

# The Broadcaster

Official Journal of the Tennessee State Association of Teachers in Colored Schools

Vol. V

Nashville, Tennessee, January, 1933

No. 2

## THE PARENT-TEACHERS ASSOCIATION AND ITS WORK

### A STATEMENT OF THE UNDERLYING PHILOSOPHY

.....Zelma M. Watson

## APPRECIATION OF THE BEAUTIFUL

SUGGESTIVE APPROACHES .....Frances E. Thompson

## VOCATIONAL GUIDANCE IN NEGRO SCHOOLS

PERTINENT NEEDS AND METHODS.....W. C. Hargrave

## ACCOUNT OF WORK DONE BY HOME

### DEMONSTRATION AGENTS

A REPORT OF ACHIEVEMENT..... Kate B. Gresham

## OUTLINE FOR YEAR'S WORK IN PHYSICS

A TOPICAL SURVEY..... Andrew Bland

## OBJECTIVES IN ARITHMETIC

AN ANALYSIS BY GRADES .....Maceo W. Long

## REPORT ON SECONDARY EDUCATION BY

STATE DEPARTMENT .....Educatograms

## EDITORIALS

Eleventh Annual Session in Nashville, April 13-15, 1933



## TENNESSEE STATE DEPARTMENT OF EDUCATION

WALTER COCKING ..... Commissioner  
 JAMES A. ROBERTS ..... Assistant Commissioner  
 MISS MAUDE HOLMAN ..... Secretary to Commissioner  
 MISS MAUDE GARTON ..... Secretary to Assistant Commissioner  
 MISS ORA ROGERS ..... Stenographer  
 D. E. SLAGLE ..... Bookkeeper  
 MISS EMMA WATTS ..... Supervisor, Rural School Libraries

### Division of High School Supervision

W. A. BASS ..... Supervisor  
 C. T. WYATT ..... Assistant Supervisor  
 MRS. K. C. MORGAN ..... Stenographer  
 MISS KATHERINE FLINN ..... Stenographer

### Division of Vocational Education

D. M. CLEMENTS ..... Supervisor, Agriculture  
 G. E. FREEMAN ..... Assistant Supervisor, Agriculture  
 MISS MARGARET BROWDER ..... Supervisor, Home Economics  
 A. S. ZOERB ..... Supervisor, Trades and Industry  
 MRS. M. L. FOWLKES ..... Secretary-Bookkeeper  
 MRS. C. O. CHRISTIAN ..... Stenographer

### Division of Civilian Vocational Rehabilitation

R. L. BYNUM ..... Supervisor  
 MRS. THERESA HAMILTON ..... Secretary-Stenographer

### Division of Elementary School Supervision

J. B. CALHOUN ..... Director, School House Planning  
 J. C. RUSSELL ..... Draftsman  
 DUDLEY S. TANNER ..... State Agent, Negro Schools  
 W. E. TURNER ..... Assistant State Agent, Negro Schools  
 T. W. HUNTER ..... Supervisor  
 JOHN P. GRAHAM ..... Supervisor  
 MISS EVA REHORN ..... Stenographer  
 R. E. CLAY ..... Rosenwald Building Agent

### Division of Certification

PERRY M. HARNED ..... Supervisor  
 MRS. E. L. HOWE ..... Clerk  
 MRS. JAMES L. STACK ..... Stenographer

### Division of Geology

WALTER F. POND ..... State Geologist  
 MISS ODESSA POWELL ..... Secretary-Bookkeeper

### Division of Library and Archives

MRS. MARY D. MOORE ..... Librarian and Archivist  
 MISS LUTIE JONES ..... Assistant  
 MRS. PEARL W. KELLEY ..... Assistant  
 MISS JENNIE POE ..... Stenographer  
 P. E. COX ..... Archaeologist and Keeper of Archives and Museum  
 MRS. R. H. PAGE ..... Stenographer  
 MISS SUE JONES ..... Stenographer, Land Grants  
 W. A. PROVINE ..... Curator

## THE BROADCASTER

Published in October, January, March, May.

Official Journal of the Tennessee State Association of Teachers in Colored Schools

Dedicated to the advancement of education and interracial goodwill.

### EDITORIAL AND BUSINESS OFFICE

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

Membership and The Broadcaster, fifty cents per year. Single copies fifteen cents. Advertising rates furnished on application.

Entered as second-class matter, August 25, 1928, at the Post Office at Nashville, Tennessee under the Act of March 3, 1879.

VOL. V.

