

CENTRAL
NORMAL
COLLEGE

AN INDIANA ACCREDITED NORMAL SCHOOL.

J. W. LAIRD, PRESIDENT
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C. A. HARGRAVE, SECRETARY AND TREASURER

Carbon copy of a history
deposited in the corner stone of the
New Court House, Danville, Ind., May 29, 1913.

1913

Danville, Indiana,

THE CENTRAL NORMAL COLLEGE

By C. A. HARGRAVE.

In 1876, W. F. Harper and Warren Darst organized in Ladoga, Indiana, the Central Normal School and Commercial Institute. The first term opened September 5, 1876, with forty-eight students in attendance. Prof. Darst withdrew the second year, at which time the Faculty was as follows: W. F. Harper, Principal, Frank P. Adams, Dora Lieuellen, John Schirr, A. Kate Huron, Marcus Sayler, J. H. Woodruff, J. F. Stephens, Mrs. Mollie Wilson and R. C. Drake.

The attendance increased so rapidly that by the middle of the school year of 1877-1878 all the students could not be accommodated in Ladoga. The financial panic of that year made it impossible for the town to erect a new building. Prof. Harper decided that he must change locations, and after careful investigation decided to accept the offer of Danville, Indiana, where he could secure the use of the large building formerly used by the Danville Academy.

May 10, 1878 the Faculty and nearly two hundred students moved to Danville, almost all coming across the country in wagons that were sent by citizens of Danville and the surrounding country. This wagon train attracted much attention. It was received in Danville with much rejoicing, by the entire population. But one day's work was lost.

The name of the institution was now changed to Central Normal

College and Commercial Institute, but Principal Harper was the sole proprietor. Later in the year he mysteriously disappeared, and it was many months before he was located in a Western State. Frank P. Adams, a popular young professor, who had come with the school from Ladoga, was elected Principal, and took up the work with unusual enthusiasm and energy.

Faculty, students and citizens had perfect confidence in him. Every one tried to secure new students, and the attendance increased rapidly. A. C. Hopkins, formerly State Superintendent of Public Instruction for Indiana, Dr. Joseph Tingley, long an instructor of Asbury University, Dr. G. Dallas Lind, a classmate of Mr. Adams at the National Normal School, and W. T. Eddingfield, were added to the Faculty.

The Spring of 1880 brought so many students that additional help was needed. Then it was that Mr. Adams secured Prof. John A. Steele, a noted instructor in the National Normal School of Lebanon, Ohio, as a teacher of higher mathematics and philosophy. He was an experienced business man, and with his advice and aid Mr. Adams made many improvements in the equipment and in the property, which had been deeded to him by the trustees of the M. E. Church.

During the period of 1880 to 1883 students came from almost every State of the Union. Danville and Hendricks County became known all over the country, through the advertising of the College, and the enthusiasm of the students. This was the brilliant period of the institution.

In 1880 G. L. Spillmann was employed as instructor of German.

He was found to be a remarkable student of languages, and a strong teacher. He continued a member of the Faculty until 1902, teaching German, Greek, Latin, and French.

Early in 1882, Prof. Adams began to fail in health. Not heeding the admonitions of friends, he continued his labors as long as he had any energy. November 25 of that year he passed away, being in his thirtieth year.

The institution was the property of Prof. Adams, and before his death he requested his wife, Mrs. Ora Adams, to assume the presidency, with Prof. John A. Steele as vice-president. Every friend of the College rallied to the support of the new officials, so that there was no check to its educational or financial progress. The College building was improved, a large boarding house erected and a handsome residence constructed for Mrs. Adams.

But, misfortune again was to come. In 1884 Prof. Steele became ill of tuberculosis. He spent the following winter in Florida but without benefit. In April 1885 he returned to Danville to spend his last days with the friends he loved best. On the morning of May 5, he calmly entered into the last sleep, while the students at Chapel, across the street from his room, were singing a favorite hymn.

During the illness of Prof. Steele his work gradually passed into the hands of Charles A. Hargrave, who since April 1883, had been his assistant in office and classroom. He was known as the secretary and treasurer of the College, and through him the plans of President Adams were executed. The work of the College continued without a break. The next four years were years of prosperity. Mrs. Adams had understood the affairs of the College, almost from the beginning, and she entered upon her duties with a full knowledge of all that was necessary to enable her to discharge her duties. Her

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management was progressive, yet on conservative and safe lines. Her admirable traits of character, together with good judgment, won and held the respect and love of all.

To successfully manage, year after year, a self supporting college, maintaining many departments, in competition with Church and State Schools, is no small achievement. Since it may be but a passing phase in the development of American Colleges, it is worthy of notice here. Only those who know of the vast sums expended on sectarian and State universities, and their ever recurring financial difficulties, fully appreciate the task. The tuition charges have always been low in the Central Normal College, having been eighty cents per week, throughout Mrs. Adams' administration, but by careful management there was a surplus every year.

July 10, 1889, President Adams was married to James A. Joseph. Desiring to be relieved of public duties she promoted Prof. Hargrave to the presidency. Miss A. Kate Huron was made vice-president, and Prof. Joseph, Secretary and treasurer. This was recognized as but a temporary arrangement, until Prof. Joseph could familiarize himself with the details of the business. This year was more prosperous than any that preceded, the enrollment the spring term being six hundred eighty-three.

At the close of the school year in 1890 Prof. Joseph assumed the presidency, under most favorable conditions. He had already begun the erection of a large additional building, now known as Chapel Hall, just across the street West of the original building.

The attendance increased, and additional instructors were employed. The enrollment the spring term of 1891 was seven hundred seventy-one students.

In August 1900 a stock company of eighty citizens of Danville

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bought the College of Prof. and Mrs. Joseph. From that time on it has been managed by a board of trustees. The first board consisted of the following members: Thomas J. Cofer, president, G. L. Spillmann, secretary, Townsend Cope, I. N. Estep, H. S. Dickey, Jonathan Rigdon, C. A. Hargrave. College officials were elected as follows: Jonathan Rigdon, President, G. L. Spillmann, Vice-President, C. A. Hargrave, Secretary and Treasurer.

Prof. Rigdon had been a prominent member of the Faculty since 1885, teaching English Grammar and Philosophy. He was the author of a successful series of text books in Grammar.

In 1903 both Prof. Rigdon and Prof. Spillmann resigned. Their successors were A. J. Kinnaman and G. W. Dunlavy. Dr. Kinnaman was a member of the Faculty from 1885 until 1899. The intervening years he had spent in Indiana University and Clark University, followed by one year as an instructor in a State Normal School in East Stroudsburg, Pa. Prof. Dunlavy was secured at Marion, Indiana, where he was teaching in the Marion Normal College.

Dr. Kinnaman resigned in 1906, to accept a position in a State Normal School at Bowling Green, Ky. Prof. Dunlavy was made his successor, and John W. Laird was elected Vice-President. Prof. Dunlavy's health failed in two years and he retired to take up farm life. At this time Prof. Laird was elected President, still holding the position. Prof. H. M. Whisler was made Vice-President. He had been a member of the Faculty since 1901.

President Laird had been for years an instructor at Marion Normal College, Marion, Indiana, with several periods of absence to attend the Indiana State Normal School at Terre Haute, Indiana, and Indiana University, of both of which he is a graduate. The year preceding his employment in the Central Normal College he attended

Harvard where he secured his A. M. degree.

In 1911 the College was reincorporated, under a new Indiana law, without capital stock, the stockholders donating their stock. It is controlled by a self-perpetuating Board of Trustees, serving without compensation. The Board is as follows: O. E. Gulley, President Geo. T. Pattison, Secretary, C. W. Osborn, J. D. Hogate, Mord Carter, Dr. W. T. Lawson, C. A. Hargrave.

The institution stands high with the educational public, receiving a large patronage. The attendance the summer term of 1912 was seven hundred four students. An additional building for Library and Science is much needed, but due to the increased demands upon Colleges, it is no longer possible to do more than pay operating expenses. An effort is being made to raise, by donations, a building fund.

Up to this time the College has been self-supporting. It has never had any help to pay operating expenses. It has been entirely independent of Church, State or endowment. Its graduates hold prominent positions in many States of the Union. Former students now fill Indiana State offices as follows: S. M. Ralston, Governor; Chas. A. Greathouse, Superintendent of Public Instruction; Philip Zoercher, Reporter of Supreme Court; Edward Barrett, State Geologist; E. W. McDaniels, Assistant Reporter of Supreme Court; Jno W. Spencer, Judge of Supreme Court; E. W. Felt, Judge of Appellate Court; Jas. L. Clark, and Thos. R. Duncan, members of State Utilities Commission; Thos. C. McReynolds, member of Panama Exposition Commission.

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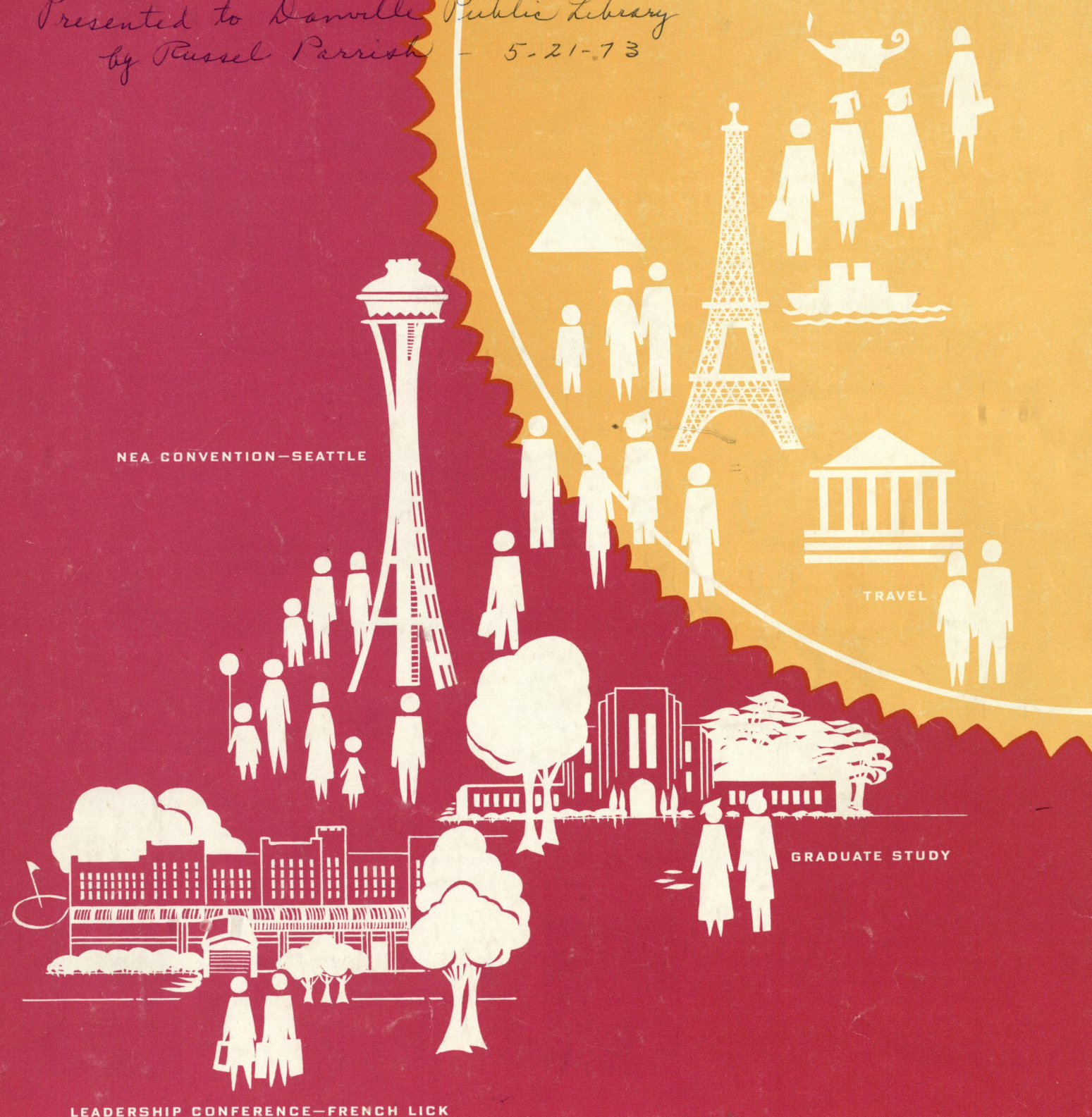
Kate Hargrave Smith

is attended by a self-perpetuating body of trustees, receiving
without capital stock, the annual income donated by their stock. In
1911 the College was reincorporated, under a new Indiana law,
having been re-incorporated in 1885.

CNC - p 356

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Danville, Indiana

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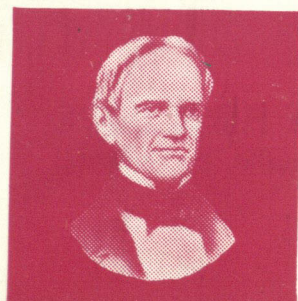
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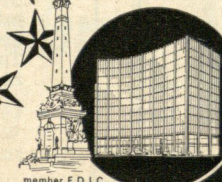


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Southern Rhodesia Tourist Board.

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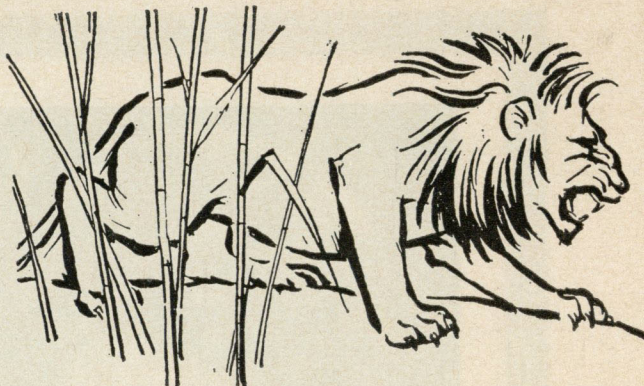
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Indiana State Teachers Association

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SINCE 1856

Official publication of the Indiana State Teachers Association

Volume 108

May 1964

Number 8

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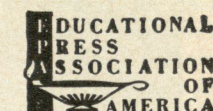
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Indiana Teacher Staff

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Happy
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Dear
Readers!



"Hang on, Harold, hang on! The editor of The Indiana Teacher is always on the lookout for vacation action pictures."

Utah School Crisis Prompts NEA to Invoke Sanctions

THE NEA HAS INVOKED SANCTIONS in the Utah school crisis, after less severe measures failed to get action from Governor George D. Clyde and the Utah legislature.

Utah's 8,000 teachers returned to their classrooms the same day, after a two-day "recess" which was their latest move in a year-long struggle to improve educational facilities and teaching conditions. The official notice, as sent to John C. Evans Jr., executive secretary of the Utah Education Association, Salt Lake City, reads as follows:

Having exhausted other professional means for assisting the Utah Education Association and the teachers of Utah to correct unsatisfactory educational conditions in that state, the Executive Committee of the National Education Association hereby:

1 Invoke national sanctions by requesting members of the teaching profession to refrain from seeking employment or entering into employment agreements with Utah boards of education until the controversy has been satisfactorily resolved.

2 Urges the teachers of Utah to observe their contracts with boards of education.

This action, exercising the authority vested in it by the Representative Assembly in Detroit in July 1963, has been taken only after most careful study of the implications of the following events:

1. A carefully developed proposal—which was prepared by representatives of the Cooperating Agencies for Public Schools (CAPS) consisting of Utah State School Boards Association, Utah Congress of Parents and Teachers, Utah State Department of Public Instruction, State Society of Superintendents, and the Utah Education Association—received scant attention from the (1963) state legislature or the Governor, although it pointed out the need for immediate improvement of school financing for the state. Less than half of the requested increase in school support was granted by the legislature.

2. The Utah Education Association suspended its action of urging its members to withhold services at the outset of the 1963-64 school year when the Governor appointed an eminently qualified committee to study the school needs. There were clear assurances that the recommendations of this committee would be given careful consideration.

3. The NEA declined to apply sanctions at its July, 1963, Convention because its clearly-defined procedures for invoking sanctions required that this grave step be taken only after a careful, objective study revealed conditions of such importance as to seriously jeopardize the possibility of rendering adequate educational services to the children of the state. There were indications that solutions might be

worked out in cooperation with the Governor. An NEA investigation report in March 1964 indicated the need for emergency action, presenting evidence to show that:

a. There are inadequate and dangerous school facilities which need to be replaced and improved.

b. There are overcrowded classrooms and conditions of work discouraging to students and to teachers.

c. The curriculum offered is narrow, and special programs and facilities normally available are lacking in most areas of Utah.

d. The salary schedules generally in force in Utah are inadequate to attract and hold competent teachers and school administrators.

e. Programs, personnel and facilities for continuing education for school dropouts and for adults are generally lacking.

Other than from the Utah Education Association, the report and recommendations were not officially acknowledged by any agency in the state.

4. An interim report of the Governor's committee reinforced the findings of the CAPS group and of the special committee of the National Education Association and urged that a special session of the legislature be called to appropriate

\$6,000,000 immediately with more to be requested later. The committee recommended that "the legislature be called into special session to consider the problems of critical need and appropriate funds required to meet these needs. This money should be made available at the beginning of the 1964-65 school year."

Failing to keep faith with the teachers and many other citizens of Utah, the Governor rejected the report of his own committee immediately after it had been presented. This last of a series of rejections of earnest efforts to improve conditions in Utah schools has aroused the teachers of the state. They are determined to bring about higher standards of education in Utah and their objectives deserve the support of their colleagues throughout the nation.

FOR YOUR PROTECTION

Teachers in need of advice on problems involving their contractual rights are invited to communicate with the ISTA Defense Committee by writing its staff consultant, Alvin Elbrecht, Administrative Assistant, ISTA Center, 150 W. Market St., Indianapolis, Ind. 46204.

This is one of the services made possible by your ISTA membership.

UNIVERSITY OF CINCINNATI SUMMER SCHOOL, 1964

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Third Term: August 5-August 28

Quarter Term: June 19-August 28

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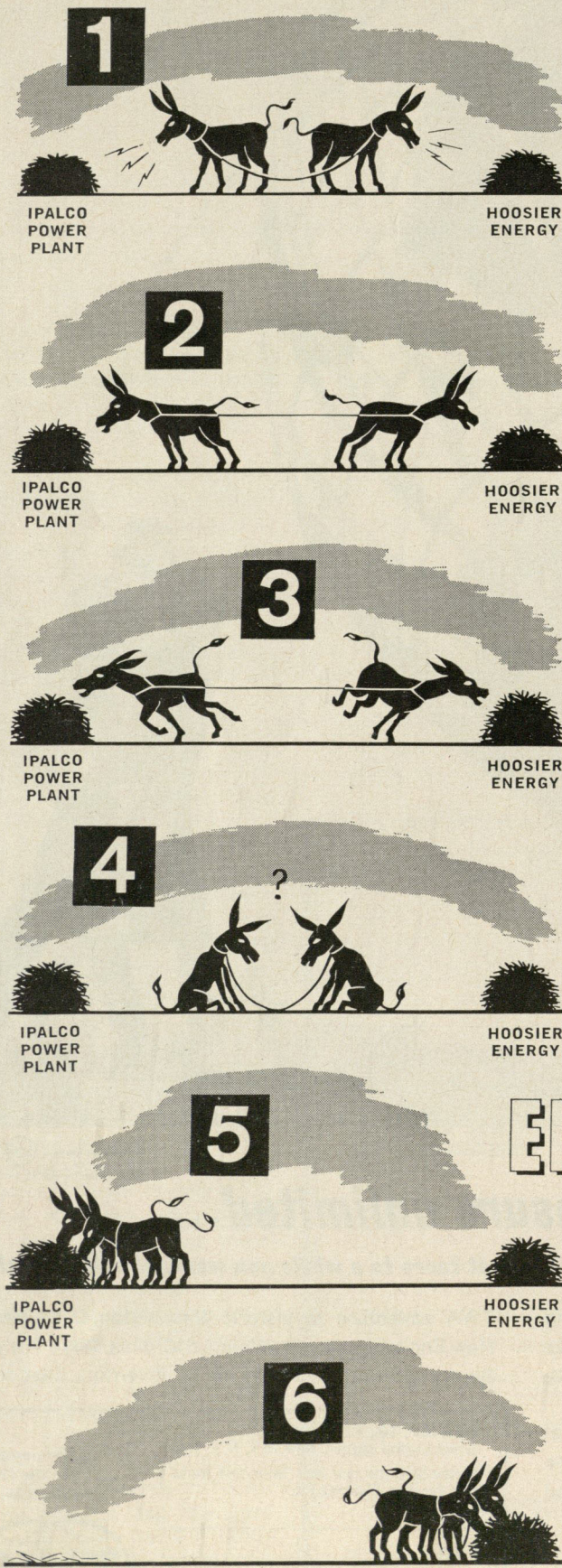
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The problem state teachers associations have in communicating with members is one that has taken on new character and new requirements in the past several years. Many state associations have moved in the direction of sharpening their publications so that teachers will be able to read in depth in the monthly magazine as well as read with speed and rapid comprehension from publications such as newsletters, newspapers, bulletins and the like.

