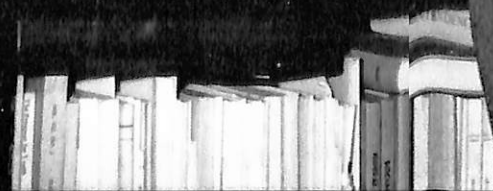
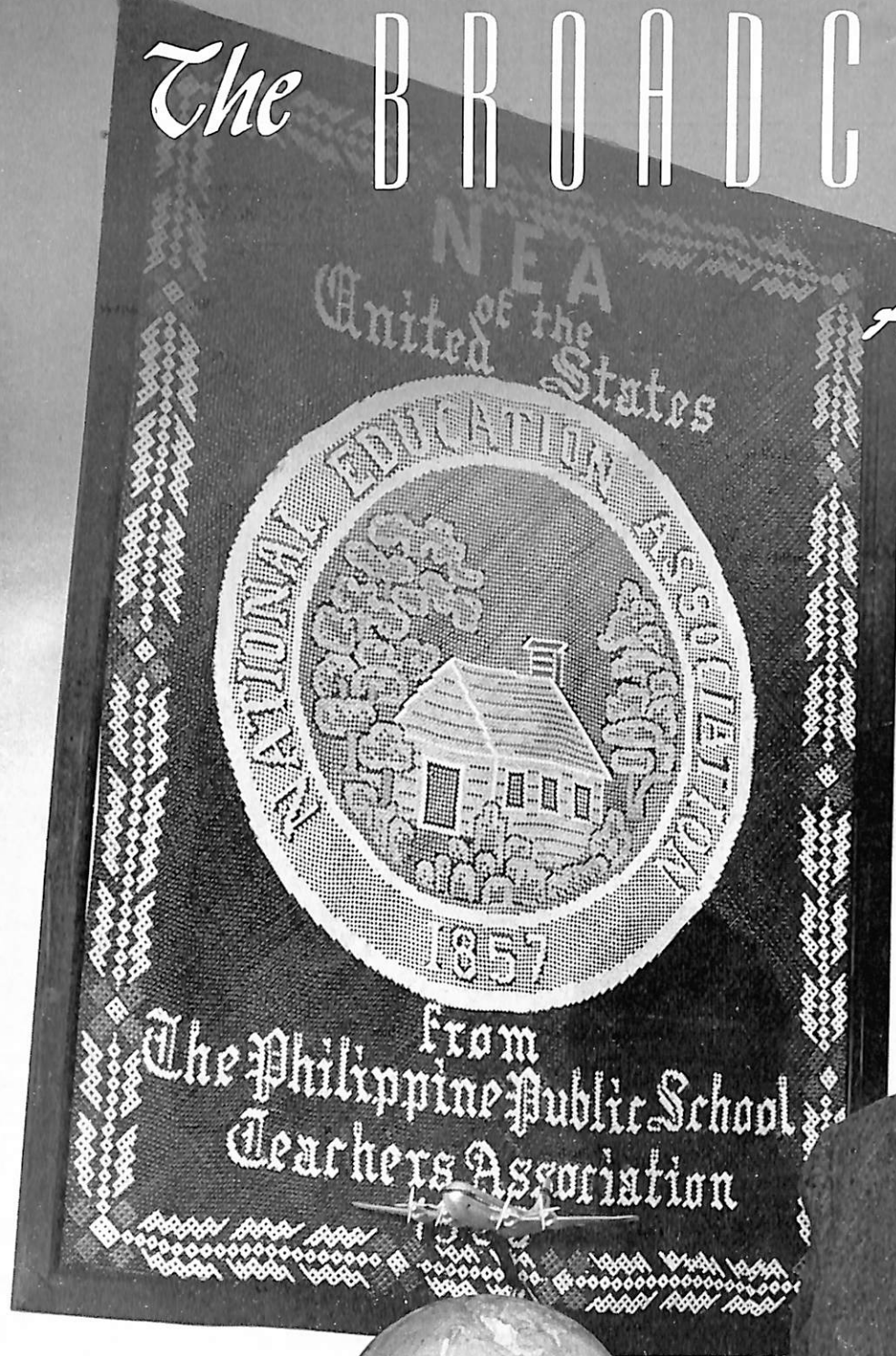


The

BROADCASTER

April, 1952



It is well to be a little like a child—to believe, to trust, to love, to turn away from errors, faults and follies, to be better and simpler-minded than the knaves, and through their very malice to become wiser than they. In spite of all we see and hear, it is a boon to think the best of men, and though we daily find ourselves mistaken, to trust the human heart ever and again, to forgive the wise men and the fools who, both of them, are all too likely to lead us astray.

WHOWER forthrightly considers the primary concerns of humankind; who freely and valiantly entrusts the full weight of their validity to the scales of justice, in counterpoise to outmoded opinions—such a one will always find himself opposed. Jesus Christ himself, who as a God-man spoke not only divinely for the poor and weak, but suffered and died divinely, aroused the greatest opposition with his truth and love. He knew it well, for He said Himself: "Think not that I am come to send peace on earth: I am not come to send you peace, but a sword." But for all that He foresaw this strife, He never stifled the least of his loving, divine pursuits.

—Heinrich Pestalozzi
in The Education of Man

THIS MONTH'S COVER

Our cover this month is the unusual portrait of Dr. Willard E. Givens shown with the presentation made to him by the Philippine Public School Teachers Association.

Dr. Givens retires August 1, 1952, after eighteen years as the Executive Secretary of the National Education Association of the United States. His career extends from a teaching post in rural Indiana to the head of the world's largest and most influential organization of teachers and educators.

Since entering the field of education, Dr. Givens has devoted the greater portion of his time to administrative tasks. During his administration at NEA, individual memberships in the association have tripled now totaling more than 465,000, affiliated associations have increased from approximately 500 to 4,000, and the work of the organization has been expanded to all of the free world.

Dr. William G. Carr, Associate Secretary, who came to NEA in 1929, has been chosen to succeed Dr. Givens.

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The BROADCASTER



Dedicated to the advancement of education and good will.

VOLUME 24

APRIL, 1952

NUMBER 7

	<i>Page</i>
Articles	
How to Avoid the Hot War and Win the Cold— <i>Paul G. Hoffman</i>	100
Lamps of Learning— <i>Mabel Bell Crooks</i>	102
Our Community— <i>Alice D. Bailey</i>	103
Editorial Comment	
Congratulations, Teachers!— <i>MBC</i>	98
In Appreciation— <i>C. C. Bond</i>	98
Dr. Willard E. Givens—The Man Who Became a Symbol— <i>G. W. Brooks</i>	99
Answer the Call	99
Miscellaneous	
Union High School	104
The Thirtieth Annual Convention	106
From the Office of the Executive Secretary	109
Thrift in the Curriculum— <i>Lurie McCain</i>	111
Pen Points	112
Picture Credits	
NEA Headquarters, Washington, D. C.	C-1
Gallatin Studio, Gallatin	104 and 105
Gunter Studio, Nashville	106 and 107

Official Journal of the Tennessee Negro Education Association
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MRS. MABEL BELL CROOKS, *Editor*

THE BROADCASTER is the official journal of the Tennessee Negro Education Association. Published monthly except June, July, August, and September. Entered as second-class matter August 25, 1928, at the Post Office at Nashville, Tennessee, under the Act of March 3, 1879. Membership in the TNEA and THE BROADCASTER, \$4.00 per year. Single copies, 60 cents. Change of address should be sent promptly; both old and new address should be given. Failure to receive THE BROADCASTER should be reported to the Editor in order that missing copies may be supplied. Contributions from teachers at large are welcomed; significant items of news are especially desirable. Advertising rates furnished upon request.

The articles herein printed are the expressions of the writers and not a statement of policy of the Association unless set by resolution.

From Where We Stand

CONGRATULATIONS, TEACHERS!

CONGRATULATIONS! Congratulations, teachers, from those citizens of Tennessee and other states who had the opportunity to see, hear, and participate in your first purely professional meeting. You did what might have seemed to some the improbable—you came to a purely professional meeting. Not only did you come in overwhelmingly large numbers, but, better still, you also participated.

Congratulations!

As the TNEA Executive Committee thought you would, you were on hand from the beginning to the end.

Congratulations!

There is no doubt that the "Town Hall Meeting" on Thursday evening, April 3, met some pressing needs. It was here that future teachers as well as teachers now in service were given the opportunity to get firsthand information on tenure, retirement, certification, and curriculum interpretation, as well as an aerial view of the State's program of education. The expertness and directness with which it was carried out certainly set a pace.

