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Tennessee Needs a Guidance Programme

By J. C. BALLARD

The problem of guiding young people today is one of the major concerns and responsibilities of the schools. May I go a step further, and say it is *The problem* of the moment, and from all indications is likely to be a major consideration for many years to come.

The urgency of this problem has been revealed in some sixty youth surveys made in the last eight years. The Maryland Youth Survey, probably the most revealing, clearly shows that youth wants and needs four things today. The order in which they appear denotes their importance in the survey: (1) Jobs—economic security; (2) More education—but as one young man puts it, "more, but none of the same;" (3) Better opportunities for an adequate social life; (4) opportunity for, and the information concerning marriage and home establishment under present conditions. Any guidance program or system of education which does not grapple in a concrete way with the above four problems is not serving its purpose, nor justifying its existence.

The Negro boys and girls of Tennessee do not have a guidance programme as such—I do not mean to say that a certain amount of guidance is not carried on in every schoolroom of the state, for the school itself is a guidance institution in a general way. But the type of guidance of which I speak is revealed in the following definition and discussion. By *guidance*, I mean, "The process of acquainting the individual with various ways in which he may discover and use his natural endowments, in addition to special training made available from any source, so that he may live and make a living to the best advantage to himself and to society." As one attempts to think through the above definition, he is immediately impressed with its general and inclusive meaning.

There are two groups primarily concerned with guidance, (1) the school and (2) the community. With this background discussion, let us come face to face with the problem of guidance in Tennessee for our Negro boys and girls. Let us ask ourselves a few penetrating questions. What kind of guidance programme does Tennessee have? Who should take the lead and assume the responsibility for an adequate guidance programme? What persons and agencies outside

of the school must be called upon in an effort to work out a guidance programme which would be useful in any situation and in any school in Tennessee? What special conditions, if any, exist in Tennessee? What legislation does Tennessee need in order to have an effective guidance programme that will meet the needs of all her citizens? Should guidance in Negro schools differ from that in white schools of Tennessee? How much money will be needed to finance an adequate guidance programme? How can public opinion be educated to support a guidance programme?

The proper agency for formulating an adequate guidance programme for the Negro boys and girls of Tennessee should be the Tennessee Negro Education Association. There are several reasons for this. First, this is the official organization of some three thousand Negro teachers in the State. Second, the Tennessee Negro Education Association can arouse public opinion in favor of an adequate guidance programme more quickly than any other group, for they come into contact with the parents more frequently than any other person or group of persons.

What should be the first step in the formulation of a guidance programme? The officers and leaders of the three sectional associations with the state officers should come together under persons who are experts in the guidance field and formulate a policy of guidance with special reference to the problems in Tennessee. The second step would be to translate this policy into a tangible programme which the teachers, pupils, and the community could readily understand. The third consideration in such an educational undertaking would be to educate and arouse public opinion. Creating sympathetic public opinion is the greatest and most important obstacle of teachers or individuals when they are trying to develop an adequate guidance programme.

Every principal, teacher, parent, and pupil of junior high school grade, is keenly aware that something is seriously wrong with the curriculum today, for there is very little relationship between what goes on in the schoolroom and with actual life in the community. This situ-

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The School Serving the Community

By SIDNEY W. HARRIS

(Delivered at Pearl High School, October 24, As the President's Address before the Middle Tennessee Teachers Association)

The Executive Committee of the Middle Tennessee Teachers Association met this summer in a regular business session. One of the items of the business during that session was the selection of a theme for this occasion. Of the many good themes advanced, the theme of "The School Serving the Community" was selected. I can't think of a more worthy theme that could have been selected than the one that was selected. I wish to talk with you a few minutes upon the theme of the Middle Tennessee Teachers Association for 1940—"The School Serving the Community." In the discussion I shall attempt to first, awaken and reemphasize professional interest in community life; second, to suggest procedures which will improve the relationship between the school and the community at large; third, to show the correlation between the professional-minded community and a forward-going school.

The question naturally arises "Should the school serve the community?" and since we are all school minded, I am assuming that we are all in favor of the school serving the community. Another question comes to my mind, "Why should the school serve the community?" The school should be able to produce each year dividends in the form of good law-abiding, healthy, aggressive and progressive boys and girls. The community that the school serves is directly dependent on the results of the school for its future good citizens, good mothers and fathers, honest office holders, honest and competent teachers, lawyers and doctors, in fact the future of any community in all phases of activity depends on how well the school serves the community.

If we, as teachers, could realize the importance of this one fact, that the leaders in professional, political, or business fields in the future are to be selected from the boys and girls we teach today; if we could realize that fact—that the leaders in the future business, political and professional fields must be selected from the boys and girls we teach—if we could realize and act accordingly, a better job would be done.

We are being criticised severely today for the incompetency of the students who graduate from our high schools. Some of these criticisms

are just and some are unjust. However, those who criticise the school should take into consideration three things: (1) improper housing conditions, (2) Shortage of proper equipment, (3) and, the tendency of some school officials in not requiring the proper facilities for teachers to teach with. The question of good housing facilities plays a great part in the development of every boy and girl. It plays a great part in the mental attitude of the teacher while she is teaching. I know of some walking horses who have better housing facilities than our boys and girls have out in the counties. And these people who criticise us for not turning out better products must all realize that if good housing facilities are needed to turn out good walking horses, how much more important is it that we have good housing facilities for our boys and girls. Why can't they see to it that the boys and girls have good housing facilities.

We must realize that a stream of water will never rise of its own accord any higher than its source, likewise students' inspirations are handicapped when the source of that inspiration is low.

This eight-point program which has been put into effect in Tennessee for all teachers is good. It has doubled and even tripled some salaries and particularly has the Negro benefited from it. But do you know that this eight-point program has given acceleration to, in some counties, a lower standard for teaching, particularly for Negro teachers. Rather than be criticized and rather than have Negro teachers get as much pay as white teachers, some county superintendents refuse to hire Negroes who had graduated from college. The sooner these officers realize and do something about conditions, whereby we can have college graduates or competent teachers in our schools, the sooner will we say that these conditions are not unjust.

The school should serve the community by assisting in perpetuating and improving the type of society which maintains it. The role that the school plays in social development is determined by the type of society which maintains the school. The school has in part failed to recognize the full implication of this responsibility and this

is due to the failure to recognize the obligation and difficulty of the task and also to the above mentioned facts that one should consider when criticising our schools.

Thomas Jefferson, third president of the United States, once said, "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be. There is no safe deposit for the functions of the government but with the people themselves, nor can they be safe with them without information."

An Educational Ordinance of 1787 says in part, "'Religion, Morality and Knowledge being necessary to good government and happiness of mankind, schools and the means of education shall forever be encouraged."

President Roosevelt recently said "Our schools need the appreciation and cooperation of all those who depend upon them for the education of youth—the state's most valuable asset."

A school is successful only when in all its aspects it contributes and continues to improve relationship between the school and community at large, the following points may be used to attain desired results:

1. In order to bring about better relationship between the school and one's community, we can interpret the school to the community through the preparation of school news or local papers, publishing at regular intervals a school newspaper, allowing a parents' page in each issue of the school newspaper, educational pictures for students and parents, and a personal visitation program by teachers to homes of parents.

2. By organizing a workable, energetic group of parents into a Parent Teachers Association having special children prepare programs.

3. By utilizing the community's resources through a well planned vocational guidance program. The school should keep the students well posted on possibilities of jobs for part-time employment and community opportunities and services for pupils. The school should do all it possibly can to provide a good community health program that will permeate beyond the students into the home.

4. By making the school plant available for community affairs. The school, being non-sectarian with no pronounced religious preference, should be the proper place for meetings that pertain to the welfare of the entire citizenry.

With the more or less recent development of places of amusement that have a big question mark behind their activities, and with the realization that school children seek these places for amusement, it follows that the school could serve the community and children, as has been done successfully in many places, by arranging for low cost school supervised evening socials.

5. I feel that the school should assist the ministers and churches in establishing good, sound moral and religious principles in our children. Because of the number of hours that the school has charge of each child as compared with the number of hours that the ministers and churches have in dealing with the children, it appears that the schools have a wonderful opportunity in rendering good service from a religious standpoint. It is possible to control a man's savage nature and inclinations if he is christianized. True religion and good education have done more toward the advancement of civilization than any other two combinations that one can mention. Education and religion go hand in hand, each contributing to the welfare of the other and both contributing to the good life of an individual. Religion without education is not dangerous but education without religion is very dangerous.

There are people today who have finished with degrees and honors from our leading universities who are supposed to be the last word in the mastery of education, however, some of these educated people have permitted their innerselves, their savage instinct to far out distance the policy of fair play—the golden rule, showing that they do not have the least conception of Christian principles. Someone failed to do his duty by those persons just mentioned. Someone failed to instill in those persons the proper types of Christian ideals, and the ones who failed to connect themselves with some church and church work took advantage of the less intelligent and stole from them, cheated them out of their life's earnings and hated them when they found out that they could no longer use them to their own advantage, such men as those who fail in this category are mis-educated.

So you see, my friends, it falls to every teacher of youth to realize that the types of individuals the community will receive for its money will depend upon the type of instruction that we as teachers impart to these youth. Now, to all principals and teachers, and especially to

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The Education of Negro Teachers for Democracy

By GEORGE M. REDD

(Address Delivered at the West Tennessee Education Congress, Jackson, Tennessee, November 15, 1940)

Practically all of my work in the teaching profession has been concerned with the education of teachers. For that reason, I am especially concerned with the tremendous problem of educating Negro teachers for democracy. When I speak of democracy, I am not thinking about a particular thing called democracy, nor of a particular form of government. I am thinking of democracy solely as a way of living in a particular society or community—a way of living in which every individual is given an opportunity to develop to his fullest extent.

During the past few months, I have discussed the problem of democracy with hundreds of Negro teachers, administrators and college and university students. The most challenging question which looms in all of these discussions is "why should the Negro be concerned about democracy and its defense when, for the Negro, democracy does not exist?" There is no doubt that this question is justified, for here in America, the last stronghold of the so-called democratic ideals, democracy for our group is only a convenient abstraction.

