

*The* BROADCASTER





# It's Christmastime in America

Christmas in America—among the singing stars, beneath the swaying pines, in all the lowly haunts of men. A babe held close, a mother's lullaby, shepherd vigil and angel song—the story of the ages. To mansions and manse, to hovel and hall, Christmas comes tonight.

A solitary woodsman winds his way through the forest stillness. Sapphire lakes and diamond-crusted snow reflect the glory of the greatest night of all the year. And while nature revels in the grandeur of her rocks and trees and snow, the hearts and hands of free men busily contrive to garner Christmas joy for loved ones. There must be a tree, whether cut in the woods or purchased in the fragrant market place. Gifts made with loving industry or bought with loving care are wrapped in tissue and tinsel abundant, every sticker and ribbon holding a little of the brightness which belong to this night of all nights in the year. Who has not delighted, when his own preparations were complete, to walk with someone well loved adown a quiet street, glimpsing through lightly falling snow the lights of other homes—candles in wreaths at the windows, shades undrawn, as if the joy within belonged this night to all the world?

There also is time for play at Christmas. Skiing, skating and tobogganing are for the graceful and the brave.

Christmas comes not only to the snowy clime. Far down its winding course the Mississippi has long ceased to be the great white, icy way. In warm friendliness it goes to meet the sea.

Where Spanish moss hangs dark on aged trees, where mission bells ring out across white sand, where the very canyon waits in austere majesty—there it is Christmas, too. So, whether a tropical sunset is casting its spell on southern waters, or you are trudging home through ankledepths of snow, let it be for you tonight—Christmas in all America.

—By Grace Jewel Jensen.

From the *Christmas Annual*, Volume Eleven.

*Wishing for you*

A JOYOUS RETURN TO THE TRUE  
SPIRIT OF CHRISTMAS!

—The TNEA Official Staff

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### This Month's Cover

Our cover this month is a representation of the "Brown Madonna" composed by the Howard University Players of Washington, D. C.

This rendition is quite similar to a historic sculptural rendition of the Black Madonna which stands in one of the corridors of the little Church of Loretta at Prague, guarded over by the order of Capuchin monks.

DECEMBER, 1950

# The BROADCASTER



Dedicated to the advancement of education and good will.

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MRS. MABEL BELL CROOKS, Editor

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

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# From Where We Stand

DEAR SANTA . . .

WE hope you will receive this Christmas list with the same sincerity with which it is written. Here are a few of the things we would like for Christmas and throughout the New Year:

1) The continued support of the teachers of Tennessee in the effort to make THE BROADCASTER serve them better.

2) More eyes, ears, and hands over the State to see, hear, and write the activities which will encourage teachers in their ceaseless search for the best methods among the good ones they may use to guide our children to fuller and richer lives as individuals.

3) Greater emphasis by teachers on becoming more professional in their outlook, taking as a very serious business their opportunities to discover, nurture, help develop, and influence for good the lives of children.

4) A deeper realization that it is our moral obligation to live wholesomely.

5) For each child always a deep conviction of honor merited when he says "That's my teacher."  
—M. B. C.



## CHRISTMAS TO YOU

May We Have Peace (Not Piece)

As we approach the Christmas Season, our hearts are saddened by thoughts of the present world crisis. Reviewing our past efforts and achievements, we know full well that we have failed as teachers of youth to instill the true spirit of love in the hearts of those we have taught. We feel that so far we have done a poor job.

However, let us renew our faith and confirm our hopes in the destiny of the individual human soul, lifted by true teaching through the power of a certain Spirit born in a manger nearly two thousand years ago, who says, "Love thy neighbor as thyself" and "Do unto others as you would have others do unto you."

This faith of the teacher—your faith and mine as we look into the faces of you—is the hope of tomorrow. Let us go forward with a determination to instill true love in the hearts of the citizens of tomorrow, that we may have peace (not piece) on earth and good will toward men.

Until true love is established in the hearts of men, there can be no peace on earth.

MRS. OPTRESS BROACH  
Jeanes Supervisor, Henry County



## kindest Thoughts

My kindest thoughts and best wishes for good health and happiness throughout Christmas and the New Year!

MRS. PANSY GRAHAM  
Jeanes Supervisor, Crockett County

## Remembering!

Christmas to me means remembering: first our Master whose birth we honor at this season, then of others to cheer on their way; remembering, too, my many problems through the year, and how blessed I am to have so many friends, who have helped me solve those problems.

MRS. BLANCHE R. PARKER  
Jeanes Supervisor, Carroll County



## Hope

"Glory to God in the Highest!" It is my hope that His loving presence is ever near to you on Christmas Day and always. A Happy, Successful Year in 1951!

MRS. CORDELIA NORRIS GWYNN  
Jeanes Supervisor, Wilson County



## Spiritual Revival

Christmas to me is a period of spiritual revival and self-evaluation, not for the gifts I am able to give NOW, but a self-satisfaction of what I have done during the entire year which made me a gift to my whole community!

MRS. KATHLEEN MCCADDEN BEEKS  
Jeanes Supervisor, Tipton County



## Merry Christmas!

May the Spirit of Christmas be gay—  
The same old wish, the same old way.  
Good health, kindly smiles and friends worthwhile.  
The understanding heart that shares  
With all the children in your care.  
Courage, faith and justice, too,  
Will always guide you safely through.  
Gifts tied up in ribbons gay,  
The happiest kind of holiday.  
Merry Christmas!

MRS. CARRIE M. DENNEY  
Supervising Teacher, Davidson  
County Schools



## Greetings!

Christmas is the time when the spirit of giving tugs at most every human heart, especially here in our land. So, then, let us give from the heart.  
R. T. BUTLER, Supervising Teacher  
Negro Schools, Rutherford County



## A Patriotic Christmas Message

This Christmas all of us will find different gifts on the Christmas tree. High on the list, practically tops, stand our Government Savings Bonds. They

say Christmas messages and hopes more fluently than any words! As for making them personal and specific, suppose we label a BOND!

MRS. EVA MYERS LEE, Jeanes  
Visiting Teacher, Williamson County



## The Spirit of Christmas

The Spirit of Christmas to me is more than the rays of beautiful lights and the other symbols of Yuletide. It is the feeling which I receive from sharing my joys with others.

MRS. JOSIE CLEMONS, Jeanes Super-  
visor, Chester-McNairy Counties



## Happiness

At Christmas-time we commemorate the birth of the Christ Child, bringing happiness to loved ones, friends, and mankind throughout the world.

MRS. JOHNNIE B. FULTON, Jeanes  
Supervising Teacher, Maury County



## Joy

It is a great joy to pause once a year to extend special greetings and good wishes to friends everywhere as we celebrate the birth of our Great Teacher.

My sincere wish for you is that you have a Merry, Merry Christmas, and that you will look toward the New Year with hope and aspiration for peace on earth and good will toward men.

MRS. MARY F. STONE, Supervisor  
Henderson-Decatur Counties Schools



## Meaning of Christmas

Christmas means more to me than surface pleasures we have increasingly attached to the season. It means scratching the surface to find nourishment for soul and mind. Beneath the surface I can review the lowly birth of the Christ Child and see the happiness He brought to earth, the happiness He has brought to me as an individual; because of and through Him I have the privilege of finding an inner peace and calm despite world crisis and strife. And, lastly, I become more aware of the responsibility that is mine in keeping before youth the significance of Christmas.

MRS. MATTIE A. BATTLE MOORE  
Supervisor of Vocal Music  
Nashville City Schools



## Kindly, Sincere Hope

Greetings and a kindly, sincere hope that this Christmas may more nearly approach the lovely, Holy ideal it should be, in your house and in our house.

MRS. SARAH J. BOWDEN  
Jeanes Supervisor, Carroll County

## Love for All

Because of His great love for all mankind, because in that love we find full expression of the Christmas Spirit, may we during this Holiday Season and the New Year ahead give freely of our best efforts for the good of all.

The Season's greetings!

