

LB
1869
.I59
1954



INDIANA

AUG 26 1957

STATE LIBRARY

Report of the

Iowa State Conference

ON

EDUCATION

**CALLED BY THE GOVERNOR AS A
PRELUDE TO THE WHITE HOUSE CONFERENCE**

HOTEL SAVERY DES MOINES

DECEMBER 9, 10, 1954.

s.d.
370.63
Iw 645r

Report of the
Iowa State Conference on
Education

Called by the Governor as a
Prelude to the White House Conference



HOTEL SAVERY • DES MOINES

December 9, 10, 1954

General Planning Committee

- Jessie M. Parker, Superintendent of Public Instruction, Des Moines
Chairman
- Arthur Carpenter, Administrator of Instruction, Department of Public Instruction, Des Moines, *Associate Chairman*
- C. H. Becker, President, Wartburg College, Waverly
- C. J. Christiansen, Superintendent of Schools, Clarion
- David Dancer, Secretary, Iowa State Board of Education, Des Moines
- Edmund Groomes, President, Iowa Council for Better Education, Menlo
- Harlan L. Hagman, Dean, College of Education, Drake University, Des Moines
- Mrs. Harold Honohan, President, Iowa Congress of Parents and Teachers, Des Moines
- Paul F. Johnston, Administrator of Administration, Department of Public Instruction, Des Moines
- Virgil Lagomarcino, Supervisor, Department of Public Instruction, Des Moines
- Mrs. Wilbur Linn, Office Assistant, Iowa Congress of Parents and Teachers, Des Moines (Represented Mrs. Honohan, President)
- Buell Lindgren, Attorney, Des Moines
- Harry D. Linn, Executive Vice-President, Iowa Manufacturers Association, Des Moines
- Charles F. Martin, Executive Secretary, Iowa State Education Association, Des Moines
- George O'Hara, Delegate, Iowa State Federation of Labor, Des Moines
- Edris Owen, Secretary-Treasurer, Iowa Congress of Industrial Organizations, State Industrial Union Council, Des Moines
- Mrs. L. E. Qualley, Office Secretary, Iowa Federation of Women's Clubs, Des Moines
- Don Reed, Managing Director, Iowa Press Association, Des Moines
- Ray Thompson, Past President, Iowa Association of School Boards, Ellsworth

Committee for the White House Conference on Education

- Dwight D. Eisenhower, *Honorary Chairman*
Oveta Culp Hobby and S. M. Brownell, *Honorary Vice-Chairmen*
Neil H. McElroy, *Chairman*, Cincinnati, Ohio. President, Proctor & Gamble Company
Finis E. Engleman, *Vice-Chairman*, Hartford, Connecticut. State Commissioner of Education
Mildred C. Ahlgren, Whiting, Indiana. Past President, General Federation of Women's Clubs
Ethel G. Brown, Los Angeles, California. President, National Congress of Parents and Teachers
Ralph J. Bunche, Kew Gardens, New York. Under-Secretary, UN
John S. Burke, New York, New York. President, B. Altman & Company
John Cowles, Minneapolis, Minnesota. President, Minneapolis Star and Tribune
John A. Hannah, East Lansing, Michigan. President, Michigan State College
James W. Hargrove, Shreveport, Louisiana. Vice-President, Texas Eastern Gas Transmission Company
Allbert J. Hayes, Silver Spring, Maryland. President, International Association of Machinists
Margaret Hickey, St. Louis, Missouri. Editor, Public Affairs Department, Ladies Home Journal
Henry H. Hill, Nashville, Tennessee. President, George Peabody College for Teachers
Mildred M. Horton, New York, New York. Past President, Wellesley College
James R. Killian, Jr., Cambridge, Massachusetts. President, Massachusetts Institute of Technology
Allan B. Kline, Vinton, Iowa. Past President, American Farm Bureau Federation
W. Preston Lane, Jr., Hagerstown, Maryland. Ex-Governor, Maryland
Roy E. Larsen, Fairfield, Connecticut. President and Director, Time, Inc.; Chairman, National Citizens Commission for the Public Schools
Thomas Lazzio, Patterson, New Jersey. President, Local 300, UAW-CIO
Joseph C. McLain, Mamaroneck, New York. Principal, Mamaroneck High School
William E. McManus, Washington, D. C. Assistant Director, Department of Education, National Catholic Welfare Conference
Lorimer D. Milton, Atlanta, Georgia. President, Citizens Trust Company
Don G. Mitchell, Summit, New Jersey. Chairman of Board, Sylvania Electric Products, Inc.
Frank C. Moore, Buffalo, New York. President, Government Affairs Foundation, Inc.
Herschel D. Newsom, Takoma Park, Maryland. Master, National Grange

William S. Paley, Manhasset, New York. Chairman of Board, Columbia Broadcasting System, Inc.

James F. Redmond, New Orleans, Louisiana. Superintendent of Schools

Martha Shull, Portland, Oregon. High School Teacher; and First Vice-President, National Education Association

Frank H. Sparks, Crawfordsville, Indiana. President, Wabash College

Potter Stewart, Cincinnati, Ohio. Judge, U. S. Court of Appeals

Jesse G. Stratton, Clinton, Oklahoma. Past President, National School Boards Association, Inc.

Harold W. Sweatt, Palm Beach, Florida. Chairman of Board, Minneapolis-Honeywell Regulator Company

H. Grant Vest, Denver, Colorado. State Commissioner of Education

Mayme E. Williams, Miami, Florida. Teacher and President, National Congress of Colored Parents and Teachers

Clint Pace, Director

Foreword

On September 20, 1954, President Dwight D. Eisenhower addressed a letter to the Honorable William S. Beardsley, Governor of the State of Iowa, asking for cooperation at the state level in solving some of the major educational problems which face our country. In this letter, President Eisenhower said "The primary responsibility for meeting these problems must lie with the States and local communities." He went on to suggest that he was asking Governor Beardsley as well as the governors of other states to join with him "in bringing about the most thorough, widespread and concerted study that the American people have ever made of their educational problems." The President's letter, in its entirety, follows this foreword.

It was understood that the studies made by the various states would be reported to the White House Conference which is to be held in Washington, D. C. from November 28 through December 1, 1955. In accepting the President's invitation to participate in this nation-wide study, Governor Beardsley set December 9 and 10, 1954 for the Iowa State Conference on Education. Governor Beardsley and Miss Jessie M. Parker, State Superintendent of Public Instruction, then selected representative lay and professional people to serve on a General Planning Committee. This committee was charged with the responsibility of outlining general areas for discussion and recommending chairmen, assistant chairmen, recorders, and consultants for each of the discussion groups. These discussion leaders met in a planning meeting during which the agendas for each of the discussion groups were set up and other plans for the Conference developed.

The Governor invited seventy-nine organizations in Iowa to select from three to five representatives to attend the Conference. Miss Parker was asked to send formal invitations to each of the delegates. Under the general direction of Miss Parker, the Department of Public Instruction handled the details in planning for the Conference.

In the printed program for the Conference, which was developed by the State Department of Public Instruction, the following charge was given to the delegates:

"All Americans are aware of the importance of education to the strength and vitality of our Nation. The security of this country and the hopes of the free world depend in great measure upon the character, the ideas, the ingenuity, and the competence of each successive generation of young people. The complexities of today's world call for broader knowledge, greater skill, and deeper understanding. Hence, education whether at home, at church, or in our schools, is more important than ever before to the continued well-being of the Nation.

Our National security and well-being depend in large measure on the education of Americans to fulfill their responsibilities in a free society. President Washington recognized this need when he wrote: "The mass of citizens in these United States mean well; and I firmly believe that they will always act well whenever they can obtain a right understanding of matters; but . . . it is not easy to accomplish this . . . when the inventors and abettors of pernicious measures are infinitely more industrious in dissemination of their poison than the well-disposed part of the community to furnish the antidote."

These comments are especially fitting under today's world conditions. They highlight the need to provide the best possible education of each and every American.

President Eisenhower referred to our present needs in his State of the Union Message when he said: "Youth—our greatest resource—is being seriously neglected in a vital respect. The Nation as a whole is not preparing teachers or building schools fast enough to keep up with the increase in our population."

Vigorous efforts are being made by many States and local communities to provide better educational opportunities, but the statistics on present enrollment, on projected enrollment, on our classroom shortage, on teacher shortage, on school drop-outs, and on inadequate education, make clear the needs for prompt and constructive action.

The effective way in which the delegates to this Conference met their responsibilities is attested to by (1) the thoughtful and conscientious manner in which they participated in their respective discussion groups, and (2) the more tangible outcomes of their deliberations which are presented in succeeding pages of this report. It should be recognized, however, that there are many constructive outcomes of such a conference that cannot be delineated in a written report. There is little doubt that the delegates have gone back to their own communities with a better understanding of many important educational problems and issues—and with an increased determination to improve the educational opportunities for the children of their own communities, their state, and their nation.

Arthur Carpenter

Assistant Superintendent of Public Instruction
and Associate Chairman of the Conference

THE WHITE HOUSE
WASHINGTON

September 20, 1954

Dear Governor.....:

All of us recognize the urgency of solving such serious educational problems as shortages of teachers and school facilities and the loss of needed trained manpower through illiteracy and school drop-outs. Many States and local communities are making progress in dealing with these problems. The facts show, however, that we are falling behind rather than catching up.

I deeply believe that the primary responsibility for meeting these problems must lie with the States and local communities, and that the Federal Government should strengthen and not interfere with State administration of education. It is because our citizens have taken direct responsibility for their schools and colleges that, through the years American education has flourished.

Public Law 530, just passed by the Congress, conforms to this historic principle of self-reliance. It gives Americans the opportunity to determine what steps they can take at local, State and national levels to insure the best possible education for our youth. This Act authorizes State and White House Conferences at which representative citizens and educators can study their education problems at all levels and determine what action should be taken. \$700,000 has been allocated to the States for defraying a portion of the costs of preparing for and conducting these meetings.

With this opportunity to know the facts and understand the problems, I am convinced that the people of the United States will develop programs of effective action. It is with this conviction that I ask you to join with me in bringing about the most thorough, widespread and concerted study that the American people have ever made of their educational problems. This study is necessary, I believe, to make citizens realize the importance of immediate and continued action if we are to have agencies that contribute to a well-educated nation.

In my judgment, we have in this program a great opportunity to meet the needs of education in our country.

With best wishes and personal regards,

Sincerely,

/s/ Dwight D. Eisenhower

TABLE OF CONTENTS

FOREWORD	v
PRESIDENT EISENHOWER'S LETTER.....	viii
PART:	
I. ORIENTATION TO THE WHITE HOUSE AND STATE CONFERENCES.....	1
II. ORGANIZING THE CONFERENCE.....	2
III. KEYNOTE ADDRESS: EDUCATION IN IOWA'S SECOND CENTURY.....	4
IV. GROUP "A" REPORT: EDUCATION TO MEET THE NEEDS OF INDIVIDUALS AND SOCIETY.....	12
The Needs of Young People.....	12
Three Problem Areas.....	13
Recommendations.....	14
V. GROUP "B" REPORT: MAINTAINING AN ADEQUATE SUPPLY OF WELL-TRAINED TEACHERS.....	15
Introduction.....	15
The Scope of the Problem.....	15
Steps to be Taken.....	16
Increased Salaries.....	16
More Retirement Income.....	17
A Larger Share of Freedom.....	17
A Professional Teacher Load.....	17
A Tapping of Available Resources.....	17
Recommendations.....	18
VI. GROUP "C" REPORT: PROVIDING SCHOOL BUILDINGS AND EQUIPMENT.....	19
Topics Discussed.....	19
Considerations.....	20
School Building Needs.....	20
Statements and Recommendations.....	20
VII. GROUP "D" REPORT: FINANCING EDUCATION	21
Four Basic Problems.....	21
Majority Opinion on Federal Support.....	21
Responsibilities of Various Taxing Agencies.....	22
Present Types of State Aid.....	22
Resolutions Adopted.....	22
A Minority Report.....	23
VIII. GROUP "E" REPORT: THE ORGANIZATION OF EDUCATION.....	24
Internal Organization of Schools.....	25
Reorganization of School Districts.....	27
The Intermediate School Area.....	28
IX. GROUP "F" REPORT: EDUCATIONAL TELEVISION, RADIO, AND MOTION PICTURES.....	30
Iowa's Record in Educational Radio and Television.....	30
Specific Recommendations.....	31
In Summary.....	32
X. GROUP "G" REPORT: WHAT ARE THE PROBLEMS OF HIGHER EDUCATION IN IOWA	33
Problems Confronting Higher Education in Iowa.....	33
Recommendations.....	34
XI. GROUP "H" REPORT: SCHOOL AND COMMUNITY RELATIONS.....	35
How the Discussion Was Conducted.....	35
Suggestions for Improving Home-School Relations.....	36
Recommendations to the White House Conference.....	39
XII. BANQUET ADDRESS: MOBILIZING RESOURCES FOR TODAY'S CHILDREN.....	40

PART I

ORIENTATION TO THE WHITE HOUSE AND STATE CONFERENCES*

The Iowa State Conference on Education, which was held in Des Moines on December 9 and 10, had its origin in Public Law 530. This law authorized State and White House Conferences at which representative educators and laymen could study and exchange views in connection with outstanding problems and issues in the field of education. For this purpose, the 83rd Congress appropriated \$900,000. Of this amount, \$700,000 was allocated to the States for defraying part of the costs of their respective State Conferences.

The State Conferences are preliminary to the White House Conference. Consequently, the results of the deliberations which take place at the state level will be available for use by those who participate in the White House Conference at Washington, D. C., November 28-December 1, 1955.

In order to explain more fully the purposes and procedures of both the State and White House Conferences the following questions are asked and answered:

1. What is the White House Conference on Education?
The WHCE is a plan to focus citizen interest on local, State, and national problems of education, and to search for possible solutions. It is a result of President Eisenhower's appeal for "the most thorough, widespread, and concerted study that the American people have ever made of their educational problems."
2. What is a State Conference on Education?
A State conference associated with this program is a meeting of educators and lay citizens to identify, discuss, and seek solutions to their educational problems.
3. What is the Purpose of State and White House Conferences?
Overall purpose is to arouse nationwide interest in, and improvement of, education. The program seeks to:
 - a. Further knowledge and appreciation of, and interest in education.
 - b. Arouse citizen responsibilities to education.
 - c. Analyze the condition of our educational system.
 - d. Accelerate school improvements by example and inspiration.
 - e. Report to the President on the "significant and pressing problems in the field of education," with recommendations, insofar as possible, for their solution.
4. How Did the Conference Program Come to Be?
Responsibility for this program lies with the Committee for the White House Conference on Education appointed by President Eisenhower. Its membership is made up of individuals with interests in business, agriculture, industry, labor, education, publishing, and other fields. Independent in operation, the Committee reports directly to the President.
5. What Was Discussed?
Many facets of education were studied at the local, State, and national levels. Emphasis was on urgent problems of elementary and secondary schools, considered in relation to the entire educational system through college.

*Most of the information in this part of the report has been taken verbatim from a leaflet prepared by the White House Conference on Education staff, Health, Education, and Welfare Building, Washington 25, D. C.

The Presidential Committee recommended six main topics for discussion:

- a. What should our schools accomplish?
- b. In what ways can we organize our school systems more efficiently and economically?
- c. What are our school building needs?
- d. How can we get enough good teachers—and keep them?
- e. How can we finance our schools—build and operate them?
- f. How can we obtain a continuing public interest in education?

At the Iowa conference, two additional topics were discussed. They were:

- g. What are problems of higher education in Iowa?
- h. School-community relations.