Obstacles in the Way of Realizing Democratic Ideals

There are many obstacles in the American way of life that appear to nullify all serious efforts toward the realization of the democratic ideal. For this discussion, I shall isolate and discuss four major ones. The first one centers around the mistakes that were inherent in the early American conception of education. Since the establishment of the first school, it has been commonly believed that education is something which a child gets from the teacher within the four walls of the classroom. The textbook was regarded as the chief agency in distributing education. As far as this belief goes, going to school and being educated were identical processes. A systematic study of books written by experts dominating the educational scene; therefore, the entire educative process was interpreted in terms of verbal symbols and mathematical signs. This education, obtained under these conditions, was regarded as a preparation for life and the school a sort of Nirvana where one escapes from life in order to prepare for it.

The second obstacle centers around the faculty organization of our school system. In no other system is there a more perfect hierarchy. There is a ladder-like system of grades organized from the kindergarten to the university, with progress from one grade to another dependent upon a series of promotions based on marks and grades handed down ex cathedra. The methods of American business are duplicated body and soul in the administration of these grades; children being measured and promoted on the basis of percentages and the like, which are awarded on the basis of ruthless competition.

The third obstacle is the persistent inequalities in American education. These inequalities are many in number and of various kinds, but for my purpose here, I shall confine my discussion to some elements in the Negro-white inequalities. During the past year, I have had the most painful experience of studying, by means of a series of surveys, the extent to which democracy functions in the educational set-up of certain southern states. Some of my findings are as follows: In a neighboring state, 30 percent of the counties provide no high school facilities whatever for Negroes. In this same state, 92 percent of the Negro children of high school age were out of school, and largely because of a lack of adequate school facilities. The average salary of the teachers in many counties in this state is \$25.00 per month for a five- or six-month period. In another state, I studied one county which spends just a little more than an average of \$2.00 for the education of its Negro children. This is quite a contrast when one considers the fact that at the same time, the nation as a whole was spending on the average of \$85.00 for the education of each American child. These are ugly facts which make us shudder; school administrators prefer having them concealed; yet these facts make clear an important reason why the democratic ideal is not being realized in American education.

A fourth and final obstacle to be considered here is one caused by the Negro himself. Yes, we come in for our share of the blame. We have stood in the way of realizing the democratic ideal by our misconception of equal educational

opportunity and of what it means to be educated. For example, we have developed a very unwholesome attitude over a period of years toward vocational education and vocational schools. There is a belief prevalent that vocational education is inferior and therefore the Negro should ignore it. Where vocational schools exist we regard them as dumping grounds for pupils who are unable to study Latin, French or Mathematics. These schools, it is argued, do not provide educational opportunities equal to those of other groups. This argument contains errors of the most serious kind. The fact that a child is not interested in Latin or algebra does not necessarily imply that the child is inferior; the fact that one chooses to attend a vocational high school or a college of agriculture and mechanical arts does not imply at all that that person or that those schools are inferior. A close study will show that these institutions represent some of the best educational institutions in the country.

There has been a very unfortunate trend in recent years for some of our best agricultural and mechanical colleges, public and private, to abandon their major emphasis and expend their efforts toward the development of the so-called liberal arts program. In doing this, they are neglecting a very important function in order to duplicate what is being done quite effectively in some of the well-established liberal arts colleges for Negroes. This has added to the confusion which already exists in American education by cluttering the country with a large number of mis-directed graduates of liberal arts programs.

Another misconception on the part of the Negro is revealed in the several complexes developed among the so-called super-educated and high-salaried Negroes in the teaching profession. For example, there are Negro teachers and professors who consider themselves too good to become interested in the problems of labor and labor unions, when approximately 95 percent of all the Negroes in America are workers identified with labor. These professors and teachers speak with contempt concerning the "lower classes" and the "masses of Negroes." The same professors and teachers sneer at such organizations as the American Federation of Teachers (which stands for the rights of all teachers regardless of race) when Negro teachers in the South are discriminated against in the meanest way. They have also acquired from such lily-white organizations as the D.A.R. and others

a "Red" complex, accusing every liberal and progressive Negro of communistic leanings, when the Negro is less susceptible to communism than any other minority group in America. It might be added that the average Negro knows little about communism and cares less about it.

Factors to be Considered in Educating Negro Teachers for Democracy

What, therefore, are some of the factors to be considered in educating Negro teachers for democracy, thereby making it possible for them to make a contribution toward the realization of the democratic ideal in American education? First, we must develop among ourselves an adequate conception of education and its function in a democracy. We have already pointed out some of the misconceptions. Contrary to these misconceptions, education should be conceived of as a way of living, and the function of the school, as an important agency in the education of the child, to provide a wholesome and stimulating environment in which children may live and learn together. Emphasis should be placed strongly upon the creative life of the child, and every effort should be made to develop within him a sensitiveness to the persistent problems with which he is forever confronted in his daily living.

This peculiar function cannot be realized by means of an obsolete curriculum organized around a group of subjects taught in isolation, but through an experience curriculum—one consisting of a series of purposeful activities based on the needs and interests of pupils and the needs of the surrounding community. The ultimate goal, therefore, is the fullest possible development of the whole child in wholesome relationship with others. With this conception of education, the learning process takes on an entirely new meaning. It is not a process concerned solely with the acquisition of isolated bits of knowledge and information to be reproduced later upon demand from the teacher; rather, it is a process in which each individual pupil is gravely concerned with and is constantly attacking the concrete problems and the practical situations which confront him in his own sphere of living. The acquisition of knowledge, information, and skills is certainly included in the learning process, but it certainly does not constitute it. Acquiring these is just one of the phases of learning—the making of wholesome and satis-

factory adjustments conclusive to a life of richness and happiness.

A second factor of major concern—we must rid our colleges for the training of teachers of the obsolete methods and procedures which have dominated the teacher-training programs of the past. Also, we must clear these institutions of the "old fogies" on the staff who obstruct all efforts toward change and progress. They are there in large numbers and at all ages. They are unwilling to see the new light which shines around them for fear that this light will guide successfully the path of others.

The teacher-training program is in great need of reconstruction. We can think no longer about educating teachers by means of a program based on an out-worn philosophy of education. If we expect to train teachers for the progressive schools, then we must adopt a progressive philosophy of education in our colleges and develop practices which are direct outgrowths of this philosophy. Not until this is done will we have any claim to the distinction of educating teachers for the new leadership demanded of men and women in the profession.

Efforts Made to Train Negro Teachers for Democracy

Thanks, there are some serious efforts being made in some of our institutions to educate Negro teachers for democracy. One interesting experiment is being conducted at the Fort Valley State Teachers College in Georgia, under the able direction of Dr. Horace Mann Bond. The Fort Valley Institution, as you probably know, is being sponsored by the state of Georgia and the Julius Rosenwald Fund. The teacher-training program, according to a recent announcement, is organized around seven persistent problems which were proposed a few years ago as basic to the program for the improvement of instruction in the Georgia public schools.

We are beginning at Fisk University a rather unique program for the education of teachers on the graduate level. This program is an outgrowth of a series of seminars and workshops which have been conducted at the University for the past few summers. It is the purpose of the new graduate program to place emphasis upon two kinds of problems—the student's personal problems and his professional problems. These problems will constitute the core around which the student's graduate studies will be built.

The ultimate goal in the education of Negro teachers for democracy is to provide for their

fullest possible development as individuals, as teachers of children and as members of a democratic society.

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ation could be met and should be met by an effective guidance programme.

An adequate guidance programme must include: (1) occupational information; (2) a personal inventory; (3) counselling; (4) exploration and use of training opportunities; (5) placement; (6) assistance to individuals in securing employment through established agencies, through the school, or by both methods; (7) Helping individuals find part-time jobs.

I am appealing to every principal and teacher in Tennessee who is interested in the guidance problems of Negro boys and girls to write me a letter, setting forth any plan or ideas you may have with reference to the initiation of a programme of guidance for the State of Tennessee. I hope we may have our first conference concerning guidance when the Tennessee Negro Education Association meets this spring. I am soliciting your hearty cooperation.

Kindly send all communications concerning this matter to Prof. J. C. Ballard, A. and I. State College, Nashville, Tennessee.

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the younger ones, let us live and act so that when the end of our services of teaching comes let no man say that that teacher used his education to the detriment or disadvantage of any person or group of persons. Let us live and teach Christian principles and ideals, and in living and teaching christian principles and ideals we, as teachers, will bring the school to the attention of the fair-minded members of the various communities and give great dividends for the investments.

In conclusion, may I remind you that teachers should realize the degree of importance of the future results of our present work; that, the school should devise ways and means of interpreting the school program to the community, and that the more progressive-minded a community is, the easier will be the task of the school. And, may I say that more pride, self-satisfaction after victory, comes to those who had to fight the hardest.

The Place of Secretarial Training in Business Education

By MRS. W. J. HALE

It is quite the thing that a "Conference of Presidents of Negro Land-Grant Colleges" should be held the week of the celebration of the armistice and, especially, American Education Week. Your general theme indicates that you are in accord with the thinking element of the Business Educators, as Dr. Charles G. Reigner, Editor of the *Rowe Budget* voices their sentiments thus:

"Business education is the oldest and still the most widely distributed form of vocational education. In teaching the technical skill subjects, we need to place more emphasis on making selected students vocationally proficient. Then too, I am hopeful that this year American Education Week will see the public, which pays the bills, given some insight into other phases of the work of business education—teaching the younger generation the principles of wise spending and consumption; giving them some conception of our modern economic structure; and providing them with skills and knowledges that have personal-use values. Business Education is becoming increasingly important. American Education week provides the opportunity to let the taxpayers know what it is accomplishing."

