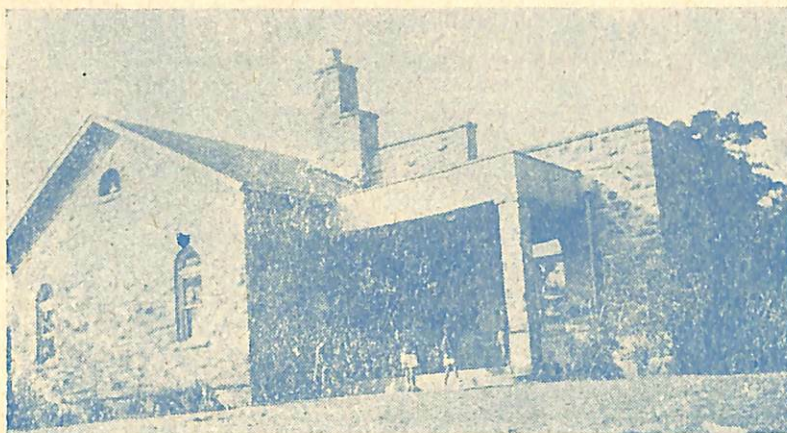

The Broadcaster

DECEMBER, 1944



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TENNESSEE NEGRO EDUCATION ASSOCIATION

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Twenty-Third Annual Session, A. and I. State College, March 29-31, 1945

heard the word "democracy." To Negro youth, it must become a reality and the college has the opportunity, if it has the courage and vision, to help him attain that goal.

What then are the trends today in planning the college program for the postwar period? I should like to list those trends and some of the problems that arise because of them:

1. There is now a definite provision for government aid to the returning veteran to complete or start his education. Fees will be paid and living expenses provided. The veteran can choose his own school. He can remain in his course as long as his conduct and progress are satisfactory.

This presents a real problem to the small Negro college. Already men are returning. Since the government pays, they will choose the school which offers them the most. Some will want "big school life" of football games, etc. Others will go into professional schools. The question is what will the small colleges have to offer that is unique and of real worth to the prospective student.

2. There is a trend toward the liberalization of entrance requirements to our colleges. The war has done this. Many institutions will accept students on measurement of aptitude and evaluation of experiences, and general achievement tests. This should continue after the war. Credit should be given for work done in the armed services, if it falls within work required by colleges toward degrees.

The American Council on Education has issued a guide to the evaluation of educational experiences in the armed services which is invaluable.

3. A third trend is concerned with reconsideration and revision of the objectives, curricula and methods of the liberal arts college.

Mabel and Hugh Smythe in the Negro College Quarterly suggest some changes for Negro education that are worth studying. They suggest the Negro college must offer practical courses in the operation of small business. Many service men will have "nest eggs" to invest. The college can render a real service in seeing that these are

well established. Basic accounting, management, personnel administration and promotion should be taught, not by theory alone, but by actual practice and supervision by the college.

Our colleges by and large cannot offer training in technical fields of radio, aviation, etc., but they can set up centers where guidance in those fields can be offered.

We should be on the alert to direct students into new fields that are open or can be opened to youth.

The Smythes feel that our social science program needs adjusting. Practical courses in human relations, contemporary society, the Negro in American life today. They emphasize the need of the student to get out and acquire actual experience in those areas. Their ideas are in a real sense a reaffirmation of education principles which are sound.

1. Education should start with the person and work out from him.
2. Education should start with present and work both forward and backward.
3. Education should start and end with the practical.

At LeMoyne College, we think we have made a start in that direction. Under our bloc system of one course at a time, a student may enter at any one of eight times during the year. He may take "refresher" courses in a short time and then go on in his major field. Our work starts with the student and centers around his major interest field. We are trying to use more and more the community as our laboratory.

4. A fourth trend is toward the improvement of educational and vocational guidance.

This is a very important and serious problem. It involves a real study of the returning student. His abilities must be judged, his needs met, his past work and training evaluated. The postwar college must set up an extensive counselling program. This will be expensive and will require more work. One of the most interesting steps in this direction is that on the University of New Hampshire.

