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THE LATE JULIUS ROSENWALD

Tenth Annual Session in Nashville, March 24-26, 1932, held cooperatively with the Middle Tennessee Teachers Association, at A. & J. State College and Pearl High School.

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THE BROADCASTER

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Dedicated to the advancement of education and interracial goodwill.

EDITORIAL AND BUSINESS OFFICE

A. & I. State College Nashville, Tennessee G. W. Gore, Jr., Editor

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PART-TIME EDUCATION

By M. W. Lee, Instructor in Industrial Education, A. & I. State College

The General Continuation School is one of the largest public institutions for the advancement and promotion of industrial education. Since its advent in this country it has met with a steady and almost phenomenal growth. The table below taken from the 1925 report of the Federal Board of Vocational Education is indicative of this phenomenal growth.

Number of Pupils Enrolled in Trade and Industrial schools Federally Aided*

Year	General continuation school	Trade Extension Part-time school	Evening school	All-Day Trade School
1925	265,335	30,400	86,540	39,666
1924	256,133	35,475	84,973	33,362
1923	184,001	37,732	69,856	34,101
1922	165,911	33,106	66,477	31,390
1921	119,657	20,976	51,823	25,042
1920	98,082	17,159	48,354	21,224
1919	50,783	22,616	43,485	18,664
1918	53,005	46,333	18,596

It will be seen that each year after 1919 the enrollment in the general continuation schools exceeded the total enrollments of all the other types of industrial schools reporting. Hence, however effective the work of the general continuation school may or may not be, it is undoubtedly touching more children who enter industry than is any other type of school specifically designed to serve young industrial workers.

The term "Part-time Education" includes three different divisions, viz, (1) The General Continuation School, (2) The Part-Time Trade Extension School (3) The Part-Time Co-operative School.

The General Continuation School may be defined as a part-time school for pupils leaving the full time day school before reaching the compulsory age limit: a school wherein instruction is given in the day; a school in which the pupil must spend at least four hours of one of his working days each week.

The Part-Time Trade Extension school may be defined as a part-time school for

pupils who have reached the compulsory age limit; a school wherein specific trade training is given. To be most effective and efficient the trade training given should be individualized and should consist of knowledge and skills which the worker is expected to know and cannot obtain upon the job.

The Part-Time Co-operative School may be defined as any institution of learning wherein the student spends half of his time at remunerative work and half of his time in the school. This type of school includes even higher institution of learning. In this type of school two students are paired off so that they may alternately spend their time, one being at work while the other is in school.

The general continuation school reaches those pupils who are actually engaged in a vocation. The pupils thus feel a real need for the training which they receive. Much of the trade training given in the Secondary school and the full-time unit trade school is ineffective, due to the fact that the pupils are in an unreal situation and do not feel a need for the training which they receive.

PART I.

The general function of the part-time school is to provide:*

- (a) Vocational guidance.
- (b) Assistance in Vocational training.
- (c) Training in good citizenship.
- (d) Means for happy and wholesome use of leisure time.

The substance of these functions is generally included by all authorities on the subject. Another list of aims given by L. H. Carris of the National Society for the Promotion of Industrial Education is as follows:

- (a) To extend general education.
- (b) To insure education in health for its pupils.
- (c) To promote civil intelligence.
- (d) To promote Vocational choice.

*Federal Board for Vocational Education; Ninth Annual Report to Congress; 1925 Js. 145. Washington, D. C.

*Keller, Franklin, J., Day schools for Young Workers. 1924, New York, The Century Co. p. 14.

Mays, A. B. The Problem of Industrial Education. 1925 New York, The Century Co, p. 186-7.

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OH GLOOMY DAY

Oh gloomy day! would I were versatile
 As thou art, not in thy grey halo gloom
 Or thy faint ethereal waves in their bloom;
 When all about thee, are clothed in black
 exile
 Nor with thy mellowness which so entomb
 The thoughts men have; that pricketh their
 sore womb
 As doth the bite of crooked crocodile.

But as men sense thy softness, in a day
 Which covers all, leaves them enthralled;
 worship
 Thy absence, delayed return; so sigh I
 For thy radiance of non-lambent ray
 For thy bigness, span and depth that I may
 skip
 With my soul's stride and cry amid the sky.

—By Richard B. Davis, '33,
 A. & I. State College.

A DAILY PRAYER

"Lord, may I live to help the man who tries to keep me down.
 May I greet him with a smile who greets me with a frown;
 And may I be too big to see the things that others do to me,
 And may I never hold a grudge nor hunt up scattered strife;
 May I never seek to judge the faults found in another's life,
 And always be too big to see the things that others do to me.

"Lord, may I always use good sense and always take the stand,
 To me nothing is offense, as there's no perfect man.
 And may I always be too big to see the things that others do to me."

- (c) To provide Vocational instruction when possible.
- (f) To provide placement opportunities.

These aims may be said to apply to all three divisions of the part-time educational system. The difference being only a variation of emphasis. The emphasis of aims in general continuation school is usually on the development of desirable civic and social attitudes and habits, and the adjustment of the young workers to a complex economic situation. The emphasis of aims in the part-time trade extension school is usually on vocational efficiency. The emphasis of aims in the part-time co-operative school varies with the type of school, whether it is a secondary school, vocational school or an institution of higher learning.

The extension of General Education: The part-time school is a democratizing institution. It renders the American educational system a more democratic service than any other educational agency. It provides an opportunity for a few million pupils who have left the full-time schools for economic and other reasons. To deny these pupils a right to further education is undemocratic. It is not only undemocratic but detrimental to the economic, social, and political advancement of the nation.

Education in Health. A large percentage of young workers are retarded by physical defects. These physical handicaps deter their progress and advancement. The Continuation school must promote occupational efficiency by physical examination, diagnosis, and advice. Instruction in both individual hygiene, and factory hygiene and sanitation should be given. Health education should also include instruction in "safety first" and prevention of accidents. Such instruction should increase the economic worth of the nation several million dollars each year.