The editor of *The Indiana Teacher*, the staff, and *The Indiana Teacher* Committee have studied this problem for several years and have decided to make a change in our communication media for the 1964-65 school year. Here the managing editor explains the new plans and outlines the reasons that have brought about the changes.

We are enthusiastic about the new publications and believe that the membership will be more quickly and more effectively served with information and viewpoints about education and the work of our Association.

—Robert H. Wyatt, *Editor*

Blueprint for Better Communications

By Naomi A. Whitesell
Managing Editor

IN THE LANGUAGE of the stock exchange, our INDIANA TEACHER is going to divide and multiply!

We hope this process—planned to improve communication with all ISTA members—will send our “stock” skyrocketing on the educational market.

There will be two official ISTA publications issued regularly in the school year 1964-65:

1. A small newspaper, appearing the 15th day of each month, September through May, with possible extra editions while the General Assembly is in session, and
2. The magazine, in its traditional format, to be published bi-monthly, with five issues scheduled: September-October, November-December, January-February, March-April, and May-June. It will be mailed about the first day of the second month of issue.

These changes have been under study and consideration for some time. They have been tested in several other states in the past three years, and not one of these states desires to go back to the monthly-magazine-only operation.

There are many sound reasons for the new policy. Most important is to provide faster and more effective communication. Big news is breaking on all educational fronts almost daily. Newspapers and magazines of general circulation devote an ever-increasing amount of space to articles about education, but they make little attempt to relate one event to others. Teachers need information about the over-all trends and developments in their profession so they can see where the spot news of the day fits in and evaluate its significance.

There are also times, especially in a legislative year, when our members need to take concerted action. This is impossible without frequent and rapid communication.

Financial considerations are another major factor in the new program. Costs of putting out a slick-paper

magazine jump a startling 10% each year. Our records show that printing, paper stock, engravings, artwork prices more than doubled in the 1953-63 decade for approximately the same number of pages per volume. Mailing costs quadrupled.

As the sole official publication of ISTA, THE INDIANA TEACHER has tried to perform a wide range of necessary functions: to explain the policies and activities of ISTA, NEA, and their affiliated groups and departments; to publish professional, inspirational, and practical articles on schools and teaching; to report on and give recognition to worthwhile activities of individual educators; to report significant educational news at local, state, national, and international levels; to act as a sounding board for teacher and administrative opinions; to provide leadership in professional areas, and now and then to inject a smile into the perspective on education.

In recent years, our magazine has done as well toward these objectives as any one publication could, we think, but we believe that a division of labor between the two types of publication will accomplish our objectives far more effectively.

Under the new stream-lined communications program, the following is planned:

1. The newspaper will stress news reporting and professional problems such as:
 - Legislative news, state and national
 - Work of ISTA and NEA officers and committees and staff
 - Reports of workshops, clinics, and other meetings
 - Local activities and appointments . . .

in short, educational news of all kinds from all sources.

2. The magazine will continue to be published as a permanent record of major professional developments. We hope our members read each issue care-

(Please continue on Page 353)



JUMPING JANES—Girls at Richmond practice their trampoline techniques. They're preparing for the annual city-wide demonstration of all fitness activities in the Richmond Community Schools.

FIFTY YEARS AGO, Americans worried about the new-fangled income tax law, about automobiles scaring the horses off Main Street, and about milady's dresses rising recklessly to ankle length. Nobody seemed to worry about a condition called "physical fitness." Children beat rugs in the back yard, walked two or three miles to school, and picked bushels of fruit for Mother to preserve in the summertime. Farm and home chores kept everyone busy.

Today's push-button society finds children being chauffeured to school, to music lessons, to Scout meetings; sitting glassy-eyed in front of television sets, or emptying wastebaskets as their contribution to family living. Whatever they're doing, they're hardly ever walking, and they're generally not working.

100,000 Fail First Test

Almost half of the 200,000 school children in Grades 4 through 12 participating in pilot programs for the President's Council on Youth Fitness failed minimum tests. "We are paying the price of progress," says Dr. Hans Kraus, Institute of Physical Medicine and Rehabilitation, New York University-Bellevue Medical Center. "The older generation was tougher because it had to undergo adequate physical activity in the normal routine of living. Our present soft living has robbed too many young people of vital muscular strength and flexibility."

To counteract this condition, Indiana schools have responded with a variety of testing programs and fitness regimens. One outstanding program is the schedule of Richmond Community Schools, under the direction of Richard Tiernan, supervisor of health and physical education.

Two years ago, when the AAHPER-NEA's nationally standardized physical fitness test was administered in 11 of Richmond's 20 elementary schools, 2,155 children were tested, with 377 passing the 50th percentile and

Physical Fitness

174 more passing the 80th percentile. This meant approximately one-fourth of the children were better-than-average on all seven of the test items.

The greatest weakness occurred in the test concerned with arm and shoulder girdle. Since that time, climbing poles have been installed in every elementary school. Secondary schools have both poles and ropes. When a test is next administered, a great improvement in upper body development is expected.

Vaile Elementary School is currently administering the Amateur Athletic Union test, since AAHPER does not measure children below Grade 4. The AAU test will be used extensively on Richmond playgrounds this summer.

One interesting sample test of 107 boys in Grade 10 revealed that there were as many non-athletes who passed the fitness test as there were athletes, at the 80th percentile. Results of agility tests proved most disastrous for the high school boys, who also tested poorly in pull-ups.

The Richmond Community Schools sponsor an annual demonstration for parents and school patrons, at which time all activities are performed—tumbling, relays, rope skipping, track and dancing.

Indianapolis Develops a Program

Another well-rounded program of physical education is conducted in the Indianapolis School System, where fitness has been tested on a large scale. School 92's program is fairly typical. In the primary grades, physical education is taught by the classroom teacher, and specialists begin instruction in Grade 4. Children in Grades 4 through 6 work in the following areas:

1. Rhythmic and conditioning exercise—10 to 15 minutes.
2. Instruction, squad work, or testing—15 to 20 minutes.
3. Games, races, and relays—10 to 15 minutes.

(Fitness testing is usually accomplished in two or three sessions.)

New Castle school administrators envision a time when the schools will be able to offer a physical education program extending from kindergarten through the 12th grade. As a first step in this direction, additional teachers for junior high physical education classes have been employed. Grades 7 and 8 now have physical education classes two days a week one semester, and three days a week the next semester. The ninth grade will be added to expand this program as soon as possible.

At the high school level, approximately 50 percent of Indiana schools offer physical education classes two semesters, while the remaining 50 percent offer a four-semester program. A small percentage indicate that they exceed this and have five semesters as a require-

Is Proper Goal of Education

By Robert Yoho, HSD

Director, Bureau of Health Education
Indiana State Board of Health
and Representative for Indiana
President's Council on Youth Fitness

ment. Nearly all of the high schools report that they are using at least one fitness test.

The Indiana Fitness Test is widely used, as well as the AAHPER Test. In addition to regular testing, high school programs include stunts and tumbling, conditioning, individual and dual sports, and team games. Rhythm activities, generally considered an important part of physical education, were not included in many of the programs for boys.

Despite the progress that has been made in the time allotted to physical education—the improved programs and facilities, the improved preparation of teachers being certified in the field, and many other factors essential to the general upgrading of the program—there are still some rather discouraging aspects of the problem.

More Needs to Be Done

In one community of the state where a large number of school-age children were given a standardized fitness test, only 25 percent passed. This same story is often repeated in schools elsewhere in the state and nation. This is discouraging in view of the considerable effort which has been exerted to change the tide. Obviously, much more can and must be done. However the schools, with their limited time and facilities cannot alone be blamed for poor results, any more than they can accept full credit for certain marked successes.

For the brighter side of the coin, a large school system giving a standardized test to several thousand pupils reported: "Our children exceeded the norms substantially in four events, and equaled them in the fifth. The test was repeated some months later with 10,678 children participating, and results showed a marked improvement over the original effort."

Blueprint for Communication . . .

(Continued from Page 351)

fully and preserve them for future reference. It will continue to publish feature articles and photo-It will include professional, inspirational, and technical articles; record major ISTA policy decisions, results of projects, conferences and important school experiments.

The Editorial Committee will welcome your ideas about naming the new publications. Should both magazine and newspaper have the same name, with the various issues numbered in chronological order? Some states follow this practice.

If so, should the name continue to be THE INDIANA TEACHER, or can you suggest a name that would better reflect our concern for the whole field of education?

Obviously, many school systems in Indiana are meeting the challenge successfully. However, it is equally obvious that continued improvement in quality and quantity of programs is necessary if every child is to be given the opportunity to achieve physical fitness.

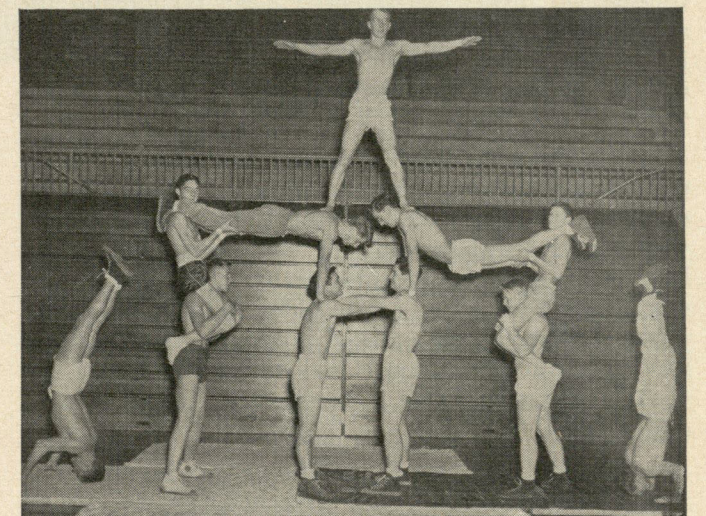
Physical education, along with other elements of health education, must be included if every child is to be offered the opportunity to acquire knowledge and develop attitudes that will enable him to make wise decisions concerning his own health, that of his family, and of his community.

A program designed to promote fitness should not be a one-shot effort or one that is emphasized only when public interest in the subject is at a high level. Such programs are a fundamental part of our total school program, and they offer a unique learning experience for all age levels. Skills and attitudes developed by children who take part in such programs will be carried through a lifetime.

The worth of physical fitness rests upon one basic principle: the *Law of Use*, stated by Hippocrates in the fourth century B. C.:

"That which is used develops, and that which is not used wastes away."

The real purpose of any fitness program is to deliver a physically fit child into adult life.



HIGH SCHOOL BOYS at Richmond take pride in displaying the strength and agility required to form a human pyramid.

(Some names used by other state associations: Midland Schools (Iowa); School and Community (Missouri); Louisiana Schools; New Hampshire Educator; Nebraska Education News; Texas Outlook; Mississippi Educational Advance; NJEA Review, and so on.)

Or should we continue to call the magazine THE INDIANA TEACHER but give the newspaper a different name? (Several states do this.)

We will sincerely appreciate suggestions from our readers on these questions. Please send them to the managing editor at ISTA Center for distribution to committee members.

We hope all our readers will approve of the revised communications program implemented by the new publications. We are convinced that such a program is desirable and necessary and that it will result in better service to the cause of education in Indiana.

Migrant Children Find Desks in Hoosier Schools

By Mary L. Sare

AN EMPTY FOUR-ROOM SCHOOL at Owasco, near Rossville, has now become something solid in education for 50 migrant children who are looking forward to "coming back" there during next fall's tomato harvest.

Rossville Consolidated School District in Clinton County is one of about a dozen Hoosier school systems which are, in one way or another, facing up to the responsibilities many communities have inherited due to seasonal hiring of migrant labor by farms and industries in their area.

In 1962, Superintendent Charles D. Frazee and members of the Rossville school board made a study of ways to care for the increasing numbers of migrant children who appear each September and leave about six weeks later. Owasco School, closed since the 1960 consolidation, became the answer. An intensive clean up job put the school in readiness for the 1963 enrollment of children in Grades 1 to 6. Rossville's junior and senior high schools adequately handle the migrant pupils in Grades 7 to 12.

"We realized the disadvantages of a separate school for the younger children," Mr. Frazee says. "We know that many would enjoy attending school and making friends with our resident boys and girls, and our children would like to know them. We also realize they could learn much from each other, as the older children do in our junior and senior high school programs. But the overloading of our elementary classes during the crucial first weeks of the school year outweighs this point," he concludes.

Problems Solved and Unsolved

There were other problems, too. These include:

Textbooks—Parents of the migrant children were reluctant to spend from \$10 to \$20 for regular textbooks and workbooks for a short period. Temporary solution was free use of second hand books from the school bookstores and purchase of liquid-duplicator workbooks in the different fields of study and at different grade levels.

Equipment—Many people in the school consolidation are not tomato growers. Consequently the School Board was reluctant to buy adequate furniture and equipment for this short period of time. When Owasco was opened, the extra desks and arm chairs were moved there from the other schools.

School Lunch program—Mr. Frazee thinks these children should have a hot lunch at school but could not provide it. "We cannot serve, nor can we operate a lunch program without a financial loss," he says. "We have neither the funds nor equipment." Pupils were asked to bring their lunches, but many consumed the food before they got to school and had nothing at lunch time.

Tomato farmers reported by September 1 last year the number of children living in the Clinton County camps. A bus driver was employed by the school district to run two transportation routes for the six-week period. Two qualified teachers were employed on a 30-day basis to develop a state-approved curriculum. Since most of these children had had some training in competent schools in the Southwest, they were able to speak and understand English, and there was no language barrier. The school nurse checked each child upon enrollment and at intervals during his stay.

"We explained to our migrant Owasco pupils why they could not attend the Rossville schools under the present crowded conditions. They liked their Owasco school very much and as they left last October, they were chatting about returning this fall," Mr. Frazee reports.

Governor's Committee Report

Ten school administrators in other areas listed varying ways in which they have met their migrant problem, in a survey conducted by W. A. Williams, director of vocational and adult education in the State Department of Public Instruction, who also heads the education division of the Governor's Committee on Migratory Labor.

This year's "Progress Report" of the Governor's Committee features an article from the *Monthly Bulletin* of the Indiana State Board of Health, which tells how Henry County's Mount Summit Elementary School has been providing educational facilities for migrant children since World War II.

With 77 migrant children absorbed in the Mount Summit elementary classrooms last fall, the article says, it was necessary, for the first time, to set up a separate classroom for the first and second graders. The cafeteria was used and a substitute teacher employed for the six week period.

Principal Robert Beall explained in the article that a small charge was made for book rentals for each student, and a school lunch was provided, with 90 percent of the children of migrants paying for their lunches. Churches in the community furnished morning milk for youngsters.

To Survey Employers

"Next fall, we plan to suggest that the canneries and local employers of the migrant labor be asked to list every person in the family by name and age," he said. "In that way, the schools will then be able to follow through and provide facilities for all of the children."

The Governor's Committee report states: "At present no funds are available for state support for the education of migrant children. This would of necessity come in the summer months. The committee has recommended that

funds be made available for both child and adult education. So far this has not been done."

In commenting on the work of the Committee's education division, Mr. Williams expressed hope that state funds available to both elementary and high schools for summer remedial reading programs would be used by schools confronted with the migrant problem, as well as by schools combatting local dropout situations.

He also said that school administrators replying to his survey of the migrant education were taking a realistic approach to the matter. His survey showed that several school systems have some program for migrant children, ranging in numbers enrolled from 4 to 100. They seek assistance from the Governor's Committee in ways that range from general financial help to advice on compulsory attendance; from providing transportation and school lunches to establishing curricula.

Some of the persistent direct questions put to the Governor's Committee about the migrant school-aged children are:

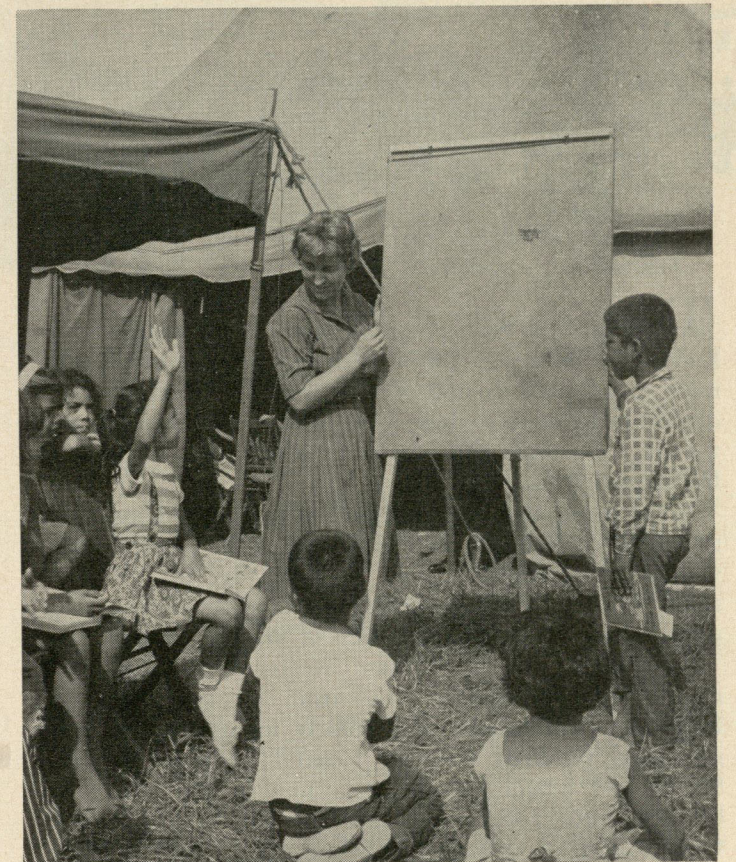
- Do we have some responsibility for their education while they are here?
- Who should assume the cost of supplying textbooks, lunches, and other needs?
- Isn't there a need for a closer check on school age pupils working during school hours? Is it right to exempt them from the compulsory attendance law?

These last two questions strike at a predominant economic problem that accompanies seasonal handling of some 15,000 individuals such as moved in and out of Indiana last summer and may be expected to again this year, says William L. Davis, farm labor service director of the Indiana Employment Security Division. He also is secretary of the Governor's Committee on Migratory Labor and chairman of the Employment and Transportation section of the current "Progress Report."

"Because of the migrants' economic standing, it is necessary for the family group to rely in part on earnings from the summer employment of their teen-age children. In 1963, because of cold weather and a delayed harvest, the opportunity to accumulate needed funds from picking tomatoes occurred after September 1, when it is illegal for those under 16 years of age to work during school hours. While this restriction on the employment of youth is intended as a protection, the enforcement of this law may well, in some instances, defeat its own purpose," Mr. Davis states.

He explains also the need for continuing recruitment of the migrant farm labor in Indiana, in his "1963 Farm Labor Report," issued recently:

"Since Indiana has only a limited number of local people willing to accept agricultural employment, some 80 to 85 percent of the peak labor force required in



A STUDENT TEACHER takes a lesson in health to the children in a camp for migrant workers—a service financed by the Indiana State Board of Health.

perishable seasonal crops must be recruited from out-of-state sources."

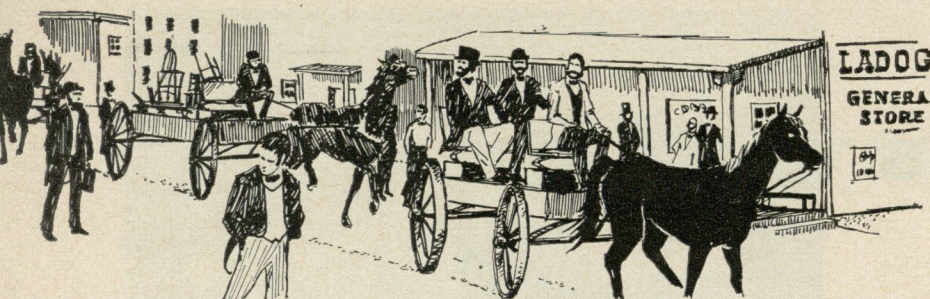
Living conditions in migrant camps have improved since the inception of a health, housing, and sanitation program by the Governor's Committee in cooperation with the Indiana State Board of Health, the "Progress Report" says.

This phase of the efforts toward improvement of conditions for migratory labor is reported on by Dr. Verne K. Harvey, of the State Board of Health. Much has been accomplished in this area through Indiana's participation in a project for extending and improving health services for migrants, with funds provided by the U. S. Public Health Service since May, 1963.

"The migrant labor health education program was developed in 15 camps in Indiana in 1963, and, many times, workers from smaller camps in the vicinity participated in the program at the main camp. The health education program in Indiana was of about two months duration. The four counties involved were Henry, Howard, Tipton, and Miami.

"Translations, to meet the language barrier, were made of pamphlets, leaflets, and posters on immunization, dental health, nutrition, maternal and child health, and sanitation. Films concerning disease prevention, dental health, first aid and safety, nutrition, maternal and child health, sanitation, grooming, and recreation were utilized," the report shows.

One of the encouraging developments in the current health education program has come through the effectiveness of a bi-lingual program. Many of the teenagers who spoke English volunteered to act as interpreters.



