

ARIZONA



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JULY 15-18

Danna

Here is something
for your archives.

I had kept it for
The "First FTA Convention"
on pages 20 - 21 (I am the
Jane Crute listed for state
officers and am in several
pictures.) I marked that
and other pages of
interest concerning
Laudown County. (over)

Jane Swartz
(P10)

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VIRGINIA JOURNAL
of Education
May, 1957

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THE Shopping Center



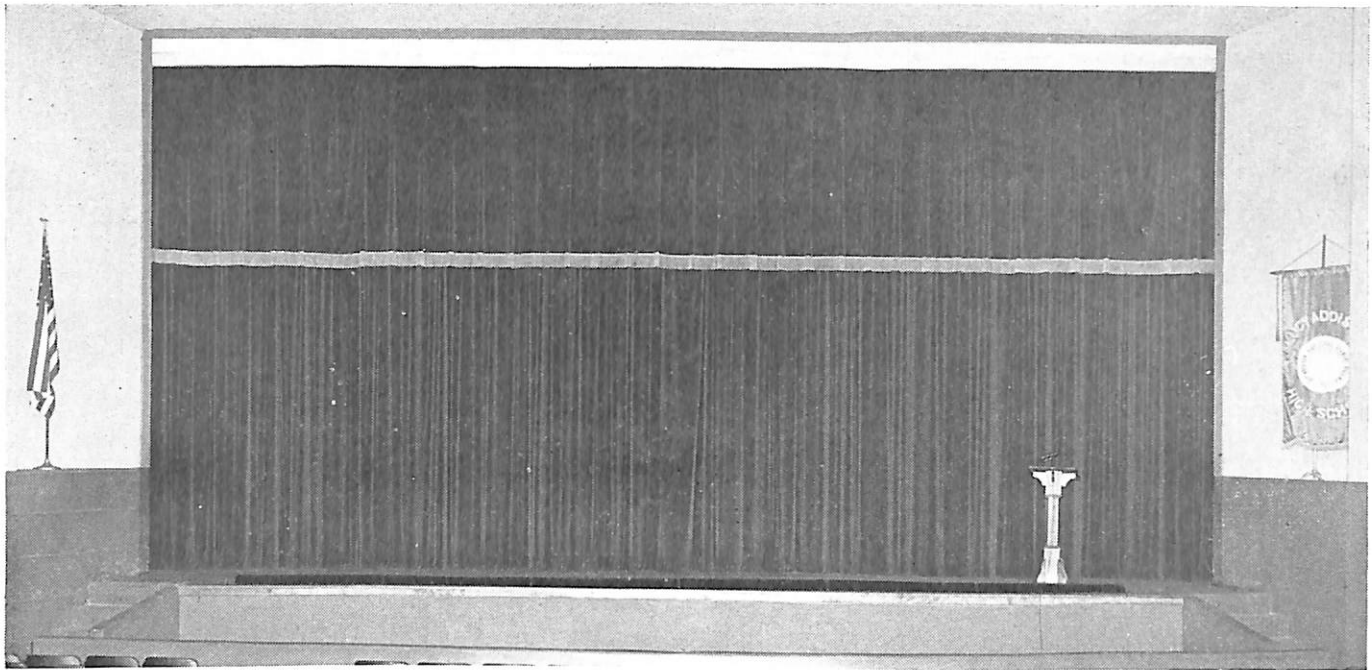
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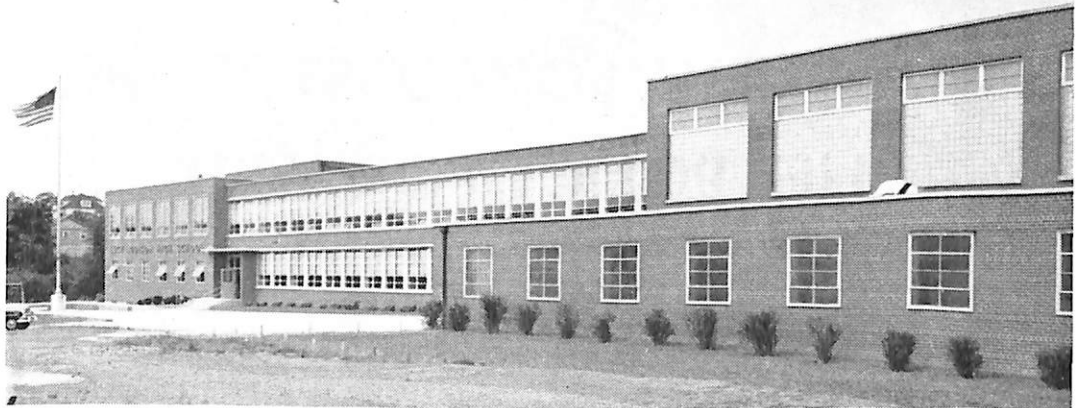
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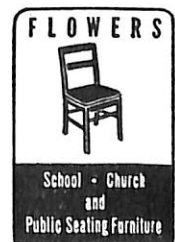
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VIRGINIA JOURNAL of Education



MAY, 1957
VOLUME L
NUMBER 9

Published monthly except June, July and August by VIRGINIA EDUCATION ASSOCIATION, INC., 116 South Third Street, Richmond 19, Virginia.

Missing Numbers—Subscribers failing to receive any issue will confer a favor by notifying us.

Change of Address should be sent promptly. Both old and new addresses must be given.

Contributions Welcomed—Articles or news notices of interest to Virginia teachers will be welcomed and space found for as many as possible. Articles submitted are not returned; therefore contributors are urged to retain a copy.

Deadline for copy—Tenth of month preceding publication. (September and October issues have deadline of July 25 and August 25, respectively.)

Subscription price, \$3.00 per year; 50 cents single copy.

Membership fee in the Virginia Education Association, Inc., \$5.00 Two dollars of the membership fee is for the subscription to the *Virginia Journal of Education*.

Second-class mail privileges authorized at Richmond, Virginia.

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ROBERT F. WILLIAMS, *Editor*

PHYLLIS G. BROWN
Assistant Editor

T. PRESTON TURNER
Business Manager

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From the Top File

summer school program. Capable pupils would be encouraged to use the summer school to accelerate their program. Perhaps one-fourth might graduate in three years with a corresponding saving in facilities. With the one year of age saved in the elementary school and an additional year possible in high school, a pupil who aspired to engineering, medicine, or some other profession would become productive that much sooner.

5. Daily school schedules from May 1 to June 30 and from August 1 to October 1 would be arranged so that school hours would begin earlier and end earlier in order to get in the required hours before the hottest part of the day (8:00-2:00, maybe).

I know that I am presumptuous in offering for consideration any plan at all, but this thing has been on my mind ever since the talk about a twelve month school system began. I do believe the points outlined above are worthy of consideration.

Robert W. Allen
Assistant Principal
Woodrow Wilson High School
Portsmouth, and President
District L, VEA

I have been following with some interest the accounts in the papers of the twelve months school proposals. I want to say that I, like many others, feel that the staggered quarter system would encounter almost insurmountable opposition. However, I do think that it is possible to use our school facilities to much greater advantage and even improve our total educational program thereby. I would like to offer for consideration the following rough outline of a plan that seems to me to be workable, generally acceptable to the public, and perhaps even an improvement on our present system.

1. Pupils would enter school at age seven, rather than at age six, as at present.

2. The school session would be 220 days long (August 1 to June 30), rather than 180 days as at present. July would be vacation month, building repair month, etc.

The present first eight grades of nine months duration each would be reorganized into six grades of eleven months each, and the subject content would be redistributed accordingly. This would mean that a pupil, starting at age seven, would finish the first "eight" grades at age thirteen. There would be a resulting saving in the use of the building of 25%; teachers could be employed for eleven or twelve months; there would be no confusion of "quarters" with a part of the children off each quarter; full time employment would probably be more attractive to more men teachers; pupils starting at age seven, would be better prepared to make more rapid progress; there would be less "learning loss" over the shorter summer vacation.

4. The high school organization would remain as at present with the exception of the strengthening of the

We at the Virginia Museum are most appreciative for the article on the Museum which appeared in the March issue of the *Virginia Journal of Education*. We humbly seek to serve the educational institutions of the State and the dedicated people who staff them. I am hopeful that our story, so ably interpreted in your fine publication, will acquaint many more educators of the State with our services available to them.

Several of our Trustees have called and written to comment favorably on the article and your magazine. All of them are grateful for your efforts to tell the story of the Museum to our good friends in the State.

Members of our staff who worked with yours in compiling the article have told me of the fine cooperation of Miss Phyllis Brown in this joint venture, and we appreciate the fine editorial work she did in connection with the article.

Leslie Cheek, Jr., Director
Virginia Museum of Fine Arts
Richmond



Perfect Control

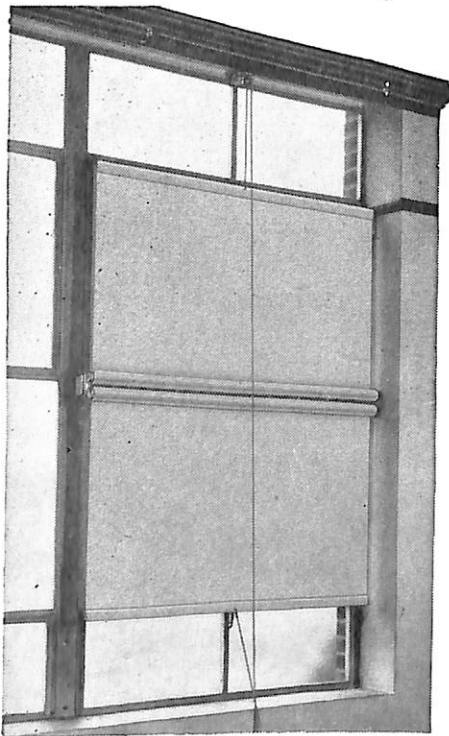
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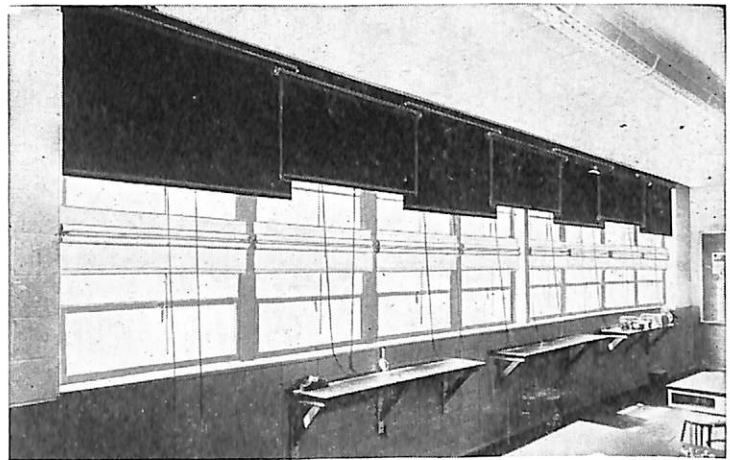


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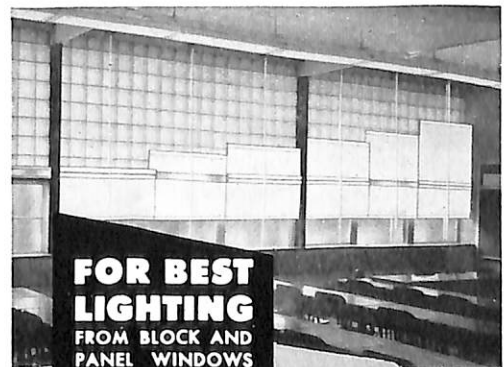
Absolutely no limit in width. This unit consists of three or more overlapping shades attached to a heavy gauge steel shield, each shade having an overlap of 6" on each adjacent shade to prevent light gaps.

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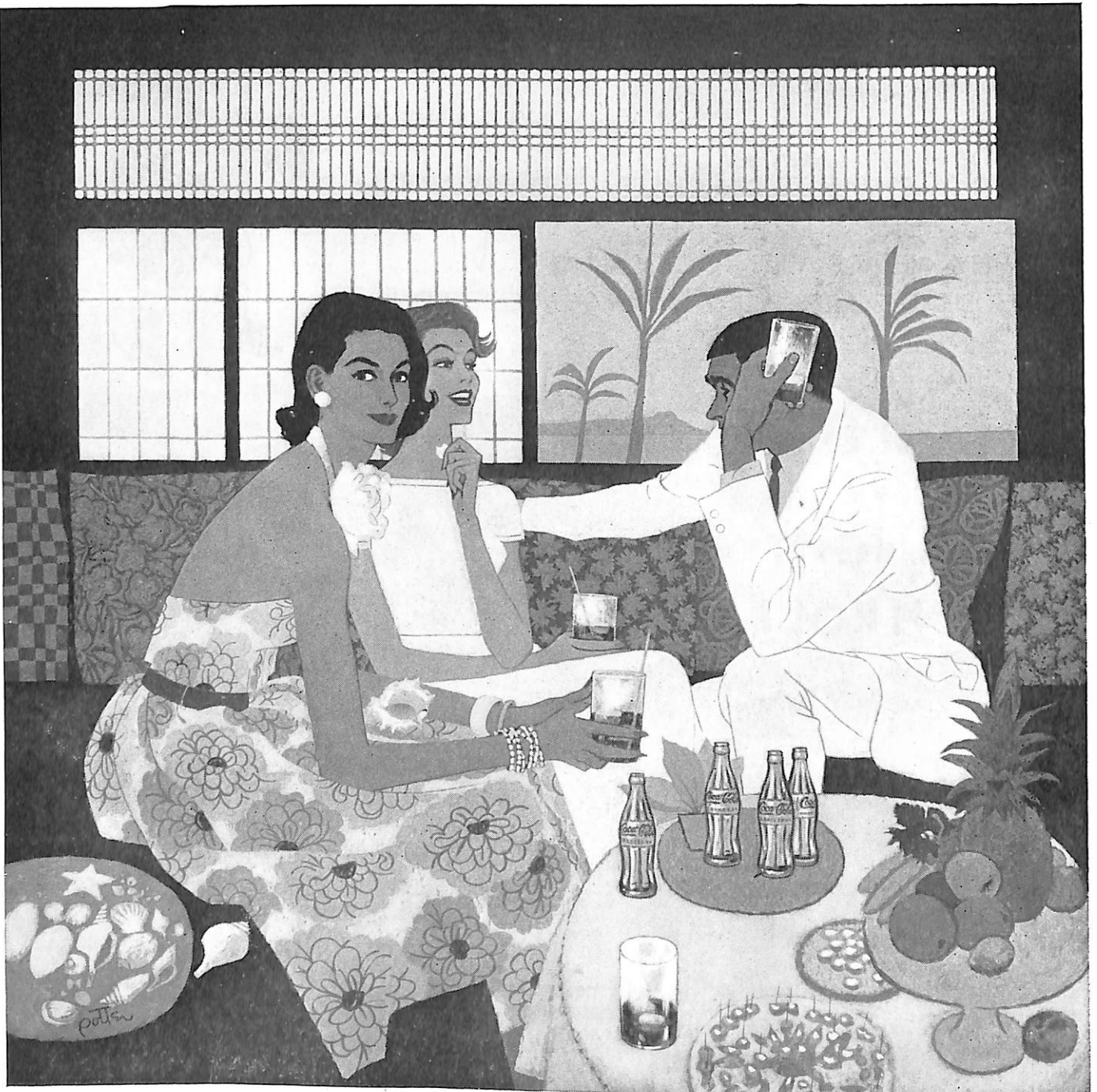
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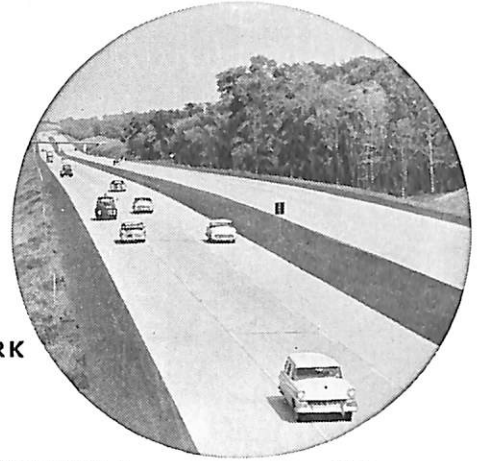
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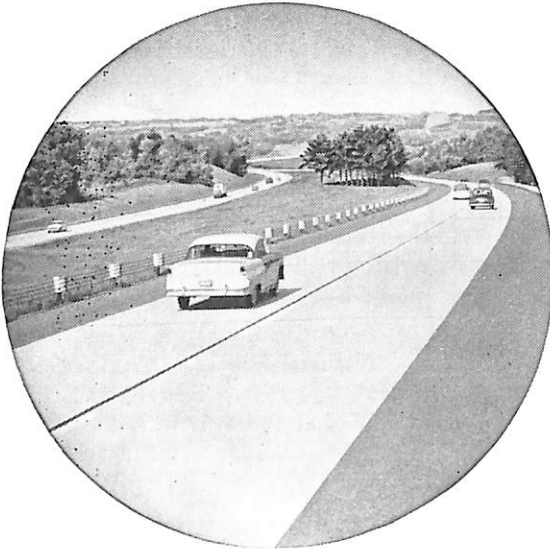
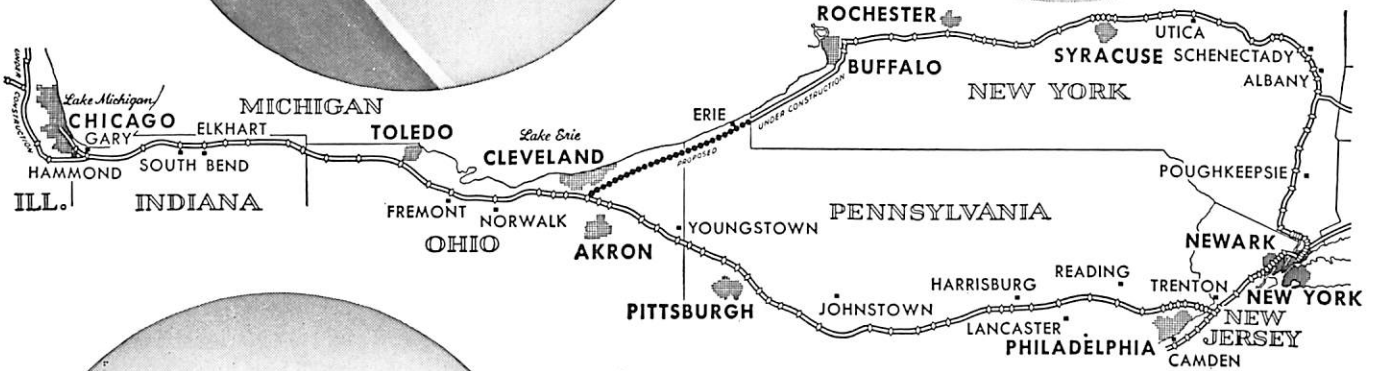
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The Interstate System should be built with concrete. That's because concrete usually costs less for heavy-duty roads, costs less to maintain, serves longer and is much safer. It's skid-resistant, *even in the rain*. Its light color affords vastly better nighttime visibility.

