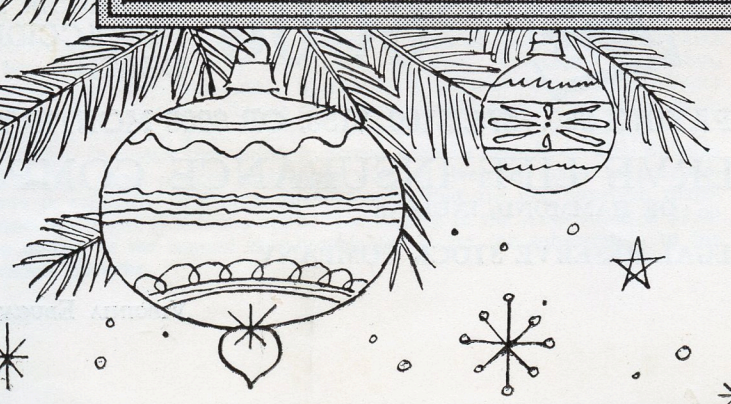
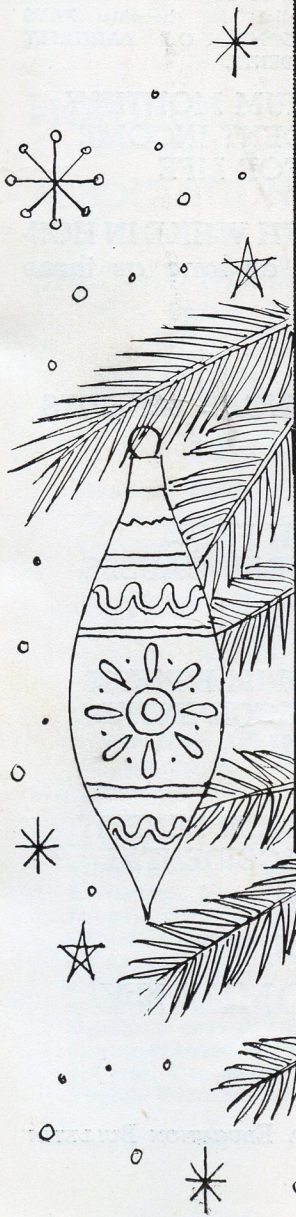


VIRGINIA EDUCATION *Bulletin*

DECEMBER,
1955



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VIRGINIA EDUCATION

Bulletin

Editor—J. RUPERT PICOTT

VOL. XXXVI

DECEMBER, 1955

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OUR COVER

Harriette Truiett, Harrisburg, Pennsylvania, and John Baker, Martinsville, students of Virginia State College send holiday greetings from The Communications Center of the Petersburg, Virginia, institution. For details about these activities, see NEW FIELDS CALL THE LEARNER, page forty-seven of this issue.

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A STATEMENT

It is difficult for a strictly professional organization such as the Virginia Teachers Association to enter into a political struggle, but when the very life of the schools is involved—and the lives and careers of our children—the VTA must speak. We cannot retreat from principle.

This is a time for action. We propose the following procedure: We are opposed to this new concept of private schools operated with public finance and urge all legal action be expedited to avoid this error in the plan of the Gray Commission. The seed here is undemocratic and unworthy of our hope for a nation living under a framework of productive liberty and is dangerous to the continuation and development of the Virginia Public School System.

We opposed the January 9th referendum itself, as announced earlier, because we do not believe under any circumstances the issue of destroying the public schools in Virginia should be a question in the minds of Virginians.

Now that the referendum is upon us, we take the following position: We urge that "No Convention" be voted. This in effect would keep the schools in a proper status of the responsibility of the public treasury and would serve notice to Virginians to proceed to develop schools along both public and democratic lines.

We are aware of what is presently proposed, that is, to change Sec. 141 of the Constitution of Virginia, and further, we have listened attentively and read carefully the statements of those who are determined to change our Constitution, but we believe the people of Virginia should know not only what is proposed, but also know what is behind these proposals. Try as we may to believe otherwise, we know that this Commission was established to evade and circumvent the established law and order of our country and her people.

Now, we are asked to act with speed unheard of in Virginia, since its founding days, on a problem of the greatest possible magnitude—to tamper with the Constitution of Virginia. We believe that this great rush is questionable in itself and are convinced that there should be no changing of our Constitution for this purpose at this time. We who teach feel that our first responsibility is to preserve the public school system of Virginia, for the public schools are the greatest asset that the Commonwealth or any other state can have. We, therefore, are for the retention of the public schools and are forced to take a position of opposition to all those who would change the Constitution and, thereby, open the door for the destruction of the public school system of Virginia.

The Virginia Teachers Association wants the public schools preserved and we ask all citizens to join hands in the preservation of the most important public institution—our public schools in Virginia.

Let all Virginians who love the Old Dominion know now, that if the Constitution can be changed in this fashion and for this purpose—a precedent will have been set which can ultimately lead to the destruction of our entire free democratic society of Virginia.

We, who have the responsibility of teaching the young respect for government and the duly constituted processes of law and order, are seriously concerned because the whole import of this proposed Constitutional change seems to be based on violating, evading and disregarding the very law and order and duly constituted processes of law and order which our governmental officials have taken oath to uphold, and which must ever be the shining example to our young people—the future citizens of the Commonwealth of Virginia.

We further oppose the proposed Constitutional change because its passage will not be a credit to our beloved State which has been respected for its manifest leadership and allegiance to ideals fundamental to democracy.

We herewith reaffirm our faith in a government of law, under God, designed to permit each individual to develop as fully as he can, without legal or extra-legal barriers erected against him. We rededicate our lives to the task of helping human beings to become free, not only from chains which shackle their bodies, but also from the misunderstandings, prejudices and fears which enslave people's minds and consciences. These are the things which make it possible for people to hide their faces in the sands when all, which they as high level Americans and Christians profess to love, is placed in jeopardy.

We, therefore, call on all of our members, all other teachers and other citizens of Virginia including the members of the Parent-Teacher Associations to vote against the calling of this limited Constitutional Convention. This we do as an appeal to all people who are interested in preserving, maintaining and supporting the principles of democracy and an efficient system of public education in Virginia.

—Executive Committee
Virginia Teachers Association

December 11, 1955

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ABOUT TEACHERS' RIGHTS

By Hortense T. Macklin

In our American culture, we place much emphasis upon the rights of a person both as an individual and as a member of the various groups to which he belongs. However, rights and privileges mean different things to different people, depending upon the extent to which they have developed as intelligent and socially useful individuals.

Some people think of rights only in terms of what they want for themselves. To this group, rights seem to be something which comes to them automatically because of accident of birth, involving location, race, religion, wealth, family status, or nationality. Others see rights earned as the result of a job well done.

True teachers consider rights in the sense of "rights earned."

From this point of view, let us indicate 1. some significant rights of teachers; 2. consider what is involved in our community relationships which will guarantee teachers the opportunities and encouragement to "earn" such rights.

Teachers have the right to be respected because they show respect for the children with whom they work and for the parents who have entrusted their children to them.

Teachers have the right to be respected because they are professional in their conduct with one another, and are above reproach in their social activities.

Teachers have the right to be loved because they have sacrificed for years their intelligence and funds, and have dedicated themselves to the kind of service which will insure an eagerness on the part of the people they serve.

Teachers have the right to security on their jobs because they work earnestly and thoroughly, and have dedicated their lives to the development of youth and adults.

The human factors involved in our school-community relationships are the teachers, the pupil, and the parents as well as other individuals in the community. Each is significant in his role. The true teacher as a leader has



Mrs. Macklin is a teacher of French and English and is Chairman of the Guidance Program at the Disputanta Training School, Disputanta

certain obligations to and responsibilities for wholesome community life. He cannot be the Bohemian-type teacher who feels and expresses that "I must live my own life—my personal life is my own, regardless of what I do"—ignoring the fact that as a teacher and a mold of youth, he is obligated to live nobly by example as well as by precept. As the French say, "Noblesse Oblige" (obligation in proportion to opportunities and station in life).

There is an interdependence which exists between the teacher and the community. One can help the other, and can serve as a check on the other.

The true teacher helps raise standards of conduct in the community, and, progressively, the community endorses wholesome and intelligent social action on the part of its teachers and citizens in general.

As our school-community achieves high standards of conduct by means of a cooperative, continuous, and earnest service rendered by teachers, pupils, and parents as well as other citizens, opportunities will be provided and the necessary encouragement will be given the teachers the pupil, and the parents

THE FRONTIER OF THE HEART

By E. Frederic Morrow

It is the hour of a great moral crusade to conquer the last formidable frontier in human relations—the frontier of the heart. And how well this crusade succeeds depends upon how well the Negro teachers in this country accept the unprecedented responsibility that has been thrust upon them of interpreting to Negro youth in America the exacting demands and requirements of a completely free and integrated society. This means then, that in your hands, lies that portion of the history of Negroes in this country that will decree for future generations a free birth, and the unfettered opportunity to walk the world with dignity and self-assurance.