Promotion of Civic Intelligence. A large mass of the citizens of the country are ignorant of the civic and political structure of the nation. This lack of intelligent citizenship is detrimental to the social welfare of the country. The uninformed citizen is subject to the effects of "suggestion." His mind is fertile for the seeds of anarchism, Bolshevism, and destructive economic forces. He is subject to the suggestion of the "crooked politician."

The young worker needs instruction in

constructive and active citizenship. A citizen that is an asset to his country must be more than a passively good citizen, he must be an actively good citizen. The continuation school thus renders its nation a worthy and needed service in the promotion of civic intelligence.

Vocational Guidance. The guidance of the pupil in the choice of a vocation is one of the major functions of the continuation school. It is regarded by Keller* as the principal function of the continuation school. If not the principal function it is one of the principal functions of the continuation school.

If every worker in the nation was so placed that he would be situated in the job for which he is best suited. The total increase in the economic returns to industry and to the workers would be a fabulous sum. While it is impossible to ever reach this ideal state it is possible to greatly augment the present situation toward a more desirable state. The continuation school has greater possibilities of vocational guidance than any other educational institution.

Briefly, some of the vocational guidance factors in the continuation school are:

- a. **The organization of classes and the selection of courses of study** on the basis of a school occupational survey of part-time pupils and a community industrial survey.
- b. **The preparatory class** (variously known as the entry, reservoir, or vestibule class.)
- c. **A flexible transfer system within the school.**
- d. **A series of definitely planned lessons in vocational guidance.**
- e. **The course of study is arranged by jobs,** and the teachers are so trained in their functions as vocational counselors that success or failure is apparent and is recorded at practically every stage.
- f. **The lessons in related subject-matter** are so planned that success or failure in them also indicates the probability of the pupil's succeeding or failing in the work in which he is engaged.
- g. **Representatives of the various industries and professions visit the assemblies** to bring to the pupils testimony as to the requirements in their respective fields.
- h. **Pupils are taken on visits to various plants and to industrial exhibitions** to broad-

*Keller, Franklin, J. *Day Schools for Young Workers*. 1924, New York. The Century Co. p. 162.

en their view of the opportunities offered in industry.

i. **The teacher co-ordinates the activity of the pupil in school with all the child's other life contacts.**

j. **The continuation school includes in its organization a placement bureau.**

k. **The continuation school makes use of mental, physical, and trade tests.**

l. **All these agencies assume the teacher to be a vocational counselor.**

Op. Cit. p. 164-5-6.

Provision of Vocational Instruction. The provision of vocational instruction is one of the major functions of the general continuation school and is probably the main function of the part-time trade extension school. By the time the pupil completes the general continuation school he shall have been guided and placed in the vocation for which he is best suited. If he continues his training in the part-time trade extension school he should then receive specific training in those activities which will make him a more vocationally efficient worker. Hence the most important function of the part-time trade extension school is specific vocational training.

The vocational training in the general continuation school should be prevocational and general rather than specific. It should be exploratory enabling the pupil to better select the line of work for which he is best suited. After the pupil has been enabled to select the line of work for which he is best suited it behooves the school to give him specific training in that vocation.

The part-time school is perhaps the most effective agency for the promotion of industrial education. As has been previously mentioned it provides vocational training in a real vocational situation, rather than an artificial one as in the vocational high schools and full-time unit trade schools. It provides the pupil with the specific knowledge and skills that he needs. It reaches those pupils that are actively engaged in the occupations for which they are being trained. The majority of pupils taking vocational courses in secondary schools never practice the trades in which they receive instruction. As has been previously shown, part-time education touches a greater number of pupils than any other institution for the promotion of vocational education. Hence it is safe to conclude that

part-time education is the most effective means for imparting industrial education.

Provision of Placement opportunities. The third major function of the part-time schools is the actual placement of the pupil on the job. Investigation shows that boys and girls usually get jobs in a haphazard manner. Unless guidance and training is followed by proper placement the previous efforts have been wasted. The function of placement should be operative in both the general continuation school and the part-time trade extension school. The school should maintain a personnel to properly place the pupils and to trace the pupils activities on the job. In a small school this may be a part-time function of the personnel.

The major functions of the part-time schools are then: the guidance of the pupil to the work for which he is best suited; specific training in the vocation selected; proper placement in this vocation.

PART II.

The Future of Part-Time Education

One may see from the title present at the beginning of this discussion that the part-time school is having a steady upward growth. There is no evidence of retrogression or plateaus in the growth. The present trend of social life is indicative of an increasing growth of part-time education. Society is ever becoming more complex. Competition for survival of the fittest grows more keen. It becomes increasingly more difficult for pupils to remain in school over long periods of years without contributing to their own economic support.

With vocational secondary schools and institutions of higher learning the movement of co-operative part-time education is steadily growing. Indeed this type of education may ultimately supplant full-time education.

In spite of the rapid growth of the part-time school it has not advanced along a path of roses. It has steadily had to fight for existence. There has been a constant opposition to the movement by full-time school administrators that do not fully understand the movement. Due to this opposition the full-time school has not always co-operated with the part-time school. It is the duty of the full-time school to notify the part-time school of every pupil that is leaving the full-time school. There should be close co-opera-

tion between the full-time school and the part time school.

Perhaps the most unpromising aspect of the part-time school movement is the failure of school districts and communities to provide adequate finance for the establishment and support of part-time schools. Unfortunately it seems to be the idea among school boards that full-time schools should be provided for to the fullest extent, and if any money remains, this may be devoted to part-time education. Consequently, part-time school laws are not enforced. If a democratic school system is to be realized the part-time school must share in the distribution of public school finance as well as the full-time school. The young worker should not be denied the right to last opportunity in the public school system, the right to make himself a better citizen, the right to make himself a self-sufficient economic unit. To deny him this privilege is to impair the welfare of a nation.