Add to the above, three great new improvements: (1) a thin granular layer providing a stable foundation under the slab in all weather; (2) air-entrained concrete to end surface scaling; (3) thin, almost invisible, sawed joints that give you the smoothest ride ever.

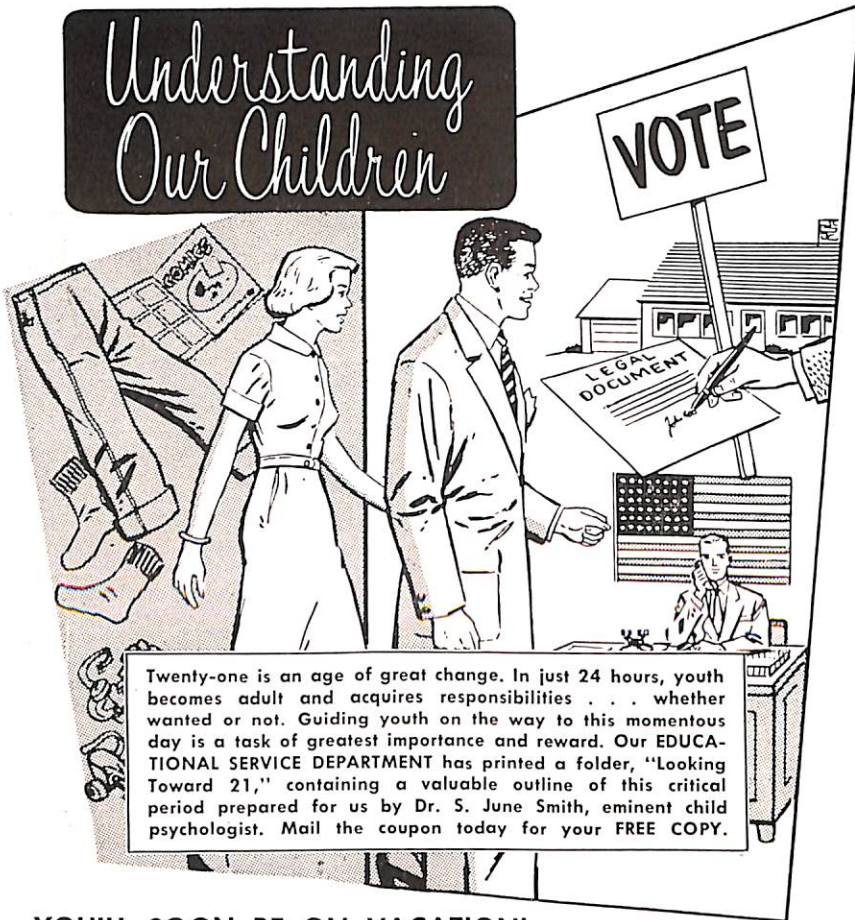
A great new day is dawning for the highway user. But this construction job poses tremendous problems for highway engineers. Support them. The permanent benefits you will enjoy will far outweigh any temporary inconveniences.

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State Mgr: J. Thomas Stanley, 30 E. 25th Street, Baltimore 18, Md.

Plan Now for American Education Week November 10-16

For advance planning, American Education Week committees will get under way before schools close for the summer. 1957 marks the 37th annual observance of American Education Week "for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting these needs."

This year the theme is "An Educated People Moves Freedom Forward."

Daily emphasis are as follows:

- November 10—Education for Moral Values
- November 11—Education for Responsible Citizenship
- November 12—What Our Schools Should Achieve
- November 13—Ways to Provide Better Education
- November 14—Our Community's Teachers (National Teachers Day)
- November 15—Our School-Community Relationships
- November 16—Our Own Responsibility for Better Schools

Useful to planning committees is the special AEW Packet of basic materials (\$1.25) and other helps which should be ordered early from

American Education Week
National Education Association
1201 - 16th Street, N. W.
Washington 6, D. C.

Shift Adult Emphasis from Ceramics to Citizenship

It is a curious contradiction, declared Arthur P. Crabtree, that we teach citizenship to youth before they are in a position to make significant decisions, but we have tragically few classes and activities for adults which encourage study and participation in the affairs of democracy. We train the foreign-born for citizenship, he observed, yet courses for voting citizens are heavily weighted in favor of ceramics and other arts and crafts.

Mr. Crabtree's charges are released in the first of a series of booklets published by PSAE in an attempt to raise the standards of adult education. The title is *Civic Education Programs for Adults*. Copies may be obtained from the National Education Association, 1201 - 16th St., N.W., Washington 6, D. C.

Social Security Information for Teachers

Teachers over 65 years of age who do not work during the summer months may be able to draw Social Security benefits for those months. Of course, a teacher now 65, must have worked for a sufficient length of time to be insured, ranging from 1½ years to 3 years, depending on when 65 was reached, and when employment was performed.

Those teachers who were over 65, insured and unemployed last July and August, may apply now for payment covering those months. However, such a claim should be filed on or before July 31 with your nearest Social Security office, as retroactivity only extends for one year.

Even though these temporary payments are received, it is possible under certain circumstances to recompute your benefit rate at retirement.

Benefits to women at a reduced rate at age 62 became effective under Social Security in November 1956. Therefore 1957 is the first year a woman, 62 to 65, may draw reduced benefits during summer vacation.

First Citizen Award

Harry A. Hunt has been chosen as First Citizen of Portsmouth for 1956. He was superintendent of schools in Portsmouth for 41 years before retiring in 1950. Mr. Hunt is now president of the Portsmouth area Community Chest.

The retired school superintendent was chosen for "having been a dedicated servant to the City of Portsmouth for more than 40 years, together with his proficient work as president of the chest and his leadership in the YMCA membership drive." He has been active in numerous civic and charitable affairs.

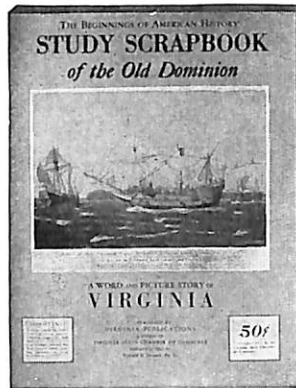
Being named Portsmouth's First Citizen is the second outstanding honor to come to the former school official, as the first junior high school in Portsmouth was named for Mr. Hunt.

A native of Prince William County, Mr. Hunt has a BA degree from the College of William and Mary, and has done graduate work at Johns Hopkins University.

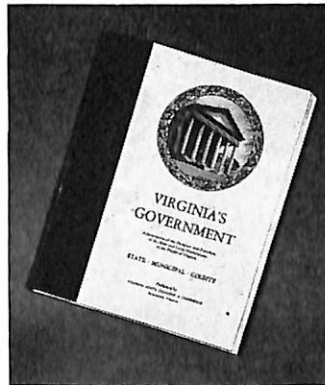
for MAY, 1957



"Fabulous John Smith"



"Study Scrapbook of the Old Dominion"



"Virginia's Government"

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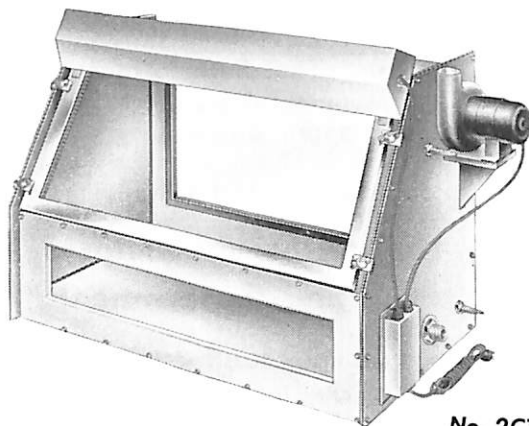
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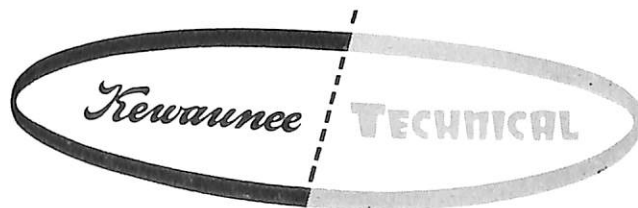
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Editorials

by Robert F. Williams



1958

THE VEA Legislative Committee, composed of Charles W. Smith, Hopewell, Chairman; A. G. Carter, Halifax County; Virginia E. Lewis, Culpeper County; J. Leonard Mauck, Smyth County; J. H. Rice, Fairfax County; and W. H. Seawell, Mecklenburg County; VEA President M. Harold Bell, ex-officio; and the staff of the VEA have already taken several steps in forwarding the 1958 VEA Legislative Program.

On March 28 they presented the VEA Legislative Program to the State Board of Education for favorable action by that body and on April 9 had a one-hour conference with Governor Stanley. Immediately after the conference Governor Stanley was quoted as follows:

"Governor Stanley told a Virginia Education Association (VEA) group yesterday that he would give 'top consideration' to school appropriations in preparing the new State budget for 1958-60."

On March 28, the Legislative Committee also appeared before the VALC Committee, which was set up to study the possibility of extending sick leave from 30 to 90 days and optional retirement at age 60 after 35 years' service with full benefits. This VALC Committee also had a hearing in Wytheville on April 29. After this meeting, it announced that it would recommend 90 days sick leave and optional retirement at age 60 for adoption by the 1958 Legislature.

Our VEA president, VEA staff, and VEA district presidents have presented the VEA Legislative Program to many educational and lay groups, and individuals. A series of conferences which were attended by VEA officers and committee chairmen were held at Halifax, Portsmouth, Richmond, Warrenton, Charlottesville, Abingdon, and Roanoke. At these meetings the VEA Legislative Program was discussed as well as were means of implementing it.

The big job which lies ahead consists in providing as widespread interpretation of the program as possible to lay people at the local level.

Helping Hands

A SURVEY made by the State Department of Education of our supervisory program in Virginia is a very interesting document. If anyone should doubt the great value of supervision, we believe that even a cursory scrutiny of this study would dispel all

misgivings. Good supervision increases the degree to which the competencies of teachers are utilized and, naturally, the child benefits from the teacher making the maximum use of his abilities.

Some of the many activities of supervisors listed in the study are: aiding in the instructional program by helping plan in-service education devices, including the orientation of teachers; helping develop curriculum materials and bulletins, and helping select instructional materials for teachers. They assist teachers in understanding children, help treat speech and reading difficulties; aid with instruction of the handicapped, homebound, mentally retarded and the gifted; and help in the giving and use of tests; help with planning, evaluation, grouping, schedules, field trips; assist with meetings, faculty groups, PTA's; obtain consultants, resource persons; help teachers with problems of promotion and retentions; perform a certain amount of demonstration teaching; arrange for teacher intervisitation, and assist new teachers.

It is interesting to note that during the period the study covers, October, 1955 to June, 1956, the supervisors emphasized the improvement of instruction in the subject fields more largely than anything else. Nearly 100 evidences of progress are given in this area as well as in the areas of understanding children, in-service education, school and community relationships, use of materials and over-all curriculum improvement.

It is quite significant that the supervisors in listing the difficulties encountered in doing the best possible job indicated that administrative problems were the most numerous of all. They included: over-crowded classrooms, personnel turnover, lack of secretarial help, lack of co-operation (teachers, principals, parents), teachers reluctant to assume leadership roles, teachers inadequately trained or unconcerned, no released time for meetings, getting consultants when needed, teachers failing to see weaknesses, teachers not accurate with records, migratory school population, lack of professional ethics, lack of time, heavy supervisory load, not enough time to work with parents, too much territory, keeping informed about individual school programs, being able to secure manuals, guides and other aids, and to get them used after securing

them, lack of over-all curriculum guide to help new teachers, limited supply of materials and lack of funds.

As one reviews the list of difficulties supervisors say they encounter, the fact that we need better trained and more dedicated teachers is inescapable. Oftentimes the teachers who are "reluctant to assume leadership roles" are "unconcerned," are "failing to see weaknesses," and show "lack of professional ethics," are the teachers on (1) sub-standard certificates who are with us only on an emergency basis, and (2) the non-career teacher who even though he might possess a degree is not dedicated to teaching as his life's work. And, also, (3) there is the teacher who is simply incompetent, who unfortunately has to be retained because no replacement is available.

Hail the FTA!

MORE than 200 people attended Virginia's first VEA sponsored statewide meeting of FTA high school clubs and college chapters. (See pages 24-26)

The FTA movement in Virginia is making remarkable progress. The first college chapter was founded in Virginia at Radford College in May, 1939, and the first high school club at South Norfolk High School in the same month. In the Fall of 1955 there were 51 high school clubs and seven college chapters, and in April, 1957, there were 106 high school clubs and eight college chapters, with a total membership of more than 2,005.

Great impetus has been given to the program by the interest of Dr. Davis Y. Paschall, State Superintendent of Public Instruction, and Dr. W. W. Wilkerson, Supervisor of Secondary Education. The Virginia Citizens Committee for Teacher Recruitment, under the leadership of Mrs. John Galleher of the State Board of Education, has also enthusiastically encouraged the establishment of FTA groups.

Miss Katherine Hoyle, Director of VEA Field Services, is State FTA Consultant.

The FTA provides a laboratory in which the student can test his interest and personal qualifications for teaching.

We are delighted that most of the FTA's have established rather high qualifications for membership.

This movement is one of the best devices to help satisfy the critical need for teachers. Another outgrowth of the movement is a kind of re-invigoration of the teachers who sponsor the FTA groups and in whose schools the clubs and chapters exist.

Teachers in FTA relationship are given a heightened sense of their responsibility to perform professionally and are encouraged to set a high professional example for the youngsters to follow.

The delegates attending the Richmond meeting impressed everyone with their above-average intelligence, enthusiasm, and leadership qualities.

As yet, however, only one-fourth of our high schools have FTA's. How about yours?

Common Denominators

DEVEREUX C. Josephs, president of the New York Life Insurance Company, who is chairman of the President's Committee on Education Beyond the High School, lists seven common denominators which are now flowing through the whole aggregate of education. They are as follows:

1. As our society becomes more complicated, we have more need for training and education so that we may fit into the community, contribute to its progress, and enjoy the product of its ingenuity.

2. Every individual, regardless of race, creed, color, or national origin, should have the opportunity for his or her optimum cultural development.

3. There are many ways, formal and informal, to acquire learning. A diploma, certificate, or degree "is but the guinea's stamp." The educational process need not follow a fixed time schedule. It continues from birth to death.

4. There must be recognition of both quality and quantity—the one provides the direction and the other determines the rate of our development. Therefore, there must be ample variety and accessibility.

5. Teaching is one of the most honorable of all professions and the least rewarded. The requirements of the future cannot be filled unless we make the conditions more attractive. We must improve the salaries and lighten the burdens of the men and women whom we need to teach our youth.

6. Citizens, individually or as taxpayers, should provide sufficient buildings and equipment. Present deficiencies in each will grow worse with the increase of the school and college age population.

7. As a first step, citizens, educators, and legislators must join in making plans to meet the rising demand for much more education for many more persons, young and old.

An interesting program for PTA and civic groups could be developed in a panel on these educational common denominators.

More Years in School

THAT the schools of the nation are steadily increasing their holding power is attested to by the biennial survey of education just published by the U. S. Office of Education.

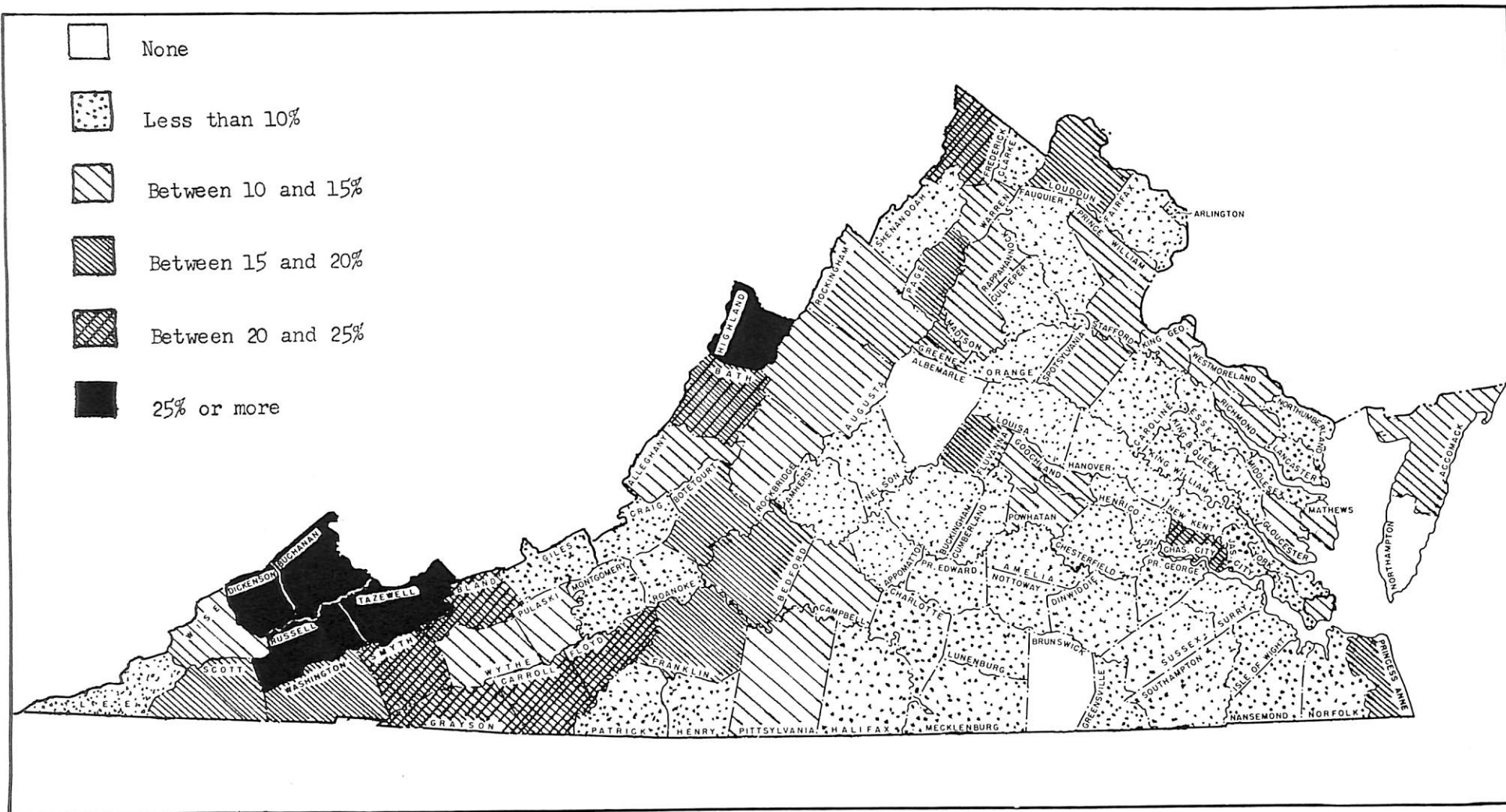
For every ten fifth graders in 1936-37, only 3.9 graduated from high school. However, for every ten fifth graders in 1946-47, 5.5 graduated from high school.