6. Who Took Part in the WHCE?

Public Law 530 stipulates that it shall be "broadly representative of educators and other interested citizens from all parts of the Nation." Representatives of business, industry, labor, agriculture, education, religion, and others will be invited to participate. A majority of the participants will be selected by the States and Territories.

7. Who Participates in State Conferences?

The responsibility for participation in State conferences lies solely with the States and Territories. Governors or their designated officials will determine the composition of State conferences. The Presidential Committee and its staff is prepared to suggest guides for action in this area when invited to do so.

8. What Will Be Reported to the President?

The report to the President will consider the findings and recommendations of the States, Alaska, Hawaii, Puerto Rico, the Virgin Islands, and the District of Columbia. It also will consider the results of the White House Conference on Education and the Committee's own studies.

PART II

ORGANIZING THE CONFERENCE

As a first step in planning for the Conference, Miss Jessie M. Parker, State Superintendent of Public Instruction, called together a General Planning Committee. This committee outlined eight areas for conference discussion and prepared a recommended list of discussion group leaders. Each group was to have a chairman, assistant chairman, recorder, and several consultants who were particularly well informed on the main topic of their respective discussion groups.

Shortly following this meeting of the General Planning Committee, Mr. Arthur Carpenter, Administrator for Instruction and Associate Conference Chairman called a meeting of the discussion group leaders for the purpose of planning the mechanics and structure of the Conference. Two sociologists from Iowa State College attended this meeting and served as consultants. This group, with the President of Iowa State Teachers College serving as chairman, developed the procedures to be followed by the several discussion groups.

During the Conference proper, a meeting was held on the second day at which all of the committee chairmen and other group leaders discussed plans for the summary session. The Dean of the College of Education at the University of Iowa served as chairman at this meeting and also at the summary session.

Each noon, the chairmen, assistant chairmen, recorders, and consultants met for luncheon. Each of the eight discussion groups sat together at individual tables, reviewing conference progress to date and discussing plans for the sessions to follow. At these luncheon meetings, certain ideas of general concern and importance were presented and discussed by the entire group as a part of an on-going planning process.

The following questions and answers point up some of the more important problems dealt with in planning the Conference:

1. Were previous studies made? If so, were they utilized by the Conference?

No previous studies were made. However, a rather complete bibliography of significant materials was compiled for each group by the Director of the Curriculum Laboratory at Iowa State Teachers College, Cedar Falls. The State Department of Public Instruction then obtained an adequate supply of these materials and mailed packets to each individual Conference participant about two weeks prior to the Conference. Thus, each delegate had a fairly wide range of reading matter which was related to the main topic of his discussion group.

2. Were subcommittees appointed?

There were various subcommittees appointed by the Association Chairman of the Conference. These subcommittees operated in the areas of program planning, publicity, registration, room assignments and mailing of significant materials.

3. What discussion groups were formed?

Discussion groups were formed in the following eight areas:

- a. Education to Meet the Needs of Individuals and Society
- b. Maintaining an Adequate Supply of Well-Prepared Teachers
- c. Providing School Buildings and Equipment
- d. Financing Education
- e. The Organization of Education
- f. Educational Television, Radio and Motion Pictures
- g. What Are Problems of Higher Education in Iowa
- h. School-Community Relations

The number of participants in these discussion groups ranged from 15 to 45. In some of the larger groups, small "buzz" groups were formed. These smaller discussion groups then reported back to the parent group.

4. On what basis were participants assigned to discussion groups?

Each Conference participant was asked to list his first and second choice. Nearly all assignments were made on the basis of the participant's first choice. In order to effect this structuring, it was necessary to send each Conference participant a copy of the program and require that he indicate his preference on an enclosed card and mail it to the State Department of Public Instruction some time in advance of the actual convening of the Conference.

5. How were the delegates informed about the work and decisions of the other groups?

One of the objectives of the Conference was to arrive at some consensus of opinion regarding the basic problems discussed. Each group, therefore, through its chairman and recorder prepared a summary of the final ideas developed and resolutions adopted. Each group, then, through its group chairman, made an oral report at the Summary Session of its final position on

all significant matters discussed. These oral reports were accepted by unanimous consent of the whole Conference assembled in this final session.

6. On what basis were members of the Planning Committee named?

The Governor of the State and the State Superintendent of Public Instruction selected representative lay and professional people for membership on the committee.

7. How many people were invited to the State Conference and how were they chosen?

Approximately 250 lay and professional persons were invited to participate in the Conference. They were selected in the following manner. The Governor invited 79 organizations in Iowa to select from 3 to 5 representatives to attend the Conference. These organizations forwarded the names of their representatives to the Governor, and he, in turn, furnished the Department of Public Instruction with this list of names. The Department then sent formal invitations to each of the delegates.

8. How many organizations were represented? How many were selected?

There were 79 organizations invited to send delegates to the Conference. These organizations represented practically all the formal State-wide organizations in Iowa.

9. What was the ratio of laymen to professional educators?

The ratio of laymen to professional educators was about 2 to 1.

10. Are post-conference meetings planned?

Yes. From about September 1 to mid-October Conferences will be held at the county level, using this report as a background for discussions and recommendations. It is planned to have a second state Conference with a delegate from each county conference in attendance. The twenty-one official delegates to the White House Conference on Education, appointed by the Governor, will also participate in this meeting.

PART III

KEYNOTE ADDRESS: EDUCATION IN IOWA'S SECOND CENTURY

by

**Dr. Harlan L. Hagman, Dean of the College of Education
Drake University, Des Moines, Iowa**

The President has asked that there be "the most thorough, wide-spread, and concerted study that the American people have ever made of their educational problems." In Iowa, we are part of that study and appropriately should look deep within our state and within our hearts to see more clearly what we should do to discharge our obligation toward the education of our people. But we shall also be looking across the nation because no significant problem exists in Iowa that does not exist all over America. We are a proud people, more given to singing our own praises than with all earnestness looking hard at the measures of our accomplishment. We are the blessed on the earth, rich in our bounty. We are the fortunate who dwell in the green pastures. We have been given, as a nation, many talents. It is important that we should want to discharge our stewardship fully and well. We have grown from the richest soil of

the earth—we should be growing tall and strong, wide-reaching and beautiful, worthy of our place on the earth. We should be a happy people, a kindly people, a worshipful people, a rich people—rich in all the ways of riches—content, secure, serving our destiny in the fullness of our lives.

To the extent that we have failed, we have failed because we have played God with the environment in which we live but have not changed ourselves in the process. We are still the ox-cart man, but tied to jet propulsion, jerked out of our wits, afraid to hang on and afraid to let go. We have been strikingly successful in science, less successful in the application of science to the solution of our problems of living. Our education has not been equal to helping man contrive a wholesome and promising life in a world which he helped to create but which he understands little and fears much.

Among the creatures of the earth, Man alone has been able to make effective use of instruments and agencies outside himself. He has conquered the earth, on the surface, above, and below. He has made himself master of a vaster domain than the wildest dreamer could have foreseen a half century ago. His powers seem limitless, his potential unbounded. His movements on the earth and away from the earth are free from the restraints once placed on his travel. This Man, this puny, little man seems ready to challenge the universe, to stretch his wings to the sun of every stellar system of imaginable knowledge. But this power-holding little man, this demigod in the mighty universe, stands afraid of he knows not what, ready and able to go he knows not where, confused and hapless in the world which he helped to change in a miraculous manner. He can go faster and can go farther than ever before but finds that instead of extending his horizons he has shrunk his world to an orange. He lives uncomfortably, with neighbors he does not know as close to him as his doorstep. Unless he can find meaning in the shifting tides of his life, find direction and goals, find his awesome creations his servants instead of himself their unwilling and fearful slave, he must go down to death and destruction and civilization will once again have gone full circle. Science which might have freed him has trapped him; his ingenuity and enterprise which might have enriched him have impoverished him; his knowledge has betrayed him. It is the supreme comedy of the ages, it is the deepest tragedy. With all of your marvels, with all of your powers, with all of your vaunted knowledge, little man, what now?

Each Generation Is the Custodian of the Future

To the extent that we have not developed capacity for living effectively and worthily in the world as we find it, education has failed us; the school, the home, the church, the community have failed us. H. G. Wells observed that "human history becomes more and more a race between education and catastrophe" and later added wryly that education seemed "unable to get started" and that "the race, after all, may prove a walkover for disaster." Winston Churchill has wondered whether our problems have not got beyond our capacity for solving them. But if our education for living is failing, we cannot stand by and accept its failure. For without doubt, we must entertain Robert Hutchin's point of view that "Education may not save us, but it is the only hope we have."

It is appropriate that we look hard at what we are doing and at what we should be doing, that we look clearly, without prejudice or reservation, at education in all its aspects, at its real successes and at its failures. We ought to make a searching evaluation of public education to see whether it is justifying the hopes and dreams of

those who worked to bring our system of public schools into being. We here should look most earnestly at Iowa and at our problems in education but we shall be seeing in our own need the need of the whole nation.

Iowa is now deep in the second century of its history. Public education is also in its second century. The story of public education in Iowa is an inspiring story in terms of what has come from such feeble beginnings. It is amazing that so much has been done with so little. We take so much for granted yet when the definite history of the nation is written, the miracle of free public education for all the educable will be the feature story of the past century. For out of the simple education of the many has grown a nation, powerful and rich, but a nation dependent for its life upon the spreading of education throughout its citizenry. But remove education of our people from our history of the past century, and our way of life, in many ways so comfortable and so full of promise, could not have come into being. The school teachers of America have been the movers and shakers more than they or many others of us have realized. Though education as we have known it has failed in some measure, it has also had its great measure of success and therein lies the hope for the future.

But I have not come to sound the changes on a theme of praises for things past. I am content that we have been on the right road; I am confident that we can, if we will, run out the course to the full accomplishment of the good we seek through education. The history of Iowa education is a history of achievement but it is also a history of mistakes, a history of much too little for much too long, of decisions made in the light of transitory needs and self-serving circumscribed interests. It should give us pause to reflect that as the good we may do will live after us so also will our errors live on to afflict oncoming generations. No student of the development of education in Iowa can overlook the contributions of those who lived in the earlier days of the state but no student can but be aware that had things been different in some ways in those days, had the vision been better, had there been greater people, much that we rue now would not have been. If public education in Iowa has failed of being all it might have been, the roots of the difficulties go back to the grandfathers of the grandfathers of children in school today. In many ways, there was lacking nobility in conception on the part of many and, if the record is correct, there was a kind of paralysis of the imagination when it came to seeing what kind of public schools would be necessary if the state were to achieve all it could achieve.

Each generation is the custodian of the future. We live in the house our grandfathers built. Where it was built well in terms of fundamental and everlasting needs of Man, we can live well today but where it was built poorly or meanly or indifferently to the necessities of the changing ages of history, it does not serve us well and will not serve well our children or grandchildren. But as we also must be the custodian of the future, we should not fail our children. The call to greatness comes to each generation but it is a quiet call and if we do not listen we shall miss it and we shall fail of our destiny. I dare to think that we are now in Iowa and in the United States on the edge of great things to come. We shall shape our future and that of our children by the decisions we make about fundamental social institutions and the direction our efforts shall be given. The choice may yet be ours as to the course which lies ahead, whether to a kind of new Golden Age in the history of Mankind, a golden age within our grasp and within the lifetime of those of us here, or to an age of un-

paralleled destruction, hatred, fear and total defeat of our best dreams and aspirations. Man can have his finest hour, or lose it, possibly forever. If the latter way is our choosing then we here today have no reason for remaining. The die is cast and schools and schooling are but mockery of the inevitable. The worst horrors and degradations of the last war will be but the prelude to the destruction of our civilization. But if the former way is to be our choosing, then we shall need our faith and strength and our earnest thought for only through the best kind of education will we achieve the Golden Age toward which Man has been striving through the centuries.

The moment is propitious. The governor-elect and the superintendent-elect of public instruction seem dedicated to the idea that education in Iowa's second century must move along with the century and with the swift changes of a world whose complexion has been changed again and again in less than twenty years.

Our Purposes Shape the Means We Develop

If we are to have the education our times call for, we shall have to meet our problems forthrightly and solve them in terms of both the present and the future. The problems seem to me to fall into two broad categories. In the first category are those problems concerned with our basic purposes in education, with the kind of education we want, with the principles which should guide us in developing an educational organization to accomplish the purposes we assert. The second category grows out of the first. In the second category are those problems of the nature of ways and means, of procedures, structures, and of human relations through which we can achieve our desired ends.

All of our consideration of problems as well as the identification of problems turns upon the kind of education we want, upon the ends we expect to be served through education. The purposes we hold will shape the means we develop and will be the indices of the achievement or the lack of it. Do we want youngsters to read and write and spell? Yes, but how thin our undertaking and how little to be praised if that is the end and all of education. We want children to grow in all of their potential, to get along with people, to have skill in earning their way and pride in doing it, to be persons of character and high purpose, to be worthy individuals, to be able to meet problems of living in a wholesome and satisfying manner. We may remark with Emerson that sometimes "We teach boys to be such men as we are. We do not teach them to aspire to be all they can We exercise their understandings to the apprehension and comparison of some facts, to a skill in numbers, in words; we aim to make accountants, attorneys, engineers, but not to make them earnest, great-hearted men" There is a story of a visitor to a famed school for the deaf where remarkable success had been achieved in teaching deaf children to speak. It is said that the visitor after he had been shown through the institution and had the unique methods demonstrated remarked, "You have taught these children to speak but what I want to know is, Do they have anything to say?" What kind of education will insure that our children will have something to say, that they will be able to think, that they will solve the problems which face them and solve them in better fashion than their elders have done?

What kinds of programs can we devise to insure that each child has a full, rich, and invigorating educational experience calculated to make the most of his potentials whatever they may be? What shall be the balance between the purely vocational and the purely cultural, if such a distinction can be made? Man does not live by bread alone.

Can we help our children to disprove the assertion made a hundred years ago by Thoreau that "the mass of men lead lives of quiet desperation"? Can we imbue all our schools with the spirit that **making a living is to say making a life.** Truth, beauty, and dedication are as practical in making a living as reading, writing, and arithmetic which are in themselves but the bare bones of education.

We must decide for whom education is to be. Our thesis is that public education is for all the educable, that each child in our state enjoys an educational birthright that cannot be gainsaid by his social status, the economic condition of his family, the disregard of his elders, or by the geographical location of his home. But as we cross the state, we find children fortunate or unfortunate in the educational opportunity which is open to them. For some, the fortunate, there are fine teachers, excellent libraries, a varied school program with provisions for special interests and abilities, rich community resources to augment the experience of being in school, a wealth of acquaintances with whom to develop skills and attitudes of social relationships. For others, the educational birthright is not guaranteed. The school may or may not have offerings through which all children may grow in all their powers. The teachers may not be the rich personalities and deeply resourceful dedicated teachers we would like for all our children. The educational program may be limited, barren, lacking in the vitality promising a rewarding and exciting educational experience. If the best we have to offer is the least we should give to each child, our promise of the great gift of education is important not just to some but to all our children.

Education for whom? Across our state, the truly gifted children are our great resource and yet the educational promise for the gifted is possibly the most poorly kept. Provision for the able child who is blind, deaf, or otherwise restricted is not such as to make us satisfied. We are doing more than we did just a little while ago. We have much to do if the promise of education is to be honored in our time.

Education for whom? Shall we go beyond children and youth and offer our educational resources to adults? What is the obligation in this day of more time outside the job, of more promised years after retirement? How can we make most effective use of our colleges and universities in the greater service to the state and to the people?

