



EDUCATION AND THE EIGHTY-EIGHTH CONGRESS

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2. NEA FEDERAL LEGISLATIVE POLICY--Annual review of NEA policies affecting the Federal Government. (Revised October 1964)
3. NEA LEGISLATIVE COMMISSION--Reviews the Commission's history, legislative highlights, purposes, functions and responsibilities. Includes Commission's legislative program. (Revised November 1964)
4. PARTY PLATFORMS AND EDUCATION, 1964--Verbatim statements of Democratic and Republican platform positions concerning education, plus 1964 "federal support" resolution of NEA.
5. EDUCATION AND THE EIGHTY-EIGHTH CONGRESS-- Comprehensive summary of legislative achievements and failures of the Eighty-eighth Congress.
6. IT'S OLDER THAN THE CONSTITUTION--Brief history of federal aid-to-education programs, 1785-1964. Includes table of appropriations for fiscal 1965. (Revised October 1964)
7. FEDERAL SUPPORT OF EDUCATION--QUESTIONS AND ANSWERS--Presents evidence which demonstrates urgent need for increased federal financial support of education. (Revised November 1964)

(10/29/64)

THE UNFINISHED BUSINESS

☐ Although the 88th Congress made a remarkable record of accomplishment vital to the education of the American people, the National Education Association agrees wholeheartedly with the United States Commissioner of Education, Mr. Francis Keppel, who recently said in reflecting upon the educational accomplishments of the 88th Congress, *"Our first task, the first essential of our unfinished business, has to do with the state of our American elementary and secondary schools. Here are the neglected but basic foundations upon which every educational program depends. . . . Through neglect of our elementary and secondary schools, we have inherited a chronic shortage of qualified teachers and of suitable classrooms. . . . Our unmet need for better paid teachers and more classrooms can afford no further semesters of neglect. It has already become a national scandal. It needs to be dealt with and dealt with now. . . ."*

☐ The NEA believes there should be substantial Federal support for the whole of public education at all levels and of all types. The NEA believes, however, that the immediate priority legislative objective in the field of education should be general Federal support for public elementary and secondary education. Such Federal support should take the form of direct Federal grants to the states for the purposes they deem most pressing. Such Federal support should assure that the control of the program of education remains with the states and localities and that the states and localities continue to accelerate their financial support efforts. Heroic efforts have been made to meet the increased cost of education for all but it is becoming increasingly apparent that only through the acceptance by the Federal government of a share of the responsibility for financing schools can we provide quality education for our youth.

EDUCATION AND THE 88TH CONGRESS

□ The 88th Congress is responsible for the enactment of a series of legislative landmarks in the field of education. On January 29, 1963, the late President John F. Kennedy outlined in a special message to the Congress a comprehensive program of Federal aid to education in bill form titled the National Education Improvement Act of 1963.

□ The President said his proposal constituted a "selective application of Federal aid—aimed at strengthening, not weakening, the independence of existing school systems and aimed at meeting our most urgent education problems and objectives." He emphasized that the program was "clearly realistic" in cost and essential to the growth and security of the country.

□ The program included construction and teacher salary aid for public elementary and secondary schools, a new plan broadening the scope of vocational education efforts to include all kinds of technical and semi-professional occupations, loans for academic facility construction for public and private colleges, grants for construction of public junior colleges, public and private college libraries and graduate schools, a series of student loan and financial aid plans, plus other aid for teachers and for adult education.

□ He stressed that his education proposals should be considered as a unified program rather than as a series of separate measures. "For education cannot easily or wisely be divided into separate parts. Each part is linked to the other," the President maintained.

□ In President Kennedy's message — and subsequent legislative program—the interrelatedness of American education at all levels was emphasized for the first time in our Nation's history. Inherent in the comprehensive approach was recognition that colleges have a vital interest in the quality of secondary education whence

their freshman classes are derived; that elementary schools must also have competent teachers and adequate facilities if the pupils are to receive the basic education upon which high school learning is based; that elementary and secondary schools must look to colleges for the training of teachers and the research in subject-matter fields which is essential to quality education; and that vocational, technical, and adult education, student aids, education for the gifted and the handicapped, junior colleges and public libraries are all integral parts of the total educational picture and are essential to the economic health and well-being of the Nation as a whole.

