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The Broadcaster

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TENNESSEE NEGRO EDUCATION ASSOCIATION

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T. N. E. A. Planning Conference, A. and I. State College, April 7-8, 1944.

NEED FOR A PROGRAM IN GUIDANCE AND PERSONNEL

By MRS. F. A. SANDERS
A. and I. State College

DEVELOPING A WORKING CONCEPT OF GUIDANCE:

What is guidance? The word guidance is frequently misunderstood on the part of many teachers. It is not the adjusting or suggesting, conditioning, controlling, not directing nor taking the responsibility for an individual but rather we may think and understand it best through the concept of self-guidance as its ultimate aim. It is not the process of directing the individual in making certain choices or decisions nor taking upon one's self the responsibility of shaping

youth life's pattern, but rather to help create an environment which will cause him to think and react to such experiences intelligently. True enough the teacher plays an important part but this part is in the background of the role.

Education is a process, it is something that takes place in an individual; a process by which changes are made in an individual. In this process we must place the responsibility of guidance where it rightfully belongs, that is on the individual being guided. This responsibility must be delegated as fast as it possibly can be without the risk of abandoning to the realms of ignorance, remembering that the misguidance of active influences are ready at all times to do him harm. Guidance may be directed at the primary aim of teaching youth self-discipline; the task of self-organization by having him make a better tomorrow than today.

In guidance we must think in terms of the individual instead of subject-matter. The individual is the center of attraction. 'The school for the child, not the child for the school', idea. Subject matter is to be used only as amends to an end rather than the end in itself.

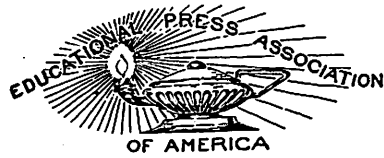
THE DEVELOPMENT OF THE GUIDANCE MOVEMENT:

The guidance movement was first developed in vocations. It dates back some forty or forty-five years ago when care in leadership and instructions were given to persons in industrial work. The idea was transferred about 1904, or 1906, into the school and courses were given in vocational guidance. Surely if individuals needed training outside of the school to become efficient and skilled in certain fields, those same fields might be inducted into the school in guidance courses. Along-side these were

(Continued on page 19)

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EXECUTIVE COMMITTEE SESSION A. & I.
STATE COLLEGE, NOVEMBER 26, 1943

Presiding: Mr. Joe A. Thomas, principal of
the Tennessee Colored School for the
Blind.

Members in Attendance: Miss Lucie Campbell,
W. S. Davis, Merl R. Eppse, D. A. Forbes,
G. W. Gore, Jr., Joe A. Thomas, T. D.
Upshaw and the Treasurer, Mrs. M. M.
Brown.

Guests Participants: W. E. Turner, State De-
partment of Education; F. E. Bass, Secre-
tary-Treasurer, Tennessee Education Asso-
ciation.

SUMMARY OF BUSINESS TRANSACTED

1. It was decided to follow the final decision
of the Tennessee Education Association con-
cerning whether to hold a full session April
6-8, 1944.

2. If the T. E. A. does not hold a session
it was voted to hold a "stream lined" ses-
sion at A. and I. State College April 7 and 8,
1944, to which would be invited all members
but especially representatives of each local
teacher group. All business of the Association
except the election of officers and amendments
to the Constitution would be considered at
this session.

3. The Executive Secretary was authorized
to contact proposed speakers and to make the
necessary arrangements for securing speaker.

4. Mr. W. E. Turner urged the T. N. E. A.
to cooperate with local teachers associations
in every possible way. It was agreed to send
a representative from the T. N. E. A. to
each regional meeting with a definitely pre-
pared speech. Miss Lucie Campbell was named
as the first such representative. She will go to
Humboldt on December 4.

5. The Executive Secretary was instructed
to arrange for a panel discussion led by the
members of the Post War Education Com-
mittee at a banquet session on Friday, April
7. The plate is to be \$1.00 with 50c being
paid by the members and 50c from the T. N.
E. A. Treasury.

6. Mr. F. E. Bass congratulated the T. N.
E. A. on cooperating with the T. E. A. on the
War and Peace Fund. He called attention to
the Retirement Program being sponsored by
the T. E. A. and offered *The Tennessee Teach-
er* to all members of the T. N. E. A. for 50c
per year.

7. Dr. W. S. Davis, newly elected president
of A. and I. State College, was formally
recognized as an ex-officio member of the Com-
mittee and made pertinent suggestions.

JOE A. THOMAS, Chairman

GEORGE W. GORE, Jr., Executive Secretary

NEED FOR A PROGRAM IN
GUIDANCE AND PERSONNEL

(Continued from page 17)

Mental Hygiene Associations and Clinics,
Children Clinics, and in 1909, Child Guid-
ance Clinics. Early in the twentieth cen-
tury we found Benet in France, forming ob-
jective tests by which to measure the abili-
ties and aptitudes of pupils in order that
guidance might be given. Other movements
aiding in guidance were Personnel Work in
Industry, tests designed to select persons
best fitted for the job. Scott Company Tests,
tests to help individuals find themselves and
to assist industry and business.

Religious education came apace with gen-
eral educational interests in individual guid-
ance. Such organizations as Y. M. C. A.,
Y. W. C. A., Boy Scouts of America, are do-
ing much in individual guidance. The Wal-
ter J. Scott Tests for men in service and
the Army Baker Tests for service men who
do not write have proven beneficial. In the
school the homeroom idea where pupils go
for contact, guidance, where they are known
as persons, where individual needs and in-
terests are found and diagnosed serve as a
basis for individual guidance.