MRS. EVELYN PARKER HALL  
Jeanes Supervisor, Sumner County



## "A Christmas Message"

The Spirit of the Christ, which is the Spirit of Love and Truth, is the only hope for the peace that the world vainly seeks at this Christmas time. When the hearts of men, as individuals, are filled with love, when all individuals and races of mankind recognize the rights of their neighbors, the ills of the world will disappear like the mist before the rising sun.

When our own nation, as well as other nations, recalls the words of the Christ when He said, "Therefore if thou bring thy gift to the altar, and there rememberest that thy brother hath ought against thee; leave there thy gift before the altar, and go thy way; first be reconciled to thy brother, and then come and offer thy gift." How can individuals or nations find the real Christmas Spirit when "we appear beautiful on the outside while on the inside we are filled with uncleanness and excesses"?

Therefore, this message for the Christmas Season is a message of love, the only hope to enable a strife-filled world to, "beat their swords into plowshares, and their spears into pruning hooks," in order that, "nations shall not lift up swords against nations, neither shall they learn war any more."

Best wishes for a happy Christmas, together with happiness and success for the New Year!

MRS. FANNIE A. DOBBINS  
Jeanes Supervisor, Madison County



## A Thankful Christmas

Again, Christmas approaches bringing to our attention activities necessary for the happiness of our loved ones on Christmas Day. We desire to continue generally the spirit of giving at Yuletide in remembrance of the gift of Christ to the world for the salvation of men.

This has been a very successful year for me; I am thankful for my good fortune, having enjoyed the comradeship of Jeanes Supervisors, principals, and teachers of this and other states. I am thankful, too, for the professional tolerance and democratic cooperation that is evidenced among the people with whom I work.

It is my prayer that the confusion in the world will pass during New Year. May we have the courage and strength to work toward the solution of differences in peoples and among ourselves.

My warmest greetings and best wishes!

W. B. HUNT, Jeanes Supervisor,  
Hardeman County Schools



WHY I selected this room, I could never tell. Probably it was because I heard some little voices singing cheerfully as I found my way down this school corridor. A song and some cheer could certainly be used, for it was a gloomy, rainy, cold December morning. No classes could be seen from the corridor, so I followed my ear.

### The Visit

When I opened the door some 30 pairs of little eyes met mine, for I was a stranger. The teacher smiled to me; and when I indicated that I wanted nothing special, she went on with her work. Quietly I sat across the room in front of a window. The spacious room had a certain inviting air. The color of the walls intrigued me, for one rarely sees blue walls

### THE STORY

This story grows out of a visit your Staff Writer recently made to the Bedford County Training School at Shelbyville, Tennessee. No one knew of the visit in advance; for all the teacher knew, the writer was a "busybody" — introduction did not come until the end of the second period.

It was learned that music as a part of the curriculum was beginning its third year at Bedford. Miss Zelpha Story, the present music teacher, began the work. All elementary-grade children have regular music classes; in the high school only juniors and seniors have music classes.

It was revealing to find that seniors here write original songs growing out of classwork in harmony; they build chords up to 32 measures and write words to fit their lyrics. Part of their time is given to the study of instruments of the four sections of the orchestra. Music appreciation, using records, of course, is a part of their classwork.

With music as the international language, at Bedford students are well on their way to world citizenship.

## About A Nutcracker

An experience which for these children was educative as well as very enjoyable.

BY MABEL BELL CROOKS  
Staff Writer

in classrooms. I readily saw that somewhere this school had been given more than just the "required" amount of attention. I could see that children were living here and they must love it.

There were seats to accommodate four different grade levels, two pianos, a record player and cabinet, three extra chairs in the front of the room, and two teachers' desks—one against the front wall which was used by the student in each class who took charge of the music books and one in front of a window which was used by the teacher, I later learned. This must be the music room, I thought; and it was.

The first and second graders were about midway their music period when I came in, and many of them were enjoying it so much they did not leave very willingly. However, there were two little boys whose faces told you they wished they were some place else.

It was the second period when the third and fourth grades came in. The teacher greeted the chil-

dren and carried them immediately into one of their songs. They sang as though they had looked forward to coming to music. Learning in these pleasant surroundings was an enjoyable experience for these children.

"How many of the fairies are here today?" the teacher asked. Six hands indicated that only six had come to school. "Come," she continued, "come out and do your fairy dance." They sang their counting and went through their steps and gestures while the other children looked on or busied themselves with something else.

The dance over, the teacher remarked in a quiet but pleasant voice, "As I promised you, we will have some records today." There was a murmur of delight which told me that they had been looking forward to this.

"Who would like to tell us the story behind our records thus far?" the teacher remarked as she took out three records and adjusted the record player.

There was some whispering, but no one volunteered. Finally one of the taller boys asked, "What story?" "About the nutcracker?" he continued. Assured that it was, he hesitatingly said,



"Whatever has been done, the community, a hard-working group of teachers and students, along with the favorable attitude of our Boards of Education, have made it possible," said Principal Sidney W. Harris of the Bedford County Training School at Shelbyville. The decorum, well-groomed appearance, attentiveness, and alertness of the students compliment them as well as their teachers.

"I'll tell it," as he slowly raised his hand. He came to the front of the room and began.

"The story is about a nutcracker," he said. In his own words, with some welcomed help here and there by the teacher, he retold the story of *Nutcracker Suite* by Tchaikovsky as far as the children with their records had gone. Two little girls also helped him out. His classmates were becoming more enthusiastic as he went on, for they, too, were beginning to remember what they had heard and learned about the story.

To the first record played—which told of decorating of the Christmas tree—the children listened well. One could tell by their faces that they understood to their own satisfaction what the music was saying. Some kept

### ... IMAGINE!

The walls of the classrooms at Bedford are painted pastel shades of blue and green, with buff ceilings that give a pleasant yellow glow. One particularly notices that there are draperies in these rooms harmonizing with the walls and ceilings. All blackboards are now green on which yellow chalk is used.

In each classroom there is a basin with a soap dispenser and paper towels where students wash their hands. Each classroom also has a water fountain in addition to the fountains in the corridor. The drinking water, of course, is refrigerated.

Another one of the unique things found in Bedford County Training School adding to the homelike facilities for students: The two classrooms for first, second and third grades are adjoining. (This first-grade room is unusually attractive and homelike.) In addition to the usual appointments found in good, well-equipped classrooms for these grades, there are two private bathrooms for these children.

When you see Bedford, you get the feeling that "There's a lot of good living going on here" which indicates that it is a good school.

time with their feet when some particularly enjoyable strains were played. Others apparently just listened.

"They are dancing around the Christmas tree," the teacher said as she replaced the first record with another. "Let's see if you can tell when they start the dance. Raise your hands when you think you know."

Only eight of the 43 children in the room failed to raise their hands as the "Dance of the Sugar Plum" was welcomed with glee.



"Decorating the Christmas Tree . . ."

"When you get to the other dances," continued the teacher, "I want you to tell me their names." They recognized the Russian dance with a display of hands, and one of the girls gave the name. The Chinese dance they apparently liked better for there was quite a bit of enthusiasm when they recognized it. Here the teacher reminded them that they were to listen particularly to the rhythm. The boy who had told the story as far as they had gone was beating the rhythm with a green horseshoe which seemingly was made of rubber. The Arabian dance brought hands up again.

From the time the third record

was placed on the machine, hands went flying into the air. As the deep resonant notes came forth, there was sheer delight written on these children's faces. You could see they thoroughly enjoyed the "Waltz of the Flowers." The teacher asked them to listen and tell her what instrument played the dance.

"Guitar!" someone said.

"Violin!" said another.

Finally a little boy who sat at the desk in front of the room said softly, "A harp." He was right.

The bell rang and off these third- and fourth-grade boys and girls went with strains of the much-loved *Nutcracker Suite* meaning something definite to them, for they were learning not only to hear, but also to listen to and to enjoy real music.

Doubtless they will remember always something "About a Nutcracker."

**Controversial:** The United Nations' flag is becoming a controversial item in American schools today. Conservative school administrators are avoiding bringing up the issue at Board meetings. Brave school administrators face a barrage of criticism from patriotic and veterans organizations, and a round of applause from "liberal groups" when they have courage to propose an additional flagpole for the United Nations' flag on school grounds.