For every ten fifth graders in 1936-37, only 1.2 entered college. However, for every ten fifth graders in 1946-47, 2.8 entered college.

Fifth grade enrollment is used because (1) retardation is particularly high in grades one to five and (2) compulsory school attendance laws keep almost all children in school until at least the fifth grade.

Substandard Certificates

1956-57



Albemarle, Northampton, and Brunswick Counties shine out in the map above as the three Virginia counties having no teachers with substandard certificates. Not visible but also with no substandard certificates are Alexandria, Charlottesville, Colonial Heights, Falls Church, Harrisonburg, Martinsville, Petersburg, and Radford. The range is from zero to 62 per cent of all the white teachers in Charles City County to

41 per cent of all the teachers in Dickenson County being subcertificated. 73 per cent of all the teachers have degrees with a high of 95.8 per cent in Martinsville and a low of 32.3 per cent in Buchanan County. 90.3 per cent of all Negro teachers have degrees as compared with 68.4 per cent of the white teachers. 10 per cent of all teachers have Masters degrees.

Where We Are On Integration

by VIRGINIUS DABNEY

AS PUBLIC school principals you are inevitably concerned over the effect of the interracial controversy upon the public school systems of the various states. In some of those states the effect has not been particularly pronounced one way or the other, whereas in others it has been profound—even potentially catastrophic.

This latter aspect of the problem is one which also concerns me greatly. As a citizen, as a former teacher in a private preparatory school and a parent with a son in a public high school, I am deeply troubled by the thought that the growing intensity of the struggle over integration in some eight or nine Southern states may disrupt, and even close down entirely, the systems of public education in several of those states. A more chaotic condition would be difficult to imagine. Aside from the educational problems involved, consider the enormous rise in juvenile delinquency which would inevitably accompany such a development.

Already we are encountering acute problems in the educational field in a number of Southern states, and the end is not yet. Appropriation of school funds from month to month, uncertainty of the future for school teachers, reluctance of citizens to accept appointments to school boards are some of the disturbing phenomena which confront us.

Educational Lag

In the border states where integration has been proceeding smoothly for the most part, there have been problems growing out of the two to three-year educational lag often noticed in the performance of Negro students by comparison with white students of the same age. Granted that much of this is due to inferior school facilities heretofore available to colored

pupils in those areas, and to inferior living conditions—the problem is a huge and baffling one, nevertheless. The question of how to avoid handicapping white children by throwing them into classes with Negro children who are incapable of doing the work must be giving many of you genuine concern. The parallel question of how to bring the colored students up to the required level of achievement doubtless concerns you no less.

In the city of Washington, where 70 per cent of the school population is colored, these problems are particularly acute. Although integration is now in its third year here, solutions are a long way off, according to the best information I can get. It seems clear to me that mixed schools were put into effect here with too much haste and too little preparation.

The situation described by the principal of the John Pitman Elementary School in Kirkwood, Mo. (one of the first schools in that state to desegregate) is a disturbing one. At the end of two years of integration, Mrs. B. A. Compton, the principal, said to a representative of *Southern School News* that the teachers there felt that “the scholastic disparity remains just as great and that it is now complicated by feelings of frustration and defensiveness on the part of the Negroes—feelings which come out in the form of greater aggressiveness, arrogance and bad temper.” It was added, however, that none of this constitutes an argument against integration, and that progress in the immediate future was hoped for.

Over against such a report as this must be put that made recently for the city of Baltimore, for example, by Supt. of Public Instruction John H. Fischer, who said: “On the basis of our experience it

seems clear that by desegregating our schools we have substantially improved the educational opportunities of Negro children without reducing in any way those available to white children.” . . .

Compulsory Mixing

But even Washington, dubious as its school policies seem to me to have been in certain respects, is more restrained than New York City in its approach to the problem. As you are doubtless aware, they are transporting children all the way across town in New York, away from the neighborhood schools which they have been reaching conveniently on foot these many years, and compelling them to enroll with members of the opposite race. All this is being done at great inconvenience and expense, on the theory that a modest degree of integration is not enough. We must have total and complete integration everywhere and at once, it would seem. The folly and absurdity of this strikes me as obvious.

In my home state of Virginia, the U. S. Circuit Court of Appeals ruled, on motion of the NAACP, that an excellent regional high school for Negroes in Christiansburg was operating illegally because some of the colored children had to travel longer distances to that school than some of the white children in the area had to travel to their schools. But we now have this same NAACP instrumental in forcing Negro children in New York to travel all the way across town, instead of attending their neighborhood schools, in order that every child may have what is termed “the right to attend a mixed school.” Words fail me in commenting on this fantastic arrangement. Benjamin Fine of the *New York Times* says many New Yorkers are leav-

Long interested in the improvement of race relations, Virginius Dabney for twenty-one years has been editor of the Richmond Times-Dispatch. The author of numerous magazine articles as well as several books, including "Liberalism in the South", "Dry Messiah", and the "Life of Bishop Cannon", he received the Pulitzer Prize for editorial writing in 1947.

This article is a condensation of an address he delivered to the National Association of Secondary School Principals' annual convention in Washington, D. C., February 26, 1957.

ing the city for the suburbs because of it, and that the suburban schools are superior, one reason being that they are more "homogeneous."

There is no doubt of the unpopularity in the South of both the NAACP and the Supreme Court's 1954 decision ordering an end to segregation in the schools. The latest Gallup poll, which reported that it reflected the views of both white and colored citizens in the Southern states, found two-thirds of those canvassed to disapprove the court's ruling. By contrast, the poll found nearly two-thirds of those in the rest of the country applauding the same ruling.

All of which raises a question as to the implications of such a situation for the South. How long can the South afford to remain in flat and violent disagreement with the North and West on so fundamental an issue as race relations?

South Remains Adamant

Yet there are no indications whatever at this time of a shift of opinion in nine of the eleven states which constituted the Confederacy. In Texas and Arkansas the so-called "black belt" areas appear to be as adamant as ever against integration, although some mixing has gone forward in other regions, especially in Texas. But in Virginia, North Carolina, Tennessee, South Carolina, Georgia, Florida, Ala-

bama, Mississippi and Louisiana the resistance to integration is tremendous. Except for the much-disputed entry of about a dozen Negroes into the Clinton, Tenn. high school, there has been absolutely no integration in the public schools of these nine states.

If I had to single out one anti-integrationist argument that seems to influence the greatest number of Southern whites against mixed schools, it would be the argument that mixed schools lead to "mongrelization." Other sections of the United States sneer and jeer at this argument. Herbert Ravenel Sass of Charleston, S. C. presented the ultra-conservative Southern position on this about as well as it can be presented, in the November 1956, issue of the *Atlantic*. Promptly the magazine was flooded with derisive letters from the North and West hooting at Mr. Sass and his thesis.

Now it may be possible to argue that integration would not increase the likelihood of racial amalgamation—although any visitor to most of the countries of Central and South America with his eyes open would be likely to reach the opposite conclusion. But even if we accept this argument, which I do not, the desirability that every race strive to maintain its own integrity seems to me to be indisputable. There is nothing in my thesis of bigotry or prejudice, and nothing having to do with supposed racial superiority or inferiority. My point is that the Negro should wish, no less than the white, to retain his racial identity and his cultural heritage, to the end that his race's indisputably great achievements can be properly recognized and handed down to his posterity.

Perhaps the most alarming phenomenon in the South at this time is to be found in the repeated acts of violence against Negroes which are not only criminal and utterly wrong, but which are bringing the entire region into disrepute in the eyes of civilized people everywhere. The bombings, beatings and shootings which are occurring in some areas, with whites as the guilty parties, are in glaring contrast to the passive and law-abid-

ing attitude of Negro leaders—in the Montgomery bus boycott, for example.

On the other hand, the criminality and immorality of many Negroes is one of the chief reasons why white Southerners object so strongly to mixed schools. Granted that other races might have similar records if they had been enslaved for centuries and then had to live in slums and to fight against all manner of handicaps. Yet the fact remains that the Negro crime and illegitimacy rates are everywhere so vastly greater than those of the whites that these statistics have an alarming impact on the minds of parents, especially those of adolescent white boys and girls who would be thrown into rather intimate contact with colored boys and girls in integrated schools.

Liaison Destroyed

The tragic fact today in the South is that hardly any liaison remains between the white leadership and the Negro leadership. Not only so, but until a few years ago, Negroes were being elected regularly to city councils and school boards in several Southern states, and it was the most natural thing in the world for white and colored leaders to sit down together for discussion of their mutual problems. These things are no longer true. The two races have been driven apart by the rancorous arguments over segregation, with the result that hardly any avenues of communication exist in most areas. The NAACP leadership has committed all Negroes so completely to its drive for total integration that any white who dissents from this view is stigmatized as an enemy of the Negro race. Of course, Negro dissenters are assailed with still greater violence, and are pilloried in much of the Negro press as "Uncle Toms", "handkerchief heads", and so on.

The Negro school teachers of the South should be deeply concerned over this whole controversy. There are from 75,000 to 80,000 of them, and the great danger is that many of them will lose their positions, if matters are pushed to the ultimate conclusion, and mixed

schools are forced in certain areas. The unwillingness of many white Southerners to have their children taught by colored teachers is the crux of this situation. Some will consider this attitude narrow minded, but it exists in such definite form that it cannot be ignored. Several hundred Negro teachers have lost their jobs already in the border states, chiefly Oklahoma, but I understand that most of them have been reemployed elsewhere.

The criticism heaped upon us by our Northern friends because many white Southerners, by and large, do not wish their children taught by Negro teachers, would come with better grace, I submit, if the public schools of the North employed more Negro teachers. The number, as is well known to each of you, is infinitesimal by comparison with the number in the South. Even where colored population is enormous, as in New York, Philadelphia, Detroit and Chicago, there are few Negro teachers. No satisfactory explanation for this has ever come to my attention.

Permit me to remark parenthetically that the average salary of the tens of thousands of Negro teachers in the South is about equal to that of white teachers, and in at least three Southern states (Virginia, North Carolina and Tennessee), the average annual salary of Negro teachers is higher than that of white teachers. It must be confessed that the NAACP is largely responsible for bringing Negro teachers' salaries up to the white level. There is no telling how long it would have taken to achieve this objective, had it not been for the suits filed and won by that organization.

National—Not Regional

While we are discussing the attitude of the North, or certain segments of it, to the race problem, it seems appropriate to emphasize that this problem is not regional but national.

Just the other day I read of how a Negro man was beaten to death on the streets of Boston by white hoodlums who had begun yelling

epithets at him when they saw him escorting a white woman.

You are of course familiar with the situation in Chicago, where scores if not hundreds of police have had to guard Negro families around the clock for more than three years at the Trumbull Park housing project. The clear implication of this situation is that these Negroes would have been mobbed long ago for moving into that housing development, but for the protection afforded them.

The Mayor of Dearborn, Mich., makes it a well-publicized practice not to allow a single Negro to settle in that community of 125,000 people. "Negroes can't get in here", His Honor declared last year. "Every time we hear of a Negro moving in we respond quicker than you do to a fire." The mayor was given an overwhelming vote of confidence recently, so his policies evidently are regarded with favor and approval by the people of Dearborn.

I hope it is unnecessary for me to say that I abhor that sort of thing that is here described as happening in Boston, Chicago and Dearborn. These things are disgusting and disgraceful. The fact remains that these occurrences—and others which might be mentioned—have all taken place outside the South. Furthermore, the fact that Negroes have had to be protected from mobs 24 hours a day for more than three years in the state of Abraham Lincoln is not without its ironic and tragic implications.

Another point which needs to be made, I believe, is the attitude in the North toward the South's so-called "lawlessness" and "flouting of the constitution and the Supreme Court."

I do not defend or condone lawlessness, whether in the North or the South, but it is a bit dismaying to observe that some of our Northern compatriots seem to regard lawlessness as something which is not only acceptable, but admirable, when it occurs in accordance with what is deemed to be the sentiment of their particular communities.

Only a few weeks ago, for example, Mayor Richardson Dil-

worth of Philadelphia applauded this attitude. Speaking apropos of a state law forbidding Sunday basketball in the City of Brotherly Love, His Honor said:

"Free people refuse to knuckle under to laws which completely ignore their welfare and desires. . . Just as long as the legislature refuses to permit cities the right to determine what activities their citizens are entitled to engage in on Sunday, it is inevitable that the law will be ignored."

I wonder whether the Philadelphia newspaper which has been denouncing Southerners who boggle at all-out integration as bigots and flouters of the "law of the land" has been equally caustic in its references to Mayor Dilworth, who loudly proclaims his intention to ignore the law. Incidentally, Mayor Dilworth is all for "liberalizing" the Democratic party and putting those law-violating Southerners in their place.

And while we are on this general subject, a great many of those in the North who are blasting the South for failure to comply with the mandates of the Supreme Court on integration, violated the constitution and the statutes wholesale during the prohibition era. In doing so, they flouted a duly enacted amendment to the constitution and duly approved acts of Congress—not opinions handed down by the Supreme Court. Yet some of these very drinkers of white mule and bathtub gin are loudest in clamoring today that the South has no respect for law and order!

Tensions and Extremes

We are heading into an era of intersectional tension and misunderstanding, and the intolerance that is being manifested on both sides of Mason and Dixon's Line is not reassuring. It behooves us all to evidence a greater measure of sanity and good will and to stop hurling epithets.

The recent actions of a federal judge in Tennessee in connection with the racial disorder at Clinton have alarmed many students of the constitution both North and South. They feel that the jurist in

question showed a lamentable disregard for certain constitutional verities, and ignored the time-honored right of defendants to a jury trial. They feel that the court was too sweeping in its injunctions. The whole episode seemed symbolic of the prevailing tendency in certain quarters to go to the utmost extremes, if integration is thereby promoted—whether by hauling school children many miles away from their neighborhood schools or by stretching the constitution and the statutes in the name of “liberalism”, “democracy”, “brotherhood” or what have you.

I would not wish to seem to imply that all the examples of extremism are to be found in the North. In South Carolina, for instance, something very close to witch-hunting and book-burning has been approved almost unanimously by the state legislature. That body adopted a resolution last year asking the State Library Board to remove existing books and to screen future books that are “antagonistic and inimical to the traditions and customs of this state.”

“Civil Rights” Negate Rights

The “civil rights” program now before Congress is a perfect example of the sort of extremist legislation which frightens and dismays the South—and should frighten and dismay the whole country. Has it been seriously contemplated before in this land that persons “about to engage in” certain acts could be arrested and haled into court? Yet one of the provisions of a pending “civil rights” bill embodies this amazing language. Even Congressman Adam Clayton Powell, of New York, not exactly a “race baiter” or a “white supremacist” has said that this plan to arrest persons “about to engage in” certain activities seems to him dangerously like “thought control.”

The “civil rights” program also appears to negate the right to trial by jury, and it would enable the Attorney General to file, at public expense, suits on behalf of persons who contend that their civil rights have been violated. Another provision would seem to empower a proposed civil rights commission to summon any citizen from any

part of the United States to any other part to defend himself against charges the nature of which was completely unknown to him prior to receipt of the subpoena.

Most of the foregoing is vouched by former judges who are now members of Congress as being in accord with reasonable interpretation of the language of these “civil rights” bills. Such far-reaching legislation should have much more careful scrutiny than it appears to be getting. A majority of Congress seems to be so bemused by the phrase “civil rights” that it is reluctant to vote against anything which bears the label, no matter how dangerous its potentialities. And these particular measures have about as many potentialities for evil, and for interracial conflict, as have been presented to Congress in a long time.

In conclusion, let me say that I am reluctant, indeed—unwilling to try to forecast the future of the current interracial upheaval in the South. We are heading into stormy seas, I fear. The Deep South, it must be said in all frankness, has

no present intention of integrating its public schools. Several of those states have a fixed determination to close their schools entirely, rather than mingle the races in them. All courts, as far as I know, agree that this would be legal, however deplorable from an educational and social standpoint.

Let us hope, therefore, that the NAACP will see the folly of forcing the issue in these states, and will exhibit a statesmanlike restraint. Enormous gains have been made by the Negro race in education and every other sphere throughout the entire South, and additional gains will be made, if only the responsible leadership of the race will assert itself. What the ultimate future holds is not for me to say. I only know that the course of wisdom for the NAACP today is for that militant organization to “back up”, to consolidate its gains, and to refrain from pushing matters so fast and so far as to pass the “point of no return.” Otherwise it will do irreparable harm to the cause of Negro advancement and to interracial amity.



LITERARY MAP of the Commonwealth of Virginia, published by the VEA English Section, is receiving wide acclaim. Here George F. Bagby of Falls Church, president of the Virginia Association of Teachers of English, presents a first copy to Dr. Davis Y. Paschall, State Superintendent of Public Instruction. The preparation of this map was described in the March issue of the *Journal*. Copies of the map are available for \$1.50 postpaid from VEA Headquarters, 116 South Third St., Richmond 19, Virginia. Checks covering the maps should be written to the order of **The Virginia Association of Teachers of English**.



CLASSROOM '57 TELEVISED IN ROANOKE. Here students from the third grade at Huff Lane School show Dorothy Gibboney, administrative assistant for Roanoke Schools, some of their social studies charts, reading, art, arithmetic, and language work, as their teacher, Mrs. Frances Bowling, watches.

Television in the Norfolk City Schools

For at least seven years television has been a part of the educational program in the Norfolk City schools. From its inception these programs have been sponsored by the Norfolk Parent-Teacher Association and the public school sys-

Television In Virginia Schools

THE USE of television to tell the story of the classroom is proving effective in its early stages and holds promise of developing strong public relations in interpreting the schools to the community.

Norfolk City has used television for a longer period than any other school division in the State, starting seven years ago. Roanoke City began using television as a part of its educational program in 1952, and Richmond City schools made their television debut last year.

From experience, all have learned that television requires no prepared script but natural spontaneous classroom activities are more effective. This is confirmed by Joel F. Carlson, Public Service Director, for WTAR-TV, Norfolk, who produces the program, "Children Come First." "No script is ever written for the show", says Mr. Carlson. "We work out the continuity step by step, as we film it. I am convinced that the obvious informality of the program makes the subject matter believable to the viewer."

Each program deals with a single theme, such as guidance, health and safety, reading, and one was on "The Teacher After School."

Preparation for the half-hour Norfolk program, scheduled on the fourth Saturday at 7:00 p.m., involves planning by a TV Committee composed of representatives from the schools and PTA Council, with the WTAR-TV director. After plans are made, the cameraman and director go to the five or six necessary locations to film the various sections of each story. A representative of the TV Committee, assigned to a particular program, is always present during the filming operation.