□ Apparently the greatest value in the presentation of a comprehensive bill such as the National Education Improvement Act was that for the first time it offered the American people and their elected representatives in the Congress of the United States an opportunity to view the totality of American educational needs and to recognize the National responsibility all along the line.

□ Although the 88th Congress got off to a rather slow start, it followed through with increased tempo in the second session with President Johnson giving his full support to enacting the proposed education program of President Kennedy.

□ When, on December 16, 1963, President Johnson signed into law the Higher Education Facilities Act of 1963, he said that the first session of the 88th Congress would go down in history as the "Education Congress of 1963." Later, on July 30, 1964, in remarks to a meeting of educators at the White House, Mr. Johnson re-emphasized his earlier appraisal.

□ The education legislation enacted by the 88th Congress, listed on the following pages, seems to mark a significant turning point in the national government's interest in education. However it is too early to predict that the action of the 88th Congress means a new and continuing national commitment to education as the

key to our Nation's social, technical, economic and moral progress.

□ During its two sessions the 88th Congress enacted a great many laws wholly or partly concerning education and training. The following pages list the measures of more general interest. The laws are listed in the order of enactment and do not represent an evaluation of their educational importance.

HEALTH PROFESSIONS EDUCATIONAL ASSISTANCE ACT OF 1963

(Public Law 88-129)

Public Law 88-129 is a \$236.4 million measure to help build medical and dental schools and to help students attend such institutions. The bill, technically the "Health Professions Educational Assistance Act," would help an estimated 10,000 students with loans of up to \$2,000 over the next three years and would also make it possible to build new medical and dental schools and to expand and modernize existing facilities. Special consideration would be given to areas where training facilities now are lacking or inadequate.

MENTAL RETARDATION FACILITIES AND COMMUNITY MENTAL HEALTH CENTERS CONSTRUCTION ACT OF 1963

(Public Law 88-164)

Legislation that provided a significant step toward inaugurating a new era in the approach to this country's mental health was signed into law by President Kennedy on October 31, 1963, as P.L. 88-164.

The new law authorizes a total of \$329 million. This includes \$150 million in matching grants over the next three years for the construction of community mental health centers which can radically reduce the overcrowding of large centralized public mental institutions.

It also included funds of \$126 million over a five-year

period for the construction of research and treatment facilities for the mentally retarded, and \$53 million for three years for the training of teachers of the mentally retarded and other handicapped children. Signing of this bill established the foundation for a new method of treatment with its focus in the community.

HIGHER EDUCATION FACILITIES ACT OF 1963

(Public Law 88-204)

The three-year \$1.2 billion Higher Education Facilities Act of 1963 will provide a program of grants and loans to public junior colleges and public technical institutes and to public and nonpublic colleges and universities. Grant money to four-year institutions can be used *only* to build libraries or classrooms designed specifically for teaching the natural or physical sciences, mathematics, foreign languages, or engineering. In brief, the Act authorizes:

¶ Grants of \$230 million in each of the three years for construction of undergraduate facilities. Of this, \$50.6 million a year is reserved for public community colleges and public technical institutes. In the case of colleges the Federal share can not exceed one-third of the total construction cost and for junior colleges the Federal contribution would be limited to 40%.

¶ A total of \$145 million in grants spread over three years to build or improve graduate schools and graduate "centers" sponsored by two or more institutions.

¶ Loans of \$120 million in each of three years to build undergraduate and graduate facilities.

VOCATIONAL EDUCATION ACT OF 1963

(Public Law 88-210)

This major education bill revamps and expands the Nation's vocational training program, extends aid to "impacted" areas and increases loan funds for college students.

The new law, which would cost \$1.6 billion over the next four years, is designed to update vocational training programs to include business training and office jobs not previously included in Federal programs. It also is aimed at preventing school dropouts and providing job skills for youths who are out of school and unprepared for technical jobs.

Prior to enactment of this measure the Nation was spending about \$57 million a year on vocational education programs. The new law authorizes new funds, in addition to the current spending, of \$60 million this fiscal year and increases rising to \$225 million in fiscal 1967 and each year afterward. This part of the bill establishes a permanent aid program.