JANUARY, 1933

NUMBER 2

## Contents

	Page
High Schools Approved by the Department of Education for 1932 .....	18
The Parent-Teacher Association and Its Work—Miss Zelma M. Watson .....	19
Appreciation of the Beautiful—Miss Frances E. Thompson .....	23
Editorials .....	24
Vocational Guidance in Negro Schools—Mr. W. C. Hargrave .....	27
Brief Account of Work Done by Demonstration Agents—Miss Kate B. Gresham.....	28
Outline for Year's Work in Physics—Mr. Andrew Bland.....	30
Objectives in Arithmetic—Mr. Maceo W. Long .....	30
Educatograms .....	32



# **HIGH SCHOOLS APPROVED BY THE DEPARTMENT OF EDUCATION FOR 1932**

## **STATE APPROVED COLORED PUBLIC FOUR-YEAR COUNTY HIGH SCHOOLS**

Name of County and School	Postoffice	Name of Principal	Full-Time Teachers	Part-Time Teachers	Number Enrolled	GR.
<b>BEDFORD:</b>						
McAdams High School	Shelbyville	J. C. McAdams	3	0	56	B
<b>CARROL:</b>						
Webb High School	McKenzie	J. L. Seets	5	0	93	B
<b>DYER:</b>						
Bruce High School	Dyersburg	M. L. Morrison	3	0	116	A
<b>FAYETTE:</b>						
Fayette County Training School	Somerville	W. P. Ware	4	0	60	C-1
<b>GIBSON:</b>						
Gibson County Training School	Milan	F. M. Dickey	4	0	82	C-1
<b>HAYWOOD:</b>						
Haywood Co. Training School	Brownsville	F. E. Jeffries	6	0	80	C-1
<b>HEINRY:</b>						
Central High School	Paris	K. L. Clay	3	0	70	C-1
<b>LAUDERDALE:</b>						
Lauderdale Co. Training School	Ripley	S. H. Johnson	3	1	54	B
<b>MCMINN:</b>						
J. L. Cook High School	Athens	W. E. Nash	4	1	95	B
<b>MARION:</b>						
McReynolds High School	So. Pittsburg	A. C. Peoples	4	0	63	B
<b>MAURY:</b>						
College Hill High School	Columbia	R. G. Johnson	4	0	111	B
<b>MONTGOMERY:</b>						
Burt High School	Clarksville	H. L. Allison	3	0	222	A
<b>RUTHERFORD:</b>						
Holloway High School	Murfreesboro	S. G. Greene	3	0	106	B
<b>SHELBY:</b>						
Barrett Chapel High School	Arlington	G. E. Eoffman	3	1	81	B
Geeter High School	Whitehaven	Joseph W. Falls	6	0	151	B
Shelby County Training School	Lucy	R. J. Roddy	5	0	122	B
<b>SUMNER:</b>						
Union High School	Gallatin	J. N. Rucker	5	0	70	B
<b>WARREN:</b>						
Bernard High School	McMinnville	J. E. Wood	3	0	44	C-1
<b>WASHINGTON:</b>						
Langston High School	Johnson City	T. K. Borders	3	2	71	B
<b>WILLIAMSON:</b>						
Franklin Co. Training School	Route 2 Franklin	I. H. Hampton	5	0	68	C-1

## **LIST OF STATE APPROVED SCHOOLS IN TRANSITION FROM THE TWO TO THE FOUR-YEAR TYPE**

Name of County and School	Postoffice	Name of Principal	Full-Time Teachers	Part-Time Teachers	Number Enrolled
<b>HARDEMAN:</b>					
Allen White H. S.	Whiteville	James H. White	3	2	38

## **LIST OF STATE APPROVED JUNIOR COUNTY HIGH SCHOOLS FORM I.—GRADES 9—10**

Name of County and School	Postoffice	Name of Principal	Full-Time Teachers	Part-Time Teachers	Number Enrolled
<b>COFFEE:</b>					
Davidson Academy	Tullahoma	C. D. Stamps	1	2	18
<b>CROCKETT:</b>					
Alamo Junior High School	Alamo	E. N. Koonce	2	0	39
<b>FRANKLIN:</b>					
Townsend Training School	Winchester	L. W. Johnson	1	0	43
<b>GIBSON:</b>					
Humboldt Jr. High School	Humboldt	T. M. Stigall	2	2	47
Trenton Rosenwald High School	Trenton	E. L. Watson	1	3	44
<b>HARDIN:</b>					
Dunbar High School	Savannah	M. T. Malone	1	2	16
<b>HENDERSON:</b>					
Montgomery High School	Lexington	A. E. Gray	1	3	27
<b>WICKMAN:</b>					
O. H. Bernard High School	Centerville	M. L. Dabney	1	1	18
<b>LINCOLN:</b>					
Fayetteville Col. High School	Fayetteville	Wm. Jackson	1	0	29
<b>MARSHALL:</b>					
Lewisburg High School	Lewisburg	Jacob B. Jones	1	0	33
<b>MAURY:</b>					
Clarke Training School	Mt. Pleasant	G. A. Thompson	1	2	29
<b>MONROE:</b>					
Highpoint High School	Sweetwater	Chas. A. Addington	1	1	36
<b>OBION:</b>					