EVIDENCE OF THE NEED FOR
GUIDANCE:

There is a great need for guidance in our
educational career. Many other institutions
make efforts but the burden lies mainly up-
on the full-time educational worker. Teach-
ers can hardly guide for other activities of
life until they themselves know something
about these life activities. To furnish ade-
quate and sufficient guidance for the impor-
tant decisions of life requires an educational
guidance program. The fact that so many
decisions have been wrongly made, ship-
shod work of college students, work that
shows no reason nor planning are evidences
of the need for guidance. The unwise use
of leisure time has led youth into our spe-
cial guidance institutions. The total cost
of crime and dishonesty cost our country
annually about ten billions of dollars. Juve-
nile delinquency also point to school guid-
ance. "It is better to correct the delinquent
child than to reform the criminal."

Social demands have so far outstripped
man's nature that the span between the so-
cial plane of the infant and that of an adult
individual is quite a wide one. The individ-
ual can't cross it without help and assist-
ance. The more civilization advances the
wider the span becomes. The instrument
used by the infant to make this landing or
to raise himself from his social plane to that
of an adult is education. Therefore guid-
ance in this process is essentially needed.
Guidance is practicable. It is a responsibili-
ty or task of the school. We should accept
the challenge to show that it is concretely
practicable and workable.

UNDERSTANDING THE WHOLE
INDIVIDUAL:

In order to guide an individual one must
understand that individual. The guidance
program will fail in the school if teachers
do not look into the previous experience of
the youngsters. Too often this important
fact is neglected. The pupil does better when
the parents interest themselves in the school
problems. He also does better when the teach-
er is concerned about the home problems.
When a teacher knows the home conditions
of a pupil, she is better able to help create
the environment in which that pupil should
work. In knowing the home environment
she is better able to understand and appre-
ciate his mental, physical, social, and recre-
ational health needs. We must strive to de-
velop the whole individual and one can only
do that best in so much as she understands
the whole individual. Why does he respond
so reluctantly at times. Is he hungry? Does
he have poor lighting facilities in the home?
Does his health check satisfactorily? May-
be domestic differences among members of
the family group have their bearing upon
him. Perhaps he does not have the materials
or tools with which to work. His emotion-
al needs may need adjusting. One needs to
understand the emotions of an individual
and instead of trying to teach the pupil to
control them, it were better to assist him
in directing them. One must remember that
a child is a whole individual and will re-
spond only to the various needs in propor-
tion as he has been guided to do so.

STUDYING THE NEEDS OF INDIVIDUALS:

1. Physical Health Needs—

These needs in an individual begin long before he enters the classroom, in fact, they exist long before the individual enters upon life. Every child has a right to be well born. It has a right to have a healthy start in life. Simple health practices should become his responsibility as soon as possible. Many schools today even in rural districts provide a part-time doctor and nurse for frequent check-ups. The teacher herself plays an important part in the health role of her pupils. She should know her pupils and be able to diagnose common diseases. In order to guide, remember the teacher has to be acquainted with the various activities of life.

2. Mental Health Needs—

Mental hygiene in modern education is a systematic account of trends in the field of mental health and child development. It is a presentation of parent education and other influences which are trying to effect the healthy growth and wholesome adjustment of children. Mental and emotional growth proceed at a rate of physical growth. The two main factors in mental growth are, heredity and environment.

3. Social and Recreational Needs—

To my mind this need is in some areas most sadly neglected. According to Dr. Fred Diconon, the following ten needs are essential in recreational and social guidance:

- a. Needs to acquire a philosophy of leisure.
- b. He needs an opportunity to develop many varied activities.
- c. He needs health in choosing activities.
- d. Social contact on a higher level.
- e. Leisure and recreational activities which will develop into permanent activity.
- f. He needs to be skillful in the use of tools and have a kinship with materials.
- g. He needs an opportunity to achieve and succeed.
- h. He needs leaders who are enthusiastic and informed.

- i. He needs a community to help with leisure problems.
- j. He needs parents who will give him some time.

TERMINAL COURSES IN HIGH SCHOOLS AND TRAINING OF TEACHERS FOR THESE COURSES

By T. D. UPSHAW, Jr.

Principal, Booker T. Washington High School, E. Chattanooga, Tenn.

Material on this subject is somewhat limited. The data and material presented here are largely of secondary information.

The job ahead of us in the post-war period can be done only if we can achieve as high a degree of cooperation in winning the peace as we have in winning the war. The fact is—we may as well face it—we are not ready for peace. Even if we win the war, and that must be done first, there is no assurance that we will win the peace. We are not much more ready for the peace than we were in 1918. And we know now that we lost that peace. Preparations must be made for the future less the peace be even more disastrous than the war.

There is now, and during the post-war period there will be urgent need for much more opportunity for education which prepares one specifically for earning a living. Specialized education should be made more widely available on a national, state and local basis. A well-organized educational program recognized the various possible objectives of school experience. The basic point of view around which a school program must be organized is that the school exists only for the discovery and development of human abilities and qualities—efficient learning.

Our ideals for education after this war is full employment, security, and good citizenship. We will accept as worthy objectives of education; establishing the right to education for work, for citizenship, for personal growth and happiness; providing for every youth training of the kind best adapted to his abilities and in the amount calculated to develop his maximum usefulness to himself, his community and society.

