62-63 Budget	Estimated Expenditures 63-64 Budget	Totals
I. ADMINISTRATION			
A. President's Office			
1. T. C. Calhoun	\$ 500.00	\$ 500.00	
2. President-elect	1,000.00	1,000.00	1,500.00
B. Travel and Per Diem			
1. Executive Committee	3,000.00	3,300.00	
2. Executive Sec'y-Treasurer	1,450.00	1,500.00	
3. Liaison Staff*		1,500.00	
4. Special Committees	550.00	700.00	7,000.00
C. Office Operations			
1. Mailing			
2. Equipment: Maintenance			
3. Stationery & Supplies			
4. Telephone	5,000.00	3,600.00	3,600.00
D. Salaries			
1. Executive Sec'y-Treasurer			
2. Administrative Assistant			
3. Clerk-Typist			18,250.00
E. Special Services*			
1. Teacher Welfare		10,000.00	
2. Speakers' Bureau		500.00	
3. Legal Counsel**		360.00	
4. Liaison Staff*		1,800.00	
5. Part-Time Clerical Help		2,000.00	
6. Accounting and Bookkeeping*		1,000.00	
7. Long distance calls**		750.00	16,410.00
F. Contingencies		855.00	855.00
TOTAL FOR ADMINISTRATION		\$47,615.00	\$47,615.00
II. PROMOTIONS AND AFFILIATIONS			
A. Workshops and Conferences	\$ 1,400.00	\$ 2,300.00	
B. National and Regional Meetings	1,500.00	2,000.00	
C. Affiliation Fees and Contributions	100.00	285.00	
D. Texas Standard	7,500.00	8,500.00	
E. Publications: Newsletters, Proceedings	500.00	1,000.00	
F. Department of Classroom Teachers	1,800.00	2,700.00	
G. Contingencies		500.00	\$17,285.00
TOTAL FOR PROMOTIONS		\$17,285.00	\$17,285.00
III. MAINTENANCE			
A. Utilities: gas, water, elec.			
B. Insurance: Bldg. & Equipment			
C. Repairs and Services:			
1. Janitor			
2. Maintenance of lawn			
3. Supplies & Equipment			\$ 1,900.00
D. Contingencies		\$ 500.00	500.00
E. Contingencies		107.00	
TOTAL FOR MAINTENANCE		\$ 2,400.00	\$ 2,400.00
IV. ANNUAL CONVENTION			
A. Speakers and Consultants	\$ 800.00	\$ 600.00	
B. Supplies and Programs	500.00	800.00	
C. Rentals	600.00	600.00	
D. Departmental Expenses	500.00	300.00	
E. Clerical Help & Laborers	300.00	400.00	
F. Publicity		300.00	
G. Contingencies		4,500.00	7,500.00
TOTAL FOR ANNUAL CONVENTION		\$ 7,500.00	\$ 7,500.00

* New Category

** Removed from Office Operations

Houston Neighbors

by T. C. R. Randle

The true meaning of having good neighbors was transferred from words to action in Houston recently. As a result, a 65-year-old grandmother will never really get through thanking a couple of hundred persons who have helped her keep a dying mother's wish.

Amanda Conner and her five grandchildren happily moved into their new \$7,000, five-room home—a gift of people of Houston.

They had lived on welfare income in a small two room shack that was literally falling down since Mrs. Mildred Clarence, mother of the children, died March 1, 1955. Amanda Conner, who has custody of the children, said her daughter's dying wish was that she keep the children together.

The youngsters are 8-years old, 16, 15, 12 and 11. The dilapidated shack at 9306 East Max Roy Street in which they were living had three beds and was lighted with one light bulb. It had two ice boxes that didn't work and a small gas heater. Newspaper was tacked to the walls to keep out the cold. The foundation on one side had collapsed.

News of the family's plight was brought forth by Theodore C. R. Randle, fifth grade teacher of Rosie Lee Clarence at A. B. Anderson Elementary School. He had called at the home last Christmas to deliver a large bag of groceries.

Randle took the lead in heading a project to raise \$800 in donations with which to build a four-room house with bath. Contributions came in as the result of newspaper and radio publicity and the fund quickly swelled to \$2,500. The plans were enlarged a bit and the house was built on a concrete slab, instead of foundation, and has three bedrooms, bath, kitchen and living room. An electric pump replaced the hand-pump on Mrs. Conner's well. A septic tank replaced the outhouse. The new house has 1,044 square feet.