No other generation since Reconstruction has been faced with such an awesome responsibility. As glorious as have been all our exploits of past greatness and achievements in American life, they have been mere preludes to the exacting and ordered demands of this new era. We have come to an age where we will no longer be able to retreat or find comfort in the cover of color, when failure, defeat, incompetence, denial, or competitive weakness overcome us. The standards of a Ralph Bunche, a General B. O. Davis, Jr., a Marian Anderson or a Jackie Robinson, must be commonplace and within the ability of every Negro youth who would escape oblivion or drab mediocrity.

Even before you teachers are able to make any kind of substantial contributions to the lives and minds of your pupils, you must develop a mental and spiritual serenity about yourself and your status in society. If you have fallen victim to the 3-century-old mythology about your inferiority as a human, your first step is to debunk your mind and attitude of that false philosophy and develop another, more in keeping with the strength and self-respect that comes from the knowledge of being born in the image of God, like every other man, and being endowed with certain inalienable rights—among these being life, liberty and the pursuit of happiness.

But no one can give this sense of equality to you. You must achieve it for yourself. And it cannot come from mere wishing, or self-annointed or imagined illusions of gifts you do not possess.

It can come only from achievement, and from satisfactory results born out of the crucible of competition with others of the same vintage and generation.

The NAACP is embarked on a financial campaign to raise enough money to erase the last vestiges of segregation and discrimination, hoping that by 1963, the 100th anniversary of the Proclamation of Emancipation, all Negroes in this country will have complete and absolute citizenship. It is a laudable effort, and one that should have the support and assistance of every liberty-loving citizen of our land.

But I fear if there is one formidable roadblock in the path of this noble crusade. It is the factor of overcoming the almost inherent feeling of biological inferiority that seems to find root in nearly every fifth Negro in our Republic. For three centuries in this hemisphere we have had drilled into us at every turn and from every side, a body of false racial beliefs propounded by our oppressors. These beliefs stressed our biological inferiority, and inferred that we were heathens and social outcasts, consigned by the majority race to be servants forever. Even when admitted that all men were created equal, it was argued that Negroes were not men. It is against this background that the battle for complete emancipation must be waged.

In our efforts to correct the present deficiency of belief in self, let us not swing to the other extreme of the pendulum and become boorish and impossible fools. All that is necessary is the comfortable and secure feeling that comes from the knowledge that a man's destiny may in a large measure be influenced by his own actions and efforts, and not by the predetermined estimations of prejudiced minds and souls.

Reports from all over the country indicate that doors in the industrial and commercial worlds are opening to qualified Negroes in a manner without precedent in American business. And various surveys indicate that it is in this field of business and eco-

nomics where we will have to make our boldest strikes and greatest impressions and adjustments, if we are to succeed in an integrated society.

There is only one key that will enable you to open the door of opportunity in the big league of business, and that is **ability**. The reason for this should be obvious. Integration means competition, and out of competition comes the best. When you compete on equal terms with others and fail because of inferior qualifications or ability, the excuse of failure because of color is no longer available to assuage your humbled pride, or to serve as an explanation to your inquiring friends. If you don't have the prerequisites—get out of the batter's box, and you'll save yourself anguish and embarrassment.

From here on out, any Negro boy or girl who aspires to anything of consequence in the United States, can expect ruthless and rugged competition. They are no longer competing for a position or a place in a Negro world. They are competing for a place in American life, and the places are limited and coveted. If you would be the champ, you must beat off the challenger!

The opportunity to rise or fall on one's own merits is the true democratic way of life. We have been petitioning for this chance for many generations, and now that the time is here, we must face up to it with determination and courage. With the free countries of the world struggling for their very existence today, America needs in every avenue of its national life only the most competent and the best equipped. She must use these persons, no matter what their race, color, or previous social condition.

Competition brings out the best in men. Joe Louis would never have been champion of the world fighting against other Negroes in Alabama. Jesse Owens would never have become the fastest human of his time running against other Negroes in the cotton fields of the South.

Ralph Bunche did not rise to world-stature and fame arguing in barber shops or on street corners with other Negroes. Marian Anderson did not become one of the world's greatest sing-

(Continued on page 51)

Mr. Morrow is Administrative Officer for the Special Projects Group in the Executive Office of the President, The White House, Washington, D. C.

NEW FIELDS CALL THE LEARNER

By Harry Johnson

Probably the busiest place at Virginia State College these days is the new Foster Hall Center. This well equipped activities' building houses the new Audio-Visual Center which takes up the entire portion of the third floor. In this Center is located the beautifully decorated radio and television studios provided for students and staff. The new studios are heavily carpeted and have modern designed furniture expertly chosen with exciting color combinations. The broadcasting control room dividing the two studios is equipped with all modern facilities for radio broadcasting and inter-communication system programming. Direct lines are connected with WSSV broadcasting studio in Petersburg, enabling broadcasts to be made directly from the College studios to the College community and Southside Virginia through WSSV.

Tape recorders, playback facilities, and microphones in the studios are provided for individual practice in voice improvement, play rehearsals, skits, radio presentations, and a variety of other purposes. These laboratory facilities and central control room are available for all college use.

The Control Room provides professional-like experiences for college students who are interested in broadcasting. Here they work with tape recorders and a well equipped control panel, selecting appropriate music which is sent through public address systems throughout Foster Hall as well as outside broadcasting. Mixing music and dialogue with sound effects from a well equipped library are the kinds of opportunities provided by the Control Room equipment. Timing programs to the minute is a professional-like competence which these students are encouraged to acquire. Many studio rehearsals help them to adjust to time limitations as well as to discover and eliminate speech imperfections.

In addition to this unit, the Audio-Visual Center is equipped with private recording and listening booths. Here students may listen to and record from radio, tape recordings, records, and their own voices. These well equipped booths provide opportunities for students to rehearse their radio and tele-



A communications controls crew test level of production at Virginia State College. William Hamlett, Ossining, N. Y., is at console. Others, clockwise, are: Harold Bass, Alexandria; Danold Fraser, Newport News; and John Baker, Martinsville.

vision performances with complete privacy and in small groups. After they have had as many private rehearsals as necessary, they may then make use of the studios for permanent recordings and the actual broadcasting.

Radio and Television Programming

The Radio-Television Group is a club composed of interested students. These students form a nucleus of the broadcasting activities at the College. Each year the group starts the broadcasting activities with a series of radio and TV programs for the annual American Education Week. Television panels, discussions, and original radio programs are heard each year during that week's celebration over Richmond and Petersburg radio and television stations. A broadcast of homecoming parade, Thanksgiving Day programs, Boy Scout shows, Christmas plays, and others keep this Radio-TV Group busy with writing, directing, rehearsing and performing in productions.

During the past school year an interesting feature was presented during the American Education Week celebration. It was an hour long closed circuit television program originating from the radio and television studios in Foster Hall. Television receivers were set up in various places in Foster Hall. The Dage Electronics Corporation of Indiana, cooperating with the

Dr. Johnson is a professor and heads Audio Visual Center, Va. State College, Petersburg

School of Education, brought its portable television equipment and provided this demonstration. Virginia State College, probably the first educational institution in this area to feature such a demonstration, selected the fields of Agriculture, Music, Psychology, and the Dance as a cross section of the College offerings which were presented on television. These demonstrations pointed up the excellent possibilities of educational television.

All television activities at the College are not confined to performance. Students preview many programs on commercial channels and evaluate them for their educational content. Pre-service teachers are encouraged to set up standards for selecting children's television programs and develop a "code of viewing" which may be suggested to parents and teachers in selecting television programs for children. Here a group of students discuss the educational content of a program previewed with the instructor. At the same time these students of radio and television are learning TV techniques, including camera angles, speech effectiveness, set designing, costuming and program formats.

Radio and Television Course Offering

The Department of Audio-Visual Education offers a course entitled "Teaching Through Radio and Television". This course which carries
(Continued on page 60)

TESTS OF A FREE SOCIETY

By Henry Steele Commager

What is freedom? What is a free society? What are the tests of a free society? We do know that freedom is not a state of nature, for the history of civilization has been the history of curbing nature and adapting it to the spiritual as well as the physical needs of man.

What then are some of the tests of a free society? . . . A free society is a society where men are not afraid, and where society is not afraid. Franklin Roosevelt was very wise when he named as one of the four freedoms the Freedom from Fear. A free society is a society where men and women are not afraid to speak their minds; to go to the church of their choice, or the assembly or meeting of their choice; to join such organizations as they fancy; to make their own friends and associates; to insist on their rights, even against officials; to read what they please and to write what they please; to travel where they will and work at what interests them.

A free society must be a society that is based upon enlightenment, that is, upon education. This is in truth the most striking characteristic of a free society . . . We must cease harassing our teachers and our educators, exposing them to contumely and to suspicion. We must cease meddling in their intellectual and private affairs.

If we are going to get good teaching for the young or for the old, we must attract teachers who respect their students and who respect themselves. All this is a responsibility not of the schools but of society.