During this week, more than 10,000,000 parents and citizens will visit their schools; millions of others will learn about the schools thru the press, radio and public meetings. This 1940 observance offers an unparalleled opportunity to interpret the contribution of the schools to the common defense of the American way of life.

Business Education, as first established and formulated by the Private Business Colleges, is peculiarly American, quite different from the continental form of commercial education, which gave the initial stimulus.

Upon the breakdown of the apprenticeship system during the colonial period of early American history, the unusual development of commercial enterprises in the United States caused an unprecedented demand for clerical workers. The Private Business College answered this call for

*Address delivered at Conference of Negro Land-Grant Colleges in Chicago, November 12, 1940.

trained office staffs and did a superior piece of work, in spite of its experimental organization, and monopolistic tendency of its owners.

Near the beginning of the twentieth century, there was a culmination of many forces, which had been working especially strenuously during the nineteenth century, that gave birth to the great democratic American Public Educational System, which has made possible to every girl and boy educational training from kindergarten through University at expense of the American citizen, barring individual and racial differences. This was a distinct letting-go of the traditional academic education, suggested by the European system.

Business education made probably the greatest strides of any one phase of public education, to the extent that about one-fourth of all students enrolled in secondary schools during the first decade of the twentieth century were pursuing subjects leading to vocational business positions. Thru the great impetus given by the numerous inventions of all kinds of mechanical devices to aid the fast-growing commercial activities, many subjects were added to the business curriculum to enrich it, in order that the students might be trained to meet the demand of business. Up to this time, bookkeeping, penmanship and business arithmetic were the main subjects. But the typewriter unloosened the binding cords of the ancient art of phonography and stenography; and, in the wake of these, there was a fast procession of adding, listing and calculating machines, all kinds of duplicating devices, record and filing systems, together with numerous types of different office machines to facilitate the work of the executives' assistants. However, there was something lacking, the youth of the workers, their lack of understanding and the lack of interest resulting therefrom, in short their business acumen being very inferior, made it necessary to professionalize the subjects offered to carry on the commerce of America, which had become the richest country in the world, although one of the youngest. There was a distinct upgrading of the placement in the curriculum of commercial courses from the elementary to the secondary, college and even the university level, making possible the granting of undergraduate and graduate degrees, thus placing this type of

training on the same basis as the other leading vocations, that is Agriculture, Home Economics and Industrial Education. The leaders of business education were somewhat responsible for the slow growth of the status of business in the curriculum, as they fought hard to place it on par with academic subjects, and were embarrassed to have it classed among the vocations. It even suffers to this day, as it receives a much smaller pro rata from the Smith-Hughes Fund than do the other three. But, the present group of business leaders is on, if not the most progressive group in the educational world, and rightfully so, as United States is the symbol for business and wealth.

With this professionalizing of business education, the workers of the eighth-grade, gum-chewing, pretty-but-dumb, largely female type rapidly disappeared, and were replaced by the more mature, business-understanding efficient and poised business assistants. This has been made possible by the combination of the thorough training in the different technical skills with the socio-economic education. The latter has afforded knowledge, with the use of proper methods, of the true meaning of business, aims and purposes, trends, policies, great principles of live-and-let-live business for the common good of all and not cut-throat competition.

In agreement with the great democratic spirit of America, the private business school, as all other private institutions, is fast passing off the scene of action, as rightfully it should. The modern public institutions, which are carrying on this great work, executing the work of almost Alladin and nonconceivable mechanisms, are: Junior High School, giving explorative experiences for vocational purposes, personal use for daily business life and thrift, guidance into a well-chosen occupation courses.

Senior High School, of two types; High School of Commerce, where purely technical courses are offered for a selective student-body for immediate employment. General High School with a Business Department, where the specialized training is mostly in the last two years, and students not set apart from the students at large, and which has been found to be more successful than the High School of Commerce.

Post Graduate High School, offering business subjects, as still more upgrading has been found necessary, due to compulsory school laws and labor laws make it impossible for the ever-young-

er-growing graduates of high schools to secure employment, and to be successful in proportion due to lack of maturity and through general education; thus, specialization is tending to be left for one or two years after graduation for those especially prepared, after having received a fine general background in English, Mathematics and Social Sciences.

Junior Colleges through a transitional period offer three types of education:

Preparatory courses for those preparing to enter the university without loss of time and credit in the university business courses.

Terminal courses make it possible for those not able to continue their education to receive a vocational type of education for immediate employment, and, is similar to the Post Graduate High School. But, this does not answer the real need, for if patterned after the high school, it is not adequate and can not afford sufficient background as a basis for future leadership in the business field.

Diversity of curricula is necessarily the result, as accounting and secretarial curricula constitute the chief offerings in most Junior Colleges at the present. But, even from a semi-professional basis, it obviously offers little preparation for many lines of endeavor. Much consideration should be given by makers of this curriculum as to offerings in insurance, banking, real estate, commercial art, and the important group of socio-business subjects for both the vocational aspirant and the consumer. The trend is toward subjects for business management and general business.

Collegiate Schools of Business, which may be grouped under two headings:

The real Collegiate School of Business, which is a school or separate department in a University, as is the Wharton School of Finance and Commerce of the University of Pennsylvania, which is one of the pioneers in this type of education and is still one of the leading Collegiate Schools. The main object of same is to offer facilities for an adequate education in the principles underlying successful civil government, and training suitable for those who intend to engage in business or to undertake the management of property. The different kinds of Collegiate Schools of Business are:

Two-year undergraduate, Three-year undergraduate, Four-year undergraduate, Five-year un-

dergraduate, Undergraduate graduate, and Graduate schools.

Students are usually admitted after completion of some specified amount of work, with these objectives:

Training in the general fundamentals of business and business administration.

Training for certain specialized fields.

Training for business leadership.

Providing a cultural and ethical foundation.

Some of the deterrents to further progress in collegiate business are:

Influence of traditions. Desire to upgrade the business training program. Neglect of research techniques in determining the program. Difficulty of conducting basic curriculum studies in industry. Dominance of pioneers and tendency to adhere to present practices. Fixed ideas of economists. Rapid physical growth of facilities. Lack of an adequate philosophy.

The other collegiate form of business education is offered in the Department of Commerce or Business in a regular College. This is the one in which most of us are vitally interested, as same applies to our own institutions.

Two-year courses with certificates within the College course.

Specialization in the Senior College division, after explorative courses and minor courses are given in connection with the general education usually offered in the Junior College Division, often divided into different majors:

Secretarial Training, especially for those preparing to be secretaries and office assistants.

Business Administration, mainly for the training of semi-executives, accountants, insurance agents, statisticians, and executives.

Teacher Training in Teacher Training Institutions, for the training of teachers of commercial and business subjects in Junior, Senior and

*They even methodically plan, print in booklet form and distribute well-thought-out Courses of Study, based on the Job Sheet Plan, which they give free of charge to all institutions installing their machines; then go still further, they put forth great effort in placing those receiving certificates of proficiency, which they offer, after prescribed exams.

Post Graduate High Schools, and, providing adequate preparation for further graduate studying in universities for teachers in College. This great need has only been met recently, for the early commercial teachers were taken directly from the private business school, as no training for same was to be found and it has been the last to be offered in the colleges and universities, out of all the other vocations. Now the following universities are leading in this type of education:

Columbia, Chicago, Harvard, Boston, Cincinnati, Southern California, Iowa, New York, Pennsylvania and Wisconsin, where the idea was begun about 1900.

National Council for Business Education and the Business Education Department of the N. E. A. have done a fine piece of work in standardizing and certifying teachers and business subjects, to the extent that most states have formulated or are formulating strong certification laws. But the teachers have been more wide awake than the Commissioners of Education, requiring them to meet certain standards for they have eagerly sought this training so necessary for their advancement. This has been indicated by the rapid upward trend of enrollments in University Summer Schools, offering Business Education during the last two decades, which has been the period of worthwhile courses and degrees being offered for such training.

Still other schools offering training in business are the Corporation and Manufacturing Schools, as they continued the work of the Private Business Schools, before the public institutions took it over, and are still doing same to some extent, where it is necessary, for private enterprise is always more rapidly moving than public education and appropriations, by virtue of the very organization of same. The management of the corporations selling and buying the numerous mechanical devices, as a business proposition, had to train workers how to manipulate these machines, as schools did not assume this type of training fast enough to meet the demand for the use of the machines, often they did not have any or a sufficient number installed in their institutions to offer said training.* The Corporation Schools are discontinued as rapidly as schools assume this responsibility, being encouraged to do so by offerings of free instruction to teachers in all institutions, where the machines are placed.

Semi-Public Organizations such as the Y.W.C.A. and Y.M.C.A., Part-time and Evening Schools and

Correspondence Schools, all offer courses helpful to those who are not able to pursue the regularly required and prescribed work in the above named institutions. This type of instruction is especially useful for in-service people desiring to become more proficient in business or to change to business. This work is similar to that offered in the secondary and post graduate high schools, under the Smith-Hughes Fund.

The funds making possible all these different types of training in business are:

Private capital, by owners and boards of business schools, Corporations and Manufacturers desiring to sell and buy equipment, Social Community Centers for the betterment of underprivileged, Public Funds appropriated under specific instructions.

Municipal, County, Government, Smith-Hughes, George-Deen. There is a tendency toward national support and control, but some discontent about earmarking same too rigidly. The subsequent legislation to the Smith-Hughes Fund has made possible the George-Deen Fund, especially applicable to business training, as it offers an opportunity to many of our institutions to promote Distributive Occupations training. The greatest difficulty is to meet the teacher certification of two or more years of successful experience and adequate training in required courses.

As has been said before, the Secretarial Training or Secretarial Science may be a major in the Business Education Department. This major is very important, and one which many administrators have overlooked, as their attention has been centered on the Business Administration majors. It is true that we need both, but few are called to head a business, where many must necessarily assist the few executives in carrying out his organization. We need college-bred people for both, leaving the clerical work largely to the secondary schools.