Education for whom? If for all children, what about our burgeoning school population that is pushing out the walls of elementary schools and in a few years will be straining the capacities of our high schools? Over the state, we can expect that by 1960 (five years from now) we shall have three children in school for every two we had in 1949. The estimate could be too low, for schools have been affected also by the tendency of children to remain in school through more and more grade levels. This is as it should be for in many communities the drop out rate among high school students has been as much as fifty per cent of the number of students beginning the freshman year. Our problem of what to do about our increasing school population would be lessened if the pressure were evenly distributed. But we are faced by the increasing urbanization of our population, the crowding of cities, suburban areas, and principal towns and the decline of the very small communities. The heavy burden will fall upon some, not all communities. By the ways we attempt to relieve our problem of a swelling school population and the unequal effects that they will have on school districts, even among those which are neighbors, we shall indicate in part our answer to the question: Education for whom?

When once we have determined what kind of education we want and for whom we intend it, the rest of what may be termed problems

in education fall into proper relationship. So much has been said about the shortage of teachers, aggravated in the elementary grades and beginning to be felt in the secondary grades, that little may need to be said to emphasize the seriousness of the problem. Sometimes the concern seems overmuch that of number. The most pressing problem in teacher shortage is the shortage of teachers who are well-qualified and in every way able to carry out a professional obligation in the best interests of the children they teach. The great ends of education will not be achieved by those who by preparation, inclination, and ability are more to be classed as certified baby-sitters than as educators. If education is to be well-served, it must be served by teachers whose professional bearing, personality, scholarship, faith in education, and dedication to important social service combine to achieve in the lives of children the good things which will augur a better world to come. We have for too long been content with small measures of educational accomplishment. We have been proud of the high literacy rate of our state yet mere literacy is an accomplishment for which we ought not to be overproud. Reading and writing are skills basic to education not the measure of it. How much more to heart should we take the preparation of our teachers for professional work? In 1948, the Council of State Governments placed Iowa forty-eighth among the states in proportion of teachers holding bachelor degrees or better. Our record has been improved markedly since then and it is estimated that at this time half of our teachers hold bachelor degrees.

But if we are to assure each child in Iowa a teacher who is the kind of teacher we want, we shall need to bring into the programs of teacher preparation a supply of good students in number at least as great as the number of replacements and additions we expect to make each year among practicing teachers. We have not until this year markedly increased our production of elementary teachers and since 1949 have cut our supply of beginning high school teachers one-half. We shall for some years to come be undersupplying both elementary schools and high schools. We shall need to conserve our present number of fine teachers and try to add to their number. To make full use of our best teachers, we shall need to study ways to increase their effectiveness and efficiency, perhaps by separating non-professional tasks from the professional ones and by creating school organizations in which professional personnel will be used less wastefully than has been our custom. We cannot afford to dissipate the efforts of dedicated teachers who accept the challenge to help children fulfill the promise of their natures and the hope of our society.

Our hopes will be idle unless we develop in organization the means for accomplishing our objectives. We have engaged in reorganization of school districts meaning, in most instances, some form of consolidation of small units. That our state system is out of joint with the times seems obvious. The limitations on travel have been removed but half of our high schools are tiny ones prevented by small faculties and small student bodies from offering the rich programs which should be available. Though the bigger school is not necessarily a better school it does have more opportunity to become the kind of school we want.

In 1953, we had 4,558 school districts in the state but only 2,887 actually operated schools. What adjustments we shall make is for the people of the state to decide, but we shall need to be aware that under our present system a great many voters are without effective control of the schools to which their children go.

Should we become sufficiently aware that under our present sys-

tem we have despite a high per capita cost schools which are not as effective or educationally sound as they ought to be, we shall in the long run develop school district organization on the basis of what is best for children. We shall need to determine thoughtfully and openly how best to equalize burdens in taxation, how best to make certain that local control of schools can be maintained and improved within the larger communities which automobile travel has developed in our state. We shall serve democracy badly if we do not demonstrate to all the world how in our school government, the best example of government close to the people, we can adapt our structures as changes come to our way of living.

If I were to hazard prophecy, I would predict that in the years ahead we shall be engaged here in Iowa and elsewhere in the United States in fundamental organizational changes within schools and school systems. This is a phase of reorganization which is often overlooked. The necessities of teacher shortage, the expanding curricular offerings of schools, and our better knowledge of how children learn and how we may teach suggest change. The internal organization of a school may be as significant to its effectiveness as the organization of a manufacturing plant is to its production. In a frontier time, schools were simply organized. They were close to the people. Decisions of governing boards were often decisions involving small matters which could be solved by discussion about the community and within informal board sessions. One teacher in a school offered the rudimentary education thought desirable as addition to the primary education learned on the farm and in the home where children learned their parents' occupations. The school's problems were not large because so much of the skills necessary in living were to be learned outside the school. But as communities grew and schools grew, adjustment to the fact of size was needed. Among others, a hundred years ago, Horace Mann urged the adoption of the Prussian system of organization by grade levels. It is hard to realize that in a hundred years, despite our increased understanding of children and how they grow, we have still the basic graded school system; a system developed because of a need for handling large groups of children and not because it was the best way to provide for the capacities and needs of individual children. We have modified our school structure by putting patch upon patch, wondering sometimes why our educational effort seems to get lost in the machinery. This is true not only of large school systems but of small ones too, and of individual schools. Our need to devise better ways to educate and better ways to insure that each child may have his educational birthright leads us inevitably to look at the structure of our organization and to ask whether we could not improve it and so contribute to our accomplishment. Should we so study and so improve, we shall add to the effectiveness of the professional staffs upon whom we must depend for the education of our children, of the boards of education upon whom depend the effectiveness of our school government, and of the people of each community to whom the school system belongs and to whom the schools and the school government must be responsive if democracy is to be served.

We shall need to consider how we may best finance our schools in a day of multiplying governmental services and of increasing costs of government at every level. We shall need to evaluate as objectively as possible our returns from dollars spent. Are we getting a dollar's worth of education for every dollar spent or are we losing our financial investment through faulty organization, inefficient management, and poor distribution of funds? Is it realistic to expect small

school districts to finance alone the construction of buildings to house children safely, comfortably, and in terms of desirable educational experiences? Shall we turn to the state for funds to assist in construction and in meeting other needs? And if the state is not equal to the burden, should we with other states turn to the federal government to help guarantee education for every child wherever in the country he may live? The questions are many and the answers by no means easily found. But upon the decisions which we make, the future of our state and the welfare of coming generations may depend. It is good that we here in this conference look into the financing of the kind of education we desire for all of Iowa's children. It is good also to reflect that from our educational investment we shall gain through the years as we have invested and nothing more. We should invest as wisely toward the prevention of erosion of human resources as we invest toward the conservation of top soil of rich farm lands.

We shall need to build buildings in which to shelter and care for our children. **We should build with an eye on the future because the building becomes an instrument in education fostering the good educational experiences of children or hampering them.** We shall need to build because our school population is growing faster in many communities than housing can be provided. In recent times, we have surveyed our facilities and found them wanting in several respects and requiring attention if educational needs are to be met adequately. Thus far we have been fortunate in not having multiple shifts of children in school with school buildings used by two, or as in some cases, three separate groups of children each day.

We shall need to consider whether we are using to full effectiveness all of the educational media which are available to us. The educational promise of radio has not yet been achieved in great measure and the tremendous effectiveness of television has not been harnessed in the service of education. Whether or not we shall secure the benefits which are possible, time will tell but while we are considering the problems attendant upon the employment of radio and television the patterns of their employment are being developed and perhaps largely apart from their educational significance.

Along with the great educational potential of radio and television are the other media affording material assistance to learning. Through the effective use of motion pictures, strip films, recordings, and other audio-visual materials we can augment the effectiveness of teaching, support good teaching and help to compensate for less effective teaching. Important always, but perhaps even more important now and far more available to all schools are maps, charts, books, newspapers, magazines and all of the content of what should be a good school library. No door is closed to the boy or girl who wishes to learn if he can read and if there are books and other materials to enrich his life, stimulate his thinking, and acquaint him with the great minds of all ages. All these things are part of an environment in which the effective teacher and the eager learner may live together to the benefit of all of us.

We Can Transcend the Ordinary and Transform the World

It is likely that the world will pay small attention to our gathering here to study about Iowa education. A proper respect for the size of the task and our own limitations suggests that such an appraisal may be correct. On the other hand, history is made in little pieces. Our system of schools developed through the years by an accumulation of little ideas and an accumulation of small actions. Which idea coming into its own here in this place will shape education for our

grandchildren and their grandchildren, we probably shall not know. Francis Bacon addressing the House of Lords said, "It is with the kingdoms of earth as it is with the kingdom of heaven: sometimes a grain of mustard seed proves a great tree."

Iowa was frontier and her schools were conceived in the need of the frontier; Iowa was farm and village, and schools changed little by little; Iowa is farm and industry and large city and world trader, and schools are changing little by little. What shall we say about education in Iowa's second century? Only this: our schools are not as good as we know how to make them; our teachers are not as great as we need them to be; our conception of what education should be is limited too often by what is rather than by what **might be**.

But the sweep of history shows that Man, limited in his powers and his vision, has in his great moments transcended the ordinary and transformed the world. And so shall it be when we resolve that education serve us well and fully to the end that we and generations to come shall enjoy the best fruits of civilization. If we work to the end that the objectives of education are nobly conceived and boldly served, we shall be worthy of our heritage. A hundred years from now, the people of Iowa may remember that in Iowa's second century neither we nor education were found wanting. Through the miracle of education splendidly offered to all her people, America can have before her the finest period of human history.

PART IV

Group "A" Report

EDUCATION TO MEET THE NEEDS OF INDIVIDUALS AND SOCIETY

The Needs of Young People

The first session of our group opened with "buzz" groups considering the topic "What kind of an education do you want for your children?" The groups agreed that an education which would meet the "Ten Imperative Needs of Youth" * would be adequate:

1. All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as education in the skills and knowledge of their occupations.
2. All youth need to develop and maintain good health and physical fitness.
3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

*from **Education for All American Youth**, Educational Policies Commission. National Education Association.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.
8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.
9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.
10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

Three Problem Areas

However, many problems and issues are involved in meeting these needs. The discussions which followed were related to three major areas:

- I. What shall be the respective educational responsibilities of the home, school, church, libraries, and the like? In discussing the responsibilities of these and similar agencies, the following points were made and questions raised:
 - A. Somehow we must educate children for a rapidly changing world. The year 2000 will not be like 1955, and even less like the world in which the parents and teachers of today's children grew up.
 - B. We must teach children to use their knowledge to solve problems. Today, our social practices lag far behind our knowledge and developments in the field of science.
 - C. Have each of these social agencies recognized what their part of the job is and how they must work together?
 - D. Homes, schools, churches and other institutions vary greatly in quality and reach. Who is going to make it up to the child when one of these falls short? All of them need strengthening.
 - E. Where do we start? From kindergarten on! Mature and highly-trained leadership is needed to achieve cooperative planning which permits children to make decisions and share responsibility. School and community must provide for this training.
- II. Suggestions in connection with young people's responsibility to themselves and society were:
 - A. Help each child become aware of his worth to society at an early age and recognize that he is a member with responsibility in proportion to his ability.
 - B. Teach straight thinking—recognition of propaganda, respect for others, ability to meet failure constructively, etc.
 - C. Teach proper safeguards, e. g. highway safety, health, and conservation.
- III. Special problems discussed in the area of individual differences were:
 - A. Better tools for identifying individual differences and better use of the tools.
 - B. Better teacher education in regard to methods and means of meeting the needs created by individual differences.
 - C. Better parent and community education for appreciating and understanding the problem.
 - D. More guidance to implement the testing program.

- E. Reorganization to get large enough school districts to provide enough courses and specialized services to meet individual needs.
- F. Adequate facilities for the physically, mentally or emotionally handicapped child. (Know and use the private and public agencies.)
- G. More attention to the needs of the gifted child.
- H. More time for conferences between social workers and schools to help children in trouble.
- I. Wiser use of teacher time. (Some clerical and supervisory work could be delegated to non-professional personnel and thus give the teacher more time for planning with her pupils.)

Recommendations

- I. Well-qualified teachers are a basic requirement for meeting the needs of children and youth. We recommend that the state certification division and colleges see that the following essentials of good leadership are included in their teacher education programs:
 - A. Intensive study of child growth and development to improve recognition and development of individual and group potential at all levels.
 - B. Ways of incorporating in teaching units, at all levels, the problems of how to live successfully in the family and society.
 - C. Education to better understand the concepts of freedom and responsibility so that teachers and pupils will practice effective, cooperative planning.
 - D. Education in how to establish good working relationships between the schools and parents, welfare groups, state commissions and departments, business, industry, labor, civic service groups, etc.
- II. We recommend that communities provide more training for lay leaders of youth groups.
- III. We recommend that all agencies (local and state) take stock of themselves and others to determine their relationships and abilities to meet the needs of individuals and society.
- IV. We recognize the home as the basic unit in meeting the needs of individuals and heartily endorse any program for strengthening its effectiveness. We further believe that for the good of the child the home must be reinforced by the church, school, and other agencies dedicated to the conservation and enrichment of human resources.
- V. We recommend reorganization to secure large enough school districts to provide the kind of curriculum and special services that will meet the needs of individuals and the community.
- VI. We recommend the organization of local and state action groups to carry out the conference recommendations.

PART V
Group "B" Report
MAINTAINING AN ADEQUATE SUPPLY OF
WELL-TRAINED TEACHERS

Introduction

The topic of "Maintaining an Adequate Supply of Well-Prepared Teachers" is not discrete in itself. The shortage of well-qualified teachers is related quite directly to "Financing Education" and to "The Organization of Education" and not much less directly to each of the other topics on the agenda. In this report the relationship has been kept at a minimum to avoid over-lapping with the reports of other groups. It is important, however, to note—and this is shown clearly in the recommendations of the group—the fact that educational problems can rarely, if ever, be separated into neat parcels. The basic problems of education—financial, internal and external organizations, and educational leadership—undergird nearly all the remaining problems of education.

The report is divided into three sections. In section one a brief review is given of the scope of the problem of teacher shortage. In section two is discussed a variety of steps that appear at the present time to hold promise of mediating this problem. Section three lists the concrete recommendations which came out of the conference.

The Scope of the Problem

There is a critical shortage of qualified teachers in most areas of our country. Reasons for this may be seen in a variety of factors but there are three which loom particularly large. First is the high birth rate in the post World War II years. Then, at present, we are drawing for teachers on the low birth rates of the depression years. Lastly, insufficient financial inducements are available to attract any greatly increased percentage of college graduates to take care of the greater numbers of pupils in the schools.

There are about 30 million youngsters in American schools now and there will be over 36 million by 1960. The specific need for more well-prepared teachers in Iowa schools is representative of the problem existing throughout the country. There are just not enough to go around. According to present data in Iowa the under-supply of teachers in the elementary schools and in some areas of the secondary schools will become more acute in the 1955-56 school year. In subsequent years it is expected that the shortage will be felt from kindergarten to the senior year in high school. The pupil enrollment in Iowa schools for the year 1954-55 is 542,000, and it is predicted that by 1958 there will be a total enrollment of 635,000 necessitating an average of 700 or more additional teachers each year for four years. This in addition to replacing those who retire or resign from teaching during these years. There are not enough prospective teachers in Iowa colleges who will stay and teach in Iowa to fill the need. Beyond four years the situation promises to get worse rather than better.