The University has a separate center for this work. Returning service men may enter once a month and perhaps oftener as

more are released. Each man submits his past record, both civilian and military. A large number of tests are given intelligence—interest—maturity—and achievement. The materials are all gathered and studied, then a tentative program is worked out for the student. Organized instruction is given to prepare the returning student for regular class work. If it is found that he is not able to continue he is then counselled where he may get what will best fit him. Credit will be given for work done in the armed forces. Credit will also be given if the student shows maturity and ability beyond the level at which he stopped his education to go into the services.

This plan is excellent in many respects. It would require considerable expense, a fact which may easily bother the small college. Further I feel that it should be applied to all students who enter. A far more comprehensive guidance program is needed in the majority of our schools.

5. A fifth trend is towards an increased cooperation between the college and local community. This relates itself directly to the vocational side of the picture. A close relationship to the local community is necessary to know job opportunities and job trends. A number of colleges have already set up committees for this purpose. This includes a close association with veteran organizations and government agencies.

These are but a few of the trends and problems arising from those trends. In

this paper, I have attempted to do the following:

1. Suggest that we as colleges should carefully study our own objectives in education.
2. All students whether returning service men or not, need to shift their thinking to a constructive philosophy of life based on Christian ideals.
3. That we must be willing to change our curricula to meet the needs of our youth.
4. There are trends of postwar education. That in the meeting of the needs of returning men and women and young people in general we must:
 - a. face a maturer student and meet him on his level
 - b. ease entrance requirements and grant credit for significant war experiences and training
 - c. provide adequate counselling service
 - d. provide significant learning opportunities in a variety of fields that will train for constructive citizenship
 - e. work closely with the community

I do not claim these as original approaches to these serious problems. The ideas are sound; the solution of the problems will vary with the philosophy of each college and with the needs the college meets as men and women return.

We must be objective in our study and approach. We must be willing to experiment and forge new paths. We cannot delay for each day men are returning. We must have something to offer.

THE OLD VERSUS THE NEW IN MODERN EDUCATION

George N. Redd, Department of Education, Fisk University

Throughout the history of civilization, educators have attempted to evaluate educational practices for the purpose of determining what kind of education is of most worth to youth. The problem was attacked by such world leaders as Confucius, Socrates, Plato, Aristotle, Luther, Milton, Spencer, and many others, but their answers have remained mere theory. In America we have been occupied with the problem since the early settlers established the first American schools.

However, there is one thing about education upon which there is full agreement in America. Education is a public necessity, and therefore a responsibility which the American public should assume. Increasingly, we are recognizing the fact that each ignorant person is a tremendous burden on society. This was realized even back in the seventeenth century when Massachusetts passed laws making both elementary and secondary education responsibilities of the people. These laws established the import-

ance of education in the development of the nation, and in every crisis the nation has faced, education has been regarded as our first line of defense. Today, in every community, we have an elaborate public school system extending in many cases from the nursery school to the university.

Unfortunately, those persons who laid the foundation of our educational system did so with many misconceptions of education. Chief among these misconceptions are the following:

(1) Education was regarded as something which a child gets in the schoolroom certain hours during the day. It was to be obtained between the ages of 6 and 18, and 4 to 8 years longer if the individual chooses to attend college and the university. Going to school and education were regarded as synonymous, and the end of the school day, the school year, or the school course necessarily terminated one's period of education. The school's program was confined to a building with hard seats nailed to the floor, situated in an isolated spot in the community and "protected" by a large fence.

(2) The educative process was regarded as one which is concerned only with mathematical signs, verbal intricacies, and the like. These were organized into a curriculum which consisted of a group of unrelated subjects added to and subtracted from the curriculum at will. The content of the subjects was decided upon by textbook writers, and was to be taught by teachers and learned by pupils.

(3) Education was also regarded as something which one gets before entering upon one's life's work. It was a process in which one escaped from life in order to prepare for it. The children were to spend dreary hours in school manipulating difficult symbols, sitting erect with heels together and toes out, in order to assimilate the precious knowledge which was to prepare them for the wonders of the life which awaited them.

These are just a few of the major misconceptions of education upon which our school system was built, and today, these are the fundamental principles which characterize the educational program of the traditional school.

