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## Our Own Who's Who

Mr. J. Reuben Sheeler was president of the East Tennessee Association of Teachers during the past year and is a teacher of History and Social Studies at Cook High School, Athens.

Miss Dorothy R. Hawkins is an instructor in Clothing at Wilberforce University, Ohio.

Miss Frances E. Thompson is an instructor in Art Education at A. & I. State College. Prior to the present World War she studied in Czechoslovakia on a Rosenwald Fellowship.

Dr. George W. Gore, Jr. is Dean and Head of the Department of Education at A. & I. State College.

## —That We May Be Free

J. Reuben Sheeler

With the turning of every wheel in American industry, from every class room in American schools, and from every individual nobly marching from his camp or to his job, there rings out this question—Why? From the resounding hills and valleys, cities and village greens of the land of freedom's people there rings back through the rising clouds of catastrophe, this reply—"That we may be free."

A few months ago I stood in the dusk of evening at Fort McHenry, the birthplace of "The Star Spangled Banner," where a few ancient cannons point from the shores in a defensive manner out over the waters of the Chesapeake Bay. There stands the statue of Francis Scott Key who gave us the words, "And the Star Spangled Banner in triumph shall wave o'er the land of the free and the home of the brave." Again I think of the little monument that stands on Boston Common on which is inscribed the names of those who on March 5, 1770 were the first to be slain. The first of these thoughts reminds me that America still remains free and the second one fills me with pride to know that, whether I receive it or not, the heritage of freedom is duly mine by the fact that Negroes have also paid the price in spirit, labor and blood. The ideal of freedom has been one of America's most noble purposes. In matters of physical assertion and spiritual conviction it has been remarkably achieved while economically and socially it still remains to America as Banquo's ghost to Macbeth who frantically cried: "Thou canst not say I did it; never shake thy gory locks at me."

The modern history of mankind has been a struggle for freedom. For hundreds of years men have joined in this struggle, sometimes losing ground and sometimes gaining ground, but gradually gaining more than was lost. With every generation there has been a new struggle against some menace to human freedom. Even with this generation there still remains as much truth in the statement as there was at the moment that Jean Jacques Rousseau wrote: "Man is born free, and everywhere he is in irons." We have continually stepped from the solution of one problem of human welfare into the harassing snares of another. From the drudgery of life in an era of feudalism men fought to be free, and found themselves involved in national states dominated by tyrannical kings.

From the controlling power of a landed aristocracy, civilization has struggled to an era of capitalistic fascism.

With the industrial revolution mankind began a crusade to free himself from work. The machines which he made to free him from strenuous labor soon were robbing him of his right to earn a living and had enslaved him in a condition of poverty and want. The rapid development of modern transportation has conquered in our struggle against distance, but has brought almost instant delivery of bombs of destruction and artificial hell to our doorsteps. Through these struggles for freedom the advancement has been slow and the added problems have been many, yet the rights of man have gradually gained ground.

During recent years much has been lost in this struggle. A great deal of this present loss was due to the belief that with the close of the World War I in 1918 we had achieved an everlasting peace. When the guns fell silent on November 11, 1918 very few people believed that men would ever fight again. Germany and her allies had been beaten on land and sea after four years of fighting. Nine million men were dead, twenty million wounded and twenty-eight nations bearing a debt of two hundred billion dollars. President Wilson suggested that the nations should accept, "a peace without victory." Other allied forces objected to the proposal and the Versailles treaty was dictated and enforced by victorious powers. One German representative, after signing the treaty turned to the French and British officials and prophetically said: "All right Gentlemen, we will see you again in twenty years." To maintain a peace there must be sincere cooperation of all who sign. Hence, instead of peace without victory, World War I ended with a victory without peace.

Our nation had participated in a world at war and immediately after the war, withdrew from participation in a world at peace. We refused to become a part of a League of Nations that we had suggested. We looked on and morally condemned the development of a European Fascism which we economically sponsored for the sake of the gold that we gained and now find practically useless. In the accumulation of wealth this country fell into a depression in a land of plenty, with its citizens half clothed and cotton enough to plow

under, with charitable soup lines to feed poverty stricken men and women and wheat enough to burn and pigs to be killed before their maturity. Those conditions ten years ago make it very difficult today to properly feed a twenty-one year old soldier and correct physical defects due to mal-nutrition during his adolescence ten years ago. Thus, our armed forces find it necessary to reject great numbers or lower their physical requirements. Our fight to make the "world safe for democracy," with the conception of democracy being freedom of exploitation—results in a world today neither safe nor democratic.

The year of 1942 is drawing to a close with our nation and civilization facing the most crucial period of history, the ideals of freedom threatened as never before, and a world-wide struggle that this nation and all others "under God, shall have a new birth of freedom and that government of the people, by the people, for the people shall not perish from the earth." On the seven seas and the world's great battle fronts, the echoes from the guns and the last whispers from the lips of those who perish are ringing back to us the reason as never before—"that we may be free."

Throughout the world tonight battles are raging that we may be free. We are fighting that all men may be free from oppression. The burning challenge to democracy is hurled into the hands of a justice seeking world as never before to insure freedom from oppression for all men or minority groups whether in Europe, Asia or America. Being members of a minority group, we sincerely support this great ideal of democracy. We pledge allegiance to the flag and today struggle to hold it high, as William Carney, one of our war heroes did, that its meaning may never drag in the dust of forgetfulness. That pledge is held sacred to our hearts and we believe in all of it even to the last six words which say "with liberty and justice for all." And we contend that he who enjoys the fruits of America and fails to believe in these words is a traitor. There may be some traitors that the Dies Committee and the F.B.I. have not probed as yet. We are living with the hope that men will realize that the world is round spiritually and economically as well as physically and that only in an empire of men can there be universal law and peace.

We fight that men may be free to live and exercise the talents and abilities with which nature has endowed them to advance civilization. In the orient there is a religious caste

which determines the destiny of men. In Europe there is a social caste and in America there is a color caste in which men are tied and cannot be free. That color caste often causes men who may possess ability to make superior machine guns or build airplanes in a time like this to be forced to sweep the floor because their faces are not white. That social caste in Britain led to the placement of military authority in the hands of the select group and Britain suffered a Dunquerque. In America the difference occurred in the distribution of funds for education and economic opportunities and the results are being paid for in blood, for in the deep southern states many Negroes are too ignorant for military service and must be replaced by the white youth who enjoyed the educational benefits. Through compensation, whether we realize it or not, every dime cut from the Negro education fund will be doubled in the states' appropriation for penitentiaries in which to keep the ignorant Negro criminal, and will be paid back in blood by the white youth who must take the Negro's place in the nation's line of defense. In view of the fact that it was not we, but the majority group that suggested that education be separate and equal, and that group determines that it shall be separate, we shall continue to insist that it ought to be equal. In regard to state appropriations, it is pleasant to say that Tennessee has no difference in its distribution of funds, however, there are differences within the state and it is sad to say that they are evidently due to county and city units of control. Throughout the world the common man has not been free to live and exercise his talents in life. There have been efforts of governments to protect the rights of some to exploit others and thus, men could not be free from want and poverty. Now there comes upon the horizon a promise from this struggle that men may be freed from want and poverty and may live.