The eminent educator, Stringfellow Bar

of the University of Chicago school of thought, deplors the decline of liberal education in the United States, blames the trend toward specification for the lack of humanity and the waning greatness of our statesmen. No phase of our educational program should be taken for granted at any time. If it does not meet a useful need or serve an important purpose, there is no reason for it to be retained. On the other hand, the U. S. Commissioner of Education in a speech last Summer to the N. E. A., stated that ten millions of American adults are lost to war industry and to the armed forces because they cannot read newspapers, simple printed matter of directions or write letters or A-B-C instruction. They are functionally illiterate. These charges indicate failings of our schools and should cause us to re-examine our offerings in the light of the demands of the times.

In the June 1941 report of the State Department of Education, of the 109,197 pupils enrolled in the first grade in the school year 1933-34, only 30,268 enrolled in the eighth grade or about 27.7%. The loss of 72.3% before they have reached a level of minimum education to meet the demands of modern living is an indictment against our program. Since certain human needs are common to all people, a given minimum education should be provided for every one. Beyond this minimum there should be wide and varied differentiation.

We can agree that from the experience of the armed forces and from reports of noted sociologists, that this minimum level would be between the sixth and eighth grades. It seems logical then that the spread of specific courses to equip those who for various reasons and their school experience, should be instituted just before the minimum educational level is reached. From this point we shall designate such courses as terminal courses.

We are faced with two serious problems: first, the holding power of our schools until this minimum is met. The attendance laws and Child Labor laws of our State strictly enforced will in a large measure aid in solving this problem. Second, the task of enriching the offerings of our public

schools with terminal courses that would afford the opportunity to each student to develop his abilities in fields limited only by his capacities and his economic status.

Lyle Spencer, Director of Science Research Associates, after more than a year's survey of the country's employment situation found that there were thirty high school vocational subjects in which trained young people are needed for the nation's war machine. Of these Spencer said, "Agriculture, auto repair, bookkeeping, cooking, model plane building, nursing, office machine operation, nutrition, radio and telephone repair, typewriting and building skills should provide a wide variety of opportunities in the post-war world."

In the absence of a similar survey of our own State, we can benefit from Spencer's study in suggesting terminal courses in our schools. It would not be wise to institute terminal courses at the expense of other tool subjects or courses leading to higher education. It seems that they should be placed in the program at about the seventh grade level in the order of their difficulty as well as in order of maturity necessary for their mastery. Provisions should also be made to serve high school graduates who wish to continue such courses in post-school. (see chart on back page.)

Little progress can be anticipated in modifying our high school offerings without a corresponding modification in our teacher-training programs. It is apparent that our teacher-training institutions of the State should be staffed and equipped to enable prospective teachers of terminal courses to develop knowledge, skill and application in the teaching of these courses. Ample provisions should be made for these student-teachers to gain first-hand experience either in industry or through observation in a well-organized high school offering terminal courses.

In addition to the training prospective teachers should receive in the teaching of terminal courses, it stands to reason that a reasonable degree of training in guidance would add to their equipment in administering to the varying needs of the youth under their direction.

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NEWS FROM THE FIELD

WILLIAMSON COUNTY

Revisions in the Curriculum at the Franklin Training School

The entire program of curriculum revision at the Franklin Training School was evolved as a result of the in-service teacher training program and was based upon the results of a community survey.

The in-service educational group was composed of the faculty of the school whose objectives were (1) to survey the needs of the community, (2) to formulate a philosophy of education, (3) to investigate the best practices and procedures in teaching techniques and (4) to evaluate the entire school program. The objectives listed above might be termed as processes involved in the evolution of the curriculum.

The following problems were isolated, as a result of an analysis of the data obtained from the community survey, for study:

- a. The problem of reducing the excessive morbidity and mortality rates among Negroes (especially infant mortality) resulting from low educational status, unfortunate economic conditions, and unhygienic home conditions and life habits.
- b. The problem of disseminating health information among Negroes and encouraging them to make use of available public health service.
- c. Problems of crime and delinquency resulting from inadequate recreational facilities and character building agencies.
- d. The problem of excessive numbers of pupils dropping out of school especially in the low elementary grades.

With these problems before it, the in-service training group examined the curriculum and the teaching practices in an effort to determine the extent to which progress had been made or could be expected toward their

solution. It became increasingly apparent to the faculty that progress toward the solution of the problems of the community would be very doubtful without revisions in the curriculum.

After a philosophy or point of view had been set forth, it was decided that the conventional courses of study which assign to a given grade "segments of subject-matter-to-be-learned", should be eliminated. The teachers having made an effort to determine the most urgent problems of the community attempted to direct the efforts of the school toward their solution. Such subject matter as contributed toward this aim was selected.

Of the several problems revealed through the study of the community, it was decided that attention would be centered principally on the health situation. It was expected, however, that under the stimulus of an activated program, definite progress could be made toward the solution of other problems.

The study group after a period of intensive reading and educational trips which took them to several schools where progressive educational practices were being developed, committed itself to a policy of unit instruction and evolved a criteria upon which to base the work. One of the most important decisions of faculty study group was that an attempt should be made to integrate the separate subjects of a grade into a unit of work. The central theme of the educational program of the school selected was, "Improving Health Conditions in the Community."