In securing teachers the question is not alone one of quantity. Solving the teacher shortage does not consist of putting baby sitters in the classroom. What is required is professional work from professional people. Already in many states the certification requirements for teaching are at a dangerous minimum. Quality of teaching personnel must not only be maintained but also strengthened. It appears now that unless some drastic, and perhaps unforeseen, steps are

taken, many youngsters will not have qualified teachers when they attend school. The fact that class size is considered important in relation to the ability of the teachers to care for individual differences and to help each child reach his potential argues against any great increase in numbers per teacher. It is still to be seen whether educational media such as radio, TV, etc. can alleviate the shortage to any great degree. At the same time increased emphasis on the role of the teacher in child growth and development, in curriculum planning, in improving the instructional program and in explaining the activities of the schools to the public, means that vital activities cannot be left to mediocre practitioners of teaching. Good teachers can be overworked and we must conserve our resources. At the same time it is not old-fashioned to say that the country needs teachers dedicated to teaching, not those content with minimum production.

There is no fiction about the teacher shortage. It exists. It is growing rapidly into tremendous proportions. Responsible groups throughout the nation must give their earnest thought to suggested solutions. They must exercise initiative in bringing new ideas for solutions to the attention of those who can implement them. Experiments must be tried and encouraged. There must be vision in looking at untapped resources. We must be willing to break the bonds of tradition where necessary. Foundations can spend their money in few more worthwhile ways than in continuing examination of solutions suggested for the teacher shortage.

This was the background, this was the spirit, which set the stage at the Iowa State Governor's Conference on Education for suggestions for action aimed at alleviating the shortage of well-qualified teachers.

Steps To Be Taken

Perhaps no other factor looms so large in solving the teacher shortage as does another shortage—that of finances. In the paragraphs to follow time and again the limiting factor is a financial one. Where does the financial support come from—from federal funds, from state funds, from local funds? Although this question often causes a great deal of controversy when it comes up, the group at the Iowa Governor's Conference appeared to be in some agreement when they emphasized the fact that education belonged near the people and that Iowa had to solve its own educational problems. This did not mean a thumbs down attitude to federal funds. It did mean that such funds would not be accepted without careful forethought and only when it helped Iowa do a better job in providing for schools herself. The following steps must be taken if we are to meet adequately our responsibilities in "Maintaining an Adequate Supply of Well-Prepared Teachers."

1. Increased Salaries

Salaries are directly related to the number desiring to enter the teaching profession. Salaries are grossly inadequate. They are inadequate in comparison to other so-called white-collar jobs and in comparison to laboring jobs. The competition from business and industry for college graduates is so strong that few school boards can meet it and many cannot come close. We are failing to get teachers' full attention to teaching because they must take other jobs to supplement their income. We lose teachers annually because they are unable to raise their families at the standard that they deserve. Beginning salaries and maximum salaries are both too low in Iowa. The time taken to reach maximum salaries in Iowa is too long. Teaching must be

able financially to attract the best—the youngsters deserve no less. In order to do this a mandatory professional salary for professional training is needed. The first step in securing more well-qualified teachers is to put more money into the paychecks of those who are teaching.

2. More Retirement Income

Retirement income for teachers is too low. In two ways, more retirement income must be made available. First, there must be a greater return to teachers from the money paid into pension funds. This return must be comparable to the best plans supported by business and industry. Second, there must be available from teachers' own salaries a larger amount for retirement investment should teachers desire to provide a portion of their own retirement incomes. The second step, then, in securing more well-qualified teachers is to provide more money to teachers now on retirement and to increase the expectations of those who are in teaching and who will retire as the years go by.

3. A Larger Share of Freedom

Too often teaching provides little personal freedom for the teacher. This requires action at the local level. Good administrators are needed who will allow teachers to grow, to be creative, to get out of the stereotype of the teacher-mold. Communities must be willing to treat teachers as professional people in their relations with them in the schools and to treat them as they do other citizens outside of school. In spite of increased tolerance concerning teacher behavior we lose many college students from teaching because they don't want to have someone always looking over their shoulders to see what they are going to do next. The third step in maintaining a supply of well-qualified teachers is to increase the attractiveness of the profession and social environment in which the teacher works.

4. A Professional Teacher Load

There has been a very rapid increase in the number of duties that teachers are responsible for. If we expect that teachers should be willing to participate in in-service training endeavors, we cannot expect that they should spend a large share of the day carrying on non-professional duties. By non-professional is meant such things as cafeteria duty, playground duty, taking children's boots off, and so on. We expect too much of our teachers if we insist that they be teachers, clerks, playground supervisors, public relations experts, curriculum developers, parent teacher-attenders, and so on. We must be prepared to provide teachers with teacher aides or teacher assistants so that they may concentrate their full attention on the professional duties for which they are hired. If we wish them to work with other teachers, supervisors, administrators, parents and citizens in curriculum development we must provide them with some released time. The fourth step in maintaining an adequate supply of well-qualified teachers is to provide teachers with a reasonable professional teaching load.

5. A Tapping of Available Resources

No stone should be left unturned in tapping all available resources for teachers. The most obvious source is in the high schools and colleges. There, we must have teachers who are good ambassadors of teaching, who by their personality attract others into teaching. This is not enough. There must be a conscious effort through regular class hours and through organizations out of class to draw attention to the

advantages of teaching. We have, perhaps, in drawing attention to the critical shortage over-emphasized the disadvantage of teaching to students and they have received a badly distorted picture of teaching as a career. Future Teachers of America groups and "Prospective Teacher Days" as carried on in Iowa have been very helpful. Support for these should be increased. Scholarship aid should be publicized. A second source of supply for teachers is to be found in people who have left teaching for one reason or another. Particularly there is a source in those women who left teaching to get married and whose children are now old enough that the mothers may re-enter teaching. It is also true that there are many individuals out in society now who have a good general education and who hold bachelor's and even master's degrees. A minimum number of professional education courses given within a relatively short time could add strong members to the teaching profession. The fifth step in maintaining an adequate supply of well-prepared teachers is to attract all available high quality candidates into teaching and to attract those successful teachers who are not now teaching back into the profession.

Recommendations

The following recommendations were passed by the conference. They are specifically concerned with the teacher shortage in Iowa but it is obvious they are applicable to many, if not most, other states in the nation. Although it is true that the recommendations primarily require action at the state and local levels, there is not now available in the State of Iowa sufficient financial support for the proposals. New sources of revenue must be found. State and local control must be maintained but sources of revenue from the Federal Government must be carefully considered before rejection or acceptance of this source.

1. Better utilization of teacher resources should be made by making available to the teacher non-professional help for non-professional services.
 2. The State Department should make a study of services that could be provided by non-professional help and set standards required for selection as a non-professional helper.
 3. Whereas
 - (a) There is today a demand for more preparation in all lines of employment in America.
 - (b) Expanded and diversified employment opportunities are open to the educated men and women with the qualities and competencies needed for success in teaching.
 - (c) The demand for competent teachers far exceeds the supply and all facts show that this imbalance will continue for many years.
 - (d) The total annual number of newly prepared teachers has dropped 26 per cent since 1950.
 - (e) Informed young people in the numbers needed can be induced to enter programs of preparation and actually accept initial and continued career employment only if they can be promised material rewards comparable with other occupational opportunities.
- Be it Resolved that—
- (1) Beginning teacher's with bachelor's degrees be paid \$4000 yearly.
 - (2) Salary schedules providing regular annual increments with maximum salaries at least twice the size of the beginning salary after five years of preparation and

fifteen years of experience with additional increments at any time for proven competence and for added professional responsibility be established.

4. Whereas we believe that salaries and standards are inseparable, we recommend that minimum training for teaching in Iowa be the bachelor's degree and that the State Department work toward the implementation of this recommendation by 1960.
5. Whereas we recognize the need for greater competency in the teaching profession, we recommend that there be selective recruitment, selective admission and selective retention in teacher-training programs. It is recognized that this should be a continuing process throughout the candidate's experience and that appropriate machinery be provided to take care of it.
6. We believe that more scholarships for teacher training should be made available, that potential financial resources be investigated, and that available scholarships be publicized.
7. That superintendents of school systems at all levels be required by the State Department of Certification to—
 - (a) Hold an M. A. degree with training in school administration.
 - (b) Have experience as a classroom teacher, and
 - (c) Have at least four years in some administrative or supervisory capacity in a school unit not smaller than 500 students.
8. That the State Board of Public Instruction employ a full-time co-ordinator of selective teacher recruitment.

Final Note:

Members of the group felt that they had barely scratched the surface of this serious and comprehensive problem. They heartily endorsed the request of the whole conference to the Governor that he convene a second conference aimed at exploring more fully concrete proposals for action. A second conference would result in a better prepared Iowa delegation to the White House Conference to be held in the autumn of 1955.

PART VI

Group "C" Report

PROVIDING SCHOOL BUILDINGS AND EQUIPMENT

Topics Discussed

Mrs. Pearl Wanamaker, Chief Commissioner of Education for the state of Washington was a visitor at our first meeting and made some valuable suggestions.

Mr. Grimes read the full statement that Paul F. Johnston made before the Kearns Sub-Committee, House Committee on Education and Labor, October 7, 1954, concerning school needs in Iowa.

During the session many topics were discussed relative to school building needs in Iowa, among which were:

1. Immediate and long-term needs for elementary and secondary buildings and equipment in Iowa.
2. Community needs to be considered in a school building program, and how to meet these needs.
3. Efficiency and economy in school buildings.
4. Federal Aid for school building needs.

5. Site size and classroom size.
6. The need of an educational consultant in plant planning.
7. Legal standards on building spaces.

Considerations

1. Whether or not Iowa should approve Federal Aid for school building purposes. If so, what type—restrictions—control?
2. Whether buildings should be planned for community needs. If so, what areas should be considered?
3. What use should be made of school buildings during the summer months?
4. Economy and efficiency as related to:
 - a. Types of construction
 - b. Maximum use of rooms and spaces
 - c. Planning use of spaces before building the spaces
5. Whether there should be legal standards as to spaces and procedures.
6. What role should be played by an educational consultant?
7. What action should be taken concerning 60% vote for bond issues?
8. Whether Iowa should consider state aid for school building purposes.
9. Should any mention be made of the size of school districts, or reorganization, and its implications as to building plans?
10. Other considerations.

School Building Needs

In defining school building needs in Iowa, data were taken from a state survey made in Iowa in 1952 in which every school district was contacted. This was part of a Federal School Facilities Survey, Part I, in which most states participated.

This survey indicated that 62% of all Iowa buildings were over 50 years old and that 3,000 classrooms needed replacing or rehabilitating.

A 1954 survey is being completed and the information now available indicates that though Iowa has furnished over 2,100 new classrooms in the 1952-54 period, yet there is now need of over 3,500 more classrooms.

The State Department of Health birth statistics show that the birth rate was approximately uniform for the period from 1930 to 1945, the rate being about 45,000 per year. The year 1946 shows a sharp rise to 55,000 and by 1951 the rate was up to 66,000 or approximately a 50% increase over the average for the period from 1930 to 1945.

The 1948-49 school enrollment was 467,000. The predicted 1958-59 enrollment, based on the pre-school census and the present enrollment would be 635,000. This is an increase of 168,000 and if we assign an arbitrary classroom ratio of 30 pupils it represents an increased need of 5,600 classrooms—this is for 10 years. To keep up with this increased enrollment, classrooms need to be added to our physical facilities at the rate of 560 per year, which would represent, including cost of sites and furnishings, a yearly investment of about \$20,000,000. This does not include replacement of obsolete facilities.

Statements and Recommendations

1. Community needs, not necessarily connected with the educational program, are going to be stressed more and more in the use of school buildings.

2. Increasing attention is being directed toward the use of school buildings for community activities—both adult activity and adult education.
3. School plant planning is vital and should be such that there are no vacant areas during the day but that all parts of the school's physical structure be arranged for the fullest time-use by the expanded school program.
4. Efficiency and economy can be effected to the best advantage when a school building consultant is used in planning.
5. An expanded school year was discussed but was considered (by the panel) generally impracticable. Summer use of physical facilities can be accomplished by integrating community summer recreational programs with school programs.
6. Many school districts in Iowa could well afford better school buildings if they were included in a larger administrative unit, thus, reorganization of many school districts is absolutely necessary.
7. There should be a lower vote on bond issues for school building purposes, preferably a simple majority vote rather than a 60% vote.
8. The local school district should use its total bonding limit before requesting financial aid. Supplemental aid should be given from the state on a need basis if the building fits into an approved reorganization plan.

PART VII

Group "D" Report

FINANCING EDUCATION

Four Basic Problems

Discussion Group D recognized in the field of financing education the following problems:

1. The role of the family, industry, local districts, and local groups with reference to financial support of public education in Iowa.
2. The role of the Federal Government in relation to financing education.
3. The role of the state in financing education.
4. The role of the local district in financing education.

It was readily recognized that each of the above groups had a definite and positive responsibility in connection with the financial support of public education. It was also recognized that the family and local organizations must assume responsibility with reference to securing factual information and playing an important part in the matter of public relations.

Majority Opinion on Federal Support

With reference to the Federal Government the majority opinion of the group was expressed in the following resolution, made by John L. Davies, State University of Iowa, and seconded by J. C. Hoglan of Marshalltown:

"That this group be recorded as in favor of Federal aid for needed school building construction but opposed to additional general aid to schools."

This was carried by a 13 to 7 majority. (See minority report, page 23.)

Responsibilities of Various Taxing Agencies

There was considerable discussion of the various phases of education which should be provided and of the responsibility of the respective taxing agencies for the support of such activities. It was generally recognized that elementary and secondary education should be the primary responsibility of the local district, supplemented by support from the state government. The responsibility for professional education was definitely considered to be the responsibility of the state. It was the consensus of the group that industry should in some way contribute substantially to the support of vocational education. There was no definite consensus concerning the allocation of responsibility for the support of adult education.

It was further recognized that the funds necessary to support education must be substantially increased, for the next decade at least, due to expanding school enrollments. The rapid increase in birth rates since World War II has already resulted in substantial increases in elementary school enrollments. This increase at the elementary school level will doubtless continue for five or six years or more. The increase is just now beginning to be felt at the secondary school level and the impact will be progressively greater as the wave of children advances into higher levels. When this group reaches college age there will be a further substantial increase in the enrollments at that level, even if the percentage of the pupils attending college should remain constant.

Present Types of State Aid

A careful examination and discussion was had of the present types of state aid especially with reference to general aid, supplemental aid and transportation aid, as well as other minor aids. The percentages of payment of the present forms of aid were discussed after it was disclosed that none of the important state aids are at present being paid in full. It was further recognized that there is a close tie-up in school finances with proper district organization.

The subject of agricultural land tax credits was discussed, recognizing that under the existing tax structure it would be necessary to continue this type of payments. There was a belief that as proper reorganization is effected the need for the continuance of these grants may be eliminated. It should be recognized, however, that these payments should be considered in the nature of a taxpayers relief rather than a type of school aid.

Resolutions Adopted

With reference to local and state financing of education, the following resolutions were adopted:

1. Educational needs of our country will continue to grow in the immediate years ahead and factors such as the growth and change of our school age population, upgrading of teachers' salaries, and equalization programs will necessitate material increases in education expenditures.
2. While public education is the responsibility of the State of Iowa considerable delegation has been made to the local people in the many school districts. The importance of local initiative and local control cannot be over-emphasized and must be maintained if Iowa is to have a successful long-range educational improvement program.
3. Financial support of education is the responsibility of all citizens of our country. For this reason support must come from local, state, and national sources.