There is still a burning desire for human freedom of thought, that men may be free to think and give expression to the sincere convictions of their minds in the advancement of civilization. That right of thought and expression is greatly imperiled today. In some sections of the world men have almost become afraid to think for fear that their thoughts might be heard. Some of those cases are not far across the seas, but are on some of our college and university campuses where thinking is supposedly taught and encouraged. And some are in schools where teachers have been employ-

ed because they could think and will be dismissed if they do think in any way contrary to that which has been customary for the past fifty years. And now are we surprised at teachers forming labor unions instead of joining a professional organization led by their administrators. There is a definite place for thinking in a democracy that we may be free.

And finally we fight that we may be free to enjoy the natural resources of the world through trade without fear of destruction and aggression. We realize that by the advancement of civilization we have formed an interdependence of the world. The various resources are greatly needed in all parts of the world that life may be comfortable and decent. To accomplish this aim it is necessary that we be able to establish a means by which our vessels may be free from destruction in their transporting of materials to and from our country. For these things we fight that we may be free.

Fellow teachers, tonight we come to the opening of the ivory anniversary of this association. For thirty years this organization has bound together a group of teachers. For some time there was question as to whether or not this session would be possible. Much time has been spent by your cooperative executive committee in an effort that there may be some inspiration that will cause you to return to your school with a greater determination to fight on to victory in this great struggle for freedom. For the past year it has been my pleasure to serve you—my friends. And to you may I relate this incident from the beautiful pages of the past. Many years ago in lower California the Romanists were very strong and placer gold was very abundant in that locality at that time. The priest molded therefrom many vessels to be used in the sanctuaries, and in some instances bells were cast—golden bells. At one place a beautiful set of chimes of golden bells was made and placed in the church belfry to call the people to worship. Soon vandals came ransacking the country and burning the churches. The priests, anxious to save the golden chimes, took them down and buried them in the sand. Years went by and hostilities ceased. Most of the priests had passed away.

One, however, remained who remembered where the chimes were buried, and with assistance dug them up, polished the bells and hung them in the church belfry. On the following bright Sunday morning there came the chimes from those golden bells ringing out over the air with sounds sweeter than ever before.

There is a priestly duty now that you and I can perform. We are forced to give up much in this struggle, but let us bury deep in the hearts of the youth we teach the golden principles of democracy. The struggle will not last forever. So when the end comes, some champion for justice will still live and those principles may again be dug up and polished and lifted into the belfry of human society. It will then be possible for them to ring out sweeter and louder than ever before in a world at peace. For that bright day we fight, that we may be free.

#### MIDDLE TENNESSEE TEACHERS ASSOCIATION

Over 700 teachers from middle Tennessee attended the annual meeting of the Middle Tennessee Colored Teachers' Association which was held at Pearl High School, Nashville, Tennessee, October 22-24, 1942. The theme of the meeting, "What Our Schools Can Do in a 'Win-the-War Program'," was a very timely one. In keeping with this theme the president, Mr. R. L. Butler, delivered a very inspiring message at the opening session. On Friday evening an address on the general theme of the meeting was given by General J. H. Ballew; demonstration—incendiary bombs was given by Captain Jesse Vaughn; demonstration—gas was given by Mr. H. L. Slonecher; and three one-reel pictures on war aids were shown by Mr. R. H. Harris. The final session was held Saturday morning at which time the following officers were installed: Mr. John C. Hull, President; Mr. John Patterson, Vice-President; Miss Sadie R. Galloway, Secretary; Mrs. Geraldine B. Fort, Assistant Secretary; Miss F. M. Banks, Treasurer; and for the Executive Committee Mr. W. H. Fort, Mr. R. T. Butler, and Mr. G. A. Thompson.

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TWENTY-FIRST ANNUAL SESSION OF THE TENNESSEE NEGRO EDUCATION ASSOCIATION,  
TENNESSEE A. AND I. STATE COLLEGE, APRIL 22-24, 1943.

## Conservation and Care of Clothing During This War-time Crisis

Dorothy R. Hawkins

"Every woman who practices strict economy puts herself in the ranks of those who serve the nation."—Woodrow Wilson.

Before this nation, as a whole, can become aware of the importance of the "Conservation and care of clothing during this War-Time Crisis;" someone must teach, guide, supervise, and instill into the nation as a group; the appropriate methods and procedures involved in the conservation and care of clothing during this war-time crisis; in order to enhance victory for the Allied Nations.

The task of an educator, during this war-time crisis is to rally the forces on the "Home-Front", which in reality must do what needs to be done. Due to the fact, that we are living and experiencing the greatest turning point, in human destiny to date; educators must teach all persons as near as possible, that they are living in Historic Times. More "Historic" than any they have ever read about, in the histories; that this is no ordinary War and no ordinary crisis; but probably the greatest turning point in human destiny to date.

We should teach whether in a Clothing Class or English Class, that our future will be what we are strong enough and resolute enough and intelligent enough to make it, against the opposition, of able and ruthless men who are determined to make it something else. We should teach them that there is no Santa Claus; that we will get no more than what we work for; and that unless we work hard enough, and intelligent enough; we shall be worse off than we could have ever imagined.

Above all, we should teach the nation, that when we have won this war, the Crisis will not be over; we will indeed have come to its most critical stage; that we can't afford to stop working, economizing, conserving or even stop thinking; when the "shooting" ceases; but that we must go on and seek to build a stronger more consolidated world than ever before. The Chinese word for crisis is written with two characters meaning, danger and opportunity. There is no opportunity as well as danger in this war; however just now danger is more apparent, and even though some of us live far away from any scene of action, we should teach our students that a total war affects the life of every citizen whether far or near, and

that its outcome will be affected in some slight degree by what every citizen does.

The eagerness to help win the war is universal. Families want to do their part, but many do not yet see clearly what to do and how to do it. We clothing teachers have countless opportunities to help them to see how yesterday's home making skills and managerial abilities concerning the conservation of clothing, can be adapted for use in today's home front battle. We must gear our clothing instructional programs up for war-service, even more than ever before.

#### "CARE OF CLOTHING"

The ease of previous living conditions, has led to careless happy-go-lucky ways, of caring for our clothing. Fewer persons, in previous years, have felt it was necessary to spend time on keeping their clothing in good condition.

In the proper care and conservation of clothing; you will note, that there are certain little points which we should keep in mind such as: you should hang up or fold up your clothing when not in use; keep your shoes in a shoe bag or covered box to protect them from dust; mend all holes in garments before sending to laundry to prevent larger holes; wash or remove stains from garments as soon as one appears; press clothing frequently to keep that "fresh" looking appearance; keep buttons, hooks and eyes, and snaps sewed on clothing; darn and mend your hosiery as soon as they become worn. Garments will soon look shabby, if minor repairs are not mended, so keep your clothing in good repair at all times.

In regards to the care and conservation of clothing; your shoes should be given the proper type of care to make them last longer. You should brush the dust daily from your shoes; and place them on shoe trees, to retain their shape. Evening shoes, of fine kid, or satin material should be wiped with a soft cloth before putting them away. Gold, silver or any other metallic shoe should be carefully wrapped in black tissue paper, to prevent them from becoming discolored. Vaseline or castor oil should be rubbed at intervals into heavy walking boots to preserve the leather. Patent leather shoes can be polished with milk on a cloth; and rubbed with a piece of silk. All white shoes should be cared for with a proper

cleanser. Swede shoes should be brushed with a swede brush or polished with a swede polish if needed.