Give Aid To Dreamers

There is, then, another test of a free society; a free society cherishes non-conformity. It knows that from the non-conformist, from the eccentric, from the dissenter have come many of the great ideas of freedom . . . It must not only refrain from penalizing the non-conformist, whether by the penalty of the law, or by the penalty of dismissal from jobs, or by the terrible penalty of social ostracism; it must provide premiums and rewards for the

non-conformist and individualist. Let us give aid and comfort to the dreamer and the come-outer, the eccentric and the lame duck; to the congenital non-conformist, confident that from this group comes incomparably more than its normal share of the geniuses of the world.

Diversity Distinguishes

An essential part of experimentation is, of course, diversity. Who can doubt that diversity and pluralism are a distinguishing feature of a free society? Free societies present a scene of endless activity and diversity, of endless and delightful play—play in the sense of the play of the mind, the play of the spirit.

A free society depends not on restraint, but on self-restraint. We must learn not only to respect the legal and constitutional restraints which we have placed upon ourselves; we must learn self-restraint, moral restraint. A free society respects its courts and its judges, but on the intelligence and virtue of the people.

Insure Justice

We judge a free society by the kind of men and women that it produces. Does the society produce men and women of independent minds and spirits? Does it produce men of integrity, men of courage, and men of virtue, that value their intellectual and spiritual integrity above all other things? Does it produce men and women with a sense of loyalty not only to the state but to the law? Does it produce not only statesmen, soldiers, and merchants but artists, poets, and dreamers?

A free society cherishes the dignity of man and exalts it. It provides men with the opportunity to go on as far as their native talents will carry them. It erects no barriers of an artificial character.

In short, a free society is a just society. This, more than any other single thing distinguishes the free society from the slave society; passionate de-



ABOUT THE AUTHOR

Dr. Commager, noted historian and author, is professor of history at Columbia University. He has taught American history both at Cambridge and Oxford Universities in England as a visiting professor. His recent books include *The American Mind* 1951, *Living Ideas in America*, 1952, and *Freedom, Loyalty and Dissent*, 1954. Dr. Commager is also editor of a 40-volume work now in process entitled *The Rise of the American Nation*. This statement on "The Tests of A Free Society," has been adapted from Dr. Commager's address at the 1954 Conference of the Adult Education Association, reported in the February 1955 issue of *Adult Leadership*.

votion to justice . . . A free society is one that never yields to the seductive but perilous doctrine that the end justifies the means, that private judgment may be substituted for legal proof, that suspicion may take the place of proof; that to be accused is to be damned, that methods are unimportant. In a free society there is no room for those who say, "I don't like his methods, but I approve his objectives," for methods are essence of justice.

A society which disregards due process is in the process of disregarding justice itself. A society which permits and does not repudiate injustice to individuals, even to the weakest of them, is a society that has already lost its sense for the meaning of freedom and will soon lose freedom itself.

THIS IS SEDRICK

By Altia H. Picott

"This is Sedrick" is an analysis of the growth and changes in the personality of a child during this semester in one Virginia Public School.

The fact that Sedrick has a unique personality including his own particular way of responding to life situations is the cause for this study. Sedrick reacted to people and situations so differently that shortly after his assignment to the classroom in September, his teacher began making anecdotal notes.

Some of the notes read thusly: "Sedrick is a strange child . . . There is something different about this child. . . I wonder if he is all right mentally? Sedrick, age seven years, seems unable to stay in his seat. While doing seat work his attention span is very short. Everytime I look at him he is annoying some other child . . . Sedrick pouts when told to get to his work . . . Distress is shown by screaming, stiffening of body, frequent urination, stammering when spoken to about disobeying or disturbing others. He shows some interest in routines: devotionals, passing out paper, putting away materials, erasing boards, etc.

Later observations confirm the first impressions. Sedrick needs help . . . Sedrick changes his moods violently and unpredictably from smiles and hugs to the heated aggression of blows and kicks. With all of these outbursts of hostility, Sedrick's warmth and zest for life make him a favorite with his victims . . . Children like him because he clowns for them. This is done to get attention when he should be doing his work. Sedrick is only able to read from the primer . . . He has a very limited vocabulary . . . Any word beginning with s is Sally . . . He does not seem to retain or if he retains he doesn't recall . . . What to do is the question?

The combination of affection, aggression, guilt and the fact that he has to struggle to keep up and is defeated causes the hostility and keynotes Sedrick's personality.

Compared with Sedrick, the other children in the classroom are less aggressive, less warm, less affectionate, but more able to accept rules and routines casually. Yet, all children in our society pass through a process of socialization similar to Sedrick's. Only Sedrick seems to be retarded socially, emotionally and mentally.

The significant relationship of Sedrick and his family is seen when visits are made to his home. He is one of five children whose father is dead and whose mother has remarried. The home is in the slum area of Sedrick's home town that is marked for demolition in the very near future to make room for a proposed thru-town turnpike. The family income is low. Sedrick sometimes is without food. One can see that life in this home is a real struggle. Two of the five children live in other homes because there are only three small rooms in which the step-father, mother and three children dwell. Sedrick is much too energetic, nervous and likes freedom and peace from the crowded situation to get much good out of the relationship with other family members. There is conflict. Sedrick learned early his power to irritate and upset adults and children. He gets spanked often at home. Resentment to these beatings, which sometimes have caused physical injury, has left its mark upon Sedrick. He has made expressions, such as, "I wish I was dead."

The mother possesses very little, if any, formal education. However, she occupies a position of some status in her community. She lays some claim to being a clairvoyant and on occasions has been known to brag about her ability "to see ghosts." She doesn't go to church or send the children; she isn't able to buy suitable clothes for the children. It cannot be determined what part the step-father plays in the household. The family seems frustrated and Sedrick is usually punished or pushed aside with little affection offered him.

Some aspects of Sedrick's early development are revealed by his playing with dolls, teddy bears, etc. during free periods at school. He always starts with feeding . . . Eat this food . . . You don't like it . . . You want to eat all the time, now eat it . . . You have enough, go to sleep (baby cries). He spansks it unmercifully and throws it in bed. Sedrick likes to eat, seems never to get enough. The other children in the classroom share with him often when he does not have food. Sedrick usually puts emphasis on punishment and would sometimes demand it for his real aggression as well as fancied ones.

At home Sedrick is the "bad" boy



Mrs. Picott, teaches the second grade in Richmond's George Mason School.

so much so that his mother cannot understand his relationship at school for he is beginning to live for school and is the first person present each day. Sedrick is also beginning to find satisfaction from the regularity of the devotional period, news time and other "times." The satisfaction he finds in drinking, eating and talking is amazing.

At the present time Sedrick has a teacher who is trying to understand him. She is providing him with a consistent warm affection and a secure feeling that he is being loved. She gives him a chance to act for the children who enjoy his exhibitions. His aggression is slowly being brought under control. The other children in his classroom are beginning to understand Sedrick better and help him by being patient and kind to him. He is making some progress academically consisting mostly of improvement in his writing. There is still the noticeable conflict between hostility and needed love which produces anxiety in him, but there has been or is some lessening of the "testing out" of the limits of authority and toleration of those around him.

If Sedrick's home environment could be less crowded and more pleasant, life for him might be less stormy. He probably would become even less aggressive, less anxious and more able to accept the outside with equanimity.

The basic outlines of Sedrick's personality have been formed, but the particular shapes those patterns will take in the future depend to a large

(Continued on page 51)

YOU, TOO, CAN HAVE A READING WORKSHOP

By Gertrude H. Williams

The Reading Workshop at St. Paul's Polytechnic Institute was offered for the first time during the 1955 summer session. It developed under the supervision and direction of Dean H. Arnold Taylor who has a genuine concern for the problems faced today in the teaching of reading.

More than ninety teachers, principals, and supervisors, employed in twenty-one counties in Virginia, were enrolled in the Reading Workshop. Brunswick County had an outstanding representation of twenty-one teachers, while the second largest group came from Mecklenburg County. In addition, a number of teachers from North Carolina were in attendance.

Evidence of the significance of the reading problem at the lower instructional levels was displayed when more than 50% of the workshopers registered for the primary section group. Approximately 35% of the participants were concerned with reading problems at the intermediate level, while the remaining 15% sought specific help for reading disabilities at the secondary level.

The major purposes of the three-day workshop were as follows:

1. To aid the classroom teachers in the evaluation of their reading programs as a fundamental step in the improvement of reading instruction.
2. To clarify thinking concerning the development of reading attitudes, skills, and abilities at all learning levels.
3. To provide opportunities for the discussion of reading problems on the elementary and secondary levels.
4. To provide new sources of information and recent materials of instruction.

To achieve these goals consideration was given to certain basic issues that are essential factors in an efficient reading program.

Retardation in Reading. The large number of retarded readers in our schools today has become an overwhelming problem. Research shows

that numerous individuals of normal and superior intelligence are reading disability cases on the primary, intermediate, secondary, and college levels.