The real purpose of a secretary is to have a second-self, so that in the fast age of ours, one might execute a larger volume of work and more important acts. Thus, a secretary should be trained to relieve in an ever-increasing degree the executive, so that he may be free to go out for more and better business.

There are many kinds of secretaries, ranging from one who assists in a small office to the head of a department in the Government:

Secretary in a small office, who is really just a receptionist and stenographer.

Secretary for an executive.

Director of Stenographic Force.

Secretary of Corporation or Institution.

Social Secretary.

Secretary of a Governmental Department.

New types of Secretaries are: For special fields, as Medical, Law and Laboratory Secretaries, who have sufficient knowledge of the field to be a valuable assistant in the office procedure to the Doctor, Lawyer and Technician, respectively. We can find County Supervisors being successful for the reason that they are able to assist County Superintendents in formulating and preparing forms for teachers' use. Also, the Social Security Law has opened up many new avenues for the secretary, and affords her an excellent opportunity to become well-versed in the intricacies of the law and relieve her executive to the point, where she may be an informant on the subject, as some alert secretaries are doing in New York, thus securing a merited promotion. Although this work is assigned to young women, there is a distinct place for male secretaries, with the idea of becoming acquainted with the policies and procedures of the business and gradually assuming leadership in the management of same. Also, the new Defense Program is demanding men in large numbers.

VOCATIONAL GUIDANCE:

First, as is true in all education, our present idea is that we as teachers should have an all-time working Guidance Program, for the following periods:

Exploration, Selection, Preparation, Placement and even in-service, and not just a Guidance Expert, but the entire Faculty thoroughly interested in the student body, combing it all the time to select and invite into the different departments, not necessarily your own, after meaningful tests suggest possibilities, but not dogmatically determining. Then a thorough and continuous checkup system to ascertain aptitudes, progress on different levels of achievement, financial situations, ambition, character and attitude, as well as personality, to further assist in determining the best procedure for each student in relation to his or her life's work, to make it as successful as possible, each being under individual advisement.

Most of the diagnostic tests, especially in business, are of no avail, and it has been found

better to allow students to pursue desired courses with necessary prerequisites, to the point of accomplishment, then suggesting proper changes after due advisement, when progress is not being made. Also, it is helpful in making lives somewhat successful, to stimulate and inspire students to:

This one thing I do especially well, becoming an expert in same

where they are not capable of doing well the entire curriculum. For often, there is a good place for an expert in one particular line. As witness, many sweet, courteous and accommodating young people become very efficient receptionists, who might otherwise be complete failures as secretaries; or, an accurate typist, with a sense of proportion and beauty and with the proper touch, might become a most proficient stencil-cutter.

There seems to be a difference of opinion whether business education should pursue a policy of:

1. Eliminating students of decidedly limited ability from vocational courses in general.
2. Lowering the standards of its vocational courses to meet their abilities.
3. Attempting to develop new courses within the department specifically for this group.

Many think it too complex to answer which one to the exclusion of the other, few say that they should be eliminated on the grounds that business generally speaking is raising standards faster than schools. Still others say that we already have new courses, and it is a matter of having students go into same, as Consumer Economics, Business Law and others. Lastly, some comment that we need to change the teaching of these subjects so that they will be beneficial to everyone who wants to learn. Specifically as to secretarial work, the general consensus of opinion is that only a select few be carefully chosen for two reasons:

Only less than 20 percent of the office positions require real secretarial and accounting ability, while 80 percent of the positions are merely clerical or in distributive occupations.

But the few who are needed should be very efficient, as has been suggested before, by virtue of their purpose in the office procedure.

Even university training is worthwhile for very responsible secretaries. On this basis, there has been a very decided boost of salaries within

this group. Therefore, according to our Guidance Program, at whatever level of accomplishment we find students not capable of being secretaries, we should intelligently guide them into some of these lines: Accountancy, Distributive Work, as once in a while we find executive ability attempting more routine activities.

Vocational Proficiency:

During the colonial days penmanship, book-keeping and arithmetic were the 3 r's of business, as it were, in the academies. With the invention of the typewriter, there was made a tradition of another 3 r's, namely: Typewriting, Shorthand and Bookkeeping. Every student was thrown into this mold, regardless of aptitudes or position to be filled. The business education leaders were forced into new thinking after business found continual fault with the product that was being sent it. There was not vocational proficiency. It is more important now than even, with the demands of the current defense program. Let all business teachers become evangelists of the Gospel of Work. In season and out of season young people, especially young Negro youths, need to learn that hard, honest and intelligent work, consistently carried out day after day, is the one factor that will preserve our American way of life and make us worthy of the heritage, which our fathers have transmitted to us. This is no time for an easy-going, complacent attitude—for what Bernard Shaw calls that "ghostliest of all unrealities—the non-working man." The Dr. Paul Lomax, New York University, has stressed the responsibility of administrators and business educators for the performance of this service and urges that the primary aim of pre-vocational business training be that of laying a basis for proper occupational choice when the time comes to make it. It is becoming apparent that occupational adjustment is a proper consideration of those who administer programs of education in our public institutions. Thus occupational adjustment of young people, as an integral phase of the whole educational process, or of the total life adjustments of youth, is gradually being accepted as a major public responsibility of local and state public school systems. Under the wise leadership of general school administrators, our business teachers, supervisors, and administrators should make a greatly improved contribution to youth through the improvement of their programs, at the stage of occupational choice, occupational preparation and occupational placement.

There is a difference between provocational and occupational vocational business training, as the latter must achieve something far beyond skills involved in the office work. Teacher Training institutions usually lag far behind current trends and do not understand the true aims of the programs in which these subjects are placed, as one out of seven goes into the field of distribution and yet 90 percent usually train for office work, or only a few need vocational business training, but many need basic courses in principles of business training, but many need basic courses in principles of business and elemental skills as will qualify them to manage local enterprises, which require no high degree of technical skill, but do require some knowledge of the principles in accordance with which small business, as well as larger ones, must be run. We, as Negroes, need especially much training for every student in economic living, as that is responsible for our low status in American life, as no one can demand respect and assume responsibilities, who is subservient. Socio-business education, such as Business Law in the preventive sense, Business Management, Commercial Geography, Insurance, Economics, Government, Distributive Education, Business Principles, all are quite necessary to the rightful understanding of the secretary as to the policies and management of a business. This point of view is very important to guidance in the many reactions to problems with which she is confronted many times each day. Consumer Education is increasingly important even to the Secretary as she can be most effective in assisting with the purchasing of goods.

This vocational proficiency may be obtained in two ways:

Revision of the curriculum.

Setting of proper standards and extent of work within a subject.

As to the revision of the curriculum, after deliberation, many surveys of communities and business, and conferences, the curriculum has been changed from just the three r's—shorthand, typewriting and bookkeeping—to four majors within the field, namely:

Secretarial Training or Secretarial Science.

Accounting and Business Administration.

Clerical Training.

with the teacher training work incident to same, in case of teacher training institutions.

The courses which should be pursued in a Secretarial Training Major are:

Typewriting, at least 50 wpm, with high degree of efficiency as to accuracy, beauty of arrangement and touch, ability to make statistical forms.

Adding and listing machines for the average secretary, and calculating ability for the more technical ones.

Mimeograph Machine operation ability to make and run fine stencils, as well as Ditto or Duplicator work, and in some cases the skill on Multigraph and addressograph machines.

General knowledge in the care, maintenance, repair of minor defects of this machinery, and the knowledge of buying and maintaining same through blanket orders, reducing materially the repair bills.

Filing, through training in all kinds of filing, by pursuing a prescribed course in same, with emphasis on Daily Tickler and Clear-a-desk as a daily reminder.

General office machines as check writers, stitching machines should be familiar to the secretary.

Telephoning should become a fine art, as well as the receiving of callers, knowing the special ones by voice and face.

The Business Education Department should be able to do all of the office printing for the college, by use of the Multigraph, Multilith, Mimeograph and Ditto Machines; and, in some instances can do work for the city on a pay basis.

An Integrated Office Procedure can be set up, combining the work of the courses in General Business Science, Office and Secretarial Practice, so as to give students the business-like situation, while they are still in school.

Shorthand, stenotype or Voice-recording courses are the key to this major; the selection of one of the three being determined by the opportunities for the best use of one of them, according to where the students are planning to work and how proficient their general English, Typewriting ability and general intelligence.

Secretarial bookkeeping for one year is very necessary, with special emphasis on ordinary Business Arithmetic. As a further emphasis on the part that a knowledge of bookkeeping should play in the secretary's equipment, we would say that every student in this field should know

the fundamental principles of accounting, how to use standard records, keep accounts for the proprietorship and reports of a single proprietorship, a partnership or a corporation; and, should be given ample practice in keeping a set of books for a professional man, public service enterprise and mercantile establishment.

Business English: after a thorough knowledge of Freshman Composition, and a working knowledge of Journalism are most helpful not only in the transcription of daily letters, but are most useful in preparation of manuscripts, correction and printed material—both of these subjects should be known functionally, as is often not the case.

The secretary should make herself skilled in the use of the afore-mentioned machines, and even know the relation of each machine's function to her particular business.

The task of a good teacher is not done, even after she has carefully selected, guided, and trained the secretary, as one's character, personality, and attitude are still more important, even after we grant efficiency in the first three phases. A prominent business man, in a large city, Re-Cooperative Work, at least during the Senior Year, is most helpful and really essential to a successful career, as students are placed on actual positions on some part-time basis, in order to ascertain whether they can function in all particulars. They should not be allowed to graduate unless this work is successfully done. This Cooperative Work may be in the local community in the different types of business, which afford worthwhile employment, or some of it might be done in the institution in which the Business Department is located. The best results are obtained when the student is allowed to rotate in the secretarial division, registrar's office and comptroller's, and other places like the library, where business assistants expediate the work.