WHY VOCATIONAL GUIDANCE OCCUPIES A CONSPICUOUS PLACE IN THE SORORITY PROGRAM

By Eleanor A. Teems, Vocational Counsellor A. and I. State College

"I think that I shall never see,
A poem lovely as a tree;" sings

Joyce Kilmer and with rare truth. But I, I hear the music of an original symphony when viewing the pageant of youth, Colored Youth. A young girl, to me, is in herself a whole symphony with movements gay and sad.—hauntingly sweet. Her untried life is poignant with latent possibilities that could make a beautiful, harmonious composition. It is a potential symphony having for its theme the inspiration that is an Ideal, the blessing that is a Wife, the love, and sacrifice that is a Mother, or the service that is a Humanitarian worker. But alas, one error in the tuning of these sensitive impressionable lives, as the theme is developed, produces discords that jangle eternally through generations—"even unto the third and fourth," and the lovely vibrating harmonies that are composed of the possibilities for beauty, grace, service, and happiness in the adolescent girl and budding woman are forever ruined. The song is ended abruptly on a harsh note

There should be a national program to educate school boards to these facts. They should be made to understand that it is not the purpose of the part-time school movement to encourage boys and girls to leave school, but a movement to aid those that must leave school and thus augment the industrial efficiency of the nation.

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2. Mays, A. B., The Problem of Industrial Education. 1925, New York: The Century Co.
3. Keller, Franklin J., Day Schools for Young Workers. 1924. New York: The Century Co.
4. Carris, Lewis H., National Society for the Promotion of Industrial Education. Bulletin No. 24.

more dreadful because of its original promise of loveliness—the chord is lost and finds only ghostly echoes in hearts filled with repentance and regret.

In the major symphony to which I like to compare ideal womanhood, for which the Sorority stands, there are deep trains to be awakened, sensitive chords to be played upon. I would that only the skilled Master touch might reach these! Only those whose interests center about the young girl—only those who have vision and experience have the right of such a sacred privilege as guiding the young girl. Only these can call forth the sweetest melodies and work to blend all into the complete and beautiful composition a young girl's life should be.

It is just this that Alpha Kappa Alpha Sorority has pledged itself to do. The members of this Sorority are a select group of women who stand for high principles and ideals of noble womanhood. As the school girl of today is the woman of tomorrow it is altogether fitting and proper that the interest

of the organization should concentrate on the schoolgirl a its most glorious project.

Vocational guidance looms large in the Sorority program because sorors—women of distinction—know that to presume to sound a note that will find echoes perhaps throughout the whole life of the individual and beyond to the race and posterity is a tremendous undertaking—more so to-day than ever before. The world to-day for the woman who seeks a career without guidance and preparation is a chaotic complicated dynamic whirl. It is not the same world where a dollar, a Bible and a hammer might be given to a baby and his choice of object determine whether he will enter the respective fields of banking, preaching or carpentry. Nor is it the world in which "embryonic ministers" were chosen through "divine call," mechanics born, not made, teachers just happened and we might add "the business girl" just grewed "like Topsy."

In the world of to-day the most important question is not whither goest thou? but "how quickly will you arrive?" Speed, not direction, is emphasized in to-day's social order. For such a world the heritage of the past, or mere cold blooded facts without application or modification are in-effectual indeed. They may furnish the general trend of one's life but the individual motif must be woven smoothly into this.

The need to-day is that power which comes through self-confidence and courage; that direction and judgment which comes from the ability to interpret and that satisfaction which comes through self-realization. The equipment of the young girl who is to face the world and solve modern occupational problems in earning her living or rendering service, must include,—besides knowledge,—skills, abilities, and correct attitudes. Vocational guidance is not just for the present day and its needs but for any period of life in which an occupational adjustment may be necessary.

William James, psychologist, has said, "The pursuance of future ends and the choice of means for their attainment are the mark and criterion of the presence of mentality."

Young people, the keynote of our message to you to-night is this: believe that vocational guidance is not a haphazard drive at you, but is a conscious effort in which you participate to prepare yourself to solve accurately and intelligently your occupational

problems as they occur. This is done by developing in you the technique of analyzing occupational situations and power of placing intelligent interpretation on the values of life that you may bring them to the aid of these solutions.

Technically the famous six steps of guidance are:

- 1 analysis of the individual
- 2 analysis of occupations
- 3 counselling
- 4 preparation for a vocation
- 5 placement
- 6 follow up work.

But our emphasis is placed on the personal rather than the professional and it is a process working within the individual—within you. By functioning systematically, vocational guidance eliminates the old wasteful trial and error method. It is a method of self-awakening, self-examination, self-appraisal, self-judgment, and self-realization.

When the young girl knows all the facts about herself then such facts can be intelligently considered by the light of all known about various vocations or kinds of work and the kinds of people who are most likely to be reasonably successful and happy in doing them. Special consideration is made of emotional outlets and of the satisfactions which she may be able to give outside her vocation or work. Subjectively and objectively desires and hopes the girl seeks to satisfy through work and the price she is willing to pay to satisfy these desires are vital.

Trends in modern education have been to make of it a child-centered process—not a text-book or subject-matter centered one. So vocational guidance is a child-centered and not a function centered enterprise. As the individual and her needs is the prime factor of teaching, so in vocational guidance we might say vocations through guidance are made for the girl—not the girl for vocations regardless of desires and aptitude. In giving the occupation best suited to the individual, her work will rise from a mere necessity for making a living to a pleasure, and a vocation will be regarded as a service, a calling as creation or worship.

So guidance cannot be forced on unwilling students, nor can it be learned by rote as information-giving subjects may. Not because it is too personal or intimate, but be-

(Continued on page 42)

EDITORIALS

IN MEMORIAM

Julius Rosenwald will live on through the ages. He cannot die. He invested his substance in the hearts and minds of the nation's underprivileged youth and the dividends to humanity will be perpetual and eternal.

The world has been blessed because Rosenwald lived. In life and in death his assets are dedicated to "the well-being of mankind." So wise was his conception of philanthropy that the Fund will be perpetuated for twenty-five years after his death. By that time the Fund is to have exhausted itself. Hence, it will not go on to eternity to foster a program the usefulness of which may part in the years just ahead. He leaves future requirements to be met by the creating of other funds as the need arises.

Rosenwald Day in 1932 should take on new meaning.