The Case of the Stolen College

THE STORY OF "THE COLLEGE THAT WAS STOLEN" from Ladoga 86 years ago this month and moved by wagon train to Danville is still told in these communities. It continues to interest those who have never heard it, although the people and schools involved have long since left the passing scene.

What prompted the removal? What really happened to President William F. Harper when he mysteriously vanished six months later? Answers vary in the allusions to these events set forth in catalogs of the two schools involved and in the press of that far off day.

The college that was "stolen" became one of Indiana's most widely known schools—Central Normal College at Danville. The school that stoutly maintained it had not been removed was the Central Indiana Normal School and Business Institute at Ladoga which was in business until 1891. The Danville school, first called Central Normal College and Commercial Institute, then Central Normal College, and finally Canterbury College, closed its doors 60 years later, in 1951.

Harper, a native Hoosier who lived near Amo, established the original college at Ladoga September 5, 1876, with 48 pupils. He modeled it after the National Normal School of Lebanon, Ohio, where he had been a student.

Enrollment at the new school outgrew its facilities and available student housing, with 300 the first year and more than 400 the second. Harper thought the school's prospects justified erection of a new building for the third year.

From then on to May 10, 1878, highly controversial happenings took place. Times were hard and as the citizens of Ladoga made no immediate plans for meeting the school's expansion, Harper looked around for another location. Several towns made him proposals. This is when Danville citizens saw their opportunity. They arranged to purchase the old Danville Academy building from the Methodists for \$10,000.

In the Still of the Night

May 10, 1878, at 1 a.m., a caravan (some reports made it a mile long, others, a half mile) of empty wagons, drays, and spring wagons, with the best carriage in town leading, left Danville, over the poor roads of that time, for Ladoga, 20 miles away.

At 5 a.m. Ladoga citizens were amazed and dumbfounded at the invasion. The wagons backed up to the school and desks, chairs, library, records, and all other school property were loaded. Other vehicles went through the village, gathering up students with their trunks, luggage, and other possessions. By this time the people of Ladoga were thoroughly awake and angered. They referred to the action as stealing and attempted to get a court injunction to stop it. When this failed,

they offered the students free tuition and free board if they would remain.

Wagons loaded, the caravan formed again and moved out of Ladoga toward Danville. At the head of the procession was the carriage carrying President Harper (whom the Ladoga townspeople in their indignation called a "promoter") and other members of the faculty. The 132 men students rode the overloaded wagons or trudged along on foot. C. A. Hargrave (later president of the college) was one of these. There was much hilarity among the students, and some collegiate high-jinks added to the discomfort of the citizens of Ladoga.

A special train had been chartered and paid for by the citizens of Danville to bring the 68 women students from Ladoga through Greencastle to Danville. The caravan arrived in Danville in time for the men students, the faculty, and a large crowd of Danville residents with a brass band to meet the train bringing the women students. By evening all students were housed.

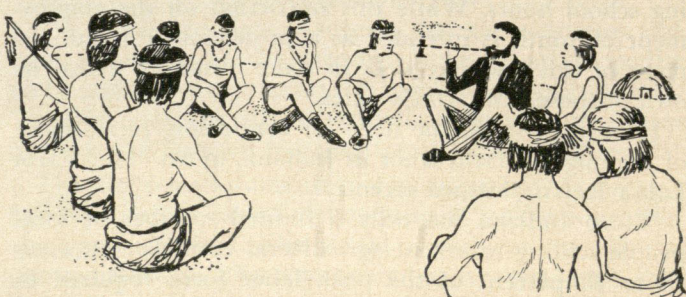
As the Academy building was not ready for use, classrooms were arranged in various places and classes were resumed the next day. Just one school day was lost in the migration.

ISTA Journal Prints Both Sides

The June 1878 *Indiana School Journal* (forerunner of *The Indiana Teacher*) carried news items from both Danville and Ladoga regarding the move. While Harper was reporting that the transfer was a grand success, the Rev. Thomas B. McManis, financial manager of the original school at Ladoga, wrote:

"The statement abroad that this school has been removed to Danville is not true. Prof. W. F. Harper, former principal, resigned his position to take effect July 5, but when he learned that Prof. Warren Darst of Lebanon, Ohio, and the Rev. T. B. McManis were to take charge of the school at the expiration of his term, he at once sought to remove the whole school to Danville. So apparent was his purpose that two of the best professors and about 100 of the students refused to go with him. A faculty was immediately put into the school and in less than a week everything moved as smoothly as before."

The Ladoga school catalog, published after Harper made his exodus, announced that the "original, genuine

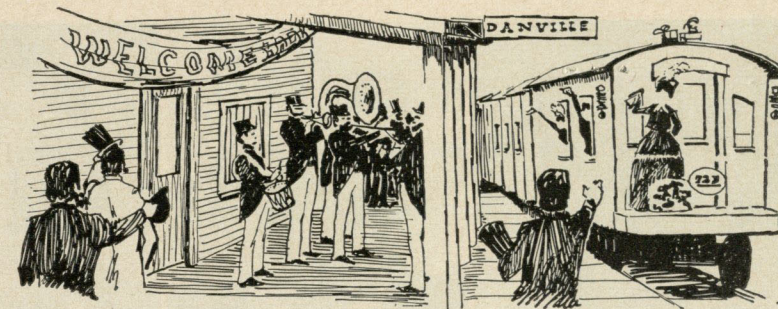


THE INDIANA TEACHER

...and the Vanishing Professor

By Mary Graves

North Vernon Junior-Senior High School
Jennings County



Central Indiana Normal School and Business Institute" was still in operation.

November 23, 1878, Harper went to Indianapolis to transact some business—and disappeared. William A. Bell, editor of *The Indiana School Journal*, in his personal column advanced several theories: foul play, financial embarrassment, or overwork and financial worry causing mental aberration. In the October, 1879, issue, Harper's return was mentioned, quoting a letter from him stating he had been attacked by men, robbed, taken on a train 1,000 miles out West where he found himself among the Ute Indians.

Prescription for Weary Teachers

Bell added an editorial note: "The most charitable construction to put upon the story is that he was in a demi-demented condition and went away under some misapprehension and simply imagined the incidents he described. He is looking exceedingly well physically. The *Journal* advises other over-worked teachers to visit the Ute Indians."

"Mr. Harper died in 1930 in Los Angeles at the age of 75. He had attained recognition as a nationally known Baptist minister and had served 12 years as secretary of the Southern California Baptist convention. When he founded the school at Ladoga, he was only 21.

During Harper's mysterious absence, Frank P. Adams became president and owner of the school. The name was shortened to Central Normal College. The people of Danville supplied ample student housing and, from the beginning, there was wonderful rapport between students and townspeople.

Central Normal College prospered and grew. Adams died in 1882 and Mrs. Adams served as president until 1885 when a professor, Charles A. Hargrave, became acting president. This was a temporary appointment until James A. Joseph, whom Mrs. Adams had married, could learn the administration. Joseph became president in 1890. Professor Hargrave, a math teacher, devoted his entire life to this school, most of his time serving as financial secretary. No other person served the school so long. The beautiful wellhouse was dedicated to him and Science Hall, built in 1915, was renamed Hargrave Hall. The Academy building has been renamed Recitation Hall.

Enrollment in 1885 was 683; in 1890, it was 771. This was a period of continued growth. Chapel Hall was built in 1890 to provide needed additional room.

By 1900 different financial arrangements had to be made. It was no longer practical for the school to be privately owned. A stock company, formed by 80 citizens of Danville, took over the property and assumed responsibility for the administration of the school.

At this time, Dr. Jonathan Rigdon became president. He served twice as president, a total of 15 years, longer

than any other president. In 1911 the school was incorporated, stockholders turned in their stock and elected a self-perpetuating board of trustees.

A Victim of Progress

As licensing laws were changed the school changed. Until 1924 it was possible to start teaching in Indiana with 12 weeks training. The teacher had to have two years work for a life license. A 1924 law required one year of training for beginning teachers. Then in 1929 two years were required and in 1938, four years.

Until 1938, the teacher could teach a full term and get additional training each summer, thus working toward a degree or life license or both. Because of this system, summer school at Central Normal always had a larger enrollment than the winter terms. The peak was reached in the summer of 1922 with 1,308 students enrolled. After 1938, most teachers took summer courses at universities offering graduate credit.

During Central Normal's last 20 years, a constant effort was made to improve and keep abreast of the times.

The enrollment averaged about 350 during its last years with 315 the last year—1946. Problems of administration and finance continued to become more difficult. Time and again an effort to raise an endowment was made but failed. In 1946 a member of the faculty who was an Episcopalian prevailed upon the Board of Directors to turn the school over to the Episcopal Church.

The official transfer of the college was made during July, 1946, while Dr. Pleasant R. Hightower was president. With a new president, Dr. Edgar Cummings, and a new name, Canterbury College, there were high hopes for growth and security. The whole school was reorganized, the semester plan instituted, cost of tuition raised, and two large dwellings remodeled for dorms.

Just five years later Canterbury was \$95,000 in debt. The church decided to discontinue the school. The Public School Board of Danville assumed the debt and took over the property. To discontinue the college which had such a fine tradition of service was a great disappointment to friends and former students and a terrible blow to the people of Danville. Records of the 73-year-old school were transferred to Indiana State College at Terre Haute. The old Chapel and Recitation Hall were razed and on the site of the latter is a new public elementary school building.

The college at Danville which had three names was a small school, but the number of its students who distinguished themselves as lawyers, judges, teachers, governors, public officials, and successful business men is amazing. Governor Samuel Ralston and his wife were graduates, and at one time 28 elected officials and deputies in the statehouse were former Central Normal students. Its influence was out of all proportion to its size.



Richard Batchelder

John Starie

Lawrence Derthick

Leadership Conference and Workshop for Presidents Booked at French Lick

A LOOK AT THE ISTA legislative program for 1965 will be among the important items on the agenda of the 15th annual Leadership Conference August 9, 10, and 11 at the French Lick-Sheraton Hotel. The Conference follows on the heels of the ICTA Presidents' Workshop August 7, 8 and 9, also at the spacious hotel in the hills of Southern Indiana.

Mrs. Blackledge Presides

With a theme of "Responsibility, Reflection, and Resolution, the annual meeting will open Sunday with registration at 3 p.m. All general sessions will be presided over by Mrs. Helen Blackledge, ISTA president.

At the first session Sunday night, Richard Batchelder, a member of the NEA Executive Committee and former national president of NEA Department of Classroom Teachers, will speak on "A Professional Association Serves Its Members." Mr. Batchelder is housemaster at Barry House, Newton High School, Newtonville, Massachusetts, and candidate for NEA president-elect.

James Conover, deputy superintendent of schools in Vigo County and chairman of the ISTA Legislative Committee, will give on "Overview of the ISTA Legislative Program" at the second general session Monday morning. At the luncheon that day candidates for Indiana's governor will be guests and each will be given an opportunity to speak 30 minutes.

Professional Panel

The third general session Monday evening will feature a panel on professional problems with Mrs. Sparkle Crowe, Edgar Stahl, Jack Russell, and Mrs. Louella Martin speaking on "Time of the ISTA Representative Assembly," "Legal Service," "ISTA Salary Consultants," and "ISTA Dues Structure," respectively. Mrs. Crowe, past ISTA president, and

Mr. Stahl are ISTA committee members. Mrs. Martin and Mr. Russell are on the ISTA Executive Committee.

Dr. Lawrence Derthick, NEA assistant executive secretary for educational services, will speak at the luncheon and at the final general session Tuesday noon.

Discussion groups will have four meetings, three on Monday and one on Tuesday. Recreation and entertainment are scheduled after the final general session Tuesday afternoon.

Local Presidents First

Two days before the Leadership Conference opens, the ICTA presidents will arrive for their workshop at the French Lick-Sheraton. Registration is set for 3 to 5 Friday afternoon, August 7.

Mrs. Miriam Fredricks, Mishawaka, ICTA president, will preside over the first general session Friday evening. Miss Margaret Walk, Jeffersonville, ICTA second vice-president, will give a workshop overview. The workshop keynote—

NCA Elects Gresham

"There was never greater need for stalwart defense of the integrity of college and university degrees," Dr. Perry E. Gresham, president of Bethany (W. Va.) College and new chairman of the Commission on Colleges and Universities of the North Central Association of Colleges and Universities, stated after his recent election.

"In this revolutionary period when foundations, government agencies, private associations, adolescent gossip, and presumptuous individuals have arrogated to themselves the evaluation of higher education," he said, "it is most important for general accrediting associations, such as North Central, to stand solidly in defense of wisdom, caution, and quality for the good of American youth."

"The Near Look—The Far Vision," will be given by Miss Rhoda Williams, ISTA director of local services.

Workshop participants will be divided into three groups, A, B, and C, to take "A Near Look at Areas of Responsibility" Saturday morning. Group A—"The President's Role in Professional Welfare" will have Miss Mary Daniels, Marion, chairman ICTA Salary Committee, as team captain and Burley V. Becholdt, ISTA director of research, as consultant.

Bill Cook, Marion County, ICTA treasurer, is team captain for Group B that will discuss "The President's Role in Professional Relations." Consultant will be Alvin Elbrecht, ISTA administrative assistant.

Group C, "The President's Role in Legislation and Citizenship," will have Mrs. Evamarie Jensen, Muncie, chairman ICTA Resolutions Committee, as team captain and Borden Purcell, ISTA director of professional relations, as consultant.

NEA Staffers on Panel

At the second general session Saturday afternoon, a panel, moderated by Mrs. Louella Martin, Goshen, ISTA Executive Committee, will discuss "A Near Look at Organization Practices." Panelists will be Mrs. Dorothy Brooksby, William Hodge, and John Starie, NEA staff members; Mrs. Nell Bethel, past ICTA president; and Loren Crane, New Prairie CTA president.

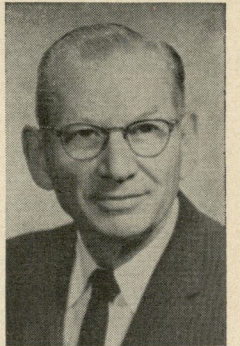
The third general session that night, on "Professional Membership," will be led by Mr. Hodge. A buzz session will follow. Those who need help on special problems will have an opportunity to confer with interview teams Sunday morning.

Mr. Starie, NEA consultant for local associations, will have as his topic at the Sunday luncheon, "Mr. President, This Is Your Year." Adjournment will follow at 2:15 p.m.



Primer of School Finance

Revised by **Earl L. Wood**
Director, School Administrative Services
Indiana State Teachers Association



Editor's Note: There is a persistent myth, too widely believed in educational as well as lay quarters, that Indiana's system of financing its public schools is so complicated it can be understood only by experts.

This idea is fallacious and ridiculous. Any legislator, any business man, any reasonably well informed citizen who wants to know can quickly grasp the essentials of the school finance program.

Is it too harsh to say that any teacher worthy of his salary should know exactly how it is determined and where the money comes from?

To encourage every ISTA member to be knowledgeable about the source of his own income and the financial support of the school in which he teaches, we offer this Primer of School Finance. Based on an article which appeared in THE INDIANA TEACHER several years ago, the Primer has been rewritten by Earl L. Wood to include provisions enacted by recent state legislatures.

—N.A.W.

JONATHAN JENNINGS, first Governor of Indiana, was instrumental in getting recognition for the principle of free public education written into the first Indiana Constitution (1816) which said:

"It shall be the duty of the General Assembly, as soon as circumstances will permit, to provide by law for a general system of education; ascending in a regular gradation from township school to a state university, wherein tuition shall be gratis and equally open to all."

In 1851 the state adopted a new Constitution which enunciated clearly that education is a state responsibility. Writers of the Constitution of 1851, which is still in effect, were primarily concerned with creating a common-school fund and with requiring the legislature to provide for a system of common schools and for the election of a state superintendent of schools.

Education—A State Responsibility

Article 8, Section 1, mandates the legislature to provide for education as follows:

"Knowledge and learning, generally diffused throughout a community, being essential to the preservation of a free government; it shall be the duty of the General Assembly to encourage, by all suitable means, moral, intellectual, scientific, and agricultural improvement; and to provide by law for a general and uniform system of common schools, wherein tuition shall be without charge, and equally open to all."

For almost a hundred years, school finance legislation followed a haphazard pattern. Interesting though that story is, we are concerned here with laws presently in effect, so shall take up the pattern again in 1949.

The General Assembly that year enacted a new School Finance Act which recognized the mandate of the Constitution and based state distribution of school funds upon a philosophy embracing the idea that all the state's children, regardless of where they live in Indiana, are entitled to educational opportunity that will not be below certain minimum standards.

The Act took cognizance of each community's financial ability to finance its schools and of its local effort as reflected in a minimum tax rate.

This system of financing education means that when a local community, by a specified uniform effort, is financially unable to provide the minimum essentials of education which are set by law, the State of Indiana will make up the difference in the form of a distribution of state funds. This provides a supplement to local funds for teachers' salaries, equalization, local transportation, and building costs.

Distribution for Teacher Salaries

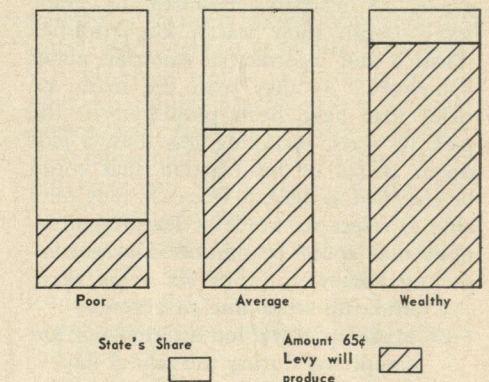
According to the formula in the 1949 School Finance Act, as amended and or replaced several times in succeeding sessions of the legislature, each local school district must levy a 40¢ tuition fund tax rate, in addition to a 25¢ county tax rate.

The revenue provided from this 40¢ tuition tax rate levied on local assessed valuation, plus the 25¢ county tax rate, is used to pay local teacher salaries.

The state will supplement the receipts of the above taxes so as to provide \$175 per pupil in average daily attendance in a community where teacher training and experience are evaluated at 1.000 (par). The amount per pupil (\$175) may vary from \$140 to \$218 depending on the training and experience of the teachers employed. Corporations will not be paid

for pupils in excess of an average of 30 "counted pupils" per teacher.

Here is an example of how the 65¢ qualifying rate for school tuition works in three types of communities:



In this way, the State of Indiana guarantees every child a minimum program of education.

See How It Works

This is Tindale. Here are some points about this Hoosier community and its school finance problems:

Average Daily Attendance: 3,000
Local Assessed Valuation: \$45 million
Wealth per Child: \$15,000

The Tindale School Corporation is relatively wealthy; it has some industries which help bring up the total adjusted assessed valuation of taxable property. A 65¢ tuition tax rate (40¢ + 25¢) here will produce \$292,500.

Not too far from Tindale is Weirland which, for purposes of illustrating how the State School Finance Program operates, is the same size and has the same school enrollment. It has a different finance situation:

Average Daily Attendance: 3,000
Local Assessed Valuation: \$10 million
Wealth per Child: \$3,333

The Weirland School Corporation is poor. There are few industries in the city and surrounding community from which it draws its pupils. Therefore, local property taxes depend mostly on homes, grocery stores, filling stations, and farms. The 65¢ tuition tax rate in this community will produce only \$65,000.

Rich and Poor Share

Tindale has 3,000 pupils in average daily attendance and employs sufficient (Please continue on Page 370)

Teachers Do Homework on That Topic

By John E. Barnthouse
Principal, Pierre Navarre School, South Bend

WHAT KINDS OF learning situations should constitute homework? What kinds of learning activities can be used most effectively as homework? How often should homework be given? How can teachers help parents understand homework policies? These were questions the Pierre Navarre Elementary School faculty undertook to answer and then to do something about.

From kindergarten through the eighth grade, 33 teachers—organized by grade levels—began their search for published research and informative materials about homework. As they read the many articles that have been published in the past 10 years, including less than a half dozen pieces of information that could be classified as definite research, they were able to select six kinds of learning situations that could be identified as encompassing homework. The six areas were:

1. Make-up work due to absences
2. Make-up work for assignments not completed during the school day
3. Remedial work or drill for those pupils who have not mastered skills in daily assignments or units of work
4. Extension of daily assignments for strengthening skills already learned
5. Long term projects which require research, organization, and creative presentation of material
6. Long term assignments in written reports which likewise require research, organization, and creative presentation of material.

Following the gathering of information the faculty organized its findings into an outline with the following topics:

1. Valid purposes of homework at each grade level.
2. Subject areas in which homework could be assigned.
3. Types of learning activities for each grade level.
4. Frequency of homework at each grade level.
5. Evaluation policies for homework at each grade level.
6. Suggested ways of securing parent cooperation in serving the cause of good homework practices.

To bring about continuity and developmental approaches, teachers at every grade level met with teachers in grade levels immediately below and above their own levels.

Frequency of homework was determined by teachers through analyzing purposes for which various kinds of homework would be assigned. For example, at the first grade level, frequency was stated as follows:

1. Homework should be assigned as needed on an individual basis.
2. Homework should be assigned as enrichment experience for the pupil.

At other grade levels, frequency of homework indicated continuity and developmental approaches.

At every grade level, teachers suggested amounts of time to be spent on homework. They included time elements as part of a section entitled "Parents' Roles in Homework."