While this kind of education was budding

in our schools, rapid changes were taking place in American life outside the school. The rural village was giving way to the industrial life of the city; the self-sufficiency of the nation was giving way to a greater interdependence among the other nations of the world; the power of the hand was giving way to the power of the machine; and the horse and buggy were giving way to the motor car. Commerce and industry were assuming larger proportions everywhere.

Schools grew in number and in kind. They became more elaborate, necessitating a highly organized administrative set-up. Business methods were adopted in the administration of the schools. The subject curriculum, with emphasis upon rote learning and mastery became a fixture. Ruthless competition was encouraged among pupils, and achievement was recognized through a system of marks and gold stars. All of these characterized the development of our traditional schools.

There are several things which the traditional school, in its development, overlooked. It overlooked the individual child, his interests and needs. It overlooked the fact that it existed in a democracy and that it was its business to make democracy function by providing opportunities for democratic living. Children were not taught to think, but to imitate, and accept dogma without questioning.

The administration of our traditional schools presents a sorry picture. Politically-minded governors and boards can shape policies and programs at will. All kinds of propaganda can find its way into the already faulty curriculum, through the insistence of strong pressure groups. Certain minority groups are denied those rights which the very constitution of the country guarantees them. Consider the problem of educational expenditures. Here we find inequalities of all kinds—sectional, racial, and others. In certain Southern counties, Negro children were being educated at a per capita expenditure as low as \$2.00. In many counties, not a single school building is provided for these children, but school is kept in dilapidated churches and lodge halls which are lacking in all conveniences conducive to decent living. In one state, 30

per cent of the counties provided no high school facilities at all for Negro children, and only 8 per cent of the children of high school age in the state are attending high school. It is possible to go on indefinitely and cite numerous cases, but these are sufficient to point out the seriousness of the situation. This is the kind of educational administration which our traditional schools have fostered.

But there is a brighter side of the educational picture. Long ago certain educators became dissatisfied with prevailing conditions in our schools. The continuous social and economic changes created new educational needs which the traditional school could not meet. These changed educational needs gave rise to changed conceptions of education; and these changed conceptions of education altered the school curriculum, methods of teaching, and educational practices in general. Educators began asking with much seriousness, what kind of education is of most worth to our children. In response to this question, the progressive educators spoke. One writer has presented the picture as follows:

"When someone in the year 2000 writes the history of American education for the twentieth century, the decade between the close of the World War and the financial and economic collapse which heralded the great depression will stand out as a peculiar importance. It was these years that the great battle of educational ideas took place. The death struggle between two opposing types of curriculum practices was fought and decided. On the one side was the large group of educators who championed the subject curriculum; on the other was the small group of educators who advocated the experience curriculum. A decision was rendered in 1929. The social and economic events immediately following the depression caused educators to stop, look, listen, think, and evaluate the practices of the preceding decade. As a result, from the kindergarten through the liberal arts college the subject curriculum with its

basic educational ideas began to decline, and the experience curriculum with its fundamental principles began to increase. The rapid acceleration which began in 1931 has almost reached a tidal wave."*

It was during this period when the entire educational world was rejuvenated by a series of educational experiments. Among those on the secondary level, the Eight-Year Study of the Progressive Education Association looms as the most significant. The study began in 1932, when 300 American liberal arts colleges consented to admit without formalities, the graduates of 30 progressive secondary schools participating in experiments in secondary education conducted by the Progressive Education Association. The 30 schools consisted of public high schools and private academies. Four graduating classes were sent to the participating colleges. Judges paired each of 1475 graduates of the Progressive Schools with a graduate of a traditional school who was of the same sex, age, intelligence, interest, and family background. The judges found that the progressive students made better marks; won more academic honors; were more precise and systematic in their thinking, more resourceful in meeting practical problems; read more books; did more dancing; went to more concerts; took a keener interest in world affairs; went out for more extra-curricular activities; were elected to more student offices. To top all of this, the graduates of the six most progressive high schools in the country had the best record of all students in the colleges. These results speak for themselves as far as the relative value of progressive school practices is concerned.