MODERN TRENDS IN EDUCATION

The combined executive committees of the State Association and the Middle Tennessee Association sitting as a program committee decided that "Modern Trends in Education" should be the central theme of the 1932 session. The tentative program is providing that these trends be carefully and thoroughly considered as it effects education as a whole and from the viewpoint of the college, the secondary school, the intermediate grades, the primary grades, the principals and the supervisors.

Several distinguished educators have been invited. Notable among those who have accepted are Dr. R. L. Lyman, of the University of Chicago, and Mr. Walter B. Hill, assistant field director for the General Education Board. Experts in various phases of education have been requested to lead discussions in departmental groups. The best brains and experience of both races are being secured. Opportunity is being provided for the least teacher to present and have her problems considered.

And, too, the child has not been overlooked either in the discussions or in participation. Two special features have been included for them: a chorus composed of elementary school pupils and a declamatory con-

test for junior and senior high school pupils.

A. & I. State College and Pearl High School are the co-hosts. The local schools and colleges are cooperating with them. Both Fisk University and Meharry Medical College have promised to aid in making the visitors welcome to educational Nashville.

A RENAISSANCE IN EDUCATION

Easter has long been symbolic of a new birth—a time when all nature has been revived and started out on a mission to renew life and activity. Easter 1932, in all probabilities, will afford an opportunity for an educational renaissance when the Tennessee State Association of Teachers in Colored Schools and the Middle Tennessee State Teachers Association hold a joint session in Nashville, at A. & I. State College and Pearl High School.

Each organization will keep its official staff and business separate. Only the programs will be merged and held cooperatively. Members of both Associations cannot help but profit by the greater opportunity thus afforded.

In suggesting values inherent in the spring meeting the following are significant: the advantages of meeting at the same time and in the same city with the white State Teachers Association; reduced railroad rates; possibilities for a uniform holiday to attend the sessions; opportunity to spend the pre-Easter season at the state capital.

Practically every educational organization in the state for Negro youth, whether it be elementary, secondary, or collegiate, has pledged its support to make the sessions the best ever. All signs point to a real State Association, which is state-wide in its program and membership.

The spirit of amity and cooperation shown by the officials and executive committees of the State Association and the Middle Tennessee Association has been most remarkable and praiseworthy. The president of the two organizations have shown that they deserved the confidence of their groups by working harmoniously for the common good.

Just what miracles are in store remains to be seen. On to Nashville for the Pre-Easter Educational Renaissance, March 24-26, 1932.

LEST IT BE MISUNDERSTOOD

On a recent trip to Washington, D. C., a friend gave me a copy of the October issue of the Southern Missioner, published by the St. Paul Normal and Industrial School of Lawrenceville, Virginia. In this well written school bulletin I read an editorial on "The Retirement of Dr. Dillard."

I enjoyed this splendid editorial except for two statements which are so much at variance with the truth as I know it that I feel forced in the interest of both truth and friendship to make a public correction of them.

The first of these statements is to the effect that Dr. Dillard retired because he felt that "age and increasing infirmities demanded a lessening of his burden." The second is that "neither social ostracism nor hostile criticism deterred him from his chosen work."

Contrary to the idea conveyed by the first statement, I met Dr. Dillard in Washington just after reading the editorial and to my great surprise he looked as vigorous and robust as he did twenty-five years ago. A few weeks later I met him in Nashville, Tennessee, and he laughingly told me that he had been on the go ever since we met in Washington. Thus, to me it was clearly demonstrated that "increasing infirmities" had not caused him to give up his position, and that his burdens had not been lessened so as to permit him to take a well earned vacation.

With regard to the statement concerning social ostracism, to my own knowledge Dr. Dillard has frequently been accompanied by some of the blue-blooded aristocrats of the South—governors and legislators—to meetings held in the interest of Negro education.

Following these meetings Dr. Dillard was invariably escorted by these representatives of the best of Southern white citizenry to their own homes and places of social intermingling.

In all candor, I am firmly convinced that it can truthfully be said that nowhere in the South has Dr. Dillard been socially ostracized or harshly criticized because of his educational work among the Negro people.

R. E. Clay,
State Rosenwald School Agent

AMERICAN SCHOOL OF THE AIR
485 Madison Ave., New York

The American School of the Air is again to be broadcast over the Columbia Broad-

casting System to the schools of the United States.

The programs are to be presented each school day at 2:30 P. M., Eastern Standard Time (1:30 P. M. Central Standard Time, 12:30 P. M. Mountain Standard Time, and 11:30 A. M. Pacific Time). The weekly schedule is as follows:

Monday—History dramas for upper grades and high schools

(a) American history presented during the first ten weeks

(b) European background presented during the last ten weeks

Tuesday—Geography and Music for upper grades and high schools

Wednesday—Literature Dramatizations for 5th and 6th grades alternating with Literature and Art Appreciation talks for junior and senior high schools.

Thursday—Primary Music and Dramatized Fairy Stories every other week
Elementary Music and Elementary Science every other week

Friday—Vocational Guidance and Civics

As you doubtless notice, the curriculum has been somewhat enlarged. A Teachers' Manual will be mailed to any superintendent, principal or teacher desiring information about the American School of the Air. A special pamphlet has been printed for home listeners.

Any suggestions you personally care to make regarding the programs will be gratefully received.

Most sincerely yours,

Alice Keith,
Broadcasting Director
American School of the Air.

"In human society all the wise man can do is to withdraw himself from the world as much as possible, and remain where chance has placed him, satisfied that by doing nothing he avoids running into harm and falling into new errors."

Boyd, The Educational Theory of J. J. Rousseau (London, Longmans, 1911), p 70 n.

WHY VOCATIONAL GUIDANCE

(Continued from page 39)

cause by its very nature it calls for responses emotional and intellectual on the part of the girl toward various activities and occupations that can only be brought about by self-study and analysis in conjunction with sympathetic workers. An organized movement then is needed to stimulate this action, to assist in interpretation and to help to relate the facts brought out in the process.