Entirely too much space would be involved to describe the new educational practices of the Franklin Training School in detail. Indeed to set forth the philosophy, criteria, and the outcomes including the results of the testing program would require more space than is available in this entire volume. Units of the entire elementary grades will be listed by their titles, a typical unit will be very briefly described and some of the general outcomes listed.

Units as finally approved by the faculty study group were as follows:

First Grade, "The Dairy Farm"; Second Grade, "The Grocery Store"; ; Third Grade,

"Building a Home"; Fourth Grade, "Building and Operating a Cafeteria"; Fifth Grade, "A First Aid Station"; Sixth Grade, "A Tuberculosis Unit"; Seventh Grade, "Community Health"; Eighth Grade, "Developing an Adopted Home."

A general description for the entire eight grades would include: making and painting furniture or cupboards, making curtains and decorative hangings, building a house or cafeteria as the case might be. Pupils cared for and arranged flowers; some kept aquariums and herbariums. Their play was expressed in play houses and stores.

The children made many attempts to fit classroom equipment to the varied program which normal living in a room demanded. In some cases, this was almost impossible since as many as fifty students, and sometimes more, occupied a single class room. They needed furniture which could be moved when necessary in order that their projects could advance unhampered. Students were found removing extra desks to provide room for a reading corner, or arranging them to provide extra space for the construction of a house.

In some respects the eighth grade unit differs from those of other grades, therefore it will be very briefly described here.

The eighth grade class at the Franklin Training School is taught by high school teachers. It has no home room and no home room teacher. For these reasons it was thought, at first, that it would be impossible for it to have the privilege of developing a unit in the same sense that the other classes were doing. Although this was seen at first as a handicap, it was soon turned into an advantage. The class itself solved the problem by asking permission to develop an activity on the campus. It was soon seen that because of a lack of space, the suggestion was not practical. At this point it was decided to "adopt a home in the community" for development. After such a house was located and permission obtained to develop it, a high school teacher with three clock hour periods available was placed in charge of the unit.

Since the house and yards were in a complete state of deterioration, it was necessary to plan extensively for the work. There was

need for improvements in the furniture, fixtures, decoration and landscaping as well as a thorough job of repairing on the interior and exterior of the home.

All of the high school teachers were utilized and all of the subjects were integrated. For example, science, explored kinds, sources and methods of processing, and qualities of structural and finishing material. Mathematics functioned in inventing, designing, planning, drawing, computing costs, finding areas, paying bills and keeping records. Art related itself to harmonious planning from landscaping to detail interior finishings. It also contributed to designing, color work, making rugs, draperies, designing fixtures, outdoor improvements, and furniture. Other subject areas functioned in similar ways.

The following table lists the six cardinal objectives of elementary education that are based upon the point of view and fundamental principles set forth by the faculty of the Franklin Training School. Column two shows instruments that are used in appraising each of the objectives listed.

FRANKLIN TRAINING SCHOOL TESTING PROGRAM

Objectives

- The educational program should
1. Be based upon the interests of students and should stimulate the development of these interests.
 2. Stimulate the development of good work habits.
 3. Promote the personal and social adjustment of the student.
 4. Promote an understanding of democracy and develop the ability to contribute to democratic processes.
 5. Help to increase the pupil's command of fundamental skills—reading, writing, arithmetic, language and spelling.
 6. Be based upon the aptitudes and capacities of each pupil.

Instruments of Appraisal

1. Simple check lists, observational records.
2. Teacher ratings, observational records.
3. Teacher ratings, pupil ratings.

4. Observation of daily activities.
5. Master achievement tests, Standard Achievement tests.
6. California Short-Form test of Mental Maturity.

Of the problems that were isolated for attack by the school's program, after three years of constant evaluation, specific evidence shows that there was a very decided decline in the rate of juvenile delinquency; there was a perceptible decrease in the number of drop-outs and the unusual decline in enrollment between the second and third grades was almost completely eliminated. While it must be acknowledged that the third problem, excessive morbidity rate among Negroes of the community, is too big to be affected by a three-year school program, nevertheless, records of the Williamson County health department show a decline for this period.

Although comprehensive conclusions may not be reliably drawn from this study, certain hypotheses are apparent. The first of these is that newer practices are better than conventional practices for the acquisition of skills and habits in the instrumental subjects of reading, spelling, language and arithmetic. It is possible not only to provide systematic instruction in the skills through individual diagnostic and remedial materials, but to stimulate the use of these skills and correlate them with meaningful pupil activities in units of work.

The second hypothesis is that the central units, of work do not necessarily detract from the achievement of instrumental skills in the academic areas of the curriculum.

Provided the major objectives of elementary education, or the selected aspects which were defined as desirable purposes of the learning process, the conclusions from the evidence collected is that pupils in the Franklin Training School show more comprehensive growth under newer practices of instruction than they did under conventional methods.

WEAKLEY AND OBION COUNTIES

The initiation of Jeanes work in these counties is hoped to be a **Step Forward**.

The success of any job depends upon the ability the employee has in solving the problems connected with it. The greatest need in solving problems is to know what they are and what facilities are available to solve them. Therefore we began our work by seeking our problems and means for solving them.

As nearly as was practicable, we surveyed both counties, in which we found major problems that may be easily solved by the utilization of the school, community, and the community agencies.