**Golf courses and schools:** The U. S. Supreme Court implied in one of its latest rulings that public recreation facilities should be open to both Negroes and whites. The Court ordered the Florida courts to review the case of a Negro who had been kept off the Miami golf courses—and to make their review "in the light of the recent decisions in the Texas and Oklahoma university cases." In these cases, the U. S. Supreme Court ruled that Negroes must be permitted to attend white institutions. Otherwise, the education offered to Negroes would not be equal. The Florida golf course case suggests that the Supreme Justices may extend their rulings on education to public recreation.

**Rare:** Cornell University will operate on a balanced budget during the coming year.

**It had to come:** The Children's Digest, a new magazine, has been launched by the publishers of Parents' Magazine.



## As Dr. Gore Is Inaugurated College President

When the former Executive Secretary of the Tennessee Negro Education Association, Dr. George W. Gore, Jr., was inaugurated President of the Florida Agricultural and Mechanical College last month, teachers of the state were exceedingly proud.

Tennesseans had poured into Tallahassee for the occasion by cars, by buses, by trains and by planes to pay tribute to one who had served them faithfully for 23

years. Add to this hundreds of letters, telegrams, gifts, and flowers, then you will have some idea of what the occasion had really drawn to the Florida capital.

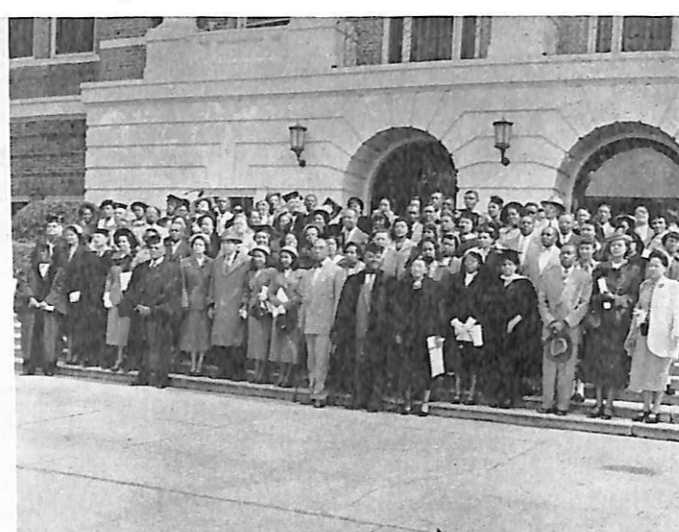
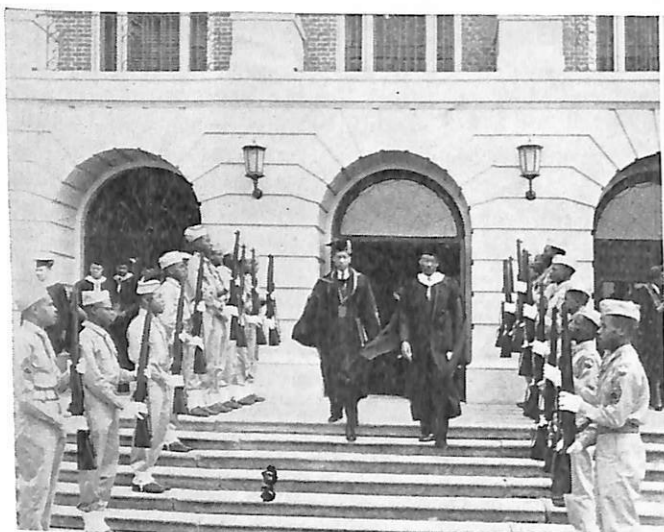
Because many of us were not fortunate enough to enjoy in person the occasion when the formal investiture with the symbol of office was made by Chairman F. M. Harris of the Florida State Board of Control, THE BROADCASTER is carrying on this page four camera views of scenes of particular interest to members of the TNEA.

Of the TNEA officials who attended the ceremony were: President George A. Key, Executive Secretary George W. Brooks, Mrs. Frances A. Sanders, Treasurer, Mrs. Evelyn P. Hall, Assistant Recording Secretary, and T. D. Upshaw, Executive Committee member.

Mrs. Hall, who is also Jeanes Supervisor of Sumner County, was instrumental in having her teachers make the trip in a group. Thirty-seven of them made the trip in a chartered bus.

of the teachers of Sumner County . . . I have the honor to present you these loving cups . . ." said Mrs. Evelyn P. Hall as she presented two silver loving cups to Dr. Gore—one from the Jeanes Supervisors and one from Sumner County teachers. . . . "For the teachers of Rutherford County who would like so much to greet you in person today . . ." Mrs. Nannie G. Rucker, of Murfreesboro, presenting flowers to Dr. Gore from the teachers of Rutherford County.

Left to right (top) Dean H. M. Efferon escorts Dr. Gore, the newly inaugurated Florida A. and M. College President from the auditorium to the college library through a Guard of Honor. (The Guard of Honor is a part of the Florida A. and M. ROTC.) . . . "They came by car, by bus, by train, and by plane . . . These Tennesseans . . ." A group of teachers and other prominent citizens of Tennessee who saw Dr. Gore inaugurated . . . (Bottom) "On behalf of the Jeanes Supervisors of Tennessee . . . On behalf



## Group Guidance in the Learning Activities

This article gives an explanation of the much discussed block system—how teacher and pupil fit into the pattern.

BY ROBERTA PEDDY SEETS  
Division of Education  
Tennessee A. and I. State College

A PROGRESSIVE democratic society is the end product of successful group action. Group participation as a unit takes precedence over individuals working separately from the group.

As leaders in a democracy, our goal is to work for developing the necessary skills, abilities, and attitudes that will enable youth to adequately take his place in the ever-changing social order. This goal is realized as youth is guided in the participation of real life experiences working not as an individual, but as a group. Many successes or failures may be explained not by individual data, but by data about the individual in a group.

### The Teacher a Force

The teacher as a socializing force should be alert to opportunity for guidance in group performances. Many teachers take care of individual differences through differential assignment, but no conscious effort is made to develop socialization of individuals as essential for democratic living.

To successfully work with the group necessitates a guidance point of view. (Teaching is guiding; guidance is synonymous with learning and is centered in the learning process.) A teacher must work with individuals, study their personalities and problems in relation to the group, and offer guidance in the solution of their problems.

### Value of Group Planning

Knowing the value of group planning, thinking, and acting, the teacher provides for experiences in socializing learning situations. Individual performances are studied periodically in order to prevent problems and to see that all levels are working up to their mental capacities.

A child is placed in small groups and in groups where he may be encouraged to participate and where he will feel secure.

Each group should represent different abilities, background, and social status so as to resemble society in its mingling of people. Flexibility in groups should be provided to take care of the fluctuation of growth by individuals.

### The Teacher's Role

As the teacher works with the small groups, she should withdraw more and more from the group to develop group responsibility for its projects as it has planned them.



"The teacher withdraws . . ."

She goes along with the group; does not dominate; respects the child as an individual; watchful for and uses the readiness of pupils; encourages pupil initiative; brings pupils into participation; encourages creative expression; and assures varied and broad experiences. The teacher is responsible for the recurrence of problematic situations of various nature, and sees to it that pupils organize experiences in a way to make them their own. Such activities assure

a live and vital interest if the pupils are guided into selecting, planning, and developing their problems instead of those of the teacher. The children are concerned with subject matter *per se* only as information necessary to solve their personal problems. The teacher's emphasis is in the growth of individuals rather than their passing in subjects or courses.

Adequate provision is made for diagnosing difficulties revealed during group performances and remedial teaching; especial attention to reading proficiency as a basis for success in solving the persistent problems of life.

Many teachers lack experiences of guiding the pupils in co-operative planning and following through their plans. To develop ability to plan simple units of experience of relatively simple problems may be the initial stage. Few steps taken are important beginnings of growth in ability to plan.

Day-by-day planning and evaluation should be carefully done. The responsibility for suggestions as to scheduling, provision for materials, method of work, or any other help will vary with the maturity of the group. Gradually the pupils may be led into more complex problems.