Various educational groups have tried to find satisfactory answers to reading difficulties through investigations, conferences, workshops, and institutes. Reading clinics have been established to give expert direction in diagnosis and remediation. Large numbers of schools are accepting the challenge of the reading disability problem, and in many cases are attaining refreshing results.

It is generally understood that retardation in reading is the result of a constellation of factors. Among these is usually found the one concerned with ineffective teaching methods. An attempt to lessen or eliminate this inadequacy as a major factor in local situations was made a primary objective of the teachers attending the workshop. It was their conviction that in emphasizing a program of prevention, they could reduce the critical consequences of reading disabilities to a considerable degree.

Responsibility for Effective Reading Instruction. In a basic reading program those abilities which contribute to a reasonable degree of reading skill are closely related to other facets of language. It seems reasonable to conclude, therefore, that language control is essential, if pupils are to develop ease, fluency, and independence in all kinds of reading.

Advocates of the theory of the language-arts approach to reading instruction maintain that the responsibility for the successful development of reading skills should be placed upon all teachers at all grade levels. No longer is it assumed that the primary and intermediate grade teachers are accountable for the complete reading instructional program. In the elementary school the reading readiness stage may range from kindergarten through the

Dr. Williams is Associate Professor, District of Columbia Teachers College, Washington, D. C. She was director of the 1955 Summer Session Reading Workshop, St. Paul's Polytechnic Institute, Lawrenceville.

third grade level. In the high school, and even in college, there is definite need for the refining of reading skills and abilities that were started at earlier levels. Whenever the need arises, the initiating of certain elementary reading skills should be done at the secondary level. At all levels instruction should begin with learner needs and interests. The factor of readiness must be observed for every individual in a systematic program of instruction, if progress is to be made. These considerations suggest the great importance of having available, at all grade levels, teachers who understand clearly what activities or skills and insight are involved in successful reading.

The Workshop Report

Prior to the opening session of the Reading Workshop the staff met on numerous occasions to discuss the most effective ways in which a reading workshop might meet the needs and interests of the teachers and school officers who planned to participate. This task of organizing the educational program of the Reading Workshop was extensive and necessitated weeks of pre-planning. It included an intensive consideration of practical reading problems that are of concern to teachers and their school systems.

Opening Session. The Reading Workshop program was initiated with a lecture-discussion by the reading consultant. Significant considerations of the opening address included:

1. A consciousness of clearly defined goals which indicate the scope and direction of the reading program
2. The utilization of reading opportunities in the whole curriculum
3. The development of criteria for appraising desirable instructional procedures for teaching reading
4. The recognition of the fact that criteria, no matter how well developed, are of little value unless used
5. A greater understanding of the interrelationships of the many factors operating in the complex process of reading

Workshop Meetings. A lecture-demonstration, planned for the first workshop meeting, was given after a brief recess period. Two children, of varying achievements at the fourth grade, level, were given an Informal Reading Inventory to point out the



Dr. Williams is shown addressing the Workshop held at St. Paul's School during past summer.

differences in reading ability that exist at a given grade level. The test was administered individually. During the conference period that followed, the workshopers were privileged to ask questions and make comments. Many were stimulated to talk freely about their own reading problems that could be identified with those observed during the demonstration.

Following a short intermission the group re-assembled to aid in planning the program for the next two days. Using the opening address as a frame of reference, additional meetings were planned to provide the workshopers with opportunities to work on reading problems which were causing the greatest concern in their teaching situations.

Demonstrations. Demonstrations were organized as a significant part of the workshop program. Children were easily available on the second, fourth, and sixth grade levels since St. Paul's summer program included the operation of a demonstration school for student teaching. Observations were planned for the following techniques and procedures: (1) Informal Reading Inventories; (2) Directed Reading Activities — Basal Reader Approach; (2) Directed Reading Activities—Experience Approach; (4) Phonetic Analysis Activities. The conference period that followed each demonstration provided a rich opportunity for the discussion of the purposes, techniques, and materials involved in each situation. There was general agreement that the demonstration is a valuable factor in an effective reading workshop program.

Conferences. Individual and group conferences were planned. Each staff member was available for the discussion of problems relating to the Reading Workshop or to personal teaching situations. In some cases the staff was called upon to evaluate reading programs already in operation.

Evaluation. One of the essential characteristics of a good workshop is its evaluation. The Reading Workshop was carefully evaluated in terms of problem areas, program planning, the degree of participation by the staff and workshopers, staff efficiency, and human relations. The evaluation report, based upon a questionnaire study, was the product of both participants and staff. Appraisal was directed at the values or weaknesses of any or all of the above-named aspects of the program.

Concluding Statement

The program of the Reading Workshop was organized to provide each participant with an opportunity to broaden his concept of reading instruction by free and easy access to the staff and to other students with varying backgrounds of experience. It was planned to offer those who attended experiences in critical inquiry, group work, program organization, and classroom procedures in order to achieve the purposes of reading instruction. Finally, by working with many different personalities each participant had an opportunity to develop attitudes and understandings that should make it possible to maintain better relations with the faculty, supervisory officers, and the pupils within each school situation.

FRONTIER OF THE HEART

(Continued from page 46)

ers singing in the churches and entertainment halls of Harlem. B. O. Davis, Jr., did not get to be a general in the U. S. Air Force flying his jet plane in competition with other Negroes in the Air Force. No, each of these individuals emerged from the crucible of ruthless competition as the best our nation had to offer. They are great Americans in their own right — and only incidentally, Negroes. And that is the way it will and must be from this point forward.

I trust that in the months to come, not only Virginia Teachers, but all teachers will be occupied with, and talking about, fulfilling the American dream: the dream of equal opportunity, the dream of merit finding its own level, the dream of a man's being able to rise in the world as far as his ability and ambition can carry him. That dream has never literally been fulfilled by any group, white or Negro, but its eternal quest has profoundly influenced the character of American society and it remains the norm, the standard, by which we judge social processes and institutions.

I would like to see our colleges in this new era become **especially** known for their scientific departments. I would like to see talented young people of all races, colors and creeds, seeking entry into what are now Negro colleges and universities because of their standings and reputations as scientific institutions.

In your hands lies that portion of the history of Negroes in this country that will decree for future generations a free birth, and the unfettered opportunity to walk the world in dignity and in peace. It is an awesome responsibility—it is a great challenge. Somehow, I have deep belief that you will meet it as you have met all challenges in the past—with courage and intelligent resourcefulness. May God bless you and go with you in your efforts.

THIS IS SEDRICK

(Continued from page 49)

extent upon the home, school and work environment in which he finds himself as he develops into a mature adult.

How many other Sedrick's are there in the classrooms of America today? What can and is being done for and with them?

As 68th Year Is Passed, V

Strengthened by an unprecedented attendance of nearly 5,000 members, the Virginia Teachers Association closed its 68th Annual Session in Richmond with a firm resolve to move toward full participation in American life. Through resolutions, workshop give and take, and general sessions the teachers vowed in full unity to accept the full responsibility of living and promoting the cause of American Liberty in personal action and their work. Here the camera catches a few of the convention scenes—typical of the many thousands of occasions which flickered through the three days when good teachers got together.

No. 1—This was strictly a Portsmouth-Richmond exchange of greetings. Left to right: Mrs. Maude Copeland, Portsmouth; Miss Cecile Clarke, Richmond; Mrs. Mamie B. Harris, Portsmouth; and Mrs. Elizabeth J. Freeman, Richmond.

No. 2—A session over, a new viewpoint



A Looks To New Horizons

advanced is discussed by, left to right: Mrs. R. E. Jones, Williamsburg; William J. Hopkins, principal of Sussex County Training School, Waverly; Miss Ernestine Cumber, Yorktown; and Mrs. Clemenza Braxton, Williamsburg.

No. 3—It was a lovely day in Richmond and a quintet of delegates enjoy the open air. Left to right are: Mrs. Hazel A. Boyd, Richmond; Mrs. Hassie H. Hubbard, Miss Dorthula Hamlett, Mrs. Margaret Gillenwater, and Mrs. Clara Archer, Amelia.

No. 4—Recognition was given of the work of the late Miss Kate Cook, one of the founders of the VTA. Harry R. Gadsden, principal of the school named in her honor, aids one of his students in unveiling a portrait at the dedicatory exercises at the Richmond school.

No. 5—Hundreds of meals were served on the campus of Virginia Union University—
(Continued on page 60)



ARE THEY CLEANING UP THE COMICS?

By Fredric Wertham, M.D.

All adults have a responsibility to protect the child from harmful drugs, foods, and physical dangers of all kinds. Despite recent efforts by publishers to "clean up" their products, I maintain that many comic books today are opiates and stimulants of a vicious variety. Why should we prohibit the sale of liquor to adolescents and yet allow the subtle poison of comics to be mass-retailed to children from five to fifteen? Do we care less about our children's mental and moral components than we do about their bodies?

If one has watched little children look at crime comic books, one finds that there is a fearful fascination which, if not encouraged, soon passes; if familiarity with such material is often and forcefully repeated—as it has been by the pouring of as many as 90,000,000 comic books a month upon these children, they will embrace what they read.