We sought whole-hearted cooperation on the part of all local agencies. We saw local directors of the agencies and learned just what contributions each could make to the program as a whole. All agencies that were contacted have pledged their support. In our endeavor to get aid from the agencies the P. T. A. got our deepest consideration in that we have succeeded in establishing and re-establishing that organization wherever needed.

A tentative program gotten out in July at Tennessee State College; a survey revealing the major problems of both counties; conference with directors of various agencies determined the procedure to take in planning our program for 1943-44, as a guide for teachers of both counties. The program is not a stereotyped program. The intention is to suggest various possibilities that may encourage the teachers to build their own programs to meet their individual needs of their respective communities.

Aim of Our Program: To improve instruction so as to prepare parents and child for living in the war world of today and the peace world of tomorrow.

The Family Life Society through the County Health Department of Obion County has worked out a program consisting of ten bi-weekly Saturday afternoon meetings in Union City during which time speakers, demonstrations and films are being presented. Teachers of both groups are invited and urged to attend and gather information so that we may carry out similar meetings in our home communities.

The Home Economics teacher (white) in Kenton community volunteered her service and taught through our P. T. A. organization in Kenton a class in "Nutrition."

The Home Economics Teacher, Miss Eppse, of Weakley County Training School, is working generously with us in preparing techniques for teaching classes in "Nutrition."

Observing that too many of our people are getting away from urban and rural life, we are placing emphasis on, and endeavoring to lead them to have a deeper appreciation for urban and rural life: by striving to help improve living conditions in our different communities; and using the school as a recreational center.

ALBERTA BOND,
Jeanes Visiting Teacher.

BOOK REVIEW

THREE BOOKS ON THE NEGRO IN AMERICAN HISTORY

The Negro, Too, In American History. By Merl R. Eppse, 591 pp. Nashville: National Publication Company, 1943. \$3.00.

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By GEORGE W. GORE, Jr.

In the midst of total war it is of prime importance that the life and history of a significant minority should be properly interpreted in relation to its role in American history. It was with full recognition of the need for telling the story of the Negro in America as a part of the national history that Professor Eppse first wrote the study guide in 1937 and the two textbooks in 1938.

Now that five years of epoch-making events have passed, these three volumes have been revised, amplified and brought up to date. There have been added sections on the Negro in the United States from 1938 to 1943 which survey what has happened and how it has affected 13,000,000 Negroes. Comparative statistics are given with respect to the Negro in American social, economic, cultural and political life. There are brief sections on what the Negro fights for and the Negro and World War II.

The Negro, Too, In American History is primarily a college textbook and was originally developed in Professor Eppse's classes at Tennessee A. and I. State College where he serves as Chairman of the Division of Social Studies and Professor of History. The study guide is planned to accompany this text but could be used independently if the reader makes good use of the bibliography at the close of each unit.

Mr. A. P. Foster, Secretary of the Tennessee Historical Society, is co-author with Professor Eppse in writing *An Elementary History of America*. This volume is written as a textbook on American history for use in elementary grades but differs from the usual pattern of such books in that it includes the contributions of Negroes. For example, the story of life in the original thirteen colonies includes references to Negro slaves and their education. The treatment is complete enough to give even mature readers an introduction to a more inclusive version of American history.

NEW TYPE CATALOG-DIRECTORY CLASSIFIES VISUAL TRAINING AID FOR TEACHERS

A new type catalog-director, classifying a wide range of visual aids now available to teachers and schools, is announced by The Jam Handy Organization, 2900 E. Grand Blvd., Detroit, (11) Mich., and will be sent free upon request. The new directory is printed in color, and contains 80 pages of detailed information, describing the purpose and content of each film subject, giving the number of frames or pictures in each slide-film, and in each series of slidefilms. Another feature shows the types of projectors best suited to various forms of teaching in schools and colleges.

CONSTITUTION OF THE TENNESSEE NEGRO EDUCATIONAL ASSOCIATION (Adopted July, 1928)

We, the Teachers in the Colored Schools of the State of Tennessee, in order to develop a greater spirit of friendship and fraternity among those working for a common

cause, to draw ourselves together in social feeling and intercourse, to discuss methods of teaching and courses of study, to promote the cause and elevate the standard of education to the end that the noble ideals embodied in Tennessee's education creed may be made a reality, do hereby bind ourselves under the following provisions:

ARTICLE I.—NAME

This organization shall be called the Tennessee State Association of Teachers in Colored Schools. The name was changed to Tennessee Negro Education Association, April 1938.

ARTICLE II.—MEMBERSHIP

Section 1. This organization shall be composed of two classes of members, namely, active and honorary.

Section 2. Any colored person who is a teacher, school officer, or friend of education may become an active member by payment of annual dues prescribed by the Association at its last preceding convention.

Section 3. Any person may become an honorary member provided that a two-thirds majority of the active members present in a convention so elects him.

ARTICLE III.—OFFICERS

Section 1. The officers of the Association shall be a President, First, Second and Third Vice-Presidents, Secretary-Treasurer, Recording Secretary and an Executive Committee composed of seven active members.

Section 2. The duty of the President and Vice-President, First, Second and Third, Executive Secretary, Recording Secretary and the assistants shall be such as are ordinarily performed by such officers of similar organizations.

Section 3. The standing committees will be: committee on statistics and legislation.

Section 4. The term of Office of President shall be one year.

ARTICLE IV.—EXECUTIVE COMMITTEE

Section 1. The President of the State College for Negroes shall be ex-officio member of the Executive Committee. Said Committee shall serve for a term of two years provided that beginning with 1928 three members shall be elected for a period of one year and three be elected for a period

of two years and that thereafter three and four members shall be elected in alternate years for two-year terms.