The entire section at the sixth grade level illustrates the kinds of suggestions made to parents throughout the guide:

1. Understand what the teacher expects homework to accomplish.
2. Understand that homework is an aid in self-discipline and self-direction for the child.
3. Provide a quiet place to study without television, radio, phonograph, telephone, or friends, but with a table, adequate lighting, and the necessary supplies and materials.
4. Skillfully question and discuss by starting with "Explain your way . . ." or "Tell me about . . ."
5. Observe, explain, and advise but do not do the work for the child.
6. Encourage the child to carry the tasks through to completion.
7. Create an interest that will motivate creative work.
8. Allow a minimum of 30 minutes and a maximum of one hour of actual study time for homework in any one day.

Many hours were spent developing adequate criteria for evaluating homework activities at every grade level. Teachers considered evaluation as being closely associated with the kinds of homework and varying according to purposes.

The following evaluative record was developed to be used for all assigned long term projects and long term written reports, with a letter grade given in each of the areas evaluated:

Name _____
Form-heading, margins, etc. _____
Organization of materials _____
Penmanship _____
Spelling _____
Sentences—construction, capitalization, punctuation _____
Content _____
Originality _____
Neatness _____
Punctuality _____
Comments: _____

As the work progressed, teachers became aware that policies concerning the administration of homework did not adapt themselves to any section of the



guide. In the end they stated as policies their common agreements for the administration of homework which are as follows:

1. Homework should always serve valid purposes and should never be assigned, nor assignments increased, for disciplinary purposes.
2. Homework should be within the capabilities of the pupils and should be adapted to individual needs and interests.
3. All homework assignments should grow out of classroom experiences and should relate to pupils' interests and extend their fund of information.
4. Homework assignments should be thoughtfully motivated and clearly explained in class so that pupils can do the work with a minimum of help from parents.
5. Homework should require resources and materials that the teacher knows are available in the community and in the homes of the pupils.
6. Homework should be eliminated over week ends and holidays.
7. Deadlines for completion of homework assignments should be made and kept before the pupils at all times.

This study did much in helping a group of teachers re-think their ideas about homework. They are now aware of what needs to be done to provide better quality of homework for their pupils. Asked about homework, these teachers are now prepared to work with perplexed parents who ask one of today's pressing questions: "What about homework?"

Yes, the Pierre Navarre faculty has completed some of its homework and a comprehensive *Guide to More Effective Homework* is the result.

Classroom Tested

H. S. Geography Is Going Places

By James E. Landing
Elston Junior High School
Michigan City Schools

GEOGRAPHY IS NOT a second class citizen in the secondary schools of Michigan City. For nearly 15 years the subject has formed the core of a well developed, four-year program in the social sciences.

Traditionally, geography has been a football in the usual high school curriculum, punted in and out with reckless abandon. In Michigan City, however, the subject has found such a respected and secure place as is generally reserved for subjects like algebra, chemistry, and physics. Such recognition has not been accidental. It has come about only through the long-range planning of a foresighted administration and the diligent efforts of a dedicated corps of geography instructors.

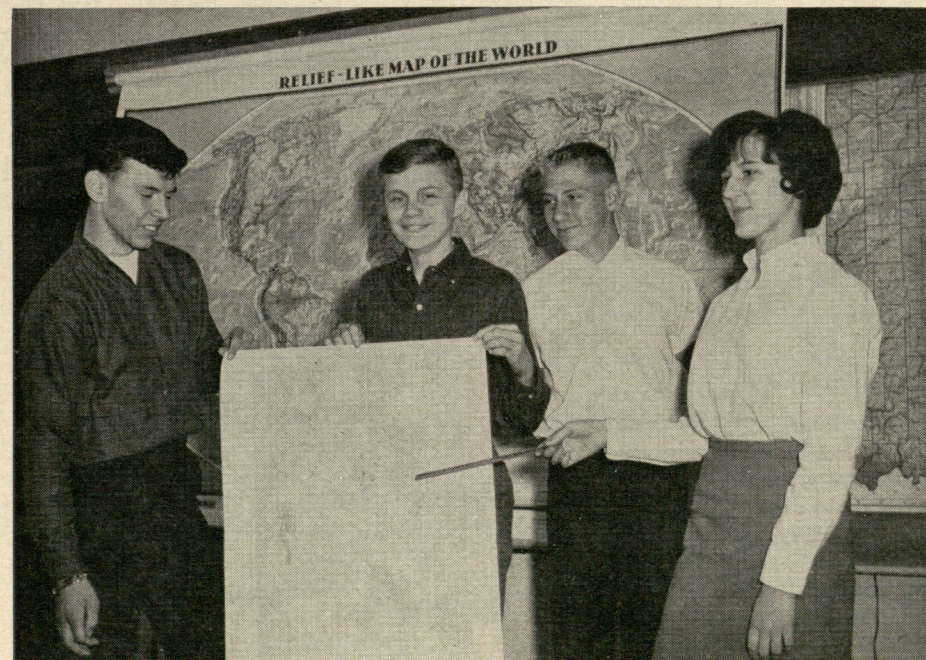
For many years, Michigan City had offered, at various times, one-semester courses in physical geography, economic geography, and commercial geography. After World War II, however, the shortcomings of this program had become apparent, and the local curriculum was revised. The eventual plan was a logical outcome of post-war thinking, and a tribute to the three men responsible for the decision: M. L. Knapp, superintendent of schools (now retired), Cecil Humphrey, Michigan City High School principal (now deceased), and A. K. Smith,

Junior High School principal (now superintendent of schools).

The new geography program instituted in the fall semester of 1947 consisted of a two-semester sequential course in the cultural and social geography of the world. Established at the ninth grade level, it was made a requirement for high school graduation. The program carried full social studies credit. Combined with courses in world history, American history, American government, and senior social studies, it enabled the school system to offer a complete four-year high school program in the social studies.

The reasons the three administrators put forward for the curriculum change are as valid today as they were in 1947:

1. The course would help to offset the relatively high degree of geographic illiteracy of secondary school students that became so conspicuous during the war.
2. The course would help students develop a more sympathetic attitude toward the diverse cultures of the world, and in the long run, promote better racial relations.
3. The course, instituted at the ninth grade level, would reach the greatest number of secondary school students



MICHIGAN CITY geography students Lyle Singman, James Schendel, Barry Hoffman, and Patricia Yentes study a topographic map of the Chicago port region.

before drop-out mortality reached its peak. Any Michigan City secondary student, regardless of his status, would be exposed to some social science training.

4. The course would enable students to better realize and understand the interdependence of nations and the complexity of the role of the United States, and aid in offsetting the tendencies toward extreme isolationism so prevalent in the Midwest in the prewar years.

From a small beginning in 1947, with a staff of two instructors, the geography department has grown into a strong unit with a staff of seven full-time instructors and an expected enrollment this fall of nearly 1,000 students.

The approach to geographic subject matter has changed considerably over the years. No longer is it a rote memorization of place names and resources; instead, geography has become a dynamic science, with breath and life; a manner of thinking and, above all, an applied art with common applications in the students' everyday lives.

The geography department is a beehive of activity, sponsoring workshops and seminars on the subject matter, free geography movies for students, and surveys and field trips.

Assembly programs promote better understanding of geography and make it a more interesting field of study. Recent assembly topics have included the physiography of the Indiana dunes, urban redevelopment, and port facilities in Michigan City.

A comprehensive 45-page syllabus has been prepared to guide instructors in presenting a well balanced program of diverse geographic studies. (A limited number is available from the writer on written request.)

One of our most successful activities has been the recently developed Cooperative Lecture Program, worked out with the assistance of a number of nearby university geography departments. As part of this program, such outstanding professional geographers as Dr. Gilbert F. White, University of Chicago; Dr. Arthur E. Moodie, Northwestern University; Dr. Edward J. Miles, Valparaiso University, and Dr. Thomas F. Barton, Indiana University, have presented programs to our student body. Such participation strengthens the outlook of student and faculty alike.

An active Student Geography Association sponsors field trips, special student projects, 25-minute radio programs concerning geography broadcast on the local station, and the annual faculty tea, at which is presented the "Geography Student of the Year" award. These extra-curricular activities are vital ingredients in making geography meaningful and successful in our complex modern culture.

An Open Letter to Indiana Educators:

OUR ISTA CENTER—usually just called the “Teachers Building” by the general public in the Indianapolis area—has contributed much to a new image for the word *teacher*. Beautiful, big, and busy, the ISTA Center rises high against the skyline of our state’s capital city as a monument to the ideals of all Hoosier teachers of the past, as a symbol of the strength and professional competence of today’s teachers, and as a forecast of continuing achievement and excellence in the profession.

The Center is a focal point for programs, ideas, research, information and comprehensive service to educators and education. Do you accept the challenge of your professional building?

Growing Pains

Education is expanding in all directions—curriculum scope and quality, teacher status, more teachers, more pupils, and a deeper understanding of the concept of public schools. Our need for ISTA services is expanding, too. Can we use more of the space in our ISTA Center for our own staff and services?

We as a profession must continue the steady growth we have experienced. The best way to make available more funds and more space in our Center for necessary services is to accelerate payments on the mortgage. Mortgage retirement will free funds now used for interest payments and some of the space now being rented out. Can you help secure greater space for greater service?

Executive Board Plan

The State of Indiana, through legislative action, created a cumulative building fund account. This makes possible a short-term mortgage program for school systems over the state. Since we are now interested in a short term mortgage for the ISTA Center, it would seem necessary that we the members create a cumulative building fund to (a) retire the mortgage at an accelerated rate, and (b) reduce the heavy interest payments we are now making.

The plan which seems most workable is to add \$5 to each member’s dues for the cumulative building fund, earmarked to reduce the indebtedness on the ISTA Center. Number of years would be open and under the control of the delegates in the annual Representative Assembly. Can we get this plan in operation by the end of 1964?

Thinking Delegates

Delegates arrive for the Representative Assembly to conduct the affairs of the ISTA and provide responsible direction for our professional organization. The educators elected should come well-informed on the critical issues we face, yet with open minds to consider discussion on the convention floor.

Since action on the ISTA Center financing was tabled for a year in 1963, we anticipate that the interval has provided time for discussion, critical thinking, and a resolve to finish the task of enacting a systematic and workable financial plan to provide greater use of our own building. Each delegate must face this issue with a single vote. He cannot use one-fourth of his vote for one idea and then be three-fourths neutral. He does have the right and perhaps the duty to submit substitute plans or resolutions.

The delegate should have a mental list of the critical issues before him. He must exercise his judgment. If he thinks an additional \$5 dues for the ISTA building fund has greater importance than legislative programs, his actions should indicate this priority. Remember that our Representative Assembly is a democratic institution. ISTA leadership and delegates must make it work.

Who would you want it any other way?

Who would want it any other way?

The Building and the Future

Indiana is adding teachers at the rate of more than 1,000 each year. Our student population is growing at the rate of 30,000 per year. Obviously, our professional staff will expand and services will expand as we enter new areas of teacher involvement.

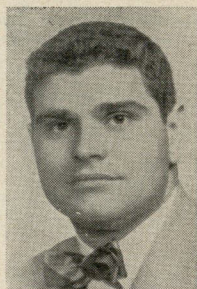
The years ahead are going to be good years for education. We have many new programs for teachers on the horizon. Let us, as professional members, plan now to have the building facilities the profession will need in 1974.

Can we afford not to be part of the tide of the future?

Jack A. Russell

Member of the ISTA Executive Committee
8th District—Evansville

Milazzo to Join Office of Education



IN THE RECENT REORGANIZATION of the Bureau of Educational Research and Development within the U. S. Office of Education, Commissioner Francis Keppel announced the appointment of Tony Carl Milazzo to head the branch for Mentally Retarded and Emotionally Disturbed in the Division of Handicapped Children and Youth. He will take his new office July 1.

Dr. Milazzo, who received his doctorate in education from George Peabody College last year, has served for the past six years as director, Division of Special Education, in the Indiana Department of Public Instruction. He has taught in Flint, Michigan, public schools; Teachers College, Columbia University; Indiana University, Peabody, Butler University, and Indiana State College. He received his B.S. and M.S. degrees at the latter. He is married and the father of three children.

Leslie Brinegar, supervisor of programs for mentally retarded in the Division of Special Education, Indiana Department of Public Instruction, will serve as acting director when Mr. Milazzo leaves.

Retired Teachers Elect

The Central Indiana Retired Teachers elected officers after a spring luncheon meeting at Greenwood Village: Ellis B. Hargrave is the new president; Mrs. Effie McDougall, first vice-president; Bernie Stewart, second vice-president; Miss Helen Riker, recording secretary; Miss Beulah Plake, corresponding secretary, and Mrs. Arthur Haen, treasurer.

George I. Poince, founder and past president, spoke on the founding and early history of the organization. An entertaining dramatic sketch, “Retirement,” was presented by a group of members. About 125 members attended the luncheon and plan to make it an annual affair.

Six Join Century Club

Since February, six more educators have joined the Century Club, bringing the total of members to 487. These new donors of \$100 to the ISTA Center Fund are:

H. R. Miller, Elwood
Fred C. Lemley, Indianapolis
Robert Gotta, Fort Wayne
George Poince, Plainfield
Darrell W. Miller, Muncie
Mrs. Bernice Gible, Portland

Educators Thank Bell System for H.S. Science Aid

HOW WIDE IS THE GAP between the classroom and the research laboratory?

“About as wide as the Grand Canyon,” leading scientists and engineers maintain. Hard-pressed high school science teachers coping with outmoded classroom equipment in the face of swift technological advances would probably agree. The conscientious teacher knows his class needs special material—material that bolsters the weak spots in textbooks and stretches the imagination of the superior student. What to do?

Acting on the advice of educators determined to narrow the laboratory-classroom gap, scientists of the Bell Telephone System developed their Aid to High School Science program in 1959. Since then, more than 38,000 teaching kits and 80,000 instruction books have been presented to schools across the nation. For its outstanding assistance in science education, the Bell System has earned the 1964 Business-Industry award of the National Science Teachers Association.

226 Schools Participate

Indiana Bell’s participation in the aid program began three years ago. To date, 226 high schools in the state have received teaching kits on Magnetism, Wave Behavior, or the advanced project, From Sun to Sound. Each of the educational packages includes classroom teaching aids and an experimental kit for exceptional students.

Newest package available to high schools is one which enables a student to construct an electronic voice synthesizer producing six vowel sounds. Science students at Pike Township High School, Indianapolis, have achieved considerable success with this unit. Speech and hearing materials used at Pike Township trace a spoken message from the mind of the speaker to the mind of the listener. The Speech Chain unit includes:

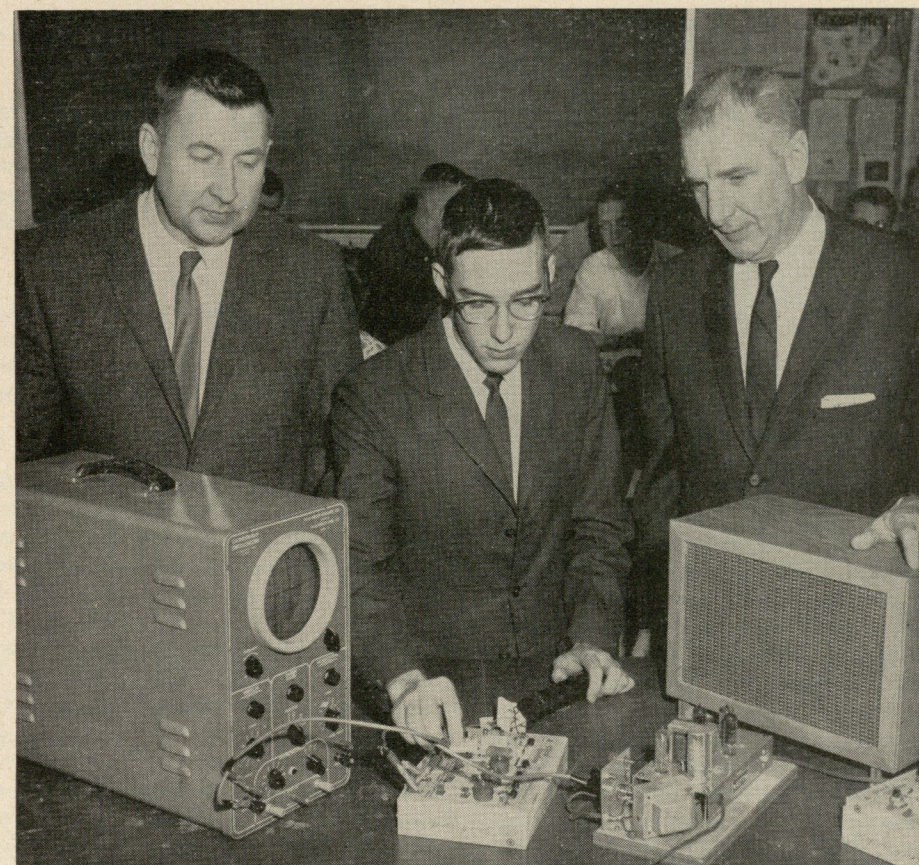
160-page book written for both teacher and student with complete information on speech production and perception

19-minute film with rare pictures of the human vocal cords in action

An artificial larynx and an artificial vocal tract demonstrating the basic sound-producing and sound-modulating mechanisms of the vocal organs

Formant separating filter enabling the teacher to show how vocal tract resonances determine the character of vowel sounds

Degraded speech device showing how a listener uses information other than sound alone to understand speech



“THE NEXT VOICE YOU HEAR . . .”—Paul Wyrick (center), Pike Township High School senior, demonstrates the electronic voice synthesizer he built from a Bell System advance kit. Watching are his teacher, Duane Stanley (left), and F. L. (Mike) Layden, Indiana Bell public relations supervisor and coordinator of the Aid to High School Science program in this state.

Delayed speech feedback teaching the importance of auditory feedback in speech production

Computer speech, a five-minute phonograph record of synthetic speech produced by an electronic computer.

In Terre Haute’s Schulte High School, strange devices take shape in the science workshop. The materials used are primarily straight pieces of coat hangers, washers, and wire. Assembled, they look like neat rows of rods joined together by a wire down the middle.

They are much more than that. Part of another Bell System science kit, these unusual materials contribute to the student’s understanding of wave phenomena.

Here it should be pointed out that Bell science kits know no boundaries. Terre Haute, for example, is a General Telephone community. However, the purpose of the kits is to aid high school science education, not just education in Bell territories. Thus, independent telephone companies have participated in the program since its beginning.

The plan’s co-authors, Dwight A. Johnson and Gordon I. Robertson, say, “Each operating company and the Bell System will benefit only as the nation benefits—from better teachers and abler young engineers and scientists.”

Teachers interested can receive additional information about the educational

kits from the business office of their local telephone company. Indiana Bell will also mail invitations to high schools over the state to participate in the program next fall. A series of regional meetings designed to demonstrate new units and acquaint educators with the various science aids will then be scheduled.

A complete list of Bell teaching aid packages includes:

For Classroom Use

Similarities in Wave Behavior, including books, a motion picture and a wave machine demonstrating wave phenomena.

Ferromagnetic Domains, a basic approach to the study of magnetism, including books, a motion picture, and four demonstration units.

The Speech Chain, various classroom materials for physics and biology teachers on the related study of speech and hearing. Demonstrations, a book, film, and record are included.

For the Advanced Student

From Sun to Sound, an experiment containing materials and information necessary to create a solar-powered transistorized audio-oscillator.

Solar Energy Experiment, containing materials and information needed to turn silicon slabs into working solar cells.

Speech Synthesis, an experiment combining circuitry, electronic components and biology. Completed unit simulates speech sounds.

Teachers Risk Liability When Pupils Are Injured at School

By Joseph M. Nygaard
Butler University College of Education

WHEN CONSIDERING the tort liability of teachers, one might well begin with the subject of student supervision, because that is the teacher's most common duty.

Teachers must be concerned with adequate supervision whenever they deal with students, even during class time. Laboratory and physical education classes present the greatest dangers, but in any class a pupil can be injured and a teacher sued for inadequate supervision.

In a California school, students were performing an experiment in the manufacture of gunpowder. Directions in the laboratory manual were not followed by the students, an explosion occurred and a student in the class was seriously injured. The court criticized the school for requiring students to perform such experiments, and indicated that if students are to be subjected to such dangers, the strictest supervision must be exercised over them if liability is to be avoided.

Safety Rules Needed

Teachers are expected to make reasonable safety rules governing their pupils, and must warn the pupils if they are asked to engage in hazardous activity. In New York, a physical education teacher gave no warning of the dangers of boxing and gave little or no instruction in boxing techniques. Two strong, vigorous boys were permitted by the instructor to fight through one round and part of another. One was struck a heavy blow on the temple and suffered a cerebral hemorrhage. The instructor sat in the bleachers while this contest was going on and "enjoyed the fun."

In deciding the case, the court stated that it is the duty of a teacher to exercise reasonable care to prevent injuries to pupils. These boys had not been taught the principles of self-defense. In fact, it was no more than a slugging match. By permitting these boys to "slug it out," the teacher did not act reasonably under the circumstances, and was held liable for the boy's injury.