The effects of crime and love comic books upon the children of America should be a subject of great interest to teachers. Every teacher of children between the ages of five and fifteen has had some contact with the comic book problem at one time or another; many have been consulted about it by anxious or by complacent parents.

The teachers are often caught between two opposed forces; they are assured that comic books are perfectly harmless—completely innocuous—and they have also had evidence, both from cases which they have seen themselves, and from experts, that these "magazines" spell out clearly the exact way in which crimes may be committed. There are "experts" on both sides; one of the differences between them being that the pro-comic experts have sometimes been found to have a vested financial interest in the comics, and the anti-comic experts have had only a vested interest in the children—and in their health and well-being.

To those concerned with the well-being of children, one of the most serious offenses committed by the publishers and purveyors of crime and love comics is the endless and senseless exaltation of triviality. Especially in an

Dr. Wertham is author of the book, *Seduction of the Innocent*, a study of comic books and their effects which was termed "the most important book of 1954" by the *NEA Journal*. From 1932 to 1952 Dr. Wertham was senior psychiatrist for the Department of Hospitals in New York City. He has directed the mental hygiene clinics at Bellevue Hospital and Queens Hospital Center and was in charge of the Court of General Sessions Psychiatric Clinic in New York City. His other books include *The Brain as an Organ*, *Dark Legend*, and *The Show of Violence*.

age such as ours, where technology has run so far ahead of cultural morality, and when clear and logical thought is so much needed, it seems pitiable that the substance of good minds must be subjected to millions of reams of triviality each year. Some psychologists, psychiatrists, parents, teachers, and some hitherto reputable associations and societies—such as, for instance, The Child Study Association of America, have not only failed to see the harm, incipient and overt, that the comic books are promoting; they have even recommended some of these crime comic books as "harmless." That these books are far from innocuous has been shown in several case studies cited in my book, **Seduction of the Innocent**. Material that dulls the perception of young minds by exalting the trivial can scarcely be considered "innocuous." Comic books viciously counter the efforts of teachers by inhibiting the development of skill in reading, by exploiting the child's aggressive tendencies, and perhaps first of all, by conditioning flexible minds into learning abnormal subject matter.

Learning and Personality

One of the child's greatest developmental tasks is learning to read efficiently that is, to read so that verbal fluency and derived meanings of the printed and written word become not a task but a skill. A very serious aspect of the comic book influence, as far as the normal acquisition of reading skill is concerned, is that it has been found that the omnivorous "reader" of comic books is generally a retarded reader of other books.

The defenders of the comics (especially the industry itself) have generally promoted the idea that the read-



ing of comic books enable the child to rid himself of his "aggressive" tendencies. In a society such as ours which insists upon the equal right of all individuals to "life, liberty, and the pursuit of happiness," it must also be insisted that a measure of self-control must be learned and practiced. This implies that one's neighbor may not be pushed around, and, emphatically, it implies that this neighbor must be allowed to stay alive. Apparently, according to some psychologists and the comic book industry, there is a great deal of frustration generated in permitting one's neighbor to live, to choose whom and what he will associate with and thus attain a measure of freedom with which to pursue his happiness. According to the pro-comic book experts, this accumulated frustration issues, in a sort of neo-Aristotelian catharsis, when the child is steeped in the vicious, vile, and salacious material presented to him by the humanitarian comic book industry.

Comic books serve no constructive or therapeutic purpose. Rather, case studies which have been made prove that these books serve quite another purpose: that of tempting and seducing young and flexible minds into learning the jargon and methods of

(Continued on page 61)

Covering The Association Front

ARLINGTON

Arlington teachers who studied at Columbia were Miss Elora Fleet, Mrs. Barbara Carter and Miss Helen Smith. Mrs. Carter and Miss Smith completed their requirements for the master's degree. Mrs. Elizabeth Hill, principal of Langston Elementary School and Mrs. Virginia Clark, a classroom teacher claim a Master of Arts degree from New York University and Howard University respectfully. Others who attended summer school include the following: Chester Boyd, American University; Frank Washington, Miss Rosie Robinson, Mrs. Edna Boulware, Mrs. Ophelia Pinkard—Catholic University; Herbert Waters, Texas Southern; Mrs. Oline Richardson, George Richardson, Mrs. Vivian Cogg's, George Washington; Raymond Robinson, New York University; and Mrs. Grace DuPree, University of Minnesota.

New faces on faculties are Mrs. Lillian Brent, Mrs. Jessie Conway, Mrs. Debra Watson, Mrs. Wanda Hill, Mrs. Marie Holland and Miss Barbara Morris.

Miss Willio Cole, a former classroom teacher at Hoffman Boston, was appointed as principal of Drew-Kemper School. Mrs. Mary Robinson, former director of music at Hoffman-Boston, was appointed as assistant principal at Hoffman-Boston.

Those proud teachers claiming an increase in families are Mrs. Betty Best, a son; Mrs. Nellie Stewart, a girl; Mrs. Mattie Walker, a boy; Mrs. Geraldine Jones, a girl, and Neal Haygood, a boy.

Mrs. Alice Fleet traveled extensively through Europe, Africa, and Asia. The tour included London, Stratford-on-Avon, Oxford, Paris, Rome, Cairo, Egypt and the countries of Jordan, Syria, Israel and Lebanon. Mrs. Grace Du Pree toured the West Coast; Mr. Francis Washington, Midwestern tour; Miss Rosie Robinson, California and Mexico; Miss Evelyn Reid, Pennsylvania, New Jersey, New York and Virginia; and Mrs. Elizabeth Sweeney, Kansas City.

Miss Paula Archer now answers to the title of Mrs. "Buffalo" Bennett. Mrs. Madge Sydnor initiated the family's new "88" by motoring to New Jersey and Pennsylvania.

Officers of the Arlington Teachers

Association for the present year are president, Mrs. Madge Sydnor; vice president, Mrs. Grace Du Pree; secretary, Miss Evelyn F. Reid; assistant secretary, Mrs. Gwendolyn Griffin; treasurer, Miss Helen Smith. Three of the teachers subscribed to life membership in the NEA: Mrs. Esther Halstead, Mrs. Grace Horton and Mrs. Marie Holland. The organization is busy making plans now for the year and a Christmas party with toys for needy children.

WAYNESBORO

VTA officers for our local association are: president, Mrs. Dorothea W. McCutcheon; vice president, Mrs. Willie M. Hairston; secretary, Miss Lois V. Taylor; and treasurer, Mr. Earl W. Shurn.

Mrs. Willie M. Hairston received the Master of Arts Degree in Childhood Education from Columbia University. Earl W. Shurn received the Master of Arts Degree in Industrial Arts Education from Columbia University. Mrs. Dorothea McCutcheon attended Columbia University. She is working toward the Master of Arts Degree. Miss Rummy Johnson attended the University of Virginia, Charlottesville. She is working toward the Master of Arts Degree. Mrs. Harriet G. Hankins attended Atlanta University. She is working toward the Master of Arts Degree.

SOUTH NORFOLK

The South Norfolk Teachers Association sponsored an "Appreciation Hour" at Carver High School for the teachers who had served for 25 years or more. Charles S. Brabble, principal of Carver, presented pins and certificates from the VTA to Miss Leona D. Edwards and Miss Alma D. Harrison. The honorees also received gifts from the local association.

Mrs. Odessa H. Frazier gave timely remarks on "The Characteristics of a Good Teacher." Miss Edwards, gave brief historical notes on the school system in South Norfolk.

BRUNSWICK

By Virginia T. Maddux

The November meeting of the Brunswick County Teachers' Associa-



Miss Ruth G. Jones

Miss Ruth G. Jones, Lynchburg public school teacher, sailed recently for Germany where she is employed by the U. S. government to teach in the American Dependent Schools for one year. Miss Jones is a graduate of Virginia State College and Columbia University. She is a member of the Hill City Teachers Club, The Virginia Teachers Association, The National Education Association and Delta Sigma Theta Sorority. The daughter of Mr. and Mrs. Frank W. Jones, she is a member of the Jackson Street Methodist Church and holds the office of financial secretary and editor of the church bulletin.

tion was conducted by a committee headed by Mrs. Marie Streat and Mrs. J. T. Thompson, with Mrs. Odessa Brooks and Mrs. Anna Robinson as associates.

Mrs. Ellen G. Johnson, assistant secretary, field operations, VTA-NEA, Richmond, was consultant and spoke on "Professionally Abreast With the Times." Mrs. Johnson answered questions bearing on the problem for the meeting: "How Can We Improve Ourselves As Teachers?" The theme for the 1955-56 school term is Working Together for Better Teaching."

Musical numbers were offered by Mesdames Jamesetta Jones, Sarah Whitehurst, Mittie Rice, Vernelle Marks, Elizabeth Edward, Ruth Morse and Z. E. Holmes. Interesting and informative reports were given by Mrs. Luzear Coleman, J. A. Reavis, and William Cole, delegates to the VTA Convention.