Similar studies fostering new secondary school practices are being conducted by the Southern Association of Colleges and Secondary Schools and the Association of Colleges and Secondary Schools for Negroes. There is little doubt that these evaluations will yield results similar to those of the Eight-Year Study. It is such studies as these which are providing the foundation for the secondary school of the future.

On the college level, there are several outstanding institutions experimenting with

*FOOTNOTE—1 Hopkins, L. T., ET AL. *Integration—ITS MEANING AND APPLICATION*. New York: D. Appleton-Century 1937, Page 197.

progressive practices. Whereas such idealistic administrators as Hutchins of Chicago would build the curriculum around a group of permanent studies—studies which “draw out the elements of our common nature,” and which are based on books which are literary, philosophical, and scientific classics of the past, the progressive colleges would build the curriculum around student experiences, greatly minimizing the importance of subjects. Chief among the more progressive colleges of the country are Black Mountain College, Bennington, and Bard. Among the Negro colleges experimenting with new programs are Fort Valley State College, Talladega College, and the Louisiana Normal Institute at Grambling. The American Council on Education is engaged in important studies in general education and teacher education, involving several liberal arts colleges, universities, and teachers colleges. While students in the traditional St. John's College in Annapolis pursue a prescribed curriculum organized around 100 outstanding classics of the western world, students in the progressive colleges pursue a curriculum based on their individual needs and the concrete problems of community life and living.

The four years at St. Johns make up a single all-required course of study which is devoted to chronological treatment of the one hundred great books around which the curriculum centers. The first year covers the period to the end of the Alexandrian Age, and the second to the end of the Middle Ages, the third to the middle of the Eighteenth Century, and the fourth ending with Contemporary Writers.

At the late New College, the student spent his time gaining actual experiences in the world about him. He spent a period of his college course in industry, in a store, on a farm, or in other kinds of employment. He spent several months in a rural community sponsored by the College, which served as a laboratory for the study of science, for the study of rural life, and for experience in human relationships.

What are some of the basic assumptions underlying the programs of the progressive secondary schools and colleges mentioned in this paper? Certainly these practices did

not just grow up. They are the applications of a carefully formulated philosophy of education, which is the product of the minds of some of our greatest thinkers in education. The basic principles of this philosophy can be conveniently considered under three headings; namely, the nature of the educative process, the nature of the learning process, and the obligations of the school and college to the community. Let us consider each, from the standpoint of the progressive schools.

1. THE NATURE OF THE EDUCATIVE PROCESS. In the progressive school the educative process is conceived as a way of living in a democratic society. As agencies for the education of the youth, the function of the school is to provide a stimulating social and intellectual environment which is conducive to dynamic and creative living; thereby permitting the fullest possible development for each individual student. This function cannot be realized by a fixed curriculum, organized around a group of subject matter courses. The curriculum should consist of a series of purposeful experiences, growing out of the needs and interests of the student and out of the problems of society; and under capable guidance and direction of instructors, leading to the development of the whole personality of the student. The ultimate goal of education, as conceived here, is the development of the student for effective leadership and service in society; therefore, courses offered and other information and skills gained are merely the tools with which the individual will work in pursuit of this goal.

2. THE NATURE OF THE LEARNING PROCESS. Kilpatrick has pointed out that probably the major cause of the present confusion in education is due to a misunderstanding of the meaning of the verb “to learn.” The old systems of psychology promulgated a theory of learning based upon the conceptions of Newton's physics. This theory was, therefore, mechanistic, involving the idea that learning was merely the acquisition on the part of the learner of bits of knowledge, information, or skills. In technical terms, learning was the formation bonds between stimulus and response. More

recent developments in organismic psychology view the learning process as involving the whole organism. Success in learning is conceived, therefore, in terms of the student's ability to deal creatively with the major problem situations with which he is confronted during his period of development while in school.

The learning situation does not consist of logically organized subject matter from lectures, books, and other printed material; but it consists of a series of first hand experience provided for the student in the solution of the major problems around which his curriculum centers. The learning process itself involves a continuous integration of these experiences, and each new act of learning contributes to the remaking of the whole organism. This viewpoint does not exclude logically organized subject matter from various sources. Material of this kind is used frequently, but with a different emphasis—as a means to assist the learner in solving the problem with which he is concerned.