Even in the first grade, the pupils may work with problems of living centering in the care of their bodies and pets, family (how members of the family help each other to be happy), community helpers, and the like. As the teacher studies her pupils in their social setting, at work, at play, and daily living she will discover their needs and interests and will be able to identify the situations which are most important in their living. Her most important task is to provide experiences where the pupils will recognize their needs and want to satisfy them. It is true that not all pupils' interests or purposes are educationally worth while. The teacher



must use her judgment in helping pupils select problems where most help is needed, and where the experience can best contribute to balanced growth in various abilities and skills. The situation selected should be one in which all members of the group are to some extent involved and can make some type of contribution.

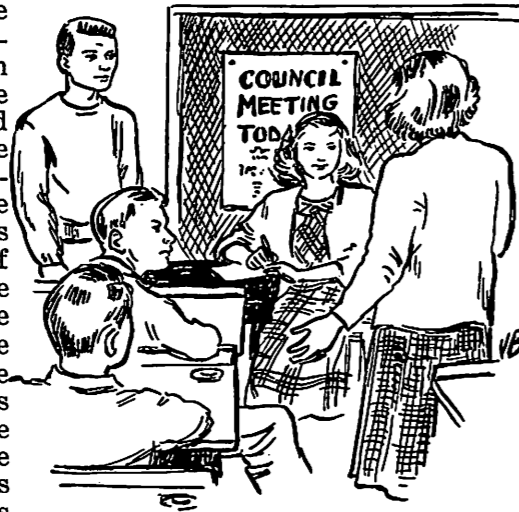
#### Pupils and Teacher Plan

As the pupils and teacher plan the unit of experience the teacher thinks through in advance of the pupils the steps that need to be taken in dealing with the problems, the kinds of activity which seem desirable in the light of the problem, and the maturity and background of the group. She may write down the possible unfolding of experiences with the group. The teacher and pupils do not set up a final sequence of activities but a tentative list. The activities are to be flexible as the curriculum develops with the learner; suggestions from the group may change the activities or add to the original list. As the group or individual selects the various experiences or problems the teacher helps by suggestions in working out the problem or activity.

One problem will be the focus of the group's work out of which many more problems may emerge through the teacher's wise leadership. Each individual as a part of the group will pursue the aspect of concern of interest to him. The teacher helps to refine and clarify the problem, to discover other needs related to it, and helps each person or group make specific contribution to the group problem as a whole. As she works with these children, efforts will be made to stimulate a desire within each to release creative energy, to do his best for his welfare or part of the problem as well as for the welfare of the group as a whole.

The teacher eventually helps the learners engage in long-view planning at the beginning of every new activity, and at intervals help them make periodical evaluation as to the progress of the unit. In some cases it might be wise to revise the plan, restate the problem or change the steps taken in the solution of the problem, etc. Daily planning may be a brief recall of the allocation of responsi-

bilities or to check on progress. On the other hand, if the problem is in its initial stage, the whole period may be used to draft or block a plan and consider the next step. The teacher is always faced with cooperative planning in all groups; it is her responsibility to guide the learner in defining the area of study and way of work. The learner must see the needs or realize his purposes for the day and what he must do to satisfy these needs. On the high school



"Group planning . . ."

level the group may be able to work more independently, block out long-time plans and carry them out if work habits have been fully developed.

#### Pupils Must Be Guided

After pupils have planned their unit of experience, they must be guided to sources where they may find the solution to their many problems. Helping pupils select materials appropriate to their problems might be one of the teacher's most difficult tasks. In many schools of Tennessee few materials are available. However, the teacher should make use of what she has and add to these as much as possible.

The pupils should grow in ability to select materials appropriate to their problem through the teacher's guidance. She might ask: What sources to use; how may the materials be secured; how to judge the soundness or reliability of materials and other questions? For persistent problems of living, the parents,

teachers, friends and the physical and natural environment may be used as sources of material for the smaller children and sometimes older children. As the child advances he may seek the answer to his problems from reference materials, maps, exhibits, motion pictures, correspondence with persons in other communities, and firsthand contact with community resources.

In high school the children should have opportunity to share in selecting, requisitioning, supplies and equipment, and in estimating quantity and price of supplies. They should have the responsibility in using the radio, projector, phonograph, mimeographs, shop equipment or other types of learning experiences which will help them understand more about the world about them.

In the rural areas where much of the above-named equipment is not available the teacher makes the best of what is at hand. An excursion may reveal a wealth of material related to geography, science, industry, transportation, etc. This will depend upon the resources of the community. The teacher must know the community and the available resources, natural and human, therein that may be of help to pupils in the solution of their problems and be resourceful to collect other materials.

#### Textbook a Reference

The textbooks will be used as another reference book. Eventually the pupils will learn to appreciate the textbook as valuable in supplying information for the solution of some of their problems. For the more advanced learners it may be desirable to study subject matter areas as an organized body of knowledge when it is needed as a background of information. At which time the different subject matter will be appropriate to the needs of the group or individual who has a problem. The learner must have developed the ability to recognize the part of the subject matter he can use to satisfy his needs. In high school, teachers of different subjects may co-ordinate their efforts so that the learner may bring several fields to bear on related aspects of his problem. Such experiences will enable them to

(Continued on Page 44)

## Miss Brown Is a Good Teacher— But We Don't Know Why

By William L. Crump

MISS BROWN is a good teacher. She is the kind of teacher all of us want to be. She does everything in a systematic way. She has attained high degrees. She studies regularly. She is helpful with school work. She explains lessons and assignments clearly and thoroughly and uses examples in teaching. She is cheerful, has a sense of humor, and can take a joke. She is human, "one of us," is interested in and understands pupils. She has a thorough knowledge of the psychological processes. She is strict, has control of her classes, demands respect. She is impartial, has no pets. She is not cross or sarcastic. She has what we commonly call a "pleasing personality."

#### Other Desirable Traits

She is patient and sympathetic. She is fair in marking and grading, fair in giving examinations and tests. She requires that all class work be done properly and promptly. She makes the students work, yet she is considerate

matter and knows how to put it over. Her colleagues like her. Her principal is enthusiastic in his praises for her. They try to imitate her methods and procedures for they consider her to be a superior teacher. In fact, Miss Brown is a superior teacher—but we don't know why.

#### Are We Good Teachers?

As a rule then, are we, like Miss Brown, good teachers? This is what Bernard Bell had to say: "Ours is the century of the uneducated common man, of the perpetually adolescent common man. Untaught in the wisdom of the race . . . he is blatantly vulgar, ill-mannered, boorish, unsure of himself, hungry for happiness. For this, however, he is not to blame. The blame rests on our schoolmasters."

This is a most serious indictment against teaching in our and other times. While we are inclined to believe like Bell, it must be admitted that most business teachers desire to be the kind of

This article by Dr. Crump, Director of the Division of Business Administration and Business Education at Tennessee A. and I. State College, indicates to some extent the deep concern with which he and his staff are viewing their job of developing stronger teachers of business subjects.

of the pupil's feelings in the presence of the class. She is courteous. She respects pupils' opinions and invites class discussions. She is not superior, aloof, does not pretend to know everything. She is helpful with student problems including matters outside class work.

She is young, enthusiastically interested in teaching. She recognizes individual differences and abilities. She is personally attractive. She knows the subject

teacher Miss Brown has proved herself to be. But how can one become like Miss Brown if one does not *understand* the traits she possesses?

#### Recent Researches

Recent researches in the area of teaching, and that over the past years, have had four general approaches: (1) the observation and evaluation of the teacher's performance, (2) the evaluation of



the personal qualities possessed by teachers, (3) the evaluation of the mental prerequisites to teaching efficiency, and (4) the evaluation of pupil growth and achievement.

The first real scientific endeavor to study the measurement of teaching ability was conducted at the University of Wisconsin under the direction of A. S. Barr with the help of seven doctoral students. Barr attempted to discover the various factors associated with teaching success. The most significant aspect of the studies was to discover a criterion which could be used for teaching success. Barr used the criterion of pupil change. Some of the factors studied were the relationship of personality to the teacher's ability to get over important information to the student, the effect of supervision on teaching ability, the correlation of degrees attained and scores made on certain intelligence tests to teaching ability.