4. Iowa depends on the local property tax for over 85% of the current support of its public schools. Property taxes are an inequitable method of raising revenue because of such factors as variation in assessment practices and lack of relationship between ownership of property and ability to pay taxes. Therefore, we urge material increases in state aid in order that the property tax will be of less importance.
5. State aid should accomplish two goals—equalization of educational opportunity at least at a minimum level and equalization of the cost of education among the taxpayers. Therefore, additional state aid should be first used to completely implement present aid programs and second, to encourage school reorganization through incentive programs. Consideration should be given to establishing some minimum standards as an eligibility requirement for state aid.
6. Because of the extreme variation that exists between the many school districts in the state—variation in wealth, in size, in facilities—state aid programs are difficult to administer. Therefore, a policy of encouraging school reorganization should be followed consistently. Aid programs should be designed to encourage school reorganization and the appropriations for the agricultural land tax credit should be increased in order that it may be fully effective.
7. Iowa is presently deficit spending on the state level. Additional state aid for schools will necessitate additional sources of state revenue. Among these are full collection of the state income tax, increase in the state sales tax, and other sources. A state property tax for school purposes should be avoided. School appropriations should come from the State General Fund and no funds should be earmarked for education or any other purposes.

Time did not permit discussion of such problems as tax limits and debt limits as they relate to school finances. The group recognizes the need for continuing study on the problem of finances as it may relate to continuing changes in circumstances and recognizes that more of our national income with reference to education should be spent to meet the present educational needs. It is recognized that only 2.2% of our national income is spent for education at the present time as compared with 3.6% of our national income in the depression years. The percentage of Iowa income spent for education in 1950 was approximately 2.6.

A Minority Report

The following minority report was presented by Mr. Ray Edwards of the Iowa Taxpayers Association:

“The Iowa Taxpayers Association opposes any Federal aid program for school construction for the following reasons:

1. Our school systems are and should remain, peculiarly, the responsibility of state and local governments. Any further federal encroachments in this field must be resisted.
2. Serious differences and bitter controversy exist in most areas as to school building needs, utilization of existing facilities, etc. Federal aid, with its attendant forms of control, would lead only to waste, overbuilding, and further confusion.
3. The Federal Government already is providing substantial amounts for school construction, as well as maintenance and operation, in the so-called impact areas. These programs are specifically designed to cover emergency situations—though it is

worthy of note that they have been expanded far beyond what was originally intended.

4. Approval of school construction grants would undoubtedly lead to demands for similar grants for school operation and maintenance, teachers' salaries, etc.—and eventual federalization of our school system.
5. There is no direct Constitutional authority permitting the Federal Government to participate in public school affairs.
6. The Federal Government is not financially capable of subsidizing public school construction. If the federal budget is to be brought into balance and if the federal debt is to be reduced, new spending programs must not be undertaken. Additional federal expenditures for schools would simply nullify the federal savings that have been or will be brought about in order to balance the federal budget and reduce the debt.
7. Another federal grant in aid program would complicate further the complex financial relationships that presently exist between the local, state and national governments. To add another grant program to the long list we now have would only aggravate the critical problem of intergovernmental finance that is in need of immediate solution.
8. Finally, the Association insists that, realistically, there is no such thing as federal aid, since the Federal Government has no means of providing such aid except out of what it takes from the people. Furthermore, we believe that needed school facilities can be constructed at less cost to the taxpayer by state and local governments."

Regarding financing education at state and local level the Iowa Taxpayers Association submitted the following statement:

"Whereas the entire conference discussion concerning state vs local financial responsibility for education is centered primarily around the question of 'what taxes should be resorted to in order to increase revenue for education,' the Iowa Taxpayers Association can take no position."

"The primary function of the (Taxpayers) Association is in the field of **expenditure control**. Thus, we are concerned with the question of 'how the local and state tax money is spent' but not with the question of 'who shall pay the taxes'."

PART VIII

Group "E" Report

THE ORGANIZATION OF EDUCATION

Chairman Hamilton opened our first session with introductions of personnel and participants interested in the topic of our group, **The Organization of Education**. Following the introduction of the topic it was decided by the group to begin our thinking by listing topics for discussion in the form of questions. During the recess of the first session the leaders and consultants regrouped the questions for discussion into three major areas as follows:

- I. Internal Organization of Schools
- II. Reorganization of School Districts
- III. The Intermediate School Area

Each major area was then discussed, questions answered to the best of our ability, conclusions drawn and recommendations made.

I. Internal Organization of Schools

The Conference group approached this area of organization by setting up the following questions:

1. Is our graded system obsolete?
2. Do we need curriculum reorganization?
3. Should classes be divided on an ability basis?
4. Can we make more efficient use of the administrators' time?
5. Can we make more efficient use of the classroom teachers' time?
6. What age groups should be served by Public Education?
7. What is the relationship of the teacher shortage to internal organization of schools?

In the discussion of question one, about the graded system of schools, the group felt that in the light of need of more and better teachers, the need for more skill in teaching to take care of pupil individual differences, and the need to make better use of the professional teacher's time, the graded system of our schools is obsolete.

If teaching is to be truly a profession, it must be carried on under the conditions of a profession. This means that the teacher's work load and schedule must allow time for planning, for teaching without interruption, for attention to the individual needs of students, for counseling, for guiding student activities, and for conferences with parents. More important, the teacher needs freedom to plan his own work, to adapt learning experiences to the needs of his pupils, and to try out new ways of attaining educational objectives. This freedom must be accompanied by a deep sense of professional responsibility, for which the organized teaching profession must become the guardian.

Although many present teachers are not ready for this kind of professional responsibility, we feel a beginning can be made by entrusting it to those who are ready. Even some teachers who appear not quite ready may grow under the stimulus of responsibility.

We believe that we must make the fullest and best use of the teachers who are professionally competent. To do this we must place the best qualified in position of key responsibility and relieve them of tasks that do not require high professional competence. We suggest that professionally competent teachers, whether it be in primary, intermediate, junior high school or senior high school areas, be placed in positions of key responsibility and build "teaching teams" around them. As team captain or supervisory teacher they can provide guidance and stimulation for members of their team; the members of their team to be teaching assistants with perhaps two or three years of professional preparation. It is assumed that the team captain or supervising teacher would devote most of his time to teaching and assuming special responsibility for those phases of instruction for which the teaching assistants lack competence. The number of teaching assistants should be governed by the size of the group of pupils assigned to the team. The teaching assistantships would permit many able young people to enter teaching and then continue their professional preparation and subsequently prepare themselves as a team captain or supervising teacher.

To aid in the teacher shortage of qualified teachers each team should have one or more teaching aides to relieve teachers of the considerable burden of clerical and other non-professional duties.

Each team would assume responsibility for a well-defined portion of the educational program. Each team, with the assistance of the school superintendent, principal or general supervisor, would have the further responsibility for co-ordinating the team's activities with

those of similar other teams working for an effective total educational program.

The development of the teaching team with teaching aides directed by a supervising teacher would develop the following advantages:

1. Maximum use would be made of available well-qualified teachers.
2. Teaching would be more attractive because qualified teachers would have greater professional responsibility and they would be relieved of non-professional duties.
3. Teachers would be offered opportunities for promotion and a higher salary for real professional service.
4. It would help beginners and other partially-qualified teachers grow by providing them with constant guidance and stimulation from a superior teacher.

In consideration of the second area of organization of schools, namely, curriculum reorganization, the group felt that there is need for curriculum revision and that there should be continuous study for the improvement of curricular offerings in our schools.

How to organize the curriculum is an issue that stirs many doubts and fears. We should face the fact frankly, at the present time, that there is no best way of organizing instruction—subject, broad fields, core, experience or whatever the pattern may be called; each has its advantages and disadvantages. There are characteristics of good instruction found in any of the patterns, given a master teacher.

In the discussion of the third question on ability grouping it was the opinion of the group to recommend individual instruction in pupil groupings not on a graded or ability groupings. Ability groupings received very little consideration as we felt that the "dull pupils do not stimulate the dull" and suggest that where grouping is done it be on a heterogeneous basis.

Here again it was suggested that teachers work in "teams" with groups of pupils, the grouping made on the basis of pupil interests and needs, and that pupils advance from group to group as they as individuals grow in achievement of their needs.

In consideration of question four on the administrators' time, the following conclusions were formed. Present-day schools are not making optimum use of the administrators' time. The superintendents are spending far too great a share of their time on non-educational problems, such as pupil transportation, school lunch, purchasing of supplies and extra-curricular activities which could be handled by non-professional personnel. We feel that well-qualified superintendents and principals, prepared in educational philosophy and practices, are high-priced secretaries and business managers.

The discussion of question five, that of teachers' time, resolved itself around the great shortage of teachers at the present time and the outlook of teacher supply for the next ten to fifteen years.

We believe that if teaching is to be truly a profession the teacher's work load and schedule must allow time for planning, for teaching without interruption, for attention to individual needs of pupils, for counseling, and for conferences with parents. We again emphasize, in light of the teacher shortage, that schools make the fullest and best use of those teachers who are professionally competent, placing them in positions of leadership as a supervising teacher in charge of teacher teams with assistant teacher and teacher aides. It was brought out in the discussion that teacher aides be employed on the basis of one aide for each twelve teachers.

In the discussion of question six, what age group should be served by public education, the following conclusions were developed:

1. Every child should have the advantages of fourteen years of education available to him at public expense.
2. The thirteenth and fourteenth years of education should be on a larger basis than the independent community school district. The group recommended a larger area than the county in sparsely settled areas of the state.
3. Both the present junior and senior college enrollments will be strained, due to the great increase in birth rates, in a few years. A great number of young people will want and should have the facilities for more education beyond grade twelve to prepare them for life in this modern, complex world.
4. It was recommended that the thirteenth and fourteenth years of education, at public expense, be terminal education.
5. Since private colleges can limit their enrollments, state colleges and the university, supported in part at state expense, have an obligation to accept all residents of the state. It was recommended that provisions be made to increase their teaching staffs and provide an increased number of buildings and equipment to adequately take care of anticipated increased enrollments.

The following conclusion was developed from the discussion of question seven: "What is the relationship of teacher shortage to internal organization?"

Internal reorganization may be the answer to the teacher shortage. Again it was brought out that one answer to the problem was the professionally competent teacher be placed in the key position of supervising teacher to direct the work of a team of less trained teachers and teacher aides to direct the learning of a group of pupils following the progress and achievement through two or three years with the same group.

II. Reorganization of School Districts

The conference group approached this area of the organization problems by setting up four general questions.

1. What is the difference in concept between consolidation as it has existed for 25 to 30 years, and the concept currently associated with the reorganized districts?
2. Can we define acceptable standards for a sound basic school district?
3. What are the relationships between reorganization and the financing of public education? Would the group approve establishing the principle of incentives for reorganization by legislative action?
4. How can we better disseminate factual information about advantages of reorganization?

In the discussion of question number one about concepts, the group felt that there was a definite difference. Consolidation as we have known it contemplates but one attendance center, one place where all children, kindergarten through twelve, attend school in one place. Pupils are transported from their homes to this center no matter how far they may live from the central school. On the other hand, reorganization could be effected within a given area and children conceivably could attend school in exactly the same places as they had been attending. At least in the one new administrative unit as many attendance centers could be maintained as deemed desirable. Factors that should determine the number and location of such attendance centers are many: concentration of school population, natural barriers, road conditions, existing serviceable plants, distance, etc. It is believed that through the exercise of the process of local control, efficient attendance centers would evolve.

As to suggesting standards for a basic school district that could be defined, the group seemed to feel that there are many yardsticks which we might use. The list included human resources (pupils), financial resources, and an unlimited number of quality factors. The consensus seemed to favor the delegation of authority to the State Board of Public Instruction of approval powers for the establishing of new districts. As an alternate to this recommendation the standard of human resources (number of pupils) seemed most favored. The present standard in the present law of 300 pupils was felt to be inadequate and that a standard in terms of pupils, kindergarten through twelfth grade, should more nearly approach 600 pupils as a desirable minimum.

The problem of financing education as related to reorganization was found to be significant. State support has been slow in coming primarily because legislators are reluctant to provide sizeable amounts of state funds to be distributed to efficient and inefficient districts alike. The group, in general, favored at least a portion of any amount of state aid forthcoming should be distributed incorporating the principle of reward for efficiency and further, that such aid should be distributed on the basis of need or equalization.

In the discussion that grew out of the question of public relations or the informing of people about the advantages and disadvantages of reorganization, it seemed apparent that the factual material is readily available. It seems apparent that the educational leadership needs to exhaust more of the different media now available for the dissemination of factual information about reorganization. Media such as the press, radio, and television should be more fully used and expanded. Much thought should be given to the use of extremely small groups in local meetings held for the purpose of discussing this subject. In these small groups, respected local people should be found and trained to assume leadership among their neighbors and friends.

In summary, the group felt that the new concept of reorganization should be emphasized. The fears associated with the closing of all schools but one should be dispelled if possible. The problem of standards could best be answered by delegated authority to the state agency to approve or disapprove proposed new districts. In the area of finance as related to reorganization, the group recommended that a part of any additional state aid should incorporate the principle of an incentive to encourage the effecting of sound, basic districts. Finally, that the program of public relations or public education about reorganization should be improved, expanded and strengthened in order to more nearly bring about an informed electorate within the state.

III. The Intermediate School Area

Wherever rural people have been confronted with tasks which could not be accomplished by individuals acting independently, they have devised ways of uniting their efforts. The spirit of sharing and neighborliness contributed to the establishment of our early schools. More recently, in many Iowa communities, it has helped to bring about improved educational opportunities for rural communities through the reorganization of school districts.

As people develop educational programs related to the real needs of each community, they discover that there is need for services which are beyond the reach of most local school districts, even those which have been reorganized. The problem which community schools face is how to get these educational services at a reasonable cost, while at the same time preserving local community autonomy.

The future development of educational opportunities for most schools and communities depends upon two basic considerations: (1) the inter-relationships between intermediate units and the constituent community schools, and (2) the organization and operation of the intermediate unit itself as an agency for providing educational services. Sharing and neighborliness continue to be necessary.

The intermediate unit of school administration is an area comprising the territory of two or more basic administrative units and having a board and officer responsible for performing stipulated services for the basic administrative units and for supervising their fiscal, administrative, and educational functions. It serves as the intermediary between the State Department of Education and local community school districts. The distinguishing feature of the intermediate unit is that its officer and board exercise only supervisory and service functions in relationship to the basic units.

We, in Iowa, recommend the development of the school intermediate area which at present conforms with the County Board of Education administrative area.

Since communities and areas differ in their traditions, needs and resources, the following services are suggested which the County Board of Education and the County Superintendent may provide, promote or co-ordinate, in their intermediate area. What services and educational programs are promoted in an area is a challenge of educational leadership to each intermediate area administrator.

1. Library services.

Library service is adaptable to many kinds of local conditions, can be a service to large populated areas and requires the attention of persons specially trained in library management. It requires a relatively large capital investment if it is to serve both pupils and teachers in community schools.

2. Instructional supervisors.

An educational supervisor or helping teacher assists teachers in becoming better teachers by the improvement of their philosophy and practices and in acquainting them with the availability and use of teaching materials; the work to be carried on through classroom visitations, study groups, consultant services, and in-service educational programs.

3. Health services.

The health of both pupils and teachers has a great influence upon learning activities. The service may include those of a county school nurse, organizing preschool physical examinations, hearing and vision testing, immunization clinics and periodic health checks.

4. Audio-visual services.

The county or intermediate school office may purchase and distribute to local community units, such instructional materials as films, strip films, recordings, charts and pictures.

5. Guidance and testing.

There is need for educational, social or personal, and vocational guidance for all pupils from kindergarten through high school.

6. Special education.

Special education includes services to pupils who deviate sufficiently from normal to require special services. These include pupils with hearing, speech and vision defects; pupils with other physical handicaps; the mentally retarded; the emotionally mal-adjusted; and pupils with major academic deficiencies.