Never do hard out-of doors work in your good shoes; always keep on hand a pair of heavy leather low heel, comfortable shoes for this purpose. Should should be repaired the moment the heels begin to wear down; or the soles to show holes, in order to prolong the life of the shoe. Small iron taps might be placed at the heel and toe of shoes in order to prolong the life of the shoe. Shoes should also be kept free of all dust and mud. If shoes are "wet" or damp they should never be dried near a stove, in order to preserve the leather. Wearing rubbers or galoshes in damp or wet weather helps to prolong the life of shoes. Adhesive tape can be used to repair rubber galoshes.

Stockings will wear longer, if they are slightly longer than the feet. Wash hosiery after each wearing to prolong the life, for perspiration and dirt will deteriorate the fiber. Reinforce the heel and toe of your hosiery with small running stitches in order to prolong the wear.

In the care and conservation of gloves, silk, kid or cotton, can have their life extended by putting a little cotton batting, into the end of each finger, in order to prevent the fingernail from rubbing or cutting a hole through the glove. Mend all breaks in the seams of gloves as soon as they rip. Spots and stains, might be removed from fabric gloves by washing in lukewarm water and lux, or from colored kid gloves by using benzene, carbon tetra-chloride etc.

In the care and conservation of fur garments. Furs should always be handled with care. They should be shaken out, and not brushed after each wearing. You should never drive a car constantly, in your fur garment. If a fur garment gets wet it should be dried in the air, but not in the sunlight, nor near a heated stove, or radiator. Keep your fur garment hung up in a cool closet on a covered hanger. Fur garments should be stored in a reputable fur storage place, each summer for their protection and long wearing service. If grease from the hair gets on the collar of a fur garment take a little corn meal, and rub into the fur and brush out very briskly with a stiff brush.

In storing, your winter clothing away at home, they should be placed in tightly closed moth-proof cedarized bags, boxes or cedar-chests; or even heavy tar paper bags. Camphor, mothballs, cedar chips when fresh; or sprayed

benzene or formaldehyde are good for killing moth eggs. The garments that are to be stored away should be clean, dry, and all spots and stains removed to keep them from setting. Never store "starched" clothing for any length of time for the threads will weaken. Cotton and linens mildew more readily than other textiles, therefore they must be kept in a dry place.

In the conservation of hats, the method of saving on the cost of hats will depend on the type bought. A silk hat, fall and some straw hats may be worn all the year (all seasons). Those persons who realize that one hat must be worn for many months and with every costume become more particular as to the shape of the hat (not to be extreme) that the color is suitable for all garments in their ward-robos; that the material should be the best and easily renovated type; and that most of all the hat is becoming to the face. Black straw hats may be refreshed the next season by rubbing them with a little kerosene or gasoline. White felt hats, can be cleaned with corn meal and a stiff brush. Various trimming can be replaced and changed on hats to suit the wearer's taste.

In regards to the conservation and care of your woolen or silk dresses; you should keep them dry-cleaned and free from all spots and stains. They should be hung up on a rack, after each wearing. Cotton garments should be luxed out as often as needed, in order to remove perspiration odors and dirt. They should be kept pressed to free them from wrinkles.

Considering the care and conservation of your clothing; you should always see, that they are properly mended, darned and patched. Underwear is usually subject to much harder wear than outer garments; and they should lend themselves to renovation to a great extent. The problems of renovation, remodelling or re-making garments, will play a very vital part during this war-time crisis. A garment that is to be made over must be repaired carefully and brushed, then spots and stains removed before the garment is ripped apart. After the garment is ripped apart, it should be washed, sponged or dry cleaned; and often re-dyed if necessary. Then it should be well pressed. If you don't care to re-dye the material, it might be turned over on the wrong side to be made to look fresh. Men garments have often been found to be good for remodelling of renovating garments, since the cloth is usually strong and firm.

Due to the fact, that most of us aren't aware of the number of garments, which we could remake from old garments, I shall list briefly some suggestive possibilities:

#### GARMENT

1. Man's old coat—
2. Man's old shirt—
3. Man's old velvet jacket—
4. Father's underwear—
5. Man's old woolen suit—
6. Old Hosiery—
7. Woman's woolen suit—
8. Woman's coat—
9. Woman's old dress—
10. Old woolen skirt—

#### RE-MADE INTO

1. Coat for little boy or girl, dress for little girl, suit trousers for little boy.
2. Shirt for little boy, apron for mother, dress for little girl and etc.
3. Little girl's jumper, coat for a child.
4. Cut down for little boy.
5. Suit for mother or daughter, suit for little boy. Skirt for sister, jumper dress for eldest girl.
6. May serve to mend or repair other hosiery of same shade with.
7. Woolen garment for little girl, little boy's woolen suit.
8. Little boy's or girl's coat or a suit for either sex.
9. Dress for little girl.
10. Young child's winter coat.

With these above factors in mind, if you have any old clothing on hand whether wool, silk, linen, cotton or rayon; which are not being used, and you are not getting the fullest amount of enjoyment and wear from them, quickly, convert them into attractive garments for the younger members of your family group, or for someone else. Examine your wardrobe, don't throw away anything, use and conserve everything, now, and for many years to come. Therefore sew, save and conserve.

In view of these thoughts, therefore, why not adopt the motto of the "Consumer's Victory Pledge," which states:

"As a consumer in this total defense of democracy, I will do my part to make my Home, my Community, and my Country ready, efficient and strong.

1. I will buy carefully and I will not buy anything above the ceiling price, no matter how much I may want it.

2. I will take care of the things I have and I will not buy anything made from vital war materials, which I can get along without.

3. I will waste nothing and I will take care to salvage everything needed to win the war."

#### REGIONAL TEACHERS MEETINGS

During the Fall, the three regional teachers meetings of the State were held in East, Middle and West Tennessee.

The Middle Tennessee Colored Teachers' Association met at Pearl Senior High School October 22, 23, 24 and used as a theme "What Our Schools Can Do in a "Win-the-War Program." Principal addresses were delivered by Prof. R. T. Butler, President of the Association; Mr. R. R. Vance, State Supervisor of High Schools; Mr. Doxey Wilkerson, Senior Consultant of the U. S. Office of Price Administrator; General J. H. Ballew and President W. J. Hale. The newly elected president is Prof. John C. Hull, principal of Carter-Lawrence School.

The East Tennessee Association of Teachers met in Knoxville, Tennessee October 29, 30 and 31 at Austin High School and Knoxville College. The theme of the meeting was "Re-establishing Peace and Democracy through Education." Principal addresses were delivered by Mr. W. E. Turner, State Director of Negro Education; Mrs. R. R. Vance, State Supervisor of High Schools, Mr. J. Reuben Sheeler, President of the Association; Dr. Roy L. Smith, Editor of the Chicago Christian Advocate; Dr. George W. Gore, Jr., Dean of A. and I. State College and President W. J. Hale. The newly elected president is Mr. Dewey Roberts, Beardsley Jr. High School; Mr. Monroe D. Senter, Principal of Beardsley Jr. High School was re-elected Secretary of the Association.

#### NEGRO HISTORY WEEK

The 18th annual celebration of National Negro History Week will be held February 7-14, 1943. The theme for the week is "The Negro in the Advancement of Democracy."