It is significant to note that the coefficients of correlation found in these studies were very low. This does not mean, as Barr explains, that there is no relationship, for example, between intelligence and the ability to teach, or between training and the ability to teach; but merely suggests that teaching itself is such a complex activity that at least going on Barr's assumptions, it cannot be divided into component parts, but taken together all of these factors produce the desired results.

It must be clear to all good teachers that teaching in the modern school involves many important relationships involving students, other teachers, administrators, and the community. There are also complicated responsibilities growing out of these relationships. Barr and his doctoral students have led the way for re-

search in this area for those of us who are interested in teaching business subjects.

While these studies did not find the key to teaching success, they are significant in many respects. They at least proved that going under the criterion of pupil change, our Miss Brown's traits cannot be identified, isolated and examined separate from all her other traits in order that we might decide in what amounts she possesses them. Yet, it appears that this isolation and examination of individual traits will be necessary if we are going to learn how to train better teachers in all areas.

#### Business Teachers Seem Content

While the solution to the problem of teaching success is not easily obtainable, the writer views with some alarm the fact that business teachers appear to be content to let the pure educator or the social scientist do most of the research in the area of teaching. The business teacher seems content to write syllabi, to set up specific teaching procedures in certain skilled areas, to speculate here and there without becoming a part of the cooperative effort to settle the matter of teaching in general. Yet, it is clear that no teacher can afford to ignore the accumulation of the world's wisdom about education in whatever area.

To do a better job of training business teachers, we must have more scientific information on how to teach and the meaning of successful teaching. Since there is no ready reference for this information, we must rely on research. We cannot leave our problems entirely to the social scientist or to the pure educator. Since our problems concern us as teachers and prospective teachers of business subjects, we must do the research applicable to our area, or at least take part in a general cooperative effort.

Despite our inability to evaluate good teaching, we still look at Miss Brown as a good teacher. She has found teaching exciting; she loves what she teaches and whom she teaches. She is endowed with insight—a magnificent endowment. We sometimes refer to Miss Brown as a superior teacher. In fact, she is a superior teacher. The tragedy of the whole situation is, *we don't understand why.*

#### Selective Service Makes Possible

### Deferring Teachers Under Draft

Edpress Release

It is possible to get deferment for a teacher under Selective Service regulations.

Here is the official text of the provisions that would make such a step possible:

"The man must be essential to national interest . . ."—"1622.9, Class II-A: Registrant Deferred Because of Civilian Occupation (Except Agriculture).—In Class II-A shall be placed any registrant whose employment in industry, or other occupation or employment, or whose continued service is an office . . . under the United States, or any State, Territory, or possession, or the District of Columbia, or whose activity in study, research, or medical, scientific, or other endeavors is found to be necessary to the maintenance of the national health, safety, or interest."

"He must be irreplaceable . . ."—"1622.10, Necessary Employment Defined.—(a) A registrant's employment in industry or other

occupation, service in office, or activity in study, research, or medical, scientific, or other endeavors shall be considered to be necessary to the maintenance of the national health, safety, or interest only when all of the following conditions exist:

"(1) The registrant is, or but for a seasonal or temporary interruption would be, engaged in such activity; (2) the registrant cannot be replaced because of a shortage of persons with his qualifications or skill in such activity; and (3) the removal of the registrant would cause a material loss of effectiveness in such activity."

"No blanket deferment . . ."—"1622.11, Length of Deferments in Class II-A.—(a) Class II-A deferments shall be for a period of one year or less. If there is a change in the registrant's status during the period of the deferment in Class II-A, his classification shall be reopened and considered anew."

#### Dr. John W. Davis Heads Commission

Election of Dr. John W. Davis, president of West Virginia State College, Institute, West Virginia, to head one of the major commissions of the National Education Association recently announced by the NEA is of great interest. Dr. Davis is a national figure, and brings to the commission a wide and varied experience.

He was chosen to serve as chairman of the National Commission for the Defense of Democracy Through Education, which is known widely among educators as the NEA Defense Commission. He succeeds Dr. Harold Benjamin, dean of the College of Education at the University of Maryland.

#### TEACHING CHECK LIST

A check list on "Factors Making or Marring Good Teaching" has been prepared by the NEA's Department of Classroom Teachers. The check list assesses the school building, playground, classrooms, supervisors, teacher-pupil relationships, the curriculum, instruction materials, better employment conditions. It is to be used by teacher and school administrator "to raise the standard of the profession."

## Education Is Essential to World Peace and Democracy

Was the focal point of the West Tennessee Educational Congress; some 1,800 teachers participated.

WHEN more than 1,800 teachers of the West Tennessee Educational Congress came to Lane College at Jackson, November 16-18, 1950, it marked the Forty-Eighth Session of the largest regional group of teachers in the state. From the opening general session on Thursday evening when President J. Ashton Hayes delivered his annual address until the installation of officers for 1950-51, every minute of the time was taken with some activity for the benefit of teachers.

#### Departmental Meetings

The Friday morning departmental groups attracted consultants and guest speakers from various points: Primary Education—Mrs. Susie P. O'Daniels, Department of Education, Lane College, and Mrs. Mildred Hurley, Education Department, A. and I. State College. Lower Elementary—Mrs. Elizabeth Townsend, Supervisor, Shelby County Schools Program; Mrs. Mary Alice McWilliams, Magnolia Elementary School (Memphis) teacher; Mrs. Laurentine B. Nelson, Carnes Elementary School (Memphis) teacher; Miss Katherine Taliofero, Brownsville.

Upper Elementary—Mrs. Frances Sanders, Head, Department of Elementary Education, A. and I. State College. Elementary School

Principals—O. W. Crump, Director, Division of Education, A. and I. State College; Isiah Goodrich, Shelby County; T. S. Currin, Obion County. Trades and Industries—W. A. Seeley, Head, Department of Trades and Industries, State Department of Education; W. V. Harper, Extension Director, A. and I. State College.

General High School—T. J. Womack, Department of Science and Mathematics, Lane College; Mrs. Gasaway, Memphis. Social Science—Dr. Raleigh Wilson, Professor of History, A. and I. State College; Nathaniel Williams. Business Education—Mrs. C. V. Crump, Associate Professor of Business Education, A. and I. State College; Crawford Robinson, Professor of Business Education, Lane College. Library Services—Miss Carnie Clinisson, Librarian, Pearl High, Nashville; Mrs. A. M. Brown, Librarian, Lane College; Miss Lois Daniel, Librarian, A. and I. State College; Miss Louise Meredith, Supervisor Library Services, State Department of Education; Miss Ada Dotson, McKenzie; Mrs. Juanette At-

water Beasley, Lexington; Miss Chiquita Dunscomb, Savannah; R. V. Teague, Paris.

Health and Physical Education—Julian Bell, Head, Health and Physical Education, Lane College; J. A. Cooke, Lexington; L. O. Daniel, Paris; W. A. Leavell, Covington. Language and Literature—Dr. Lena Morton, Head, Department of Humanities, Lane College. Vocational Agriculture—Ozzie Adams, A. and I. State College; Scott Saunders, Somerville; Ned Rawls, Bolivar; E. D. Brown, Alamo; W. A. Flowers, Vocational Agriculture Itinerant Teacher-Trainer, A. and I. State College.

Home Economics—Miss Mabel Yates, District Supervisor; Mrs. B. K. Watkins; Mrs. L. B. McIntosh, State Itinerant Teacher-Trainer, Home Economics, A. and I. State College; Miss McCain, Home Economics Department, Lane College. College Section—Ernest W. Hooper, Department of History, LeMoyné College; Dr. J. A. Johnson, Jr., Lane College; Miss Mertelle D. Trigg, LeMoyné College; Merle R. Eppse, A. and I. State College.