We have found at A. and I. State College one of the finest ways of correlating the work of our department with a real situation is in the sale of food in our college cafeteria—referred to by many as one of the finest in the country. We have named this group: The Personality Group, in our attempt to dignify labor. We have combined oft-considered menial status of the server with that of the checker, selecting the prettiest and most efficient young ladies in the college, and requiring that they take some courses

in the business department. It is a truism: We are a race of cooks, yet it is almost impossible to secure anywhere in the United States a decent place to eat for Negroes. We are trying to refute this fact, for visitors come from far and near to share with the faculty and students in a year-round menu of good food. Many of our graduates are inspired to go and do likewise. We, also, give class credit for this work.

For those desiring to be teachers of Commercial or Business Subjects, there are added courses in History of Business Education, Methods of all the different subjects and actual practice teaching.

We offer a very thorough course in Civil Service Work for all types of Business Education for two reasons:

The Government sets the highest standards for achievement, and the examinations given by same are a fair criteria for one's graduates by a national yardstick.

Some of the best positions are secured by successfully passing of these examinations; a large number of our graduates are found in these positions, especially at Veterans Facility, Tuskegee and in Washington, D.C., as well as all the teachers of Tennessee, many in the south and in northern cities as Chicago, New York, Philadelphia and even in Washington, D.C., as teachers of business subjects. The secretaries, accountants and insurance agents are found in most of the colleges, high schools and business concerns of standing. Government Agents in Agriculture, and Home Economics find of valuable assistance a knowledge of business machines, marked: "From this class of 200 only one-fourth would ever be considered by executives for a position, even before being tested technically, because of their attitudes toward work and business in general."

Here are thought-provoking questions:

Are adequate provisions made for a program of Guidance and Counseling, Mental hygiene, Development of an integrated personality, Socialization of the student, Inculcation of professional ideals of the highest order?

To what extent is follow-up work on alumni carried on, job analyses made, community surveys taken, and curricula enriched as a result thereon, and counseling improved.

Non-thinking employees consider themselves as being paid only for their working hours. Is this true?

Character:

No, is the answer, as character plays a most important part in the determination of one's salary, as one's salary is largely determined not only by the degree of effectiveness during working hours, but also how one's time before and after working hours is spent, and even one's life before accepting this position affects the present situation. Business is coldblooded, unrelentless, demanding its "pound of flesh." One's credit standing in the community, one's goodwill, one's reputation based on a fine character, all are often responsible for the selection of an applicant. The saying: "One's word is better than a bond," in this modern age is very true of the secretary. Money talks. An outstanding example of such a secretary is Sadie Wilson, very efficient secretary of Dr. Henry Allen Boyd, Secretary of the National Baptist Publishing House. She is a large shareholder and Director of the Citizens Savings Bank and Trust Co., the oldest race bank in the world, as well as a great civic leader in Nashville, Tennessee.

Such sterling virtues as the following should be possessed by the secretary to entitle her to fill her position of trust and responsibility:

Integrity, mutual trust, cooperation, acts of faith, courage, confidence, appreciation of business ethics and etiquette, loyalty, honesty, and true to one's convictions of right and wrong.

The secretary's or stenographer's position, in the past, has held rather an unsavory status in the social and business life, many stories and plays having been based on the human triangle. The great and strong principles of life should be deeply impressed on our young people, and thus dignify and elevate to its rightful place, the position of the secretary, who is the custodian of business.

It has been claimed that 86 percent of the failures are due not to lack of technical efficiency, as important as it is, but to lack of morals, personality and attitude toward work. Our courses of study do not need as much revision as character needs to be stabilized. Business teacher and business executives, in guiding into this field and appointing for positions respectively, should consider the strong character and fine personalities, rather than facial beauty, as comprising the oft-requested type of goodlooks, thus placing a premium on what can be acquired through efficient training, intelligent preparation and strong wills, rather than with what God has en-

dowed us, and we often use wantonly for our degradation.

Personality:

That something as expressed by some as "It" or "Umph," which distinguishes one above others, attracts favorable attention and calls forth pleasant comments, is hard to fathom but which is worthwhile working to attain. Some of the attributes, which help to make this composite Personality, are:

Adaptability, alertness, tact, courtesy, ability to learn, accuracy, achievement, emotional control, enthusiasm, executive ability, inventiveness, art of being agreeable and pleasant under very trying circumstances, ambition, judgment, thoughtfulness, originality, trustworthiness, unselfishness, self-reliance, orderliness, memory, initiative, humor, voice and speech, personal appearance, poise, versatility, foresight, discretion, knowledge, social adaptability.

In other words, the practice of the Golden Rule is the secret of it.

Attitude:

Teachers can do much to stimulate to finer living, greater effort by concise examples of applying for positions and the activities of these positions in different types of offices, through the medium of Motion Pictures, which may be rented free or for a nominal price, and which are being distributed by City School Systems in many of the large cities, as Denver, Pittsburgh, Oakland and Chicago. Much is yet to be done to create the proper attitudes on the part of the workers toward many situations, involving themselves, their executives and co-workers, such as:

Consideration of overtime as a gift to the business as do Chinese, when one makes a purchase, as appreciation of patronage.

Not being cocksure, having these qualities:

Determination, initiative, stick-to-it-iveness, pride in work, willingness and ability to follow advice, alertness, perseverance, patience, planning, persistence, evidencing same interest as it were your business, fair with co-workers, not overambitious nor excessively disinterested.

An Appeal

Since we are an association of Land Grant Colleges, receiving money from the Federal

(Continued on Page 44)

The Development of Speech and Dramatic Art In Negro Colleges

By THOMAS E. POAG

The development of Speech and Dramatic Art in Negro colleges during the last ten years has been truly amazing. Negro college presidents are now awakening to the point wherein they can appreciate the cultural and educational values of speech and dramatics as an integral part of the college curriculum.

Courses in speech and dramatic as a part of the curriculum have developed gradually in Negro colleges for several reasons. In the first place, we had only a few trained technicians in these fields; secondly, the colleges did not have the necessary budget for the development of the Little Theatre Movement, which is the experimental workshop for drama and speech; thirdly, in most colleges the responsibility for speech and drama courses was placed on English teachers, who were already too busy with other courses and academic activities. Consequently, few of our colleges offered courses in speech and drama. Today, however, the trained technician is grateful to these teachers of English for their efforts and their sincere interest in laying the foundation for the Little Theatre Movement in many of our colleges.

The Little Theatre Movement in many of our colleges is, today, still managed by incompetent teachers who are trained specialists in other fields of endeavor, but lacking formal training in these arts. Many of these persons are called upon annually to stage plays. They must do it in order to maintain their status as a member of the faculty; but they cannot do a good job of it, for they do not have the necessary training.

However, in recent years, the Dramatic Club, the Debating team, the Declamation Contest, and the Annual Oratorical Contest are supervised by English teachers, students, or teachers from other departments. Many competent teachers are still serving in this capacity. These extra-curricular activities have served as the foundation for building of departments of speech and dramatic art in our colleges today.

In most of our institutions wherever there is a progressive Little Theatre, a winning debating team, a forensic society, or the sponsorship of an annual oratorical contest, we are certain to find a few courses in drama and speech, Argu-

mentation, Oral Interpretation, and Playwriting as courses in English. These courses have been largely electives.

Today, we see a renaissance in Speech and Dramatic Art in many of our Negro colleges. The impetus back of this renaissance movement has been the advancement of the Little Theatre Movement in Negro colleges. For many years S. Randolph Edmonds, former professor of dramatics at Dillard University, inspired many college students and English teachers to specialize in Speech and Dramatic Art: Carlton Moss, playwright and director; Ralph Mathews, theatrical critic; James Brown, professor of Dramatics; Walter Smith, professor of Dramatics and Speech; Beulah Edmonds, actress; Joe Bostic, radio announcer; and your writer, actor, director and professor of Speech and Dramatics. Professor Edmonds has written many inspirational articles on the Little Theatre Movement. In recent years he has traveled extensively throughout America with his players endeavoring to sell the Little Theatre Movement to Negro college presidents. At first, this was a tremendous task. To intensify the movement it was of paramount importance for him to set up a successful department at Morgan State College and affiliate his department with other collegiate organizations in various sections of the country. He is the founder of the Negro Intercollegiate Dramatic Association, and the Southern Association of Dramatic and Speech Arts. Another association was organized by Walter Smith in North Carolina. Through these organizations, the Little Theatre Movement has found recognition in many of our Negro colleges.

The Speech and Drama courses must be sold to college presidents and deans in many of our colleges. The burden generally falls on English teachers, and the trained specialist in Speech and Dramatic Art. Many of our trained specialists are found in Negro colleges which are offering a major or a minor in these fields. The department of Speech and Drama is usually a separate department, or is included in the department of Languages and Literature or Fine Arts. In recent years the Rosenwald Fund and the General Education Board have been very generous in supporting the development of Drama

and Speech, especially at Dillard, Fisk and Atlanta Universities.

The greatest enlightenment is to be seen in the new attitudes toward the Little Theatre Movement by many of our college presidents who are lending encouragement and financial assistance to this new educational endeavor.

President W. J. Hale has a deep and sincere interest in the development of Speech and Drama at Tennessee State College, Nashville, Tennessee. The movement is financed entirely by the school. The State Department of Education has granted the school permission to offer a minor in Speech. A minor in Speech requires a minimum of eighteen hours in technical speech subjects and dramatics. To date fourteen courses have been added to the college curriculum under the division of Languages and Literature. Students who are majoring in Fine Arts, Physical Education, Elementary Education, and Languages and Literature are encouraged to minor in Speech. The department of Secretarial Commerce, Library Science, Agriculture, Education, Language and Literature and Physical Education, are requiring speech courses as a part of their curricular. Speech courses such as Fundamentals of Speech, Speech Pathology or Speech Correction, Effective Public Speaking, and Phonetics are stressed. President Hale is also encouraging the organization of a Professional Repertory Company for drama students after graduation. The Little Theatre Movement at Tennessee State is promoted through the Department of Speech. The Tennessee State Players Guild was organized, first, to stimulate a greater interest in the drama; second, to develop Negro folk drama; third, to develop Negro actors, playwrights, scenic designers and directors; and fourth, to present anything from the Greek drama to the plays of Eugene O'Neil. The guild serves as a workshop for all students who desire to participate in dramatic and speech activities. Two experimental workshop laboratories for acting, directing, and radio drama offer an opportunity for actual practice in dramatics and speech. Radio speech and drama are further augmented by Station W.J.H., the campus radio station. The scenic workshop laboratory is equipped for building of all styles of scenery. Special opportunities are offered for stage designing and stagecraft. The amphitheatre, along with two beautiful lakes, offer an opportunity for pageantry and out-of-door plays. The college auditorium is adequately equipped with facilities for professional serious drama,

seating capacity of more than 1,200 and a stage 20 ft. by 36 ft. for acting. The latest advancement in Speech and Drama at Tennessee State has been the organization of a Speech Clinic for practice students who are taking courses in Speech Correction.