Impacted Areas Aid — The new law extended for two years, until June 30, 1965, temporary sections of Public Laws 81-815 and 81-874 providing 50 per cent of the local share of the cost of educating children whose parents live or work on Federal property and providing payments to local school agencies where sudden increases in Federal contract activities increased school attendance by at least 5 per cent.

National Defense Education Act—The new NDEA law also authorizes \$319.6 million in new funds to extend programs under the National Defense Education Act until July, 1965. The major change in the NDEA program was a raise in the amount of Government loans to college students from \$90 million to \$125 million this year and \$135 million next year. The bill also raised the ceiling on the amount students at any one college may receive from \$250,000 to \$800,000. The new law increased from \$15 million to \$17.5 million the amount of Federal aid for school counseling and testing. It amends a provision aiding schools in purchasing science, mathematics and language teaching equipment by allowing aid for a greater variety of such equipment.

MANPOWER DEVELOPMENT AND TRAINING ACT AMENDMENTS

(Public Law 88-214)

The Manpower Development and Training Act of 1962 (MDTA) was "overhauled" through several major changes by Congress. The states now are excused from sharing program expenses in the Federal fiscal year beginning next July 1, a requirement which had been contained in the original Act. Also, the Government will start offering "relocation" grants and loans to unemployed workers in economically-depressed regions who have job offers elsewhere.

Public Law 88-214 earmarks an additional \$527 million for training the jobless over the next two years. The biggest part of the increase goes for waiving the state cost-sharing requirement next year and extending the MDTA's life through fiscal 1966. The major stress in the bill, however, is on tackling teenage joblessness and the special problems of adults whose lack of formal education hampers their ability to learn a trade.

To broaden the MDTA's base, the new Act allots \$15 million over the next two years for two new programs. One new plan would offer 20 weeks of "basic education" training for poorly schooled adults to help them qualify for regular job-training courses. The other would qualify jobless youths 17 and over who have been out of school for at least a year for "training allowances" of \$20 a week as an inducement to improve their skills. Until now, only adult participants have received training payments. They will continue to get them at a somewhat higher level for both job courses and basic education courses.

LIBRARY SERVICES AND CONSTRUCTION ACT

(Public Law 88-269)

This law authorizes a vastly expanded three-year, \$135 million program of Federal aid for the Nation's public libraries. The new law authorizes \$25 million a

year of Federal aid for library services for three years, plus \$20 million a year for library construction, also for three years. The measure makes Federal money available for the first time for populous urban areas as well as small cities. In the past the program authorized \$7.5 million a year for Federal aid to library *services* only, and the aid was limited to cities with populations of not more than 10,000.

The new law provides a formula for allocation of the money for library services, to be matched with local funds on a basis which considers the per capita income in the recipient area. The percentage of matching funds from poor areas could be scaled down.

Funds for construction—which would be available for allocation to any area where the aid is needed — also would be matched on a similar basis of per capita income.

The services money could be used to help pay for books, salaries, equipment, and operating expenses. Construction funds could be used to help pay for either construction of new libraries, or to improve or enlarge existing ones.

CIVIL RIGHTS ACT OF 1964

(Public Law 88-352)

In his special message on civil rights on February 28, 1963, President Kennedy made recommendations to Congress concerning civil rights and education. Following is a summary of Titles IV and VI of the subsequently enacted Civil Rights Act of 1964 which are particularly related to education and training:

Title IV — Desegregation of Public Education —

The title provides that the Attorney General, after receiving a written complaint, and after having certified that local authorities have had a reasonable time to settle a complaint locally, may initiate or intervene in school desegregation cases where students or parents are unable to sue. The title allows the Commissioner of Education to provide technical assistance, grants and

training institutes to help communities prepare for school desegregation, but only if such assistance is requested by local school authorities. The title specifically excludes from the definition of “desegregation” any transportation or busing of students to end racial imbalance. The Commissioner of Education is directed to conduct a survey and report to the President within 2 years from the enactment of the bill, on the lack of equal educational opportunities by reason of race, color, religion, or national origin in public educational institutions at all levels.

The title does not provide for any measure of Federal control over private schools or over the hiring and firing of public school teachers, the selection of textbooks, or the choice of curriculum. In fact, control of public school systems remains in the hands of local authorities. The title does not prohibit classification or assignment of pupils for reasons other than race, color, religion, or national origin.