Hats-Off-Department

Three rousing cheers for James Alvin Reavis our chaplain, whose subtle humor and interesting philosophy are a great source of inspiration and delight.

Retirement has pointed the way to new interests for Mrs. Louise Jiggitts. She includes among her activities the instruction of a handicapped child; music director for one of the local churches; and general resource person for the entire county. Mrs. Jiggitts plans to organize all retired teachers of Brunswick and prove that life **really** begins at 65!!

SUSSEX COUNTY

New teachers in Sussex County include William J. Hopkins, principal of Sussex County Training School, who earned the B.S. degree at Virginia State College and the M.S. at Rutgers University; Mrs. Dorena F. Jackson, A. and T. College; W. S. Jones, A. and T.; William D. Alston, A. and T.; Miss Thelma Bolling, A. and T.; Miss Adel Dickerson, Elizabeth City; Miss Louise Taylor, St. Paul's Polytechnic; and Miss Estelle Jones, Virginia Union University.

FIRST DISTRICT SESSION ENDORSES VTA PROGRAM

"Independence is the cure for an inferiority complex," Dr. M. C. Allen, president of the Virginia Theological Seminary and College, told the 30th Annual Session of the First District VTA. Theme of the session, held at Shiloh Baptist Church, Northumberland County, was "Facing the Horizon—Articulation in Education." Dr. Allen was presented by Dr. J. Rupert Picott, VTA executive secretary.

Declaring that the Negro has an enriched heritage as yet unfolded, Dr. Allen said, "The Constitution determines citizenship and has made no provision for second class citizens."

Four workshops were held with the Rev. A. B. James, dean of students at Virginia Union University; Dr. Allen; Dr. C. M. Colson, head of secondary education department of Virginia State College; and Dr. A. G. Richardson and G. L. X. Cowling of the State Department of Education as consultants. Dr. A. G. Macklin, director of basic education at Virginia State College summarized the work.

Fifteen resolutions were adopted by the session, including an endorsement of the U. S. Supreme Court decision on desegregation and support by the VTA program of "inclusive and ag-

gressive action in behalf of teachers in Virginia."

A special resolution asked that a scholarship fund be established, dedicated to the memory of Mrs. Mayme Coleman, first woman president of the association, and W. H. Mackey, founder of the scholarship fund. The scholarship fund would be named the Coleman-Mackey Scholarship Fund.

Officers elected included: Charles I. Thurston, Middlesex, president; Shelby Guss, Caroline, vice president; Mrs. R. I. Hoffman, Northumberland, secretary; Mrs. Ernestine T. Byrd, Lancaster, assistant secretary; Mrs. Maude Murchinson, Fredericksburg, education secretary; W. H. Dudley, Lancaster, treasurer; and H. H. Poole, Stafford Court House, auditor.

BOTETOURT COUNTY

The Botetourt Teachers Association met at the Eagle Rock Elementary School. R. W. Terry, presided. New teachers, Miss Margaret Tucker, home economics; and Miss Dolores Yuille, business education were introduced.

Some highlights of the meeting included Superintendent H. M. Painter's comment that he was very much pleased with the certification of the Negro teachers in the county and that they are continuing to improve themselves professionally.

Mrs. Irene Smith, of Eagle Rock Elementary School was the delegate to the VTA convention, made a very informative and far-reaching report of the highlights of the convention. She also brought back some very useful material from displays at the convention which she distributed among the teachers.

Another highlight of the meeting was an interesting discussion of organization of classroom teachers, in which a closer relationship would be brought about between the teacher and the pupil. However, it was brought out that the cooperation of the parents must be included for the success of such a project.

Students Sell Lumber

A good example of the advocacy of "do it yourself" proposal was exhibited by the fourth, fifth, and sixth grades of the Eagle Rock Elementary School. These pupils did not have sufficient playground equipment, so they initiated a project to obtain this equipment by cutting pine trees and selling them at the paper mill. The proceeds were used in paying for the hauling of the timber and the cost of the equipment. As a result of this project, the



Mrs. Thelma Gunn Williams

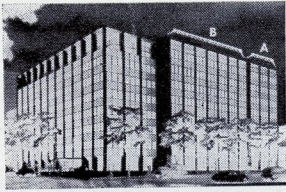
Mrs. Thelma Gunn Williams is a qualified and busy teacher and citizen. A native of Roanoke, she has taught in the city's elementary schools. A graduate of Virginia State College, she has studied at Columbia, Howard, Hampton, and Fisk Universities. She is active in the work of the Roanoke Teachers Association and is a member of the executive board. She is basileus of Alpha Tau Chapter of the National Sorority of Phi Delta Kappa. Among her many community activities is work as volunteer at the Veterans Facility. Speaking as a mother, housewife, and teacher, Mrs. Williams says, "I sincerely believe that the teaching profession is the greatest profession in the world; and that building the world of tomorrow by teaching our children today is big business."

pupils learned many new terms of sawmilling, as well as, learning how to apply arithmetic and science in a practical situation, plus testing their spelling ability and how important a part good human relationships plays in the community.

American Education Week was observed in all the schools throughout the county with bulletin board displays, discussions, plays and guest speakers.

Supervisor L. M. Gibbs, was honored at the Twenty-first Anniversary of the County Wide League, held at Academy Hill School in Fincastle. She was presented with a corsage of carnations from the Teachers Association and a three-piece luggage set from the County Wide League. Mrs.

(Continued on page 62)



NEA CORNER

by Ellen G. Johnson
Field Representative

ALL NEA AFFILIATED ASSOCIATIONS are urged to name the chairmen of the following committees in your local association as consultants to NEA committees and commissions: Citizenship; Credit Union; Professional Ethics; Tax Education and School Finance; Defense Commission; Teacher Education and Professional Standards; International Relations; and Tenure and Academic Freedom. Forward these names at once to Dr. K. H. Berns, NEA, 1201 16th St., N. W., Washington 6, D. C. Consultants to NEA Committees and Commissions MUST BE NEA MEMBERS. These consultants are not called into general nation-wide meetings. They do have responsibilities in their local communities for the work of the NEA committee or commission. They receive from the NEA valuable materials about the NEA program; are responsible for keeping the local association informed; adapt and utilize the program of the NEA committee or commission in the local community; make suggestions to the NEA committee or commission regarding problems to be studied.

* * *

IT'S HIGH TIME—Standard operating equipment for the parent of a youngster of high school age ought to be a shockproof constitution, limitless supplies of patience and an ability to roll with the punches—Although written for parents, the handbook will be helpful to HIGH SCHOOL TEACHERS as well. WRITE: NSPRA, 1201 Sixteenth Street, N. W., Washington 6, D. C.—50c a copy.

* * *

DID YOU KNOW—

that last year 1200 teachers traveled on NEA tours of the United States and 33 foreign countries?

that among speakers at the NEA convention last July were Adali Stevenson, Samuel Brownell and Harold Stassen?

that Henry I. Willett, president of the American Association of School Administrators an NEA department and superintendent of the Richmond city schools, was chairman of the three-man United States delegation to the International Conference on Public

Education at Geneva this summer?

that thru the Joint Committee on Educational Television, the NEA has helped establish 15 educational TV stations? Permits are pending for 34.

that all NEA members are also members of the Department of Classroom Teachers with no additional charge?

that if you are an NEA member work-

ing in higher education, you are entitled to membership in the Association for Higher Education at no additional charge? Write the association and request to be enrolled if you are not now receiving College and University Bulletin, published semi-monthly, October thru June, and the annual report of the National Conference on Higher Education, which contains the texts of all addresses, analysts' papers, and recorders' reports.

that 20 million persons visited the schools during American Education week?

that the NEA Committee on Credit Unions last year helped to organize 68 new school and college credit unions in 26 states?



"The children and I'll meet the train, dear"

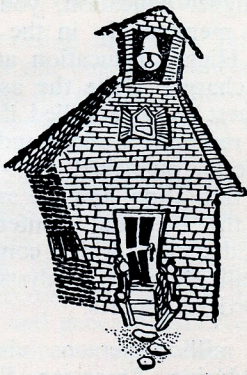
Long Distance has given this young wife several hours' notice that her husband is coming home. There'll be time to prepare a good dinner and to meet him. And, like any woman, she appreciates his telephoning ahead.

For people on the move, a Long Distance Credit Card is a great convenience. Credit cards enable folks away from home to charge their Long Distance calls to their home telephones. To secure yours, just call or visit our business office.

CALL BY NUMBER. IT'S TWICE AS FAST.



The Chesapeake & Potomac Telephone Company of Virginia



THIS AND THAT . . .