- state of Iowa be adopted as a **fundamental and long-range objective**.
2. That the provision of such educational TV service is a public responsibility and should be financed publicly — applying to educational television the same rationale which justifies the expenditure of public funds for school buildings, for example.
 3. That a first step in the expansion of educational television beyond its present scope in Iowa should be supported by the General Assembly when it convenes next month (January, 1955). Specifically: the appropriation of adequate funds with which to establish television facilities at the Teachers College, to expand such facilities at the State University, and to provide for the inter-connection of these programming studios with the State's present TV facility—WOI-TV at Iowa State College.
 4. That the establishment and operation of these additional facilities be regarded as the next logical step in a long-range program leading to state-wide educational TV service, publicly controlled and publicly supported.
 5. That with the establishment of these additional facilities, together with those now in existence at the State College, the present study be continued through an intensive two-year controlled experiment in which the utility of educational television could be appraised more systematically with a view to making further recommendations in this field.

The group considered educational television activities which have been carried on in Iowa for more than 5 years. It unanimously endorsed the efforts of the State College, State University, Teachers College and Department of Public Instruction working together as the Iowa Joint Committee on Educational Television. Our group recommended that the work of this Committee be continued.

Recognizing the fact that the use of electronic media in the educational process is relatively new (and even a radical development in the minds of some people) the group encouraged broader dissemination of information about educational television and radio. It specifically applauded the efforts of such national organizations as the Joint Committee on Educational Television and the National Citizens Committee for Educational Television for their effectiveness in this field.

Because the process of change in education is slow, because it requires much study and the consent of many people, from educators to legislators to citizens, the group expressed hope that opportunities for development of educational TV in Iowa (as well as throughout the country) will not be stunted by hasty action on the part of the Federal Government. Specifically, the group recommended that the Federal Communications Commission be apprised of Iowa's continuing interest in developing state-wide educational TV services, and that in reaching this goal those television channels reserved for educational use should not be pre-empted for other uses.

In Summary

We believe educational television, radio and films can and must play an essential role in Iowa's educational system. They cannot supplant the good classroom teacher, but they can help the teacher do a better job. Of equal significance is the need for educational television and radio in the field of adult out-of-school education. We believe these are tasks which are accomplished in part through television and radio—and with a degree of effectiveness, efficiency and economy unsurpassed.

PART X
Group "G" Report
WHAT ARE PROBLEMS OF HIGHER
EDUCATION IN IOWA

Problems Confronting Higher Education in Iowa

Iowa colleges and universities face serious problems as a result of the "impending tidal wave of students" for whom these institutions must make provision during the next 15 years. As a result of the increased number of young people in the college age group in the years just ahead (resulting from the increased birth rate since World War II) and the increased percentage of young people attending college, enrollments in Iowa colleges and universities may be expected to **double** during the next 15 years. This fact inevitably raises serious questions concerning financial support for the expansion of staff, programs and physical facilities in the next few years.

The problem of bringing about an orderly expansion of facilities in Iowa is greatly complicated by the number and variety of institutions of higher education in the state and the fact that there has not been over the years, and is not now, any organization or agency which brings all the colleges together to consider the problems of higher education in Iowa as a whole. There simply is no unified or integrated, or even generally coordinated, program embracing all the institutions of higher education in Iowa, even in embryonic form; hence this Governor's Conference and the possibility of further study as an outgrowth of the Conference are particularly timely and important.

Institutions of higher education in Iowa may be grouped into three general categories, although there is considerable individual variation within each category.

1. Privately supported colleges—7 two-year and 23 four-year colleges enrolling approximately 42% of the students in Iowa colleges. They recognize among their functions the offering of liberal arts instruction, pre-professional instruction and teacher education, as well as special responsibilities to provide leadership for their special constituencies and to offer local community service. One or two of the more specialized of these institutions recognize responsibility for advanced professional training and research.
2. The public junior colleges, of which there are 16 enrolling about 4% of the students in higher education in the state, see their functions as including technical, terminal education to meet local needs, general education for enriched living, liberal arts and some pre-professional instruction; they also recognize an obligation to serve as local agencies for extension courses provided by senior colleges and graduate institutions and to provide adult education to meet local community needs.
3. The three state institutions (Iowa University, Iowa State College and Iowa State Teachers College) enroll about 53% of the students at present. Their functions include the offering of preparation for professions other than the ministry; conducting and disseminating research; and providing specialized services to the citizens of the state, including extension services, consultant services, etc. In addition, in the area of unspecialized undergraduate education, these institutions recognize an obligation to offer

opportunities for all qualified youth throughout the state who wish to attend. Since one of the principal functions of the state institutions is to provide educational opportunity on a broad scale to citizens of the state, it is assumed that such institutions are not in position to limit their enrollments as other colleges may do, and the numbers of students for which they must provide will therefore be dependent in part upon the extent to which the private institutions and the public junior colleges expand their enrollments.

There appears to be no need at this time for the development of a new type of institution in Iowa (although there may be need for additional institutions of the type already in existence). There is a very real obligation, however, for the present institutions to be continually alert for new needs to be served, particularly in the area of technical, terminal offerings, both pre-service (for young people just out of high school) and in-service (for people who are already in professional positions who lack professional training and need it for further advancement). In this connection it is desirable that there be an increased effort to adapt individual programs to the special needs of individual students.

Recommendations

1. It is recommended that the following actions be taken to enable the Iowa institutions to meet the challenge of increased enrollments:
 - a. That there be more active, formal cooperation between institutions, particularly between public and private institutions, both within the state of Iowa and on a regional basis beyond state borders, to secure optimum utilization of our citizens' investment in these institutions.
 - b. That educators and laymen recognize the special need of private institutions for increased generosity on the part of various donors. It is important that special attention be called to the increasing obligation of alumni and of the special constituencies of these institutions to support them generously.
 - c. That government action in the field of taxation be continued in such directions as to encourage the formation of foundations which support education and the making of donations by individuals and by corporations.
 - d. That endorsement be given the program of the Iowa College Foundation through which a number of private colleges in the state have pooled their efforts to secure support from private sources.
 - e. That the program of the federal government whereby long-term loans at low interest rates are made available to institutions of higher education for the construction of residence halls be expanded and extended to cover loans for the construction of instructional buildings.
 - f. That the Iowa State Legislature begin a program of systematic appropriations for additional physical facilities at the three state institutions in order to make possible carefully planned campus development rather than a last minute rush effort to provide the necessary physical facilities a few years hence.
 - g. That permissive legislation be passed by the Iowa legislature whereby public junior colleges may derive their tax support from a broader tax base, which would include at least the geographical area they serve.

- h. That study be given to the possibility of federal scholarships for individual students, including scholarships for students at the graduate level.
- i. That study be made of the possibilities of more active cooperation among institutions of higher education throughout the midwest on a regional basis.
2. It is recommended that the Federal Government reevaluate its library depository system as that system affects the colleges of Iowa.
3. It is recommended that the colleges themselves place greater emphasis on their programs for the education of highly capable students.
4. It is recommended that there be additional recognition on the part of colleges of competence gained by individual students through experience other than formal training, particularly in the case of adult students.
5. It is recommended that adult educational opportunities be extended particularly at the local community level.
6. It is recommended that programs in higher education for the training of future leaders include generous amounts of liberal or general education, both for the enrichment of the individual and as an essential part of vocational training.
7. It is recommended that there be increased stress on the importance of freedom of teaching and learning in institutions of higher education. This involves increased recognition of the necessity for vigilance to preserve the tradition of free inquiry throughout higher education which includes the freedom to learn, the freedom to teach and the freedom to extend knowledge.

Finally, it is recommended that this Governor's Conference be reconvened for further study and the adoption of a final report and that some provision be made for a more extended and comprehensive study of higher education in the State of Iowa.

PART XI

Group "H" Report

SCHOOL AND COMMUNITY RELATIONS

How the Discussion Was Conducted

At the first session, the chairman asked the members to organize into four "buzz" groups. These groups were asked to list the main problems as they saw them in school-community relations.

As a result of this technique, the following questions were selected for consideration:

1. How shall we reach the people in the community who do not voluntarily participate in the affairs of the school?
2. What can the schools do to inform the public on what they are doing?
3. How can we best get the information to the school which reflects the thinking of the community regarding school problems?
4. How can we better present to the community the need for attracting and retaining good teachers.

During the afternoon session the group directed its discussion to the questions listed above, emphasizing the first two questions.

During the following morning session, discussion was directed to

the latter two questions, and the four original "buzz" groups convened to frame recommendations which they felt should be forwarded to the White House Conference.

At appropriate times during the discussion the recorder and the assistant chairman summarized the group thinking and prepared an informative outline of the major ideas discussed. The recorded ideas were ones which appeared to be important to the group. Some re-statements of the ideas were made for the purpose of clarity and brevity, but the essential thinking of the group was retained in all instances.

Suggestions for Improving Home-School Relations

Note: The following are suggestions presented during group discussions, edited to include implied suggestions:

A. What Laymen of the Community Can Do

1. Serve in advisory capacities on such school committees as (a) curriculum, (b) public relations.
2. Follow recommended patterns and procedures of the national organization, to form a dynamic parent-teacher association, which will weld community action and coordinate community thinking.
3. Take action to improve and provide those things that make teaching attractive.
 - (a) Smaller classes
 - (b) Better building facilities
 - (c) Adequate instructional materials
 - (d) Better salary schedules
 - (e) Some released time for lesson planning and curriculum building
 - (f) Social get-togethers with teachers (one Board of Education has a pre-school buffet dinner for teachers)
 - (g) Annuity program
 - (h) Clerical help and "helping" teachers
 - (i) Special teachers to work with children needing help in such areas as remedial reading and corrective speech. Also, teachers to work with the mentally retarded
 - (j) Adequate and qualified supervisory leadership
 - (k) Professional prestige
4. Reorganize inefficient small school districts into ones that can provide more complete school programs.
5. Show appreciation in the home for the importance and work of the teachers.
6. Participate actively in **American Education Week**.
7. Remake P.T.A. groups into C.T.A. groups (Community-Teacher Association, which encompasses all lay people). This concept could be developed within the framework of the National Parent Teacher Association.
8. Help the school interpret itself to the public by serving in public relations capacities; preparing graphs of school statistics, participating in neighborhood discussions, writing newspaper reports on "What I saw when I visited the school," talking to civic groups, etc.
9. Help legislators become better informed about **local** school problems and increasingly concerned with the welfare of public schools.
10. Consider the formation of Community Councils.

B. What the School Can Do

1. Use the community as a school laboratory.
2. Use human resources from the community in a **Teacher for a**

Day program.

3. Act to **Strengthen Community Life** (a frontier for the 2nd half of the 20th century).
 - (a) Young people who have **community status** are more likely to practice desirable civic traits (advise with city council, conduct surveys, talk to civic groups).
 - (b) Schools can assist communities in identifying their problems.
 - (c) They can gather and disseminate information needed to solve community problems.
 - (d) They can help build in children a sense of understanding and concern for their homes and communities.
4. Encourage teachers to fulfill more active roles as citizens of their communities.
5. Have an open-door policy so that laymen will feel free to observe their schools in action (also periodic, planned open-house days and/or nights).
6. Organize to keep the public better informed through more readable annual reports, newspaper stories describing constructive but little-known school work, talks to civic groups, teacher progress reports to parents and informative brochures on "Here Is How We Do It" (one kindergarten teacher sends a monthly "diary report" to parents, giving the two or three items that the five-year-olds each day think are important enough to record.)
7. Utilize the parent-teacher conference plan of reporting pupil progress to parents.
8. Organize child study groups where teachers and parents learn together.
9. Keep room parents up-to-date on classroom practices by **Home Room Meetings**.
10. Sound out community opinion by questionnaires and conference explorations.
11. Provide important school responsibilities for parents such as:
 - (a) Parent-chaperoned tours.
 - (b) Committees studying social and civic problems.
 - (c) Parent help in preparing lists of community resources.
12. Have parents help recruit able young people for teaching.
13. Organize schools to serve as community centers (keep the school lights burning).
14. Organize programs of adult education.
15. Consider organizing active public relations programs (perhaps, in larger systems, a public relations department).
16. Render services to the children and the community that are not required, not expected, not paid for (they bring rich returns in good will).
 - (a) Personal letters or phone calls when children are ill—especially in cases of prolonged illness.
 - (b) Help patrons in preparing talks and other program features.
 - (c) Counseling service to young parents through a **child development center**.
 - (d) Letters of condolence in cases of bereavement in the home.
 - (e) Advising with parents regarding summer programs for educationally retarded children.
17. Take some responsibility for children's civic actions in the community.

Example: Local merchants, whose stores were patronized at noontime appealed for help to curb the children's **boisterous** playing. School patrols checked the **sore spots** to see what could be done. Follow-up homeroom meetings helped greatly to alleviate the nuisance. (The community should know that the school will give reasonable help in solving such personal or group problems.)

18. "**Play host**" at fun nights, tours of the school, and music or dramatic programs.
19. Encourage father-son and mother-daughter clubs.
20. Provide baby sitters during parent visitation to the school (or teacher-parent conferences).
21. Plan visitation programs where **parents are pupils** in place of their children.
22. Provide a reading and film library for parents on **child development** problems.
23. Have more genuine concern for the welfare of each child. Accept problem children as challenges to be handled with mature attitudes and professional skill. **The child is the school's best public relations agent "by far."**
24. Visit the parents' homes as opportunities and needs occur.
25. Encourage the student council to discuss school problems and community events. Have council members report back to classes they represent. Have them send invitations and information to parents.

C. What Can Be Done at the State Level

1. Provide better programs in public relations at colleges preparing young people for the teaching profession.
2. Raise certification requirements, thus attracting a better caliber of young people to teaching. (The State of Washington requires five years of preparation for both elementary and secondary teachers.) Statistics consistently show that where certification standards are high, the supply of teachers is correspondingly high.
3. Through the State Department of Public Instruction, encourage the campaign for prospective teachers. Cadet teacher and future teacher organizations can be promoted by the State Department and the State Education Association.
4. Establish a division of public information or public relations in the State Department.
5. Encourage State lay organizations to provide scholarships for worthy prospective teachers.
6. Encourage state-operated television and radio stations to give generous public-service time to informing the public on the need for teachers, higher salaries, etc.
7. Work with State Press Associations to secure editorial and news treatment for the critical issues on teacher shortage.

D. What Can Be Done at the National Level

1. Encourage the U. S. Office of Education to promote better school-community relations by (1) publications, (2) workshops, (3) conferences.
2. Request the U. S. Office of Education to call a conference of chief state school officers and accreditation agencies to coordinate certification requirements for the several states.
3. Request U. S. Office of Education to sponsor legislation that

will provide financial aid to states according to their needs, with provision for complete state control in the disbursements of these funds.

Recommendations to the White House Conference

- A. The committee assigned to school-community relations recommends that the new Iowa State Board of Public Instruction consider the establishment of a Department of Public Relations for the purpose of helping to interpret and inform the citizens of Iowa regarding the work of the public schools.

We further recommend that the local school units of the state consider the establishment of similar departments of public relations. (These may be on a city or county basis, as the situations require.)

It is further recommended that when public relations departments are established, the persons who man the departments have a background of teaching experience and training in school public relations.

These recommendations are made because there seems to be in the country today, much misunderstanding about the work of the public schools. Perhaps this is due to the fact that the people do not have information upon which good judgments can be made.