And too, the fact that WSIX here in Nashville tape-recorded "Town Hall" and broadcast it April 5, gave TNEA a well-timed opportunity to further acquaint citizens with some phases of education not frequently discussed generally.

The sessions all day Friday, April 4, set records. The crowds not only stood around the walls in an effort to hear the morning session, but clamored to get into the areas allotted for the departmental sessions. Despite the drastic change in weather the

Friday evening and night sessions were attended well.

Special commendations and congratulations go to the choral groups and their directors of Union High School at Gallatin, Holloway High School at Murfreesboro, Haynes High School at Nashville, Montgomery High School at Lexington, and Burt High School at Clarksville for the manner in which they performed.

The apparent success of the entire meeting, it would seem, makes at least three things quite clear:

(1) We must continue to pace the program of TNEA in keeping with accepted professional trends in order to maintain the enthusiasm brought to the Thirtieth Annual Session.

(2) We must assist especially departmental areas in strengthening further their programs.

(3) We must seek to make it possible for all teachers to have the opportunity to attend the spring session.

The enthusiasm exhibited in the meeting just closed indicates that it is no longer necessary for the business activities of the association to carry the professional activities. Obviously, the professional activities can well stand alone.

Along with our congratulations to you, the teachers of Tennessee, we especially commend President C. C. Bond, Executive Secretary G. W. Brooks, and other officers and committees of TNEA. It could not have been easy to corral such forces and fit them into a smoothly operating program.

You have earned commendations and congratulations.

—M. B. C.

IN APPRECIATION . . .

Fellow Teachers:

May I take this means of expressing to you my sincere appreciation for the fine way in which you cooperated with your officers of TNEA during the past year.

The Annual Convention, which was recently held at Tennessee A. and I. State University, was in the opinion of many observers, one of the finest sessions in the history of our organization. I assure you that your officers, departmental leaders, and others are mindful of the fact that the tremendous

power that flows from you, lifts all of us to plateaus of thought and action we could not reach otherwise. The realization of your confidence in us, and the sense of responsibility which that confidence engenders, keep us striving toward greater areas of service.

We trust that as we begin this new year, all of us shall work untiringly to achieve those ends sought by each of us; and through cooperation and unified action, TNEA shall continue to give voice and expression to the professional needs and aspirations of all of our teachers.

C. C. BOND, President

DR. WILLARD E. GIVENS—THE MAN WHO BECAME A SYMBOL

WHEN Dr. Willard E. Givens retires August 1 as Executive Secretary of the NEA, a chapter in one of the most spectacular yet modest and unassuming careers in American education will close. To organized teachers the world over, the name of Willard E. Givens is a symbol of Christian leadership—a symbol of the efforts of a national professional organization of teachers and educators to promote the welfare of pupils and teachers, to advance the science and practice of education, and to build strong school-community relations.

Little was it dreamed back in the Adams Township in Madison County, Indiana—the state where he was born—that Willard E. Givens, teaching in a rural school, would some day guide and direct the largest group of teachers ever to be assembled in one national organization.

Having gained recognition as an educator in the West, Dr. Givens became Superintendent of Public Instruction in Hawaii and Superintendent of Schools in San Diego and Oakland, California. For more than eighteen years he has been Executive Secretary of NEA.

While serving the teachers of the forty-eight states, three territories, and the District of Columbia, Dr. Givens has world-wide interests in education. In 1946 and in 1950 he was invited and he participated in the "First and Second United States Education Missions to Japan." The first mission studied the program of education in the schools and colleges of Japan for the purpose of making recommendations as to how the schools and colleges could be most effectively used to democratize that country. And, as chairman of the second United States mission to Japan, Dr. Givens was charged with the responsibility of determining how the recommendations of the First Education Mission to Japan were operating and to make recommendations for any needed changes.

In 1949 as one of twenty-seven participants in the seventy-three day round-the-world tour sponsored by America's Town Meeting of the Air, Dr. Givens visited twelve foreign capitals and participated in discussions with key people in foreign countries. Twenty-six national organizations with memberships totaling 31,000,000 Americans were represented in this tour. He recently completed a two-year term as a representative of NEA on the United States National Commission for UNESCO.

It was Dr. Givens who was primarily responsible for an NEA by-law interpretation last year which permits the affiliation of two state associations in the seventeen states where two organizations of teachers exist.

It will never be known actually how much he has influenced the ever-expanding, far-reaching NEA programs. However, one has only to sit with him in a meeting, to work with him on a committee, or

to see him in action at an NEA convention to feel the presence of a Christian gentleman whose greatness is exemplified in his simple, straight-forward manner.

An affiliate of NEA, TNEA honors Dr. Givens as he approaches his retirement; we congratulate him upon his many worthwhile achievements and wish for him all of the satisfaction and joy which come from work well done.

Because of his willingness to serve the true purposes of education, because no issue has ever been so important that he lost sight of the democratic ideal, because he has always been on the alert to keep schools and teachers free, we believe that in education the name of Willard E. Givens will always be a symbol of Christian leadership.



ANSWER THE CALL

THE 1952 Red Cross fund appeal comes at a time of continuing world-wide crisis that demands a great voluntary effort on the part of everyone since military strength alone cannot solve the problems created by this crisis.

Many of us take the millions of Red Cross workers and their humanitarian activities for granted—and few of us realize the many things they do in our name each day—tasks of mercy we would perform gladly if we were at hand or if we knew the need.

Each day volunteers in towns and cities throughout the country carry on a staggering program. Blood is collected and made available to the armed forces and to civilian hospitals; able-bodied and hospitalized servicemen and women are assisted in a thousand ways; disaster sufferers receive emergency care and shelter as well as long-term rehabilitation aid.

Through less dramatic programs of service the Red Cross trains nurse's aides, home nurses, and first aiders, all of whom provide a foundation for civil defense—self-help. The Red Cross gives our children an opportunity to serve their community, nation, and world—thus preparing them for the responsibilities of citizenship. In the fields of health and safety the Red Cross stands ready to give us instruction, training, and information. Internationally, it helps to make the facilities and advantages of our country available to other countries and peoples in need.

The Red Cross has a far-reaching effect upon the life of every American, especially during these uncertain times. Let's do our part to keep the services of the Red Cross geared to meet the needs of the nation and all its citizens. Answer the call of the Red Cross today so that Red Cross can answer the call of Americans tomorrow.

How to Avoid the and Win the Cold

IN these days of tensions and crises, it sometimes seems that any thoughtful person might well conclude that the best we can hope for is a continuation for decades of a not-too-cold war between the Kremlin and the free world—or, at worst, a general hot, shooting war, the outcome of which might well set civilization back on its heels for a century.

Let us admit that there is a rather appalling mass of evidence in support of either of these viewpoints. And yet, for reasons I will give you, I do not believe that World War III is inevitable, nor do I believe that we are committed to an endless cold war which will last so long that we will exhaust and wreck ourselves in the process of winning it.

Let's Keep Our Heads Cool

Let me deal first with the question of World War III. I am aware of all the dangers. I know that it is going to take very careful handling to prevent the Korean war from spreading into a general conflagration. I know that Yugoslavia, Iran, and Prussia are areas in which open conflict might break out at any time. But if we keep our heads cool, I think these situations can be kept under control.

I am as confident as I am of anything that the Kremlin is afraid to start World War III at the present time. The Kremlin has no desire to subject itself to the terrible risks of a hot, shooting war. I

By PAUL G. HOFFMAN

Director
The Ford Foundation

have a number of reasons for believing this.

First, the gangsters in the Kremlin are well aware of the devastation that atomic warfare would bring to Russia.

Second, they are aware of the dangers of revolt that they would face once they started their armies marching outside their own country. The vast unrest inside Russia today is attested to by twelve to fifteen million men and women in slave labor camps and by the constant purges at home. There is even greater unrest in the satellite countries where bloody purges go on from month to month almost as a matter of routine.

The third reason is that they think they can win the cold war. They think that constant expanding pressure outward, supported by powerful fifth columns in all the free nations, will cause the free world to crumble and come under their power without a widespread hot, shooting war.

Now I want to tell you why I believe that if we act wisely, it will not be the Kremlin that wins the cold war, but rather the free world. Furthermore, I want to tell you how I believe the cold war can be won by us—not without heavy cost, but at a cost that

is bearable—and how we can win it within this decade of the fifties.