I am not a teacher: only a fellow-traveler of whom you ask the way. I pointed ahead— ahead of myself as well as of you.

—Bernard Shaw

## Textile Painting and Modern Stencil Methods

F. E. Thompson

Because color and pattern are beautiful and inspiring, almost all these articles we handle and use everyday possess one or both of the elements. For that reason the subject of textile painting is worthy of our consideration.

Weaving is one of the oldest crafts. Man learned to weave the grasses and shredded leaves about him possibly before he domesticated animals, whose fibers he learned to spin and weave later. I am certain that even from the beginning, woven articles possessed some color, because nature furnishes color in all of her kingdoms in great profusion. This coloring matter is easily extracted from roots, berries and barks. If coloration was not put into the woven fabric, it was later added to the surface by dyeing the cloth all over in one color or by spotting it on in various ways. Out of these experiences, textile painting was born.

Painting on fabrics may be done in various ways: by painting designs on free hand as it is done in China and other Eastern countries, by stopping out with wax or strings as it is done in Java and India, by printing with blocks and sticks as it has been done for centuries in Africa and on the continent of Europe and many other places, or by using a screening process referred to as silk screen painting and used extensively in modern commercial design, and by stenciling, which has been developed to such a high degree that some of the most beautiful patterns imaginable have been applied to cloth by this method.

We are greatly indebted to Professor Emmy Zweybruck, author of "Hands at Work" published by the Holden Publishing Company of Springfield, Massachusetts in 1942 and distributed by the American Crayon Company at Sandusky, Ohio.

In this little volume she simplifies design and gives valuable information about stenciling and silk screen painting together with directions for accomplishing both.

Stenciling is not as difficult as it may seem to you. You will receive better results if you will sketch your motif on paper, keep it simple, don't try to copy nature. When your motif satisfies you, color it with crayons. This will give an idea how the finished product will look. Don't use too many colors. The motif must be carefully traced and carefully placed in position for stenciling.

There must be a separate plate cut for each color in the design. Make a right angle at the upper left hand corner of the tracing. Use the upper left hand corner of each stencil plate, which is a right angle, to fit into the right angle made on the tracing. Now trace all the parts that are to be the same color on separate plates.

Now you are ready to cut the stencil. Stencil pens are sold for this purpose but if pens cannot be purchased, sharp razor blades or sharp knives may be used. Cut over a hard surface: glass or hard smooth cardboard. Make the cut continuous in one direction and don't saw back and forth. Lines should be sharp and regular instead of jagged. Hold the cutting instrument at right angles to the paper and cut firmly. Turn the paper gently as you cut instead of turning the pen or other instrument. When an area has been cut, don't jerk it out. Lift it out carefully. If it hangs, cut it, don't pull or you will leave a jagged edge.

This work should be done with great care for best results. Instruction for successful stenciling can be obtained from the First and Second Stencil Books by Professor Emmy Zweybruck distributed by the American Crayon Company, Sandusky, Ohio.

To print the design on cloth, a handkerchief for example, make certain that the handkerchief has been washed and pressed. Carefully place the first plate into the corner of the handkerchief and print the lightest color first. By using the right angle guide each color plate will fit right over the place where it is located in the design.

For best results, use Prang Textile colors mixed on a hard surface or on wax paper. There is a substance called extender in the color kit which when mixed with the color aids in extending it into the cloth. Use only a little color and considerable extender, but take care to unload the brush on paper toweling before carrying it to the stencil. It should be almost dry, work from the edge of the stencil over into the cloth leaving a light effect toward the center of the area. Don't work from the cloth toward the edge. If this is done color will spread under the edge and smear and distort the figure. Follow the directions in the reference given above. After seeing this demonstration you should be able to understand the directions and make a good product.

It is good to use the colors as they are right out of the jar, but in the right combinations as: yellow with violet, orange with blue, red with green, light blue-dark blue and light orange (any one of the six colors in light and dark tones with its complement) near colors are pretty if one is light and the other darker; yellow with orange, blue with green, red with purple and so on.

When the stencil is complete, allow it to dry for about twenty-four hours, then iron it into the cloth with a warm (not too hot) iron. The article will then be washable. I have seen Professor Zweybruck exhibit pieces of linen in beautiful color after having been washed many times. The handkerchiefs you are handling have also been washed many times. The Prang Textile colors are the only really fast fabric paints that I know. They work beautifully on linen, Indian head linen, cotton and rayon.

This method of coloring is good for greeting cards, menu cards, and other special day cards. For these, use a rough paper like alphasone, and tempera colors. Motifs may come from almost anywhere. Keep them simple, minus too much detail. Study the simple, but most attractive motifs in "Hands at Work." They are challenging. A little angel is an oval for the face with hair reduced to a wavy line. The little body is simply a line movement front and back or on each side. A circle with a scalloped edge becomes a flower and anyone who wanted to do so and dared to try could develop such motifs.

If you are interested in doing an old craft in a new and attractive as well as an easy way, then I urge you to send for a set of Prang Textile paints and Hands at Work, purchase some cloth, handkerchief linen for handkerchiefs, and experience that thrill of self-realization that so many women are experiencing in the making of their own "handkerchief of the month" designs. Then don't stop at handkerchiefs. Make guest towels from Indian Head linen, luncheon sets from crash, linen or Indian Head, make doilies and covers of various sorts or even articles of clothing and watch your stock go up in the estimation of your friends.

### STATE LEADERS PRAISE A & I BOND DRIVE

Tennessee Agricultural and Industrial State College faculty members, students, and President W. J. Hale received praise from War Savings Staff officials, Tennessee educators, and other speakers for high achievement in the sale

of war bonds and stamps, and for the successful completion of a half million dollar improvement program, at the college auditorium last night.

The evening program completed a rally and dedication ceremony which began yesterday afternoon with a parade in uptown Nashville and continued with a dinner for out-of-town guests in the college cafeteria.

Within the last year, students and faculty of A. & I. have purchased \$40,000 in bonds and stamps, and the major war project, President Hale and his school were lauded in addresses by Rep. J. Percy Priest, and Jo Gibson, Jr., state director of the war saving staff.

Representative Priest spoke of the unity of the races in the fight against the Axis, and Mr. Gibson pointed out the importance of the war savings program in financing the war. Mr. Gibson also said that the parade, which included 500 cars and four bands, was the largest bond and stamp parade to be staged in Tennessee.

It was reported that Negroes in Hamilton County are now purchasing \$25,000 in bonds and stamps monthly under the 10 per cent pay roll education plan.

State Commissioner of Education B. O. Dugan stressed the importance of education in gaining peace and told the students to intensify their educational efforts.

Among the other educational leaders heard were George Brooks, former president of the Tennessee Negro Educational Association, W. E. Turner, coordinator of Negro education in Tennessee, and Clyde Kincaid, director of Negro Education for T. V. A. in Kentucky.

Several new buildings, included in the large improvement program, recently completed at A. & I. were dedicated during the Thursday activities.

—The Nashville Banner, Friday, Nov. 6, 1942.

### EDUCATOGRAMS

The High School Victory Corps has been inaugurated by the U. S. Office of Education as a national voluntary organization for secondary schools designed to mobilize secondary school students for more executive preparation for the participation in wartime services.