"From the television station operator's point of view," says Mr. Carlson, "the program involves two men who are capable of 'ad libbing' a program on film. Each segment of a show takes approximately half a day of our time, consequently, each program takes approximately four half-days to film, and approximately one day to edit. Film processing is done in our own plant. I would estimate that the cost of each program would be between \$250 and \$300. This does not include the cost of the camera or processing equipment." Thus television operation makes its contribution in rendering this public service to interpret the schools.

tem through the medium of WTAR-TV. These telecasts are public service programs of this radio-television station.

Until recently, weekly programs were telecast for approximately fifteen minutes between 5:30 and 6:00 p.m. These programs, participated in by pupils, teachers, administrators, lay people, and parents, were live and produced in the television studios. The initial planning for such programs is the responsibility of the Television Steering Committee composed of Joel Carlson, program director of WTAR-TV; members of the PTA; teachers; principals; administrators; and lay people.

The name of the television program is "Children Come First", and the purpose of the program is to interpret to parents and people in the community the total school program. During the past seven years hundreds of programs have been produced on such subjects as reading, safety, citizenship, in-service programs, administrative problems, and many others. Pupils, teachers, parents, principals, and resource people in the community have used many forms of presentation.

Recently the pattern of telecast-

ing has changed. The program has been lengthened to thirty minutes and produced only once a month. Material for the program is now more realistic and natural, for it is filmed on the spot—in the classroom, on field trips, in the home, and on the school grounds.

Although both elementary and secondary school students are the chief participants in the programs, the teacher was the subject of the February telecast this year. Films were made of teachers in their natural surroundings—classroom activities, in-service growth programs, home visitation, preparing activities in the classroom teachers organization, and recreational activities.

The program, "Children Come First," is one of the best media of communication for giving parents first-hand information about the Norfolk public schools. In actually planning with school people for the many programs, lay people gain a better insight into the day-by-day problems in public education.

Television in Roanoke City

In December 1952 WSLs-TV began broadcasting in Roanoke. Shortly afterward a series of weekly programs, YOU CAN DO IT, with Clinton Kersey was produced by the Roanoke City Schools. The type of program, as the name implies, followed the "do-it-yourself" enthusiasm that is prevalent in the country today and dealt with repairs in the home and similar topics.

In addition to the regular series, schools throughout the city were asked to participate on various programs during the year. Realizing that television was an excellent medium for informing the public on happenings in the schools, and that teachers and pupils alike would profit from experience in this new field of communication, the School Board in 1954 employed a radio-television producer, Bristow Hardin, Jr. He taught classes in communication, assisted in dramatics in various schools, and produced radio and television programs. Elementary, junior high, and senior

for MAY, 1957



Student announcer George Dyer and student director Frank Gilmore operate under the guidance of Bristow Hardin, Jr., radio-television producer for Roanoke city schools.

high school students had opportunity for classes in radio and television, as well as participation in the programs.

The first two years were a period of experimentation in programming and in ways of presentation. Dramatic-film, fully-scripted, semi-scripted, unrehearsed and fully-rehearsed-programs were all tried.

One TV series showed HOW WE TEACH, another WHAT WE TEACH, and still another WHAT THE PUPILS ARE LEARNING. Besides the YOU CAN DO IT series, an adult education series, DO YOU KNOW, was presented. During most of the school year 1955-56, Roanoke schools provided three weekly television series—SCHOOL TIME and DO YOU KNOW over WSLs-TV; and CLASSROOM '56 over WDBJ-TV.

Roanoke schools also provided three weekly radio programs—SUPERINTENDENT'S REPORT; MUSIC FOR YOUNG LISTENERS, music appreciation lessons for elementary school pupils; and THE HIGH SCHOOL SHOW, news, talent, and interviews produced and directed by Mr. Hardin's students.

As the audience liked boys and girls and action, explanations were held to the minimum to get the point across.



Superintendent's Report is a weekly radio program to inform Roanoke on its schools. Here Superintendent E. W. Rushton, with Mrs. Imogene Smith and Barbara Martin, explain the Vocation Office Training Program.

We learned that they wanted information—not only about our schools, but also about our State, nature, history, art, science, and many other areas. DO YOU KNOW tried to satisfy this need and presented a teacher or some of her pupils who taught the audience at home—about the history of our State, how Virginia counties were named, ceramics, or music. Letters on this program were received from various parts of the State, from West Virginia, and North Carolina requesting additional information.

Of course, parents liked to know what their children were doing in school. We combined this interest with children and presented CLASSROOM '56. This program gave pupils an opportunity to prepare live television programs using as the subject matter certain units or projects which had been completed.

During this time we learned that the most successful programs were fresh and spontaneous with as little rehearsal as possible. SCHOOL TIME which demonstrated teaching methods used about 6 boys and girls and a teacher. At the beginning of the show the teacher and the Director of Instruction related the lesson to the curriculum and to the total school program. Then the teacher taught a portion of the lesson. Although the children might have been informed on what the lesson was to cover, they never were prepared more than was necessary for their regular class. Mistakes were recognized as a part of what would

have happened and were corrected as they would have been in class.

To date, approximately 150 teachers and 2,000 pupils have participated in at least 150 school television programs.

As the teachers, principals, and pupils became experienced in the medium and were sold on the idea that "the less rehearsal the better the programs" the time required to produce the program diminished. The producer is now an elementary school principal who also produces the radio and television programs.

At present the Roanoke City School System produces a 15 minute program CLASSROOM '57 and a 12-minute segment on another program—LADIES FAIR—each week. The Central Council PTA is responsible for a segment of another program. On CLASSROOM '57, successor to last year's program CLASSROOM '56, a teacher and 6 or 10 of her pupils show what they are doing or what they have done in the classroom. Knowing that the audience prefers live shows to film, we have tried where possible to bring the classroom into the studio. The boys and girls and their teachers bring to the studio charts, globes, models, pictures, and books.

The host, A. B. Camper, Director of Instruction, or Dorothy Gibboney, Administrative Assistant, on alternative weeks, talks with the teacher about the material to be covered and relates it to the curriculum for the grade. He then asks the children to explain to him what the material means. Many topics in science and social studies have been used. Two weeks prior to the program Mr. Hardin discusses with the teacher the general format the program is to follow. The children and teachers look upon the program as an extension of their class work. Children do not memorize their parts and no formal rehearsal is held.

LADIES FAIR is a morning program aimed at the housewife. Each week teachers or supervisors explain some phase of the school program. A discussion of the ways parents may help a child in reading may be heard or teachers and pupils may show work in beginning reading. The producer arranges this segment of the program in cooperation with the station director. The PTA program is the same type and is arranged by the PTA. Various members of the school staff appear on this program.

Richmond—"Your Schools in Action"

Richmond City Schools made their television debut on November 1, 1956. That night marked the inauguration of a season's series of interpretative programs, introduced officially by Dr. H. I. Willett, Superintendent of Schools. The first series, a package deal of eleven programs, traced the growth of a pupil through his school career, beginning with a class of 5-year-olds who had been in school only seven weeks and ending with a class of high school seniors. It was beamed at parents and other interested citizens in the area, but, like other types of interpretative programs, it presented definite possibilities for in-service training of teachers.

The first series was telecast live on Thursday nights from 6:30 to 7:00 o'clock. The time, valuable commercially, was given as a public service by WRVA-TV, which also put at the disposal of the schools all studio facilities and a full staff, with Jerry Chamberlain as director. The series was produced by Mrs. Mary Anne Franklin; 326 pupils participated, 54 adults (teachers, supervisors, directors, custodians, and parents) helped at the studio in one capacity or another. Almost every department in the school system contributed directly to the programs—the Special Education Department, by arranging bus transportation for participating classes; the Art Department, by making the title cards for televising and advertising posters for use in the schools; the Library Department, by obtaining publishers' permission for use of all books on the programs; and the Music Department, by suggesting the signature music. (Television is big business!)

Each class had an orientation visit to the studio on the Monday preceding the telecast to become familiar with the physical set-up of the studio and "the feel" of the lights. With the small children that was sufficient; when the lesson was actually taught on Thursday night, they appeared oblivious of their surroundings. With the older ones, however, there was a definite awareness of being "on



Photograph courtesy Richmond Newspapers, Inc.
Reading Series on Richmond Television starts with the elementary stage "to show some of the methods used to teach reading and why they are used." Here Laura Taliaferro instructs junior primary 2 class from Patrick Henry School on Richmond's TV program, "Your Schools in Action."

camera" which in turn produced a certain amount of self-consciousness, especially marked in the junior high school area.

Questionnaires sent to all of the elementary teachers in Richmond early in January brought a response indicating decided approval of the programs. The most common adverse criticism was the failure of the series to give an accurate picture of the Richmond schools. The teachers felt that the time was too short, the location itself (every program was telecast from the studio) was productive of some degree of artificiality, and too many of the early programs emphasized a culminating rather than a teaching situation.

The two most-frequently noted suggestions were that the program be telecast at a different time and that more teaching of reading be shown.

On February 10 at 5:00 P. M. an intensive series on the teaching of reading was begun, with the area to be covered ranging from reading readiness in Junior Primary 2 to book reviews given by a senior high school journalism class. The format of the program was changed to allow for question-and-answer periods. While the teaching continued throughout the full half hour, the camera focused several times during the lesson on the commentator as she questioned a guest consultant (an elementary supervisor or the curriculum coordinator) or techniques being used at that moment by the teacher. Visuals (charts, pictures, letters, and books) were used by the consultant to emphasize the methods and procedures being shown and the philosophy underlying such teaching: answers were brief and specific, and *jargon was omitted.*

Television Under Way in Norfolk County Schools

WTAR-TV and WTOV-TV have cooperated in providing time for the Norfolk County Schools to present programs of interest to the general public concerning the educational program in the county. Probably the most outstanding example has been the work done in

connection with the speech program. Both stations have provided time for demonstrations and explanations of the major purposes of speech education.

Preliminary discussions have been held on the possibility of a weekly program dealing with education when the new station WAVY-TV goes into operation.

Television Comes to Harrisonburg

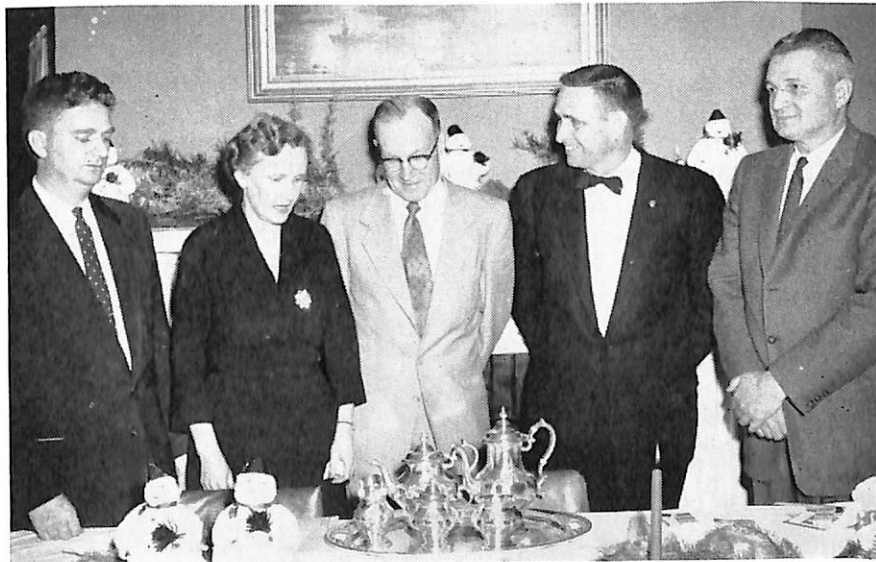
In Harrisonburg, WSVA-TV has been programming from its own studios for only a few months. This local programming schedule is restricted to thirty minutes daily. While several high school groups have been represented on live programs, these were planned by the station and were not the nature of a school program. Now that local programming is available to the residents of Harrisonburg, the schools plan to make the best possible use of the facilities.

ATTENTION: TEACHERS ABOUT TO RETIRE

Investigate Insurance Coverage

Teachers who are about to retire and who have group hospitalization and surgical insurance with Horace Mann Casualty Insurance Company and other companies should investigate the possibility of converting their policies to an individual policy before retiring. If the coverage is changed from a group to an individual policy prior to retirement, the cost with some of the companies is about half the cost of premium should a new policy be purchased after retirement. Some companies will not even allow conversion after retirement or will not write individual policies after age 65.

We suggest that you discuss with your group insurance representative the cost of your hospitalization and surgical coverage if it is converted from a group to an individual membership.



THIRTY YEARS OF SERVICE can still bring surprises. When Superintendent Harry B. Elmore attended the annual dinner meeting of the Pittsylvania Education Association at the Country Club Inn in Danville, he was not aware that nearly 500 teachers had kept a secret he was to be honored. A five-piece silver service was presented to the Elmore. Admiring the surprise gift, above, are Maxwell Bryant, president of the Pittsylvania Education Association; Mrs. Elmore, Superintendent Harry R. Elmore; Jackson Ressor, vice-president, PEA; and Harold Bell, president of the Virginia Education Association.

Thirty years ago Mr. Elmore gave up a baseball contract with the Detroit Tigers and became a teacher in his native Tazewell. He has been in Pittsylvania County for 23 years, serving first as principal of Gretna School for three years and then held the principalship at Schoolfield for six years. He has been superintendent of the Pittsylvania County schools for the past 14 years. Mr. Elmore attended the University of Cincinnati and received his Master's degree after studying at the University of Southern California and the University of Virginia.



Fourth graders arrange art exhibit.



Ceramics interest students.

Creativeness IS a Fundamental

by HELEN CYNTHIA ROSE
*President, Art Department, VEA and
 Supervisor of Art Education, Richmond*

EDUCATION leaders with imagination say that creativeness is a "fundamental" and that each student should be given opportunities to realize the potentialities of his creativeness. As a matter of fact, the people in our State and nation cannot afford to waste this resource!

We in the Art Department of VEA are anxious that more children in our State have better opportunities in art. We believe that art for children is a part of everyday living; that they come to better understand our culture through art; that they develop, through art, a discriminating taste; and that they should be provided with the creative experiences necessary to individual growth.

Elementary School Art—

Where we have children we have art—but what kind of art and what is our responsibility to our children? Are we providing adequate and appropriate assistance from a qualified person to:

- (1) Insure a varied program of art and continuity from grade to grade.
- (2) Introduce new materials and techniques.
- (3) Guide teachers in the use of appropriate visual materials.
- (4) Help classroom teachers in understanding the growth pattern of child art.
- (5) Help teachers and children to understand and develop:
 - a. Good work habits and the

proper use of tools and materials.

b. The relationship of art to other areas of learning and daily living.

c. Criteria for an evaluation of their work.

(6) Organize workshops and other forms of in-service training for teachers who need help in developing a philosophy of art which is compatible with child growth and development and the opportunity to work in materials and solve classroom art problems.

(7) Coordinate and give guidance in art supply problems.

Art Curriculum—

Virginia has two art guides produced by the State Art Department for the development of our local curriculum guides—"Art and the Child" for elementary schools and "Art and Youth" for junior and senior high schools. If the latter published in 1955, has not been used in your school system, you will find it helpful. It already has lifted the quality of art teaching in many schools.

Secondary School Art—

Large school systems throughout the country, recognizing the value of art, are requiring it in grades 7 and 8 and often in the 9th. On the senior high level, generally only from 9 per cent to 25 per cent of the entire student enrollment are able to elect art. Since art is for the child's sake—for all children—rather than art for art's sake, various ways are devised to bring art to the entire high school student body through

(Continued on page 45)



Stitchery wall hangings decorate school.



Walls at Maury School display pupils' art. Here Etta Rose Bailey, principal, chats with Mrs. Djenane M. Lemmon, art consultant and some students in the school corridors, Richmond.



Silk screen process is used to illustrate literary magazine.

Hopewell-Prince George

Science Centered Community

EFFORTS to teach more science and to teach it better were emphasized at the Mid-Year Teachers Conference for Hopewell and Prince George County school personnel. The planning committee took a look at their community and realized that Hopewell had much to offer in chemical research and production—a fact that many teachers may have overlooked. With the present nation-wide emphasis on science, the committee decided the theme of the conference should be *Science Helps Build a Strong America* and they set about to bring their science centered community into focus.

Local industries responded generously in providing displays, manpower, time and free materials. Exhibits were set up by the Continental Can Company, Hercules, Nitrogen Division of Allied Chemical and Dye Corp., and the National Aniline Division of the same corporation. These gave teachers a new awareness of local assistance available in developing an improved science program throughout the school system.

Likewise, industrial visitors were impressed by exhibits of classroom projects and materials from local schools where teachers had already recognized the need for emphasis on science. Everything from bird nests to precious stones had been collected.

Superintendent C. W. Smith, of the Hopewell-Prince George Division, at the opening session of the conference held February 27-March 1, gave the following reasons for increased interest in science: Through its methods, attitudes and achievements, science has become the social catalyst of our times. The accelerated influence of science upon modern living has caused science to become identified with almost everything we call modern. Science is perhaps the strongest single determinant in our present way of life. The new industrial



revolution based on science gives promise of an exciting and ever expanding standard of living.

Dr. E. D. Crittendon, Research Director of the Nitrogen Division, Allied Chemical and Dye Corporation, addressed the conference on *The Influence of Science and How It Affects Southside Virginia*.

Dr. Lawrence Quarles, Dean of the School of Engineering, University of Virginia, spoke on *Encouraging Students to Enter the Science Field*. He mentioned the opportunities for good students in science and the responsibility of teachers in recognizing these students early and guiding them toward these opportunities.

Research for Tomorrow's Aircraft was the message of Walter Hixon, Training Officer, National Advisory Committee, Aeronautics, Langley Field. He, too, spoke of educational and vocational opportunities for high school graduates in aeronautics and allied technical fields.

The Mid-Year Conference Planning Committee believes this conference was of value in bringing about—

1. A greater awareness of the contribution of science in our daily lives
2. Greater appreciation of opportunities presented in our own community for helping teachers with the science program
3. Increased confidence in our abilities to use the natural curiosity and interest of children in their environment
4. A sincere desire on the part of teachers to do a good job of correlating the teaching of science in the elementary grades.

Teachers visit exhibits prepared by schools and industries. Elementary teachers had *A Tentative Guide to Science* explained by Elizabeth Henson of the State Department of Education. A panel on science possibilities for high school teachers was moderated by Dr. Robert Allen, educational director at Fort Lee.





Portion of participants at first Virginia FTA meet.

First FTA Convention



Future Teachers of America had their first state-wide convention in Virginia at the Hotel John Marshall, Richmond, on April 12 and 13, 1957.

A total attendance of 223 included 142 high school students and 47 sponsors together with 20 college students and 3 sponsors; also present were 5 VEA staff members and 6 from the State Department of Education. Those attending represented 54 of the 106 high school clubs and 5 of the 8 college chapters.

At the opening banquet, with Dr. Robert F. Williams, VEA Executive Secretary, presiding, the group was welcomed by M. Harold Bell, president of the Virginia Education Association. "The FTA Movement in the Nation" was outlined by T. Preston Turner, VEA Assistant Executive Secretary, and Katherine Hoyle, FTA State Consultant, told of "The FTA Movement in Virginia."