I want to assure you that I am not underestimating the difficulties that lie ahead. As administrator of the Economic Cooperation Administration, I had plenty of opportunity to find out how ruthlessly and relentlessly the Kremlin is carrying on this cold war.

More recently I was in Berlin and saw an example of Kremlin strategy in action. I went to Berlin to take part in an academic celebration at the Free University of Berlin. The occasion was the formal acceptance of a grant made to the University by The Ford Foundation to enable it to establish itself as a center of academic freedom and democratic culture in Western Germany.

Whenever I am in Berlin, I like to take the opportunity to look behind the Iron Curtain into East Berlin. On previous visits I had been struck with the great contrast in the two sections. In West Berlin there was an air of enthusiasm and buoyancy and hope, which was in sharp contrast to the drab conditions and dispirited people of East Berlin.

Children on the Side of Tyrants

But when I visited East Berlin this time, the city was crowded with young people who had been brought together from Eastern Europe for the Communist Youth Rally. The streets were decorated with streamers and banners which proclaimed Stalin as the prince of peace. There was nothing drab or dispirited about these young people. They were joyful and jubilant. They were marching and singing and their faces shone with the light of their convictions. They really believed that Stalin meant peace and that Communism was another word for the brotherhood of man.

Hot War

This is the third time in our lifetime that the children of a nation have been enlisted on the side of tyrants. Mussolini put them in Black Shirts, Hitler put them in Brown Shirts, and now Stalin has put them in Blue Shirts—and set them to marching and singing.

The minds of children behind the Iron Curtain are being stunted and dwarfed. The natural development of their minds is prevented. What is left of their minds is being stuffed with tripe and rot. It is a terrifying process.

The tactics I am going to outline for you as a way to win the cold war with the Kremlin within this decade do not include fighting fire with fire. Quite the contrary, we must use methods appropriate to our ends, which are to help achieve peace with freedom and justice—and to give the children of the world an opportunity to grow and develop as God intended. The means of the Kremlin are suitable only for their ends, the enslavement of men. Using the right tactics, I have every confidence that we can lead the free nations to victory on every front.

The first thing we have to do, in my opinion, is recognize that the Russians are deliberately and systematically fighting this cold war on four fronts—the military front, the political front, the informational front, and the economic front. The men in the Kremlin believe they can defeat us in this cold war by attacking on those four fronts. I believe that we can prevent a hot, shooting war and win the cold war if we lead the other free nations in bold and imaginative counterattacks on those same four fronts.

Counterattack on Four Fronts

The most urgent of these fronts, of course, is the military front. That is because the men in the



People everywhere
all over the globe
yearn for peace

Kremlin respect only one thing—strength. Unless the free world builds up its military strength—and builds it up quickly—we are inviting the Kremlin to start World War III. We are now spending at the rate of about \$60,000,000,000 a year to arm ourselves and our friends, and I think it is the best investment in peace we can make.

But while we are building our military strength, we must not forget that the Russians are busy on three other fronts—the political, informational, and economic. On the political front we must consciously support and endeavor to give new vigor to the institutions which tend to unite the free world for its common defense. I refer particularly to the United Nations and the Atlantic Pact. As a leader among equals, we must use our influence to promote po-

litical unity within the free nations and among them. Wherever there is a breach between the free nations, you will find the Russians wedging in to widen it.

On the informational, or propaganda, front, the Russians are way ahead of us. They are telling their big lies with incredible energy and ingenuity on both sides of the Iron Curtain, and we have all too many reasons to believe that more and more desperate people are coming to believe them. We need to counter those big lies with big truths—and we have to tell the truth with the same energy and force the Russians use in telling their lies.

We cannot delude ourselves, however, that big truths will have lasting effects in the minds of men unless they are accompanied by big deeds. In my experience, the

(Continued on Page 108)

About the Author

Paul Hoffman is known best to most Americans as administrator of the Economic Cooperation Administration for more than two years after his appointment in April, 1948. A former president of the Studebaker Corporation, Mr. Hoffman came into national prominence as chairman of the board of trustees of the Committee for Economic Development from 1942-48. For the past year as director of the Ford Foundation, Mr. Hoffman has administered a vast variety of projects to promote progress and understanding in the five areas of peace, freedom and democracy, economic well-being, education, and human behavior. The ideas expressed in this article are expanded further in Mr. Hoffman's recent book, "Peace Can Be Won."

*"Despite all current strains and anxieties, we are living in one of history's most privileged periods. If we wage the peace and win it, we have the opportunity to convert this mid-point of the twentieth century into the great turning point of all time."—
From Peace Can Be Won*

LAMPS OF LEARNING

By MABEL BELL CROOKS

Staff Writer

I have seen the fiber from which great men and women are made.

I have watched six little people whose bright eyes shown as they sat on a roughly fashioned wooden bench against a not so newly painted wall behind a modern version of the "pot-bellied" stove—getting an education.

I have climbed "step-ladder" steps to get into a school building perched on the side of a rock-ribbed hill where eager boys and girls sat at their desks trying to master the English, the spelling, and the arithmetic.

I have seen these school buildings in need of paint, in need of general repairs, in need of better equipment, in need of many of the things that most school children of the twentieth century take for granted.

Kerosene Lamps

When the day is cloudy and there is need for more light than may come in from the not too many and rather narrow windows, the oil lamps—with their crooked little wicks and their clean glass chimneys—are taken down from their perches, lighted, and replaced. These are the lamps by which far more children than we imagine are learning. They are learning the reading, the 'riting, and the 'rithmetic; they are learning moral and spiritual values; they are learning about democracy.

As I sat and watched these boys and girls, some eager to learn and others not so sure, I got a first-hand picture of Americans like Abe Lincoln, George Washington Carver, and Tennessee's Mordecai Wyatt Johnson.

Art

In one of these schools there was an interesting display of art which appeared first to be finger painting. Later it was revealed that the children used crayons and razor blades to achieve these unusual designs. In each instance, the surroundings pictured were more pleasant to look at than that in which we sat.

I saw one timid little girl—Cora—who sat on a short bench with two other small girls. Her intent little face showed little emotion as she listened to what the teacher was saying about the work the classes from one through eight were doing. Even when Cora was pointed out as being a leader of her group, her expression never changed. She seemed neither happy nor sad. She was just one of the many about whom I wanted to learn more.

Teachers Absorbed in Their Work

I have thought of these children and I still marvel at the morale of the four teachers in four of the six schools I saw.

One of the four had left the community after a teaching experience there of five years, had gone to Chicago. Upon returning to the state she had returned to that particular school to re-do a project she had carried on successfully before. Naturally, I asked her why. She said that she felt so keenly the need for her services in this community that she had refused to accept a teaching position offered her in the town in which she makes her home. She wanted to help the children and their families.

This teacher and I built the fire in the classroom heater this particular morning. As we worked, I could hear the boys and girls eagerly greeting her. They talked about what they had learned the day before, what they did with their homework assignments, and what they wanted to do in school this day.

As a lesson started, members of the group sat as if they were "hanging on to" every word that was said, especially the comments made by the teacher.

Another teacher was already planning how she and the members of the P-TA could paint the walls, make further repairs, and replace desks too worn for service.

The Story of Carver

Another group of children was found in a kerosene-lighted build-

ing similar to the other three. A class was discussing plants as a part of farming. Soon the name of George Washington Carver was a part of the discussion. Wide-eyed some of the other boys and girls stopped to listen to the story of a man who with failure staring him in the face succeeded in the study of plants—a story a part of which they themselves were reliving, obtaining the fundamentals of an education in spite of conditions.

There Is Always Hope

As I talked with many of these children individually and in groups, I found my feeling of depression giving away to a faint ray of hope. "Perhaps," I thought, "here, over there, or over there will come an example in one, two, three, or even more of these boys and girls who will gather strength of character and purpose and become happy, worthwhile and more useful citizens." Perhaps the kerosene lamps which aid them in their learning will be converted into better lighting facilities, better school housing facilities, better school working facilities, improved boys and girls, improved citizens.

Maybe I have seen the fiber from which great men and women are made. Perhaps I have seen the surroundings in which many spirits are broken. Who knows?

I have seen the lamps of learning.

The Story

The story "Lamps of Learning" grew out of a trip your Staff Writer made in our own state of Tennessee. It is related here that we may again appreciate the excellent work many of our teachers are doing in areas that present some of the most difficult problems.

From what the Editor saw and learned, these children, too, are groping for any help that is brought them; and, as best they can, they are going out to find the help they need. Several are in high schools in areas relatively close by. One girl plows and works in the fields all summer in order that she might continue her education started in one of the four schools mentioned in "Lamps of Learning."