The necessity for instruction in safety rules and regulations goes beyond the confines of the classroom. A New York court implied that a school principal may be liable for injuries to pupils in halls or on stairways if he fails to promulgate adequate safety rules, to provide adequate supervision, to instruct teachers and pupils in behavior conducive to safety, and

to inspect the halls and stairways regularly.

Playground Problems

What constitutes proper supervision of a school playground often poses a real problem. The law does not expect the impossible from a teacher. It recognizes that even in the simplest games accidents will occur. The supervising teacher is legally obliged to protect the children from unusually dangerous activities. Naturally, a teacher who attempts to carry out playground duty from a window in his room runs a great risk of liability should a youngster be injured.

Sometimes a pupil suffers an injury while the teacher is absent from the classroom. The question then arises whether the absence of the teacher renders him liable for the injury.

Courts seek a causal relationship between the teacher's absence and the injury; for a charge of negligence to hold, the teacher's absence must be the proximate (next preceding or following) cause of the injury. Where the injury is caused by the act of another student, the absence of the teacher may not necessarily be considered the proximate cause. In cases decided by the courts to date, the chief factor seemed to be whether or not the actions of another student which caused an injury could have been prevented had the teacher been present.

When Teacher Is Gone

The length of time a teacher is absent and the reason for such absence can also be important factors. The age and capabilities of the students under supervision must be considered as well.

Extracurricular activities are a source of potential liability for teachers. Many of these activities occur after regular school hours, and often take place off the school premises. In addition, the very nature of the activities makes them more conducive to personal injury.

A glaring example of negligence on the part of a teacher occurred in a South Dakota high school in 1944. At a Lettermen's Club initiation, held in the gymnasium with the athletic coach in charge, the new initiates were subjected to the "electric chair." In this ceremony electrically charged wires are connected to a chair in which the initiate is seated. If all goes well, at the proper point the current is turned on, the initiate receives a slight shock, and leaps from the chair

to the merriment of the assembled lettermen.

At previous initiations this had been one of the highlights of the party. On this occasion, however, one of the boys was shocked severely enough to cause his death. In holding the coach liable, the court pointed out that the coach actively participated in the initiation ceremony, that it was he who tested the electrical connections, and that he must be responsible for the boy's death.

The superintendent, who had also been named as a defendant in this case, was found not liable because he had performed his full duty when he had determined that the coach would be present and had permitted use of the school gymnasium with that in mind.

Injuries to Athletes

Athletic coaches are often confronted with injuries during practice as well as during games. As long as the coach uses the procedures commonly accepted for a particular sport, there is little chance that a charge of negligence against him for an injury to a team member would hold up. However, the way in which a coach acts at the time an injury occurs could make an important difference.

In California in 1958 during an interschool scrimmage session a player was tackled as he crossed the scrimmage line. Another player fell upon him and he was unable to get to his feet. His coach suspected a neck injury. A doctor was present at the scrimmage but only as a spectator. The evidence was not clear as to whether the doctor examined the boy before he was removed from the field. In fact, there was some evidence that he made no examination. In any event, no one directed the removal of the boy from the field; he was carried off by eight boys, four on each side of him, and without the use of a stretcher. It turned out that the boy suffered injury to his spinal cord and became a permanent quadriplegic (paralysis of all four limbs).

In finding the coach negligent, the court said that anyone moving an injured person must use extreme caution. Anything less than that would not measure up to what is required for reasonable care in such a situation. In other words, the court was of the opinion that extreme care is no more than reasonable care when an injured person is being moved. The amount of caution varies in direct proportion to the danger known to be involved in an undertaking.

The jury awarded the boy \$325,000 in damages, later reduced to \$207,000 by the court. Fortunately for the coach (as well as for the plaintiff), California law allows school districts to be sued for the negligent act of its employees. Since there was little hope of collecting that much money from a coach, the boy and his parents sued the district — and collected!!

Taylor U. Honors 2 Teachers

FIFTY YEARS OF ELEMENTARY teaching and not one day's absence because of illness! That's the unusual record of Miss Hilda Lehman, Waterloo Elementary School teacher who is retiring this year for the second time. She and Carl W. Rice, principal at Jefferson Township High School, Upland, are the recipients of Taylor University's third annual Master Teacher Awards.

They were honored at a special convocation and reception April 25 on the Upland campus. The master teachers, presented with certificates and engraved bookends, were chosen on the basis of their professional affiliations, activities, and community service.

Miss Lehman, who began her career in a one-room country school in Adams County, actually retired last year after 43 years as a primary teacher in the Berne-French Schools, where she participated in the exploratory teacher program. Because of an urgent call from the Waterloo Schools which lacked a teacher for the sixth grade, she went back to work for one more year. Active in ISTA, NEA, and PTA, she also has been a Sunday School and Summer Bible School teacher for the First Mennonite Church.

Mr. Rice has contributed to the Taylor University teacher education program, has taught elementary grades, and served as varsity basketball coach, driver education teacher, and mathematics instructor. In community service he has been president of the Lion's Club, active in the Methodist Church,



SPOTLIGHT ON QUALITY—Carl W. Rice (left) of Upland and Miss Hilda Lehman of Waterloo, honored as Master Teachers of 1964 by Taylor University faculty and students, are congratulated by Dr. Robert B. Hayes (right), chairman of the Taylor Department of Education.

and is currently serving as vice-president of the Upland Town Board.

John Brademas, Congressman from the Third District, a member of the House Education and Labor Committee and chairman of the Advisory Group on Higher Education, was the principal speaker at the program that followed the banquet sponsored by the Taylor chapter of the Student Education Association.

New TV Documentary Movie Now Available from ISTA Free Film Service

FORTY-THREE PROFESSIONAL films traveled the educational circuit this year as a part of ISTA's free distribution service. Three times as many requests as in the previous record year 1962-63 were received from educational groups, PTA's and community organizations.

Two new films have been added to the ISTA library which should prove popular with all groups. *Our Schools Have Kept Us Free*, a 30-minute color film produced by NEA, demonstrates the merger of our nation's history with our public school history. It is based on a

Life Magazine article by Henry Steele Commager.

The Big Classroom explores the exciting rewards of NEA travel tours. Available in color or black and white, this new half-hour film accompanies American teachers as they visit the Scandinavian countries and make a quick dash to Paris. Both new ISTA films will be in heavy demand next year so early scheduling is advised.

Tops in popularity this season, with 94 requests, have been films dealing with a teacher's professional preparation and academic freedom—*Not By Chance* and *Freedom to Learn*. *A Desk for Billie*, the story of a migrant family's child and how good schools and teachers influenced her, was also among the most wanted.

Films recommended for education classes, SEA, FTA, and other student teaching groups were heavily booked all year. In addition to *Not By Chance* and *Freedom to Learn*, these include: *And Gladly Teach*, *And No Bells Ring*, *Assignment Tomorrow*, *The Code*, *Emma Belle Sweet*, *Hickory Stick*, *Mike Makes His Mark*, *No Teacher Alone*, *See How They Learn*, and *What Greater Gift*. There were 185 requests for these.

Six films portraying the problems of deprived children, dropouts, and overcrowded schools were widely distributed. There were 86 calls for *Crowded Out*, *I Wish I Could*, *Kathy*, *The Dropout*, *When I'm Old Enough—Goodbye*, *Shoebox Full of Dreams*, *A Desk for Billie*.

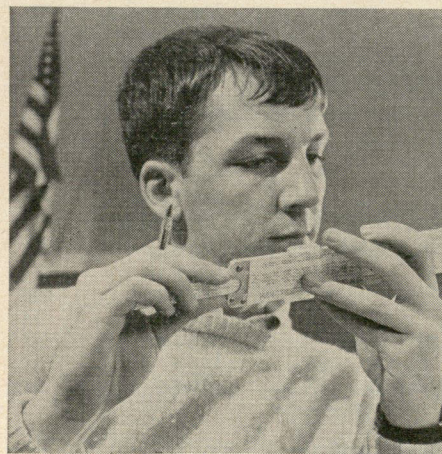
Professional organizations of teachers and administrators as well as civic groups made 64 requests for ISTA films stressing education's past accomplishments and future needs. These are: *All in a Lifetime*, *Breakthrough in Education*, *Can America Afford Better Schools*, *Pop Rings the Bell*, *Heart of a Nation*, *Right Angle*, *Satellites*, *Schools*, and *Survival*, *Secret of Freedom*, *Skippy and the Three R's*, *The Sixth Chair*, *Summer Harvest*, *Watch Out for Ollie*, and *Who Is Pete?*

Questions parents ask most frequently about their children's schools are answered in eight popular ISTA films: *Are Our Schools Up to Date?*—*Can We Help the Slow Learner?*—*How Does My Child Learn to Read?*—*How Good Are Our Schools?*—*How Much Homework Is Enough?*—*Should I Know My Child's IQ?*—*What Are Teaching Machines?*—*Will We Have Year 'Round Schools?* A total of 30 calls was received for these films.

Retaining its appeal for school groups is *Time of Their Lives*, filmed in Nora Kindergarten near Indianapolis with 24 irresistible five-year-olds as the stars.

Those concerned with planning programs next year will find two ISTA special education films valuable. *A Time for Talent* analyzes three separate courses for gifted children. *Learning for Life* spotlights adult vocational education for workers displaced by automation.

Bookings are now being made for the 1964-65 school year through ISTA Film Service.



WHAT TODAY'S STUDENT learns and how he is able to use his knowledge contributes greatly to the future of our free nation. A new NEA/ISTA documentary film, *Our Schools Have Kept Us Free*, shows that freedom is not an abstraction but a daily event.

3 New Tours Added to NEA List as Others Are Closed

WANDERLUST APPARENTLY HAS OVERTAKEN teachers, as the school year draws rapidly to a close. Reservations for ISTA-NEA educational travel tours have increased 43 percent over last year's figures. A few tours have reached capacity reservations and are closed, but many others are still open. To satisfy demand, three exciting new tours have been added to the official schedule.

Since space on the New England-World's Fair tour is no longer available, a World's Fair-Boston-Washington D. C. tour has been organized. Starting in Boston July 6, the tour includes the historic Freedom Trail, Bunker Hill Monument, and Paul Revere House. Nearby Plymouth, Pilgrim Shore, and Cape Code Canal will also be visited. A flight to New York City will be followed by tours of upper and lower Manhattan and a three-hour cruise around the island. An entire day is free for World's Fair visiting.

The Washington portion of the trip will include visits to the Smithsonian Institution, National Art Gallery, and Library of Congress. A welcoming reception is scheduled in NEA headquarters, and members of the tour may join a United Nations Seminar for an all-day meeting with Defense Department officials at the Pentagon. Visits will also be made to historic Williamsburg, Jamestown, Yorktown, and Mount Vernon. The tour ends July 20 in Washington.

Europe with French Accent

A four-week seminar keyed especially to French teachers is "Je Parle Francais," scheduled from July 15 to August 13. Following the itinerary of the Encyclopaedia Britannica-filmed French language course, teachers will be escorted to the great chateaus, fortresses, cathedrals, ancient cities, and historic landmarks of France. Museums from Paris to Strasbourg will open the heritage of French art and architecture to teachers. Not the least of the tour's advantages will be the opportunity it provides for oral language improvement. "Je Parle Francais" originates in Chicago and returns to the same city. Travel is via Air France.

The third new tour added to the official NEA schedule is a three-week visit to Europe's major cities. Meeting in New York City July 13, travelers will have a chance to visit the World's Fair, enjoy some free time for shopping and sightseeing, and depart via Trans World Airlines for an evening flight to London July 15. Air travel will conserve time between the major European cities: London, Paris, Amsterdam, Munich, Zurich, Venice, and Rome. From each city, excursions by private motorcoach will enable tourists to view the local countryside.

Side Trip to Shakespeare Country

Travelers from London to Stratford-on-Avon will see the rolling hills of the English Midlands. In Holland, sightseeing will include Leiden, the Hague, Delft, and Rotterdam. The loveliest part of Germany, Bavaria, where the Alps and Upper Bavarian Lake District make the countryside almost a fairyland, is also accessible by motorcoach. South to Italy, the tour pauses at Venice, city of palaces and canals, and moves on to the wonders of Rome—the Colosseum, Forum, Palatine Hill, and Vatican Palace.

A full day's spectacular drive through the mountains of Switzerland leads to Zurich, and at last the traveler arrives in the "City of Lights," Paris. Here you drive along the Rue de la Paix, visit the Tomb of the Unknown Soldier, the Bois de Boulogne, Eiffel Tower, and spend an afternoon at Versailles, with its fabled palace and gardens. The tour ends in New York August 5.

All summer tours which were still open for reservations at THE INDIANA TEACHER's deadline are listed in the next column. For travel folders on any of these, write to the ISTA Travel Coordinator, ISTA Center, 150 W. Market St., Indianapolis. For reservations write to the NEA Travel Division, 1201 Sixteenth St. N. W., Washington D. C.

1964 Summer Tours

	Dates	Approx. Price
EUROPE		
Bergen to Rome (credit).....	July 6-Aug. 20	\$1,313
European Common Market (credit).....	June 15-July 26	1,358
Europe, Major Cities	July 13-Aug. 5	894
Europe, with the Iberian Peninsula.....	July 6-Aug. 20	1,175
Je Parle Francais	July 15-Aug. 13	1,130
MEDITERRANEAN-HOLY LANDS		
Treasures of the Mediterranean and Holy Lands...	July 6-Aug. 24	1,685
Greece, Balkans, and Holy Lands.....	July 6-Aug. 24	1,740
PACIFIC AREA		
The South Pacific, Australia, New Zealand.....	June 30-Aug. 21	2,465
AROUND THE WORLD		
Around the World, via Japan and India (credit)...	June 26-Aug. 26	2,490
Around the World, via Spain and Istanbul.....	July 6-Aug. 31	2,475
Around the World, via India and Greece.....	June 25-Aug. 26	2,580
LATIN AMERICA		
Understanding Mexico	June 29-July 21	375
Mexico, Experience in International Understanding...	July 10-July 30	556
Seeing Mexico (credit)	July 25-Aug. 25	458
Central America, Land of Color and History.....	July 13-Aug. 5	873
THE UNITED STATES AND CANADA		
Washington-United Nations Seminar	June 21-July 31	467
New England-Canadian Maritime Provinces (credit)	June 21-July 26	589
New England-Canadian Maritime Provinces (credit)	July 8-Aug. 4	545
World's Fair-Boston-Washington, D. C.....	July 6-July 20	476
Canadian Rockies and Pacific Northwest.....	June 15-July 6	486
Rocky Mountains and the Southwest.....	July 7-July 28	415
Pacific Northwest and California (credit).....	July 22-Aug. 28	599
Hawaii by Ship	July 15-Aug. 6	850
Hawaii Adventure (credit)	Aug. 1-Aug. 18	1,028
Holiday in Hawaii	July 12-July 25	585
Exploring Alaska	July 4-July 24	740
Exploring Alaska	July 4-July 29	699
Alaska-Canadian Rockies	July 14-Aug. 3	750
1964 OLYMPICS		
and Tour Around the World.....	Sept. 1-Oct. 27	2,350
and Far East Tour.....	Aug. 30-Oct. 25	1,785
POST CONVENTION TOURS		
Alaska Tour (Air)	July 4-12	398
Alaska Tour (Bus, rail, ship).....	July 5-19	350
Hawaii	July 5-17	570
Victoria, B. C. (1 day).....	July 4	14
Victoria, B. C. (2 days).....	July 4-5	33
Mt. Rainier-Paradise Inn (1 day).....	July 4	16
Victoria, Olympic Park and Peninsula.....	July 5-9	99
Single room accommodations slightly higher		

Prices are based on group air fare applicable to groups of 25 or more NEA members. If the group is of insufficient size, full air fare will be paid and the difference will be billed to the group members. Non-members of NEA (or those members whose date of NEA membership is later than six months preceding the group departure date) may join the group, but will pay the full-rate air fare. Note: Credit—Price of tours for credit includes tuition. Registration for credit or audit is required. The tuition is the same for both credit and audit.

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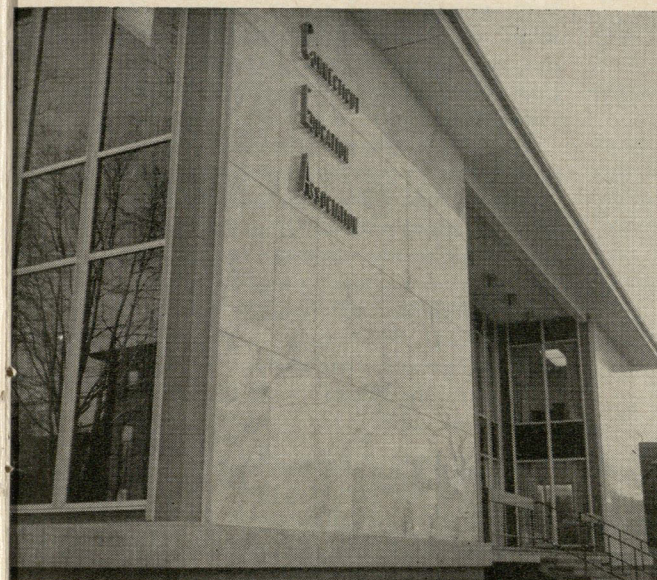
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CEA Builds for the Future

Newest addition to the growing role of state associations that have completed new buildings is the Connecticut Education Association. Members of the CEA dedicated their beautiful new headquarters, pictured at right, last month.

About five years ago the CEA raised its dues, and later organized a fund-raising campaign, to finance the building which will be debt-free by 1979. This stately building, designed to suit the needs of a growing profession, stands as a symbol of the growth and vigor of that profession.

Congratulations to Connecticut on its splendid achievement!

Retiring? Moving?

Retired educators who have been in the teaching profession in Indiana for 30 years or more are entitled to a complimentary subscription to *The Indiana Teacher*. Those desiring the magazine should send their request each year to *The Indiana Teacher*, Managing Editor, ISTA Center, Indianapolis 4.

Active teachers who will have a new address for the 1964-65 school year are urgently requested to send this information to the ISTA office as soon as possible.

This will ensure prompt delivery of the magazine and the new newspaper next fall.

Last Call to Seattle

THE BEAUTIFUL CITY OF SEATTLE can look forward to an unprecedented influx of Hoosiers come June 28. ISTA members by the hundreds are making plans to attend the 102d NEA Convention there June 28-July 4, and many will linger for scenic post-convention trips.

A chartered Super G Constellation flight from Indianapolis to Seattle is proving popular with educators. Only five seats on the 108-passenger plane remain vacant at press time. The flight leaves Indianapolis early June 27 and returns July 5.

President Robert Wyatt and the NEA staff have scheduled a top-notch convention program, with the host city and state associations arranging glamorous side-lights.

• Dr. William G. Carr, NEA executive secretary, presents the annual report to the first General Assembly Sunday evening, June 28.

• Francis Keppel, U.S. Commissioner of Education, will speak at another general session.

• Wednesday night in the Seattle Coliseum, Mr. Wyatt will give the traditional president's address. His topic: "Toward Responsible Freedom."

• James Franciscus, star of the *Mr. Novak* television series, will be on the platform Wednesday night when the 1964 School Bell Awards will be presented for outstanding education reporting.

• Friday night, Mr. Wyatt will hand over the gavel to the next NEA president, Miss Lois Edinger of North Carolina.

ISTA members can look forward to social events with a Hoosier accent during convention week.

• First will be the informal Hoosier Huddle Monday night in the Cascade Room of the Benjamin Franklin Hotel.

• The traditional Indiana Breakfast will be held in the famous Space Needle Wednesday morning.

• The Counterpoints of North Central High School (MSD, Washington Township, Marion County) will entertain at the breakfast and again at the President's Reception Wednesday night. At the final Friday night session, this choral group from North Central will present an original program, "Free Schools for Free Men," based on a script by Miss Rhoda Williams, ISTA director of local services.

Elementary Department Workshop To Precede NEA Convention

The Department of Elementary-Kindergarten-Nursery Education, NEA, invites teachers, principals, supervisors, and others interested in creative learning to attend a three-day workshop June 25 to 28 at Camp Casey, on Whidbey Island, northwest of Seattle.

The workshop will offer experiences in art, music, science, writing, social studies, and dramatics in indoor and outdoor classrooms. Registration, room, and meals will be \$45. Those wanting to attend are asked to send a \$10 deposit to the Department of EKNE, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.



VIEW FROM THE TOP—Dr. Florence Beardsley (left), field representative for the NEA Department of Elementary-Kindergarten-Nursery Education, gets a birds-eye view of Indianapolis as a climax to a tour of the ISTA Building. Her guide is Mrs. Ann Cummins of the ISTA staff. The dome of the State Capitol is seen in the background.

Dr. Beardsley was in the state to participate in two in-service workshops at Pendleton and Anderson. A native of Elkhart, she has spent most of her life in the Northwest, where she was director of elementary education for the Oregon Department of Education before she joined the NEA staff.

All the Way With NEA

Two more schools have joined the NEA Honor Roll, making a total of 627 in Indiana. Those recently reporting 100 percent membership are Eugene Field and Harrison Elementary Schools, both of Muncie.