- B. The committee recommends that the State Boards of Public Instruction and the U. S. Office of Education, through a program of public education, encourage advancement of teacher salaries, realizing that this would incorporate the raising of teacher standards of certification.
- C. The committee recommends that increased attention be given to the interpretation of the public schools to the public and the development of greater responsibility in behalf of education on local, state, and national levels.
- D. The committee recommends that State Departments of Public Instruction and the U. S. Office of Education focus the spotlight on preparing prospective teachers and school administrators in **Human Relations**; that, through in-service programs in teacher-education institutions, a vigorous emphasis be directed toward training in working effectively with people; that a minimum of four years of college preparation be required of all teachers.
- E. The committee recommends that this conference request that the Federal Government recognize the acute crisis in public education by the prompt enactment of legislation designed to help states in relieving the conditions militating against educational opportunities for children.

It is recommended that the legislation cover the following areas.

1. Financial grants to worthy young people to encourage them to prepare for the teaching profession.
2. Financial assistance to local school districts for school building construction.
3. Financial aid to equalize educational opportunities for all children regardless of where they reside, with all appropriations for public education to be administered through the State Department of Education and completely without Federal control.

PART XII

BANQUET ADDRESS:
MOBILIZING RESOURCES FOR TODAY'S
CHILDREN

by

Pearl A. Wanamaker, State Superintendent of Public Instruction
State of Washington

I am delighted to bring greetings to you from the State of Washington. In coming here for this meeting, I retraced the route of our Washington Pioneers. Iowa, as you know, was the starting point for many of the people who followed the Oregon Trail a century ago. That trek is continuing although covered wagons have given way to constellation airplanes and wagon trains to streamlined diesel-electrics. Two weeks ago we in Washington held our Governor's Conference on Education preparatory to the White House Conference to be held next year, and I am happy to bring some of the experience of that meeting to this important occasion. All of us in public education are grateful for the focus that these conferences are placing upon public schools and higher institutions and on the pressing problems they face today.

As I flew here from Washington, following the Oregon Trail in many places, I passed over towering forests of Douglas Fir and Western Pine in the Pacific Northwest, irrigated valleys of rich farm land reclaimed from arid deserts, the rugged beauty of two mountain ranges and the minerals that lie within them, grazing land for cattle and sheep, productive wheat lands, dairy farms, cattle pastures and fields of Iowa's tall corn. I flew over dams that harness the power of streams and rivers to produce industrial and agricultural wealth. I could see the enormous industrial centers of your midwest. I passed over a land of plenty, rich in resources—and, mark you, having the education to put those resources to intelligent use. These resources have spurred the development of a new, great country. The history of our country parallels the history of human beings developing these resources. We are striving in our country to make those resources not smaller but greater, not poorer but richer. Human intelligence has been applied to the development and maintenance of these resources for human use. Education, science and research have made the difference between primitive and modern utilization of these resources. This conference is devoted to the mobilization of resources for education; we should be mindful at the same time that these resources could not be utilized or mobilized except for education.

I think we should be clear as to what we are talking about when we talk about education. We are talking about what the United States Chamber of Commerce calls "an investment in people." Contributions of education are highlighted in a booklet by that name published early this fall by the Chamber, and I should like to share some of their findings with you.

First, they said, **Education Means Citizenship.** Individuals who have had the most years of schooling are those who take their political responsibilities most seriously. They are the most active as voters and citizens generally. Young men with the highest number

of grades completed are those with the least rejections for military service. Those with the most schooling are those with the strongest belief in a free market and in the system of economics which we call free enterprise.

Second, **Education Means Production.** Americans with the most schooling are those with the highest income. Farmers with the most schooling are realizing the highest production on their farms.

Third, **Education Means Higher Living Standards.** Retail sales are highest in those cities where the average year's schooling of the individual is highest. The number of television sets, electric refrigerators, automobiles, dishwashers, is higher in those families where educational attainment is highest.

These are the businessmen of our country pointing to the economic values of education, citing facts which prove that education means more personal income, more farm production, more retail sales, better understanding of our free market economy, fewer military rejections and higher living standards.

We are prone to take public education for granted. Rarely do we dramatize the results of education. Last June, however, Dr. Frank Breul, of The University of Washington Graduate School of Social Work, completed a study of the results of Washington's Vocational Rehabilitation Program. He entitled his study, "Do They Stay Rehabilitated?" I am thrilled to report to you his findings about 321 persons whose injuries or handicaps had prevented employment and who received rehabilitation services during the year 1950-51. In 1954, three years later, almost 92 per cent had found employment and were still self-supporting. Only 8 per cent found themselves again in the position of needing financial assistance. This represents a substantial decrease in the financial burden to the State of Washington—but even more important, it represents a triumph of new self-respect for these people. This is education serving the individual and serving the people. Your state can take pride in similar services that you offer.

What kind of educational program is necessary to produce these striking results?

It is an education which gives our citizens skill in communication—reading, writing, and discussion—and the ability to use intelligently the press, radio, television, motion pictures.

It is an education which helps to build strong bodies and healthful living habits at the same time as it develops the mind and the spirit.

It is a program which provides skill in numbers and in scientific methods and understanding of the scientific developments of our times.

It is a program which builds understanding in human relationships, in the family, community and nation and of other peoples and their cultures abroad.

It is a program that uses Music, Art and Literature to reach the noblest heights of which the human spirit is capable.

It helps to develop practical skills as a homemaker, a consumer and a producer of goods and services.

It builds character as it builds individuals. As it builds individuals, it builds citizens for the civic life and group enterprises of a great civilization.

In this critical period we are engaged in a battle of ideologies. Economic and military power are indispensable in this battle, but

without education as a third arm they cannot meet the crucial problems of this century. Without education our economic and military forces would themselves be weak indeed.

The editors of *Life* Magazine declare, "In the divided and distracted world of this mid-century the tough and crucial battles are being fought in that realm where all solemn issues of history are decided—man's own mind." *

What is needed in this most difficult of assignments that the schools of America must carry out?

First and foremost—Understanding and support in the communities they serve; participation by every citizen in efforts to solve the difficult problems they face.

Second—A devoted, dedicated and competent staff of teachers.

Third—the freedom to inquire, to learn and to extend the reaches of man's mind and soul.

Fourth—the material needs, the straw with which to manufacture the bricks that build the temple of civilization. These are funds to employ teachers, to build schoolhouses, and to purchase materials of many kinds that make use of the technical wonders of America at Mid-Century.

It is precisely because the need for teachers and the financial needs of education are not being met that these state meetings and the White House conference next year are being held. These conferences provide an opportunity to develop the first essential for the maintenance and improvement of education—public understanding. They should also focus on the ever-necessary vigilance to protect the freedom to teach and to learn.

President Eisenhower took note of the mounting crisis in public education when he declared in his State of the Union Message to Congress last year: "Youth — Our Greatest Resource — is being seriously neglected in a vital respect. The nation as a whole is not preparing teachers or building schools fast enough to keep up with the increase in our population."

The National Association of Manufacturers has looked at the problem of providing straw to make bricks and in its publication, "Our Public Schools and Their Financial Support," released in August they say this:

"We have more youngsters than ever before,
Fewer youngsters are dropping out of high school
Today, educating youth costs more money
Classes must be smaller
Yes—Our schools have problems

They need—More Teachers—More classrooms—More Money
The need is now"

That is the National Association of Manufacturers.

In short, we are facing a crisis in education. We are a new nation, on a new continent. In our short history, in each state and in the nation, we have faced many crises. We have mobilized our resources and we have produced a record of triumph over the trials that have beset us.

Your state was carved out of the Louisiana Purchase after Jefferson's arguments prevailed over those of men with narrower vision. In the words of Charles and Mary Beard, "they complained that the purchase of Louisiana would break the authority enjoyed by the old and conservative eastern states, shift the balance of political power to the west and transfer the government of the union to horny-handed farmers of leveling tendencies." Yet Louis-

iana was purchased and in 1846 Iowa was admitted to the union. (Rise of American Civilization, Vol. I, p. 401.) Iowa was embroiled in the issues of the compromises before the Civil War and later in the Civil War itself. Panic in '96, War in 1917, farm depression in the 'Twenties, foreclosures and drought in the 'Thirties, the second World War—these trials are in the history of your state—problems which you faced separately as a state and united with sister states in the nation.

Throughout our country we have been proud of meeting problems locally when we could, of turning to neighbors in our own state when our local resources were insufficient, and of being able to draw on the vast might and resources of our land when even as a state we could not solve our problems. We have lifted ourselves at times by our own bootstraps. At other times we have joined with the rest of the nation. We have helped and we have received help.

In education we are now facing a crisis of major proportions. In every state we are now appraising our needs. We are examining efforts being made or that might be made on the local and state level. We are inquiring, too, as to the need for federal assistance in this period of emergency.

What is the emergency and how does it arise? Partly it is a question of numbers. Permit me to cite some school statistics on the national level:

In 1930 total school and college enrollment was 27 million; in 1940 it was approximately the same. Since the war it has soared. Today 38 million are in our schools and colleges, and in 1960 we can expect, conservatively, 45 million. Conservatively, I say—because this projection ignores the steady trend toward more years of schooling for more people; it is based only on continuing current percentages of each age group in school. Even conservatively, however, it adds up to five students in 1960 for each three who were in school in 1940—a 67 per cent increase in only 20 years. I could add, too—and this is more of a worry than a boast—that in Washington because of migration from all over the country, we will have six in 1960 for each three in 1940—a 100 per cent increase. Beyond 1960 we may expect this number to continue to grow because the birth rate is continuing to rise. We can expect more family units, each of them with more babies, in the years ahead. The increased birth rate, we should well note, was not just a war phenomenon. More babies were born last year than in 1947, the year of the big stork; 2.4 million babies in 1930, 3.8 million in 1947, 4 million in 1953.

One of the problems is providing a schoolhouse roof over the heads of these children. When school opened in September, 1952, the federal school facilities survey showed a shortage of 312,000 public elementary and secondary school classrooms and related facilities. In the past two years we have not reduced that shortage. In the next five years we need 250,000 classrooms for the increase in enrollment that is as sure to come as the babies in all those cribs are real. We need 100,000 classrooms for normal replacement of school buildings that are outliving their usefulness. Before 1960 it is estimated that we will need 720,000 new classrooms and related facilities at a total cost of 28 billion dollars. In almost every state we have been making prodigious efforts, but we shall have to triple our present rate of 50,000 new classrooms each year. And this is exclusive of the needs of our colleges and universities.

Another problem, and perhaps a more serious one, is preparing competent and inspiring teachers in adequate numbers—and providing the salary and teaching conditions that will keep them in the

profession. As of this September, we were short 120,000 elementary and secondary teachers. This shortage is being met by teachers who don't meet standard certification requirements and by placing children on one-half and one-third day sessions. The shortage is being met, if I may be candid, by short-changing our youngsters. Now, in addition to these 120,000, we need 150,000 new teachers each year: 100,000 to replace teachers who are retiring or leaving the profession, 50,000 to take care of increasing enrollments. Yet our enrollments in teacher education programs throughout the country is in the neighborhood of only 90,000 each year, and experience shows that one-third of these cannot be counted on actually to enter the profession.

In the rapidly growing State of Washington we are staffing our schools at this moment. But how are we managing to do it? Let's look at the sources of our teacher supply. First, currently we are paying the third highest salaries in the nation and thus retaining a maximum number. I say currently because during the 1952-53 school year Washington was down to 9th place nationally and next year we may again be in a less favorable salary position and experience more difficulty in meeting our teacher needs. Second, we are securing almost one-third of our new teachers from out-of-state, some of them, no doubt, from Iowa. Third, we are drawing back into teaching one-third of our needed teachers from the ranks of those who had previously withdrawn from the profession. This includes married women whose children are now in school and who feel that they can return to the classroom to help meet the problem. But it also includes some teachers who were formerly retired. Fourth, our teacher-training institutions are providing approximately one-third of our needs.

Because of the rapidity of our growth it is probable that we shall have to tap out-of-state resources for some time to come. We have to continue, however, to build our two other sources of supply—new teachers and returning teachers—and we have to keep an increasing number of teachers in the profession. It is no secret that hundreds of thousands of teachers turned to more profitable employment during the war. Many have done so since V-J Day as well.

The boys and girls of high school and college age now are the babies of the low birth rate depression years. From this smaller-than-average group must come the generation to supply industrial workers, businessmen, farmers, teachers, scientists, doctors and lawyers for the larger generations. All of these occupations are competing for these young people. As potential teachers go into other walks of life, we are, in the words of William Carr, "Devouring the seed corn"—depriving the younger generations of the teachers they need to enter all these occupations.

What does it all mean:

We need to pay salaries high enough to attract new teachers and to keep experienced teachers in the profession.

We need to recruit enough students for our teacher education program to provide 150,000 new teachers each year.

We need to provide teaching situations that make the career attractive. This means eliminating large classes, providing adequate teaching materials, building school houses that are cheerful—school houses that are of genuine help to a teacher in doing a good job, providing the necessary auxiliary services a good teacher should have—clerical assistance, health and guidance services for children, constructive supervision.

We need to study our school district administrative units to make certain that we are providing for each child a full educational opportunity with the wisest use of funds.

We need to build the status of teaching as a profession so that young people will choose with pride the career of teaching. This means high standards of certification that earn the respect of other professional people and the community at large. Those states with the lowest standards are those with the most acute problem of recruiting teachers.

We have problems not only of quantity but also of quality. In addition to buildings and teachers we have to recognize certain inadequacies of today's educational program. In the country as a whole from 40 to 50 per cent of our children drop out of school before graduation from the 12th grade. Of 1,000 children in the fifth grade in 1943, 200 had dropped out before the end of the 8th grade in 1946, 200 more before the end of the 10th grade in 1948 and 100 more (500 in all) before the end of the 12th grade in 1950. Each year we lose hundreds of thousands of able youngsters. In five states, from 12 to 18 per cent of adults from 25 to 34 years of age have had less than five years of schooling. They are termed "functional illiterates." In 11 more states, illiterates make up from 4 to 11 per cent of the age group. Nineteen per cent of American young men were rejected for the Korean War Draft, many of them for this reason. In 5 states, rejections varied from 43 to 58 per cent. This loss of potential manpower—not only for the armed forces, but also for our entire economy—is a real emergency when our biggest handicap in the cold war is the numerical superiority of our adversary.

Richard L. Bowditch, President of the United States Chamber of Commerce, said, and I quote: "The United States may never be able to compete on a manpower basis with the swarming millions of Russia and Asia. On that basis they could run over us tonight. We owe our present security and our comparative abundance to our mastery of the sciences and our ability to put the productivity of our know-how on the industrial assembly lines. In the present world crisis we must conserve our manpower and develop its skills to keep safely ahead of the mass-population areas."

Mr. Bowditch said further, and again I quote: "The drop outs (in high schools) are more serious than a shortage of vital war material. We are past masters at finding substitutes for material, but there is no substitute for education in developing skills of both mind and hand."

Keeping these young people in school is going to mean a real effort on our part to provide programs that will be attractive. Our schools must prepare for life in our communities as well as for college. We need the kind of program that will make the hopes we have for education come true. We need broader vocational and avocational offerings. We need better guidance—vocational, educational and personal. We need many opportunities for young people to explore career possibilities and appraise realistically their own talents.

We also need to assume more adequately our responsibility for the education of the handicapped. I have told you of the success of the vocational rehabilitation program for adults in Washington. I should also tell you that there is a waiting list for services for both school-age children and adults because funds and personnel are insufficient.