There are five divisions of the Victory Corps: 1. Air service division; 2. Land service division. 3. Sea service division; 4. Production service division; 5. Community service division. Appropriate insignia and uniforms have been devised.

## The Re-establishing of Peace and Democracy Through Education

George W. Gore, Jr.

Any meeting which calls together a significant body of persons in 1942 has an obligation to have a program designed to result in subsequent constructive action. Everywhere we are told that there is but one great objective in American life and that objective is the winning of the War. Schools cannot do business as usual. No subject and no school activity that does not contribute to the winning of the war can find a place in our educational program today.

In light of all this, I must congratulate the program committee of the East Tennessee Association of Teachers for its farsightedness in choosing as the theme for the Ivory Convention "Re-establishing Peace and Democracy Through Education". In this theme is clearly stated the ultimate objectives of all of our war efforts. These six words are really the Atlantic Charter of public education in the United States today. Teachers especially need to have in their minds such a clear statement of our aims and objectives. What are we fighting for? too often is an academic question. Many think that it is for the *status quo*. In reality we are fighting to make the ideals of the past the realities of the future. We are striving both to *re-establish* and to *establish*. Our ideals are not necessarily new but the implementation of our ideals and the premises on which they are being projected are in some senses new if not revolutionary.

### PEACE

Ever since November 1918, various leaders and nations in the world have declared themselves for peace. In fact, from 1918 to 1938, each significant international conference was pointed towards peace. Disarmament conferences have always sounded the call to peace. But the rush to build armaments continued. In truth the present day aggressor nations took literally the injunction "In time of peace, prepare for war". Those who felt that they had been wronged by the Versailles Treaty decided that peace to their liking could best be secured by another war. Hitler began most of his early acts of aggression by saying that he was acting in the interest of maintaining or restoring peace.

As one examines these efforts in behalf of peace, it becomes evident that some people and some nations are using not a synonym of goodwill but a homonym of peace which is

spelled *PIECE* and not *PEACE*. They want to take a piece of what their neighbors have. This kind of peace has burst forth into the most brutal and savage war in the history of man. Aggression seeks to re-establish peace after it has taken a piece of the security, the property and the rights of others. No real or lasting peace be can be established in this way.

In the modern world, it is unwise to insist on peace at any price. Peace has to be paid for at an honorable price. It can not be gotten by surrendering a birthright. There are times when peace can only be achieved by fighting. Even Jesus Christ had to drive the money changers from the Temple in order to have peace in His Father's House. Today we must not be too proud to fight for peace. Peace is a goal to be achieved. It is never secured or retained by inactivity.

Peace in our times has been lost primarily by inactivity, by compromising, and by appeasement. Now that we are at war, peace can only be again secured by working for it. Just as wars are always planned and perfected during periods of peace, just so is peace planned and perfected during periods of war. Now is the time to work for the peace which must eventually come. The kind of peace we secure will be based upon what price we are willing to pay. Peace is a dynamic and not a static state of affairs. It is based upon universal goodwill and recognition of the rights of all men. When injustice is overlooked and is winked at, the seeds of war are being sown. The losers in one war strive to be the winners in the next, because they feel that the peace is unfair. Most peace treaties of the past have been merely armistices because both sides have only ceased hostilities in order that they may prepare anew for war.

In order to re-establish peace, we must really want peace. We must want it to a degree that we are willing to be fair even to our so-called enemies. Hatred is the basis of war. Persons or nations that hate the same persons or nations tend to become allies. Persons or nations that love the same persons or nations often tend to become bitter enemies. To have peace the emotion of love must be greater than the emotion of hate.

The angelic choir over Bethlehem sang

"Peace on Earth, Goodwill toward Men". Only when there is goodwill toward men can there be peace on earth. Thus to have peace we must readjust our thinking and our feelings. We must sacrifice our hatreds if we desire to achieve peace either as individuals or as races or as nations.

### DEMOCRACY

Many persons have expressed the opinion that we have never yet achieved a true democracy in the United States. Perhaps democracy is an ideal and is not to be completely realized on this earth. The Declaration of Independence says "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness". In practice many so-called democrats have denied certain groups of the benefits just mentioned. Perhaps it will be necessary to redefine democracy in the 1940's so that we can have greater national solidarity. The realities of War are rapidly lessening the distance between democratic theory and democratic practice. Common danger makes all men equal—equally vulnerable.

Our everyday life is being forced into a new pattern of democracy. Take for example, the matter of sugar rationing. All men, women, children and even babies are allowed the same amount of sugar. With respect to other commodities the common good is placed above that of the individual good. Tires are available on the basis of the use that the individual can make to the common good. Ability to purchase is not taken into consideration.

Today, our national resources are being rationed on the basis of the greatest good to the greatest number. Wealth is being conceived of as commonwealth. Thus our income taxes and our Victory taxes are including the rich and the poor on the basis of the ability to pay. Selective service is applying the democratic principle in drafting men for service in the army. Class distinctions are gradually being torn down. A new system is being built upon the ability of men and women to render needed service for the benefit of the total social group.

Democratic living essentially is Christian living. It means sharing and serving for the common good. Much of our education is based upon securing status. We go to schools not in order that we may serve but in order that we may rule. For most Americans, the democratic

way of life will be quite new. We as members of a minority group are keenly aware of the shortcomings of the majority group in granting us privileges. But are we equally conscious of the obligations which these privileges impose.

True education for living in a democracy should stand the test of an emergency. Why is there such a great need to remake our educational program because of the War? Why is our educational system so far afield that it cannot render service in a crisis? Is not a genuine system of education in a democracy one that prepares citizens to render services to the group? Perhaps the present emergency is giving us a chance to realize the inherent weaknesses of our educational system and to correct it so that it may serve in war or in peace. A truly educated man or woman is best revealed in an emergency.

There is emerging today a new conception of democracy in which each man is regarded as his brother's keeper. To waste food, to waste clothes, to waste services and to waste man power (even though it be black) is regarded as unpatriotic. Under the stress of total war there is being evolved a conception of democracy which is humane, charitable and Christian. Greater freedom and security is being achieved by recognizing the need of other men and by bending all efforts towards the good of all. Rewards today are being made on the basis of social good. Upon such a conception of democracy there can be built the basis of peace in the new world.

### EDUCATION

But if all of this is to become a part of the *WORLD TOMORROW* there is need for a revitalized program of education. The boys and girls today need to be educated to participate in a world that is based upon a genuine desire for peace and human happiness for all mankind. Hitler has been most successful in building an Aryan type of "superman" which has been imbued with a sense of personal superiority and contempt for all others unlike himself. Our program should be the direct antithesis of this.

On every hand, educators today are being urged to prepare teen-age boys and girls for war industries. War wants youthful hearts and hands for its destruction. Youth has already played a great part in the National Program of Civilian Defense, by buying bond and stamps, by serving the Red Cross, by helping to produce Victory Gardens, by becoming air-minded and by assisting in scrap collecting

campaigns. The schools have been invaluable in the program of Civilian morale. American boys and girls have been imbued with the knowledge, the loyalty and the discipline necessary to carry on under the most discouraging and adverse circumstances. Education has definitely been enlisted to help win in the war. Everywhere teachers and students are devoting their energies to this cause.