Section 2. The Executive Committee in conference with president shall have charge of the business matters of the Association, shall audit the accounts, fix the time and annual meeting, prepare a program of exercise and perform such other duties as usually belong to such a committee.

Section 3. Committee on statistics and legislation shall have as its duty the collecting of statistics and data for educational needs of the State and the fostering and promoting of legislation necessary and desirable for advancement of education.

BY-LAWS

1. The regular meeting shall be held annually in Nashville at such time as shall be designated by the Executive Committee, except otherwise provided by the convention of the preceding year.

2. The voting strength of body shall be all members enrolled.

3. A two-thirds majority of the voting strength of members present shall be required to amend the Constitution.

4. Nominations shall be made from the floor on the night of the opening session and election commission or five members of the Association, appointed by the President prior to the nomination of officers, shall set up a ballot box and provide ballots to duly qualified voters at designated hours through Saturday at 10 a. m. (Revised at 1935 session.)

5. In all other matters the Association shall be governed by Robert's Parliamentary Laws and usages.

AMENDMENTS

1. The retiring president shall automatically become chairman of the Executive Committee and shall serve for a period of one year. (Adopted at the 1932 session.)

2. A president may succeed himself for one year. (Adopted at the 1935 session.)

3. The retiring president shall automatically become the first delegate to the National Association of Teachers in Colored Schools. (Adopted 1935 session.)

4. The president and the Executive Secre-

tary shall be members of the Executive Committee. (Adopted 1935 session.)

5. That the duties of the Executive Secretary shall be to devote full or part-time to the work of the Association in carrying out the purposes, and promoting the interests of the Association; to work in cooperation with other persons and agencies devoted to the cause of Education among the members of the Race; and to perform such other duties as may be delegated to this office by the General Assembly of the Association and by the Executive Committee. (Adopted 1937 session.)

6. That the Executive Committee shall have the power to contact with the person holding this office on matters relating to salary and expenses of carrying out the duties imposed upon the officers; that the said Executive Committee shall also have power to elect this office annually. (Adopted 1937 session.)

7. The voting strength of the body shall be all members present, enrolled and properly registered. (Adopted 1937 session.)

8. That the office, the name of every candidate for office shall appear on the ballot. (Adopted 1937 session.)

9. That in the event of the re-election of the president, the Executive Committee shall have the power to elect its own chairman for that particular year, and to choose a member to fill the vacancy thus created. (Adopted 1937 session.)

10. That a Parliamentarian shall be elected for a term of one year by the General Assembly. (Adopted 1939 session.)

11. That a Field Secretary shall be elected by the Executive Committee, whose duties shall be to contact individual teachers and teachers' organizations, county, city, section, and regional, with expenses paid by the State Teachers' Association, for the purpose of encouraging and stimulating participation in the State meeting, and formulating plans to perfect a better program for departmental meetings. (Adopted 1939 session.)

12. That a budget system be adopted on a percentage basis and that the executive committee prepare and submit said budget to the general body for the approval of this body and to be reported by the executive

committee Thursday in the first session of the association in order that all teachers may have ample time to think about it before the final adoption in the business session on Saturday or the last business session of the association. (Adopted 1940 session.)

13. That a definite per cent of the total gross receipts to be earmarked as a sinking fund. (Adopted 1940 session.)

—The Broadcaster, March, 1942.

EDUCATOGRAMS

POST-WAR EDUCATION CURRICULA

A two-day session of the Committee to Study Post-War Curricula and Secondary Teacher Education was held at A. and I. State College. Mr. C. M. Hardison, state supervisor of certification, presided. Papers were presented by the following: Dean G. W. Gore, Jr., on Suggestions for Improving the Program of Education for Negro Secondary School Teachers; Dean H. Liston on Professional Secretary Education Courses; President Hollis Price on Minority Group Status; Dr. George Redd on Practice Teacher; Mr. Julian Bell on Health and Physical Education; Mr. Blair T. Hunt on Terminal Courses in High Schools; Mr. J. L. Seets on Vocational Education; Mr. Monroe Senter on the Evolution of the High School Program by languages; Mr. Clinton Derricks on Music in the High School; Mr. R. L. Vance on Curriculum Trends; Mr. W. E. Turner on Preparation of High School Teachers. Dean Gore was selected to represent the Negro Committee on the Editing Committee of Dr. William Alexander and Prof. Hobgood.

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Dr. Walter S. Davis, for the past ten years state teacher-trainer in Vocational Agriculture, will be inaugurated as the second president of Tennessee A. and I. State College, Nashville, during February. A three-day educational conference is being planned.

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Dr. George W. Gore, Jr., represented the Tennessee Negro Education Association at the Michigan Education Association in Detroit, October 28-30.

CODE OF ETHICS

Tennessee Education Association Adopted, 1943

ARTICLE I. MY RELATIONS TO MY PUPILS AND THEIR FAMILIES

Section 1. I will at all time be just, courteous, and professional in all my relations with pupils, at all times considering their individual differences, needs, interests, temperaments, aptitudes, and environments, and I will work cooperatively with them to satisfy their needs.

Section 2. In all my relations with my pupils I will so act that I may gain and hold their complete confidence in my friendship for them, my integrity, and my honest desire to act for their best welfare.