Neighbors not only donated money, they gave their labor and building materials. Upon completion, more than 225 contributors came to see the finished product and were given a personal "thank you"

BUDGET—Continued

V. TAXES, INSURANCE, AND BONDS			
A. Social Security and Texas			
Employment Commission	\$ 1,500.00	\$	
B. Inventory & Property Tax	350.00		
C. Insurance: Liability & Bond	175.00		
D. Texas Employment Commission*	68.00		2,093.00
E. Contingencies	107.00		107.00
TOTAL FOR TAXES, INSURANCE, AND BONDS	\$ 2,200.00	\$	\$ 2,200.00
VI. INVESTMENTS AND RESERVES			
A. Savings Accounts	\$ 1,000.00	\$	
B. Reserve for Operations	1,000.00		
TOTAL FOR INVESTMENTS AND RESERVES	\$ 250.00	\$ 2,000.00	\$ 2,000.00
GRAND TOTAL			\$79,000.00

* New Category

Auditor's Report

HOWARD T. COX & COMPANY

Certified Public Accountants

Perry Brooks Building

Austin 1, Texas

October 17, 1963

Executive Committee
Teacher's State Association of Texas
Austin, Texas
Gentlemen and Mesdames:

We have examined the books of accounts and records of the TEACHERS STATE ASSOCIATION OF TEXAS—AUSTIN, TEXAS, for the fiscal year ended August 31, 1963. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

The balance sheet and the related statements of surplus and revenue and expense were prepared on a cash receipts and disbursement basis and, therefore do not purport to show financial condition and results of operation as they would have appeared had generally accepted accrual basis accounting principles been applied in their preparation.

In our opinion, the data set forth in the accompanying balance sheet and related statements of surplus and revenue and expenses summarize the results of operation for the fiscal year ended August 31, 1963 on a basis consistent with that of the preceding year.

Very truly yours,
HOWARD T. COX & COMPANY

BALANCE SHEET

TEACHERS STATE ASSOCIATION OF TEXAS—AUSTIN, TEXAS August 31, 1963

ASSETS			
CURRENT CASH			
Petty Cash		\$ 100.00	
American National Bank:			
Available Fund	\$ 1,993.93		
Emergency Fund—Savings	9,782.18		
Permanent Fund—Savings	374.07	12,150.18	
City National Bank			
Welfare Fund		420.99	
Austin Savings & Loan			
Welfare Fund—Savings		8,945.22	
Mutual Savings Institution			
Welfare Fund—Savings		8,983.05	
Standard Savings & Loan—Houston			
Welfare Fund—Savings	1,596.88	\$32,196.32	
RECEIVABLES			
Returned Checks		207.00	
TOTAL CURRENT ASSETS		\$32,403.32	
FIXED ASSETS AT COST			
Land	\$ 3,004.80		
Building	20,350.68		
Building Equipment	1,596.81		
Furniture	2,485.54		
Office Equipment	8,712.08	\$36,149.91	
OTHER			
Deposit—Braniff Airways		425.00	
		\$68,978.23	
LIABILITIES & NET WORTH			
CURRENT			
ACCOUNTS PAYABLE			
Withholding Taxes	\$ 246.91		
Social Security Taxes	42.58		
TOTAL LIABILITIES	\$ 289.49		
NET WORTH			
Balance—September 1, 1962	\$58,567.64		
Excess Revenue for the Year Ended August 31, 1963	10,121.10	68,688.74	
		\$68,978.23	

Houston Neighbors—

from a grateful family.

Community leaders serving on the building committee headed by Randle were George Johnson Jr., Donley H. Williams, Landy L. Fair, Marshall Moore, Rev. James D. Reed, Alvin Brown and Claudis Johnson.

Randle said that to finish the house it was necessary for the committee to arrange a loan of \$531.86 to be paid back on a monthly basis by members of the committee, unless donations were received to retire the debt. He said, "We had no idea it would turn out like this. We were just going to build them an \$800 shelter—not what they have now. You couldn't duplicate this house for under \$7,000."

Mrs. Conner was asked what feature of the new home made her the happiest—the inside bathroom, the neat kitchen, the big walk-in closet?