During the last 5 years Dillard University with a \$12,00 grant has made a rapid progress in the development of Dramatic Art. A student may major or minor in Dramatic Art. The school has installed modern lighting equipment, scenery and costumes. Professor Edmonds is the impetus back of the marvelous development at Dillard. President Wm. S. Nelson has supported the movement one-hundred per cent. He has also stimulated an interest in community dramatics in the city of New Orleans and has organized a state-wide high school Dramatic League.

Fisk University last year was granted \$2,500 from the Rosenwald Fund to develop dramatic art. The school has its own Little Theatre equipped in every detail for experimental dramatics. Professor John M. Ross is the impelling force behind the movement. President Thomas E. Jones has given him unlimited power for creative dramatics. Professor Ross holds the M.F.A. degree with a major in dramatics from Yale. The speech courses at Fisk are under Professor Peters and Dr. Lorenzo Turner.

Professor Lillian Vorhees at Talladega College is the energetic force behind the college Little Theatre Movement. A full curriculum is offered in Speech and Dramatics. She has received encouraging support from President Buel Gallagher.

The Atlanta University Summer Theatre under the direction of Anne Cooke is widely known. Technical speech and experimental dramatics are stressed throughout the year. The college has a well-equipped Little Theatre. She has received the full cooperation of the administration in all her endeavors.

President Davis at West Virginia State College has also fully cooperated with Prof. Belcher and Dr. Bond in the promotion of Speech and Dramatic Art.

President David Jones at Bennett College has also encouraged Speech and Dramatic Art at that institution. The movement has been under the direction of Professor Charles Winter Wood, Walter Smith, and Mrs. Osolia Adams.

President Lee at Florida A. and M. College has encouraged the Little Theatre Movement

through the splendid activities of Charles Winter Wood, veteran professional actor of Green Pasture's fame.

Professor Ollington Smith has a very successful drama and speech department at Morgan State College. A student may minor in Speech and Dramatics at that institution. President Emeritus Spencer for years encouraged the movement at Morgan. President Holmes, now president of Morgan State College, is lending the movement every possible means of financial assistance. Professor Walker at Tuskegee recently had a Little Theatre building added to his department. President Patterson is pleased with its recent developments.

Professor Teresea Anderson, director of dramatic art at Virginia State College, has developed a very outstanding Little Theatre in the State of Virginia. For many years she has worked diligently as a guiding light and secretary of the Negro Intercollegiate Dramatic Association. President Gandy of Virginia State College has always encouraged her in the movement.

Professor Bouleware of Alabama State Teachers College is making rapid progress in the development of Speech and Dramatics in this institution. President H. C. Trenholm is delighted with the progress.

Space will not permit me to further enumerate the encouragement and financial assistance which other college presidents are giving either directly or indirectly toward the Little Theatre Movement. However, the following schools are now offering a major or a minor in the field of Speech and Dramatic Art: Dillard University, a major; Tennessee State College, Morgan State College, Fisk University, Atlanta University, Howard University, Talladega College, Florida A. and M. College, Virginia State College and West Virginia Institute, minors. Other institutions which are offering speech and drama courses as a part of their English department include Union, Hampton Institute, A. and T. College, Bennett College, Wilberforce, Lemoyne, Knoxville College, Paririe View, Wiley, Southern University, Lincoln University, Langston University, Tuskegee, Alabama State, Lincoln University (Mo.), Texas College, and Fort Valley College.

The Speech and Drama departments in these schools offer courses in The History of Drama, Play Production, Play Direction, Stage Craft, Community Drama, Playwriting, Criticism, Crea-

tive Drama for children, Stage Designing, Costuming and Make-up. The speech course includes: Phonetics, The Fundamentals of Speech, Effective Public Speaking, Speech Correction, Advanced Speech, Speech Pathology, Radio Speech and Visual Hearing.

Negro students are constantly asking about the financial possibilities of dramatics. This question cannot be evaded. The field is in need of pioneers, hard workers, and students who are creative. There is plenty of money to be made in the theatrical world. The Negro student must be willing to experiment and to pay the price of success if his interest is only in the professional stage. The fields of acting, theatrical promotion, playwriting, directing, scenic art, management, teaching and coaching are waiting to be explored by sincere Negro students. A Negro audience and sympathetic white friends all over the country are waiting for these pioneers. Motion picture companies, the legitimate stage and the radio are turning toward the Negro Little Theatre for new talent. There are positions waiting in our high schools, elementary schools, colleges, Community Centers, Y.W.C.A.'s and Y.M.C.A.'s and Municipal Recreational Departments, the W.P.A. Adult Education Department for trained students in Speech and Dramatics.

In the field of speech, Dr. G. Oscar Russell, international speech authority from Ohio State University, recently pointed out at the April meeting of the Southern Association of Dramatic and Speech Arts that there are many scientific, sociological and pathological manifestations of Negro speech which have never been touched. Speech is a sociological factor which points us out in the eyes of other races as being either inferior or on par with them. Dr. Russell also pointed out that Negroes have the most beautiful voices in the world, and that these voices must have scientific training to attain their highest cultural value.

As teachers and professional leaders in Speech and Dramatic Art, we must unite and cooperate in an effort to develop the highest standards for Speech and Dramatic Art in the college curriculum. We must join hands with the Negro Professional Theatre so that the place of the Negro in the American theatre will be of paramount importance.

Approved Negro High Schools for the Scholastic Year Ending June 30, 1940

| NAME OF COUNTY AND SCHOOL | POST OFFICE | NAME OF PRINCIPAL | AV. DAILY ATTENDANCE | GRADE |
|--|------------------------|---------------------|----------------------|-------|
| COUNTY SENIOR | | | | |
| BEDFORD: Bedford County Training | Shelbyville | S. W. Harris | 51 | B |
| BRADLEY: College Hill | Cleveland | U. Lloyd Knox | 80 | B |
| CAMPBELL: LaFollette Colored | LaFollette | S. A. Cain | 56 | B |
| CARROLL: Webb | McKenzie | J. L. Seets | 115 | A |
| CARTER: Douglas | Elizabethton | Amelia Duffield | 31 | C |
| CHESTER: Chester County Training | Henderson | W. B. Stewart | 70 | C |
| COCKE: Tanner Training | Newport | M. L. Miller | 43 | C |
| COFFEE: Davidson Academy | Tullahoma | C. D. Stamps | 52 | C |
| CROCKETT: Central | Alamo | E. D. Brown | 82 | B |
| DAVIDSON: Haynes | Nashville | Clinton Derricks | 138 | C |
| DICKSON: Hampton | Dickson | A. J. Hardy | 54 | C |
| DYER: Bruce | Dyersburg | M. L. Morrison | 71 | B |
| FAYETTE: Fayette County Training | Somerville | W. P. Ware | 122 | B |
| FRANKLIN: Townsend Training | Winchester | J. H. Hunt | 59 | C |
| GIBSON: Gibson County Training | Milan | T. R. Hartsfield | 96 | B |
| | Trenton | R. C. Martin | 77 | C |
| | Humboldt | L. R. Jeffries | 86 | B |
| GILES: Bridgeforth | Pulaski | H. E. Johnson | 75 | B |
| GREENE: George Clem | Greeneville | Dorothy L. Clem | 36 | C |
| HAMBLEN: Morristown Normal and Industrial | Morristown | M. W. Boyd | 91 | B |
| HAMILTON: Booker T. Washington | Chattanooga | T. D. Upshaw, Jr. | 97 | B |
| HARDEMAN: Allen-White | Whiteville | F. D. Fant | 129 | A |
| HARDIN: Dunbar | Savannah | M. T. Malone | 38 | B |
| HAWKINS: Swift Memorial Jr. College | Rogersville | W. C. Hargrave | 58 | B |
| HAYWOOD: Haywood County Training | Brownsville | R. B. Bond | 154 | B |
| HENDERSON: Montgomery | Lexington | C. C. Bond | 60 | C |
| HENRY: Central | Paris | T. R. Wilson | 158 | C |
| HICKMAN: O. H. Bernard | Centerville | M. L. Dabney | 44 | C |
| JEFFERSON: Nelson Merry | Jefferson City | N. A. Crippens | 61 | B |
| LAUDERDALE: Lauderdale County Training | Ripley | S. H. Johnson | 106 | A |
| LINCOLN: Lincoln County Colored | Fayetteville | William Jackson | 114 | B |
| McMINN: J. L. Cook | Athens | W. E. Nash | 77 | B |
| MADISON: Golden | Denmark | B. L. Gilmore | 109 | C |
| MARION: McReynolds | South Pittsburg | M. M. Burnett | 83 | C |
| MARSHALL: Lewisburg Colored | Lewisburg | George W. Turner | 60 | B |
| MAURY: Clarke Training | Mt. Pleasant | C. L. Lee | 69 | B |
| | Columbia | J. Thomas Caruthers | 127 | B |
| MONTGOMERY: Burt | Clarksville | H. L. Allison | 208 | A |
| PUTNAM: Darwin | Cookeville | L. L. Rowe | 41 | B |
| RHEA: Rhea Colored | Dayton | Lexine Weeks | 40 | C |
| RUTHERFORD: Holloway | Murfreesboro | S. G. Greene | 143 | A |
| SHELBY: Barrett's Chapel | Arlington | G. E. Hoffman | 76 | B |
| | Shelby County Training | R. J. Roddy | 120 | A |
| | Geeter | Joseph W. Falls | 169 | A |