May I remind you that to-day's life complex as it is, has many elements to which young people must adjust themselves. Industrial and business practices are so com-

licated, many homes suffer from intellectual starvation, over-anxious fond mothers, well meaning, but too-ambitious, force reluctant students into white-collar jobs, regardless of their aptitudes and abilities, in many localities, the school does not occupy itself with such broad problems as vocational guidance. Therefore some organization must undertake this serious work in the tremendous responsibility of helping young people. Alpha Kappa Alpha responds by joining in the movement of a vocational guidance program.

BOOK LIST FOR EIGHT GRADES

"Swiss Family Robinson," for sixth graders, or "Alice in Wonderland," for the fifth graders—it's all set out for eighth grades of children in the lists compiled for all ages by the children's department of the Nashville Carnegie library.

Miss Suzanna Miller, head of the children's department, made the selected list of a "baker's dozen" of books for every age at the request of members of the Parent-Teacher council of Nashville.

The various lists follow:

First grade: Greenaway, "A Apple Pie;" Adelborg, "Clean Peter and the Children of Grubbylea;" Brooke, "Johnny Crow's Garden;" Wright, "Magic Boat;" Gag, "Million of Cats;" Brooke, "Nursery Rhyme Picture Book;" Crane, "Old Mother Hubbard Picture Book;" Beskow, "Pelle's New Suit;" Caldecott, "Picture Books;" Nicholson, "Pirate Twins;" Bannerman, "Story of Little Black Sambo;" "Potter, "Tale of Peter Rabbit;" and Pyle, "Two Little Mice and Others."

Second Grade List.

Second grade: "Bobby and the Big Road," Lindsay; "Bow-Wow and Mew-Mew," Craik; "Cock, the Mouse and the Little Red Hen," LeFeure; "Golden Goose Book," Brooke; "Indian Child Life," Deming; "Olle's Ski Trip," Beskow; "Peter Pea," Grischina; "Picture Folk-Tales," Carrick; "Runaway Sardine," Brock; "Sing-Song," Rossetti; "Story of Mrs. Tubbs," Lofting; "Velveteen Rabbit," Bianco; and "When We were Very Young," Milne.

Third grade—"Aesop's Fables," Jacobs edi-

tion: "Book of Fables and Folk Stories," Scudder; "Brownies: Their Book," Cox; "Girls and Boys," France; "Little Children's Bible;" "Peppi, the Duck," Wells; "Polly Patchwork," Field; "Red Horse," Moeschlin; "Stories of Great Americans for Little Americans," Eggleston; "Susanna's Action;" "Treasury of Verse for Little Children," Edgar; "Winnie-the-Pooh," Milne, and "Wonderful Locomotive," Meigs.

Fourth Grade

Fourth grade—"Adventures of Pinocchio," Lorenzini; "Donegal Book," MacManus; "East o' the Sun and West o' the Moon," Torne-Thompson; "Granny's Wonderful Chair," Brown; "Household Stories," Grimm; "Just So Stories," Kipling; "Lady Green Satin and Her Maid, Rosette," Martineau; "Magic Forest," White; "Michael of Ireland," Casserly; "Princess and the Goblin," Macdonald; "Silver Pennies," Thompson; "Songs of Innocence," Blake; "Ten Boys Who Live on the Road from Long Ago to Now," Andrews.

Fifth grade—"Alanna," Crew; "Alice's Adventures in Wonderland and Through the Looking Glass," Carrol; "Arabian Nights," Colum edition; "Bastable Children," Bland; "Bee-Man of Orn," Stockton; "Child's History of the World," Hillyer; "Chinese Ink Stick," Wiese; "Diddy, Dumps and Tot," Pynnell; "Fairy Tales," Andersen; "Peacock Pie," De La Mare; "Peter and Wendy," Barrie; "Two Little Confederates," Page; and

"Wonder-book and Tanglewood Tales," Hawthorne.

Sixth Grade—"Adventures of Odysseus and the Tale of Troy," Colum; "Fat of the Cat," Kellar; "Guliver's Travels," Swift; Hans Brinker,' Dodge; "Heidi," Spyri; "Merry-lips," Dix; "Otto of the Silver Hand," Pyle; "Story of the Greek People," Tappan; "Swiss Family Robinson," Wyers; "This Singing World," Untermeyer; "Uncle Remus: His Songs and His Sayings," Harris; "Wild Animals I Have Known," Seton; "Wind in the Willows," Grahame.

Seventh Grade—"Andrew Jackson," Nicolay; "Bob, Son of Battle," Olivant; "Boy's Froissart," Lanier; "Come Hither," De La Mare; "Jim Davis," Masefield; "Master Skylark," Bennett; "Merry Adventures of Robins Hood," Pyle; "Model Airplane," Allen; "Smoky," James; "Storie from the Bible," De La Mare; "The Boys and Sally," Knox; "Tom Sawyer," Twin, and "When Knights Were Bold," Tappan.

Eighth Grade—"Call of the Wild," London; "Daniel Boone, Wilderness Scout," White; "Dark Frigate," Hawes; "Lance of Kanaana," French; "Life of Robert E. Lee for Boys and Girls," Hamilton; "Lorna Doone," Blackmore; "Master Simon's Garden," Meigs; "Men of Iron," Pyle; "Oregon Trail," Parker; "Songs of the Sea," Kipling; "Story of King Arthur and His Knights," Pyle; "Tarka, The Otter," Williamson, and "Treasure Island," Stevenson.

Resolutions on the Death of Julius Rosenwald

In recognition of the long and untiring interest and active philanthropy of Julius Rosenwald in the field of education, housing, hospitalization and social service for Negroes, the president, faculty, alumni and students of Tennessee A. and I. State College wish to express their sense of deep personal loss in the death of Mr. Rosenwald and their appreciation of his monumental contribution to America and the world in general and to submerged and underprivileged groups in particular.