#### The Parade

Of much interest throughout West Tennessee is the annual parade which the congress sponsors each year. Citizens of Jackson and Madison Counties lined the streets as the parade made its way through the business section to Lane College. Six bands of Memphis, Jackson, and other sections of West Tennessee, floats and cars representing schools of the section added color and a touch of festivity.

#### Dr. and Mrs. Gore Honored

Keynote speaker, Dr. George W. Gore, Jr., President of Florida A. and M. College, Tallahassee, packed the largest auditorium on Lane College campus. Hundreds of his friends had come to honor him and to hear his admonitions

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#### WTEC OFFICERS FOR 1950-51

W. W. Mays, Henning, President.  
Miss Harry Mae Simmons, Memphis, Vice-President.  
Miss Ganelle O. Nelson, Ripley, Recording Secretary.  
Mrs. F. A. Dobbins, Jackson, Treasurer.  
T. R. Hartsfield, Milan, Executive Secretary.  
Miss Viola Flowers, Memphis, Music Director.  
Mrs. L. Z. Smith, Henning, Chaplain.

#### Executive Committee

J. Ashton Hayes, Memphis, Chairman.  
Blair T. Hunt, Memphis.  
H. T. Coleman, Somerville.  
T. R. Wilson, Paris.  
Mrs. Pearl C. Nichols, Memphis.  
W. E. Ledbetter, Selmer.  
J. Clinton Brent, Ripley.  
Ex-Officio Members—T. R. Hartsfield, Milan; Dr. W. S. Davis, Nashville; President C. A. Kirkendoll, Jackson; Dr. Hollis Price, Memphis.

## HOW'S YOUR CHRISTMAS I. Q.?

BY ALGEE C. OUTLAW

*Jeanes Supervisor, Haywood County*

UNLESS you are Mr. Scrooge himself, some of the things you do to celebrate Christmas will have originated with the people below. All ten on the list contributed to Christmas merriment in one way or another. Anyone who can pair up eight or more with their good deeds is entitled to extra yuletide cheer, with or without mistletoe.

- |                          |   |
|--------------------------|---|
| 1. Phillips Brooks       | A. Just 100 years ago, this New England clergyman wrote the carol about the song that "came upon the midnight clear."   |
| 2. Dr. Joel R. Poinsett  | B. He trains department-store Santa Clauses at his special colleges at Albion, New York.  |
| 3. Charles Dickens       | C. She started the sale of Christmas seals in 1907 to raise funds for a Delaware tuberculosis sanitarium.   |
| 4. Emily F. Bissell      | D. In 1832, this German-born Harvard professor first introduced Christmas trees to America to delight his two-year-old son.   |
| 5. Edmund Hamilton Sears | E. Three years after this big, jolly Philadelphia parson visited the Holy Land, he wrote a carol about the Little Town of Bethlehem for his Sunday-school pupils.                 |
| 6. Queen Victoria        | F. While the first United States Minister to Mexico he brought back to his South Carolina plantation a red flower which is now a Christmas favorite.                              |
| 7. Charles Follen        | G. This genial American writer was so impressed by the yule (observation) observances he witnessed in an old English manor house that he described them in his most popular book. |
| 8. Charles W. Howard     | H. She never forgot the happy holiday season of 1841 when her husband set up a Christmas tree in their home and so started a custom that spread through their country.            |
| 9. Joseph Mohr           | I. He gave Christmas parties at his big London home in 1841 to celebrate publication of a book which still remains a best seller at Christmastime.                                |
| 10. Washington Irving    | J. On Christmas Eve, 1818, he persuaded the organist of his church to write the music for some verses he dashed off—and their carol is now sung over the world.                   |

## GROUP GUIDANCE

(Continued from Page 40)

develop a technic of solving subsequent problems.

### Evaluation Is Continuous

In guiding children in their learning experiences evaluation is a continuous process. As has already been implied, evaluation is an intrinsic part of every experience for both teacher and pupils. It forms the basis for decisions as to the next step or next experience in the developing curriculum. The teacher guides the learner into developing the ability to evaluate his own efforts and in planning for further growth. The learner understands his weaknesses and his strengths in abilities and skills as the teacher discusses with him from time to time. The real test of growth lies not in knowledge gained but in the quality of thought and action of pupils as they face other problems of everyday living.

Such will be the nature of activities in which the teacher will engage as she guides the pupils in the selection, planning, working through, and evaluating their efforts in the solution of persistent problems of living. It is a co-operative and creative undertaking by pupils and teacher as they deal with the ever-changing life.

Every experience starts with specific problems growing out of a felt need or interest to the learner and recognized by the teacher as contributing to the needed areas of growth. The atmosphere is stimulating as the group work on problems of interest to them. Children are continuously carrying on the business of group living as they plan, create, take responsibility, make choices, judgments, and decisions.

In group experiences children have freedom to work with those who have common interest, similar problems or the same needs; and finally individual needs for wholesome social relationships are satisfied. The children adequately guided will receive maximum development in the fundamental skills of human relation.

## SYSTEMATIC INSTRUCTION IN READING

*Is Theme of 1951 Temple University Reading Clinic January 29-February 2.*

THE Eighth Annual Reading Institute at Temple University has been announced for the week of January 29 to February 2, 1951.

During the 1951 Institute the theme SYSTEMATIC INSTRUCTION IN READING will be developed through the following sequence of topics: Sequences of Language Development, Language Arts Approach to Reading, Differentiated Guidance in Reading, Directed Reading Activities, Sequential Development of Reading Skills, Materials for Systematic Instruction, Sequential Development of Reading Techniques, Semantic Analysis and Concept Development, and Systematic Guidance in Reading.

Lectures and discussions, led by well-known specialists in the field of reading instruction, are planned in each of these areas. These specialists have been selected on the basis of their professional contributions in reading and related fields.

### Faculty This Year

This year's Institute Faculty will be headed by internationally-known Pearl S. Buck. In addition, it includes such names as Grace L. Alder, J. L. Cooper, Dr. Leslie Cushman, Dr. Ernest Horn, Marjorie Seddon Johnson, Dr. Lester N. Myer, Dr. J. Conrad Seegers, Carolyn M. Welch, and others to be announced.

This Institute program will include demonstrations and laboratory sessions designed to provide teachers, supervisors and clinicians with a practical means of measurement and evaluation in each of these areas. Pedagogical procedures for use in developmental programs in the regular classroom, as well as corrective

## Hardeman Teachers

### GLAD THEY ATTENDED

### Curriculum Workshop

By Arlyne L. Jones

HARDEMAN County teachers resumed work after the traditional harvest season vacation with perspectives sharpened, horizons broadened, energies replenished and spirits revived as the result of their curriculum workshop held October 9-20 at Bolivar Industrial School. The Hardeman County Board of Education sponsored the workshop which was based on the expressed needs of the teachers of the county system. "Promoting Pupil Growth" was the theme.

Points for special study and remedial programs, will be demonstrated and emphasized.

### Enrollment Limited

Enrollment is limited by advance registration. For a copy of the program and other information regarding the Institute, write to: Emmett Albert Betts, Director The Reading Clinic, Temple University, Broad Street and Montgomery Avenue, Philadelphia 22, Pennsylvania.

areas in which ideas exchanged were: Effective Methods of Studying Children, Essential Goals for Pupil Growth, A Well-Planned Guidance Program, Sound Instructional Practices, Evaluation of Pupil Progress, Promotional Policies, Lay People in the Curriculum, Resource Materials to Be Used, and Improving Reading Instruction.

The first five days were devoted to study periods, group discussions, special reports, and observations by consultative personnel, centered around problem areas. From time to time appropriate films were shown and special resource people were presented. All of these activities were designed in such ways as to develop the theme.

### School Faculties Study

Beginning October 16, the participants were grouped according to the school faculties represented. Each faculty, then, began revamping its proposed program of work for the school year in the light of the previous week's findings and with special emphasis on promoting the growth of its pupils.

Aside from the benefits derived from reaching satisfactory solutions to problems, which in some instances had been of long standing, the participants profited from the group work made necessary by required sharing sessions and maintenance committees and from social contacts in general during the ten-day period.