Dr. Davis Y. Paschall addressed the future teachers on "The Challenge to Teaching in Today's World." He stated that a democracy can succeed only when there is intelligent choice making; God has endowed man with an element of choice, and choice making is important in democratic teaching. A good teacher, he pointed out, accepts change in the classroom, finds happiness in the classroom and cultivates things spiritual. He paints living pictures with children, working with the heart and head.

Participants got down to the business of exploring the teaching profession in discussion groups Friday night and Saturday morning, swapping ideas on how local FTA's work and making recommendations. These were reported by the group chairmen during a panel moderated by Dr. Woodrow W. Wilkerson of the State Department of Education.

Climaxing the closing business session was the election of officers for the first state-wide FTA organization. The group agreed that separate slates of officers should be elected for the two divisions. Officers of the College Section are—president, Randolph D. Wade, University of Virginia; vice-president, Jane Crute, Longwood College; secretary-treasurer, Lorraine Cox, College of William and Mary; sponsor, Helen Duff, Radford College.

First officers for the High School Section are—president, Anne Allen, Woodrow Wilson High School, Portsmouth; vice-president, Pat Hamilton, Cradock High School, Norfolk County; secretary-treasurer, Carol Pierce, Gar-Field High School, Prince William County; sponsor, Mrs. Catherine Dobyms, Floyd High School, Floyd County.

The convention closed with a luncheon at which the first presidents presided.

A tour of VEA headquarters preceded the convention, with open house for future members of the teaching profession.

Convention in Pictures—VEA President Harold Bell welcomes FTA's, with Dr. Robert F. Williams, VEA Executive Secretary presiding. Dr. Davis Y. Paschall State Superintendent of Public Instruction, addresses the banquet. Group of high school sponsors share ideas. One of several "swap shops" at work, as T. Preston Turner,



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Visiting FTA's are registered by Richmond FTA's.



College representatives and sponsors.



Presidents of first State FTA organization—Anne Allen, High School Section, and Randolph Wade, College Section



Dr. Woodrow Wilkinson, State Supervisor of Secondary Education, moderates panel on FTA methods. Another of the 12 discussion groups toss answers to prepared questions. Scene from luncheon session. New officers get together with State Coordinator, Katherine Hoyle, and Dr. Williams. Clockwise, Carol Pierce, Pat Hamilton, Anne Allen, Helen Duff, Miss Hoyle, Dr. Williams, Randy Wade, Jane Crute, and Lorraine Cox.

VEA Assistant Executive Secretary looks on. Presiding at luncheon is Randolph Wade, first president of the College Section FTA, and Anne Allen, first president of the High School Section FTA. Dr. Williams chats with FTA protographer Joan Mitchell and friend from Pittsylvania County.



Virginia FTA High School Clubs and College Chapters

Virginia has 106 affiliated high school clubs with a total membership of 2205 and 8 college chapters with 401 members at the following locations—

County High School

ALBEMARLE—Albemarle
 ALLEGHANY—Covington
 AMELIA—Amelia
 ARLINGTON—Washington-Lee
 Williamsburg Jr.
 Swanson Jr.
 AUGUSTA—Wilson Memorial
 BEDFORD—Montvale
 BOTETOURT—Fincastle
 Troutville
 Eagle Rock
 Buchanan
 Colonial
 BUCHANAN—Garden
 Hurley
 BUCKINGHAM—Buckingham Central
 CAMPBELL—William Campbell
 Alta Vista
 CARROLL—Hillsville
 CLARKE—Clarke County
 DICKENSON—Haysi
 Clintwood
 DINWIDDIE—Dinwiddie
 FAIRFAX—Mt. Vernon
 Fairfax
 Herndon
 McLean
 Timberlane
 FAUQUIER—Warrenton
 Marshall
 FLOYD—Floyd
 Check
 Willis
 FLUVANNA—Fluvanna
 HALIFAX—Halifax
 HANOVER—Rockville
 Battlefield Park
 Henry Clay
 Washington-Henry

HENRICO—Douglas Freeman
 Hermitage
 HENRY—John D. Bassett
 Fieldale
 KING GEORGE—King George
 KING WILLIAM—King William
 LOUDOUN—Loudoun County
 LOUISA—Louisa County
 LUNENBURG—Victoria
 NELSON—Nelson County
 NORFOLK—Great Bridge
 Cradock
 Deep Creek
 Churchland
 ORANGE—Orange County
 PAGE—Shenandoah
 PITTSYLVANIA—Dan River
 Chatham
 Spring Garden
 POWHATAN—Powhatan
 PRINCE EDWARD—Farmville
 PRINCE WILLIAM—Osbourne
 Gar-Field
 Brentsville District
 PULASKI—Dublin
 Pulaski
 RAPPAHANNOCK—Rappahannock
 County
 ROANOKE—William Byrd
 Andrew Lewis
 ROCKBRIDGE—Brownsburg
 Natural Bridge
 ROCKINGHAM—Elkton
 RUSSELL—Honaker
 Lebanon
 SHENANDOAH—Woodstock
 STAFFORD—Stafford
 TAZEWELL—Graham
 Tazewell
 Richlands
 WARREN—Warren County
 WASHINGTON—Greendale
 WYTHE—Rural Retreat
 Jackson Memorial
 YORK—York

City High School
 ALEXANDRIA—George Washington
 BRISTOL—Virginia
 CHARLOTTESVILLE—Lane
 DANVILLE—George Washington
 FREDERICKSBURG—James Monroe
 HAMPTON—George Wythe Jr.
 Hampton
 HARRISONBURG—Harrisonburg
 MARTINSVILLE—Martinsville
 NEWPORT NEWS—Newport News
 NORFOLK—Norview
 Granby
 PORTSMOUTH—Woodrow Wilson
 RICHMOND—John Marshall
 Thomas Jefferson
 ROANOKE—Jefferson Sr.
 Lee Jr.
 Monroe Jr.
 William Fleming
 Stonewall Jackson Jr.
 SOUTH NORFOLK—Oscar Frommel
 Smith
 WAYNESBORO—Waynesboro
 WILLIAMSBURG—James Blair

College
 Clinch Valley
 Longwood
 Lynchburg
 Radford
 Richmond Professional Institute
 University of Richmond
 University of Virginia
 William and Mary

Southampton Supports Athletic Field

Civic clubs of Southampton County last year agreed to equip the athletic field of the Southampton High School. To finance the program, the Southampton County Educational Association, Incorporated, made a loan of \$15,000 which was secured by 150 endorsements of notes at \$100 each from the various clubs. Cash contributions and ticket sales will be the responsibility of the clubs each year until the debt is retired. Civic clubs participating are the Newsoms Ruritan Club, Boykins Lions Club, Branchville Ruritan Club, Capron Ruritan Club, Drewryville Ruritan Club, Southampton members of Joyner Ruritan Club, Courtland Ruritan Club, Sedley Ruritan Club, Berlin-Ivor Ruritan Club, and Southampton High School PTA.

By written agreement between the Southampton School Board, the Southampton Educational Corporation, and the Southampton High School, its purpose is to erect on the athletic field "improvements, equipment and structures for athletic and recreational purposes for pupils of the school and other youth and adults of Southampton County."



NEW FTA CLUB. Richmond's Thomas Jefferson High School students chartered a new Future Teachers of American Club this spring in ceremonies at the VEA headquarters. The club was named for Dr. William H. Deierhoi, assistant superintendent of the Richmond City Schools. Dr. Deierhoi is shown seated in the center above, surrounded by the charter members. At his right is Mrs. Frances N. Wimer, sponsor of the club and teacher of English at Thomas Jefferson High School.



Where do your TAXES go?

You may have a pretty good idea where taxes go. But did you know that some go to help pay other people's electric bills?

They're the families and businesses that get their electricity from federal government electric systems like the TVA.

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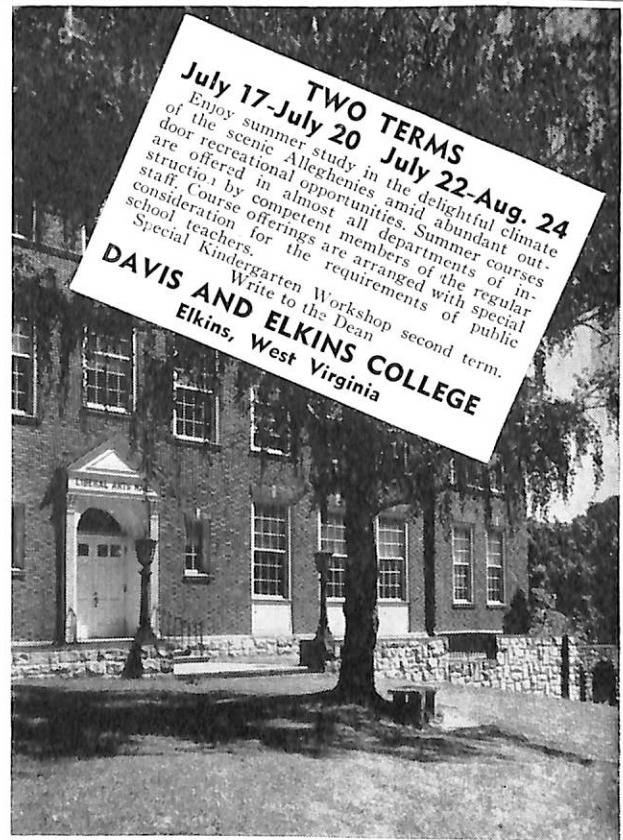
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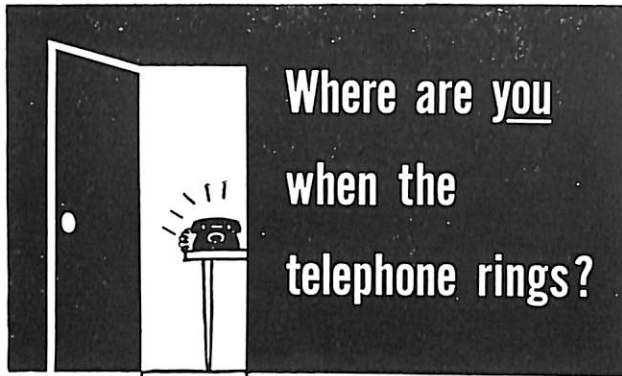
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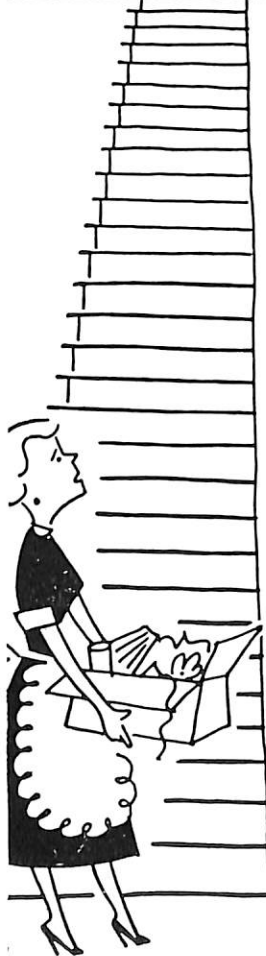
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The Chesapeake & Potomac
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Ford Fellowships Expanded

A nationwide effort to combat the mounting shortage of teachers in the nation's colleges was inaugurated with the announcement by The Ford Foundation of a \$25 million appropriation for a large-scale extension and development of the National Woodrow Wilson Fellowship Program.

The Foundation's action will support a broad program to attract able college students into the academic profession and will provide graduate fellowships to potential college teachers at the rate of 1,000 a year for the next five years.

Individual awards, which will be applied to tuition and living expenses for the first year of graduate study, are expected to average \$2,200.

Out of the total funds appropriated, \$200,000 will be made available to the Association of American Universities and its affiliate, the Association of Graduate Schools, to provide for an immediate increase of 100 Woodrow Wilson fellowships for the fall of 1957—a fifty per cent rise over the 200 awarded this spring.

Nominations for Woodrow Wilson Fellowships will be made by local faculty members, and selection will be made by regional committees and a national committee made up of active university and college faculty members.

Fellowship recipients may, in general, attend the institutions of their choice and will be free to select their own fields of study. Awards formerly were made only in the humanities and social sciences. The new program includes the natural sciences and mathematics as well.

Legislators in Education

State Senator Lloyd C. Bird of Chesterfield County was elected to the Southern Regional Education Board.

Delegate Paul W. Manns of Caroline County is the new vice-chairman of the SREB's Legislative Advisory Council.

The sixth annual Legislative Work Conference on Southern Regional Education will be held in Williamsburg on August 29-31.

The Council consists of two legislators appointed by each of the 16 governors who are members of the SREB. It serves as the steering committee for the annual Work Conference.

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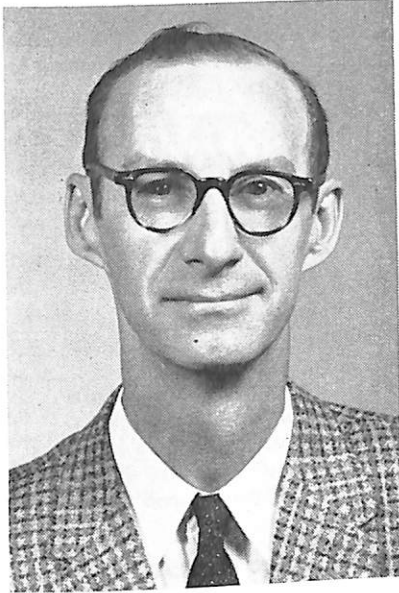
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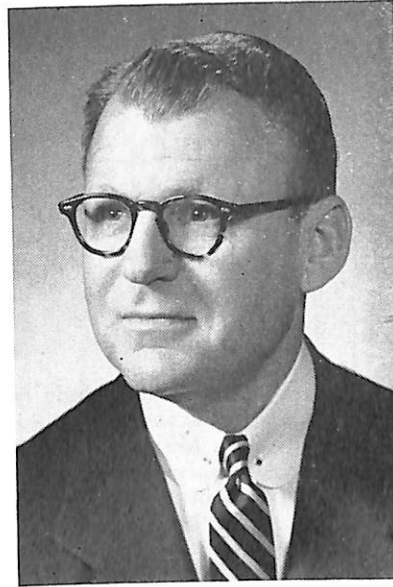


Woodrow W. Robinson

Woodrow W. Robinson is Principal of Radford High School, Radford, Virginia. A native of Washington County, he received his elementary and high school education there, graduated from King College, Bristol, in 1932 and served as teacher and high school principal in the Washington County schools for the next five years. From 1937 to 1942 he was a teacher at Tazewell High School and assistant principal at Marion High School. In 1942-43 he served as a laboratory supervisor for the Hercules Powder Company. From 1943 to 1945 he was principal of Virginia High School, Bristol, and then came to Radford High School as principal and served in this capacity for the next eight years. In 1953 he was appointed superintendent of Floyd County Schools. He resigned this position in 1956 and returned to Radford High School as principal. He has been treasurer of the Virginia Education Association since January 1, 1954.

He holds the Master of Arts degree in Education Administration from Duke University and is a member of Kappa Delta Pi Education Fraternity.

He has served over nine years on the Board of Directors of the Virginia Education Association, two years as president of District I, four years as president of District M, and nearly four years as VEA treasurer. He taught at Radford College for seven summers and serves as general super-



Catlin E. Tyler

Catlin E. Tyler is Assistant Principal of Ginter Park School, Richmond. A native of that city, he received his elementary and high school education there having attended the same school, Ginter Park, beginning in the 1st grade. He graduated from the VMI in 1931 and served as teacher and coach at Westhampton High School, Henrico County, for three years. In 1934 he was principal of Sandston School, Henrico County, and the following year came into the Richmond System as science teacher at East End Junior High.

Holding a commission as Captain in the Army Reserves, he was called to active duty in November 1940, graduated from the Infantry School and was retained to teach. In 1941 he was ordered to the War Department General Staff, G-2 by General Marshall and served in various sections of the

Intelligence Division for the remainder of the war. He graduated from the Command and General Staff School in 1945 and was sent immediately to the Philippines and then to Japan on the Staff of General MacArthur.

Upon returning to Richmond, Col. Tyler was elected Commandant of Cadets at Thomas Jefferson High School. However, having chosen Education as a career, he specifically asked for classroom teaching and was assigned four classes in English. He was Commandant and teacher until June 1956.

Mr. Tyler has an LL.B. Degree from the University of Richmond Law School and in 1954 was graduated with a M.Ed. Degree in Education Administration from the University of Virginia. He is a member of Delta Theta Phi Legal Fraternity, Kappa Delta Pi and Phi Delta Kappa Education Fraternities and a Life Member of NEA.

As chairman of the League's Legislative Committee, Mr. Tyler was active in working with the Legislators on the VEA Program of Action during the General Assembly of 1954. He became vice-president of the League in 1954 and was elected president in 1956.

Mr. Robinson's community activities and interests have been varied. At different times he has been a member

(Continued on page 45)

The Nominating Committee appointed by VEA District presidents met on February 25 at the VEA Headquarters. They named as candidates for Treasurer of the Virginia Education Association for the two-year term beginning January 1, 1958, Woodrow W. Robinson, principal of Radford High School, Radford, and Catlin E. Tyler, assistant principal of Ginter Park School, Richmond.

Biographical sketches of the two nominees appear as required by the VEA Constitution, no further nominations having been received prior to April 1.

Voting for VEA Treasurer will be in October on a date or dates set by each local association, with balloting completed at least ten days prior to the opening session of the Delegate Assembly (October 30).

The name receiving the highest number of votes from the State at large will be submitted to the delegates at the annual VEA meeting for confirmation.

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(Continued on page 45)

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TAYLOR & SLEDD, Inc., P.O. Box 1132, RICHMOND, VA. for your nearest wholesaler

**SCHOOL
OFFICIALS
TEACHERS
STUDENTS**

Those who teach, study or travel about
the Old Dominion can get a

COMPLETE, ILLUSTRATED GUIDE TO VIRGINIA CONTAINING THE **JAMESTOWN 350TH ANNIVERSARY PROGRAMS FOR 1957**

This new and unusual publication, known as VIRGINIA SCENIC HISTORYLAND Guidebook is available at \$1.00 per copy post-paid anywhere in the United States.

The Guidebook is crowded with just about every fact that a teacher, student or anyone planning a visit to Virginia would want to know about everything there is to see and do in the Old Dominion. It is illustrated with pictures, maps and charts.

The text includes historic markers, scenic and historic attractions, natural wonders, historic battlefields, state and national parks, what there is to see and do throughout the state. Transportation information by highway, rail, water and air.

(Use order form below)

Virginia Travel Council, Room 1 M-VJE
Hotel King Carter, Richmond, Virginia

Send me _____ copies of Virginia Scenic Historyland Guidebook at \$1.00 per copy.
(Please Print)

Name _____

Address _____

City or Town _____ State _____

Enclosed is check or money order for \$ _____



Housing Bureau

for 51st Annual Convention of the Virginia Education Association

Richmond—

October 30, 31, November 1, 1957

The hotels of Richmond, together with the Richmond Chamber of Commerce and the Virginia Education Association, will operate an independent Housing Bureau for the VEA Convention.