For over a score of years he has been the backbone of Negro elementary education in the South. The present progressive trends were directly initiated and built upon the firm foundations which he laid. His contri-

butions are eternal because they effected all groups. His gifts served to connect the underprivileged of both racial groups with opportunity and cooperative public support. He encouraged the harmonious working together of local communities for a mutual program of betterment. He made people work for themselves. A man who makes other men elevate themselves is noble indeed. His achievement surpasses that of those who merely elevate others. In enumerating the extent of his charities which amounted to over \$25,000,000 we are impressed by the diversity and the terms of his gifts; rural schools for Negroes, industrial museums, Y. M. C. A.'s and Y. W. C. A.'s for Negroes, the University of Chicago, Negro housing enterprises, Jewish theological seminary, American-Jewish Agricultural Corporation, scholarships for Negro teachers, funds for libraries and buildings and equipment for Negro colleges. All made possible but only by cooperation—by self-help.

Tennessee schools received generously from his hands. The state is dotted with Rosenwald schools. Rosenwald busses have made consolidation a reality. Libraries and radios have been made possible because of him. A. & I. State College has received and even at this moment is enjoying the fruits of Rosenwald's philanthropy in the present building program.

Perhaps, after all has been said and done, his greatest contribution has been in teaching his beneficiaries self-respect, self-aid, and in setting for them a goal that challenged their best efforts in achieving.

Whereas, the entire nation, the South, Negro education, Tennessee A. & I. State College have all sustained an irreparable loss in the passing of Julius Rosenwald.

Be it resolved, that we go on record as proposing that some form of permanent memorial be erected to the sacred memory of this great philanthropist of all time.

Be it further resolved, that invitations be extended to the students and teachers in Rosenwald schools everywhere, to Rosenwald school agents, to State agents, to friends of Negro education to assemble here to pay tribute to the memory of Mr. Rosenwald at an early date in the future and to make definite plans for the realization of this permanent memorial.

Be it further resolved, that we take this occasion to pledge ourselves to the sincerest

endeavor to carry on the work of this great friend of education to the best of our knowledge and ability and with the purpose of realizing so far as possible the hopes and aims of the generous founder of the Rosenwald Fund.

Adopted by the Faculty and Students of A. and I. State College, in General Assembly, Friday morning, January 8, 1932.

History Teachers Fail

By Merl R. Eppse, A. & I. State College

The November issue of the Bulletin carried an article concerning the history section of the Association of Tennessee. In this article five questions were asked the teachers of history. To date not one has ventured to drop a line or comment about the future of the history teacher. However, may I quote some recommendations that are suggested by the department of certification?

After making a study of the transcripts of 1445 teachers of the high schools of the state of Tennessee, the results were of such a nature that our State Department of Education was requested to consider the following changes:

"In order to insure a higher order of teaching the present standards for certification must be modified with respect to definite academic and professional training. At present the graduate of a standard college who has completed 27 quarter hours in education may receive a permanent certificate covering those branches in which not less than 18 quarter hours have been completed. It appears that the present standard should be modified in three ways: First, future teachers should be restricted in their certification to those branches in which they have majored or minored, a major being interpreted as 24 semester hours or 36 quarter hours and a minor being interpreted as 18 semester hours or 27 quarter hours. This change will make for a broader background on the part of the teachers and should insure a higher order of teaching. Second, the permanent certificate should not be issued to the novice. It would seem that a policy of issuing a provisional certificate to the novice might be followed to an advantage. The provisional certificate might become permanent after three years of successful experience. No provisional cer-

tificate should be made permanent until its application for permanency is adequately supported by the recommendation of the principal and the superintendent of the system of schools in which the applicant has done his teaching. Third, the practice, on the part of many colleges engaged in teacher-training, of giving a few hours in a multitude of professional courses, should be replaced by a policy involving the giving of specific professional courses appropriate to the fields of academic specialization on the part of the teachers.

Our association is very anxious to improve our profession. The annual meeting will be March 24-26. The history section has been asked to submit its program for this occasion. We are wondering if you would like to hear some master teachers of history discuss the latest and best in our field. May we count on you sending in your name and recommendations as soon as you receive your bulletin.

(Address all communications to Merl R. Eppse, A. & I. State College, Nashville, Tenn.)

Educatograms

EAST TENNESSEE ASSOCIATION GOES ON RECORD

Inasmuch as it is both reasonable and the usual practice that teachers associations, representing sections of a state, stress support of their State Teachers Association, Resolved: (a) That we encourage increased attendance upon our State Association and send a larger number. Inasmuch as it is both reasonable and the usual practice that teachers associations, representing sections of a state, stress support of their State Teachers Association, Resolved: (a) That we encourage increased attendance upon our State Association and send a larger number of representative to the annual meetings; Adopted. (b) and that we pay a sufficient annual fee for membership in our East Tennessee Association of Teachers in Colored Schools so that 50c could be sent to our State Association for membership and subscription to The Broadcaster, the official organ of the State Association. Referred as an amendment to the Committee on Amendments to the Constitution.

EXTRACTS FROM THE RESOLUTIONS OF THE EAST TENNESSEE TEACHERS ASSOCIATION

MEHARRY DEDICATES BUILDINGS

The \$2,000,000 hospital and medical unit of Meharry Medical College was dedicated November 29. Representatives from all branches of the medical fraternity, of both racial groups, participated in the two-day celebration.

PUBLIC SCHOOL OFFICERS MEET

The Tennessee Public School Officers Association met in Nashville, January 12-14. The organization, which is composed of state, city and county educational officials, elected Pres. P. P. Claxton of Austin Peay Normal as president to succeed Supt. W. C. Dodson of Davidson County and had dinner at A. & I. State College, January 13, at 6 P. M., with Joseph Douglass, grandson of Frederick Douglass and noted violinist, as special artist entertainer.

FISK UNIVERSITY BROADCASTS

Fisk University singers broadcast over the Columbia Broadcasting System every Sunday evening at 7:15 from January 10 to March 10, 1932. The quartet, choir and jubilee singers are featured in the programs.

ROSENWALD TO BE EULOGIZED

February 7 has been set aside for National Rosenwald Memorial Day services. The National Council for Colored Work of the Y. M. C. A. is actively in charge of the nationwide program. The Wabash Avenue Branch of the Y. M. C. A. of Chicago will supply mimeograph biographical information that may be needed in conducting a memorial day program.