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Primer of School Finance . . .
(Continued from Page 359)
teachers that the average number of pu-
pils per teacher will be 30 or less.
The state guarantees \$175 per pupil
(more or less depending upon whether
Tindale hires teachers with above or be-
low-average training and experience).
Actually, Tindale is paying above aver-
age in order to find and keep quality
teachers in its community.
Here's how Tindale's tuition fund sup-
port is determined:

3,000 pupils @ \$175 = \$525,000
In Tindale a 65¢ levy raises \$292,000!
The State of Indiana guarantees the
difference between \$292,000 and \$525,000
(the amount needed to provide the mini-
mum program). Therefore, the state will
supplement Tindale's local effort by pro-
viding \$233,000 from the State General
Fund.
In addition, the state will pay at least
8% of the foundation tuition program
(8% of \$525,000 = \$42,000) for adminis-
trative, supervisory, guidance, and auxil-
iary personnel.
Weirland also has 3,000 pupils in
a.d.a. and employs sufficient teachers in
order that the average number of pupils
per teacher will be 30 or less.
Again the state guarantees \$175 per
pupil because we assume Weirland is
employing the same quality teachers (as
determined by training and experience)
and paying the minimum to find and
keep teachers in its community.
Weirland's tuition fund support is de-
termined in the same way as was Tin-
dale's.

3,000 pupils @ \$175 = \$525,000
Weirland is much poorer than Tindale
and a 65¢ levy in this community raises
only \$65,000.
The state guarantees that the children
in Weirland shall have a minimum edu-
cational program comparable with that
of the children in Tindale, and will pro-
vide the difference between \$65,000 and
\$525,000. Therefore, the state will sup-
plement Weirland's local effort by pro-
viding \$460,000 from the State General
Fund.
Also, as in the case of Tindale, Weir-
land will receive the \$42,000 additional
support for administrative, supervisory,
guidance and auxiliary personnel.

Exerting Equal Minimum Effort
Tindale and Weirland exert equal ef-
fort when they levy the 65¢ combined lo-
cal and county tuition fund rate. As-
suming they both hired teachers of
average training and experience, then
Tindale, the wealthier of the two, re-
ceived \$233,000 + \$42,000 from the State
General Fund, while Weirland received
\$460,000 + \$42,000.
These sums of money guarantee that
the school children of Tindale and Weir-

land, regardless of their community
wealth or poverty, will have a minimum
program of education comparable with
that for children in all other Hoosier
communities.

There are three additional areas of
school finance in which Tindale and
Weirland may participate: Equalization,
transportation, and building costs.
We can see that since the state guaran-
tees only a minimum program for each
community, it will require a much
greater local effort on the part of Weir-
land to provide an average or better
educational program, due to its low
wealth per child.

Quality Teachers Affect State Support
The "allowance per pupil" (\$175) is
adjusted for each corporation by being
multiplied by a teacher training and ex-
perience evaluation index. The evalua-
tion index is derived as follows:
Under 4 years of training .80
Four years of training:
Younger half of teachers .90
Older half of teachers 1.00
Five years of training:
Younger half of teachers 1.10
Older half of teachers 1.25

Each teacher is assigned the appropri-
ate value and an average is obtained for
all teachers of the Corporation. This
average is the evaluation index.
The Corporation with the higher
evaluation index will be guaranteed a
higher minimum tuition support program.
Suppose Weirland felt that because it
was poorer than average, it should em-
ploy teachers with below average training
and experience in order to pay less, and
thereby had an evaluation index of .90.
Suppose Tindale felt it would like to
employ teachers with above average
training and experience and thereby had
an evaluation index of 1.10. Then,
Weirland would be guaranteed:
3,000 @ (\$175 X .90) = \$472,000
While Tindale would be guaranteed:
3,000 @ (\$175 X 1.10) = \$577,500
We see that the state gives increased
supplemental tuition support to corpora-
tions employing teachers of higher train-
ing and experience.

Equalization Added
The state provides supplementary aid
referred to in the law as "equalization"
for those school corporations with less
than \$8,000 assessed valuation per pupil.
These funds may be used for "other cur-
rent operating expenditures" such as
utilities, janitorial services, heat, supplies,
and other legal school expenditures, in-
cluding teacher salaries.

Here the principle of levying a tax lo-
cally is the same as it is for the tuition
fund levy, with a 75¢ special school fund
tax rate being required for "equaliza-
tion." Each pupil is guaranteed \$60 un-
der this portion of the formula which
amounts to \$180,000 (\$60 X 3,000) in
each Corporation. In most communities

the 75¢ tax rate is more than enough to
provide the guarantee of \$60 per pupil.
For comparison, suppose Tindale and
Weirland each have identical operating
costs for their 3,000 pupils of \$300,000
a year. If Tindale levies a 75¢ equaliza-
tion tax on \$45 million, it will collect
\$337,500. Since this is \$37,500 more than
is needed, it can raise the necessary funds
on a 67¢ rate without any help from the
state:

\$.67 X 45,000,000 = \$301,500
100
(sufficient funds)
Weirland finds that 75¢ on its adjusted
assessed valuation of \$10 million won't
do the job:
\$.75 X 10,000,000 = \$75,000
100
(insufficient funds)
Therefore:
\$1.95 X 10,000,000 = \$195,000
100
+ \$105,000 from the state = \$300,000

Note that \$75,000 falls \$225,000 short
of what it takes to pay the other operat-
ing expense bills in Weirland. The State
of Indiana guarantees \$60 times the num-
ber of pupils (3,000) or \$180,000. So the
state will supplement Weirland's opera-
tion fund with \$105,000. The rest it will
have to raise locally by levying a \$1.95 tax
instead of the 75¢ levy.

Transporting Pupils
The transportation section of the State
School Finance Act of 1949 was amended
in the 1959 session of the legislature. It
is now based on factors which, briefly,
take into account:
1. Density (children transported 1½
miles or more)
2. Per capita wealth
3. Adjusted per capita cost or base
amount allowable

Not all school districts are concerned
with the transportation program because
they do not transport pupils 1½ miles or
more, but both Tindale and Weirland
transport 1,000 children each, involving
the same amount of mileage. Here is
how they participate in the state pro-
gram:

Community	Density	Wealth Factor
Tindale	1.1	.2
Weirland	1.1	1.8

The base amount allowable for each
child transported 1½ miles or more is
\$20. The \$20 must be adjusted upward
or downward as indicated by the density
and wealth factors. To see how this ap-
plies, here are examples worked out for
the two cities, showing the state's share:
Tindale: \$20 X 1.1 X .2 X 1,000 pupils
= \$4,400
Weirland: \$20 X 1.1 X 1.8 X 1,000 pupils
= \$39,600

However, there is not a sufficient state
appropriation for transportation to pay
the full formula for the 1963-65 biennium,
requiring a flat deduction of \$6 per pupil.
This requires a \$6,000 deduction (1,000
X \$6) from each city. This means that

Tindale will not receive any transporta-
tion support, but that Weirland will re-
ceive \$33,600 because of the difference in
their wealth.

School Building Costs
The 1963 legislature recognized the
need for additional funds both to im-
prove local school programs and to de-
crease the skyrocketing tax levies on local
property for the support of public schools.
As a compromise move, the legislators
appropriated \$50 million for the 1963-65
biennium (\$25 million per year), and
named it the Property Tax Relief Fund
to be used for school building costs, debt
services, or special school fund needs.
The delaying suit brought by the CIO-

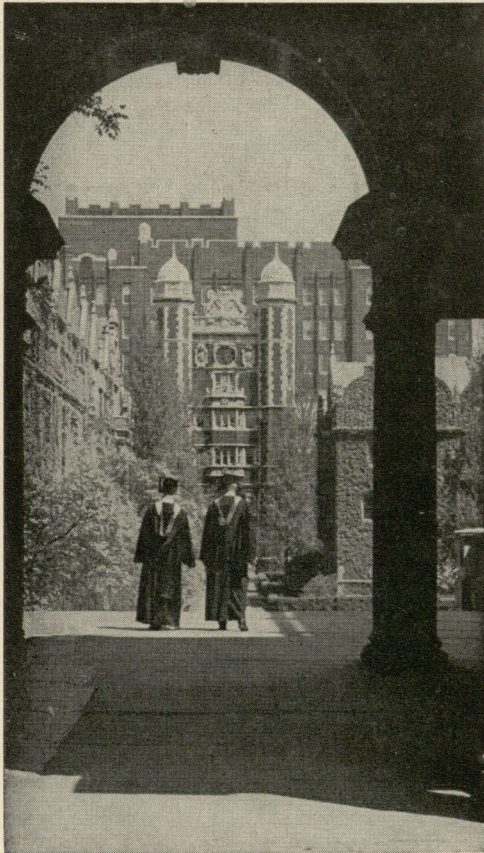
AFL against the collection of the sales
tax lost \$22 million of these funds for
the first year (1964) of the biennium.
However, in 1965 we shall receive the full
\$25 million or approximately \$25 per
pupil.

In addition, the 1963 legislature allo-
cated some \$10 million *additional funds*
(receipts from the 2% corporation tax)
for the above purposes, for the biennium,
or approximately \$5 per pupil per year.

The Minimum Isn't Enough
Here are some extra features which a
community may want for its children, in
addition to the minimum foundation
(Please continue on Page 372)

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2,000	45.00	63.04	94.70
3,000	67.50	94.56	142.05
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PRESIDENT JOHNSON presents to Mrs. Lawana Trout the National Teacher of the Year Award, as a group of Oklahoma educators and legislators look on.

Teacher of Year Asks the Right Questions

Mrs. LAWANA TROUT, English teacher and counselor at Page High School, Sand Springs, Oklahoma, received the 1964 National Teacher of the Year Award from President Lyndon B. Johnson in White House ceremonies this month.

The award is sponsored annually by LOOK Magazine in cooperation with the U. S. Office of Education and the Council of Chief State School Officers. It goes each year to the teacher who is judged as best representing the highest standards of the teaching profession in every state and community and the winner symbolizes good teachers everywhere.

Purpose of the national awards program is to encourage all teachers to aspire to greatness in their chosen profession and to interest more young people in pursuing teaching careers.

Mrs. Trout was selected as National Teacher of the Year from among a group of distinguished teachers whose names were submitted by their chief state school officers.

In an article on the National Teacher of the Year in the May 19 issue of LOOK, Mrs. Trout is described as a teacher who asks her students a lot of questions.

"She gets us going, and then you think about the idea all day," says one of her pupils.

About her official role as student counselor, Mrs. Trout is quoted in the LOOK article as saying, "I won't make decisions for them. I want answers to come from them." Her satisfaction in counseling, as in teaching, comes from the feeling "they've share something with me and I've shared something with them. It's unique between us, whether it be knowledge, experience, or happiness."

Lawana Trout, nee Hooper, grew up on a wheat farm in Hastings, Oklahoma, some 200 miles southwest of Sand Springs. She has a bachelor of science degree from the University of Oklahoma and a master of teaching arts degree from the University of Tulsa. In 1963, she was named Sand Springs Teacher of the Year and Oklahoma Teacher of the Year. She has been elected to membership in Delta Kappa Gamma and is a member of the Council on the Improvement of English Teaching in Oklahoma.

At the White House ceremony, Mrs. Trout received her award in the form of a gold lapel pin, hand-crafted by Cartier's, and a framed award certificate.

Primer of School Finance . . .

(Continued from Page 371)

program. Many local communities, recognizing the technical, scientific, cultural and social demands which the era ahead will place on their children, will want to provide better educational opportunities than a state minimum program.

1. Local communities pay the entire cost for any extension of the school term beyond nine months.
2. Local school corporations may pay higher than average salaries to secure more highly qualified teachers.
3. Most school corporations find that they can provide a more adequate school program by employing more teachers and specialists than the state minimum foundation program calls for. The number of teachers employed in excess of the number of teaching units must be paid through local revenue sources.
4. Any kindergarten or post-graduate program must be supported locally in its entirety.

It's Fine If . . .

The 1949 School Finance Act, with its subsequent changes, has set up minimum standards for local communities. It sets no limit on the maximum effort or the extent of the program a community may wish to support. After this minimum support effort has been met, it is up to each local community to decide what enrichment features it wants and what its taxpayers are willing to support.

The 1963 legislature appropriated approximately \$350 million for support of public schools for the 1963-65 biennium. This is by far the largest appropriation for schools in the history of our state, and also by far the largest increase over the previous biennium in our state's history. It represents an increase of \$106 million over the appropriation for the previous biennium. Although this represents great progress, still greater support is needed if our state meets its responsibility for an adequate education for our children. A \$500 million distribution is needed if we are to approach our goal of a 50% state share in local school costs.

Educators throughout the country have recognized the principles of the Indiana Public School Finance Program as being sound and equitable. To make such a system work effectively, it is essential that sufficient state funds be provided to meet an increased minimum foundation program. When, and only when, such is the case, the legislature will have accepted its mandate under the Constitution of 1851 and the philosophy embodied in the 1949 and subsequent Acts.

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AEW Theme Will Stress Educational Dividends

AMERICAN EDUCATION WEEK, November 8 to 14, 1964—the 44th such annual observance—will center around the theme, "Education Pays Dividends."

Local associations planning to conduct programs during American Education Week will be able to pick up valuable ideas and suggestions at the NEA Convention in Seattle, June 28-July 3. A special workshop for local representatives will be held at 2:30 p.m. Thursday, July 2, for an exchange of ideas on AEW and Teaching Career Month. Suggestions for programs, publications and other ideas will be discussed.

The main theme of the week's observance will be supported by seven daily topics stressing community responsibility for the development of better schools and better citizens.

New Printed Materials

An NEA packet, available for \$2, includes various promotional aids useful in observing American Education Week. These include the *AEW Source Book—Education Pays Dividends*, which provides background information for speakers, writers, and discussion leaders handling the main theme and daily topics during AEW. The booklet, *Putting Education on Display*, serves as a guide in the prepa-

ration of the exhibits and displays, with specific suggestions for keeping them simple and inexpensive. The *AEW Observance Manual* supplies general guidelines for organizing and conducting an effective observance. Single copy price for each of the new booklets is 50 cents.

Also included in the packet are sample copies of various public information leaflets, the AEW lapel tag, invitation form, posters, and bookmark. There are news releases, a suggested Mayor's Proclamation, reproduction sheets of the AEW symbol, ad mats, and daily topics. The complete packet may be ordered from the NEA, 1201 16th Street, N. W., Washington, D. C. 20036.

New public information leaflets available in packages of 35 for \$1 are: Cigarettes and the Schools, Seven Ways the School Library Helps Your Child, Should My Child Study a Foreign Language? Why Your Child Needs So Much English, and What Parents Should Know About Ability Grouping.

Plays for Children

Five new one-act plays stressing the value of education are also available from the NEA. *The Payoff*, designed for upper elementary grades, has six speaking parts. Single copy price is 25 cents; seven copies, \$1.

The Greatest American, also for upper elementary children, emphasizes opportunities for greatness through education. There are six speaking parts. Single copy, 25 cents; seven copies, \$1.

Instant Education is suitable for all elementary grades and has 15 speaking parts. Single copy, 25 cents; 16 copies, \$2.50.

Vacation on the Moon is a junior high school play demonstrating how our schools are meeting current challenges. There are five speaking parts. Single copy, 25 cents; six copies, \$1.

Reach for the Stars stresses the need for young people to achieve higher levels of education than did their parents. Keyed to the high school level, it has six speaking parts. Single copy, 35 cents; seven copies, \$2.

Films and Filmstrips

A 35mm, 60-second movie trailer to be used in motion picture theaters will be ready for distribution in midsummer at \$10 per copy.

Five filmstrips in full color with narration and music on a 33-1/3 rpm record are also available.

Joint sponsors of American Education Week are NEA, American Legion, National Congress of Parents and Teachers, and U.S. Office of Education.

Reading Programs Called 'Mediocre at Best'

READING, BASIC TO ALL LEARNING, continues to be a source of trouble and controversy in the schools, with no substantial agreement on how it is to be taught or what conditions and circumstances best foster development of this skill. Harvard University and the Carnegie Corporation have cooperated in extensive research directed by Mary C. Austin, professor of education at Western Reserve University, and Coleman Morrison, a former teacher and principal with an extensive background in research on reading. Their report, *The First R* (The Macmillan Co., 60 Fifth Ave., NYC 11; 269 pp., \$4.50), concludes that present-day reading programs are mediocre at best and not designed to produce a future society of mature readers.

This conclusion is based on a study in which information was obtained from more than 1,000 school systems, supplemented by field studies of more than 50. The authors come up with 45 specific recommendations for improving reading instruction. Their "over-all impression" was that there is need for:

- A more challenging developmental reading program for all children
- Better provision for individual differences
- More stimulating programs for the gifted reader
- Improved teacher preparation
- More effective leadership at the administrative level.

Deficiencies in existing programs cited in the report include emphasis on word calling rather than word meaning, oral

reading which stifles creativity and enjoyment, comprehension drills which do not probe the child's understanding, absence, in the intermediate grades, of sustained teaching of reading skills as a discrete subject; inadequacy of present reading materials, and overdependence on basal readers.

Kindergarten is important as the starting place for reading readiness—or reading instruction for those who are ready for this—but only 75 percent of the school systems have kindergartens, the authors report. They propose a variety of methods of instruction—phonics, meaning clues, visual analysis of word forms, sounding approaches, and the dictionary—and suggest that phonics may have been over-emphasized lately.

They recommend definite programs to develop critical and creative reading skills, particularly in the content areas (social studies, science, etc.) in the intermediate grades. Supplementing the basal readers, the authors hold, should be reference books, newspapers, magazines, and audiovisual aids.

In providing for individual differences, flexible small groups are recommended and the employment of teacher aids is proposed. The ungraded approach, at least in reading, is favored, with children free to progress according to their ability. Self-selection of reading materials and the introduction of programed learning are recommended.

Every school of more than 500 children should have a reading center to which children with reading disabilities could turn for help, the report says. It emphasizes also the importance of a well-equipped school library.

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- **FIELD GEOGRAPHY COURSE**—conducted by Dr. Ben Moulton, Associate Professor of Geography, July 20-August 22. Visit Southwestern Canada and Prairie Provinces. Route will be along western half of Trans-Canadian Highway, and over Canadian Rockies to the Coast. From Vancouver to Prince Rupert by Motor Steamer and return by car via Prince George. Return via Route 2 of northern U. S. Travel in two-way radio station wagons. Overnight accommodations at quality hotels, motels. Participants pay tuition and share expenses for transportation and motels. Offers 6 hours credit as Science 436 or 536. Write Dr. Moulton, ISC Science Division, for particulars.
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Just Off the Press

(Mention of new books in this column follows the receipt of review copies from the publishers and does not necessarily imply endorsement by *The Indiana Teacher*.)

Social Studies

Our American Republic. David S. Muzzey and Arthur S. Link. Ginn and Company, 205 West Wacker Drive, Chicago, Illinois 60606. 770 pages, \$6.

This comprehensive American history for senior high schools takes the reader from colonial days to the present time. Lavishly illustrated, the text contains the findings of recent historical research and interpretation. To help students grow in citizenship and genuine love of their country, its traditions and institutions is the hope of the authors.

Our Democracy at Work. Harris G. Warren, Harry D. Leinenweber, Ruth O. M. Andersen. Prentice-Hall, Englewood Cliffs, N.J. 514 pages, \$5.32.

Organization of our government is studied at each level: local, state, and national and its functions and services described. Ideals of American democracy are explained.

Understanding Our Government. George G. Bruntz. Ginn and Co., 205 W. Wacker Drive, Chicago, Ill. 60606. 574 pages, \$5.68.

Highlighted throughout with the attractive use of blue ink, this government text has been brought up to date and is modern in every respect. The Teacher's Manual contains a wealth of activities, audio-visual aids, and techniques. Five features of the book are: realistic content, abundant learning activities, purposeful illustrations, documentation of our heritage, and exposition of the values held dear by Americans.

Living in Our Communities. Edward A. Krug, I. James Quillen, John M. Bernd. Scott, Foresman and Co., 433 E. Erie, Chicago, Ill. 60611. 432 pages, \$4.84.

For eighth or ninth grade civic classes this text was prepared to help them develop a strong feeling of identification with their communities, grow in understanding of local, state, and national governments, and gain a realization of the individual's responsibilities in solving community problems.

The Meaning of Communism. William J. Miller, Henry L. Roberts, Marshall D. Shulman. Silver Burdett Company, Morristown, New Jersey. Stiff paperback. 192 pages. Clothbound \$2.96. Paperbound \$1.72. 1964 Supplement 32 cents.

This informative and interestingly illustrated book covers the growth of the Communist idea from its beginning when a brilliant 29-year-old journalist—Karl Marx—wrote the *Communist Manifesto* down to its impact today on peoples around the world. How the United States is meeting and must continue to meet the challenge of Communist imperialism is a stirring last chapter.

Government

The American Constitution. Gerald Leinwand. TutorText. Doubleday and Co., 575 Madison Avenue, New York, N.Y. 10022. 396 pages, \$5.95.

Prepared under the direction of the Educational Science Division of the U.S. Industries, this book is programed instruction that is an effective new approach to self-teaching. How the Constitution came to be written, what it says, and how it functions today unfolds as one answers questions correctly. The book is a valuable supplementary reference work for all high school and college history and government students and would be excellent as a refresher course on governmental processes. This is the 20th Tudor Text. Others have been published in the fields of mathematics, electricity, computers, English, law, business, and bridge.