3. THE OBLIGATIONS OF THE SCHOOL TO THE COMMUNITY. The progressive school is regarded as a definite part of the surrounding community, and, consequently, has certain obligations and responsibilities to the community. The task

faced by the school is one of finding its place in the scheme for social reconstruction, which is needed to lift society from its present chaotic state after the war.

In order to provide for the fullest development of each American child, and to promote those ideals of democracy upon which the nation is built and for which it is fighting, the kind of education which is worth more to our children is that kind built upon these progressive principles.

The extent to which the high school and the college of tomorrow built upon these principles will become a reality, depends upon the great body of teachers and administrators in our public schools. If they are dynamic and progressive, our schools will be dynamic and progressive. If they are static and conventional, our schools will reflect the same qualities. Events of recent years have revealed a greater need than ever before for an increased adherence to these practices, in order that we may eventually develop a nation of people who exemplify everything that the concept of democracy implies. The seeds of democracy should be sown in our public schools and colleges and here is where the teachers and administrators have a great responsibility in guiding and directing human growth in democracy.

A CROSS ROAD IN EDUCATION

By T. D. Upshaw, Principal of Booker T. Washington, East Chattahoochee

Negro educators must give immediate attention to the problem of the best type of education for the masses of our people in the postwar period. We must be alert for each opportunity to advance the educational status of the Negro.

An opportunity seems to present itself in the recent bills introduced in both houses of our National Congress under the sponsorship of the American Vocational Association. Senate (S 1946) and in the House of Representatives (H R 5079). The twin bills request a new annual continuing Federal appropriation of \$97,500,000.00, which is in addition to \$21,742,780 now appropriated an-

nually through the Smith-Hughes and the George-Deen acts.

The purpose given for this increased appropriation is, “To provide vocational training and retraining programs for the occupational adjustment of veterans returning from military services, workers demobilized from war production plants and for other youths and adults, that individuals and the Nation may attain economic stability and security, and to further extend the program of vocational education.”

The allocations of the new program is as follows:
For the planning, developing and operation of area schools.....\$24,000,000

For education in agriculture, farm mechanics and Future Farmers of America (N. F. A. is our)	23,000,000
For Home Economics.....	16,000,000
For teacher training in trades and industrial subjects	16,000,000
For occupational information and guidance program	4,000,000
For public service occupations....	7,000,000
For office occupational subjects ..	5,000,000
For supervision of industrial arts education	5,000,000

Later in the program each state will be required to match at least 25 per cent of the minimum allotment.

Before Congress has the opportunity of considering these bills, opposition is looming in educational circles. It is claimed that the appropriation is excessive of need; that vocational education should not be forced on all the people; that too much vocational training will tend to warp the educational development of the nation.

In passing judgment as to the feasibility or need for these increased funds, there are several factors we should consider both from a national view and from a racial view. In our planning, due consideration should be given to the great industrial changes the war is bringing into our lives. Each war gives birth to new and revolutionary methods of doing the work of the world. Certainly it stands to reason that there must be re-education of men and women returning from the armed services who have been out of touch with civilian life for periods ranging from a few months to several years. The men and women who have been engaged in special jobs for the war effort at home will also be out of step in the sense of their ability to adjust to new methods of meeting civilian demands. All will need retraining for adequate adjustment.

When we add to this picture the millions of youths who will be emerging from our schools in the next few years, and who will not be efficiently equipped for the new era because of the general lag schools have behind the pace of industry. These youths too must be given retraining.

This brings us down to the real problem as it will effect our public schools. We must modernize our content, methods and

facilities to cope with the new era. Most of the adults' needs can be met in the new area schools. This fact alone would justify their establishment. Facilities of our present public schools could never accommodate the adult demands.

Our surprising success at the task of "Feeding the World" during this great conflict demonstrates the need for new technics and re-education in the field of agriculture that land utilization might be efficient and without waste.

The one weakness in the allocation of these funds seems to be in the \$4,000,000 for occupational information and guidance program. This amount seems inadequate because an efficient guidance program is the hub around which the whole program of vocational education and adjustment revolves.