(Continued on page 32)

## **"THE PARENT-TEACHER ASSOCIATION AND ITS WORK"**

By Miss Zelma M. Watson,

Director of Personal Administration for Women, A. & I. State College

From time immemorial men have been trying to define education. The results have seldom been entirely satisfactory, and yet the question will not down. The parents, the teachers, the citizens who are called upon to support the schools, the executives who must guide an educational enterprise, all these and others find it necessary to frame some sort of theory touching the processes which are carried on, or ought to be carried on, in schools, and not only in schools but in the home and church as well.

In its essentials, education may be thought of as the process of developing the individual from what he is to what we think he ought to be.

Ordinarily, the child entering school is not able to read or write. Under present-day conditions of living in this country it is essential that he learn to interpret with reasonable facility the written thought of others, and express his own thoughts in reasonably legible form and with a fair degree of speed. In developing from the one stage to the other the pupil is being educated.

The very small child is largely lacking in emotional self-control. He is likely to lose his temper over what, to the average adult, would be a mere trifle and to express his thoughts without regard to their effect upon others. Gradually he learns, through instruction and other experience, that it is well to bring these primitive forms of expression under control. As he does this he acquires self-control or poise. In this development he is being educated to meet situations that are quite as likely to affect his future welfare as was the case in his learning to read and write.

As we place emphasis upon one or another of the many abilities in which development is possible or desirable, we get one or another objective of education. We are familiar with the conception of education for knowledge. You may remember writing as a child—innumerable times, it seemed then—in the penmanship "copy-book" of the day: "Knowledge is power." This statement is

true in the sense that a ready control of the facts and principles involved is necessary in meeting almost any life situation, whether it be the buying of a suit of clothes or arguing a case before the Supreme Court of the United States. But knowledge alone is not sufficient. It does not necessarily develop a well-disciplined mind, trained to evaluate known facts and principles and to discover new ones. Neither does knowledge, as usually defined, insure one's being able to take his place as a self-supporting member of society, to recognize his obligations to his fellows, and to meet those obligations according to our present ideals of citizenship.

Hence, as these and other factors needed to meet life situations are recognized and emphasized, other educational objectives arise: such as discipline, culture, morality, utility, citizenship, social efficiency.

To me John Dewey suggests the most meaningful conception of education in that he applies the development idea to all our needs in getting from where we are to where we think we ought to be. His conception is that education is growth, implying, of course, that growth should be in the directions we believe particularly significant for the conditions under which we live. In what directions should growth take place?

Every experience has educative possibilities, whether it be a visit to the neighborhood grocer, the neighboring city, a dinner party, a hike, or reading the newspaper. As a matter of fact experiences may provide opportunities for growth in what we consider wrong as well as in right directions. Hence it becomes important to know what a fifteen-year-old boy reads in the newspaper, in order to know what ideals are set up and how far they influence his daily conduct. Looked at in this way, the newspaper becomes not only a means of disseminating information but an agency of no mean proportions in stimulating and directing the growth of both children and adults.

A person's environment is made up of many specific environments, and has been said to

constitute "anything that affects you." One of the most powerful environments is the home. It nurtures the child during his most impressionable period so that the ideals set up and the habits formed are likely to have considerable influence throughout life. It touches practically every important problem of everyday living: health habits, manners, self-control, responsibility, moral standards, taste in dress, financial judgment, and social ideals. Since every situation makes an impression upon those involved—and especially upon the growing child—an untrained parent may be an educational menace.

The church environment is more limited, at least as far as frequency of influence is concerned. These influences vary according to the particular church and the conceptions of its leaders. Fundamentally, though, it is concerned with the spiritual values of life. Through the Sunday School and the young people's societies, instruction is given in Biblical history and in moral and other social ideals, and opportunity is offered for the development of members through participation in the various instructional, social, and leadership activities of the organizations.

The theater, through its visualization of the many conditions and problems of life, has a unique opportunity to set up standards of entertainment, give instruction, and suggest ideals. The playground provides opportunity for enjoyment, for the establishment of social contacts, and particularly for the development of physical habits and ideals.

Among other agencies and forces that have more or less educational influence are the Boy Scouts, Girl Scouts and similar groups; the radio, the automobile, the numerous fraternal organizations, the farm bureau, books, and periodicals.