The supervisor and the superintendent speak encouragingly of efforts planned to give these boys and girls better opportunities to become more useful citizens.

"Lamps of Learning" taught your Staff Writer many things.

Our Community

By ALICE D. BAILEY*

Teacher, Solway School
Solway, Tennessee



"Planning . . . together"

"Oh look!" exclaimed William, "A big log fell off that truck when it turned into the road."

William and several of his schoolmates were watching a fleet of trucks moving down the road. The school stands at the top of a knoll much higher than the land around it, which gives an excellent view of a long stretch of the road below.

"I wonder where they are taking the logs? That road doesn't lead to the highway," Loretta said.

"They are taking the logs to a sawmill above our house," Hattie informed the group.

I entered the conversation and began discussing the different kinds of work the people of the community did, taking this incident as an opportunity to present a unit that was finally participated in by the entire school community.

To understand and appreciate the immediate environment is always a unit that will create a great deal of interest as well as give the teacher an index into the needs, liabilities and assets of the community in which she works and in which most of the children live.

Objectives of the unit set up were: To develop a marked degree of civic unity and community pride; to understand what the community has to offer for a livelihood; to know what recreational, health and sanitation facilities are available in the community; abili-

ty to understand how modern conveniences are affecting the social conditions of the community; to know the churches that take an active part in the religious education of the children and young adults; to know how the community supports character-building agencies and community and other organizations.

To begin with we gathered as much reading materials as we could find on the community. We discussed making introductions, interviews, dramatizations, participated in group composition writing, in the writing and punctuating of social letters, and the writing of descriptions.

Unit Work Chart

We have a very helpful device, thanks to our supervisor, Mrs. Ernestine Dailey, called a "Record of a Unit of Work Chart." The chart is divided into eight columns headed: names of pupils, groups and grades of pupils, "What I Want to Do," "What I Made," "Books I Have Read," reports read, "Committee on Which I Worked," and "What I Enjoyed Most." At a glance one gets a picture of the activities of the unit.

Time Blocks

Here at Solway School our schedule is organized into large blocks of time. For arithmetic,

*Mrs. Bailey is a graduate of Knoxville College and has taken extension work from Tennessee A. and I. State University as well as some undergraduate work.

art, English, music, social science, and spelling, there is a committee with a general chairman for each of these subjects. The weekly lesson plans are made with the pupils in teacher-pupil planning according to a grouping of grades—primary, intermediate, and the upper grades. The individual pupils are also group (without their knowledge) as A accelerated, B normal, and C retarded.

The pupils are not limited to the first interest groups that they choose. At the beginning of this unit, one group had chosen to make a report on the public utilities in the community. On this day two members of the group said, "Mrs. Bailey we have finished our report. May we join the committee on making interviews?"

I had made an appointment for the committee on interviews to interview the retired station master of Solway wanting to be sure that the girls would be benefited by joining this group, I replied, "Yes, if you can satisfy the chairman that you understand how to make interviews properly and the rules for dramatizations, because we are looking forward to learning not only how Solway got it's name, but also how Byington, and Harding Valley got their names."

We are learning more and more each day to appreciate guidance through an activity program. Following democratic procedures solves most, if not all, of the discipline problems that arise.

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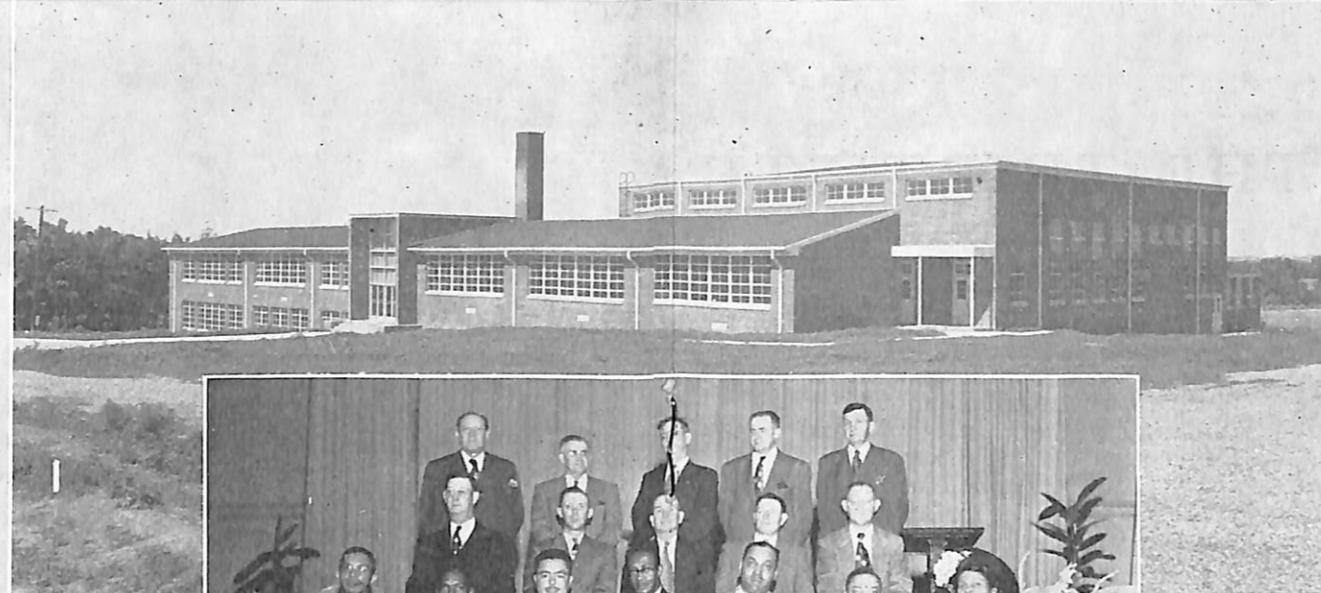
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UNION HIGH SCHOOL

AT GALLATIN

CONSIDERED by many one of the nation's most modern public high school buildings, the Union High School at Gallatin, in Sumner County, is certainly impressive. While it is not a large school, it includes the very latest and best features known to present day architects and educators. It was erected at a cost of \$250,000.

There are many advance features of the building dedicated late last spring. You are immediately aware of it as you approach the entrance. It gives you the feeling that this is something very special, and it is. The gleaming cafeteria, the ultra-modern library and laboratories, the clinic with its foldaway beds, and the inter-room communications system indicate very special planning. The spacious auditorium-gymnasium with its huge stage is surprisingly beautiful. As a gymnasium it seats 1,000; when converted into an auditorium, it has a seating capacity of 2,000. The classrooms are decorated individually—and this includes seating arrangements. The automatic heating and fresh-air ventilating system is one of the latest types.

Superintendent V. G. Hawkins of Sumner County Schools has rated Union High with its equipment as one of the very finest in the system.

Principal R. A. Stewart modestly says, "Our boys and girls take an individual pride in the care of our new building and its equipment. And, of course, the entire staff joins them. On the other hand, we are determined that our new surroundings will not out-distance our achievements in these surroundings. This new building—with its up-to-the-minute equipment and its surrounding grounds—is an inspiration and a challenge."

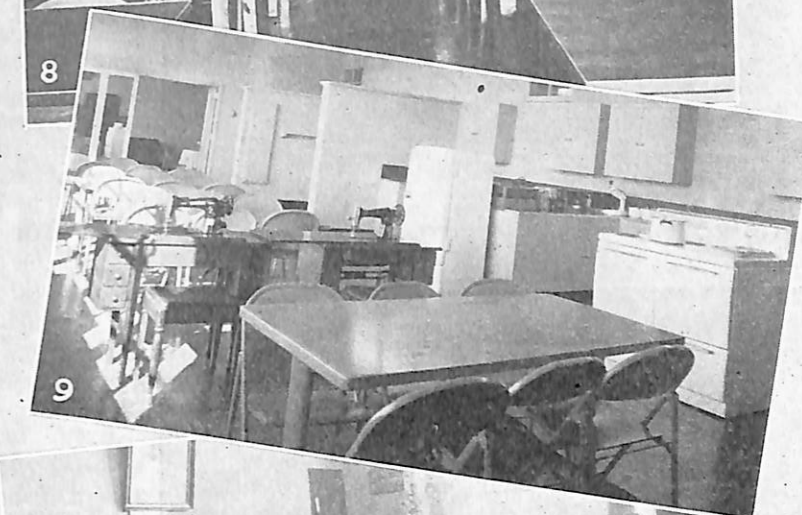
Mr. Stewart is in his sixth year as principal.