Y. M. STATE CONVENTION

At the State Convention of the Y. M. C. A. held in the Central Y. M. C. A. Building, Nashville, January 15-16, the following groups were represented: A. & I. State College, Fisk University, Lane College and the Hi-Y Club of Williamson County. Pres. J. F. Lane of Lane College, presided over the colored division, made a report to the general assembly and was elected to the National Council.

INTERRACIAL COMMISSION HOLDS SESSION

The Tennessee Inter-racial Commission met at the Nashville Central Y. M. C. A., Tuesday January 19. Encouraging reports were made by leaders of both groups. Dr. James E. Clark, state chairman, presided. All of the officers were re-elected.

Resolutions adopted paid tribute to Julius Rosenwald; urged the promotion of a program for better character, more efficient training for Negro nurses and physicians, a vocational school for Negro prisoners, a fight against tuberculosis, and rural conferences for health and recreational improvement, paid tribute to the officials and private citizens who brought about a great reduction in the number of lynchings in 1931.

CONDENSED INFORMATION ABOUT THE TENTH ANNUAL SESSION

Elementary School Chorus

Composed of pupils from the various schools of the state. This group will furnish a part of the music of the session.

Declamatory Contest

Composed of junior and senior high school pupils. The contest will be held in the Auditorium of A. & I. State College, Friday, March 25, at 6:30 P. M. Declamations should not exceed ten minutes in length. Prizes will be given the winners.

Board and Lodging

Lodging at A. & I. State College will be 25c per night for pupils and 50c for teachers. Board is on the cafeteria plan and will average 50c per day. Reservations in local homes or at A. & I. State College should be made in advance to Dean G. W. Gore, Jr., A. & I. State College, Nashville, Tenn.

Membership Fee For 1932

The membership fee of 50c for 1932 is due and payable to George W. Gore, Jr., A. & I. State College, Nashville, Tenn.

Joint Session

All of the program sessions will be held jointly with the Middle Tennessee Teachers Association. The place of meeting will be at A. & I. State College and at Pearl High School. Details as to time will be announced early in February.

There will be no July meeting of the Tennessee State Association of Teachers in Colored School.

Washington Oratorical Contest

A. & I. State College,
Nashville, Tenn.
January 9, 1932

Dear Principal:

Our National government is sponsoring a National program on behalf of the Bi-centennial celebration of George Washington's birthday. The white schools are planning a State-wide oratorical contest. Pres. Hale and the other administrators of our school have consented to the idea. The History Study Club of this college has accepted the responsibility of sponsoring an oratorical contest to be held at this school this February 21-22.

We are suggesting the following plan for this occasion:

1. Each school send at least one contestant from the upper grades of their school to compete with like contestants from other schools.
2. The school from which they come will be responsible for their travel.
3. The college will furnish room free and board at a very nominal cost.
4. The college will furnish appropriate prizes for the three best contestants.
5. The History Study Club will provide entertainment free. This will include a reception, social, sight-seeing tours and many other features.
6. All publicity will be paid by the school. Group pictures and the winners pictures will be taken free and published in all national papers.
7. The contestants will only be required to deliver an oration on George Washington. This oration must not be over 7 minutes in length.
8. Impartial judges will award the winners. These judges are selected from the best schools and universities in the state.
9. Contestants names and subjects must be in the officers' hands before February 15th. A fee of one dollar must accompany the name of each contestant. This fee will be credited to the board of the applicant.
10. All contestants must be here before 12 o'clock Monday, February 22, 1932.
11. Preliminary exercises will start at 2:50 Monday afternoon. Final program, Monday evening at 8 o'clock.
12. All coaches and additional people will

gladly be entertained at the same rate as the contestants.

13. Write immediately to Merl R. Eppse, A. & I. State College, Nashville, Tenn.

Let the Nation know what you are doing.

Yours sincerely,

History Study Club
Carrie Hall.

Community Child Health Program

Support Your Community Child Health Program: It Protects Your Home. This is the slogan chosen for May Day—National Child Health Day 1932 by the May Day Committee of the State and Provincial Health Authorities of North America. It calls to us in the name of those things which are dearest to every normal human being and every worthy citizen. It speaks of our children, our homes, our community; it reminds us of their well-being and their protection. It challenges our sense of responsibility for them. They are the fundamentals that determine our happiness as individuals and as a nation.

We have learned a finer sense of values in the last several years. We have found "keeping up" with our neighbors far less important than sharing with them. We have rediscovered the fact that selfishness does not always pay and that unselfishness brings dividends of happiness and security. We have let go of many superfluities and, in our apprehension lest we should have to lose more than these, we have found that our wives, our husbands, our children, our homes, our neighbors are dearer to us than our pretensions. We have set our eyes steadily on the fundamentals of life and we will work and fight to preserve them with all our American courage that recognizes only success and with all our human hearts that cannot be defeated.

Among the fundamentals upon which May Day—National Child Health Day 1932 focuses our attention are three elementary necessities,—the nutrition of our children, the importance of an adequate clean and safe supply of milk, and the protection of motherhood.

We will fill our May baskets with flowers. But we cannot stop there. We must develop a definite community procedure to ensure that every day in 1932 brings to every child at least the three bare essentials of milk,

bread and some fruit or vegetable. We must be sure that every mother knows how to concentrate first on these essentials in the diet of her children and after that to supplement her menus in accordance with her means. The records of medicine and the sciences, including X-ray pictures, show beyond a doubt that if children lack essential body-building elements this year, these cannot be made up to them next year. This lack leaves a permanent mark even in the bones. Growth and development are stunted unless the essentials are provided.

If, however, the essentials in the diet of children are to show results in smiling faces and alert minds and bodies, these essential foods must be safeguarded from contamination. This is especially true of milk. "Milk builds bone and muscle better than any other food." Yet unless it is made safe by adequate pasteurization, it may spread disease. Milkborne epidemics, of typhoid fever, scarlet fever, septic sore throat and diphtheria, have not decreased during the past dozen years. They usually occur in small towns and rural districts which do not require adequate pasteurization of their milk supply. In these communities, then, for the protection of their children's health, families are working together to secure safe milk, meanwhile practising at home the simple measures necessary for safeguarding the milk they consume.