At one or more stages in his development an individual touches most of these and many other special environments. He plays, goes to the show, reads the magazines, goes to church, and participates in the activities of the home. Each of these experiences influences him to greater or less degree, to his well-being or to the contrary. This happens whether we know it or not or admit it or not. We may overlook or deny the effect of these experiences, but they are making their impression nevertheless and are fashioning the individual into what he finally becomes. It is important, therefore, that we recognize the continuity of the educational process in or-

der that we may exert effort intelligently for the wise control of all experiences whether in or out of school.

The school has at times become a very formal institution. Instead of being a place where all educational needs of children and young people may be met, it has been too often devoted largely to teaching certain skills—as reading and spelling—and certain types of information—as history and geography. We are coming to see the school as an agency with a function far broader than this, and such a conception of the school is a recognition of continuity in the educational process. We see the responsibilities of the school as growing out of the needs in the whole life of the pupil, not of a particular segment only.

Yet any thoughtful person will realize that, while this theory of the residual functions of the school suggests a goal that is stimulating, it is one that will not often be completely attained—and for many reasons. But there are tasks which none but parents can perform, and no matter how completely the school performs its duties according to the theory described above, there remains something of a problem of bringing school and out-of-school experiences together. Hence there is a place for such an organization as the parent-teacher association.

The parent-teacher association is an outgrowth of our increasing humanitarianism. During the latter part of the nineteenth century this humanitarianism manifested itself in improved facilities for education through public support, and in school attendance laws, health improvement, prison reform, and the like. The parent-teacher movement had its origin in 1897 when a group met in Washington and organized the National Congress of Mothers. Its original statement of purposes included: the education of parents for child development; the cooperation of home and school; the promotion of the kindergarten movement; the securing of legislation for neglected and dependent children; and the education of young people for parenthood. In 1908 the name of the organization was changed to the National Congress of Mothers and Parent-Teacher Associations. In 1924 it was again changed to the National Congress of Parents and Teachers.

The program for any local association should not be decided until an analysis has

been made of the needs of the community involved. Nevertheless, herein are presented six groupings of objectives for parent-teacher associations which may be used as guideposts in making the analysis of a community's local needs.

It is obvious that intelligent cooperation is based on understanding, for no one can criticize the school constructively unless he knows what it is doing and has some insight into what it ought to do. One objective may be stated as:

1. Giving members an understanding of the objectives and methods of the school. In this group would be included discussions on such topics as: what education is; what the teacher of Latin hopes to accomplish; the project in hygiene; the value of a course in community civics; why a school orchestra is important; homogenous grouping of pupils to permit more individual attention; and the like. Through demonstration teaching or through visits to the school, association members may see what methods are being used and acquire some conception of our modern educational ideals. It is decidedly worth while to demonstrate one of the newer methods of teaching reading as contrasted with the alphabet method by which so many adults have acquired that tool; how spelling lists are made up from those words, often misspelled, which are actually needed by pupils in different grades; how geography may be vitalized by the imaginary trip or moving pictures; how children may be taught through oral English to speak with reasonable fluency and accuracy while standing and facing the class; or how more meaning may be given to literature through dramatization.

As the members of the parent-teacher association begin to understand the methods used in a modern school and to see the ideals back of them, they become more able to work constructively in meeting the second need.

2. Learning to apply accepted educational objectives and methods to the out-of-school environment.—The home has opportunities, often overlooked or greatly neglected, for directing the proper growth of children.

It is here that right habits in such respects as manners, unselfishness, and respect for the rights of others may be so firmly established that they will be of lasting influence. Parents who understand the psychology of habit formation have a distinct advantage in achieving desired results. Many parents ap-

parently do not realize the importance of such a basic factor in habit formation as consistent practice, with exceptions. They require the child to retire at nine o'clock one night and permit him to stay up until eleven the next without apparent reason.

Parents likewise have an unusual opportunity to develop a sense of responsibility in children. This is only developed as children have the actual opportunity to perform duties assigned them. Each child should have his place in the family group, with such responsibilities as his development warrants. Washing dishes, making beds, keeping one's room in order, tending the fire, and mowing the lawn involve considerable drudgery. They cannot be ignored and their necessity should be emphasized with responsibility equitably apportioned. Many home duties are more attractive—marketing for the family, planning the day's or week's menu, deciding what moving pictures or other entertainment the family should attend, and deciding what new article of furniture is most needed. Even if final decisions are made by the parents, it is worth while educationally for the younger members to participate in the discussion. As responsibilities are assumed the child learns something of the more common problems of everyday living as a member of an intimate group. He learns by failure and success. If parents realized the educational value of permitting and encouraging the boy to make a radio or to develop photographic films rather than having them ready made, more opportunities would undoubtedly be offered along this line. In an age such as this when most of our needs and luxuries are supplied cheaply by business concerns, we are in danger of neglecting the educational opportunities of the oncoming generation.