To Negro educators this is an old controversy, which type of education should be stressed for the masses and which should be pushed into the background. Doctor Booker T. Washington truly lived ahead of his time. In his planning for the future of his people, he saw the needs for training for this technical era of mechanization and speed. His wisdom in pointing the way for his people was not wholly appreciated by the Negro. He died before the first World War. We are now in the midst of the second World War, and in both, we have learned the bitter lesson of how inadequate our program of education has been in industry, agriculture, health and sanitation.

In considering this proposed increased support to vocational education, as Negroes, it would be profitable to view the picture from our side of the track. Negroes have never been accepted fully in industrial occupations. In addition to the "opposition because of color," as a barrier, the Negro has erected one of his own in failing to take advantage of opportunities for efficient training regardless of what the future promised. Negroes of America are being used all over the world in this great war effort, doing important work for which some received training many years ago and waited for their opportunity. It is better to be prepared and never called than to be called and not prepared.

It is highly important that we hold the

gains we have made during this critical period. Yet, we should be alert for more opportunities to advance. Both major parties in the recent political campaign pledged themselves to the establishment of a permanent Fair Employment Practice Committee. With the influence of this organization, the future looks brighter for the Negro in all occupational fields. We should start now

preparing for efficient participation. We need and can profitably use all the vocational education possible for a generation and then we would possibly be inadequately educated for modern living. We should welcome the establishment of the area schools and all other aids to the development of vocational education.

T. D. UPSHAW, Jr.

CONSTITUTION OF THE TENNESSEE NEGRO EDUCATIONAL ASSOCIATION

(Adopted July, 1928)

We, the Teachers in the Colored Schools of the State of Tennessee, in order to develop a greater spirit of friendship and fraternity among those working for a common cause, to draw ourselves together in social feeling and intercourse, to discuss methods of teaching and courses of study, to promote the cause and elevate the standard of education to the end that the noble ideals embodied in Tennessee's education creed may be made a reality, do hereby bind ourselves under the following provisions:

ARTICLE I.—NAME

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

ARTICLE II.—MEMBERSHIP

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

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

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

ARTICLE III.—OFFICERS

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

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

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

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

ARTICLE IV.—EXECUTIVE COMMITTEE

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

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

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

BY-LAWS

1. The regular meeting shall be held an-

nually in Nashville at such time as shall be designated by the Executive Committee, except otherwise provided by the convention of the preceding year.

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

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

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

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

AMENDMENTS

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

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

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

4. The President and the Executive Secretary shall be members of the Executive Committee. (Adopted 1935 session.)

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

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

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

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

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

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

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

12. That a budget system be adopted on a percentage basis and that the executive committee prepare and submit said budget to the general body for the approval of this body and to be reported by the executive committee, Thursday in the first session of the association in order that all teachers may have ample time to think about it before the final adoption in the business session on Saturday or the last business session of the Association. (Adopted 1940 session.)