Title VI—Nondiscrimination in Federally Assisted Programs — The title provides that no person in the United States shall be excluded from participation in or otherwise discriminated against because of race, color, or national origin under any program or activity receiving Federal financial assistance other than contracts involving insurance or guarantee.

Specifically, the title enables Federal agencies administering programs to terminate or to refuse to grant or to continue assistance under a program in which there has been an express finding of non-compliance by discrimination, but agencies may take such action only after they have attempted to bring about compliance by voluntary means, and only after a hearing. Agency actions to cut off funds may not take effect until 30 days after a report is filed with Congress, and agency actions are subject to judicial review. Any agency rules or regulations issued under this title must be approved by the President.

The title does not provide for action against individuals receiving funds under federally assisted programs—for example, widows, children of veterans, homeowners, farmers, or elderly persons living on social security benefits. The title is directed toward agencies administering such funds in a discriminatory way, not toward recipients themselves. The title does not provide for withdrawal of all Federal assistance to a State or community which discriminates in a particular program. That is, the withdrawal of Federal assistance to a state or community would be limited to the particular program where the discrimination took place; the title does not provide for withdrawal of all Federal assistance.

WAR ORPHANS' EDUCATIONAL ASSISTANCE ACT AMENDMENTS OF 1964

(Public Law 88-361)

This new law provides educational benefits, under the War Orphans' Educational Assistance Act of 1956, for the children of veterans who had become permanently and totally disabled as a result of service-connected disabilities suffered during wartime or, under certain conditions, during any peacetime period since September 16, 1940.

The 1956 Act provided educational benefits for children of veterans who died as a result of service-connected disabilities suffered during World Wars I or II or the Korean War. In 1960, the program was extended to children of veterans who died of service-connected disabilities suffered during any peacetime service after September 16, 1940 when Selective Service was enacted. Public Law 88-361 extended the Act's application to children of veterans who were totally and permanently disabled in the service.

JUVENILE DELINQUENCY AND YOUTH OFFENSES CONTROL ACT AMENDMENTS OF 1964

(Public Law 88-368)

This new law extends and expands the 1961 Juvenile Delinquency and Youth Offenses Control Act until June 30, 1966. It authorized \$10 million for the juvenile delinquency program in fiscal 1965, but required a subsequent authorization for fiscal 1966. It also authorized two new programs; a special study of compulsory school attendance and child labor laws to determine their effects on juvenile delinquency; and an anti-juvenile delinquency project in the Washington, D. C. area, to include special guidance and counseling services, establishment of halfway houses for rehabilitating youthful offenders, and development of job opportunities for youths. An additional \$5 million was authorized for the Washington project.

The 1961 Act authorized Federal grants of up to \$10 million a year for three years through June 30, 1964, for pilot projects to develop techniques and train personnel to prevent and control juvenile delinquency. Areas where pilot projects were set up were expected to share in the cost.

NATIONAL COMMISSION ON TECHNOLOGY, AUTOMATION AND ECONOMIC PROGRESS

(Public Law 88-444)

This Act provides for the creation of a 14-member Presidential Commission to undertake a broad assessment of the impact of technological change and automation upon production, employment, and communities. The Commission will recommend to the President and the Congress appropriate measures to minimize any harmful dislocations which may be engendered by technological change and maximize its benefits for economic progress.

The 14 members of the Commission will be appointed by the President, with the advice and consent of the Senate, from persons outside the Government who have competency relevant to the concerns of the Commission.

The Act establishes a Federal Interagency Commit-

tee to serve the Commission in an advisory and liaison capacity. Committee membership consists of the Secretaries of Agriculture, Labor, Commerce, Defense, and Health, Education, and Welfare, and the heads of NASA, Council of Economic Advisers, Office of Science and Technology, Atomic Energy Commission, and Arms Control and Disarmament Agency.

The Executive Secretary of the Commission, responsible for directing the work of the Commission's staff, will be appointed by the President with confirmation by the Senate. The Commission will appoint its own staff of professional, technical, and clerical personnel and is further authorized to enter into research or study contracts with private organizations. The information and the resources of the various governmental agencies are specifically made available to the Commission upon the request of the Commission's Chairman.

The Commission may submit such interim reports and recommendations as it may determine to be desirable and will submit a final report of its findings and recommendations to the President and to the Congress by January 1, 1966. The Commission will go out of existence 30 days after submitting its final report. The bill provides that not more than \$1 million may be appropriated for the work of the Commission.