"The way people helped out," she said with moist eyes, "is what makes me more happy than anything."

The Biggest Class—

furnished by the National Council for the Social Studies, an NEA department, which is cooperating with CBS in preparing free classroom discussion guides and reading lists to help teachers prepare their students for viewing the programs. These classroom helps are available through local CBS Television Network stations.



BOBBIE JEAN ELLISON, daughter of Dr. and Mrs. H. C. Dilworth, Corpus Christi, is now third grade teacher at Hilltop School, Amarillo. She attended Booker T. Washington Elementary and Solmon M. Coles High School at Corpus Christi. She received a Bachelor of Education Degree from Prairie View A&M College and has completed some of the requirements for her Master's degree.

AUDITOR'S REPORT—Continued

STATEMENT OF SURPLUS TEACHERS STATE ASSOCIATION OF TEXAS — AUSTIN, TEXAS August 31, 1963

	Available Fund	Welfare Fund	Permanent Fund	Emergency Fund
BALANCE—September 1, 1962	\$31,750.42	\$22,085.86	\$ 255.87	\$ 4,475.49
REVENUE				
Memberships	\$65,711.00	\$ -0-	\$ -0-	\$ -0-
Texas Standard	592.50	-0-	-0-	-0-
Special Contributions	3,985.72	-0-	-0-	-0-
Affiliation Fees	655.00	-0-	-0-	-0-
Other Sources	5,995.73	758.30	13.20	306.69
Transfer of Funds	-0-	8,954.00	105.00	5,000.00
Outstanding Checks Written Off	180.79	-0-	-0-	-0-
Reduction in Returned Checks	304.50	-0-	-0-	-0-
TOTAL REVENUES	\$77,425.24	\$ 9,712.30	\$ 118.20	\$ 5,306.69
EXPENDITURES				
President's Office	\$ 1,136.77	\$ -0-	\$ -0-	\$ -0-
Travel & Per Diem	4,499.55	-0-	-0-	-0-
Office Operations	5,356.26	-0-	-0-	-0-
Salaries	18,591.11	-0-	-0-	-0-
Promotion & Affiliations	15,714.98	-0-	-0-	-0-
Maintenance	1,687.61	-0-	-0-	-0-
Annual Convention	10,069.88	-0-	-0-	-0-
Taxes, Insurance & Bonds	784.80	-0-	-0-	-0-
Contingencies	3,261.55	6,852.02	-0-	-0-
Investments & Reserves	232.85	-0-	-0-	-0-
Adjustment for Equipment Traded	52.95	-0-	-0-	-0-
Refunds	142.00	-0-	-0-	-0-
Transfers of Funds	9,059.00	5,000.00	-0-	-0-
TOTAL EXPENDITURES	\$70,589.31	\$11,852.02	\$ -0-	\$ -0-
EXCESS REVENUE	\$ 6,835.93	\$ 2,139.72	\$ 118.20	\$ 5,306.69
BALANCE—August 31, 1963	\$38,586.35	\$19,946.14	\$ 374.07	\$ 9,782.18
COMBINED				
Available Fund			EXCESS REVENUE	BALANCE
Welfare Fund			\$ 6,835.93	\$38,586.35
Permanent Fund			2,139.72	19,946.14
Emergency Fund			118.20	374.07
			5,306.69	9,782.18
			\$10,121.10	\$68,688.74