Economics

The Story of American Banking. Vinny and Billy, the Boys with a Piggy Bank. Banking Education Committee of The American Bankers Association. Both booklets available through member banks of the Association. Former, 76 pages, at 30c each, 18c for 25 to 999. Latter, 16 pages, 12c each, 11c for 250-499 copies.

The first mentioned booklet, attractively printed and illustrated, is especially designed to fill the gaps in high school history in explaining the role of money and banking in the development of this country. The picture book with full color illustrations introduces children in the lower elementary school level to some simple concepts of banking.

Reading

Fundamentals of Basic Reading Instruction. Mildred A. Dawson and Henry A. Bamman. David McKay Co., 119 West 40th Street, New York, N. Y. 10018. 325 pages, \$4.50.

For the young teacher who has had little background in reading, this book spells out each phase of the reading program and gives special attention to skills of word analysis, of comprehension, and of study in books. All approaches to the teaching of reading are presented objectively.

Friends Old and New. Book 2 Part 1. Helen M. Robinson, Marion Monroe, A. Sterl Artley. Scott, Foresman, and Co., 433 E. Erie Street, Chicago, Ill. 60611. 240 pages, \$2.16. Washable cover.

Full color illustrations in this New Basic Reading Program for the Sixties will appeal to second graders in their first term. Forty stories are grouped into three units: "Neighborhood Friends," "Helpful Things," and "Storybook Friends." This book is for children who have completed the new first grade program.

Readings on Reading Instruction. Edited by Albert J. Harris. David McKay Co., 119 West 40th Street. New York, N.Y. 10018. 466 pages, \$3.95. Paperback.

Articles and papers, numbering 99 and written by 76 educators, have been collected in one volume to provide informative supplemental reading for education students. Among the contributors is Marie B. Clark, elementary supervisor for the Vincennes Community schools, whose "Grouping Helps Children Succeed in the Intermediate Grades" is reprinted from the *Teachers Service Bulletin in Reading*. Selections in the book cover a period from 1941 to 1962.

Reading Problems and Problem Readers. M. F. W. Pollack and Josephine A. Pickarz. David McKay Co., 119 West 40th Street, New York, N.Y. 10018. 242 pages, \$3.75.

Divided into three parts the book discusses the nature of reading and why some pupils have reading problems. It lists 16 case studies of problem readers and details the establishment of reading laboratories in schools.

Common Sense in Teaching Reading. Dr. Roma Gans. The Bobbs-Merrill Co., Indianapolis, Ind. 298 pages, \$4.

The author, professor emeritus, Teachers College, Columbia University, is concerned that children of today should learn to apply their reading to the lofty ideals that make the United States a spiritually free nation. She addresses both parents and teachers in this practical guide because she realizes that through their joint efforts children will enjoy the richness in life that reading brings.

Pears Junior Encyclopaedia. Arco Publishing, 480 Lexington Avenue, New York, N.Y. 10017. 660 pages, \$3.50. 4 1/2 x 7 1/4 in size.

Readers 8 to 18 years of age will find that this new and completely revised second edition contains information on science, math, radio, television, aircraft, cars, trains, ships, the English language, music, art, sports, stamps, coins, natural history, and many other categories.

Public Speaking

Influencing Through Argument. Robert B. Huber. David McKay Company, 119 West 40th Street, New York, N. Y. 10018. 392 pages, \$5.

A former teacher at Manchester College, the author, now at the University of Vermont, has developed "lines of argument" approach to argumentation and in his book translates the tests of evidence, the tests of reasoning, and the methods by which fallacies can be revealed, into language that is readily available to the student speaker.

Reference Books

Musio A to Z. Edited by Jack Sacher, based on the work of Rudolf Stephan. 432 pages. Philosophy A to Z. Edited under supervision of James Gutmann, based on the work of Helmuth Plessner, Alwyn Diemer, and Ivo Frenzel. 343 pages. Non-Christian Religions A to Z. Edited under supervision of Horace L. Friess, based on the work of Helmuth von Glasenapp. Anthropology A to Z. Edited by Carleton S. Coon and Edward E. Hunt, Jr., based on the work of Gerhard Heberer, Gottfried Kurth, and Ilse Schwidetsky-Roesing, 277 pages. \$2.50 each. Paperback.

Four volumes in a growing Universal Reference Library represent the finest international scholarship. The Library is based on the famous Fischer Lexikon, prepared by leading scholars. Each volume has been adapted to the needs and interests of American pupils by a staff under direction of a major American scholar.

ISC Book Covers Music Education

A trio unique in music education performs harmoniously at Indiana State College. Results appear in the new publication, *Living Music Education*, available from Dr. Martha Pearman, Music Education Center, Laboratory School, Indiana State College, Terre Haute, Indiana.

ISC music majors, elementary classroom majors, and Laboratory School pupils benefit from the three-way program. Its foundation is a close working relationship between the Laboratory School and the ISC Music Department which enables all methods courses to be taught within a framework of actual learning. Arthur D. Hill is chairman of the Music Department, and Harley Lautenschlager is principal of the Laboratory School.

Experiences, objectives, materials, and methodology of the teaching program are described in the new publication. A copy of the semester schedule, including a description of the music core, team teaching at different levels, and the use of television is also included. The book is a practical aid for students and teachers of public school music and for those concerned with college curricula.

New Dictionary Promised by American Heritage Co.

A new dictionary is in the making. The American Heritage Publishing Company has announced plans for the *American Heritage Dictionary* which will take several years and "at least a million dollars" to complete. It will be published in several editions for varying reader requirements. An early step will be to invite numerous linguistic authorities to serve as consultants.

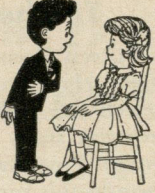
James Parton, president, American Heritage Publishing Company, said, "We believe that the American public will welcome a dictionary which is up-to-date not only in its description of the constantly evolving American language, but also in its definition of preferred usage."

William Morris, who has been editor-in-chief of the forthcoming *Grolier Universal Encyclopedia*, writes a daily syndicated newspaper column on words, and is the author of several books, joins American Heritage this month as editor of the dictionary program.

Who Was Who in America. Marquis-Who's Who, Inc., 210 East Ohio St., Chicago, Illinois 60611. 670 pages.

One of 12 volumes in the Marquis biographical library, this reference book contains a compilation of sketches of individuals, both of this and other countries, whose activities have historic connection with the United States from the founding of the Jamestown Colony in 1607 to 1897, the year of continuation by Volume I of Who Was Who.

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103. Vacations—colorful folders with maps, pictures, prices covering variety of independent or escorted tours by Greyhound bus to all of America's scenic and historical vacation areas including New York and the World's Fair. (Greyhound Corporation)

93a. Army Occupations and You is a comprehensive reference handbook that explains Army job training opportunities. For guidance counsellors and high school teachers. 93b. Military Guidance in Secondary Schools is a thorough guide for teachers, principals and counsellors—to assist students and parents with military obligation problems. (Department of the Army)

104. Across Lake Michigan by S. S. Milwaukee Clipper is a full-color brochure which shows rates, schedules, and details of ship's accommodations and describes trip across Lake Michigan with your car aboard, between Milwaukee, Wis., and Muskegon, Mich. The six-hour cruise eliminates 275 miles of congested driving. (Wisconsin and Michigan Steamship Company)

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108a. Vacation Guide to Deltaland is a travel book of 84 pages containing more than 44 color illustrations and provides authoritative and entertaining coverage of popular vacationlands of Florida, the Bahamas and islands of the Caribbean. Sixteen-page folder includes hotel, prices and detailed tour information. 108b. is a 12-page folder on California, Hawaii and New Orleans; 108c. is a 12-page folder on New York World's Fair. (Delta Air Lines)

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The Horace Mann Insurance Company—sponsored by ISTA and 30 other state teacher associations—has an opening for a full-time representative in West Central Indiana.

Applicants are now being interviewed by John R. Kenworthy, state manager, Room 418, ISTA Center. The phone number is ME 5-3148.

Those applying must be college graduates, between the ages of 25 and 40, preferably with teaching experience. No previous sales experience is required. The position will begin as of July 1 but will be preceded by a comprehensive study and training program. A full page ad on the inside cover of this issue gives an outline of the territory and services offered by Indiana Horace Mann representatives.

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Book Offers Guidance to 'Traveling Generation'

Nearly 19,000 American students attended foreign universities during 1963 while 78,000 foreign students were enrolled in American schools. They are aided by thousands of free fellowships and scholarships.

The 1964 edition of *Study Abroad* (\$4), published by Unesco Publications Center, 317 East 34th Street, New York City, lists the opportunities for support in advanced studies outside the United States.

More than 130,000 scholarships and fellowships worth hundreds of millions of dollars are available to assist the world's traveling generation of students in 105 different fields of study.

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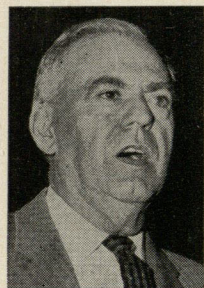
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It's NEWS in SCHOOL CIRCLES

Swihart to Assist Architects



O. M. Swihart, su-
perintendent of the
Kokomo-Center Town-
ship Consolidated
School Corporation for
18 years, and president
of the ISTA in 1957,
will retire June 30
from his teaching car-
eer that began in Ful-
ton County in 1916.
He served as the first

president of the Indiana Public School Study
Council in 1961-62 and on the State Board of
Education from 1944 to 1948 and from 1952 to
1956. Before going to Kokomo he was super-
intendent at Richmond. In his new work he
will be a consultant for an Indianapolis archi-
tectural firm, Quebe and Reid Associates. Ap-
pointed to succeed him at Kokomo July 1 is
Lowell C. Rose who has been assistant super-
intendent in charge of curriculum there since
last August. He came there from the MSD,
Washington Township, Marion County, to re-
place **Walter Kent** who resigned to accept the
superintendency of Wabash schools.

Arley G. Kerr has resigned as superin-
tendent of Hobart Schools and will retire
July 31 to live in Florida. He came to Ho-
bart in 1954 from Columbia City where he
had been superintendent since 1930. He will
be replaced by **Kenneth E. Norris**, his ad-
ministrative assistant for the past three years,
formerly superintendent of White County
Schools.

Carl E. Bickley, athletic manager and guid-
ance counselor at Fort Wayne Central High
School, has been appointed technical, voca-
tional, and adult education study director for
the Fort Wayne Community Schools.

Principal Changes Announced

New executive vice-principal at Morton
High School in Richmond, will be **Roger
Schnepp**, principal, Hartford City High School,
since last fall.

Earl Lemme, principal of Carmel High
School for six years, will be assistant super-
intendent in charge of instruction in the Car-
mel school system. Taking his place will be
Dale Graham, assistant principal and student
counselor.

Richard E. Roberts, administrative assistant
and head track coach at Twin Lakes (Monti-
cello) High School, will succeed **William J.
Holt** as principal of Rensselaer Central High
School. Mr. Holt will become business man-
ager of the Rensselaer Central Schools Cor-
poration.

Edgar C. Schiffer, principal and teacher at
Armstrong School, Evansville, since 1959, has
been named principal of the Lynch-McCutch-
anville-Oak Hill School, Evansville, a post
held by the late Everett Smith. Replacing
Mr. Schiffer at Armstrong will be **Noble E.
Pate**, a teacher at the Howard Roosa School
since 1956.

Teachers Win Awards

Fifteen Hoosier high school and junior
high school language teachers have re-
ceived scholarships of \$400 to \$700 for
overseas study under the Indiana Lan-
guage Program. They will spend two
months this summer in France, Germany,
Spain, or Mexico to increase their foreign
language speaking ability and to study
the history and culture of the countries
visited.

From Indianapolis, winners and their assign-
ments are:

Donald C. Goacher, North Central H.S., to
France
Miss Frances Stout, Crispus Attucks H.S., to
Spain
Allen F. Sutherland, Shortridge H.S., to
France
Miss Frances Taylor, Indianapolis Public
Schools, to Spain
Mrs. Edythe Belle Walker, G. W. Carver
Junior H.S., to France
John W. Wendling, North Central H.S., to
Germany
J. Banker White, North Central H.S., to
Spain

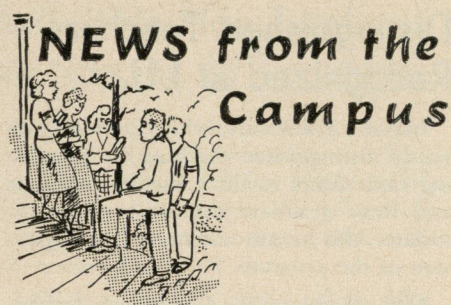
From other parts of the state, the winners
include:

Mrs. Ruth M. Harbrecht, Portage H.S., to
Germany
Mrs. Inez H. Hopkins, Harrison H.S., Evans-
ville, to Germany
Richard A. Holt, Columbia City H.S., to
France
Mrs. Areta Kolody, Northwestern H.S.,
Kokomo, to France
Alves John Kreitzer, DuBois H.S., to Ger-
many
Brother Anton Mattingly, St. Joseph's H.S.,
South Bend, to Mexico
Orman W. Moulton, Central Junior H.S.,
Columbus, to France
Rex L. Winchell, Rockport H.S., to Germany

Howard Longshore, acting principal at In-
dianapolis Arsenal Technical High School,
has been named principal. **Kenneth Puck-
ett**, acting vice-principal, has been appointed
vice-principal.

Noel T. Myers, who administered the spe-
cial education programs of the New Castle-
Henry Township Schools for 11 years, is sta-
tioned in Addis Ababa, Ethiopia, with the
U. S. Government Agency for International
Development program. He administers the
program which ranges from elementary school
level through the national university system.
In 1962 he was selected to direct research for
President Kennedy's Panel for the Study of
Vocational Education in the U. S. Working
with him in Ethiopia is **Robert LaFollette**,
formerly chairman of Ball State Teachers
College social science department, who is
higher education advisor to the university.

For her contribution to journalism **Miss
Kathleen Meehan**, Central High School, Mun-
cie, was presented the Muncie Business and
Professional Women's Civic Award for dis-
tinguished service at a civic night banquet
April 8. Miss Meehan has taught journalism
and sponsored the **Munsonian** at Central for
22 years. She was the founder of "Your
Muncie Schools" and "The Messenger," pub-
lications of the school corporation.



Dr. Frank K. Burrin, director of Purdue's
summer sessions and evening classes, is the
new president of the North Central Confer-
ence of Summer Schools, succeeding Dr. John
Little, of the University of Colorado. The
Conference is composed of summer sessions
officials of 110 colleges and universities in 21
midwestern states.

With the retirement in June of **Dr. Russel
S. Merkel**, head of the Education Department
at Indiana Central College, **Dr. Marvin G.
Baker**, assistant professor of education since
1962, will succeed him. Dr. Merkel has been
with ICC since 1945. Dr. Baker has taught
in Indiana and Oregon and holds master of
arts and doctor of education degrees from
Ball State Teachers College.

Next fall Purdue will become the third In-
diana university to offer a doctoral program
in English, joining Indiana University and
Notre Dame in the effort to increase the
supply of college level English teachers. **Dr.
Frederick N. Andrews**, vice-president for re-
search and dean of Purdue's graduate school,
estimates 29,000 college teachers of English
will be needed over the country within six
years. The supply now is critically short.

Creation of two new sections in the Purdue
University Department of Education have
been announced. **John M. Nelson**, associate
professor of education and social studies, will
serve as chairman of the new secondary edu-
cation section. **William R. Shunk**, associate
professor of education, will head a section
whose staff members work in social, philo-
sophical, and psychological foundations of
education.

Newbery, Caldecott Winners Announced

Two New Yorkers have won the cov-
eted Newbery and Caldecott awards.

The John Newbery medal, given an-
nually since 1922 for the "most distin-
guished contribution to American litera-
ture for children," went to Mrs. Emily
Cheney Neville for her first novel for
teen-agers, *It's Like This, Cat*. The
author, who has written many stories for
children, is the wife of a newspaperman
and mother of five children.

Maurice Sendak, Brooklyn born author-
illustrator, received the Randolph J.
Caldecott medal, awarded since 1938 to
the artist of the year's "most distin-
guished American picture book," for his
Where the Wild Things Are. In this he
pictures a child's delight in the fantastic.
Both books were published by Harper &
Row.

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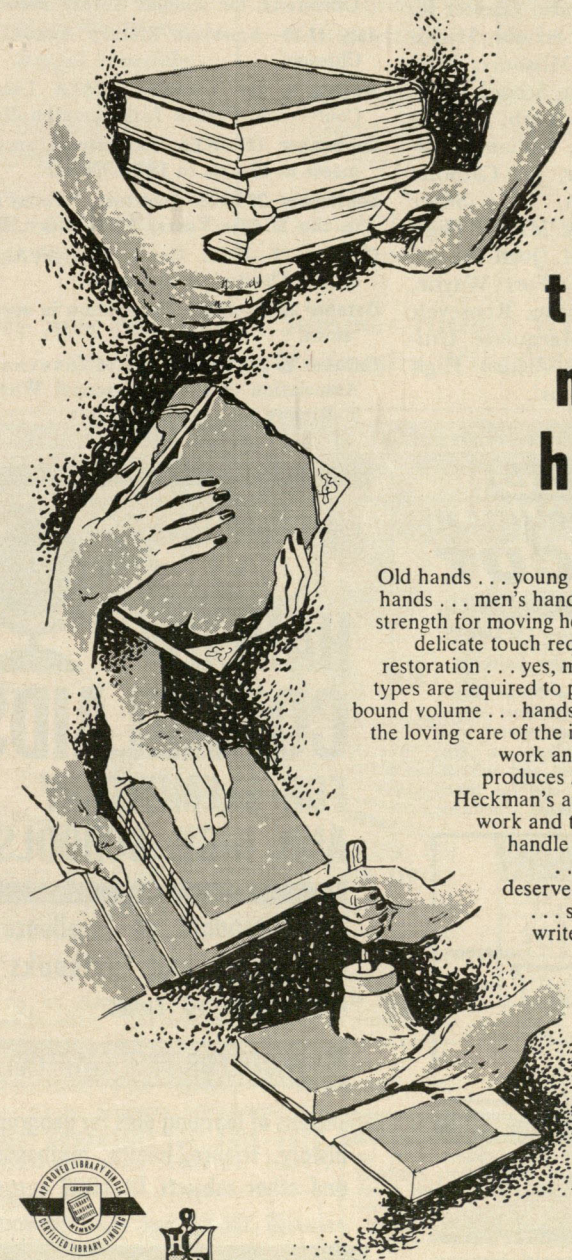
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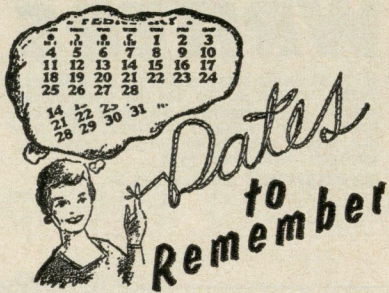
A few copies available of "For the Lack of A Stitch" a brief history of bookbind-
ing. A new book "It Takes Many Hands—Materials and Machines" ready soon.

Journalism Teachers
Get Study Grants

Of the 381 high school journalism teachers and publications advisers awarded summer study grants by The Newspaper Fund, 10 are from Indiana. The Fund is financed by the *Wall Street Journal*.

Two Hoosier teachers who received grants for full summer school programs are Mrs. Frances Miller, South Side High School, Muncie, and Robert A. Reichley, Culver Military Academy. They will study at the University of Michigan and Syracuse University, respectively.

Eight others who will attend special summer seminars, with tuition, textbooks, room and board provided, are: Chester R. Horn, Elston Junior High School, Michigan City, University of Missouri; Mrs. Ruth Uyesugi, Paoli High School, Rutgers University; Miss Ann Korb, Central High School, South Bend, Indiana University; Frederic J. Walker, Jr., Catholic High School, Washington, I.U.; Sister Mary Stella Gampfer, Rex Mundi High School, Evansville, Sister M. Jean Schaeffer, Saint Francis College, Fort Wayne, and Mrs. Joanna C. Johnson, Roosevelt High School, Gary, all Marquette University, and Rex E. Hile, Ashley High School, University of Missouri.



June 28-July 4—83d annual conference of the American Library Association in St. Louis, Missouri.

June 28-July 4—NEA convention, Seattle Washington.

July 5-19—National CTA Conference, Bellingham, Washington.

July 12-18—11th annual Workshop at Indiana University for student library assistants.

July 14-20—American Library Association, Chicago.

August 9, 10, 11—Annual ISTA Leadership Conference, French Lick-Sheraton Hotel.

September 12—ISTA Executive Committee meets at 10 a.m. in ISTA Center.

September 23-24-25—Institute, "Today's Child in the Middle Years, 6-12." Gary, Indiana.

October 22—ISTA Representative Assembly, Murat Theater, Indianapolis.

October 22-23—ISTA Convention in seven divisions.

October 25-29—Convention of International Association of Pupil Personnel Workers in Baltimore, Maryland.