Along with this effort and activity there is also a need to teach American youth to be prepared for the peace which will eventually come. Education must enable boys and girls to become citizens in a new world order based upon the best there is in democracy. To win the war and then to lose the peace would be the greatest possible folly. As teachers we must prepare the next generation for duties of enlarged living. Henry Ford says:

"If we can afford war, we can also afford education. If we can spend billions on war, we can afford to spend the millions that will give American children their birthright—health and education. To those who say we can't do both, I say we can't do one without the other! Whatever else we do, let's not stint our children. Education is not a luxury; it's a necessity."

Lack of education is a serious threat to national unity. Illiterates are not good potential soldiers nor are they good potential citizens for a world democracy. All groups—even Negroes in the deep South—must enjoy the best educational opportunities if America is to re-establish peace and democracy. The chain of national unity is no stronger than its weakest link.

Teachers need to understand the essentials of peace so that they can interpret their meaning to boys and girls. Peace as a definite and positive element in society can well be illustrated and practiced in the classroom, within the family circle, within the neighborhood. The advantages of peace and love and the disadvantages of hatred and war should be clearly set forth as a part of the instructional program. Peace can be and should be taught. The conditions necessary to have an honorable peace should be clearly set forth.

There is need for holding forth the doctrine of the brotherhood of man if one expects ever to achieve peace in a section, a nation or the world. So long as one group feels itself superior and takes into itself special privileges it is laying the basis for a war or a struggle whenever the underdog sees a chance to strike

back. If educators desire to reestablish peace they must be courageous enough to face the problems inherent in laying the foundations for a lasting peace.

In the modern world, words are weapons, ideas and weapons, and the educator has a role as important as that of the military leaders, even in times of war. Wendell Willkie declared recently that this was as much a war of ideas as of men and guns. If this is true, the role of the educator is of paramount importance in a democracy just as it is in a totalitarian state.

Negro teachers have a definite and vital obligation in this matter. Speaking at the 1942 Howard University Commencement at Washington, D. C., Pearl Buck declared that Negroes should work to break the barriers of race prejudice. One of the first suggestions which she made was that we should devote ourselves to the development and encouragement of superior children. She lamented the fact that the Negro lacked leadership. There is need to develop more and better leaders. In this task the school and the Negro teacher have a major role. Negro boys and girls need to be educated to become world citizens with full appreciation of the disadvantages of segregated minority groups but with the bigness of soul necessary to participate in a new world order without hate. The world can not be rebuilt upon the substitution of new hatreds for old ones.

Continuing her discussion, Pearl Buck told the graduates that

"Education in a democracy must stand for equality of opportunity for all peoples. Negroes can best understand how prejudice eats the vitals out of a nation's heart. You need to get a world feeling of brotherhood." Then she asserted,

"You are in a superior position in the world today. You are in a superior position in America—it is not you who bear the stigma of not practicing democracy. You have the advantage over the white man. You can be free of hypocrisy."

If we are to enter into a period of peace and democracy such as the founding fathers of this country envisioned, we as educators must measure up to new challenges. We must have faith and courage to prepare for a new tomorrow which will be better for all the children of all the people.

Recently President Roosevelt declared:

"Teachers as a group are performing a great service to their country. Children must not be allowed to pay the cost of this war

in neglect or serious loss of educational opportunity. I know the teachers will find deep satisfaction in the contribution they are making".

In time of war, prepare for peace. Now is the time to set the stage for a real American Democracy based not upon money or family or position or race but based upon achievements, service, worth and loyalty. The present generation is being forced to re-evaluate human worth. Old standards are being discarded. In the real New Deal that is just ahead, even minority groups stand to make real gains. Now as never before, the real test of democracy, yet the real test of an enduring peace, is the recognition of the rights of minorities. The strong shall bear the infirmities of the weak rather than exploit their infirmities. World aggression began in China and Ethiopia but the strong did not concern themselves with the infirmities of the weak. Hence, history now records the tragedy of Munich.

Tonight we are the representatives of 3000 Negro public school teachers who instruct 80,000 Negro boys and girls who are the children of 500,000 Negroes in Tennessee. We are a part of a nation at war. We represent about 10% of 140,000,000 persons committed to an all-out war effort against the foes of democracy. We have assembled to devote two days of our annual educational meeting to a consideration of the basic obligations of educators in an emergency. The world is in a mess—an awful mess. Maybe we didn't want to set the world on fire, but tonight it is on fire. We are proposing to lay the foundations for re-establishing PEACE and DEMOCRACY. We must believe in our task and have the perseverance necessary to make peace and democracy real.

Now as never before men who believe in truth and right are coming together and seeing eye to eye on fundamentals. The cries of China and India cannot go unheeded. The four freedoms must be for all mankind. Knowledge is the key to the situation. It is the business of the educated to analyze and interpret the flow of human events.

It is the task of education, of the school and of the teachers actively to assist in the re-establishing of peace and democracy so that the boys and girls, regardless of race, or color or creed, may face the rising sun of a new day in which they may truly live together on the earth as children of God.

#### COUNTY IDENTITY FIGURES REPORTED

To identify the home county of any car bearing a Tennessee license, use this list. It shows the county designated by each of the 95 prefix numbers.

1—Davidson	49—Claiborne
2—Shelby	50—McNairy
3—Knox	51—Monroe
4—Hamilton	52—Hardeman
5—Sullivan	53—Rhea
6—Washington	54—Marion
7—Madison	55—Smith
8—Rutherford	56—Hardin
9—Maury	57—Henderson
10—Blount	48—Cumberland
11—Montgomery	59—Unicoi
12—Greene	60—White
13—Gibson	61—Chester
14—Sumner	62—Crockett
15—Robertson	63—Polk
16—Wilson	64—Wayne
17—Obion	65—Macon
18—Dyer	66—DeKalb
19—Bradley	67—Hickman
20—Williamson	68—Cheatham
21—Carter	69—Morgan
22—Weakley	70—Grainger
23—McMinn	71—Benton
24—Giles	72—Frentress
25—Bedford	73—Johnson
26—Henry	74—Humphries
27—Hamblen	75—Scott
28—Lincoln	72—Lake
29—Anderson	77—Overton
30—Tipton	78—Union
31—Campbell	79—Stewart
32—Marshall	80—Cannon
33—Roane	81—Jackson
24—Putnam	82—Grundy
35—Carroll	83—Decatur
36—Lawrence	84—Trousdale
37—Franklin	85—Lewis
38—Sevier	86—Perry
39—Dickson	87—Hancock
40—Loudon	88—Bledsoe
41—Coffee	89—Meigs
42—Lauderdale	90—Houston
43—Hawkins	91—Moore
44—Jefferson	92—Clay
45—Warren	93—Sequatchie
46—Cocke	94—Pickett
47—Haywood	95—Van Buren
48—Fayette	