1. UNION HIGH SCHOOL exterior. Note the levels on which the building is laid out. It is planned to utilize the best of the natural lighting throughout the day.

2. EDUCATORS AND LAY CITIZENS taking part in the dedication of the school. Front row from left: Thomas R. Durham and Mrs. Dora Vertress, oldest retired teachers in Sumner County; Judges T. S. Butt and C. D. Key; O. M. Moore, county board of education chairman; Mrs. Norval Baker, former board member, and Superintendent Hawkins. Second row: Principal Stewart; E. Shelton, assistant principal. Burt High School, Clarksville; J. H. Bryant D. E. Henderson, J. P. Lewis, and G. W. Brooks, high school principals in Lebanon, Martin, Pulaski, and Clarksville; and Mrs. Evelyn P. Hall, Sumner County Jeanes Supervisor. Third row: Magistrates James R. Erwin, L. H. Shoulders, Jack Anderson, D. C. Stone, and Carlen Jones, of Sumner County. Fourth row: J. L. Howard, designer of the building; Magistrate George W. Wynne; Alderman Oscar M. Dalton, J. C. McCurdy and Charles F. Creasy, both board of education members.



8



9



10



11



12

3 & 4—VIEWS OF THE AUDITORIUM-GYMNASIUM.

5. THE LIBRARY.

6. AGRICULTURE DEPARTMENT with its adjacent laboratory.

7. THE CLINIC.

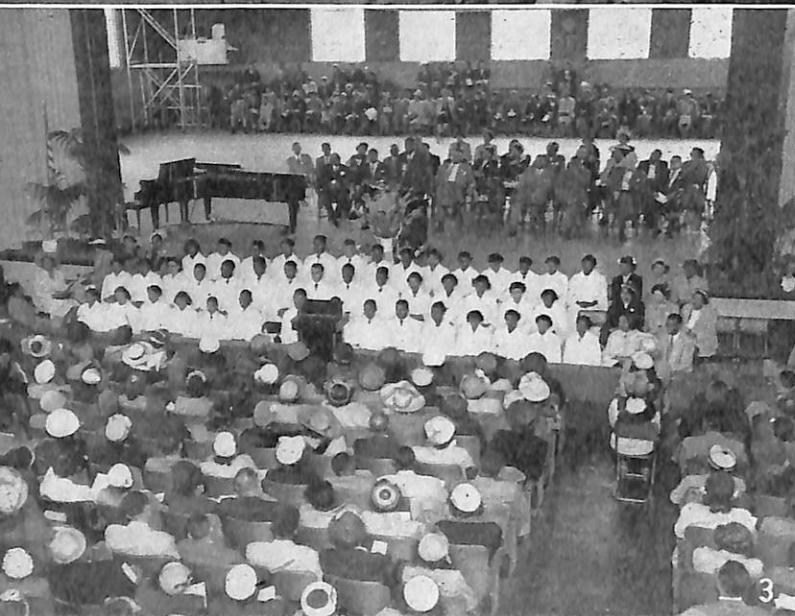
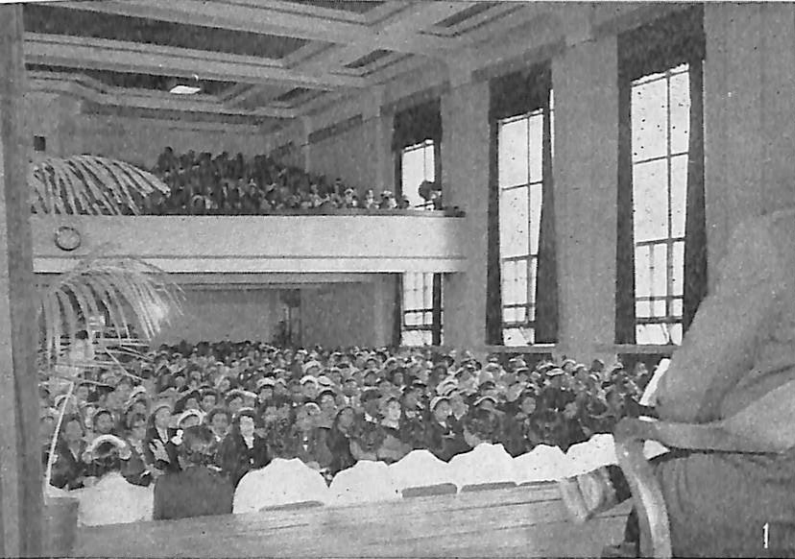
8. CAFETERIA.

9. SEWING AND FOODS LABORATORY showing some of the special equipment.

10. THE OFFICE of Principal Stewart. The inter-room communications equipment is seen on the left.

11. A TYPICAL CLASSROOM.

12. A CORNER of the Ladies' Lounge (teachers).



THE THIRTIETH ANNUAL CONVENTION

"THIS has been one of the most effective and progressive meetings that we have had," Miss Lucie E. Campbell of Memphis, a past president of TNEA, remarked as the Thirtieth Annual Convention of TNEA came to a close. Miss Campbell added, "I make no apologies for any other, but this was the best."

From all indications, the opinion of Miss Campbell, veteran teacher and religious leader in Tennessee who served TNEA longer than any other president, were shared by hundreds of other teachers and educational workers in the State.

The two-day session, the first of the purely professional meetings TNEA has had, drew more than 2,000 teachers to Tennessee A. and I. State University in Nashville April 3 and 4. Other educational workers and interested citizens added greatly to the number attending the sessions.

"Town Hall"

The "Town Hall Meeting" with a panel of experts opened the convention on Thursday evening in

1. WHEN THE FRIDAY morning session began.

2. "TOWN HALL" in action as TEA's John W. Richardson answers one of the many questions directed to him from the floor. Shown are all members of the panel (left to right): W. E. Turner, Drew Gailor, Mr. Richardson, Dr. H. A. Bowen, A. B. Cooper, and Mrs. Frances A. Sanders, moderator.

3. A VIEW of the Friday morning audience mid-way the session. Note some members of the audience still seated in the choir pit, and teachers seated in chairs in the aisle.

the University Auditorium. "Current Problems Affecting Teachers and Education in Tennessee" were discussed in five areas. W. E. Turner, Director of Education for Negroes in Tennessee, gave an overview of the State's program of education. Drew Gailor, Director of the State's retirement system, discussed retirement; John W. Richardson, Jr., TEA Assistant Executive Secretary, discussed the new tenure law; Dr. H. A. Bowen, chairman of the School of Education, Tennessee A. and I. State University, discussed curriculum improvement; while A. B. Cooper, director of Certification of Teachers, State Department of Education, discussed teacher certification and education.

Nearly 800 early arriving teachers, students in education, and citizens greeted the panel and kept up a lively flow of questions and answers as members of the audience vied to get answers to their questions during the allotted time.

Mrs. Frances A. Sanders, head of the Department of Elementary Education at Tennessee State and TNEA Treasurer, was panel mod-

erator. She steered the group into some helpful and interesting problems in education.

Music was furnished by the choruses of Holloway High School at Murfreesboro, Mrs. Inez Kersey, director; and the Burt High School of Clarksville, Miss M. A. Jones, director.

Rev. D. M. Grisham of Clark Memorial Methodist Church, Nashville, led the devotions.

The speeches of the session were tape recorded by Radio Station WSIX here in Nashville and broadcast April 5 as a public service to the citizens of Tennessee.

Roy Smith was the announcer, and R. H. Ziegler the engineer.

Friday Morning

The general session Friday morning drew a mammoth crowd. Presided over by Vice-President J. H. Stevens of Murfreesboro, as full as it was, in two hours and twenty minutes after it started it was over.

TNEA President C. C. Bond of Lexington gave the report of his office in a well-timed message from the subject "Teachers' Re-

Future Teachers Helped, Too

The university chapter of Future Teachers of America, under the leadership of Miss Roberta Peddy, certainly made it possible for the behind-the-scenes tasks to be done. Helping to make visiting teachers comfortable as well as assisting with the many duties were:

Misses Magdalene Carney, Viola Etter, Frances Edmondson, Owallia Fuller, Lucille Taylor, Charlie Bright, Martha Clark, Mattie Smith, Effie Randolph, Etta M. Owens, and Dorothy Cunningham.

sponsibility to the Youth of Today."