In the direction of ideals, in teaching the value of money, in developing appreciation of what is appropriate and what is inappropriate in dress, and in suggesting the right use of leisure hours, the home has unusual opportunity. In fact there are few, if any, experiences affecting the development of children and of young people in which the home may not have some influence. As the parent, trained to deal with these questions from the point of view of their educational effects, aids the work of other agencies in the community, he may help to reshape both their direct and indirect educational influ-

ences. To do this effectively it is necessary that there be an understanding of child nature. In view of the far-reaching effects of these out-of-school experiences—the theater, library, church, press, playground—on child growth, the parent-teacher association may properly give considerable attention to the training of parents regarding accepted educational objectives and methods. It is here that the association probably has its greatest opportunity.

3. Under certain conditions giving school officials opinions as to where the school fails or succeeds.—The exercise of this function requires good judgment. Parents have an unusual opportunity to observe the effects of schooling and other experiences on their children. They may notice that the children are not able to solve accurately problems that arise involving mathematics, that they lack important facts in geography needed to read current news intelligently, or that they do not know how to study independently. They may, on the other hand, observe that their children read with unusual comprehension, that their knowledge of hygiene functions in daily life, or that they appear really to enjoy good books. In either case the school ought to know how well its pupils are meeting the problems of life. Where results are not all that may be desired, a tactful but frank discussion of what may be done in school, or home, or other agency may be very beneficial, while to know that one's efforts are producing desired results is always encouraging. Frequently, too, conferences between teachers and parents give information that may be very helpful in meeting the needs of particular children.

The obvious danger in performing activities of this sort is that parents may go too far. They may insist that their point of view be adopted, when the professional officers with their greater insight may realize that it is neither feasible nor sound. It is important, therefore, that members of these associations realize that, after giving suggestions, their function in these matters ceases.

4. Aiding to educate the community in desirable aspects of the school's program.—In the long run, educational progress in a community depends upon the intelligent interest of citizens in the schools. Since members of parent-teacher associations are often among the more alert in the community, they have

the opportunity to understand what the school is trying to do and interpret it to the community. The facts regarding the need of a new school building may be presented to them, and they may influence others in the community to respond to this need. They may appreciate more readily than others the need for broadening the curriculum through music, art, agriculture, and commercial subjects.

5. Facilitating acquaintance among parents and teachers.—While some parents and teachers become acquainted without an organization promoting such relationships, they are facilitated by a parent-teacher association. Such activities may include not only whole evenings devoted to purely social affairs but also picnics, "welcomes" and "farewells" to teachers, afternoon teas at which teachers are the guest of honor, and parts of regular programs indicated as being of a purely social nature. Practically every program offers an opportunity for an informal reception.

As parents come to know teachers as individuals rather than as parts of a machine, a relationship may be established permitting a frank and helpful exchange of views, and friction may thereby be reduced.

6. Raising funds under special conditions.—While it is unwise for the parent-teacher association to raise money to the extent of endangering the conception of public support, there are certain conditions which warrant participation of this kind:

(a) Where the schools cannot maintain acceptable standards due to the community's inability to provide the needed funds through public taxation, the association may provide the desired facilities. In parts of the country, parent-teacher and other associations have made the school-yard attractive, put in new black-boards, purchased a modern heating and ventilating system, or even raised part of a new building fund.

(b) Sometimes the association is justified in undertaking to finance a new phase of school work until its desirability and practicability in the community can be demonstrated. Hot lunches, a cafeteria, a part-time director of the glee club, and a larger school library are illustrations. With the practicability or impracticability of the enterprise demonstrated to the community at large, the association has performed its function as far as that particular activity is concerned, and may leave the work to community support.

## APPRECIATION OF THE BEAUTIFUL

By Miss Frances E. Thompson,  
Instructor in Art Education—A. & I. State  
College

To be able to appreciate the beautiful one must recognize beauty. It is true that many of us see beauty all around us without recognizing it. On the other hand, it is possible to see and recognize chaotic compositions of form and color under the illusion that the aesthetic is beheld. This is often demonstrated in store windows where gaudy draperies, pillows, rugs and highly polished furniture, placed with no consideration for balance or harmony but simply to advertise the department represented.

It has not been overlooked that many of such articles are beautiful within themselves. Sometimes this violence is demonstrated in our own homes through over anxiety to make it attractive and liveable. However, there is much information at our disposal in the best magazines, newspapers and best of all, well handled books on Home Economics. With the aid of the suggestions mentioned and the association of ideas stimulated none of us need to be guilty of offense to the beautiful.