ECONOMIC OPPORTUNITY ACT OF 1964

(Public Law 88-452)

The \$947.5 million Economic Opportunity Act of 1964, commonly referred to as the antipoverty bill, is an education-oriented measure of about a dozen programs, including the following:

¶ **Students and unemployed youth**—\$412.5 million.

Includes a job corps to provide work experience, education, and vocational training at conservation camps and residential centers; a work training program to enable youths to resume or continue their high school education or to increase their employability; and a work study program to provide part-time jobs to help

needy students continue their college education.

¶ **Community action**—\$340 million. Provides for a Federal contribution of 90 per cent of the cost of projects to combat poverty in such areas as health, welfare, job training, vocational rehabilitation, housing and home management, and for grants to the states to provide literacy and basic education training for adults.

¶ **Rural Areas**—\$35 million. Includes loans to low-income rural families to improve farm operations; housing, sanitation, education, and child day-care programs for migrant farm families.

¶ **Work experience**—\$150 million. Includes demonstration projects designed to encourage state programs to provide work experience for unemployed fathers and other needy persons.

¶ **Volunteer organization and administrative costs**—\$10 million. Included is the setting up of Volunteers in Service to America, modeled somewhat on the Peace Corps, with 5,000 persons serving in mental health, migrant, Indian, and antipoverty programs.

NURSE TRAINING ACT OF 1964

(Public Law 88-581)

The major provisions of this Act would: (1) establish a 4-year program of grants totaling \$90 million for construction and rehabilitation of nursing schools; (2) establish a program of grants totaling \$17 million over a 5-year period to assist collegiate and associate degree schools of nursing to meet additional costs of strengthening, improving, or expanding their training programs; and establish a system of formula grants totaling \$41 million over a 5-year period to diploma schools of nursing; (3) continue for 5 more years and expand the existing program of traineeships for advanced training of professional nurses; and (4) establish a student loan program, modeled after the National Defense Education Act and the Health Professions Educational As-

sistance Act of 1963, for students of nursing at collegiate, associate degree, and diploma schools of nursing, totaling \$85 million over a 5-year period.

AMENDMENTS TO NDEA, IMPACT SCHOOL AID

(Public Law 88-665)

Public Law 88-665 extends and expands both the National Defense Education Act (NDEA) and the impact school aid program (Public Laws 81-815 and 81-874). The former was extended for three years, the latter for one.

NDEA institutes for the advanced training of teachers, now limited to guidance counselors and teachers of modern languages, were broadened to include teachers of English, reading, history, and geography, teachers of "disadvantaged youth," librarians, and educational media specialists.

The NDEA provides loans for college and university students, fellowships to prepare for careers in college and university teaching, loans and grants to schools for teaching materials and the teacher training institutes.

Funds available for loans are increased from the present \$135 million to \$163 million during the fiscal year 1965, to \$179 million in 1966, and to \$190 million in 1967 and 1968.

The number of fellowships are increased from the present 1,500 a year to 3,000 in 1965, 6,000 in 1966, and 7,500 in 1967 and 1968.

Loans and matching grants to the states for the purchase of equipment are now limited to materials used in teaching science, mathematics and modern foreign languages. The program is broadened to include materials for the teaching of English, reading, history, geography and civics.

In extending for one year the impacted areas program which provides Federal funds to grade and high schools overcrowded by the children of Federal employees and servicemen, the program was also amended to include the District of Columbia for the first time and provides for an evaluative study of the entire program.

UNITED STATES OFFICE OF EDUCATION—FISCAL 1964, 1965 APPROPRIATIONS

	Appropriations, 1964	Appropriations, 1965
Higher education facilities construction	-----	463,150,000
Further endowment of colleges of agriculture and the mechanic arts	11,950,000	11,950,000
Land-Grant Act	2,550,000	2,550,000
Payments to school districts (P.L. 874)	320,670,000	332,000,000
Assistance for school construction (P.L. 815)	23,740,000	58,400,000
NDEA educational activities	250,788,000	348,603,000
Expansion and improvement of vocational education	34,756,000	158,296,000
Smith-Hughes Act	7,161,455	7,161,455
Grants for Public Libraries	7,500,000	55,000,000
Educational improvement for the handicapped	14,185,000	16,500,000
Cooperative research	11,500,000	15,840,000
Educational research (special foreign currency program)	500,000	500,000
Foreign language training and area studies	1,500,000	1,500,000
Civil Rights Act (Special Aid for School Districts—Title IV).....	-----	8,000,000
Salaries and expenses	14,761,000	19,699,000
Total Office of Education	701,561,455	1,499,149,455