Beginning September 23, Mrs. Lee J. Hasbrouck will set up the Housing Bureau at the VEA Headquarters, 116 South Third Street, Richmond 19, Virginia, where she will confirm all requests for hotel room reservations. The week of the convention she will be located in the assistant manager's office at the Hotel John Marshall, avail-

able for further service.

All reservation requests from school people, book company representatives, and others attending the convention should be sent to the Housing Bureau for the VEA Convention, 116 South Third Street, Richmond 19, Virginia. They will be filed and acknowledged after September 23.

No reservations will be made by the hotels.

As single rooms are limited, please arrange to share rooms—two to a room or three whenever possible. If

space is not available in the hotel of your choice, the Housing Bureau will endeavor to assign you to your second or third choice. Overflow accommodations may be placed in motels and tourist homes, if desired.

After making reservations, should it be found impossible to attend the convention, please cancel reservations by notifying the Housing Bureau promptly.

The form below is for your convenience in requesting hotel reservations through the Housing Bureau. Complete and mail the form today.

HEADQUARTERS HOTEL—JOHN MARSHALL

HOTEL RATES

Hotel	Single	Double Bed	Twin Bed	Each Additional Person
Capitol Hotel	\$2.50-\$4.00	\$4.00-\$6.00	\$5.00-\$7.00	\$2.00
Jefferson Hotel	4.00-10.00	5.00-14.00	9.00-14.00	2.00
Hotel John Marshall	5.00- 9.00	8.50-12.50	9.50-16.00	2.00
King Carter Hotel	4.00- 7.00	6.00- 9.00	6.00-10.00	2.00
Raleigh Hotel	4.00- 6.00	7.00-12.00	7.00-12.00	2.00
Hotel Richmond	4.50- 6.50	6.50- 8.50	8.00-11.00	2.00
Hotel William Byrd	4.50- 9.75	6.75- 7.75	8.75-12.25	2.00

VEA CONVENTION

October 30 - November 1, 1957

Richmond

ROOM RESERVATION BLANK—Please Type or Print

HOUSING BUREAU FOR THE VEA CONVENTION
116 SOUTH THIRD STREET
RICHMOND 19, VIRGINIA

Please make reservations as follows:

Hotel: 1st choice 2nd choice 3rd choice

..... Rooms for one person Rate \$ to \$ per room

..... Rooms for two persons (double bed) Rate \$ to \$ per room

..... Rooms for two persons (twin beds) Rate \$ to \$ per room

..... Other type of room for persons Rate \$ to \$ per room

With bath Without bath

Arriving October at AM
PM Departing at AM
PM

Please print or type the names and addresses of all occupants, including the person making the reservation:

Name Street Address City State

.....

.....

.....

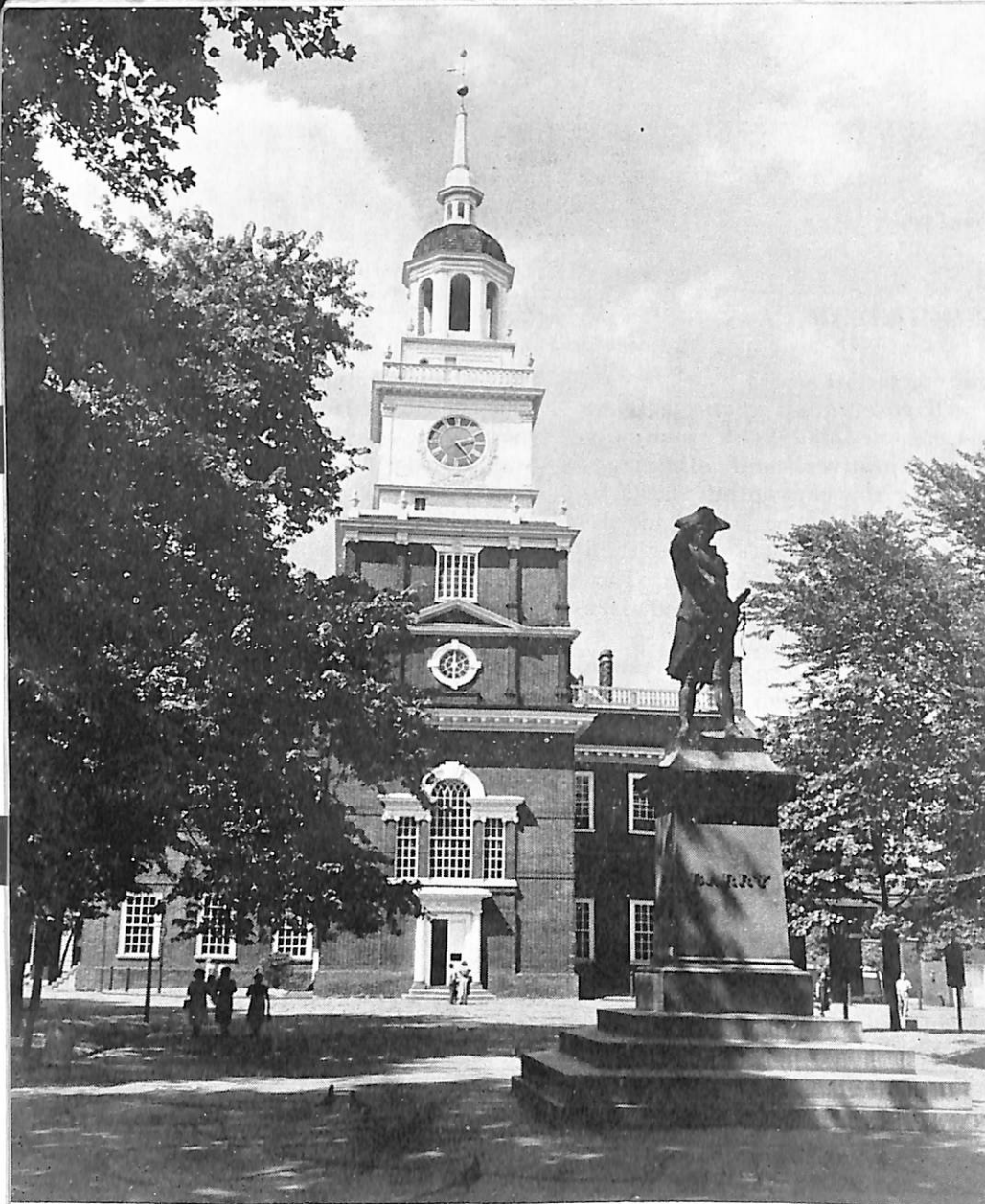
Date Signature of person filing application

..... School Position

..... Representative of Company

..... Address

All reservations will be confirmed only to the person making the reservations, unless otherwise requested.



Independence Hall—Philadelphia—one of many historic spots in the "City of Brotherly Love"

NEA Centennial Convention

Philadelphia

June 30-July 5, 1957

One hundred years after the National Education Association was formed in Philadelphia, several hundred Virginians will journey to Pennsylvania to join thousands from across the nation in the elaborate centennial celebration planned.

Nineteen committees representing more than 600 active workers have been in action since last spring preparing for the NEA convention to be held in Philadelphia, June 30 to July 5, 1957.

Since the convention marks the 100th anniversary of the NEA, which

was formed in 1857 in Philadelphia, plans are more elaborate than usual to make this a really significant conclave.

The program will include more than 200 meetings in which every phase of education will be discussed by experts of national and international fame.

"Schools on Parade" will be presented on July 2 as a part of Classroom Teachers' Night. 5000 pupils will take part in music, drama, dance, pageantry featuring 100 years of education. This will be preceded by a dinner for 3000, planned by the Department of Classroom Teachers, to be

held in the exhibition hall of Convention Hall.

The Emergency Committee, an innovation for this convention, has been set up and will be on call twenty-four hours a day to assist with transportation, repairs, personnel, messenger service, and every possible type of "trouble shooting" to solve unforeseen problems on short notice.

Traffic and parking conditions in the city are extremely congested. If you drive to Philadelphia you are advised not to use your car for downtown driving during the convention. Bus transportation will be cheaper and faster.

On July 4 a huge Friendship Night for all guests will be held at the Benjamin Franklin Hotel under the sponsorship of the Pennsylvania State Education Association.

Reservations for hotel accommodations should be made through the NEA Housing Bureau, Penn Square Building, Philadelphia 7, Pennsylvania.

VEA Breakfast

During the NEA Convention, the Virginia Education Association will have its breakfast on Monday, July 1, at 8:00 A.M., in the Drake Room of the Drake Hotel.

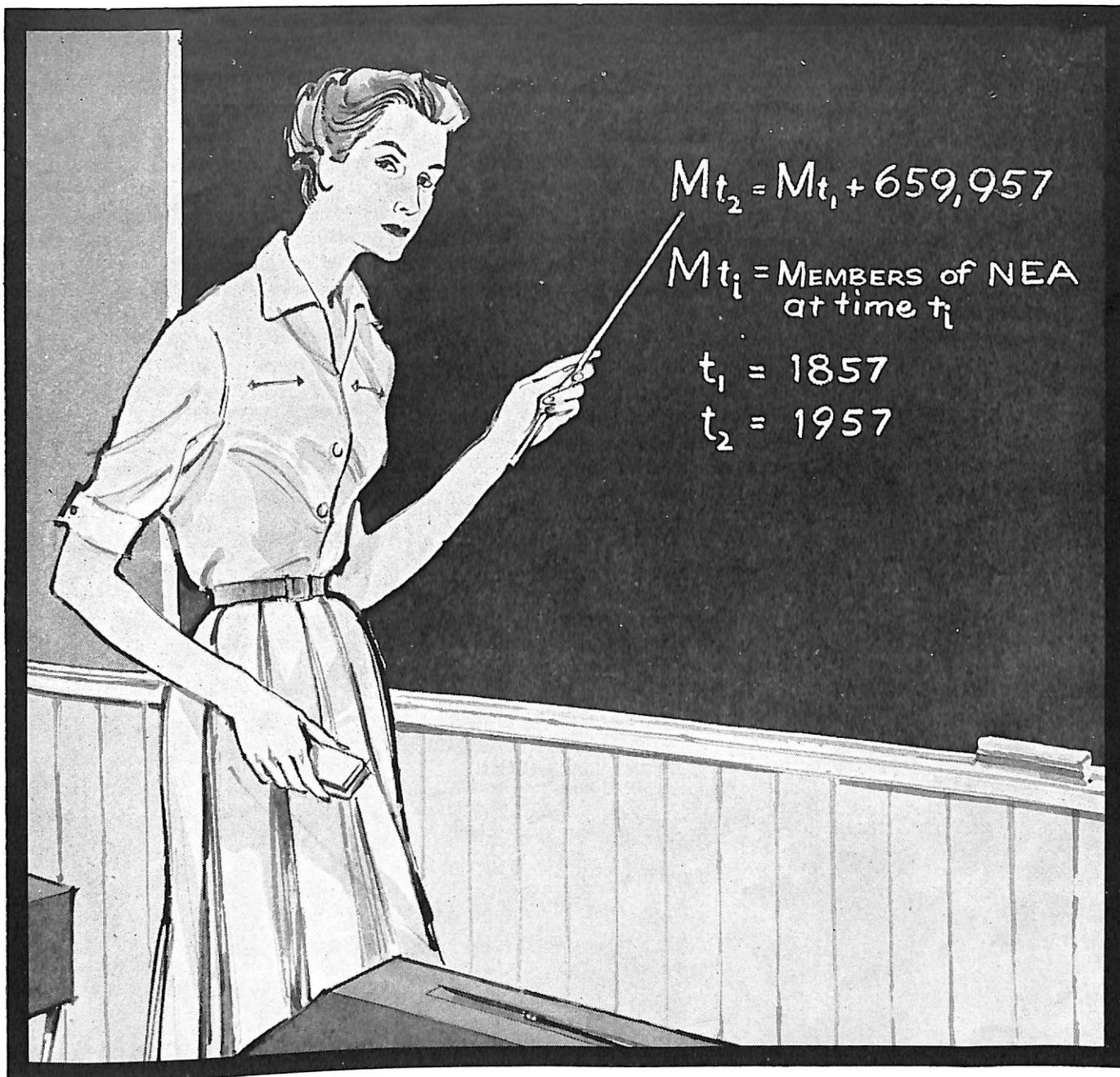
Make reservations for the VEA Breakfast with T. Preston Turner, VEA Assistant Executive Secretary, 116 South Third Street, Richmond 19, Virginia.

Virginia Exhibit

Be sure to visit the VEA Headquarters Room 457 at the Benjamin Franklin Hotel. A bit of Jamestown, marking its 350th anniversary, will be on exhibit, along with Ole Virginia hospitality. Arrangements for the Jamestown Festival exhibit have been made by neighboring Districts B and L.

Dr. Williams for NEA Executive Committee

Dr. Robert F. Williams, VEA Executive Secretary, will be presented by the VEA Board of Directors as a candidate for the NEA Executive Committee. Support his candidacy through contacts with people in other states prior to and during the NEA Convention. Let's get him in line for the NEA presidency!



100 years old... and looking better every day

You'd never know it to look at you, but you're 100 years old. The years just don't show, because you've kept pace with the changing world you help to shape. Your methods, and guiding philosophies, are in tune with today as they were with yesterday. So you mature, but never age.

We're grateful for the accomplishments of every one of those one hundred years. Your work

enriches every area of American life. Through you, the National Education Association's Centennial theme, "An Educated People Moves Freedom Forward," becomes a living reality.

Congratulations to the N.E.A. on its 100th birthday! And to all educators, our continuing gratitude for the vital work you do.

ESSO STANDARD OIL COMPANY



A Salute to

Superintendents in Service 25 Years or More

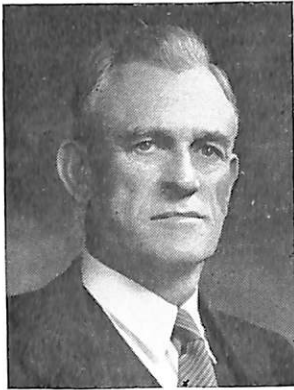
Twenty-two of the 124 division superintendents in Virginia have been at their posts for 25 years or more. This gives stability to their school systems. A good superintendent who remains in a system long enough not only to make long-range plans but to see them carried out contributes greatly to stability.

Of the 22 superintendents with long service records, all have remained in the same school division, with two exceptions, and only four have less than thirty years of service. Their combined records total 721 years of service to Virginia schools.

J. J. Kelly, Jr. chalks up the longest service record of any superintendent of the State. He has served the schools of Wise County for 40 years, beginning January 1, 1917. O. L. Emerick of Loudoun County runs a close second with 40 years also to his credit, having served Loudoun schools as superintendent since June 1, 1917; he retires this year.

Three have been superintendents for 36 years—J. J. Fray of Campbell County, W. A. Vaughan of Caroline County, and T. C. Williams of Alexandria.

We would honor these longtimers who have given of themselves to make better schools possible for the boys and girls of the Old Dominion.



R. W. BOBBITT
Charlotte County—Since July 1, 1925



JERRY A. BURKE
Appomattox County—Since August 1, 1926



RAWLS BYRD
Williamsburg—1928 to 1953
Williamsburg-James City County
—Since 1953



PERCY V. DENNIS
Buchanan County—Since December 1, 1922



O. L. EMERICK
Loudoun County—Since June 1, 1917



T. D. FOSTER
Sussex County—Since September 1925



J. J. FRAY
Campbell County—Since July 1, 1921



W. E. GARBER
King William County—1924-1949
King William and King and Queen
Counties—Since 1949



S. BENTON GAYLE
King George-Stafford Counties—
Since July 1, 1925



G. H. GIVENS
Russell County—September 1, 1928
to November 15, 1956



CLARENCE JENNINGS
Charles City, James City, New Kent
Counties—September 20, 1924—June
30, 1953; Charles City-New Kent
Counties—Since July 1, 1953



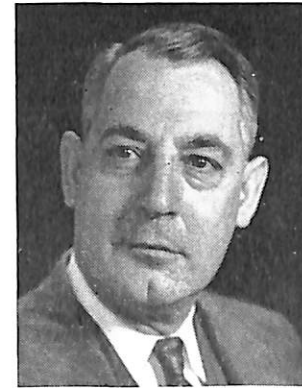
M. J. JOYNER
Surry County—Since July 1, 1927



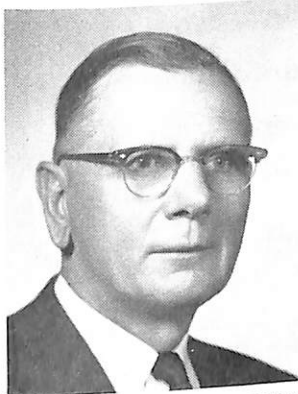
J. J. KELLEY, JR.
Wise County—Since January 1, 1917



GARLAND R. QUARLES
Winchester—Since 1930



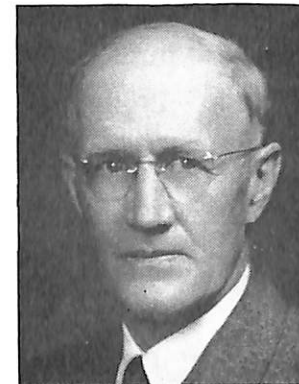
HAROLD W. RAMSEY
Franklin County—Since August 1,
1927



W. A. SCARBOROUGH
Dinwiddie County—Since July 1,
1923



L. F. SHELBURNE
Clifton Forge—1923-1925
Staunton—Since 1925



S. J. SHELBURNE
Lee County—Since July 1, 1925



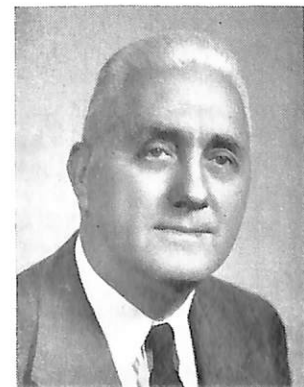
J. P. SNEAD
Fluvanna County
Since July 1, 1925



W. A. VAUGHAN
Caroline County
Since July 1, 1921



T. C. WILLIAMS
Chesterfield County
1921-1933
Alexandria City—Since 1933



WILBERT T. WOODSON
Fairfax County—Since 1929



HOTEL WM. BYRD
Opposite Broad Street Station
 200 Rooms • 200 Baths
 Rates from \$4.25
 Air-Conditioned Rooms



HOTEL JOHN MARSHALL
Fifth and Franklin Streets
 500 Rooms • 500 Baths
 Rates from \$5.00
 Air-Conditioned Rooms



HOTEL RICHMOND
Overlooking Capitol Square
 300 Rooms • 300 Baths
 Rates from \$4.00
 Air-Conditioned Rooms

Richmond Hotels, Inc.

VIRGINIA'S teachers, their friends and guests, will find a most cordial welcome awaits them when they visit any of these five, fine hotels. Good food, good service, convenient location, genuine hospitality are all here for you—and at moderate rates that spell real economy. Make these hotels your home away from home!