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

APPROVED NEGRO HIGH SCHOOLS FOR THE SCHOLASTIC YEAR—1944

COUNTY SENIOR

Name Of County And School	Post Office	Name Of Principal
BEDFORD: Bedford County Training	Shelbyville	S. W. Harris
CAMPBELL: LaFollette Colored	LaFollette	S. A. Cain
CARROLL: Webb	McKenzie	J. L. Seets
CHESTER: Chester Co. Training	Henderson	W. B. Stewart
COCKE: Tanner Training	Newport	W. C. Hargrove
COFFEE: Davidson Academy	Tulahoma	C. D. Stamps
CROCKETT: Central	Alamo	E. D. Brown
DAVIDSON: Haynes	Nashville	Clinton Derricks
DICKSON: Hampton	Dickson	A. J. Hardy
DYER: Bruce	Dyersburg	M. L. Morrison, Jr.
FAYETTE: Fayette Co. Training	Somerville	David Hamilton
FRANKLIN: Townsend Training	Winchester	J. H. Hunt
GIBSON: Gibson Co. Training	Milan	T. R. Hartsfield
Rosenwald	Trenton	T. B. Holloway
Stigall	Humboldt	I. H. Ledford
GILES: Bridgeforth	Pulaski	A. M. Gilbert
GREENE: George Clem	Greeneville	R. C. Martin
HAMBLEN: Morristown Nor. Ind.	Morristown	T. M. Crowder
HAMILTON: Booker T. Washington	Chattanooga	T. B. Upshaw, Jr.
HARDEMAN: Allen-White	Whiteville	J. H. White
HARDIN: Dunbar	Savannah	M. T. Malone
HAWKINS: Swift Memorial Jr. College	Rogersville	R. E. Lee
HAYWOOD: Haywood Co. Training	Brownsville	R. B. Bond
HENDERSON: Montgomery	Lexington	C. C. Bond
HENRY: Central	Paris	T. R. Wilson
HICKMAN: O. H. Bernard	Centerville	M. L. Dabney
JEFFERSON: Nelson Merry	Jefferson City	N. A. Crippens
LAUDERDALE: Lauderdale Co. Training	Ripley	John C. Brent
LINCOLN: Lincoln Co. Colored	Fayetteville	A. F. Hoyle
McMINN: J. L. Cook	Athens	W. E. Nash
McNAIRY: McNairy County	Selmer	Wm. E. Ledbetter
MADISON: Golden	Denmark	John H. Parrish
MARION: McReynolds	South Pittsburg	M. Burnett

MARSHALL: Lewisburg Colored	Lewisburg	George W. Turner
MAURY: Clark Training College Hill	Mt. Pleasant Columbia	H. C. Griffith J. Thomas Caruthers
MONTGOMERY: Burt	Clarksville	George Brooks
PUTNAM: Darwin	Cookeville	L. L. Lowe
RHEA: Rhea Colored	Dayton	Maudie L. Lee
ROANE: Rockwood Colored Holloway	Rockwood	J. B. Olinger
RUTHERFORD: SHELBY: Barret's Chapel Geeter Shelby Co. Training	Murfreesboro Arlington Whifehaven Lucy	S. G. Greene G. E. Hoffman Joseph W. Falls R. J. Roddy
SUMNER: Union	Gallatin	J. N. Rucker
TIPTON: Frazier Gallor Industrial	Covington Mason	Percy Brown George E. Loder
WARREN: Bernard	McMinnville	J. E. Turner
WASHINGTON: Langston	Johnson City	J. Niel Armstrong
WILLIAMSON: Franklin Training	Franklin	E. E. Pitts
WILSON: Wilson Co. Colored	Lebanon	Albert Moore

CITY SENIOR

BLOUNT: Charles M. Hall	Alcoa	Emmett West
BRADLEY: College Hill	Cleveland	A. E. Martin
DAVIDSON: Pearl	Nashville	J. A. Galloway
HAMILTON: Howard	Chattanooga	W. J. Davenport
KNOX: Austin	Knoxville	T. R. Davis
MADISON: Merry	Jackson	A. J. Payne
ROBERTSON: Braudsford	Springfield	John Patterson
SHELBY: Booker T. Washington Manassas	Memphis Memphis	Blair T. Hunt J. A. Hayes
SULLIVAN: John F. Slater	Bristol	P. E. Butler

SCHEDULE REGIONAL PROFESSIONAL TEACHERS' MEETINGS

1944-1945

DATE	PLACE	DIRECTOR
December 2, 1944	Jackson, Tennessee	J. H. White
December 9, 1944	McKenzie Tennessee	J. L. Seets
January 20, 1945	Ripley, Tennessee	Percy Brown
January 27, 1945	Selmer, Tennessee	C. C. Bond
February 3, 1945	Shelbyville, Tennessee	S. W. Harris
February 10, 1945	Clarksville, Tennessee	George W. Brooks
February 17, 1945	Chattanooga, Tennessee	T. D. Upshaw, Jr.
February 24, 1945	Nashville, Tennessee	S. G. Greene
March 3, 1945	Cookeville, Tennessee	L. L. Rowe
March 10, 1945	Morristown, Tennessee	N. A. Crippens
March 17, 1945	Knoxville, Tennessee	J. B. Olinger
March 24, 1945	Johnson City, Tennessee	J. Niel Armstrong