(Appropriations for several of the new Federal laws outlined on the preceding pages are covered under appropriation Acts for Federal agencies *other than* the United States Office of Education. The above chart reflects only the major education programs administered by the United States Office of Education for which funds have actually been appropriated by the Eighty-Eighth Congress.)

Controlling the destiny of practically all federal aid-to-education bills in which the 903,000 members of the National Education Association have an equity, are the members of the Senate Labor and Public Welfare and House Education and Labor committees. The names of the members of those committees who did such an outstanding job in the 88th Congress are listed below.

HOUSE COMMITTEE ON EDUCATION AND LABOR

Democrats

Adam C. Powell of New York, Chairman	John Brademas of Indiana
Carl D. Perkins of Kentucky	James G. O'Hara of Michigan
Phil M. Landrum of Georgia	Ralph J. Scott of North Carolina
Edith Green of Oregon	Hugh L. Carey of New York
James Roosevelt of California	Augustus F. Hawkins of California
Frank Thompson, Jr., of New Jersey	Carlton R. Sickles of Maryland
Elmer J. Holland of Pennsylvania	Sam M. Gibbons of Florida
John H. Dent of Pennsylvania	Thomas P. Gill of Hawaii
Roman C. Pucinski of Illinois	George E. Brown, Jr., of California
Dominick V. Daniels of New Jersey	

Republicans

Peter H. B. Frelinghuysen, Jr., of N. J.	John M. Ashbrook of Ohio
William H. Ayres of Ohio	Dave Martin of Nebraska
Robert P. Griffin of Michigan	Alphonzo Bell of California
Albert H. Quie of Minnesota	M. G. (Gene) Snyder of Kentucky
Charles E. Goodell of New York	Paul Findley of Illinois
Donald C. Bruce of Indiana	Robert Taft, Jr., of Ohio

SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE

Democrats

Lister Hill of Alabama, Chairman	Jennings Randolph of West Virginia
Pat McNamara of Michigan	Harrison A. Williams, Jr., of New Jersey
Wayne Morse of Oregon	Claiborne Pell of Rhode Island
Ralph W. Yarborough of Texas	Edward M. Kennedy of Massachusetts
Joseph S. Clark of Pennsylvania	Lee Metcalf of Montana

Republicans

Barry Goldwater of Arizona	John G. Tower of Texas
Jacob K. Javits of New York	Len B. Jordan of Idaho
Winston L. Prouty of Vermont	

THE NATIONAL EDUCATION ASSOCIATION

Lois V. Edinger, *President*

William G. Carr, *Executive Secretary*

J. L. McCaskill, *Assistant Executive Secretary for State and Federal Relations*

John M. Lumley, *Director, Federal Relations*

THE NEA LEGISLATIVE COMMISSION

The Commission examines and recommends federal legislative policy for consideration by the NEA Representative Assembly. It is the interpretative and evaluative instrument in this area and serves as a federal legislative clearinghouse for the NEA. Within the framework of the Platform and Resolutions the Commission develops and promotes the federal legislative program.

The Commission's membership for 1964-65 follows:

Robert E. McKay, *Chairman* (Burlingame, California)

Martin Essex, *Vice Chairman* (Akron, Ohio)

Reba I. Anderson (Hutchinson, Kansas)

Mrs. Ruth R. Chandler (Aberdeen, Idaho)

Jim Cherry (Decatur, Georgia)

Adron Doran (Morehead, Kentucky)

L. H. Griffin (Hooks, Texas)

Cecil J. Hannan (Seattle, Washington)

William H. Hebert (Boston, Massachusetts)

Kermit M. Stover (Newtown Square, Pennsylvania)

Hubert Wheeler (Jefferson City, Missouri)

J. L. McCaskill, *Executive Secretary to the Commission*
(Washington, D. C.)

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