In Iowa you have pioneered one of the significant developments in education of the handicapped—home-school telephone service, making it possible for children confined to their homes to share with normal children in school and to facilitate their return to regular classes. We estimate that approximately one-tenth of our total school population is in need of special services. Most of these can be served, with special help, in*the regular classroom. Many can be served in special classrooms in regular schools, moving about from special to regular rooms as their needs require. In our state last year, school districts were providing for almost 26,000 handicapped children while the state residential schools enrolled 3,300—almost eight times as many in the regular classroom as in the state residence schools. Yet we know that many children with handicaps in our state and in the country as a whole have not yet been identified and need to be brought into some kind of educational program. These include children with visual impairments, hearing handicaps, speech problems, orthopedic conditions including cerebral palsy, cardiac difficulties, maladjusted, delinquents, and the mentally handicapped.

Screening procedures and referrals from physicians and other professional persons are identifying many more children who need special educational help. The nonavailability of funds has not permitted full expansion of services.

As the program develops, more and more of our handicapped persons will be able to move out into the world as self-supporting citizens. This is important for these persons and it is important to the economic well-being of the country.

Let there be no doubt about it. We are now facing a crisis in education. We dare not wait to solve our problems. A year that passes is a year lost in a child's life, a year that cannot be replaced.

It is true that total costs for education in the country are at an all-time high. It is also true that in percentage of income, we have been spending **not more** but **less** for education. In 1933, we spent 3.3 per cent of our income on education; in 1940, 3.1 per cent; in 1954, only 2.4 per cent. In terms of effort we are trying one-third less today than we were in the bleak days of depression. We are spending approximately 10 billion dollars this year on education in the United States. At the same time, we spend almost twice as much on liquor and tobacco. We are proud of our system of universal elementary and secondary education; yet we are spending a far smaller percentage of our national income on education than other countries which provide universal education on the elementary level only.

Finally, we know that the growing throng of children already in elementary schools will, before long, be knocking for entrance at the portals of our colleges. There will be a large number not only because of the increased birth rate, but also because of the trend toward more years of schooling for everyone. In Washington as in Iowa school districts we are operating Junior Colleges to meet the needs of young people and adults in technical, semi-professional and general education fields. We are anticipating greater developments in this field. Junior College Education can be provided at relatively low cost to the school district, to the state and to the student who can live a home while in attendance. Larger numbers will be in colleges and universities, too, seeking general education and professional specialization so needed by our people and industries today and tomorrow. Vocational Education, which is a most important part of the educational program, must be expanded and facilities provided. We need skilled craftsmen, engineers, accountants, journalists,

farmers, teachers, doctors, dentists, scientists, lawyers. Our institutions of higher learning need staff increases and facilities.

To provide the quality education we want for the millions of children who bear the future in their hands we must appraise our resources and mobilize them.

"If the schools fail because we fail the schools," says Walter Reuther, President of the C.I.O., "None of us, rich or poor, will be able to buy our way out of the century we live in or out of the challenge it offers. That challenge is to make democracy possible, not just in a privileged and barricaded corner of the world, but in all the underdeveloped and underprivileged sectors—wherever, in short, democracy's promise has too far outrun its performance."

In this state, in every state, are we meeting this challenge? From local to state level are our schools so organized as to provide the most effective education possible? You have taken a great step forward in the reorganization of your state educational agency, with a lay board and an appointive state superintendent. For this, Miss Parker, your legislature and your citizens deserve genuine praise. On the local level do you have strong school districts adequate in terms of feasible enrollments, adequate in terms of their tax base, adequate in freedom from unreasonable restrictions on their power to secure money for the schools? Are property assessments made on a professional or a political basis? Do they reflect actual values? Are your county offices equipped to provide effective supervisory and consultive services? Does your state with a broader financial base assist school districts as much as it might in the provisions of educational services? Does your State Education Department have adequate personnel and funds to give the leadership necessary for continuous improvement of the schools?

One of the amazing contracts among communities in most states and among the various states in the union is the variation in their ability to pay for education. We have found it necessary in Washington to provide a strong program of state equalization—equalization of opportunity and equalization of tax burden—among our school districts. We are similarly aware of differing financial abilities from state to state. You will want to consider whether the nature of the emergency makes it necessary to call upon the broader financial base of the federal government in order to meet your pressing building needs. You will want to consider also whether the federal government need be called upon to equalize the very uneven opportunities and burdens among the 48 states and the territories.

Federal interest in education is not new. In the early beginnings of our country this interest was expressed by our founding fathers. The Northwest Ordinance of 1787 states: "Religion, Morality, and Education being necessary for good government and the happiness of mankind, schools and the means of education, shall forever be encouraged." It set aside certain sections of land in each township for the support of education. Similar provisions were made for all of the states that came into the union after that 1787 date. In 1862 the Morrill Act established the "Land Grant" colleges, and Iowa and Washington are but two of the beneficiaries of that action. The Smith-Hughes Act in 1917 and succeeding legislation has established vocational education. Funds have been made available for assistance to the physically handicapped. In areas affected by federal activity, assistance has been given for construction of school buildings and for school operation. The G.I. Bills have made possible further schooling of an enormous number of veterans of World War II and the Korean conflict. Federal grants-in-aid are made for 80 different educational purposes. The current annual appropriation for grants-in-aid to the

states amounts to more than two billion dollars.

Legislation that will be presented to the 84th Congress includes the following items of importance to education:

1. Expansion of aid for school construction by eliminating the factor of federal impact and providing grants-in-aid for school construction based upon expanding school population and economic need.
2. Funds for planning of public works which includes studies of the need for physical plant for educational purposes.
3. Expansion of the school lunch program.
4. Federal scholarships for undergraduates in the field of science, for those preparing for foreign service, for nursing and possibly for students of high ability without regard to their areas of specialization.
5. General federal aid to education.

This state conference will want to consider these items.

The National Citizens Commission for the public schools has just released a report, **Financing Public Education In The Decade Ahead**, prepared by a committee under the chairmanship of Beardsley Ruml. This report points out that financing of education depends upon three factors: The increase in the number of school-age children—from 36 million in 1954 to 48 million in 1965; the increase in the gross national product—from 365 billion in 1953 to an estimated 525 billion in 1965; and on the amount of money that each community will consider appropriate for the education of each child. The commission estimates an increase in operating costs of from 5 to 10 billion dollars. This amounts to only 3 to 6 per cent of the increase in national income. It would mean increasing the percentage of effort from 2.4 in 1954 to 2.6 for the minimum estimate or 3.6 for the maximum estimate in 1965. The commission says, and I quote:

“The United States will have a generally expanded volume of income available for consumption, investment and savings. Educational needs will grow, but relative to the growth of national income, the amount will not be unmanageable. Money requirements can be financed by allocating to public education a small percentage of the increase in national income and productivity. **The Financing Problem is a Problem of Policy, not of Resources.** (Emphasis Mine). The problem is to select the best basis on which to make a small portion of the increased national production and income available for education.”

In this process local school boards are coming up against a very real decline in revenues from property tax, their major source of income. In 1930, 84 per cent of school support came from this source; in 1954, it is down to 53 per cent.

In recent years state aid formulae have been moving in the direction of establishing a basic foundation program of education—aimed toward providing a reasonably adequate education for all children in the state. You will recognize how important this is when I tell you that differences in ability to support education are substantial—as high as 10,000 to 1. In many states, however, programs involving substantial amounts of state aid were reported as insufficient to provide a minimum standard of education for many children because of the wide disparity in financial ability. Many of the poorer states spend more for education in proportion to their income than the wealthier states, but this in itself has not been enough to provide their children with a minimum standard of education.

There is a shared responsibility between local, state and federal agencies of government. The states now spend 3 billion dollars of

their total 15 billion state governmental budget on education. If they were to assume all of the anticipated increase their aggregate budgets would increase 33 to 67 per cent. In those states with low levels of state support this percentage increase would be much larger.

The citizens commission in its report explores the possibility of federal aid to education since the Federal Government has better access to increases in national income through the graduated federal income tax. They look at possible distribution of federal aid on a per capita school-age child basis to provide the **underpinning** of the state's education program. Additional sums would be provided by state and local governments in accordance with local decisions as to the appropriate level of expenditure on the schools.

Relative volume of state and federal support is a controversial problem needing immediate attention. The citizens commission, however, has this to say:

"Each of these approaches to the problem of school financing—state or federal—can provide the amounts required to educate 48 million children in 1965. The problem is to select the best method of allocating a share of national production and income to meet educational needs—and to meet them at the local level without federal control."

Let me underline the fact that provision of adequate support for the schools is not a question of resources. It is a question of policy. We must mobilize the resources—because they are here—to support a policy of good education, of the best education we can develop, for our boys and girls.

In this mobilization we have many friends. We have the millions of people throughout the country who have been unstinting when asked to vote special tax levies and bond issues for their schools. We can count upon the 8,882,000 members of parent-teacher association throughout the country. We have been joined by citizens committees in more than 8,000 communities. We have the understanding of many legislators and governors who have time and again studied the educational needs of their states and have been willing to stand up and be counted for education. This conference should bring to those people added understanding of the problems the schools face and a devout determination to do something about it—locally, on the state level, on the national level. But we must have the will to do this job.

Walter Lippman* has expressed it most adequately, and I quote:

"So we have come to the point, I would contend, where we must lift ourselves as promptly as we can to a new and much higher level of interest, of attention, of hard work, of care, of concern, of expenditure, and of dedication to the education of the American people.

"We have to do in the educational system something very like what we have done in the military establishment during the past 15 years. We have to make a break-through to a radically higher and broader conception of what is needed and of what can be done. Our educational effort today, what we think we can afford, what we think we can do, how we feel entitled to treat our schools and our teachers—all of that—is still in approximately the same position as was the military effort of this country before Pearl Harbor.

"In 1940, our armed forces were still at a level designed for a policy of isolation in this hemisphere and of neutrality in any war across the two oceans. Today, the military establishment has been raised to a different and higher plateau, and the effort that goes into it is enormously greater than it was in 1940.

*From "The Shortage in Education," by Walter Lippman, *The Atlantic*, May, 1954.

"Our educational effort, on the other hand, has not yet been raised to the plateau of the age we live in. I am not saying, of course, that we should spend 40 billions on education because we spend about that much on defense. I am saying that we must make the same order of radical change in our attitude towards education as we have made in our attitude towards defense.

"We must measure our educational effort as we do our military effort. That is to say, we must measure it not by what it would be easy and convenient to do, but by what it is necessary to do in order that the nation may survive and flourish. We have learned that we are quite rich enough to defend ourselves, whatever the cost. We must now learn that we are quite rich enough to educate ourselves as we need to be educated.

"There is an enormous margin of luxury in this country against which we can draw for our vital needs. We take that for granted when we think of the National Defense. From the tragedies and the bitter experiences of being involved in wars for which we were inadequately prepared, we have acquired the will to defend ourselves. And, having done that, having acquired the will, we have found the way. We know how to find the dollars that are needed to defend ourselves, even if we are to do without something else that is less vitally important.

"In education we have not yet acquired that kind of will. But we need to acquire it, and we have not time to lose. We must acquire it in this decade. For if, in the crucial years which are coming, our people remain as unprepared as they are for their responsibilities and their mission, they may not be equal to the challenge, and if they do not succeed, they may never have a second chance in order to try again."

Organizations Represented

Action Committee for Education Legislation
American Association of University Women—Iowa State Division
American Institute of Architects—Iowa Chapter
American Legion—Iowa Department
American Legion Auxiliary—Iowa Department
Ammvets Auxiliary
Associated General Contractors of Iowa
Associated Retailers of Iowa
County Attorneys Association of Iowa
Daughters of American Revolution—Iowa Society
Department of Classroom Teachers
Department of Elementary-School Principals
Disabled American Veterans
Disabled American Veterans Auxiliary
Elementary Supervisors Organization
Federated Garden Clubs of Iowa, Inc.
Future Farmers of America—Iowa Association
Iowa Association of County Superintendents
Iowa Association of Former Educators
Iowa Association of Mental Health
Iowa Association of Physically Handicapped
Iowa Association of Schools Boards
Iowa Association of Secondary-School Principals
Iowa Association for the United Nations
Iowa Automobile Dealers Association
Iowa Bankers Association
Iowa Chain Store Council, Inc.
Iowa Chamber of Commerce Executives
Iowa Congress of Industrial Organizations, State Industrial Union
Council
Iowa Congress of Parents and Teachers
Iowa Council of Churches
Iowa Council of Church Women
Iowa County Officers Association
Iowa Daily Press Association
Iowa Department of Amvets
Iowa Department of Public Safety
Iowa Farm Bureau Federation
Iowa Farm Bureau Federation Women's Committee
Iowa Farmers Union
Iowa Federation of Business and Professional Women's Clubs, Inc.
Iowa Federation of Women's Clubs
Iowa Food Distributors Association
Iowa Heart Association
Iowa Home Economics Association
Iowa Junior College Association

Iowa League for Nursing
Iowa Library Association
Iowa Manufacturers Association
Iowa Press Association
Iowa Press Women, Inc.
Iowa Society for Crippled Children and Adults, Inc.
Iowa State Bar Association
Iowa State Dairy Association
Iowa State Education Association
Iowa State Federation of Labor
Iowa State Federation of Teachers
Iowa State Grange
Iowa State Junior Chamber of Commerce
Iowa State Medical Society
Iowa State Nurses Association
Iowa State Sheriffs Association
Iowa State Welfare Association
Iowa Taxpayer Association
Iowa Temperance League
Iowa Tuberculosis and Health Association
Iowa Vocational Association
League of Iowa Municipalities
Master Builders of Iowa
National Conference of Christian and Jews
Press Columnists of Iowa
Private Junior Colleges of Iowa
School Administrators of Iowa
State Board of Education
State Board of Public Instruction
State Board of Social Welfare
State Soil Conservation Committee
Veterans of Foreign Wars
Veterans of Foreign Wars Auxiliary—Iowa Department
Woman's Christian Temperance Union of Iowa

Lists of Discussion Group Leaders

Group "A"

Chairman: Joe Gettys
Ass't Chairman: Charles Mindling
Recorder: Hazel Larson
Consultants: Charles F. Ransom
Mrs. Elmer Taylor
Ray Bryan
Ernest Barker
Glenn Hawkes

Group "B"

Chairman: Marshall R. Beard
Ass't Chairman: Stanley Heywood
Recorder: Kenneth Jonson
Consultants: Mrs. Harold Honohan
Wayland W. Osborn
Earl A. Miller
Mrs. Harvey Uhlenhopp

Group "C"

Chairman: William L. Parrish
Ass't Chairman: Clifford Prall
Recorder: A. B. Grimes
Consultants: E. T. Peterson
John W. Conrad
Walter W. Moeller

Group "D"

Chairman: Melvin Baker
Ass't Chairman: W. C. Findley
Recorder: E. T. Baker
Consultants: Guy G. Gilchrist
J. C. Hoglan
Paul F. Johnston
Henry DeKock

Group "E"

Chairman: Carl Hamilton
Recorder: S. T. Tweed
Consultants: John G. Shultz
Harlan L. Hagman
G. W. Hunt

Group "F"

Chairman: Merritt Ludwig
Ass't Chairman: Edmund Groomes
Recorder: Joseph A. Beavo
Consultants: Herbert Hake
Harry Boyd
James Davis
John Winnie

Group "G"

Chairman: J. W. Maucker
Ass't Chairman: C. H. Becker
Recorder: W. M. Slaichert
Consultants: Richard Plock
Edmund J. Gleazer
James F. Loper
Harvey H. Davis

Group "H"

Chairman: C. J. Christiansen
Ass't Chairman: Guy Wagner
Recorder: Henry Galbreth
Consultants: Jack Jones
Clyde Parker
C. C. Peterson
Mrs. Helen Vanderberg



STATE LIBRARY OF IOWA



3 1723 02103 3121