HOTEL KING CARTER
Eighth and Broad Streets
 250 Rooms • 250 Baths
 Rates from \$3.50
 Air-Conditioned Rooms



The **Chamberlin Hotel**
Old Point Comfort, Fort Monroe, Virginia
 300 Rooms • 300 Baths
 Rates from \$5.00
 OPEN THE YEAR 'ROUND

FIRE-PROOF GARAGE ACCOMODATIONS PROVIDED BY ALL FIVE HOTELS

OF PERSONS AND EVENTS



HOME GROWN TEACHER. Just as soon as Barbara Cooper completed requirements for her degree at Madison College in January, she returned to her native Loudoun County to teach the first grade at Waterford School. Miss Cooper is shown seated with some of her first pupils, while Mrs. Thurman Costello, Jr., standing, who formerly taught the class as a substitute teacher, shows Miss Cooper the texts. Superintendent O. L. Emerick says "It is an uncommon experience in recent years to see someone from Loudoun go away to school and then come back here and teach. I am pleased that Miss Cooper decided to do this." Roy Fry, who formerly taught at Loudoun's Lincoln High School where Miss Cooper graduated, is the new principal of Waterford School this year.

Conference On Problems of the Superintendency

The Midwest Administration Center and the Department of Education, University of Chicago, will sponsor a conference July 24-26 on problems of the superintendency. The administration of schools is becoming less an individual matter and more a team

operation; therefore this conference will examine the function of the central administrative staff, with particular attention to superintendent-administrative staff relationships.

For further information, write to Morton V. Campbell, Midwest Administration Center, University of Chicago, 5835 Kimbark Avenue, Chicago 37, Illinois.

Administrative Assistant



Ben G. Bosworth has been named Administrative Assistant to the superintendent of Hampton City Schools, C. Alton Lindsay.

Mr. Bosworth is a native of Lexington, Kentucky, where he attended the local schools. He has BS and MA degrees from the University of Virginia, and is completing his dissertation there for the Doctor of Education degree.

He has held teaching and coaching positions at Greenwood High School in Albemarle County and Lane High School in Charlottesville. Mr. Bosworth has also been principal of Apple Grove School in Louisa County.

Honors



Nettie T. Yowell, Assistant State Supervisor of Trade and Industrial Education, was awarded a brass and mahogany plaque by the Practical Nurses Association of Virginia for distinguished service during the past ten years. The presentation took place on April 11. Miss Yowell directs Vocational Training for Girls and Women for the State Department of Education.

Miss Yowell was also elected as president for a second term of the Business and Professional Women's Club of Richmond at their annual meeting in April.

Study Awards Made to Teachers of the Sciences and Mathematics

The National Science Foundation is sponsoring an academic year institute for teachers of the sciences and mathematics. The program will be introduced in 16 colleges and universities of the nation, beginning in September. Each university will be permitted 50 scholarships.

The University of Virginia has been selected as one of the nation-wide schools to administer the program. Funds from the National Science Foundation will enable the University of Virginia to offer new courses designed for teachers in the subject matter of sciences and mathematics and will provide a liberal subsistence allowance for the participants.

Each participant selected will receive a base stipend of \$3,000, tuition and fees, an allowance of \$300 for each dependent up to four, a book allowance up to \$50, and a travel allowance for actual travel expenses up to a maximum of \$160.

Response to the program has been high according to Dr. James W. Cole, Jr., director of the University of Virginia Academic Year Institute and professor of Chemistry. "We hope

that we can provide opportunities of great value to the teachers", he said. "We also hope through the experimental approach, that we may be able to establish new patterns of teacher training in the various subject areas."

The University of Virginia received completed applications from about 300 persons, representing nearly all the states, Hawaii, Alaska, Puerto Rico, and Cuba. They have made awards to 54 people, and have a long list of alternates.

Among participants selected from Virginia schools for the University of Virginia Academic Year Institute, starting September, 1957, are—

Mrs. Mariana R. Becker
Northside Junior High School
Norfolk

William Locke Brittingham
Maury High School
Norfolk

Mrs. Armetha P. Bynaker
Waynesboro High School
Waynesboro

Virginia Ruth Carter
Appalachia High School
Appalachia

Mary Frances Cline
Woodrow Wilson Memorial High School,
Fishersville

Joseph Farris Crabtree, II
Rich Valley High School
Saltville

Howell Lester Gruver
Waynesboro High School
Waynesboro

Richard P. Harrison
Princess Anne High School
Lynnhaven

Robert H. Horn
Mount Vernon High School
Alexandria

Mrs. Ruth Ownby Horsley
Nelson County High School
Lovingsston

John Jenkins, Jr.
Monroe Junior High School
Roanoke



Roy F. Unger, Warren County High School mathematics teacher, will do graduate study at the University of Virginia during the next academic year under the grant awarded by the National Science Foundation.

William Oscar Karnes
Page County High School
Shenandoah

Virginia E. Lewis
Culpeper High School
Culpeper

Mrs. Josephine H. Magnifico
Albemarle High School

Harlan Stuart Pafford
Marion High School
Marion

Mrs. Peggy Lucas Robertson
Pearisburg High School
Pearisburg

Mrs. Isabelle P. Rucker
Louisa County High School
Mineral

Mrs. Theresa M. Saunders
Cople High School
Hague

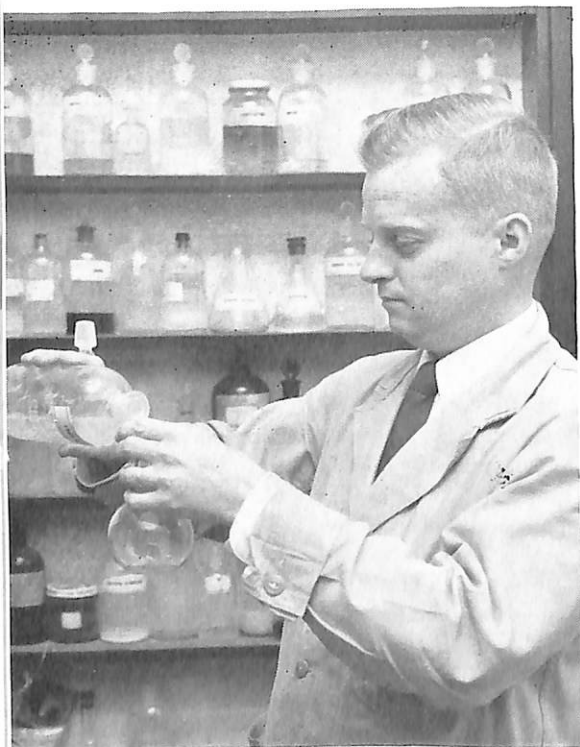
Harold S. Spraker
Richlands High School
Richlands

Roy F. Unger
Warren County High School
Front Royal

Guy Edward Webber
George Washington High School
Danville

Mrs. Vera Rouse Webster
Martinsville High School
Martinsville

Daniel Gordon Wheeler
Lane High School
Charlottesville



Alan Mandell, chemistry teacher in Cradock High School, Norfolk County, will use his National Science Foundation award at the University of North Carolina during the 1957-58 school year.

Ten Years of Model GA



Z. T. Kyle has served as chairman of the Statewide Committee for the Model General Assembly of Virginia since its inception ten years ago. Mr. Kyle, a former VEA president, is supervisor of School Libraries and Textbooks for the State Department of Education.

The Model General Assembly was started ten years ago by the State YMCA to give boys and girls actual practice in government as provided by the Constitution and to teach them that good government exists on religious principles. Cooperation of the State senators and representatives, as well as schools and community leaders, has made this a successful experiment.

Virginia's Model General Assembly is believed to be the only one in the United States where both boys and girls participate on an equal basis, as most model states are limited to boys.

When the plan began ten years ago, about 100 boys and girls participated. This year a limit of 600 were selected from over a thousand applications. About 150 parents also attended. The three-day meet is sponsored each spring, around the Easter vacation, by the YMCA.

Bills presented follow the trend of State Legislature. Participants receive first hand experience in the operation of their State government, which is tied back to their localities. Reports are made to local government leaders, in addition to a battery of journalism students serving as press reporters, guided by the trained leadership.

Southern Safety Conference

Eighteen sections on various areas of safety formed the Southern Safety Conference, which met in Richmond, Virginia, March 3-5.

for MAY, 1957

ACROSS THE NATION

Teacher organizations in cities and counties in many sections of the United States have for years sponsored Washington National Group Insurance as one of their **TEACHER WELFARE PROJECTS.**

If your Association does not now have this valuable form of "income protection", or wishes to modernize your existing plan, it is suggested that you write for further information. Our staff of salaried Home Office representatives stands ready to serve you and your Association.

WASHINGTON NATIONAL INSURANCE COMPANY

EVANSTON, ILLINOIS

Charles P. Williams, Asst. Supervisor

503 East Main Street

Richmond 19, Virginia

8

Convenient Locations

Convenience is a Service—
and SERVICE is a First and
Merchants specialty. There
are 8 convenient F&M banks
in Richmond to serve you—
where you Live—where you
Shop—where you Work. Come
in—Where You Get a Wel-
come Smile From The FIRST.



MEMBER FEDERAL DEPOSIT INSURANCE CORPORATION

ACROSS THE NATION

Teacher organizations in cities and counties in many sections of the United States have for years sponsored Washington National Group Insurance as one of their **TEACHER WELFARE PROJECTS.**

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WASHINGTON NATIONAL INSURANCE COMPANY

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503 East Main Street

Richmond 19, Virginia

8

Convenient Locations

Convenience is a Service—
and SERVICE is a First and
Merchants specialty. There
are 8 convenient F&M banks
in Richmond to serve you—
where you Live—where you
Shop—where you Work. Come
in—Where You Get a Wel-
come Smile From The FIRST.



Leaves air mint fresh!



MINTOL disinfectant has a coefficient of 9. Diluted half a cup to the pail of water, it meets the new Use Dilution Confirmatory Test.

**KILLS BACTERIA
SANITIZES THE SURFACE
DEODORIZES**

For free sanitary survey of your premises ask your Dolge service man



The
W. A. YODER COMPANY
takes pride in announcing
the release of the following
two new and unusual
Young America Films:

RHYTHM IN THE ZOO—A unique film designed to stimulate rhythmic activities in the early grades. (1 1/4 reels, \$62.50)

CREATURES OF THE DESERT—An unusual film depicting animal life of the desert and how it is adapted for life in the hot, dry climate. Another Science film for elementary and high school classes. (1 reel, \$50.00)

For preview prints, write
TODAY to:

W. A. Yoder Company
714-16 N. Cleveland Street
Richmond, Virginia



GOOD LUCK—Clarence M. Bussinger, (second from right), superintendent of Nottoway County schools, and Mrs. Bussinger, received an engraved silver tray as a parting gift from the Nottoway Education Association. Mr. Bussinger, a former VEA Board member, who has been superintendent of Amelia-Nottoway since 1951, will become superintendent of Loudoun County schools, July 1. Presentation of the tray was made by Robert P. Via, (left), Crew High School principal, and State Senator John Temple (right) of Petersburg, was the speaker.

Fellowship Awards

Fifteen Virginians were among 845 in the nation granted predoctoral graduate fellowships in the natural sciences and allied fields for the academic year 1957-58. The National Science Foundation made these awards to Samuel Bland of Warwick, Thomas Boberg of Falls Church, Samuel Burkhardt of Falls Church, Samuel Coleman of Raonoke, Edward Eanes of Williamsburg, Peter B. Field of Falls Church, Melvin George of Arlington, Charles Hanson of Alexandria, Robley Light of Roanoke, Mary Pardue of Blacksburg, John Penniston of Fairfax, William Porterfield of Richmond, Jesse Wampler of Bridgewater, Walter Weyhmann of Roanoke, and Joseph Zuchelli of Charlottesville.

Faculty Fellowship

Paul M. Gross, Jr. of the University of Virginia, Charlottesville, was one among 100 awarded science faculty and senior postdoctoral fellowships, given for the first time this year by the National Science Foundation. He will study in England at the Cambridge University. Primary purpose of the awards is to provide an opportunity for college and university science teachers to enhance their effectiveness as teachers.

Teachers in the News

Dr. C. R. Brown this year marks his 30th consecutive summer as director of the Roanoke College Summer School.

Head of the Roanoke College history department, which post he has held since he first came to Salem in 1918, the Pulaski County native estimates that 50 per cent of the summer school students are regular Roanoke College students, and the remaining 50 per cent are evenly divided between students from other colleges and teachers coming back for further credits.

Dr. Brown is a graduate of Roanoke College and received his Ph.D. from Princeton.

Mrs. Robert Grattan, Jr., second grade teacher at Ashland's Henry Clay Elementary School, has been named Teacher of the Year by the Ashland Junior Woman's Club. Mrs. Grattan was selected for her scholastic achievement, humanitarian attitude toward her students, outstanding work and interest in community, state and national affairs. A teacher since 1926, she has served five consecutive terms on the Ashland Town Council and is president of the Virginia Theater.

Henry I. Willett, superintendent of Richmond City schools, was presented the Outstanding Citizens Award of the Rimmon-Dominion Lodge No. 68, B'ni B'rith.

IN MEMORIAM

"Their works live on"

Mrs. Nannie Sue Anthony, Henry County—For twenty-six years Mrs. Anthony taught in the schools of Patrick and Henry Counties. The last fourteen years she taught at Spencer-Penn School in Henry County. Mrs. Anthony died on March 22.

The Henry County Education Association paid tribute to a superior teacher, a loyal citizen, and a warm personal friend of both faculty and students, dedicated to her work. She was a sister of Martha Anthony, president of District E, VEA.

Mrs. Clara T. Ford, Botetourt County—Retired in 1954, Mrs. Ford had taught in the Botetourt County schools for 40 years. For 28 years she was a mathematics teacher at Buchanan High School, where the future teachers had named their club the Clara T. Ford FTA. Mrs. Ford died unexpectedly at her Buchanan home, December 24, 1956.

The Botetourt County Education Association paid tribute to her Christian character and high moral principles which will live long in memory.

Geneva Perdue, Franklin County—A teacher at Rocky Mount Elementary School, Miss Perdue had thirty years of teaching service. She died on March 26.



Dr. Walter John Gifford, Harrisonburg—Dr. Gifford served 35 years as dean of Madison College and head of the Department of Education. He came to Madison College in 1919 and retired in 1954. Dr. Gifford died at the University of Virginia Hospital on April 26.

Mrs. Eva Mae Kunkel, Dickenson County—For three years Mrs. Kunkel had been a teacher in the Cane Creek School. She died of a heart attack on March 25.

Joel F. Phipps, Dickenson County—Holder of the second longest service record in Dickenson County, Mr. Phipps had been a teacher for 46 years. He died on April 3.

VEA CONVENTION
October 30-November 1



SUMMER TIME IS TRAVEL TIME—and many teachers will soon be covering the face of the globe. Here are three who sailed on the S.S. Empress of Scotland last summer for a 68-day European tour—from left to right, Jean C. Doyle of Alexandria. Mrs. Louise D. Rigdon of Fairfax County, and Virginia Inge of Alexandria. Their trip included Scotland, Norway, Sweden, Denmark, Holland, Germany, Italy, Switzerland, Lucerne, France, and England.

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- 3. NO SUMMER PAYMENTS**
No principal during summer vacation. If your salary stops during the summer vacation, payments on principal stop also. This is an extra service of special value to teachers offered by State Finance Company.
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The loan is made by mail from the privacy of your own home. You see no agents or credit managers—only you and we know about it. We guarantee strict privacy.

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Yes, no matter where you live or teach, whether you are married or single, you may solve your money problem by mail. Today, this minute, fill out and mail the short Application and Note below. That's all you have to do. We'll speed the cash on its way to you as soon as approved. We guarantee satisfaction. Our fifty year old organization is licensed and supervised by the Nebraska Banking Department. You can deal with us in complete confidence at Nebraska's fair interest rate. Select the amount you need from the chart; then rush application.

Monthly payments include both interest and principals.	
CASH YOU NEED!	20 MONTHS
\$ 100 ⁰⁰	\$ 6 ⁷⁵
300 ⁰⁰	19 ⁹⁵
600 ⁰⁰	37 ⁴⁸



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410 Kilpatrick Bldg., Omaha 2, Nebraska

Please accept my application for a loan. It is understood that after the loan is made I can return the money to you within 10 days and there will be no charge or cost whatsoever.

Amount you want to borrow (include present balance, if any) \$ _____ On what date of month will your payment BE IN OUR OFFICE? _____
Amount earned per month _____ Number of months you receive salary _____

Name and address of school you teach _____
How long with present employer _____ Previous employment _____

Husband or wife's employment _____ Salary per month \$ _____

To whom are payments on auto made? (Name) _____ Town _____

Bank you deal with (Name) _____ Town _____

Amount you owe bank? \$ _____ Monthly payments? \$ _____

What security on bank loan? List below OTHER Loan or Finance company (or person) you NOW owe on a loan:

\$ _____ to (Name) _____ (Add.) _____

Pay rent or real estate payment to? (Name) _____ Town _____

Purpose of loan _____

The following are all the debts that I have:

Full Amount I Still Owe	Paying Per Mo.	To Whom Owing	Address
\$ _____	\$ _____	_____	_____
\$ _____	\$ _____	_____	_____

FILE INFORMATION ONLY—Please list below relative information for our confidential files

Name of Relative _____ (Relationship) _____
Street _____ Town _____ State _____ Occup _____

Name of Relative _____ (Relationship) _____
Street _____ Town _____ State _____ Occup _____

Name of Relative _____ (Relationship) _____
Street _____ Town _____ State _____ Occup _____

Name of Relative _____ (Relationship) _____
Street _____ Town _____ State _____ Occup _____

The above statements are made for the purpose of securing a loan. I agree that if any loan be completed, the U.S. Mail shall be regarded as my agent.

Sign Full Name Here _____ Street Address _____
Town _____ County _____ State _____

NOTE	Amt. of loan	1st pmt. due date	Final pmt. due date	Prin. and Int. pmt. in _____ Mo. pmts.	Mo. pmt. (except final) \$ _____	Final pmt. equal in any case to the unpaid principal and int.	Omaha, Nebraska Date _____
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Agreed rate (3% per month on that part of the unpaid principal balance not exceeding \$150 and 2 1/4% per month on that part over \$150 and not in excess of \$300 and 1/4% of 1% per month on any remainder of such unpaid principal balance; computed on the basis of the number of days actually elapsed, a month being any period of 30 consecutive days.

In consideration of a loan made by STATE FINANCE CO. at its office in Omaha, Nebraska, in the principal amount above stated, the undersigned promise to pay to said company at its above office said principal amount together with interest at the above rate until fully paid.

Payment of principal and interest shall be made in consecutive monthly payments as above indicated beginning on the stated due date for the first payment and continuing on the same day of each succeeding month to and including the stated due date for the final payment.

NO PRINCIPAL PAYMENTS REQUIRED DURING MONTHS IN WHICH TEACHING SALARY IS NOT RECEIVED.