REVENUE & EXPENDITURES — AVAILABLE FUND TEACHERS STATE ASSOCIATION OF TEXAS — AUSTIN, TEXAS August 31, 1963

REVENUE			
MEMBERSHIP DUES			
Active		\$65,114.00	
Associate or Honorary		123.00	
F. T. A.		3.00	
S. N. E. A.		315.00	
Life		105.00	
Retired		51.00	\$65,711.00
TEXAS STANDARD			
Advertising and Subscriptions	\$ 392.50		\$ 592.50
N. E. A. Contribution	200.00		
SPECIAL CONTRIBUTIONS AND PROMOTIONS			
Annual Convention Income	\$ 3,082.40		\$
N. E. A. Contribution	500.00		
M. W. St. Joseph Grand Lodge Scholarship	100.00		
Other	303.32		3,985.72
AFFILIATION FEES			
District	\$ 100.00		
Local	555.00		655.00
OTHER			
American National Bank Loan	\$ 2,500.00		\$
Austin Savings & Loan—Loan	3,000.00		
Miscellaneous	495.73		
Outstanding Checks Written Off	180.79		
Returned Checks Collected	304.50		6,481.02
			\$77,425.24
EXPENDITURES			
ADMINISTRATIVE			
PRESIDENT'S OFFICE			
President	\$ 505.70	\$	\$
President-Elect	631.07	1,136.77	
TRAVEL & PER DIEM			
Executive Committee	\$ 2,804.67	\$	\$
Executive Secretary	1,426.85		
Special Committees	268.03	4,499.55	
OFFICE OPERATIONS			
Mailing	\$ 767.17	\$	
Long-distance Calls & Telegrams	565.00		
Equipment	253.96		
Part-time Clerical Help	1,015.29		
Election of Officers	199.85		
Stationery & Supplies	1,758.33		
Contingencies	1,050.62	5,610.22	
SALARIES			
Executive Secretary	\$10,599.92	\$	\$
(Note: Includes \$800.00 for August 1962)			
Administrative Assistant	4,057.74		
Field Representatives	1,688.69		
Clerk-Typist	2,244.76	18,591.11	\$29,837.65

REVENUE & EXPENDITURES — AVAILABLE FUND — Cont'd.

PROMOTIONS & AFFILIATIONS			
Workshops & Conferences	\$ 2,079.60	\$	\$
National & Regional Meetings	2,838.89		
Affiliation Fees & Contributions	234.00		
Teacher Welfare	2,713.49		
Research Projects	338.39		
Membership Promotion	552.45		
Publication—Texas Standard	7,762.88		
Classroom Teachers	1,807.28		18,326.98

Bishop College Offers Course In Journalism

Bishop College, in offering an elective course in Journalism for the first time since the school moved from Marshall, Texas to Dallas, is taking advantage of a unique idea, first proposed by Ray Holbrook, an editor of the United Press in Dallas, in cooperation with Dr. Rea McCain, Chairman of Bishop's Division of Humanities.

The entire course will consist of a series of lectures on the many phases of Journalism, delivered by professionals in each specific field, on a volunteer basis. The course will include lectures on history of Journalism, newswriting, news photography, advertising, public relations, circulation, radio and television news gathering and reporting, and other lectures covering briefly the many facets of news gathering and dissemination.

Acting Dean Dr. Charles L. Knight explained that with the rising importance of Journalism in almost every branch of industry and the arts, an overall conception of the basic principles of the profession is of tremendous importance to every college student, and will be of help regardless of profession upon which the student finally decides.

Among the volunteer lecturers (the list is not yet complete) are such well known Dallas newsmen and women as Al Hester, of the Times Herald; Peggy Simpson of the Associated Press; Shel Hershorn, news photographer formerly with Life Magazine and currently representing many national publications; Leo Allman, of the Information Bureau of the U.S. Department of Labor in Dallas and a teacher of Public Relations at S.M.U.; Bill Burkette, who has been a radio and television reporter and newscaster in the Dallas area for many years; Mrs. Connie Feaster, editor of "Sepia" Magazine which is published in Fort Worth, and many others. Most of the volunteers are members of the Dallas Press Club.

MAINTENANCE			
Utilities & Telephone	\$	\$ 907.45	\$
Repairs & Services:			
Janitor	\$	480.00	
Maintenance of Lawn		218.00	
Supplies & Equipment		82.16	780.16
			1,687.61
ANNUAL CONVENTION			
Speakers & Consultants	\$	894.14	
Supplies: Programs, Badges & Credentials		956.82	
Rentals: Assembly Hall & Exhibit Space		2,423.41	
Departmental Expenses		456.45	
Clerical Help & Laborers		204.89	
Contingencies		5,134.17	10,069.88
TAXES, INSURANCE & BONDS			
Social Security Taxes	\$	307.40	\$
Taxes — Ad Valorem		333.80	
Insurance: Liability & Bonds		143.60	784.80
CONTINGENCIES			
Emergency	\$	30.00	\$
Film Project		568.00	
Other		63.55	
M. W. St. Joseph Lodge Scholarship		100.00	
Notes Payable:			
American National Bank		2,500.00	
Austin Savings & Loan		6,000.00	9,261.55
INVESTMENTS & RESERVES			
Transfer to Permanent Fund	\$	105.00	\$
Transfer to Welfare Fund		6,342.00	
Reserve for Operating & Reserve		232.85	
Refunds		142.00	6,821.85
TOTAL DISBURSEMENTS			\$76,790.32
EXCESS REVENUES			\$ 634.92
ADJUSTMENTS TO REFLECT CASH BALANCE			
Excess Revenues—above			\$ 634.92
Add: Social Security and Withholding Collected in August	\$	247.60	
Reimbursements of Welfare Expenses		200.18	
Less: Credits to Expenses		7.79	439.99
			\$ 1,074.91
Balance—September 1, 1962			919.02
BALANCE—American National Bank—August 31, 1963			\$ 1,993.93