### Approved Negro High Schools for the Scholastic Year—1942 County Senior

Name of County and School	Post Office	Name of Principal	Av. Daily Attendance	Grade
<b>BEDFORD:</b>				
Bedford County Training	Shelbyville	S. W. Harris	63	B
<b>CAMPBELL:</b>				
LaFollette Colored	LaFollette	S. A. Cain	57	B
<b>CARROLL:</b>				
Webb	McKenzie	J. L. Seets	153	A
<b>CARTER:</b>				
Douglass	Elizabethton	Amelia Duffield	31	C
<b>CHESTER:</b>				
Chester Co. Training	Henderson	W. B. Stewart	75	B
<b>COCKE:</b>				
Tanner Training	Newport	J. S. Crombie	37	C
<b>COFFEE:</b>				
Davidson Academy	Tullahoma	C. D. Stamps	48	C
<b>CROCKETT:</b>				
Central	Alamo	E. D. Brown	73	C
<b>DAVIDSON:</b>				
Haynes	Nashville	Clinton Derricks	182	A
<b>DICKSON:</b>				
Hampton	Dickson	A. J. Hardy	48	B
<b>DYER:</b>				
Bruce	Dyersburg	M. L. Morrison, Jr.	60	B
<b>FAYETTE:</b>				
Fayette Co. Training	Somerville	David Hamilton	187	B
<b>FRANKLIN:</b>				
Townsend Training	Winchester	J. H. Hunt	63	C
<b>GIBSON:</b>				
Gibson Co. Training	Milan	T. R. Hartsfield	69	B
Rosenwald	Trenton	L. R. Jeffries	81	B
Stigall	Humboldt	L. R. Jeffries	83	B
<b>GILES:</b>				
Bridgeforth	Pulaski	H. E. Johnson	67	B
<b>GREENE:</b>				
George Clem	Greeneville	R. C. Martin	43	B
<b>HAMBLEN:</b>				
Morristown Nor. Ind.	Morristown	H. B. Thompson	56	B
<b>HAMILTON:</b>				
Booker T. Washington	Chattanooga	T. D. Upshaw, Jr.	131	A
<b>HARDEMAN:</b>				
Allen-White	Whiteville	J. H. White	130	A
<b>HARDIN:</b>				
Dunbar	Savannah	M. T. Malone	42	B
<b>HAWKINS:</b>				
Swift Memorial Jr. College	Rogersville	R. E. Lee	51	B
<b>HAYWOOD:</b>				
Haywood Co. Training	Brownsville	R. B. Bond	132	B
<b>HENDERSON:</b>				
Montgomery	Lexington	C. C. Bond	69	B
<b>HENRY:</b>				
Central	Paris	T. R. Wilson	153	B
<b>HICKMAN:</b>				
O. H. Bernard	Centerville	M. L. Dabney	44	C

<b>JEFFERSON:</b>				
Nelson Merry	Jefferson City	N. A. Crippens	54	B
<b>LAUDERDALE:</b>				
Lauderdale Co. Training	Ripley	S. H. Johnson	150	B
<b>LINCOLN:</b>				
Lincoln Co. Colored	Fayetteville	A. F. Hoyle	79	B
<b>McMINN:</b>				
J. L. Cook	Athens	W. E. Nash	75	B
<b>McNAIRY:</b>				
McNairy County	Selmer	Wm. E. Ledbetter	40	C
<b>MADISON:</b>				
Golden	Denmark	John H. Parrish	117	C
<b>MARION:</b>				
McReynolds	South Pittsburg	C. A. Wood	96	B
<b>MARSHALL:</b>				
Lewisburg Colored	Lewisburg	George W. Turner	56	C
<b>MAURY:</b>				
Clarke Training	Mt. Pleasaant	H. C. Griffith	75	B
College Hill	Columbia	J. Thomas Caruthers	128	B
<b>MONTGOMERY:</b>				
Burt	Clarksville	H. L. Allison	205	A
<b>PUTNAM:</b>				
Darwin	Cookeville	L. L. Rowe	43	B
<b>RHEA:</b>				
Rhea Colored	Dayton	J. R. Brown	33	B
<b>ROANE:</b>				
Rockwood Colored	Rockwood	J. B. Olinger	36	B
<b>RUTHERFORD:</b>				
Holloway	Murfreesboro	S. G. Greene	132	A
<b>SHELBY:</b>				
Barret's Chapel	Arlington	G. E. Hoffman	95	B
Geeter	Whitehaven	Joseph W. Falls	178	A
Shelby Co. Training	Lucy	R. J. Roddy	145	A
<b>SUMNER:</b>				
Union	Gallatin	J. N. Rucker	109	B
<b>TIPTON:</b>				
Frazier	Covington	George W. Brooks	73	B
Gailor Industrial	Mason	George E. Loder	85	B
<b>WARREN:</b>				
Bernard	McMinville	Mrs. J. E. Wood	51	B
<b>WASHINGTON:</b>				
Langston	Johnson City	J. Niel Armstrong	104	B
<b>WHITE:</b>				
Wallace-Smith	Sparta	Paul Gore	28	Dropped
<b>WILLIAMSON:</b>				
Franklin Training	Franklin	E. E. Pitts		
<b>WILSON:</b>				
Wilson Co. Colored	Lebanon	H. M. Jarrett	63	B
<b>LAWRENCE:</b>				
Lawrence Co. Colored	Lawrenceburg	Joe A. Thomas	22	
<b>MONROE:</b>				
High Point	Sweetwater	Minerva Bacome	22	

**County Form I Junior — Grades 9 and 10**

<b>DECATUR:</b>			
Decatur Co. Training	Decaturville	Wilbur Bate	14
<b>HOUSTON:</b>			
Hensley	Erin	R. B. Macklin	10
<b>OBION:</b>			
South Fulton Rosenwald	Fulton, Ky.	J. J. Bills	26
<b>SHELBY:</b>			
Douglas	Memphis	L. C. Sharp	48
<b>SMITH:</b>			
Turner	Carthage	Thomas A. Clark	16
<b>WEAKLEY:</b>			
Weakley Co. Training	Martin	R. A. Stewart	25

**County Form II Junior — Grades 7, 8, and 9**

<b>HARDEMAN:</b>			
Bolivar Industrial	Bolivar	Lorenzo Miller	58

**City Senior**

<b>BLOUNT:</b>			
Charles M. Hall	Alcoa	C. A. Hicks	56
<b>BRADLEY:</b>			
College Hill	Cleveland	A. E. Martin	85
<b>DAVIDSON:</b>			
Pearl	Nashville	J. A. Galloway	917
<b>HAMILTON:</b>			
Howard	Chattanooga	W. J. Davenport	464
<b>KNOX:</b>			
Austin	Knoxville	T. R. Davis	517
<b>MADISON:</b>			
Merry	Jackson	A. J. Payne	384
<b>ROBERTSON:</b>			
Bransford	Springfield	John Patterson	171
<b>SHELBY:</b>			
Booker T. Washington	Memphis	Blair T. Hunt	1840
Manassas	Memphis	J. A. Hayes	796
<b>SULLIVAN:</b>			
John F. Slater	Bristol	P. E. Butler	45

**City Form II Junior — Grades 7, 8, and 9**

<b>DAVIDSON:</b>			
Cameron	Nashville	H. J. Johnson	475
Meigs	Nashville	T. B. Hardiman	147
Washington	Nashville	B. R. Murrell	832
<b>HAMILTON:</b>			
Calvin Donaldson	Chattanooga	G. L. Billingsley	168
East Fifth Street	Chattanooga	J. L. Jenkins	389
Orchard Knob	Chattanooga	H. F. Taliaferro	214
Second District	Chattanooga	G. A. Key	359
<b>SHELBY:</b>			
Melrose	Memphis	J. D. Springer	290

**City Form III Junior—Grades 7, 8, 9, and 10**

<b>KNOX:</b>			
Beardsley	Knoxville	Monroe D. Senter	312

**1942 Victory Exhibit of Williamson County Schools Wins First Prize at Mid-State Fair, Murfreesboro, Tenn.**

The storms of War and hate are sweeping the world now. In a period like this when everything is being rationed, it is our task to know, and train children and adults, how to make substitutions, and economize. To every individual a chance is, and has always been right, and fair, and just. We have two classes in our nation, the producers and consumers. All are consumers, but all are not producers.