Section 3. I will at all times seek to establish and maintain friendly and intelligent cooperation between the home and school as a means of promoting the welfare of the pupils, their families, and the community—which is the purpose of the school.

ARTICLE II. MY PART IN CIVIC AFFAIRS

Section 1. I accept the obligation of making my school a living example of a democratic institution—a place in which pupils, teachers, administrators, and parents use democratic procedures in all of their activities.

Section 2. I will accept and perform all the rights and duties of a good citizen.

ARTICLE III. MY RELATIONS TO MY PROFESSION

Section 1. I believe in the dignity of my profession and in the value of my services to society.

Section 2. I will encourage able and sincere individuals to make the teaching profession their lifework.

Section 3. I will seek constantly so to improve myself physically, mentally, and socially that I will be able to render the most efficient service to my school and my profession.

Section 4. As a member of my local and state professional organization, I will actively participate in and promote democratic

and cooperative action in all matters pertaining to the cause of education.

Section 5. I will give the best service of which I am capable in the position which I assume, and I will insist upon a salary scale commensurate with the demands laid upon me by society.

Section 6. I will not underbid a rival for a position, nor will seek a position currently held by another member of my profession.

Section 7. I believe that promotions should be given whenever the person concerned merits them.

Section 8. I will not be a party to the use of bribery or to the use of any type of pressure in the assignment of a teaching position, the purchase of supplies, or textbooks, or in any other matters relating to the school.

Section 9. I will, in all relations with other members of my profession, practice honesty and integrity.

Section 10. I will faithfully keep a contract, once signed, until it is dissolved by mutual consent.

Section 11. I will transact all official business with the properly designated authority.

—The Tennessee Teacher, November, 1943.

NEWLY ELECTED SECTIONAL OFFICERS

Officers of the West Tennessee Educational Congress—1943-44

Floyd M. Campbell, President
Hollis F. Price, Vice-President
Mrs. M. K. Smith, Recording Secretary
Mrs. F. A. Dobbins, Treasurer
Miss Viola Flowers, Music Director
Joseph H. Stevens, Sr., Executive Secretary

EXECUTIVE COMMITTEE: J. L. Seets, Chairman; J. H. White, C. C. Bond, R. B. Bond, R. J. Hawkins, M. L. Morrison, Sr., Mrs. Carrie Seets.

PROGRAM COMMITTEE: Miss Anna Lee Clay, Chairman; G. W. Brooks, Miss Viola Flowers.

Officers of Middle Tennessee Association
President—J. C. Hull
Vice-President—H. L. Allison, Clarksville
Secretary—Miss S. R. Galloway, Nashville
Assistant Secretary—Mrs. Geraldine Fort, Nashville
Treasurer—Miss F. M. Banks.

Three members chosen on the executive committee were J. A. Galloway, Nashville; H. E. Johnson, Pulaski, and Miss Carrie Denney, supervisor of Davidson County Schools, Nashville.

The departmental officers elected for 1944 are as follows:

English—Mrs. Nora Bate, chairman; Miss S. H. Bridgemates, secretary.
Industrial Arts—M. D. Neely, chairman; G. A. Thompson, secretary.
Intermediate—Mrs. Hazel B. Williams, chairman; Miss S. B. Marlin, secretary.
Teacher-Librarian—Mrs. Eva Dorsey, chairman; Mrs. Nanie A. Gordon, secretary.
Primary—Mrs. Harrison, chairman; Miss Duncan, secretary.
One and Two Teacher Schools—Mrs. Carrie Denny, chairman; Miss Evelyn Hill, secretary.
Science and Mathematics: Mr. Taylor, chairman; Miss F. Mayberry, secretary.
Social Studies—Mr. T. A. Frierson, chairman; Mrs. F. M. Wilson, secretary.
Administration—Mr. Joe A. Thomas, chairman; Mrs. Flint Greer, secretary.

Approved Negro High Schools for the Scholastic Year—1943 County Senior

Name of County and School	Post Office	Name of Principal	Average Daily Attendance	Grade
BEDFORD:				
Bedford County Training	Shelbyville	S. W. Harris	63	B
CAMPBELL:				
LaFollette Colored	LaFollette	S. A. Cain	57	B
CARROLL:				
Webb	McKenzie	J. L. Seets	153	A
CHESTER:				
Chester Co. Training	Henderson	W. B. Stewart	75	B
COCKE:				
Tanner Training	Newport	J. S. Crombie	37	C