The presumption then will not be denied that all of us possess an innate desire to see and enjoy the beauty in both nature and art, but are often unable to expand this latent desire into a capacity for wider understanding and appreciation.

A few of us still think that an understanding of the aesthetic depends upon natural talent, so called. Expressions like the following will be made constantly when a group of people have the opportunity to enjoy a picture or a marvelous bit of landscape. "I wish I were an artist so that I might see the real beauty" or "We need some one to show us the beauty." The truth is, the beautiful is for all and the very admission that one is impressed so that he wants some one else to share it with him proves that he himself has seen its real beauty for himself. What some one else might see though an artist, might not make him feel half so exhilarating.

We say all that precedes to say this, that the appreciation of the beautiful depends upon

(c) When funds are raised by the association for improving the school, the expenditures should be made on the approval of the superintendent of principal and board of education. These officers, being responsible to the community and the state for the school, should have final decision as to whether the proposed expenditure would contribute to its welfare.

(d) The association may properly raise money for its own operating expenses, such as committee work, printing of programs, and sending of notifications,—when the membership fee is not sufficiently large to cover these expenses.

Even with the most casual examination of the objectives given herein, it is obvious that the parent-teacher association, rightly organized, can unquestionably provide the means by which home and school can be brought into very close and effective partnership.

The American people are definitely committed to the proposition that sound education is essential not only to the happiness of the individual but to the civic welfare and economic prosperity of the nation. The program of education will be a constantly expanding one. More of the youth and adults as well will be provided with opportunities for education. They will attend school for longer periods of time. The schools will be better adapted to meet the needs of the individual as well as of society. In a program of so wide significance there must be the last possible measure of intelligent cooperation.

May I close with the words of Angelo Patri:

"When parents have one set of ideals and teachers another, and the child finds himself struggling with still a third set in his life outside, the confusion of ideals and standards and motives stuns him, he wavers toward one and then another, never sure, never safe. And if a child is to grow, he must be both sure and safe in his mind as to where he is going and how he is to get there."

Burt High School, Clarksville, has been recognized by the Association of Colleges and Secondary Schools for Southern States. At the December meeting of the Association in New Orleans, it was added to the accredited list of secondary schools, being the first Negro high school in Tennessee to be so recognized.

(Continued on page 25)

## EDITORIAL

**A Great Soul Passes**

The city of Nashville, the state of Tennessee, the South, the nation sustained a loss in the death of the late Prof. R. S. Harris, principal of Pearl High School, Nashville. Essentially Prof. Harris was a teacher. He worked his way up through the ranks to the principalship of the high school in the "Athens of the South." Ever he was modest, unassuming, kind and dependable. Until the last, he was at his post of duty although greatly weakened by a long period of illness.

He died as he had lived in the midst of things—serving the boys and girls that he so dearly loved.

The simple ceremonies in Fisk Memorial Chapel, church of his alma mater, were impressive, well attended and befitting the dignity of the life he lived.

The sacred memory of our departed colleague will ever stand as a challenge to us to improve upon our best and to carry on regardless of personal sacrifices.

**Debits and Credits in Secondary Education**

The recently issued report of the State High School Inspector is significant. There is both a distinct gain in the quality and the quantity of schools accredited. Although two schools were recommended to be dropped "because of their failure to qualify for the 'B' grade within the two-year period allotted by the State Board," two schools dropped in 1931 have been reclaimed and are listed as class "B" in 1932.

The number of "A" schools is still two as in 1931—Bruce High School of Dyersburg and Burt High of Clarksville. The number of Class "B" schools has been increased from seven to twelve. There are six class "C-1" schools and no schools listed as "C-2" or "C-3." Howard High School, of Chattanooga, and Merry High School, of Jackson, have the distinction of being the first colored city high schools to be accredited by the state department.

Allen and White High School, Whiteville,

is the only three-year high school listed. It is in transition from a Junior to a four-year school. Eighteen junior high schools are listed and from this group is to be expected several four-year schools within the next two-year period.

**United States Statistics on Tennessee High Schools**

The preliminary report of the Survey of Secondary Education for Negroes, conducted by the Office of Education, United States Department of the Interior gives the following pertinent data in regard to Tennessee:

Of the 51,835 educables only 12.9% are actually enrolled in high schools. Out of 31 four-year high schools in the state, only 21 are accredited. There are six counties where Negroes form not less than 12.5% of the total population in which four years of high school training is not available for Negroes. Five counties have no high school provision for Negroes although they represent 12.5% or more of the population. Tennessee ranks high among Southern States in the percentage of Negro students in the Fourth Year of High School. The percentage of enrollment by years is 39% in first year; 27.9% in second year; 18.7% in the third year; 14.3% in the fourth year. Tennessee and Kentucky tie for first place in the percentage of graduates in Negro high schools in relation to the total enrollment.