The first scene in this exhibit, as you will note is the War Bond and stamp posters. In front center of stage is "The Good Health Ship VVV7", constructed from cardboard, and covered with paper pulp sails on the sea, surrounded with destroyers of health, which may cause death and destruction. Storms are sure to come in our lives, they will sweep around the home, church, nation and the individual, and for this reason this ship has four anchors, that will hold when the storm breaks. First the anchor of hope, the Christian hope that is sure and steadfast. Second anchor is faith. Surely in this hour when the world is on fire we need the anchor of faith to hold us, faith in God, in his power, and willingness to help in the time of need. It is an anchor that will hold when all others fail. Third anchor is prayer. God pity the ship that leaves shore without the anchor prayer on board. If there has ever been an hour when we need to pray, it is this destiny-shaping hour in which we now live. If I had a voice that could be heard around the globe, I would say, "Pray America, Pray." Fourth anchor we need to cast out of our ship to hold in this storm is the anchor of love. Love for God and our fellow human beings. As this old world is rocked by the storm of war and hate, we must not fail to have on board the anchor of love, to hold our ship in the time of storm. The various compartments on this ship are flag of United States for democracy, physical examination, good health habits, deck of cleanliness, battery of starches, fats and oils, outdoor exercise, plenty of sleep, battery of protein, bird nest of precaution, battery of fruits and vegetables, sailors and pilots dressed in red, white and blue, and smokestacks of elimination.

- (a) 2 Quilted quilts made from scraps.  
 (b) 2 Quilt tops made from scraps.  
 (c) 1 Comfort made of cotton, and inexpensive print.

(d) 1 blue blouse made of remnant navy blue satin.

(e) 1 Plain print dress.  
 (f) 1 Checkered Gingham dress trimmed in Rik Rak.

(k) 2 Embroidered bed spreads.  
 (l) 2 Embroidered dresser scarfs.

(m) 2 plain dresser scarfs made of Onion sacks.

(n) 2 Plain dresser scarfs made of sugar sacks.

(o) 1 Embroidered pillow top.  
 (p) 1 Plain pillow top.

(q) 1 Pair brown domestic pillow cases.  
 (r) 1 Pair bleached domestic pillow cases.

(s) 1 Pair linen pillow cases, with cut work design.

(t) 1 pair sugar sack pillow cases.  
 (u) 2 Crocheted centerpieces or doilies.

(v) 1 Crocheted table cloths.  
 (w) 1 Pair of breakfast room curtains made of 176.

(x) Tobacco sacks, dyed copenhagen blue, and trimmed.

(y) 4 Rows of narrow organe Rik Rak.

(z) 1 Wooden desk made from discarded furniture.

(A) 3 Goose eggs laid by a farmer's goose, as you will note, sailing on the sea, with ducks and geese made of clay.

(B) 80 Pieces of all sorts of clay articles.

(C) 2 Vases made from vinegar bottles, paper pulp design.

(D) 2 Wall pictures made of paper pulp design. 1 Fruit bowl made of paper pulp design. 50 Jars of canned fruits, vegetables, and pickles.

As I close this message, Kiplings immortal lines are running through my mind, thinking of the difficulties of travel, the scarcity of household gadgets and conveniences, the inability to buy silk stockings, and the exodus of good cooks from the kitchen to war plants.

Mrs. Eva Myers Lee  
 Jeanes Visiting Teacher of  
 Williamson County.

## *Tennessee Jeanes Visiting Teachers, 1942-43*

County	Teacher	Address
Bedford-Marshall (M)	Mrs. Glyndon F. Greer,	528 W. Lane Street, Shelbyville, Tennessee
Carroll (W)	Mrs. Blanche P. Ranson,	P. O. Box 307, Huntingdon, Tennessee
Chester-Henderson (W)	Mrs. Frances McGuire Taylor,	Lexington, Tennessee
Crockett (W)	Mr. E. T. Ragan,	Gadsden, Tennessee
Davidson (M)	Mrs. Georgia Frierson,	1111 12th Avenue, South, Nashville, Tennessee
Fayette (W)	Miss Cottrell Collier,	Somerville, Tennessee
Gibson (W)	Mrs. Carrie B. Seat,	301 Huntington Street, Trenton, Tennessee
Giles (M)	Mrs. Johnnie T. Thomas,	50 E. Flower Street, Pulaski, Tennessee
Hamilton (E)	Mrs. T. D. Upshaw, Jr.,	Booker T. Washington High School, East Chattanooga, Tenn.
Hardeman (W)	Mr. J. H. White,	Allen-White High School, Whiteville, Tennessee
Haywood (W)	Mrs. Algee C. Outlaw,	711 E. Jefferson Street, Brownsville, Tennessee
Henry (W)	Miss Laura Edmunds,	215 Church Street, Paris, Tennessee
Knox-Jefferson (E)	Miss Ernestine Jackson,	1. P. O. Box 1054, Knoxville, 2. Gen. Del. Jefferson City, Tennessee
Lauderdale (W)	Miss LaCera Seets,	130 Barbee Street, Ripley, Tennessee
Maury (M)	Mrs. Stella H. Smith,	403 E. Eighth Street, Columbia, Tennessee
Montgomery (M)	Mrs. Katherine L. Allen,	Route 6, Clarksville, Tennessee
Robertson (M)	Mrs. Katey B. Burns,	Adams Jr. High School Adams, Tennessee
Rutherford (M)	Miss Picola E. Smith,	313 E. State Street, Murfreesboro, Tennessee
Shelby (W)	Mrs. Pearl C. Nichols,	188 South Parkway W., Memphis, Tennessee
Sumner (M)	Mrs. Evelyn Hall,	Tompkins Street, Gallatin, Tennessee
Tipton (W)	Mrs. Kathaleen M. Beeks,	Box 562, Covington, Tennessee
Williamson (M)	Mrs. Eva Myers Lee,	Thompson Station, Tennessee
Wilson (M)	Mrs. Cordelia Norris,	Box 85, Lebanon, Tennessee

(M) Middle Tennessee

(W) West Tennessee

(E) East Tennessee

## *Regional Professional Teachers' Meeting, 1942-43*

DATE	PLACE	DIRECTOR
October 10, 1942	Chattanooga, Tennessee	T. D. Upshaw
December 5, 1942	Paris, Tennessee	J. L. Seets
January 9, 1943	Jackson, Tennessee	J. H. White
January 16, 1943	Covington, Tennessee	S. H. Johnson
January 30, 1943	Lexington, Tennessee	C. C. Bond
February 6, 1943	Pulaski, Tennessee	S. W. Harris
February 13, 1943	Clarksville, Tennessee	H. L. Allison
February 27, 1943	Nashville, Tennessee	S. G. Greene
March 13, 1943	Morristown, Tennessee	N. A. Crippins
March 2, 1943	Knoxville, Tennessee	J. B. Olinger
March 27, 1943	Johnson City, Tennessee	J. Neil Armstrong