Distinguished Teachers
Recognized at I.U.

Indiana University, which annually rewards distinguished teaching by presenting cash prizes to three faculty members and three graduate student teaching associates, this month announced an expansion of the program.

Mrs. Herman P. Lieber of Indianapolis has given the university a "substantial additional gift" to enlarge the fund created in 1954 by her mother, Mrs. Katie D. Bachman.

The fund supports the annual Frederic Bachman Lieber Award for distinguished teaching. The new gift will support one or more new awards, one of which will honor the memory of Herman F. Lieber. Frederic and Herman were sons of Mrs. Lieber and alumni of Indiana University.

Dr. Lynne L. Merritt Jr., acting dean of faculties, in announcing the 1964 faculty winners, said: "Although research and graduate education distinguish a university from a college, nevertheless, it is teaching which is the *sine qua non* of a university or college."

Faculty winners are Harold F. Lusk, professor of business law, the Frederic Bachman Lieber Award; Donald D. Jensen, assistant professor of psychology, the I. U. Foundation Faculty Award, and David R. Derge, associate professor of government, the Ulysses G. Weatherly Award.

Teaching associates and their citations are:

William C. Perkins, School of Business—"Not only his better students but even some who had fared poorly in the course found occasion to express appreciation for Mr. Perkins' patience and consideration."

Miss Dorothy G. Rosenberger, Department of German—"She succeeded in conducting the class, even though it consisted of beginning students, almost entirely in German—it is rare to see so flawless and captivating a teaching performance in one so young."

Mrs. Janice M. Weaver, School of Education—"Whether she is teaching freshmen or middle-aged school teachers, whether she is working with alert honor students or with persons enrolled primarily because the course is required, Mrs. Weaver is consistently a stimulating and successful teacher."

Ball State Has Funds
for Special Ed Teachers

A \$35,400 grant from the U. S. Department of Health, Education, and Welfare will enable Ball State Teachers College to offer traineeships and fellowships to prospective teachers working with mentally retarded children.

Ball State now is equipped to offer teacher preparation in four areas of special education—speech and hearing, deaf instruction, the crippled and impaired, and mentally retarded. It is also preparing a program for prospective teachers of emotionally disturbed children. Another grant of \$47,737 has been made available for a summer workshop to improve instruction for the deaf.

The grant to train teachers of the mentally retarded makes it possible for Ball State to offer undergraduate traineeships for seniors worth \$1,600 a year, and graduate fellowships worth \$2,000 a year. Graduate students will receive a \$400 dependency allowance, if married. Applications are being accepted by Dr. Elizabeth F. Spencer, Ball State Teachers College, Muncie, Ind.

9 Hoosiers Win
John Hay Awards

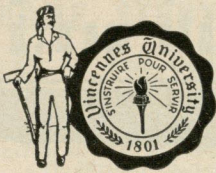
Nine Indiana educators are among the 258 high school teachers and school administrators who have been awarded summer fellowships in the John Hay Fellows Program. They will study the humanities at one of the following schools: Bennington College, Colorado College, the University of Oregon, or Williams College.

Indiana participants in the program are: Devon Alan Bates, University School, Bloomington; Albert R. Butler, William E. Jones, Miss LaVerne E. Newsome, and Mrs. Corrie J. Wilson, all of Crispus Attucks High, Indianapolis; Robert O. Greer, principal, Edison High, Gary; Charles O. Harkin, Griffith High; Aden K. Long, Frankfort High, and Mrs. Laura C. Lyons, Washington High, Indianapolis.

Top Billing for Mr. Novak

NBC's Mr. Novak has earned the 1963 George Foster Peabody award for television entertainment. Co-winner in the entertainment division is the CBS Danny Kaye Show.

Produced in cooperation with the NEA, Mr. Novak—America's favorite high school English teacher—has amassed a 30-million family viewing audience on network television this year. The Peabody award and the University of Georgia School of Journalism administer the awards, now in their 24th year.



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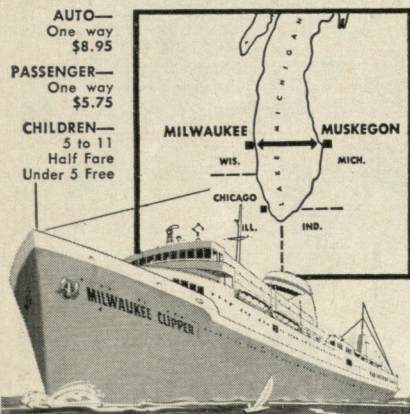
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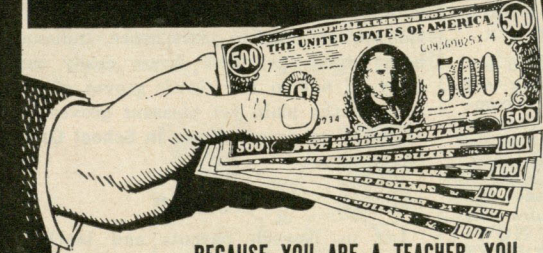
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From the Indiana School Journal, 1864
Compiled by Louise Eleanor Kleinhenz

Report of Normal School Committee, Indiana School Society: First annual session, Greensburg, Decatur County, to begin July 12, 1864, for four weeks... we offer rare opportunities for becoming acquainted with the Pestalozzian Plan and System of Object Teaching, for actual drill in a course of free gymnastics, for a complete course in Elocution and for attending a thorough course of lectures upon the theory and practice of teaching. It is earnestly hoped that every "live" teacher in the state will endeavor to attend this Institute. Will the teachers of Indiana rally to the standard of education? And while it is written of us first in war, let it also be written of us first in education. Expenses: board per week \$3; tuition \$5; travel expenses half fare. Textbooks: bring variety for reference. For singing purposes bring the Jubilee and Harp of Judah. J. M. Olcott, R. M. Johnson, R. F. Brewington, P. Hiatt, D. Shuck, Committee.

- 100 -

Nothing pertaining to the school house in the state strikes one more forcibly than the almost universal absence of trees... You find the school house in some forsaken corner—or on some bald point, grassless, flowerless, treeless... Now Teachers, I know there is one objection underlying this whole subject, namely, he who plants will not likely stay to reap and enjoy... Teachers, we be brethren, hence can and should care for one another. Let trees be planted in every yard this spring, and five years hence, Indiana will boast many a school house cosily nestled away, if not in the classic groves of Academus, in the plain yet pleasant groves of our native forest trees.—Trees in School Grounds, G. W. Hoss.

- 100 -

Let us beseech parents and teachers to consider how impossible it is to keep children still, while their little hearts palpitate with boiling blood, which goads them on to action, action, ACTION. Let them run, jump, climb, and thus relieve a pressure on the human valves which would otherwise provide injurious if not fatal results... We suggest that three hours school a day, with a recess of 5 minutes once in 15, is enough for the best constitution to bear without injury.—Hours of Study—A Hint to Teachers.

- 100 -

... train a child to love his country, and when he becomes a man, he will not rebel.

- 100 -

A short time ago the students of Northwestern Central University presented Prof. Hoshour a beautiful silver tea service. This was a free will offering of grateful students to an aged professor and an esteemed man.

Supreme Court Won't Review 'DeFacto Segregation' at Gary

The U. S. Supreme Court has declined to investigate charges of racial discrimination in Gary school zoning based solely on residential patterns. The court's decision leaves standing two lower court decisions against the complaining parents who were represented by the legal defense fund of the NAACP.

Chief argument of the Gary school system was that it is not a "redevelopment commission, or a resettlement commission, or an open occupancy administrator, but being a school system must take residential patterns as it finds them and accommodate children by furnishing school facilities as near as reasonably may be to their homes."

Dr. Rogers Heads FAA Group

Dr. Virgil M. Rogers, director of the National Education Association's Project on the Educational Implications of Automation, has been named head of a task force studying the educational needs of civil aviation for the years ahead.

His work is part of a larger study—called Project Long-Look—by the Federal Aviation Agency. Fearful that the years ahead will bring increasing shortages of personnel in commercial aviation, the FAA has launched an Aviation Human Resources Study Board to investigate the problem.

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Mrs. Castle and Hunter Move Up in ASCD

Two Marion County educators are president and president-elect of the Association of Supervision and Curriculum Development for Indiana. Heading the organization for the coming year is Mrs. Mary Evelyn Castle, director of curriculum, MSD, Lawrence Township. Frank Hunter, administrative assistant to the superintendent, MSD, Perry Township, is the new president-elect. He will take office after the 1965 spring meeting.

The organization of some 200 superintendents, curriculum directors, supervisors, administrative assistants, and principals who are directly responsible for program development and in-service education throughout the state is a chapter of the National Association, a division of the NEA.

Each year the Indiana ASCD holds a fall meeting, usually at Turkey Run State Park. In the spring a school system or college usually hosts the group for a work session hinging on a current school curriculum problem.

The Association is now recognized as one of the leading groups in the development of curriculum, in-service education, and supervision. Its members are called on by local school corporations as well as the state, to work on projects of a wide variety.

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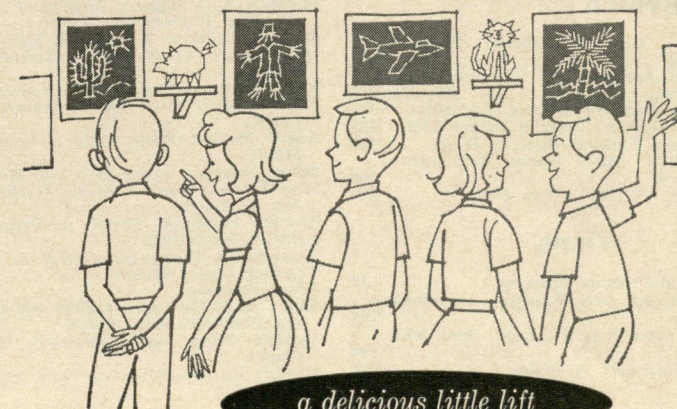
Pick and glue art work is quick, easy and creative. As your class works intently, each person on his own design, there are many laughs at the results that are being obtained. Materials are box of different colored toothpicks per individual, glue, colored paper or cardboard. Construction paper is useable; even neutral tints.

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twigs. Insure glue sticking by using enough of it and let it dry.

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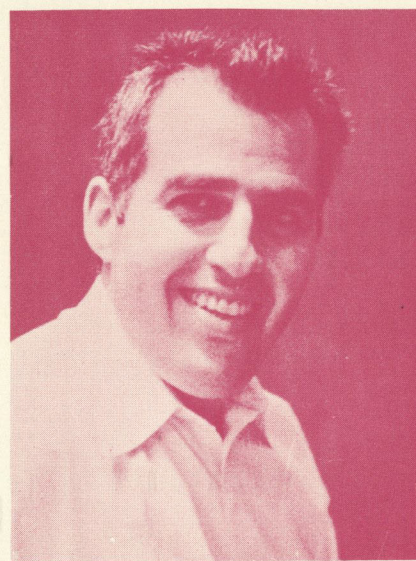
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Summer is for Enjoyment

Summer Theater, Comic Opera, Films, Concerts and Visiting Artists' Lectures Spell an Exciting Summer . . .



Raymond Rocklin, noted sculptor



Rhys Ritter as Falstaff



Summer on the campus is anything but dull. Why should it be dull when Ball State offers a full fare of fine entertainment? And it's all available (some free and some at slight cost) for summer students and the general public. Most attractions are in the air-conditioned John R. Emens College-Community Auditorium or in the Ball State Theatre. Just look at the variety of events to make this a summer to remember

Ninth Annual Festival of the Arts on June 30, July 1 and 2 features a gallery talk and exhibit by Raymond Rocklin, noted New York sculptor; an artists-on-the-green demonstration in varied art media; a visiting literary figure; films, and the San Francisco Contemporary Dancers Company!

The comic lyric opera *Falstaff* by Verdi, based on William Shakespeare's *Merry Wives of Windsor*, will be presented July 2 by a cast including Rhys Ritter, New York City baritone, and experienced opera singers.

Chamber Music Festival, presenting members of the Ars Musica String Quartet and the Musical Arts Woodwind Quintet together with visiting artists and members of the Ball State music faculty, will play for five summer concerts.

Little Shoestring Theatre will present four plays and one musical. Tickets are on sale for the season or per performance at the box office, Ball State Theatre. Write for complete brochure.

July 9, 10, 11—*A Thurber Carnival* by James Thurber
 July 16, 17, 18—*I Am a Camera* by John Van Druten
 July 30, 31, Aug. 1, 2—*Come Blow Your Horn* by Neil Simon
 August 6, 7, 8—*Angel Street* by Patrick Hamilton
 August 12, 13, 14, 15—*Fantasticks* (music by Harvey Jones; Tom Jones, author lyricist)



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FOR SCHEDULE OF CLASSES

WRITE:

Director of Summer Sessions
128 Memorial Center



One of Indiana's most widely known schools was Central Normal College at Danville. This school was influential out of all proportion to its size. It also had the unique distinction of having been stolen from its original location.

~~1868/1869/~~

In 1829 a seminary had been established on the location of the later Central Normal College at Danville. This school progressed from a log cabin to a five room brick building which became a part of the college Recitation Hall.

In 1858 the Methodist Church came into possession of the building and established an Academy. The 1858-59 enrollment was 245. This, like other academies of the time, offered all grades of school work including college preparatory. During the ten years of this school's existence it prospered. The building was enlarged by the addition of eleven rooms and the bell tower. This was Recitation Hall as all students of C.N.C. will well remember. The large room on the first floor was The Chapel and the Methodists used it for their meetings. This accounts for the high ceilings with tall rounded top windows.

In 1868 the Academy closed because Danville, by that time, had a public grade and high school. This academy, like many others over the state, served until the public school system became established. The Friends Church set up the largest number of academies in Indiana and the Methodists the next largest. Some of the illustrious students of this Academy were the Hon. Julian Hoadley, Indiana Supreme Court; the Hon. R.B. Blake of the Supreme Court of Washington, and the Hon. Enoch Hegate, Dean of Indiana Law School.

Central Normal College was established by W.F. Harper at Ladoga in Montgomery County as Central Normal College and Commercial Institute with 48 students.--modelled after the National Normal School in Lebanon Ohio, one of the first such schools in the United States, where he had been a student. Enrollment outgrew school facilities and available housing.

Kate Hargrave Smith estate 5-25-1982

Times were hard and Ladoga citizens made no plans for offering help. Mr. Harper looked about for a better location and Danville citizens saw their opportunity and arranged to purchase the old Academy building from the Methodists. The large room on the first floor had been used for their services but the rest of the building had been unused for ten years. The purchase price of \$10,000 went to build the Methodist Church on Washington Street.

On May 10, 1878 at 1.00 A.M. a caravan, some reports made it a mile long of wagons, drays, and spring wagons with the best carriage in town leading, left Danville over the poor roads of that time for Ladoga, twenty miles away. At 5.00 A.M. Ladoga citizens were dumfounded at the invasion. Wagons backed up to the school and desks, chairs, library, records and all other school property loaded. Vehicles went through the village gathering up trunks, luggage and other possessions of the students. By this time Ladoga citizens were thoroly aroused and angry. They called it stealing and tried to get a court injunction to stop it. When this failed they offered students free rooms and board if they would remain.

The caravan, loaded and reformed, moved out of town back toward Danville. One hundred and thirty-two students rode the overloaded wagons or trudged along on foot. Chas. A. Hargrave was one of the students. There was much hilarity at this stage and a certain amount of college high-jinks, to the discomfort of the citizens of Ladoga. As the caravan moved along the twenty miles to Danville it attracted a great deal of attention; this was certainly something out of the ordinary.

A special train had been chartered and paid for by Danville citizens to bring the 68 women students from Ladoga through Greencastle to Danville. The caravan had arrived in Danville in time for the men students, the faculty and a large crowd with a brass band to meet the train. All students were housed by that evening. The academy building was not ready yet so various places were used for classes which were resumed next day--only one school day was lost by this most unusual move.

Before the deed for the property could be prepared President Harper disappeared --the deed was made over to Frank P. Adams who became president and owned of the school.

3

Mr. Harper was eventually heard from. His story was that during a lapse of memory he road in a car of freight into Colorado where he was held prisoner by Ute Indians. Mr Harper died in 1930, aged 75. He had attained recognition as a nationally known Baptist minister and had served twelve years as secretary of the Southern California Baptist Convention. When he founded the Ladogs school he was only 21.

The school was renamed Central Normal College. It had a large building and the people of Danville supplied ample housing. From the beginning there was wonderful rapport between the students and the citizens.

Central Normal College prospered and grew. Mr. Adams died in 1882 Mrs. Adams became president until 1885 when Chas. A. Hargrave became president to serve until Mr. J. A. Joseph, whom Mrs. Adams had married, could learn the administration. Mr. Joseph became president in 1890. Professor Hargrave devoted his entire life to this school, serving as teacher and financial secretary. No person served the school so long. The beautiful well house was dedicated to him and Science Hall renamed Hargrave Hall.

The enrollment in 1885 was 683 and in 1890 it was 771--a period of continual growth. Chapel Hall was built in 1890 to provide additional room. By 1900 different financial arrangements had to be made, it being no longer practical for the school to be privately owned. A stock company of 80 Danville citizens was formed to take over the property and assume responsibility for the school.

At this time Dr. Jonathan Rigdon became president, serving twice, a total of fifteen years, longer than any other president. In 1911, under a state law enacted for the reorganization of Butler College, Central Normal College was incorporated. The stockholders turned in their stock and elected a board of trustees. If and when the school might discontinue the property would pass to the common school fund of the state.

The school continued to grow and serve the public well. Tuition was kept low, room rent was reasonable and there were always boarding clubs where meals were served family style and a fair price. Many students found employment in janitor work on campus and around town. The boarding club

4
used student help--one restaurant employed 18 students at one time.

As nearly all students came from modest homes, the low education costs were attractive. Social life was inexpensive--not until the thirties were there any sororities or fraternities.

Science Hall was built in 1915; the gymnasium in 1924. This completed building on campus except to replace the gymnasium which burned in 1936. All this was done without any help except what the People of Danville gave and what came from a campaign for funds from students and alumni. Very careful planning and good business management were manifest.

Central Normal was primarily a teacher training school accredited always by the State Dept. of Education; graduates being acceptable in other schools for graduate study. A teachers license could be obtained after twelve weeks training--a life license, after two years training. In 1924 the law required one year of training for a first license--then in 1929 two years were required--and in 1938, four years. Teachers could teach a full term and get additional training each summer, working toward a degree or life license. Because of this system summer school always had the largest enrollment, the peak being reached in 1922 with 1308 enrolled. After 1938 summer school work was done at a school that offered graduate work.

For the last twenty years at Central Normal College a constant effort was made to improve and keep abreast of the times--the curriculum enlarged to conform to changing license laws--more Ph.D's employed on faculty--library and laboratory facilities expanded and all departments enlarged and improved.

The library was moved to the large room on first floor of Recitation Hall. The Commercial Dept. moved to the second, then third floor for more space. The library in Chapel Hall became a lounge and recreation room with kitchen adjoining. The new Gym built in 1936 had full basement with cafeteria and grill room available for social functions.. Enrollment during the last years averaged about 350.

Problems of administration and finance became more difficult.

Repeated efforts to raise an endowment were ineffectual.

Central Normal College had trained thousands of teachers, many of which became principals, superintendents, county superintendents and were found among State Superintendents of Instruction. Dr. H.M. Whisler, a graduate, was Vice President of C.N.C.--on the faculty of Butler College--and as head of State License Dept. One former student and teacher served for twenty years on the State Board of Education--and the present board has a C.N.C. grad on it.

Governor Ralston and wife were graduates and at one time there were twenty-eight elected officials in the State House, all from C.N.C. Careers of former students are not confined to the teaching profession or to politics. A graduate is handicapper at the Hileah Race Track; another is midwest manager of one of the great publishing houses; another has practiced law in Reno, Nev. for thirty years. This list could go on and on.

In 1946 a member of the faculty, an Episcopalian, prevailed upon the Board of Directors that the solution to their complex problems could be solved by turning the school over to the church. Other church schools were prospering and this would be a secure future for the beloved school. At the Episcopal Convention of Indianapolis Dioceses on May 1, 1946--and at the Northern Diocese on May 8 the college project was approved. Official transfer to the control of the Episcopal Church was made during July of '46.

Dr. P.H. Hightower was the last president of Central Normal College. With a new president and a new name, Canterbury College hopes ran high for growth and security. The school was reorganized; the semester plan instituted; tuition cost raised and two large dwellings secured for dormitories. In just five years Canterbury was in debt \$95,000 and the church decided to discontinue the school. The school board of Danville assumed the debt and took over the property.

At a time when the need for more college classrooms was acute this college with its fine tradition of public service was allowed to disappear. A great disappointment to friends and students and a terrific blow to the community of Danville.

6

Other church schools--Franklin, Hanover, Butler--and more were putting up new buildings for increased enrollment. This college--Central Normal College and Commercial Institute, 1876-78 --Central Normal College, 1878-1946 and Canterbury, 1946-51 was no more. Records were transferred to Indiana State Normal School at Terra Haute.

The old Chapel Hall and Recitation Hall were razed and Hargrave Hall enlarged for use as a High School with the Gymnasium in connection.