It was Dr. J. H. Jackson, pastor of the Olivet Baptist Church, Chicago, and vice-president of the National Baptist Convention, who as convention speaker put the matter of leadership in the world squarely upon the shoulders of teachers and leaders in education. He challenged education to meet the needs of peoples in these times of crises, and charged teachers to do their jobs well in order that youth may find the strength needed to face the future.

Dr. Ralph W. Riley, president of the American Baptist Theological Seminary, Nashville, presented Dr. Jackson.

(Continued on Page 110)

4. A GROUP OF TEACHERS in the corridor of the Administration Building just after the rain came during the lunch hour. Also shown are two students in the foreground.

5. C. C. BOND of Lexington delivering the Annual Address of the President.

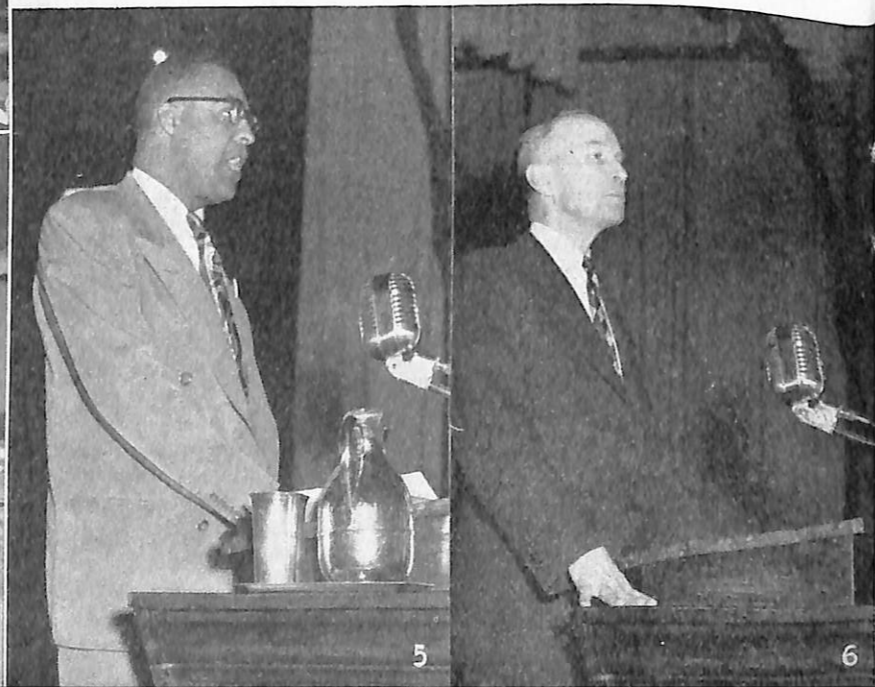
6. DR. HENRY H. HILL, president of Peabody College, addressing the Friday evening session.

7. MR. TURNER, last speaker of the panel, giving an overview of the state's program of education.

8. MODERATOR SANDERS SUMMING up for the panel and Announcer Roy Smith "signing off" for Radio Station WSIX.

9. WSIX TECHNICAL STAFF and equipment set up for TNEA's "Town Hall Meeting." Shown are R. H. Ziegler, engineer, and Roy Smith, announcer.

10. DR. J. H. JACKSON of Chicago, principal convention speaker.



HOW TO AVOID

(Continued from Page 101)

most effective propaganda is that in which the deed comes first, then the word. It is on the fourth front—the economic front—that we have an opportunity to achieve a great cold war victory, perhaps a decisive victory, with our deeds. In a very real sense, today's contest between freedom and despotism is a contest between the American assembly line and the Communist party line.

We are spending \$60,000,000,000 a year on our military program, and there is almost no American voice heard in protest. And yet there are many powerful voices raised against the comparatively small expenditures required to fight the Communists on the economic front. It is not enough to stop the Kremlin militarily. We must also help the people in the critical areas of the world help themselves; help them fight the poverty, disease, and despair which are the pay dirt of Communism. We have got to help them improve their conditions, to the point at least where the Communist cry, "You have nothing to lose but your chains!" will fall on deaf ears, instead of ears cocked for every whisper promising hope.

They Want Jobs—Not Handouts

Some of you may think I am proposing a sort of International WPA which will induce these people to think all they have to do is hold their hands out to Uncle Sam. Before I became Administrator of ECA, I had listened to a lot of talk, and read a lot of articles, about how lazy the Europeans were, how all they wanted was handouts. But when I got on the job, I discovered in a hurry that they didn't want handouts; they wanted a chance to work; they wanted hope. The miracle of recovery that has taken place in Europe is due in great part to the simple fact that once hope re-entered their hearts, they really went to work.

I estimate that \$2,000,000,000—three-quarters of one per cent of our annual national income—will enable us to carry out adequate programs of economic assistance in the year ahead. Of this, about one billion is needed to finish the job in Europe. (Incidentally, the original cost of the program in Europe was estimated at \$17,000,-

000,000; the actual cost so far has been less than \$13,000,000,000.) The program in Asia will require less than one billion. I know of no way in which we can get so much money for our money as by giving economic assistance now, while the new democracies in Asia are struggling to find a place in the framework of the free nations.

Invest in the Future

Perhaps the immediate justification for our assistance on this front is the contribution it will make toward stopping Communism. But even if Stalin were the prince of peace instead of the last in the line of the modern dictators with lust for power—a man with more blood on his hands than any man in history, including Adolf Hitler—even if his intentions were peaceful, I would still say that the best investment the United States could make would be to help develop the economically retarded countries that are struggling to become modern democracies. As a business man, I would consider myself very derelict if I did not devote one per cent of the income of any firm I was operating to long-range programs of development of future markets. If we want to invest in the future prosperity of the United States of America, we cannot do better than invest three-fourths of one per cent of our national income in the long-range development of international markets.

What I have been trying to say is that if we build up the military strength of the free world to a point where the Russians will



"Let's start a petition to let them start school at the age of three!"

never dare attack, and if we wage the peace on the other three fronts with vigor and imagination, the gang in the Kremlin will find their dream of world conquest has gone the way of every dream of world conquest by every tyrant from Genghis Khan to Adolf Hitler.

It is odd, isn't it, that a group of men in the Kremlin who have nothing to offer the world but slavery—and who represent a power that you cannot rate other than second class, a power whose total assets don't compare with those of the free world, a power whose people are suffering in the lowest standard of living in the world—it is odd, isn't it, that this small group of men representing this second-class power has all the rest of the world trembling?

In this country, fear of the men in the Kremlin and knowledge of their treacherous ruthlessness has resulted in the belief of too many people that we ought to attack before we are attacked. But that is not the way to get where we want to be. That is the way to get into a hot, shooting war that would cost us a billion dollars a day—and that is the least important measure of the cost. You do not prevent a war by starting one.

Action for Peace

People everywhere want peace. That is a fact that shouts at you wherever you go on this globe. It is true here in America; it is true in Europe, true in the Middle East, true in India, Pakistan, and Japan. This yearning for peace is real. You can feel it wherever you go.

We Americans now have the opportunity and the responsibility to lock arms with the other free nations in an irresistible march toward the thing we all want most—peace with justice.

This program I have suggested is a program of action for Americans. We Americans like action. I think that the reason the let's-drop-a-bomb-boys — those who think that war is inevitable anyway and we ought to strike first—have had so many followers in this country, is simply because we as a people like action. But once we press forward with vigor and imagination on a program of action for peace, the feeling that war is inevitable will disappear in thin air. If we wage the peace, we can win the peace.

From the Office of the . . .

EXECUTIVE SECRETARY

EXECUTIVE COMMITTEE

The first meeting of the Executive Committee for 1952-53 was held Saturday morning, April 5, at TNEA Headquarters. Presiding was Chairman G. A. Key of Chattanooga.

Members present were: Mr. Key, M. D. Senter, Mrs. Evelyn Hall, J. A. Hayes, Miss Lucie E. Campbell, Mrs. Frances A. Sanders, M. R. Eppse, C. C. Bonds, J. H. Stevens, T. R. Hartsfield, Dr. W. S. Davis, Mrs. Lavera Seets Avant, J. L. Seets, Mrs. Mabel Bell Crooks, and G. W. Brooks.

Absent were: J. H. Parish, Miss C. Y. Russell, Sidney Harris, M. M. Burnett, and J. L. Jenkins.

Agenda

The agenda included: selection of a "State Book" for TEA-TNEA gift to NEA retiring Executive Secretary Willard E. Givens; delegates to ATA and NEA; speakers for 1953 convention; THE BROADCASTER advertisement; TEA-TNEA Joint Committee report; additional provisions for photographer and press reporter services; time of TNEA Convention; the revised constitution; departmental meetings, and an evaluation of the 1952 session.