Teachers of Hardeman County expressed their gratitude to all whose services contributed to the success of the workshop. Special assistance was given by representatives of the State Department of Education, Dr. Eunice Matthew and N. A. Crippens. The project director, W. B. Hunt, enterprising Jeanes teacher of the county, deserves a round of applause.



"My parents don't dare punish me . . . They're afraid it'll affect my personality."



# From the Executive Secretary's Office

TNEA Delegate Assembly January, 1951

THE delegate assembly of the TNEA voted in its 1950 annual spring session to have the delegates meet in a special session at least sixty days prior to the 1951 Annual Spring Meeting, to get acquainted with the proposed program for the year. In keeping with this regulation, the Executive Committee of the TNEA in its meeting of October 14, set Saturday morning, January 13, 1951, at 10:00 a.m. at Tennessee A&I State College as the date, time, and place of this delegate assembly meeting. Those who must travel long distances may wish to arrive at the college the night of the 12th.

## Expense of Delegates

It was also voted in this meeting of the Executive Committee that each local teacher organization is to be responsible for defraying the expense of its delegate or delegates to the January meeting. Each delegate is to attend the Spring meeting at his or her own expense, as a professional member.

## Number of Delegates

Delegates to the January and March meetings are based upon paid up membership dues for the current year. There shall be one delegate for every 20 or fractional part thereof paid membership.

However, no fractional part will be considered unless it represents 100 per cent membership.

In the light of the foregoing regulations and requirements for certification for the January Delegate Assembly, the Office of the Executive Secretary is reminding and urging the heads of all schools, county, city, and other teaching units in the state to mail your dues for the year, elect your delegate or delegates, and send their names to the Secretary's office before or by January 5, 1951.

## PROGRESS REPORT OF TEACHERS' DUES

The city, county, and school associations shown on this page have paid their membership dues for the year, since June and up to November 27, in the organizations listed. These payments were made through the office of the Executive Secretary.

We commend each of the members in all of these organizations, and welcome others to join and support their local, state, the American Teachers and the National Education Associations for the good all teachers derive from them.

School or Teacher Unit	City	Reporter	Staff	TNEA	NEA	ATA
Hamilton High School—Memphis		Mr. J. L. Buckner	34			34
Dyer County—Dyersburg		Mrs. Margaret Green	13	13		
Hardeman County—Bolivar		Mr. Wm. H. Hunt	69	69		
Tipton County—Covington		Mrs. Aline Price				
		Mrs. L. M. Haley	76	76		
Clifton School—Nashville		Mrs. I. H. Davis	3	3		
Decatur County—Decaturville		Miss C. Montgomery	9	9		
Burt High School—Clarksville		Miss A. P. White	36	36	21	34
Henderson County—Lexington		Mrs. M. F. Stone	26	26	26	26
McNairy County—Selmer		Mrs. Josie Clemons	17	17	17	17
Montgomery County—Clarksville		Mrs. K. Allen	31	31		
Jackson City Teachers—Jackson		Mr. A. D. Hardy	55	55		
Meigs Co. Teachers—Big Spring		Mrs. Ruth Ashley	2	2		
Pearl High School—Nashville		Mr. J. A. Galloway	24	24		
Wilson Co. Teachers—Lebanon		Mrs. C. N. Gwynn	28	28		
Bedford County—Shelbyville		Mr. S. W. Harris	26		26	

G. W. BROOKS, Exec. Secretary

## EDUCATION IS ESSENTIAL

(Continued from Page 43)

on and appraisals of the educational signs of the times as well as his encouragement to teachers to do a good job even better as we go forward to one world. Rounds and rounds of applause greeted him and wished him well.

A profusion of flowers was showered upon Mrs. Gore, who responded in her usually gracious manner.

## Commissioner Barksdale Speaks

Commissioner of Education Barksdale made his first appearance before the teachers of West Tennessee at this meeting. He was enthusiastically received. His remarks were indicative of the high plane on which he pledges the education of the boys and girls of Tennessee will continue.

Officers were installed by M. L. Morrison, Jr., Saturday morning following reports and remarks from TNEA representatives.

## ANSWERS TO HOW'S YOUR CHRISTMAS I. Q.?

1—E	6—H
2—F	7—D
3—I	8—B
4—C	9—J
5—A	10—G

## Interesting Items

People and Places  
Happenings Over the State

### At Knoxville

Mrs. Fannie Derricks, B.S. in Library Science, Hampton, is the new librarian at Green School.

Mrs. Laura Hardin Marmon, teacher of French at Austin High, is on leave studying in Chicago. Mrs. Joseph Michael is replacing Mrs. Marmon.

Miss Luella Fortson, B.S. in Home Economics, Clark University, is now Clerk at the Green School.

Mrs. Ima Cosby, fourth grade teacher at Maynard School, has a little daughter born recently. Miss Ethel Jones is replacing Mrs. Cosby. Mrs. Cosby was fourth grade teacher.

### At Maryville

Carol Venita is the name given the infant daughter of Mrs. Kathleen Ford Valentine born November 20. Mrs. Valentine, until her leave went into effect, taught home economics at the Maryville School.

### At Alamo

John Tanner Hunter, B.S. degree Tennessee A. and I. State College, has charge of the band activities and civics.

### At Hartsville

Mrs. Charlie Law Temple, B.S., A. and I. State College, is the new teacher at Ward School. She teaches third and fourth grades.

### At Memphis

Herbert Robinson, Jr., B.S., A. and I. State College, is the new addition to the Melrose School Faculty. He is one of the seventh grade teachers.

### At Shelbyville

Mrs. Ophelia Cope Daniels, M.A., and Kendrick Marshall, B.S., both of A. and I. State College, are new members of the Bedford County Training School staff.

Mrs. Daniels has charge of the

newly opened business courses and extension and assists the principal in his office. Mr. Marshall has some teaching assignments in addition to assisting with the physical education classes and coaching.

### At Savannah

Miss Elsie Evans, B.S., A. and I. State College, is the new teacher of English at the Dunbar School. She also has library duties and assists the principal as his secretary.



between halves of a football game played that night at City High Stadium.

Miss Henry, daughter of the late James A. Henry, Howard High's first principal, served as president of the school's athletic association for 20 years. She has been a teacher here for more than 30 years.

School officials report that "she not only worked untiringly by offering her services whenever needed, but also she often gave of her personal funds to keep the athletic program alive. She would be endeared in the hearts of people at Howard if this were all. But Miss Henry has influenced many boys and girls during her teaching career. Several students were given a chance to go to college through her kindness and assistance."

Miss Henry has served as treasurer of the First Congregational Church for 20 years. She is a member of AKA Sorority.

A school and YMCA branch there was named for her father, an outstanding citizen and leader.

### At Murfreesboro

November saw the passing of one of the much-revered teachers of Murfreesboro, Miss Anna Brock McFadden, 67, who succumbed to a short illness.

Daughter of the late Samuel G. McFadden and Mrs. Itila Haynes McFadden, she was born in Murfreesboro and had lived here all her life. She taught at the old free school on North Maple Street, and later joined the faculty of Crichtow Grammar School in 1915 after it was built on the same location.

Miss McFadden taught the second grade practically all of her teaching career. She remained at Crichtow through May of 1949, completing her thirtieth year at the school, altogether she taught for 46 years, with close to 2,000 local boys and girls having come under her wise care and guidance.

She was a sister of Miss Elvie McFadden, longtime teacher here, for whom McFadden Elementary School here was named.

# PEN POINTS

As we move from area to area, we keep hearing complimentary references made to the sectional meetings of the MTTA held at Pearl High in Nashville several weeks ago. Before very long detailed coverage will be sent out through the offices of Executive Committee Chairman J. A. Galloway and Mrs. Virgie Payne Mason, Executive Secretary.

There was so much activity in Jackson during the West Tennessee Educational Congress the weekend before Thanksgiving that time had to be taken out to get a perspective. From the opening of the P-TA one-day session on Thursday until past noon Saturday there was "no time on hand."