**Educatograms**

Dr. Carter G. Woodson, director of the Association for the Study of Negro Life and Literature, declares that more pictures of Negroes are needed on the walls of schools, in a recent news release. He states "We must go back to the achievement of..... black men, and looking into these black faces of heroes and heroines, get inspiration to achieve as well as they did."

Knoxville College has nineteen families represented on the college register by 43 students.

In Texas, representatives of the Colored Teachers Association were invited to address the white state teachers association, when the two associations were meeting concurrently in Dallas in November.

**Appreciation of the Beautiful**

(Continued from page 23)

on the study of a few basic principles, and not necessarily or absolutely upon natural endowment; and while the creation of art as such must be the work of a relatively small number it is the hope that the enjoyment of art and nature will eventually become the privilege of all. To this end our great museums are maintained, art appreciation courses are offered in school curricula and nature displays lavishly.

As far back as we can trace humanity, we find some art expression. The love of the beautiful is as old as man. We have no discovery concerning him which did not at the same time show to us his groping for beauty to the extent of his capacity, from the hut in which he lived to the design of his implements of war. In the History of Art, Volume I by Ellie Faure, we find excellent treatment of this idea.

Let us recall some of the examples of the aesthetic as given to the world by sculptors, painters, architects and craftsmen. The Parthenon which stands in the Centennial Park is an exact replica of the Greek structure built for the Goddess Athene. We are fortunate indeed as people of Nashville to have in our midst the finest example of art that man has ever produced. The ruins of this temple still stand on the Acropolis at Athens. Fragments of it are in preservation in the British Museum. It is fitting to say here that "The Blue Book" containing pictures of the Parthenon may be obtained free or for slight cost from the State Capitol.

To resume our thought, the Greeks have given us standards of beauty which have not been surpassed by any people. These standards are best seen in their architecture, sculpture, and the minor arts, that is, vases and small articles of furniture.

Another local example of richness in art applied to architecture may be seen in the stone edifice of the Holy Trinity Church at the intersection of Sixth and Ewing avenues. It is of the Gothic type of architecture, comparable in beauty to the medieval churches of European countries.

Our own memorial library has many points of real beauty. The double stairway is excellent in design and reminds one of stairs of renowned beauty. The coloring in the

marble used in the building is not ordinary. The balance used throughout is very interesting. The direct approach to the stacks and the one in charge is a thing of beauty and utility. The balcony is beautifully decorated with stone columns which I think the Greek designers would admire.

The new Women's Building is superb in design and materials. No hue more restful could have been used on the interior than the green relieved by the white. Enough could be written about the beauty in this building alone to constitute another article.

The Men's Industrial Building also adds beauty to Nashville's sky line. The old Administrative Building stands like a sentinel, beautiful in its simplicity and symmetry.

A most unusual and interesting structure is the library building at Fisk. The interior decorations are especially attractive and awe inspiring. Another thing of beauty in connection with this building is not material; the murals which adorn its walls were conceived in the mind of one of our own men. Most of the actual work was done by him and under his direction. The handling of all the color in soft, grayed tones overlapping each other is like a poetry in effect. I speak of the work of Aaron Douglas.

In the same building on the landing to the right is an exceptional work of Art by Henry O. Tanner, another of our American Negro Artists.

In most of our museums and even among some of our own possessions may be found examples of Persian rugs, Indian and African tapestries, Oriental Curios in carved ivory or wood. Fine examples of design in hand woven fabrics done by natives of Africa will be seen in the Social Science Building at Fisk. This collection has been made possible largely through the efforts of Dr. Charles S. Johnson who, I think, has still finer examples at his home.

American Indian crafts of which basket weaving and pottery are the chief products may be seen even along the roadside throughout the West and Southwest as examples of pure American Art that many of us may see and enjoy. In these days of convenient travel there is no reason why we may not, at some time, have much of this art in our own home.

The Rockwood Potteries offer excellent examples of beauty in American pottery of the classic type. Any one who purchases even

a small piece of Rockwood pottery has opportunity to satisfy his innate longing for the beautiful. Pieces of this pottery are often on display at Stief's and at Jeck's, local jewelry stores.

Many examples of artistic effort are found in the early furniture types. The banister and ladder back chairs, the Sheridan sofas, the Empire suites, examples of which may be seen at the Hermitage are some of these early pieces. The old poster beds are also very beautiful, in that they are made of excellent materials, honestly put together, and good in line and finish. Modern modifications of the same types are good for the most part especially those in maple and walnut finish. One may always see these at the best stores.