Approved Negro High Schools for the Scholastic Year Ending June 30, 1940

| NAME OF COUNTY AND SCHOOL | POST OFFICE | NAME OF PRINCIPAL | AV. DAILY ATTENDANCE | GRADE |
|--|--|--|--------------------------|--------|
| SUMNER: Union | Gallatin | J. N. Rucker | 109 | B |
| TIPTON: Frazier Gailor Industrial | Covington Mason | George W. Brooks George E. Loder | 54 100 | B C |
| WARREN: Bernard | McMinnville | J. E. Wood | 50 | B |
| WASHINGTON: Langston | Johnson City | J. Niel Armstrong | 90 | B |
| WHITE: Wallace-Smith | Sparta | Julius M. Hayden | 35 | C |
| WILLIAMSON: Franklin Training | Franklin | E. E. Pitts | 68 | C |
| WILSON: Wilson County Colored | Lebanon | H. M. Jarrett | 73 | C |
| C O U N T Y T R A N S I T I O N | | | | |
| McNAIRY: Selmer | Selmer | E. W. Ragan | 19 | |
| MONROE: High Point | Sweetwater | Minerva Bacome | 25 | |
| ROANE: Rockwood Colored | Rockwood | J. B. Olinger | 46 | |
| C O U N T Y F O R M I J U N I O R GRADES 9 AND 10 | | | | |
| DECATUR: Decatur County Training | Decaturville | Wilbur Bate | 17 | |
| HOUSTON: Hensley | Erin | R. B. Macklin | 15 | |
| OBION: South Fulton Rosenwald | Fulton, Ky. | J. J. Bills | 18 | |
| ROBERTSON: Adams | Adams | Helen Broome | 12 | |
| SHELBY: Douglas | Memphis | L. C. Sharp | 38 | |
| SMITH: Turner | Carthage | Thomas A. Clark | 14 | |
| WEAKLEY: Weakley County Training | Martin | R. A. Stewart | 17 | |
| C I T Y S E N I O R | | | | |
| BLOUNT: Charles M. Hall | Alcoa | J. K. Hilyard | 55 | |
| DAVIDSON: Pearl | Nashville | J. A. Galloway | 956 | |
| HAMILTON: Howard | Chattanooga | W. J. Davenport | 492 | |
| KNOX: Austin | Knoxville | T. R. Davis | 534 | |
| MADISON: Merry | Jackson | A. J. Payne | 377 | |
| ROBERTSON: Bransford | Springfield | John Patterson | 112 | |
| SHELBY: Booker T. Washington Manassas | Memphis Memphis | Blair T. Hunt J. A. Hayes | 1761 795 | |
| SULLIVAN: John F. Slater | Bristol | P. E. Butler | 47 | |
| C I T Y T R A N S I T I O N | | | | |
| BLOUNT: W. J. Hale | Maryville | L. H. Buford | 22 | |
| C I T Y F O R M I I J U N I O R GRADES 7, 8, AND 9 | | | | |
| DAVIDSON: Cameron Meigs Pearl Junior Washington | Nashville Nashville Nashville Nashville | H. J. Johnson T. B. Hardiman Israh Suggs B. R. Murrell | 401 145 487 396 | |
| HAMILTON: Calvin Donaldson East Fifth Street Orchard Knob Second District | Chattanooga Chattanooga Chattanooga Chattanooga | T. E. Cravens L. W. Henderson H. F. Taliacferro G. A. Key | 212 430 255 385 | |
| SHELBY: Melrose | Memphis | R. H. Neville | 300 | |
| C I T Y F O R M I I I J U N I O R GRADES 7, 8, 9, AND 10 | | | | |
| KNOX: Beardsley | Knoxville | Monroe D. Senter | 329 | |

Class Excursions An Aid in Character

By MRS. DOROTHY L. CLEM

(An Address delivered at the East Tennessee Association of Teachers
in Colored Schools, November 1)

Never before in the history of our country has there been a greater need for character building. Naturally interested in their surroundings, children offer a challenge to us to devise ways of awakening their potentialities for good by bringing them into first-hand contact with their world.

Traditional school procedures, instead of developing this healthy interest, curbed it by isolating the child from his environment. Vicarious experience served to furnish the only source of aids in the character building, and the vast ever-changing world with its real life lessons went unnoticed.

The pendulum has swung away from that practice and in our modern training we have supplemented the school trip or class excursion as a very adequate means of developing boys and girls into clean-minded citizens.

F. C. Borgenson, New York University professor, defines the school or class excursion as a "group of children in charge of one or more teachers and assistants making a short or extended visit away from the classroom for educational and social purposes." The dictionary defines excursion as "a brief tour or journey taken for pleasure often by many persons at once." We need but add the idea of educative purpose to make this definition complete.

A necessary supplement to the classroom, the class excursion invites investigation by those teachers who are still somewhat skeptical as to its value. Carefully planned and well-guided excursions result in a variety of outcomes.

1. They develop initiative, social cooperation, judgement, leadership and good manners.
2. They foster an appreciation and enjoyment of the beautiful.
3. They awaken latent talent and stimulate desire to develop it.
4. They broaden the horizons of children.
5. They teach a worthy use of leisure time.

6. They develop the child's concepts.

7. They influence each child to make the most of himself by instilling a deeper sense and appreciation of his opportunities and responsibilities.

It may be seen readily that through the aid of excursions definite character lessons may be taught. Through their influence teachers who use them competently may mold the characters of the "little faces looking."

Once set on the right path, children observe thoughtfully. They see the value of conventional conduct in public, of assuming responsibility, of developing respect for authority, of using leisure time worthily, of social cooperation, and of evincing toleration and sympathy for their fellow men.

The school trip which I have included under the general term class excursion does all these things. The eagerness of children for these short trips or longer experience, for I have found short trips to points of interest in the community and the longer excursions to nearby cities very effective in teaching. What better means in building character can be found than using the wealth of material around us to teach their lessons?

In the eighteenth century Alexander Pope expressed the idea that the value of earth and sky as a source of knowledge cannot be over estimated when he penned these lines:

"Thus then to man the voice of nature spake—

Go, from the creatures thy instructions take;
Learn from the birds what food the thickets yield,

Learn from the beasts the physics of the field;
Thy art of building from the bee receive;

Learn of the mole to plow, the worm to weave;
Learn of the little Nautilus to sail,

Spread the thin oar, and catch the driving gale."

Editorials

GRADUATE STUDY FOR TENNESSEE STUDENTS

The 1941 session of the Tennessee General Assembly will face the problem of making available to qualified Negroes in Tennessee graduate and professional work in those fields to which white citizens of the state are admitted at the University of Tennessee. The implications of the Gaines case are such that the present program of providing scholarships is open to question. The establishment of regional universities for Negroes likewise is not valid. Thus the state of Tennessee faces the problem of adequately providing for graduate and professional study in an institution under its own control.

Since 1935 Tennessee A. and I. State College has been authorized to do graduate work but no funds have been made available to begin this program. It is hoped that no stone will be

left unturned so that beginning in 1941 standard graduate and professional work will be made available to all qualified citizens of Tennessee within the boundaries of Tennessee without regard to race or color.

CHRISTMAS 1940

Christmas, 1940, presents the greatest challenge ever faced by the Americans. Once again we are permitted to enter into the spirit of the "Babe of Bethlehem" and the Angelic Choir which sang "Peace on Earth Goodwill toward Men." How long we will be able to enjoy the blessings of peace no man knows. We, as teachers, have the responsibility to so teach boys and girls that they will have goodwill towards their neighbors and toward the world. Education for the common defense takes on a spiritual value at the Yuletide season.

THE PLACE OF SECRETARIAL TRAINING IN BUSINESS EDUCATION

Mrs. W. J. Hale

(Continued from Page 37)

Government, as well as from our state appropriations, for our vocational department,— Home Economics, Industrial Education, Agriculture and Business Education—and since our department, in which this year's meeting is primarily interested, is receiving a very small amount of same, as well as are the high schools of the states, and since the George-Deen Fund has called into the lime light again this Department, we earnestly appeal to you as Presidents and Administrators to combine your efforts with those of a large number of Business Educators all over America, in an appeal to Congress to give to Business Education its rightful share for supervision, teacher training and training—our lethargy in the past and the great number of business positions awaiting the graduates have been the cause of the lack of interest in this Department by Congress—but that is not true now.

Since many of your institutions may not subscribe to the Journal of Business Education, the official organ of the National Council for Business Education, or even if you do, have not been informed as to the Questionnaire to be filled out requesting concerted action on the part of

all Business Educators in behalf of Federal Subsidy, we have brought to your attention and for your consideration and action, after careful analysis of same, by appointing a committee to act and fill out same, so that same may be sent with a flood of others to Dr. H. L. Forkner, President of National Council for Business Education, Columbia University, New York City. This will mean the bearing of immediate fruit for our Business Departments all over the country, and this vote of confidence in our work for the youth of America will be greatly appreciated.

The context of the Questionnaire, which we are submitting, is to this effect that you answer in the affirmative the questions asking your opinion concerning whether the Federal Government should appropriate more funds to Post Graduate High Schools for Business Education, as a furtherance of the work of the George-Deen Fund. This would make possible training on a higher level, as up-gradement has been made necessary, as high school graduates cannot secure worthwhile employment.

We desire to request that we make a plea for a special appropriation for the Land Grant Colleges for Business Education, as well as for the Post Graduate High School, for supervision, teacher training work and actual training of Business Administrators, Accountants and Office Assistants.