By J. Rupert Picott

TO MEET A CRISIS

One thing that makes America great is its ability to meet a crisis. This and other information about our schools is being announced over the radio and in the public press through courtesy of the Advertising Council, Inc., 25 W. 45th Street, New York 36, New York. For information about how you can help your school write:

BETTER SCHOOLS
25 West 45th Street
New York 36, N. Y.
* * *

NEWS LETTER

The University of Virginia has a semi-monthly publication that may be very helpful in your class work. Copies are free. Write:

The University of Virginia
News Letter
Charlottesville, Virginia
* * *

UNESCO

The United States National Commission for UNESCO publishes a **Newsletter** that offers much help about the work of the United Nations. For copies which are free, write:

United States Commission for UNESCO
Department of State, U. S. C.
Washington 25, D. C.
* * *

SCHOOL-ROOM PROGRESS

U. S. A.

School-Room Progress U. S. A., is a traveling exhibit of classrooms dating from early American time to the most modern facilities, and will shortly be coming to your City. Watch your Newspaper for dates or contact your local Chamber of Commerce.
* * *

KIT ON SCHOOL INTEGRATION

A Kit of pamphlets and resource materials on school integration is now available.

The materials come from such organizations as the Southern Regional Council, the Baltimore School Board, the Association for Supervision and Curriculum Development, Public Af-

fairs Pamphlets, the American Friends Service Committee, CIO and other groups. The Kit, which contains about 20 items, is available for \$1.00. The Kit may be ordered from the CIO Department of Education and Research, 718 Jackson Place, N.W., Washington 6, D. C.
* * *

NEW SURVEY

More than 30 million children in elementary and secondary schools in the United States will still be receiving "inadequate" education in 1960, according to trends reported in a comprehensive study, "**America's Needs and Resources: A New Survey**," by J. Frederic Dewhurst and associates, recently issued by the Twentieth Century Fund. For the full report write The Twentieth Century Fund, 330 W. Forty-Second Street, New York 36, New York.
* * *

GRAPHIC ARTS COURSES

Suggested course of study outlines for graphic arts education at all, levels of the educational systems are being made available to teachers, educators and printers by the International Graphic Arts Education Association, the professional association of graphic arts teachers.

The graphic arts course of study outlines cover the following educational levels:

- Industrial Arts Education
- Industrial Arts Education Teacher Training
- Vocational Schools
- Technical Institutes, Colleges and Universities offering a Major in Printing Management

For additional information write to the International Graphic Arts Education Association, 719 Fifteenth Street, N.W., Washington 5, D. C.
* * *

PHYSICAL EDUCATION IN SCHOOLS

A film dramatizing the frustrations of a boy who was "left on the sidelines" while his classmates played games because his school didn't have a good physical education program, has been released by the American Association for Health, Physical Education, and Recreation (AAHPER), the National Education Association announced.

Designed and cleared for use on TV, "They Grow Up So Fast" is a

27-minutes production in color and sound, and is on 16-mm film.

The film may be ordered from the American Association for Health, Physical Education, and Recreation, NEA, 1201 - 16th Street, N. W., Washington, D. C.
* * *

MANPOWER PROBLEM

Education holds the principal key to the solution of the manpower problem in the United States. This was the opinion expressed by twenty educators from throughout the country who serve on the Educational Policies Commission as they completed a three-day meeting. For further information, write:

Belmont Farley or Roy K. Wilson
NEA office
1201 - 16th St., N. W.,
Washington, D. C.
* * *

LETTERS

Thousands of teachers in all parts of the United States who write enthusiastically about the value of the person-to-person exchange of letters in teaching history, geography, civics, letters writing and related subjects. If you care to have any of these letters, write to:

Edna MacDonough, Exec. Dir.
International Friendship League, Inc.,
40 Mt. Vernon St., Beacon Hill,
Boston 8, Mass.
* * *

EXCEPTIONAL CHILDREN

Four booklets in a newly launched series are just off the press.

These booklets describe the methods used by specialists and are designed to help teachers. Titles of the publications are **Handwriting For Left-Handed Children**, **Retrieving the Retarded**, **Reaching the Mentally Retarded**, **Challenging Gifted Children**. Price \$1 each.

Write to: Public School Publishing Company
Bloomington, Ill.
* * *

SUPPLEMENTARY READING BOOKS

The 1956 edition of the **ANNOTATED LIST OF BOOKS FOR SUPPLEMENTARY READING** (9th Grade) has just been published by the Children's Reading Service of New York and is offered without charge to any school teacher, librarian, princi-



Christopher C. Lee

Christopher C. Lee, a '51 graduate of Virginia Union University, has taught four years at Union High School, Caroline County. He is vice president of the Caroline County Teachers Association; president of the county chapter of his alumni group. A biology major in college, he has done graduate work in psychology at Virginia State College. Mr. Lee is a native of Northumberland County and a member of Omega Psi Phi Fraternity. He now resides in Caroline.

pal or superintendent who requests one on official letterhead, otherwise 25c in stamps or coin.

Copies of the new catalog and details about book exhibits may be obtained from:

Children's Reading Service
1078 St. John's Place
Brooklyn 13, N. Y.

* * *

ST. JOHN'S STORY

Teachers and guidance counselors who have seen "The St. John's Story" agree that the film is an excellent introduction for secondary school students (and their parents) to the purposes of liberal arts education.

Free loan—all you pay is return postage—16-millimeter, sound running time 28 minutes. For further information write to the Director of Admissions, St. John's College, Annapolis, Maryland.

* * *

JOB PLACEMENT

Experience has shown that job placement may be facilitated when there is a knowledge of basic job terminology for a particular trade even

though conversational English may still be limited.

A revised edition of "Words for Work" edited by Dr. S. Norman Feingold is now available.

The book numbers 140 pages and the cost is \$1.00. Contact the:

Jewish Vocational Service
72 Franklin Street
Boston 10, Mass.

* * *

BLUEPRINT FOR ACTION

This handbook is the latest contribution of educational secretaries to the improvement of educational administration.

Write:

National Association of
Educational Secretaries
NEA Office
1201 - 16th St., N. W.,
Washington, D. C.

* * *

NATIONAL CONTEST

Announcement has been made of the 11th Annual National High School Photographic Awards Contest sponsored by the Eastman Kodak Company. This competition has been placed on the approved list of national contest and activities for 1955-56 by the National Association of Secondary School Principals, and is open to students throughout the United States and its territorial possessions.

Information about the Awards and the traveling salon may be obtained from the National High School Photographic Awards, 343 State Street, Rochester 4, New York.

* * *

TAX TRAINING PROGRAM

You are no doubt familiar with the school tax training program which has been conducted for the past four years as a cooperative venture between the Internal Revenue Service and the high schools of the nation. Last year 22,000 schools used this program.

This year there is an improved kit covering more matters of tax and revenue interest.

Distribution of these tax kits will be available by December 1, 1955. Contact your Director of Internal Revenue, U. S. Post Office Building, Richmond, Va.

* * *

SOUTHERN SCHOOL NEWS

Southern School News is designed to report objectively and without bias on developments in the southern states following the Supreme Court decision of May 17, 1954 holding public school segregation unconstitutional.

Southern School News is supported by a grant from the Fund for the Ad-

vancement of Education and by a nominal subscription fee of \$2 per year.

The postoffice address is Box 6156, Acklen Station, Nashville, Tenn.

* * *

WILSON CENTENNIAL

National and Virginia commissions are planning to commemorate in 1956 the 100th anniversary of the birth in Staunton of the great World War I president and founder of the League of Nations.

For further information write:

Wilson Centennial Information
Matthews A. Griffith
Woodrow Wilson Birthplace
Staunton, Virginia

* * *

CHARACTER BUILDING

The new method to aid teachers in building character in students is promised in the "Golden Rule Series," a set of readers for the fourth, fifth and sixth grades which will be published January 3, 1956.

The series was prepared under the direction of Dr. Ullin W. Leavell, Professor of Education and Director of the McGuffey Reading Clinic at the University of Virginia.

For information, write:

American Book Company
Cincinnati, Ohio.

* * *

NOTES FROM THREE CITIES

Latest reports on the progress of desegregation showed:

Kansas City, Mo., opened its 90 schools to all pupils, without regard to race, on September 7. "Not one protesting call was received at the board of education," said one school official.

Washington, D. C., marked its first year of near-total desegregation by wiping out all racial lines in public schools and public colleges, as well as in related parent-teacher activities.

Oak Ridge, Tenn., a city built for atomic energy workers, began partial desegregation. One Negro teacher will teach industrial art to mixed classes.

* * *

STATISTICS FOR SCHOOLMEN

Facts from the social scene of interest to educators

Americans spend nearly one billion dollars a year to beautify their lawns and gardens.

American colleges and universities are host this year to some 33,000 foreign students.

More than 1,000 Negro students attend 100 universities which up to a few years ago were restricted to whites.

New Fields Call The Learner

(Continued from page 47)

three semester hours credit offers students the opportunity to study radio and television and their utilization as teaching devices through preparation, presentation, and selection of programs and workshop productions. The course is open to juniors and seniors with the permission of the instructor. The radio-television studios are the workshops for students pursuing this course. They receive instruction on microphone techniques, writing, directing, and producing educational programs. This course, which is offered usually in the spring semester, makes additional use of the local radio studios for the broadcasting of student productions.