Action Taken

The executive secretary and the coordinating committee were authorized to select a suitable book as gift to Dr. Givens.

Mrs. Frances A. Sanders, C. C. Bond, G. A. Kay, and the Executive Secretary were selected delegates to the NEA meeting in Detroit.

M. R. Eppse, J. H. Stevens, Mrs. Evelyn P. Hall, J. A. Hayes, and M. D. Senter were elected delegates to the ATA. Plans were laid to carry as many Tennesseans to the meeting as possible. Mrs. Hall was named chairman of the committee on transportation.

A contract for Coca-Cola advertisement in the journal was presented and accepted.

Mr. Key made the report of the TEA-TNEA Committee which was relative to the joint four-

point program—maintaining present salaries, ten-month pay, adequate support for equal opportunity, increase funds for the retirement fund.

A list of convention speakers was compiled for use of the Executive Secretary.

The Executive Secretary was empowered to purchase a recording machine for the organization and plans were discussed for additional photographic and press reporter service.

A discussion of an "Easter time" meeting of TNEA rather than the present schedule of meeting dates resulted in referring the matter to the coordinating committee.

The Constitution Committee is in the process of getting the proposed constitution to the teachers of the state.

It was voted that heads of departments submit a suggested

budget to the Executive Secretary.

A formal statement of appraisal of the 1952 session will be made to the Delegate Assembly. Miss Campbell and Mr. Senter are to work on this report.

Among the commendations on the session just closed, Dr. W. S. Davis gave some helpful remarks and suggestions.

The planning committee for the opening session of the 1953 convention, with Mrs. Sanders as chairman, was retained. Mr. Key was voted chairman of committee on exhibits.

Letters were authorized to the Universal Life Insurance Company, Vice-President Olive, and Dr. M. J. Claiborne commending them upon their activities in the scholarship awards. Chairman Key was commended by the committee upon his leadership of the past year.

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THE THIRTIETH

(Continued from Page 107)

Dr. Kelly Miller Smith, pastor, First Baptist Church, Nashville, gave the invocation, while music was furnished by the University Organist, J. H. Sharpe, and the Montgomery High School (Lexington) Chorus, Miss Honora Hardy, director.

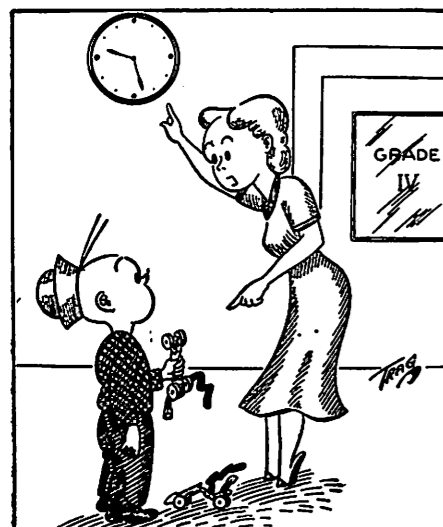
Greetings were brought to the association by Dr. W. S. Davis, president of Tennessee A. and I. State University and Director W. E. Turner of the State Department of Education.

Mrs. Mabel Bell Crooks, Editor of THE BROADCASTER, was presented an orchid by President Bond, a gift from the Executive Committee in recognition of her work.

Newly elected officers were installed by Dr. Riley.

Friday Evening

The heavy downpour of rain and the unusual change in weather brought on by a nearby tornado affected the attendance at the Friday evening session. However, there was a scholarly message by Dr. Henry H. Hill, president of George Peabody College, entitled "For Whom the School Bells Ring." Among other things he said that there are 53-million people in the United States above thirty years old who do not vote." He stressed the power of the



"A broken skate is not a 'transportation difficulty' . . . not when you live right next door!"

ballot and encouraged everyone to vote whenever possible. Injecting a bit of humor with fact he stated "Teachers are the finest and the least expensive babysitters in America." Dr. Hill added here that it cost the taxpayers on an average of \$1 per day for five hours of service. He mentioned that doctors, barbers, and others have raised their own standards, and that as teachers we must do likewise in order to gain a higher standard of performance.

Dr. Hill gave four possessions which all teachers must have—"gumption, gameness, generosity, and professional growth."

H. Theodore Tatum, principal of the Roosevelt High School, Gary, Indiana, was introduced by J. L. Seets of McKenzie, high school principal and TNEA Parliamentarian. In his remarks, Mr. Tatum urged teachers to put themselves into what they do, respect human worth, and continue to inspire youth. He was also guest consultant of the principals' departmental meeting.

J. Ashton Hayes, TNEA executive committee member and Memphis high school principal, announced the scholarship awards made to high school students by the Universal Life Insurance Company of Memphis. Dr. M. I. Claiborne, director of the Testing Bureau of Tennessee State, had charge of the testing of the 296 pupils.

Rev. R. A. Ewing, pastor of Howard Congregational Church, Nashville, led the devotions.

Union High School Chorus of Gallatin, Mrs. Dorothy McKisack, director; and Haynes High School Chorus, directed by Mrs. Mattye C. Flowers, rendered the music.

A reception for teachers and friends at the home of Dr. and Mrs. W. S. Davis, followed this session.

Departmental Meetings

Thirteen departmental meetings were held on Friday afternoon. In some areas even standing room was at a premium. The principals held a two-session meeting—from eight to ten in the morning and from two to five in the afternoon. The supervisors held a two-day pre-convention session.

OUR COMMUNITY

(Continued from Page 103)

Learning Activities

Learning activities included besides interviewing, the writing of social letters in the form of invitations to ministers to give the plans of the church for religious education, to a public official to give information as to what the community has to offer for the welfare and protection of its citizens; building and playing store; making booklets, and a survey to make a study of the expansion of the public utilities in the community—communication, transportation, lights, and water. A mural showing the flora and fauna of the community was painted by one group; large maps were made showing the location of Solway and other schools in the county as well as showing the location of the children's homes; and the writing and production of a pageant.

Spelling

For obvious reasons we take special interest in spelling. In addition to teaching meaningful spelling, weekly spelling lessons are taken from our texts.

On Mondays the pupils in grades three to eight arrange the words in alphabetical order, divide them into syllables, accent the stressed syllables, and mark the vowels. The teacher-pupil activity is analyzing the vowels together in this way:

(Continued on Page 111)



"Next semester I'd like to study psychology . . . I want to find out what's wrong with my parents."

Interesting Items

THRIFT IN THE CURRICULUM

By LURIE McCAIN

Teacher in Wingo School at Trezevant

February 1 was "Stamp Day" at Wingo School. Pupils took the lead in planning with a few suggestions from the teacher—one hour a day for a week was devoted to pupil-teacher planning.

The purpose of the demonstration was to initiate all pupils into the United States Government Savings Program. Materials sent out by the United States Treasury Department were used along with verses composed by pupils and sung to familiar tunes. Five such compositions were judged good by the teachers and pupils of Wingo.

Three playlets—"Future Unlimited," "Look at Tomorrow," and "Radio Script," were read and discussed by grades five through eight.

A "Stamp Day" program was presented by the intermediate and upper grades.

On Friday of each week special emphasis will be placed on savings stamp buying. Teachers and pupils continue to suggest ways to improve the savings stamp program.

Wingo School has been issued a Certificate of Merit by the Government in recognition of its stamp sales.

Tennessee State

Dr. Thomas E. Poag, head Department of Speech and Drama, was recently elected a member of the National Theatre Conference, the most distinguished organization in America for directors and playwrights. He is the first Negro to receive this honor. Dr. Poag was recommended for membership by Dr. Samuel Selden, Head of the Department of Drama at the University of North Carolina, Chapel Hill; and notified of his election by Dr. Sawyer Falk, President of the National Theatre Conference.

People and Places Happenings Over the State

Dr. Poag is the newly elected editor of "NADSA Encore," the official journal of the National Association of Dramatic and Speech Arts. He was recently appointed National chairman of the Regional Committee of the American Educational Theatre Association and a consultant on Theatre Research for the Southeastern States.

Dr. Carl M. Hill, chairman of the School of Arts and Sciences, has been elected a member of the Board of Trustees of Stillman College (Presbyterian Church in the United States) at Tuscaloosa, Alabama.



the teacher, they check the other pupils' words, and report those who missed words in order that they can learn to spell the words correctly by Friday.