Some Responsibilities of the Negro Teacher in American Democracy

By C. C. BOND

The Negro race constitutes approximately one tenth of the total population of the United States. Our race is the largest minority group of people in this country. We know, in a large measure, the misfortune and humiliation that minority groups have experienced in several other sections of the world. Democracy has long since, been cast aside and European Dictators are now on the march. We have seen great republics which have enjoyed freedom of speech, religion, and other pursuits of happiness, literally swept from the earth by those powers who have succeeded in arraying, class against class, and one racial group against another. We here in America, on the other hand, are faced with the problem of preserving our American Democracy. I know of no better way by which we can preserve our democracy, and make it work, than through our school system. We, as negro teachers, have a tremendous task to perform for our country and our racial group. Their eyes are focused upon us for leadership—they are depending upon us to teach them and inform them as to which course they should take, which road they should travel down the highway of civilization. We, as teachers, need to study more carefully than ever the needs of the communities, the people and the children enrolled in our schools. In recent years our Federal Government has begun to realize the social and economic needs of the less fortunate of its citizenry, and is offering further aid and opportunities of education for our boys and girls. It is our responsibility as teachers to keep informed of these aids and to help our children and patrons to better their stations in life.

If we, as teachers, are to prepare the members of our group to share in this democracy of ours, we must turn the searchlight on some of the courses now offered in our schools. It is imperative that our faculties and school administrators study and understand the problems now facing the negroes. They labor daily with the masses and have that contact which the other group cannot possibly get. No problem, now in use, is justifiable just because it has been handed down to us from other high schools or from state departments of education or from colleges and universities.

Whatever we need to do, we need to remember that the negroes are socially and economically set apart from the America in which they live. We, as teachers, must always be conscious of the fact that the school children whose parents are on the lowest round of the economic ladder; it is a school for children who, by virtue of their race, will remain a long time on the lowest economic levels. If we are to properly inform our people, we must set our educational patterns to meet the needs of poor people. From a very careful study made by the officers of several representative high schools in the state of Tennessee, it was found that a large per cent of our pupils never enter high school, and a large number of those who enter drop out before graduation, a small per cent enter college, and a still smaller per cent graduate. Statistics will show that approximately one-half of the negro female high school graduates work as domestic servants. Statistics further show a large per cent of our male graduates are chauffeurs, janitors, common laborers and houseservants. On the other hand, approximately twenty per cent of our graduates are preachers, teachers, insurance men and members of other professions.

Thus, we see that the products of our schools are not going to be millionaires, they are not going to be big business men or college professors to any great extent. They are going to be people who will face life and have to work hard for a living, people who are faced with problems of poor health and housing conditions to overcome; people with a history of social and family disorganization. It is the negro teacher's duty to educate this group to know how to live longer so that their children can live longer. They must be taught how to keep clean and to keep others about them clean. They need to know how to prevent death by tuberculosis, typhoid fever, and other dreadful diseases. They must be taught how to balance their time and strength and use leisure wisely, how to compromise on non-essentials, balance their interests, and do a bit of cooperating with little or no friction with all sorts of people. No worthwhile life can be lived alone.

Tennessee Trade and Industrial Teachers

CITY SCHOOLS

CHATTANOOGA

| | | |
|---------------|---------------------------|-----------------------------------|
| Alex Carney | Auto Service | 1227 Pine Street, Chattanooga |
| L. G. Chester | Vocational Home Mechanics | Howard High School, Chattanooga |
| Beatrice Knox | Vocational Home Service | West Main St. School, Chattanooga |
| A. Z. Traylor | Diversified Occupations | Howard High School, Chattanooga |

HUMBOLT

| | | |
|-------------|-------------------------|------------------------------|
| Arthur Sims | General Building Trades | Stigall High School, Humbolt |
|-------------|-------------------------|------------------------------|

KNOXVILLE

| | | |
|-------------------|-------------------------------------|-------------------------------|
| Robt. I. Anderson | Vocational Home Mech., Auto Service | Austin High School, Knoxville |
| Leo F. Chilton | Commercial Cooking and Food Service | Austin High School, Knoxville |
| Frank W. Woodfin | Vocational Home Mechanics | Austin High School, Knoxville |

MEMPHIS

| | | |
|-------------|---------------------------|-------------------------------|
| Fred Jordan | Vocational Home Mechanics | Manassas High School, Memphis |
|-------------|---------------------------|-------------------------------|

NASHVILLE

| | | |
|-------------|-------------------------|------------------------------|
| M. D. Neely | Diversified Occupations | Pearl High School, Nashville |
|-------------|-------------------------|------------------------------|

SPRINGFIELD

| | | |
|----------------|---------------------------|-----------------------------|
| John Patterson | Vocational Home Mechanics | Springfield Training School |
|----------------|---------------------------|-----------------------------|

COUNTY SCHOOLS

BEDFORD COUNTY

| | | |
|----------------|--|--|
| Odis E. Delton | Vocational Home Mechanics and General Building Trades | Shelbyville Training Sch., Shelbyville |
|----------------|--|--|

HAMILTON COUNTY

| | | |
|---------------|-------------------------------------|-----------------------------------|
| George Hardin | General Building Trades | Booker T. Washington, Chattanooga |
| Marvin Petty | Commercial Cooking and Food Service | Booker T. Washington, Chattanooga |
| Mary S. Buggs | Vocational Home Service | Booker T. Washington, Chattanooga |

HARDEMAN COUNTY

| | | |
|--------------|-------------------------|-------------------------------------|
| Wm. R. Woods | General Building Trades | Allen-White High School, Whiteville |
|--------------|-------------------------|-------------------------------------|

MARION COUNTY

| | | |
|--------------|-------------------------|-------------------------------------|
| J. D. McCord | General Building Trades | McReynolds H. Sch., South Pittsburg |
|--------------|-------------------------|-------------------------------------|

MAURY COUNTY

| | | |
|----------------|---------------------------|-------------------------------------|
| E. H. Kimes | Vocational Home Mechanics | College Hill High School, Columbia |
| H. C. Griffith | Vocational Home Mechanics | Clarke Training H. S., Mt. Pleasant |

SHELBY COUNTY

| | | |
|----------------|---------------------------|--------------------------------|
| L. J. Williams | Vocational Home Mechanics | Geeter High School, Whitehaven |
|----------------|---------------------------|--------------------------------|

WILLIAMSON COUNTY

| | | |
|-----------------|---------------------------|---------------------------------|
| Thomas J. Myers | Vocational Home Mechanics | Franklin Trng. School, Franklin |
|-----------------|---------------------------|---------------------------------|

WILSON COUNTY

| | | |
|---------------|--|---------------------------|
| H. M. Jarrett | General Building Trades and Vocational Home Mechanics | Lebanon Co. H. S. Lebanon |
|---------------|--|---------------------------|

Vocational Agriculture Teachers, 1940-41

| COUNTY | NAME OF TEACHER | SCHOOL | ADDRESS |
|------------|----------------------------------|---|--|
| Carroll | J. L. Seets Julius Sims | McKenzie Colored School | McKenzie |
| Chester | J. K. Davis | Chester Co. Tr. School | Henderson |
| Crockett | E. D. Brown | Alamo Colored School | Alamo |
| Davidson | H. L. Taylor | Haynes Colored School | Nashville, R. F. D. |
| Decatur | Wilbur Bate | Decatur Co. Tr. School | Decaturville |
| Dyer | W. L. Threlkeld Cecil Hardy | Bruce High School | Dyersburg |
| Fayette | W. P. Ware David Hamilton | Fayette Co. Tr. School Fields Colored School | Somerville Somerville |
| Franklin | E. Robertson | Townsend Tr. School | Winchester |
| Hamilton | R. W. Strange | Booker T. Washington School | Chattanooga |
| Hardeman | Ned Rawls Andrew Williams | Bolivar Industrial School Hardeman Industrial School | Bolivar Whiteville |
| Hardin | W. E. Officer | Dunbar High School | Savannah |
| Haywood | L. O. Gillespie | Haywood Co. Tr. School | Brownsville |
| Henderson | Arthur L. Robinson | Montgomery High School | Lexington |
| Lauderdale | S. H. Johnson | Lauderdale Co. Tr. School | Ripley |
| Lawrence | Joe Thomas | Lawrenceburg Colored School | Lawrenceburg |
| Lincoln | Gerald T. Howell | Fayetteville Colored School | Fayetteville |
| Madison | B. L. Gilmore | Madison Co. Tr. School | Denmark |
| Maury | C. L. Lee | Clark Tr. School | Mt. Pleasant |
| Robertson | J. H. Baird | Springfield Colored School | Springfield |
| Rutherford | G. K. Kersey | Holloway High School | Murfreesboro |
| Shelby | J. S. Mebane Guy Hoffman | Brunswick School and Bartlett School Barrett Chapel | Brunswick, R. No. 2 Arlington, R. No. 2 |
| | O. L. Armour | Collierville Ind. School | Collierville |
| | A. M. Graves | Eads Colored School and Douglas Colored School | Eads |
| | Percey Brown | Geeter School | Whitehaven |
| | Ernest Brazzle | Millington Colored School | Millington |
| | Searcy C. Harris | Neshoba High School | Eads, R. No. 2 |
| | R. J. Roddy | Shelby Co. Tr. School | Lucy, R. No. 1 |
| Smith | Thos. Clark | Carthage Colored School | Carthage |
| Sumner | E. A. Gray | Union High School | Gallatin |
| Tipton | O. A. Paul | Hoffman-St. Mary's School | Mason |
| | G. W. Brooks | Tipton Co. Tr. School | Covington |
| Wilson | Albert Moore | Wilson Co. Tr. School | Lebanon |

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Knoxville, Tennessee

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Nashville

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—REGISTRATION DATES—

Winter Quarter — Thursday, December 19, 1940

Spring Quarter — Thursday, March 13, 1941

Summer Quarter — Monday, June 2, 1941

*Program of Graduate Instruction for In-Service Teachers
and Administrators*

FOR INFORMATION AND CATALOGUE WRITE—

W. J. HALE, *President*