**TRACE OF CASH — WELFARE FUND
TEACHERS STATE ASSOCIATION OF TEXAS — AUSTIN, TEXAS
August 31, 1963**

BALANCE—September 1, 1963			
City National Bank			\$ 3,319.01
Austin Savings & Loan Association			8,601.18
Mutual Savings Institution			8,637.55
Standard Savings & Loan—Houston			1,528.12
			\$22,085.86

RECEIPTS

INTEREST			
Austin Savings & Loan	\$	344.04	
Mutual Savings Institution		345.50	
Standard Savings & Loan		68.76	758.30
TRANSFER OF FUNDS			
From Available Fund			8,954.00
TOTAL CASH TO BE ACCOUNTED FOR			\$31,798.16

DISBURSEMENTS

CONTRIBUTIONS			
N. C. O. S. T. A.		\$ 3,800.00	
OTHER			
Texas Legislative Service	\$	450.00	
Hattie E. Briscoe—Legal Services		950.00	
J. Phillip Crawford—Legal Services		265.83	
Travel and Long-distance Telephone		886.19	
Commission on Democracy in Action		500.00	3,052.02
TRANSFER OF FUNDS			
To Emergency Fund	\$	5,000.00	\$11,852.02
BALANCE—August 31, 1963			\$19,946.14
ALLOCATED AS FOLLOWS			
City National Bank			\$ 420.99
Austin Savings & Loan Association			8,945.22
Mutual Savings Institution			8,983.05
Standard Savings & Loan Association			1,596.88
			\$19,946.14

**TRACES OF CASH — OTHER FUNDS
TEACHERS STATE ASSOCIATION OF TEXAS — AUSTIN, TEXAS
August 31, 1963**

EMERGENCY FUND

BALANCE—September 1, 1962			\$ 4,475.49
RECEIPTS			
INTEREST			
American National Bank			306.69
TRANSFER OF FUNDS			
From the Welfare Fund			5,000.00
BALANCE—August 31, 1963			\$9,782.18

PERMANENT FUND

BALANCE—September 1, 1962			\$ 255.87
RECEIPTS			
INCOME			
Interest—American National Bank			\$ 13.20
Life Members' Dues			105.00
BALANCE—August 31, 1963			\$ 374.07

NOVEMBER-DECEMBER, 1963

Educational Expense Is Tax Deduction

The Internal Revenue Service is getting questions about educational expenses as federal income tax deductions. Many inquiries are from teachers.

"Expenses for education," said R. L. Phinney, district director of Internal Revenue Service, Austin, Texas, "are deductible if the course or courses are for maintaining or improving skills required by the person in his job, or in meeting express requirements set by the employer.

"Expenses," he continued, "are not deductible if the education or training is undertaken primarily to obtain a new position or attain one's general educational improvement for personal purposes.

"If you travel as a means of education, your expenditures will generally be considered as primarily personal in nature and not deductible. This includes travel as a means of education while on sabbatical leave."

Deductible school expenses are to be claimed on Page 2 of Form 1040, if you itemize your deductions. They may not be claimed if the standard deduction is used. However, the cost of travel, meals, and lodging while away from home overnight for education are allowable as a deduction, and may be claimed on Page 1 of the return 1040, whether or not the standard deduction is used.

There are many questionable deductible situations involving educational expenses that are dependent upon the purpose for which the education was undertaken. Teachers with specific questions may contact any IRS office for more information.

SALESMEN WANTED

50% top commission (others 33 1/3 and 25%). Payable upon receipt of orders. Nationally known highly accepted educational product. We furnish everything. Customer has 90 day money-back GUARANTEE. Sales or teaching experience helpful.

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