That the growing body of the child may utilize to the best advantage the food it gets, sunshine and relaxation are necessary. A measure of the joyfulness association with May Day should be part of every day's health program. In 1932, therefore, even more than in recent years, every citizen interested in the health of children is supporting community measures for recreation. Since, in the words of Dr. Miriam Van Waters of Los Angeles Juvenile Court, young people need "flowers, trees, water, earth and rocks," we should extend rather than curtail the development of parks and playgrounds, nature study, arcraft, and hobby clubs. Public-spirited men and women, in order to lessen the effects upon children of nervous tension in those around them are encouraging groups like these, and are securing wise leaders for them.

Finally, what of the prospective mothers, the women who are carrying new life? In them we have a prime duty to our neighbors. The child's life and health are at stake. The

mother's life and health are at stake and in many, many cases the well-being of the other children at home and the preservation of the home itself are at stake. Social workers tell us over and over again that more families are broken up by the death or invalidism of a mother than by any other thing. May Day—National Child Health Day surely means that every child has a right to be well born of a healthy mother who will live to love her child and to take care of her family. This aim in a year when many mothers are enduring privations challenges us with one of the most vital problems of our times. What are we doing to provide prenatal, natal and postnatal care for every prospective mother? We can solve this problem. To attack and conquer difficulties is bred into our American blood and bone. Therefore May Day—National Child Health Day 1932 summons us to the conquest of fundamental happiness and security by the preservation of life and health,—the life and health of American motherhood.

The Value of Extra Curricula Activities in the High School

By A. B. Bland, Manassas High School,
Memphis

To the modern educator who has clear perspective of present-day needs, extra-curricula activities are just as important as those listed in the course of study. The object of all education is the making of good rounded out citizens from the material—boys and girls—with which the educator works. Reading, writing and arithmetic are important; but it takes more than a working knowledge of the celebrated "Three R's" for one to make citizens of the lads and lasses one finds about him.

Now to get down to brass tacks physical exercise is the first of the oft-times extra-curricula activities to be discussed here. Whether it be had through the medium of participation on some varsity team such as football, baseball or basketball, or through that of supervised gymnastic exercises, the dire necessity thereof is apparent. For, I am sure we all agree, in the making of citizens, physical fitness is a big aid.

The proper social and ethical attitudes may logically be discussed next. These attitudes may be established in the embryonic citizen by way of such media as organized and supervised play as well as that of supervised social recitation wherein the pupil learns to respect the rights of others, to recognize authority even if possessed by one he looks upon as an equal, and last but by no means least—that mighty lesson of cooperation. Then there are such media as that offered by Junior Branches of the N. A. A. C. P. where in the citizen in the making may get an inkling of what that great vocation—social service work—is all about.

Last but not least we would emphasize the development of a Christ-like and moral attitude in the citizen to be. For, as is obvious to the casual observer, the laws made by man and those taught by Christ coincide. Among the media by which such attitudes may be got over to the embryonic citizens are the chapel exercises and Y's—both Y. M. C. A.'s and Y. W.'s.

And these, indulgent reader, are but a few of the more important of high school extra-curricula activities that are vital to that all-important process—the making of citizens.

AN OPEN LETTER TO ALL SUPERINTENDENTS, SUPERVISORS, PRINCIPALS, TEACHERS AND EDUCATORS

Dear Official:

The tenth annual session of the Tennessee State Association of Teachers in Colored Schools will convene in Nashville, March 24-26, 1932. Sessions will be held at A. & I. State College and Pearl High School. Arrangements are being made to secure some of the outstanding speakers at the Tennessee State Teachers Association (white) to take part on the program. Such distinguished men as Dr. R. L. Lyman, of the University of Chicago, and Mr. Walter B. Hill, assistant field director of education for the General Education Board, have accepted an invitation to address our group. Departmental sessions are being provided so that teachers may have round table discussions of their local and specific problems. Members of the faculty of George Peabody Teachers College, Fisk University, Meharry Medical College and the A. & I. State College, have agreed to cooperate with these groups.

The central theme of the session will be "Modern Trends in Education." The Middle Tennessee Association of Teachers is meeting jointly with the State Association and making available their resources to aid in putting over the best program in the history of the organization.

Teachers are urged to bring some of their best musical talent to take part in the state-wide elementary school chorus which will be one of the features of the program. Junior and senior high schools are urged to enter students in the state-wide declamatory con-

test. Appropriate prizes will be given the winners, a loving cup will be awarded the teacher unit (school, city or county organization) that ranks highest on the basis of three items: percentage of paid memberships in the Association, percentage of teachers and students in attendance at the session, representation in the declamatory contest.

Lodging may be secured at A. & I. State College for 50c per night for adults and 25c per night for school pupils. Board is on the cafeteria plan and averages about 50c per day. Homes may be secured in Nashville for about \$1.00 per night for lodging and \$1.00 per day for board. Reservations can be made by writing the Executive Secretary.

Each teacher organization is urged to collect and send in its 1932 fees at once to Dean G. W. Gore, A. and I. State College, Nashville Tenn. The fee is 50c and includes subscription to *The Broadcaster*, the Association's bi-monthly publication.

Many superintendents are urging their teachers to attend and are allowing their representatives to have March 24 and 25 as holidays, with pay, so that they may attend. Kindly urge your teachers to cooperate. An official program will be mailed to all superintendents, supervisors, principals and members of the Association about February 15.

On to Nashville for a Pre-Easter Educational Awakening.

Yours very truly,

George W. Gore, Jr.
EXECUTIVE SECRETARY.

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For further Information and Catalog write
W. J. Hale, President

A limited number of bound copies of *The Broadcaster*, Volume III (including the issues of September and November, 1930, and January, March, May, July, 1931) may be secured from the office of the Executive Secretary, A. and I. State College, Nashville, by forwarding sixty cents for each copy desired.

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