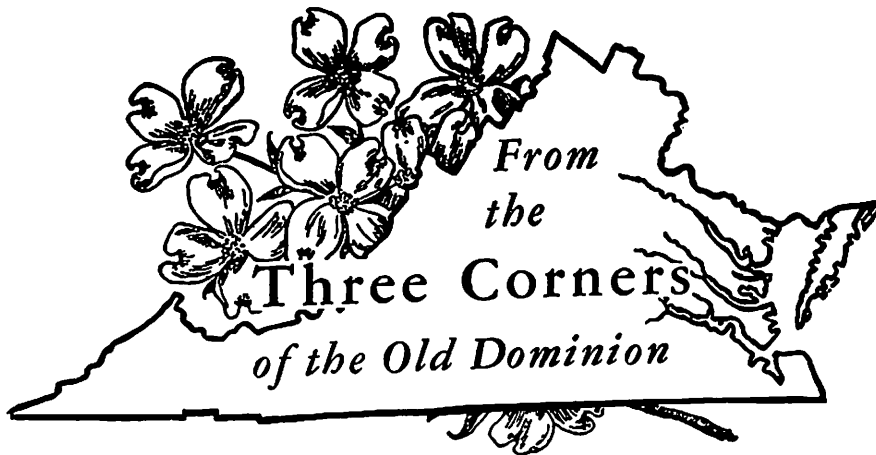
PERSONAL SIGNATURES REQUIRED

Default in the payment of any instalment of the principal or charges, or either, shall at payee's option, without notice, render the then unpaid balance due and payable.

It is agreed that the validity and construction of this note shall be determined under and by virtue of the laws of the State of Nebraska.

This note and any evidence of security accompanying it are subject to acceptance by the payee at its office located as shown above. It is understood that if the loan is not approved, this note and any evidence of security accompanying it will be promptly returned to the undersigned.

RETURN THIS FORM PROMPTLY TO AVOID DELAY IN COMPLETING YOUR LOAN (If married, both husband and wife must PERSONALLY sign)



**Department of Classroom Teachers
Summer Conference
University of Virginia
June 19, 20, 21**

THEME: Teacher—The Key to Raising Professional Standards

Outstanding Speakers:

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 Dr. T. M. Stinnett, Executive Secretary, National Commission of
 Teacher Education
 Dean Ralph W. Cherry, University of Virginia
 Dr. Robert F. Williams, Executive Secretary, VEA
 T. Preston Turner, Assistant Executive Secretary, VEA

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Special Features:

Social hour each evening
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 Banquet (with program and speaker)

Every classroom teacher in Virginia is eligible to come.

Total cost of the conference including banquet, lodging at the University of Virginia, and other meals will not be over \$10.00. The Department of Classroom Teachers will pay the gas bill for any car bringing five people to the conference.

Further information and cards for room reservations may be had by writing Miss Elsie Stossel, 3105 West Grace Street, Richmond, Virginia.

College Night at Tazewell

Tazewell County had its first College Night last fall arranged by guidance department personnel of the county high schools.

Some 600 prospective students and their parents visited representatives of the various colleges invited to participate. Each college was assigned a classroom in the Tazewell High School and a rotating system worked out so that all could visit each college room for a period

"Desirable outcomes from the evening were college-mindedness on the part of some students and parents who had possibly not seriously considered college attendance prior to this time; a coming-togetherness and a united community spirit among persons widely scattered geographically, economically and socially," says E. E. Ross, principal of Tazewell High School, in evaluating this first College Night experience which may become an annual affair in Tazewell County.

Sammy Scott, Reporter

Visiting Teacher Honored

Hazel Van Anden of Warren-Rappahannock was honored by the Northern Virginia Visiting Teachers as she officially terminates this month four successive years of stimulating service to the group. Miss Van Anden has served as program chairman and group chairman, constantly devoting her accumulated experience to directing this in-service training. Service to school children in Northern Virginia has been bettered, group leaders stated, through her wise direction and enthusiasm for the Visiting Teacher movement.

Room arrangement was discussed at a recent faculty workshop in Oak Grove School, Richmond. Several classroom impressions were illustrated by Mrs. Djeneane M. Lemmon of the Art Department. From her rare series of posters illustrating typical situations, two are pictured below. Classrooms at this school have taken on a new look!



Find your teacher—if you can



In whose line of vision?



In whose line of vision?

From a series of drawing by Mrs. Djeneane M. Lemmon, Department of Art Education, Richmond City Schools.

Librarians Have First Spring Meet

More than a hundred librarians participated in the first spring meeting of the VEA School Librarians Section at the Hotel Roanoke, Roanoke, on Saturday, April 6. Slightly less than half the entire membership, which now numbers 361, were in attendance.

President Juliet Moody presided at a brief business session during which important resolutions were adopted. The resolutions, as presented by Ellinor Preston of Richmond, congratulated Dr. Davis Y. Paschall on his appointment as State Superintendent of Public Instruction and urged the immediate appointment of a professionally trained librarian to fill the position of a second assistant supervisor of Libraries in the State Department of Education which has been vacant since 1950, and further urged inclusion in the State Board of Education budget an amount for State aid to public school libraries equalling \$1.00 per pupil.

Guest speaker for the luncheon was Genevieve Foster, author and illustrator. Tribute was paid during this event to Mrs. Dorothy Watson, supervisor of Libraries, Roanoke, who will retire at the end of this school year, and to Ruby Ethel Cundiff, who was head of the Library Science Department at Madison College when she retired in 1956.

VEA Department and Section Heads Prepare Radio Quiz Questions

Presidents of VEA Departments and Sections prepared 150 questions for the sixth annual University of Richmond-WRVA Radio Scholarship Quiz, a series of thirteen weekly radio programs in which high school seniors participated.

This is the first time this request has been made of the Virginia Education Association. "It has been felt", says Joseph E. Nettles, executive secretary and public relations director for the University of Richmond, "that the questions would be more effective and fairer if they were prepared by teachers in the public schools rather than by members of the University faculty who are understandably not as familiar as the high school teachers with the subject matter in the four fields."

English questions were prepared by **Dr. R. C. Simonini**, president of the VEA English Section. **Mrs. Helen M. Walker**, president of the VEA Mathematics Section, prepared the Mathematics questions. **Miss Jeffries Heinrich**, president of the VEA Social Studies Section, submitted the questions on American History. Questions on General Science were developed by **H. Felix Sanders**, president of the VEA Secondary Science Section.

PAGE COUNTY EDUCATION LEADERS

get together informally. Talking things over before the opening of the Page County Education Association are, left to right, Robert A. Wall, Luray agriculture teacher and VEA parliamentarian; Hugh Nolen, new Luray High School principal; and C. G. Smith, Jr., president of the Page Association.

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ADMINISTRATORS LUNCHEON. George Washington High School of Alexandria was host to 40 visiting administrators from 14 states and the District of Columbia who were attending the 41st annual convention of the National Association of Secondary School Principals in Washington, D. C.

Pictured serving Edward Reed, former member of the Alexandria School Board and principal of the Chamberlain Vocation High School in Washington, D. C., is Nancy Washburn, graduating senior of the GWHS Home Economics department. To her left is Edgar G. Pruet, principal of the George Washington High School. The luncheon featured baked Virginia ham and Virginia hospitality. Members of the Student Council took the visitors on a guided tour of the school.

Woodrow Robinson

(Continued from page 29)

of the Junior Chamber of Commerce, the Chamber of Commerce, the Kiwanis Club, and the Ruritan Club. He assisted in organizing the Radford Health Council and served as president for two years. He served as president of the Radford Kiwanis Club in 1951 and of the Floyd Ruritan Club in 1956. He is a member of the Tyler Memorial Presbyterian Church.

In 1942 he married Marilyn McGhee of Marion, Virginia, and they have two daughters, ages 13 and 10.

Creativeness

(Continued from page 22)

films, school assemblies and exhibitions. Integrating art with other subjects, extra curricular activities such as illustrating for school publications, designing stage sets and costumes, taking students on museum trips, and many other means are employed to offer all students these art opportunities.

College Art—

Many of our colleges have particularly fine offerings in art, and a student should select a college which would best prepare him for the work he wishes to do.

Directions in Art Education—

Following are questions which you might ask yourself about your art program. If the answer is "Yes" then it's 100 per cent for you; if "No" ask yourself "Why?"

—Do your art offerings challenge the gifted child?

—Have you available to teachers and children adequate audio and visual materials to raise the level of taste and assist in an understanding of the culture of the past, present and future?

—Is your art useful and practical? For example, is it used appropriately to make the school beautiful and by the student to make his clothes a symphony of color?

—Have you talked with your parents and community lately about the value of art to children? Did you make use of the many visual resources available — (displays, TV)?

Catlin Tyler

(Continued from page 29)

Active in the life of his native city, Mr. Tyler has served as Bible Class president and in other activities of First Baptist Church. He is a member of Dove Lodge, AF&AM and a member of the Country Club of Virginia.

In 1943 he married Louise Webb of Newmarket, New Hampshire and they have three children, Patsy 12, Kit 10 and Webby 5. All three children are pupils at Westhampton School, Richmond, where Mr. Tyler first taught in September 1931. This year marks his completion of twenty-six years of teaching in Virginia schools.

Makes History in Franklin County

Mrs. Alice H. Slayton is the second woman to be elected president in the history of the Franklin County Education Association.

Mrs. Slayton has been a teacher in the seventh grade at Rocky Mount Elementary School for a number of years. She is active in professional and civic affairs.

Mrs. Catherine T. Law, VEA Reporter



James H. Spraker, Director of Instruction for Tazewell County, was recently appointed Commander of the Navy Auxiliary Aviation Unit #861, Roanoke. The AAU is a part of an organized program of the United States Naval Reserve and is a portion of the training program of the Naval Air Reserve Training unit of the Naval Air Station in Norfolk. Unit #861 includes all eligible personnel within commuting distance of Roanoke.

Mr. Spraker is a naval aviator with the rank of Lieutenant Commander. He has been a member of the Naval Reserve since 1941 and served in the Pacific during World War II, winning the Distinguished Flying Cross.

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VEA Committees at Work

Committees appointed by President Harold Bell are already at work. Four of them met in Richmond on March 29 and 30 to discuss their responsibilities. They made recommendations to implement their work and drafted a

report for action by the 1957 Delegate Assembly. Their recommendations will be reviewed and approved by the VEA Board of Directors prior to presentation at the Delegate Assembly. They also reviewed materials and revised suggestions for corresponding local association committees.

City Point (Hopewell) was first called Charles City. The first public school in America was started here in 1621 and was called the "East India School." It was destroyed by Indians in 1622.



Professional Standards and Teacher Education Committee. Here Dr. Weldon Thompson of Lynchburg College, and president of the VEA Department of Teacher Education, presides for Dr. G. Tyler Miller of Madison College, chairman of the Committee.

Public Relations Committee, with Mrs. Ruth Cord of Radford as chairman, discusses methods of strengthening this work.



Citizenship Committee, with Edward Trice of Southampton County, chairman, studies plans for effective programs.

Personnel Policies Committee, with Mary Sue Fuller of Russell County, presiding as chairman, considers policies for improving the teacher's professional status.



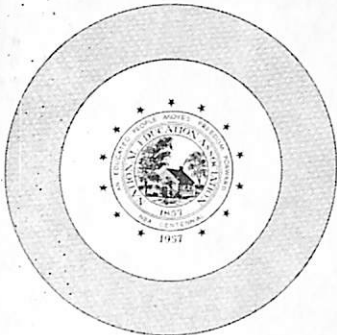


PLATE A



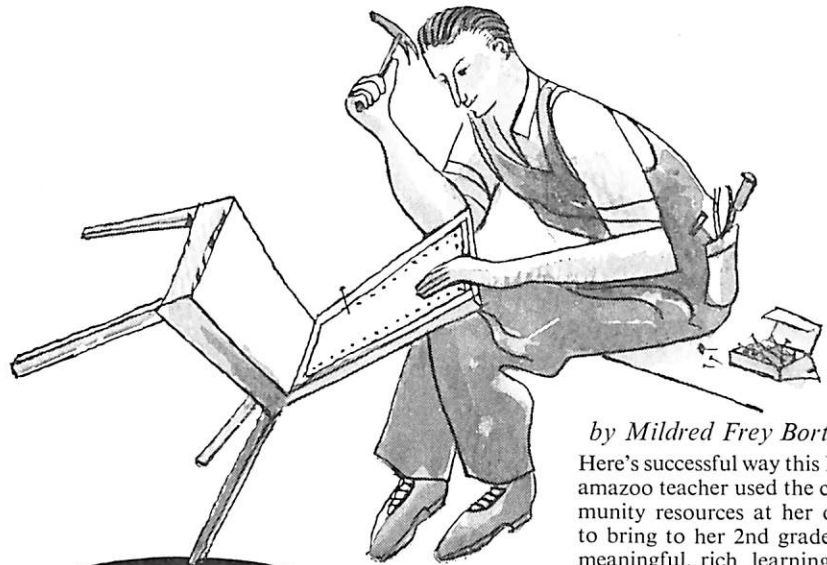
PLATE B

Both of these NEA Centennial plates will be on display at the Centennial Convention this summer in Philadelphia and may be ordered there. Order forms for immediate delivery are now available from the NEA Staff Organization, 1201 16th St., N.W., Washington, D. C.

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for MAY, 1957



NEW HORIZONS
a suggestion
we hope proves helpful

by Mildred Frey Borton

Here's successful way this Kalamazoo teacher used the community resources at her door to bring to her 2nd graders a meaningful, rich, learning experience. It is a new slant on effective cooperation between child, parent, school.

What my Daddy Does

Digest of article by Mildred F. Borton, Kalamazoo Public Schools, in Michigan Education Journal. A unit developed in cooperation with National Joint Council on Economic Education.

The theme—Our Parents Help Our Community—is adaptable for any grade. Research takes children where parents work; brings parents to school. After 4 months, climax came with pot-luck supper for parents, at school.

At pot-luck supper, parents saw photos of selves on-the-job (taken by teacher); listened to tape-recording of own child tell about importance of my daddy or my mother's work; given book of stories by child, called "Our Parents Help Our Community."

Parents were busy doing many things for family and community. There were salesmen, a postman, truck drivers, a riveter (a mother), a printer . . . Parents made paper, boilers, reels, cornflakes, steel, furniture and transmissions.

The children learned from looking, listening, speaking, reading. Noted in a vital experience: "I can spell machine. My daddy works one." Sentences on classroom chart grew into stories; stories into book. Artists drew mural with reality; parents spotted selves.

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- 131. **Children's Books** Catalog of books for grades 1 to 9. Classified.
- Books for Young People** Catalog of books for high school libraries and teenage reading in general. (Both from Little, Brown and Company.)
- 133. **Brochure** describing attractions aboard the new multimillion-dollar S. S. *Aquarama* that will begin daily service on Lake Erie between Detroit and Cleveland beginning June 14. Includes sailing schedules and rates for both passengers and automobiles. (Michigan-Ohio Navigation Company, Inc.)
- 1. **Posture Posters** Set of 7—designed for use in the classroom to

- illustrate the principles of healthful posture. (American Seating Company)
- 22. **Samples** with brochure and pieces on cardboard cut out letters for use on bulletin boards, exhibits and posters. (The Redikut Letter Company)
- 104. **Alston Aids** A four-page brochure full of suggestions and ideas for utilizing portraits in any number of school activities. (Alston Studios)

State Sorority President

Mrs. Coralease Jennings has been elected State president of Alpha Delta Kappa, honorary sorority for outstanding women in education.

Mrs. Jennings is a junior primary teacher in Robert Fulton School, Richmond. She has a BS degree from Madison College.

Active in professional and civic groups, she has served as treasurer of the Elementary Teachers Association and the League of Richmond Teachers. She is currently serving as treasurer of Holly Chapter of Eastern Star where she has been a past matron. She also is a past president of the Brookland Park Women's Club and now serving as parliamentarian. She also teaches a class at Northside Baptist Church, Richmond.

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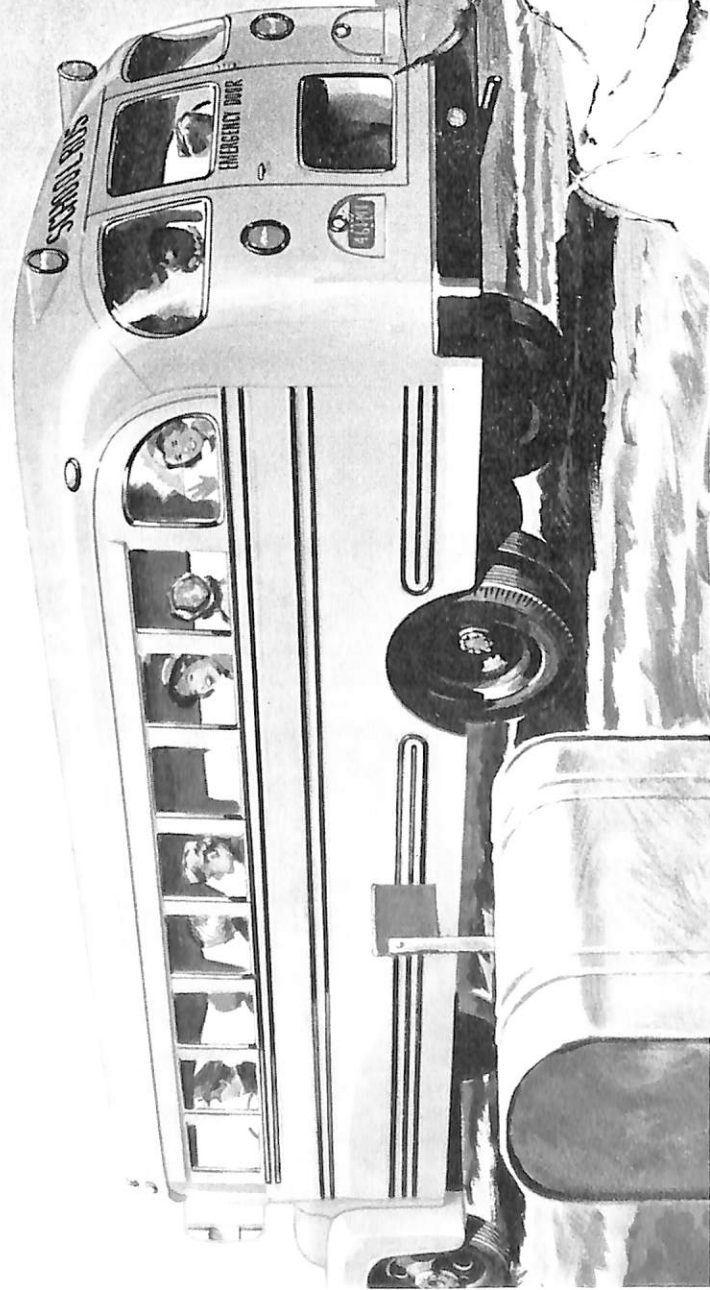
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Enrollment: Boys..... Girls.....

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