Executive Secretary T. R. Hartsville of Milan, is the high-powered dynamo behind the Congress. He is really doing the job. Of course, the versatile retiring President J. A. Hayes carried his share of the responsibility. Much of the "spice" of the sessions was the participation of the music groups directed by the energetic Miss Viola Flowers of Memphis, Music Director. More elaborate music plans taking in more schools of West Tennessee were made at the meeting. How Mrs. Fannie Dobbins, Jeanes Supervisor of Madison County, takes such an active part in P-TA and Congress activities is interesting to see. There is work for many more like her.

Tennessee friends seeing President George W. Gore of Florida A. and M. College when he was in the state for the West Tennessee Congress jokingly told him that they believe he and Mrs. Gore were vacationing in Florida as he couldn't be working and look so well-rested—even to the extent of an additional pound or two.

WE REGRET that our deadline sends us to press without Christmas messages from the remainder of the state and city supervising or visiting teachers. There will be other opportunities—like New Year's, for instance—and we hope to be hearing from them.

MANY TEACHERS are discussing the income protection plan as announced in THE BROADCASTER recently by the North American Accident Insurance Company. It apparently offers what many teachers have been seeking for years.

MOST OF THE teachers of Tennessee know Mr. Sidney W. Harris, the dynamic principal of Bedford County Training School at Shelbyville. Seeing him for the first time, you may not discover the almost self-effacing modesty which he possesses. None of the things I have learned about Bedford did he willingly tell me. I had to seek, find, and ask direct, pointed questions to learn what I learned. He said he didn't have any pictures of himself at all; and he didn't.

The reason for his reticence, I learned, is he has accomplished so many of these things by his own ability to make his way and with the loyal support of excellent Boards of Education.

Bedford is also outstanding in athletics in Tennessee. In football the team won 78 consecutive games; the 79th game was lost recently.

An example of his efforts for his school and community: He wanted business training at Bedford. In a newly equipped typing room opened this year, Bedford has a beginning with nine typewriters and three duplicating machines. He personally secured this equipment through War Surplus. Students learn to use the machines during the day and their parents and other adults learn at night.

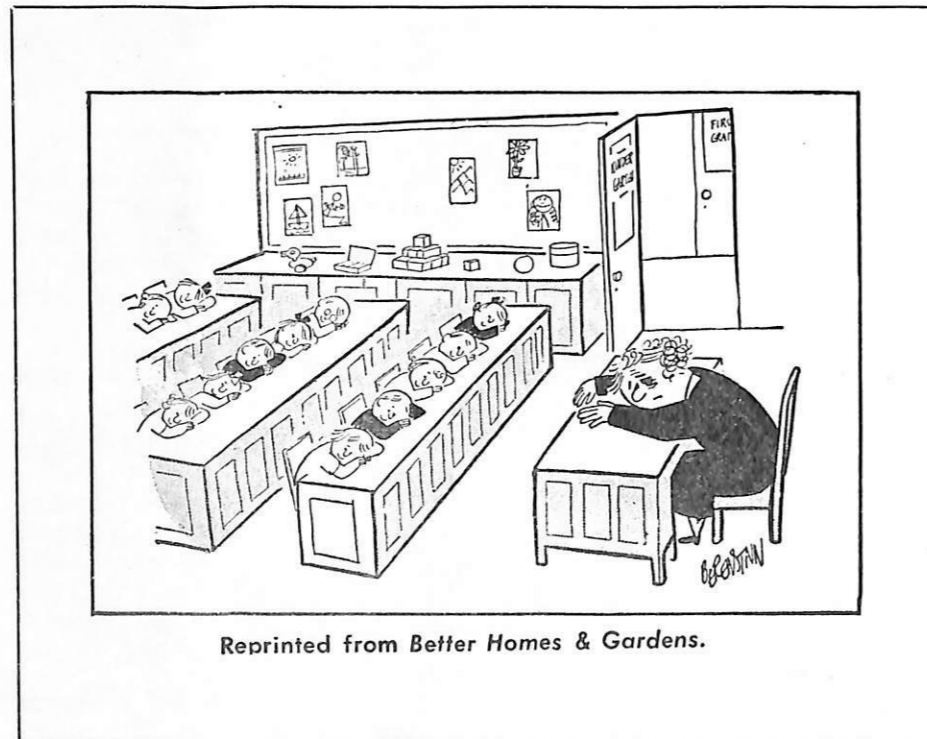
Bedford teachers—Mrs. Marie D. Harris, Miss Ann Holman, Miss Zelpha Story, Mrs. Ethel Price, Mrs. Willie Mae Smith, Mrs. Ophelia Cope Daniels, Mrs. Pearl Kidd, Miss Mary W. Gray, Messrs. W. J. Laird, Samuel Raymond Whitman, Kendrick Marshall, Homer Wheaton, and Sidney W. Harris—represent Tennessee State, Fisk University, University of Cincinnati, Johnson C. Smith University, and Talladega College, all having earned undergraduate and/or graduate degrees.

When Mr. Harris saw the rough draft of the story "About a Nutcracker" which grew out of my visit to his school, a smile flickered across his reddening face as he said, "That title is truer than you realize. We've cracked a lot of nuts here in overcoming seemingly the impossible."

His meaning becomes clearer and clearer.

THE EDITOR.

P.S.—Merry Christmas!



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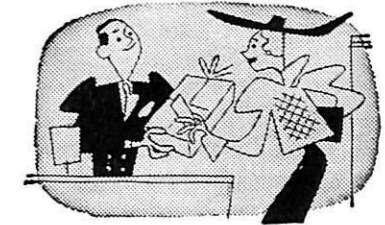


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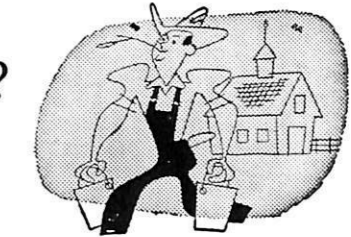
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# TENNESSEE NEGRO EDUCATION ASSOCIATION

Twenty-Ninth Annual Session—March 15-17, 1951  
at Nashville

Delegate Assembly—January 13, 1951  
at Nashville

## TENNESSEE REGIONAL PROFESSIONAL TEACHERS' MEETINGS

REGION	COUNTIES	DATE	LOCATION
<b>Region I</b> J. L. Seets, Ch.	Henry, Weakley, Benton, Carroll, Gibson	December 1, 1950	McKenzie
<b>Region II</b> R. B. Bond, Ch.	Hardeman, Haywood, Madison, Crockett, Fayette	January 13, 1951	Brownsville
<b>Region III</b> P. B. Brown, Ch.	Dyer, Lauderdale, Obion, Tipton, Lake	January 20, 1951	Tiptonville (Covington in case of high water)
<b>Region IV</b> C. C. Bond, Ch.	Chester, Decatur, Hardin, Henderson, McNairy, Perry, Wayne	January 27, 1951	Henderson
<b>Region V</b> T. D. Upshaw, Chairman	Bledsoe, Bradley, Meigs, Polk, Hamilton, Marion, Rhea, McMinn	February 3, 1951	Chattanooga
<b>Region VI</b> G. W. Brooks, Chairman	Cheatham, Dickson, Hickman, Houston, Humphreys, Lewis, Montgomery, Robertson, Stewart	February 10, 1951	Dickson
<b>Region VII</b> C. Derricks, Ch.	Trousdale, Williamson, Davidson, Maury, Smith, Rutherford, Sumner, Wilson	February 17, 1951	Nashville
<b>Region VIII</b> S. W. Harris, Ch.	Bedford, Cannon, Clay, Coffee, DeKalb, Franklin, Giles, Grundy, Jackson, Lawrence, Lincoln, Marshall, Macon, Moore, Overton, Putnam, Van Buren, Warren, White	February 24, 1951	Shelbyville
<b>Region IX</b> M. Senter J. Olinger, Ch.	Anderson, Blount, Cocke, Campbell, Claiborne, Grainger, Hamblen, Knox, Jefferson, Loudon, Monroe, Roane, Sevier	March 10, 1951	Knoxville
<b>Region X</b> J. Armstrong, Ch.	Carter, Greene, Hawkins, Johnson, Sullivan, Hancock, Washington	March 17, 1951	Johnson City