Those who have correct papers, copy the words in ink and arrange them on the Spelling bulletin board.

Evaluation of Unit

The unit on our community has given us many enjoyable experiences. On Monday mornings we evaluate the work of the past week and make our plans for the new week. In this way, the pupils very eagerly express desires to complete projects in which they are interested and which they did not complete the week before.

In evaluating "Our Community," we found that we had enriched our understanding of the community, we had enhanced our appreciation of the environment to the extent that children will want to maintain permanent homes in Solway; we understand the necessity of community cooperation, and we know many of the needs of our community and how the school can help to modify these needs.

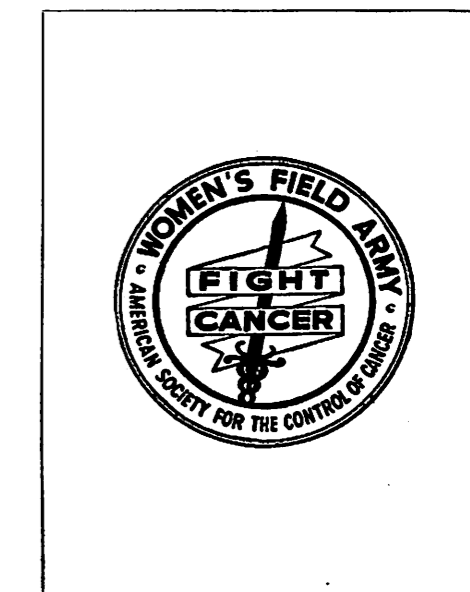
Hattie said, "What I enjoyed most about 'Our Community' was learning that it is a good place to live."

OUR COMMUNITY

(Continued from Page 110)

Res-cue can be used as a verb or a noun. It means saving or setting free from danger. It has two syllables with the accent on the first syllable. The word has three vowels: short e, long u, and the last e is silent. The c has a transversed bar which gives it the sound of k.

On Tuesdays, the pupils do the exercises working with words. The spelling committee's exercises are checked by the teacher and they in turn check the papers. When all of the exercises are checked, the pupils in grades four to eight, write their spelling from memory, voluntarily. Sometimes someone asks for the words beginning with c or some other letter to be pronounced. After the committee's words are checked by



Pen Points

WHEREVER pioneers in education in Tennessee are, they must have smiled approvingly April 3-4 when TNEA held its Thirtieth Annual Session. It was, we are told, outstandingly the most successful session ever held. (We were so pinned down with details of various sorts, that the comments struck us unprepared.)

Our first indication of the overwhelmingly large crowd attending was the "sea" of cars (every possible space was crowded, the highways and by-ways); each brought not one but several occupants. Notwithstanding classes continued in session, on Friday hardly a seat could be found even in the overflow area in the University Gym—even there people were standing around the wall. Part of the platform and vacant seats in the choir pit were taken to try and seat the audience. With all of this, the lobby was filled, and there were still teachers outside.

Of course, it is one thing to have a large number of teachers attending a professional meeting and another thing to have them participate. Here, I am told, we had the desirable combination of the two.

Those who found the weather not to their liking on Friday night of the TNEA convention, and did not attend the Friday evening session and the reception which followed missed two treats. The session as you have heard was good. The reception which followed was "something special." Held at the home of the President of the University and his wife, Dr. and Mrs. W. S. Davis, it was attended by a surprisingly large number. Informally receiving were TNEA President C. C. Bond, Dr. and Mrs. W. S. Davis, Mr. and Mrs. G. W. Brooks, Mrs. Frances A. Sanders, TNEA treas-

urer. Hostesses were Mesdames Carrie Perkins, Mary R. Hardy, Mary F. Montgomery, Hazel Williams, Nashville city teachers; Mrs. Carrie Denney, Davidson County Supervisor of Schools; Mrs. Nannie C. Rucker, president of the Middle Tennessee Teachers Association. Students of the University's Elementary Education Club were: Mrs. Mary Catherine Patton, Miss Gladys Williamson, and Dolores Lee.

SOME Impressions—The manner in which students and directors of high school choruses and their principals cooperated in bringing new music talent to the convention. Many thanks to Principals J. L. Stewart of Gallatin, Clinton Derricks of Nashville, J. A. Stevens of Murfreesboro, C. C. Bond of Lexington, and G. W. Brooks of Clarksville.

The good looks and high fashions of the teachers who came to Nashville for the TNEA Convention. Hats were especially good this year!

The way in which the University staff helped make the convention a success.

The eagerness with which teachers went to their departmental meetings, and the breadth of many of the programs presented in many of these meetings.

Madison County teachers brought seventy to the meeting out of their group of ninety-two teachers.

The keen interest and participation of the University students in

as many of the meetings that space permitted them to attend. Especially the departments of history, business, and education.

The statement of Dr. W. S. Davis: "The dignity, the growth, the effectiveness of this convention to me showed marked signs of improvement far superior to any convention of the past. I have felt a sense of elevation of our prestige. Everywhere there was evidence of poise, balance, and culture on the part of our teachers."

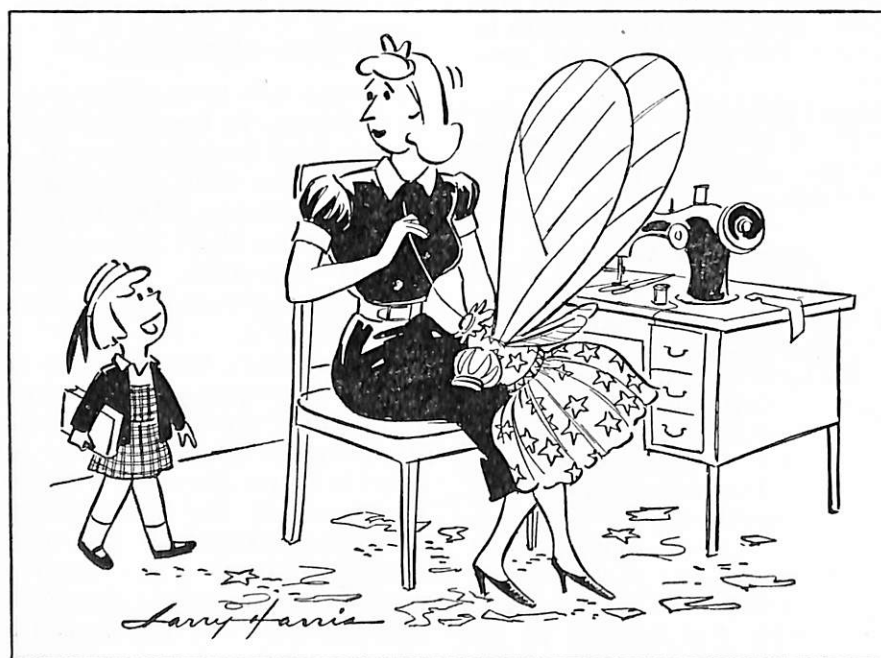
The Japanese exhibit made available to our teachers by Miss F. E. Thompson of the University.

ONE of the things that the teachers are agreed upon and that is that as Dr. Willard E. Givens leaves active duty as executive secretary of the NEA, a gentleman and a scholar has decided to become just a little less active as a crusader. NEA's Moss H. Kendrix said the other day in speaking of Dr. Givens:

"I have found Dr. Givens to be a man who carries at heart a type of understanding and purpose which enables him to face his Maker and man, day by day, with an open mind and an ever receptive smile. I have never found the doors of his office nor his consideration closed to man or idea."

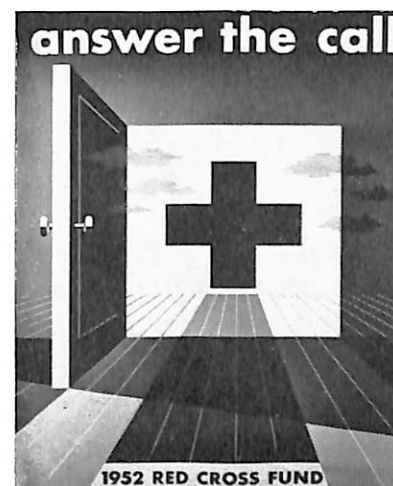
The Editor

P. S.: Thank you very, very much for a lovely orchid.



"The play's been changed, Mommy. I'm to be a dandelion instead of a fairy."

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July 20-26. Teacher Education Conference.
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ing Course for High School Teachers.
First Session of Summer School. Curriculum Work-
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American Teachers Association

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Forty-Ninth Annual Session

JULY 27-29, 1952

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