Radio and Television Annual Award

This year marked the establishment of the **L. H. Peterson Radio-TV Award** to the members of the Virginia State College Radio-Television Group who had made the greatest contribu-

tion to the broadcasting activities at the College. John R. Baker of Martinsville, received the first fifty dollar (\$50.00) annual award granted to a student who had made contributions in such activities as directing, producing, engineering or acting in radio and television programming. The award is presented by the president of WSSV Broadcasting Company of Petersburg. The student is selected by the faculty sponsoring committee.

A Look To The Future

The impact of television on the nation's youth is staggering. It is important that our school children, teachers, supervisors, and administrators become familiar with broadcasting studios as they are with school classrooms. Virginia educators should begin to look seriously toward the use of radio and television as tools of learning. With twenty million sets available today in America, it is urgent that we begin to step in and help plan the direction in which programming is headed. Educational television is gaining steadily. There are already sixteen educational TV stations in operation. One of the latest, WUNC-TV in North Carolina, was inaugurat-

68th Year Is Passed

Continued from page 53)

in the Belgian Building as well as in the College Grill. Taking time out from busy sessions and workshops are, left to right: Miss Frances E. Greene, Lancaster County; Miss M. O. Reynolds, Virginia State College; Mrs. Geneva B. Harden, Staunton; Mrs. Irene Tyler, Virginia State College; Mrs. Dorothy Cowling, Virginia Union University; and Miss Sarah E. Amos, Lancaster.

No. 6—Soviet-American relations form an enigma in world affairs. On hand to bring some enlightenment on the program to the VTA was Dr. William E. Reed, head of the school of agriculture, North Carolina A. and T. College. Pursuing the matter further after the Reed talk are, left to right: Mrs. Irma B. Thompson, VTA president; J. K. Haynes, president of the Louisiana Education Association; Mrs. Lillian Rogers Johnson, Clarksdale, Miss., past president of the American Teachers Association; and Mrs. Dorothy Jones Harris, member of the VTA executive committee and president of the Fifth District Teachers.

ed in January of this year while other states are making extensive use of commercial stations. Television is being recognized as the most powerful medium of mass communication. Virginia educators cannot afford to approach it passively.

For Young Virginians

SCIENCE TODAY and TOMORROW

CRAIG and OTHERS

Gerald S. Craig, Teachers College, Columbia University, and experienced classroom teachers have collaborated brilliantly to provide elementary schools with this up-to-date and outstanding series. The broad and vital field of science is covered authoritatively, yet with such simplicity as to be easily understood, stimulating the child to wonder, observe, experiment, and think. Now available, Primer and Books I - VI. Large handsome format with many illustrations in full color. Also Teachers' Manuals.

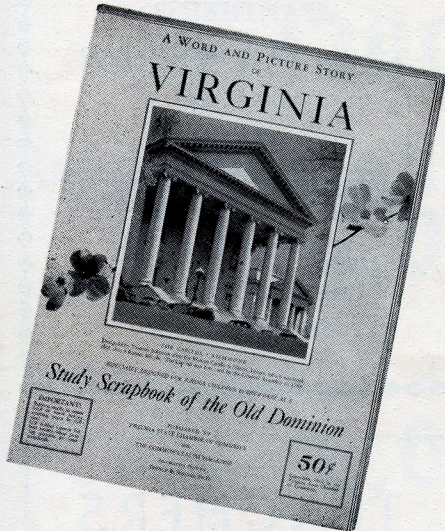
- | | |
|---|--|
| Primer. SCIENCE AND YOU
(Craig, Bryan) | III SCIENCE EVERYWHERE
(Craig, Lembach) |
| I SCIENCE NEAR YOU
(Craig, Bryan) | IV DISCOVERING WITH SCIENCE
(Craig, Hurley) |
| II SCIENCE AROUND YOU
(Craig, Daniel) | V ADVENTURING IN SCIENCE
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**Are They Cleaning
Up The Comics?**

Continued from page 54)

murder, sadism, and disrespect for the law and the rights of others. In fact, they plant the seeds of aggression where they might not have appeared otherwise, and this sort of indoctrination is not generally followed by apathy. The action that is pictured in these books, and the methods inculcated by them, induce similiar action by some "readers." The allure of the hideous made glamorous has actually led to the deaths of some children—by their own hands or by those of their comrades, who, having learned techniques, must try them out. This is normal learning of abnormal subject matter.

Vested Financial Interests

Another subtle aspect of crime comics is the advertising that is carried in the pages of these "magazines." The adults who pronounce the comics harmless have apparently not noticed that these advertisements invite the young to buy (through the mail) real guns, bullets, hunting and snap-blade knives—and that the children **do buy them**. Besides the tools of destruction, panaceas for various physical ailments, which should require the doctor's or the psychologist's attention, appear in comic book advertising.

The eye-gouging, disfiguring methods used by comic book characters, disrupt and discourage healthy relations between the sexes; rape, brutality, and murder have become rampant as never before in the history of American printed matter.

If the fantastic world pictured in these books, men are seldom or never courteous or protective toward women, and women are not depicted as possessing any of the qualities which would draw out the sort of high-level response which is normal between the sexes—if we are to continue living in a decent world. The men of the comics are described, in cartoon and text, as being strong, lustful, brutal, and unintelligent; they are tender only when dealing with a younger person of their own sex. The comic book women are Amazonian, vicious, bloodthirsty and homosexually inclined. What a picture to present to the young of America (or to the young of any nation)!

The new "Comics Code"

The new "Seal of Approval" of the recently organized Comics Magazines

**BROCKVILLE DISTRICT PUPILS,
TEACHERS AND SUPERVISOR
TAKE EDUCATIONAL TOUR
TO NORFOLK, VIRGINIA**

Thirty-three seventh grade pupils of Jacksontown, Bocoek, and White Hall Elementary School, in Brockville District, Campbell County Elementary Schools with their teachers, G. E. Hemmings, Jr., Miss Ruby Herndon, L. W. Spencer, and Supervisor Mrs. L. H. Fennell, visited historical places and leaders of the state. The educational tour was one of the activities in conection with the study of Virginia history, geography and government.

Places of interest the group visited are Petersburg, including The Crater Battle Field; Virginia State College; in Richmond, VTA Headquarters, Museum, St. John's Church and Capitol; Williamsburg; Jamestown; Fortress Monroe; Norfolk, including the **Journal and Guide**, Norfolk-Portsmouth Tunnel, and dinner at the Plaza Hotel.

SPECIAL TO SCIENCE TEACHERS — CAREERS IN SCIENCE TEACHING 22p. 81-2 x 11. Illustrated. Free in limited quantities. On the way, on the job, and opportunities open to general science, biology, chemistry, physics, and mathematics teachers.

Association of America should not lead us to relax our attention. The publishers are still flooding the market with vicious, pernicious, sex-obsessed, trivial and violent material under the protection of their new "code." This publishers' combine has hired ex-magistrate Murphy, who never sat in a juvenile court, as their "censor." They have provided him with a \$41,500 a year salary and \$60,000 a year for "current expenses." This kind of money does not grow on trees. It comes out of the pockets of America's youth and the material they get in return subverts their minds and destroys their innocence.

The comic book problem is a problem which must look for solution to all those who value the values of childhood and youth.

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Repay in small monthly payments
Details free—write today.

**TEACHERS
LOAN SERVICE**

Dept. 20 Brundidge, Ala.

COVERING ASS'N FRONT

(Continued from page 56)

Gibbs, along with the late Mr. Walker of Christianburg, were founders of this organization in this county. Other persons receiving gifts were C. G. Thompson, present president, and Mesdames Annie Smith and Mary Barnett, wives of the late presidents of the organization.

Guest speaker for the occasion was Mrs. H. Walker, supervisor of schools in Prince Edward County. A banquet was the climax of the celebration.

The County Wide League is sponsoring a Dental Clinic for the boys and girls of the County, which will be held in January, 1956.

ATTENTION SCHOOLS

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Pays \$ **2,000.00** minimum CASH sum. Increases \$200 annually if death occurs after the tenth year to a maximum of \$4,000 in the twentieth year.

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Pays \$ **4,000.00** in CASH at end of twentieth year. This accumulated value is in addition to any other disability benefits you may have received from the plan

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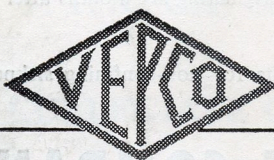
(Oldest Stock Legal Reserve Life Insurance Company in the United States)



Christmas Lights The World Again!

Everywhere you can see it, feel it, are strengthened by it. It cuts through world tension to bring us new hope in the life of love set forth in all its beauty by the Star of Bethlehem hundreds of years ago. It dawns upon the busy family scene to remind us to

take time for thoughtfulness, love and gratitude. It enters the individual heart to make mankind forgetful of his needs and mindful of the needs of others. Surely, one of our most priceless heritages is the Christmas spirit which lights the world again!



**VIRGINIA ELECTRIC
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