COFFEE:				
Davidson Academy	Tullahoma	C. D. Stamps	48	C
CROCKETT:				
Central	Alamo	E. D. Brown	73	C
DAVIDSON:				
Haynes	Nashville	Clinton Derricks	182	A
DICKSON:				
Hampton	Dickson	A. J. Hardy	48	B
DYER:				
Bruce	Dyersburg	M. L. Morrison, Jr.	60	B
FAYETTE:				
Fayette Co. Training	Somerville	David Hamilton	187	B
FRANKLIN:				
Townsend Training	Winchester	J. H. Hunt	63	C
GIBSON:				
Gibson Co. Training	Milan	T. R. Hartsfield	69	B
Rosenwald	Trenton	I. H. Ledford	81	B
Stigall	Humboldt	S. B. Simmons	83	B
GILES:				
Bridgeforth	Pulaski	H. E. Johnson	67	B
GREENE:				
George Clem	Greeneville	R. C. Martin	43	B
HAMBLEN:				
Morristown Nor. Ind.	Morristown	H. B. Thompson	56	B
HAMILTON:				
Booker T. Washington	Chattanooga	T. B. Upshaw, Jr.	131	A
HARDEMAN:				
Allen-White	Whiteville	J. H. White	130	A
HARDIN:				
Dunbar	Savannah	M. T. Malone	42	B
HAWKINS:				
Swift Memorial Jr. College	Rogersville	R. E. Lee	51	B
HAYWOOD:				
Haywood Co. Training	Brownsville	R. B. Bond	132	B
HENDERSON:				
Montgomery:	Lexington	C. C. Bond	69	B
HENRY:				
Central	Paris	T. R. Wilson	153	B
HICKMAN:				
O. H. Bernard	Centerville	M. L. Dabney	44	C
JEFFERSON:				
Nelson Merry	Jefferson City	N. A. Crippens	54	B
LAUDERDALE:				
Lauderdale Co. Training	Ripley	S. H. Johnson	150	B
LINCOLN:				
Lincoln Co. Colored	Fayetteville	A. F. Hoyle	79	B
McMINN:				
J. L. Cook	Athens	W. E. Nash	75	B
McNAIRY:				
McNairy County	Selmer	Wm. E. Ledbetter	40	C
MADISON:				
Golden	Denmark	John H. Parrish	117	C
MARION:				
McReynolds	South Pittsburg	C. A. Wood	96	B
MARSHALL:				
Lewisburg Colored	Lewisburg	George W. Turner	56	C
MAURY:				
Clarke Training	Mt. Pleasant	H. C. Griffith	75	B
College Hill	Columbia	J. Thomas Caruthers	128	B
MONTGOMERY:				
Burt	Clarksville	H. L. Allison	205	A
PUTNAM:				
Darwin	Cookeville	L. L. Lowe	43	B
RHEA:				
Rhea Colored	Dayton	J. R. Brown	33	B
ROANE:				
Rockwood Colored	Rockwood	J. B. Olinger	36	B

RUTHERFORD:				
Holloway	Murfreesboro	S. G. Greene	132	A
SHELBY:				
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
SUMNER:				
Union	Gallatin	J. N. Rucker	109	B
TIPTON:				
Frazier	Covington	George W. Brooks	73	B
Gailor Industrial	Mason	George E. Loder	85	B
WARREN:				
Bernard	McMinnville	H. C. Kelley	51	B
WASHINGTON:				
Langston	Johnson City	J. Niel Armstrong	104	B
WILLIAMSON:				
Franklin Training	Franklin	E. E. Pitts	75	
WILSON:				
Wilson Co. Colored	Lebanon	Albert Moore	63	B

County Transition

LAWRENCE:	Lawrenceburg		
Lawrence Co. Colored		Joe A. Thomas	21
MONROE:	Sweetwater		
High Point		Minerva Bacome	22

City Senior

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

County Form I Junior—Grades 9 and 10

CARTER:			
Douglas	Elizabethton	Mrs. Rose C. Carson	
DECATUR:			
Decatur Co. Training	Decaturville	James A. Ashworth	14
HOUSTON:			
Hensley	Erin	R. B. Macklin	10
LAWRENCE:			
Lawrence Co. Colored	Lawrenceburg	Joe A. Thomas	7
MONROE:			
High Point	Sweetwater	Minerva Bacome	16
OBION:			
South Fulton Rosenwald	Fulton, Ky.	J. J. Bills	26
SHELBY:			
Douglas	Memphis	L. C. Sharp	48
SMITH:			
Turner	Carthage	Thomas A. Clark	16
WEAKLEY:			
Weakley Co. Training	Martin	B. A. Stewart	25

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

Bolivar Industrial	Bolivar	Lorenzo Miller	58
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City Form II Junior—Grades 7, 8, and 9**DAVIDSON:**

Cameron	Nashville	H. J. Johnson	475
Meigs	Nashville	T. B. Hardiman	147
Washington	Nashville	B. R. Murrell	832

HAMILTON:

Calvin Donaldson	Chattanooga	G. L. Billingsley	168
East Fifth Street	Chattanooga	I. L. Jenkins	389
Orchard Knob	Chattanooga	H. F. Taliaferro	214
Second District	Chattanooga	G. A. Key	359

SHELBY:

Hamilton	Memphis	J. L. Buckner	242
Melrose	Memphis	J. D. Springer	290

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

Beardsley	Knoxville	Monroe D. Senter	312
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Tennessee Regional Professional Teachers' Meeting
1943-44

Date	Place	Director
December 4, 1943	Humboldt	J. L. Seets
January 8, 1944	Jackson	Mrs. F. A. Dobbins
January 15, 1944	Mason	George W. Brooks
January 29, 1944	Henderson	C. C. Bond
February 5, 1944	Shelbyville	S. W. Harris
February 12, 1944	Clarksville	H. L. Allison
February 19, 1944	Chattanooga	T. D. Upshaw
February 26, 1944	Nashville	S. G. Greene
March 4, 1944	Cookeville	L. D. Lowe
March 11, 1944	Morristown	N. A. Crippins
March 18, 1944	Knoxville	J. B. Olinger
March 25, 1944	Johnson City	J. Niel Armstrong

Tennessee Negro Education Association

PLANNING CONFERENCE

APRIL 7-8, 1944

At A. and I. State College

NASHVILLE, TENNESSEE