Good examples of the choicest in silver, dishes, bric-a-brac, books and clothing are seen in such magazines as Good Housekeeping, Arts and Decoration, The Small Home, The Butterick Quarterly and others of the same class. If clippings are made and compared from time to time one will be surprised at his development. The stores in Nashville where one may go and see the best in the above mentioned articles are Castner-Knotts, Stief's, the balcony at Mill's Book Store, Thompson's, Cain Sloan's, the larger men's stores, Phillips and Buttorf's, Loveman's, some of the better furniture stores and even at Kresses.

One's love for the beautiful is often expressed in his choice of pictures. Attention to a few of the best will serve as a guide to better selection. We naturally start with Jean Francois Millet, the homely painter who saw beauty in the simple lives of the country folk of his own home land. "The Shepherdess," "The Gleaners," "The Angelus," "The Man with a Hoe" and "Feeding Her Birds" are suitable for the home. When brought close one can get something restful and refreshing whenever he sees them.

The "Song of the Lark," painted by Jules Breton, is another simple, beautiful picture; a young French peasant girl, with the sinking sun behind her, scythe in hand, goes singing on her way from the fields where she has been all day in close communion with "the good earth." Both of these painters, Millet and Breton, glorified the God of work in many of their paintings.

Then we have such vigorous work as that done in the "Horse Fair" by Rosa Bonheur, copies of "The Appeal to the Great Spirit," (a piece of American sculpture) by Cyrus E. Dalling, "The Last Stroke" by Jessie French, and the "Lions" by Saint Ganders are fine pictures for the living room or library.

To turn to the religious paintings which we should know and appreciate, the first really great painting perhaps is that of the "Lord's Supper" by Leonardo Da Vinci of the early Florentine School of Painting. Good reproductions of this picture and other great paintings in soft coloring and various sizes may be purchased from Brown Robinson Company of New York. An interesting account of the painter and the picture may also be had from the same company.

The "Madonna of the Chair" by Raphael is another beautiful picture. The virgin is seated in a carved chair with the child Jesus on her breast while Saint John, a larger child, rests at her knee.

The above mentioned examples of the best in art do not by any means exhaust the great store of beautiful things which the world, or even our small city and its environment, have to offer us.

Let us turn for a moment to nature. At no time of the year does she display her great museum of color as she does now. At our very finger tips, we have more beauty than all the artists in the world could paint before it passes. The Cumberland Mountains at this moment are a symphony of red and gold and hues of yellow and brown. The half denuded trees are as beautiful in their barrenness as the pictures they present clothed in foliage of green. The streams, bluer than the sky above them, are as beautiful now as they will be when covered later with thin ice or possibly snow.

I think we might go on for a long, long time picturing things that we should know and appreciate. Let us remember first that we need not be artists to do it, second that the world both near and far gives as much to appreciate and that to get the fullest enjoyment, we need only to see and recognize order instead of confusion, and restfulness instead of loudness, harmony instead of discord. Such we feel when viewing a setting or rising sun, or a painting by Raphael or a building by a master architect.

## VOCATIONAL GUIDANCE IN NEGRO SCHOOLS

By Prof. W. C. Hargrave, Swift Memorial College

I must admit at the outset that my case is that of one who has had too much time to do the job. The Chairman was kind enough to write me about this subject to be presented at this time, early in April. I agreed to try to have something to say—but as the months came and went, it appeared, the further away I got from the actual writing on the subject. Then, within the last ten days came a gentle reminder from our Chairman as to his expectations as to my appearing on the program according to promise. The first impulse that came to me was to write him offering an excuse for my non-appearance on the grounds that our first six weeks' examinations were to begin on the 27th of the month, and I did not see how I could be present. But the President of the Association sent me a program Tuesday of this week. The President of our school looking over that program, remarked: "I am anxious for you to be present." That settled it. Then he asked this pointed question: "Have you written your speech?" To be truthful, I had to answer, "No."

I do not want to be considered a shirker when responsibilities are placed upon me, hence, I am here to introduce the subject assigned to me to discuss at this time, Vocational Guidance in Negro Schools, Our Pressing Need.

I wondered why the subject should be limited in its application to our group, at a time when the spirit of democracy in education is so manifestly present. But then, it came to mind that the great depression of which so many complain, has not only pressed banks out of operation, factories from running, business in general to a standstill; but it has also pressed the Negro out of jobs, for the most part, that he formerly held without competition from any source. So that in this period of recovery, something should be done to stabilize the elements making up the general business conditions. Hence, the necessity arises on our part to contribute our quota toward this stabilizing situation toward which we are all looking forward. The spirit of Vocational Guidance is abroad in the land; so much so that there are those who advocate vocationalizing the rural schools of elementary grade. I do not know whether

Thorndike was speaking as a prophet when he said: "The traditional elementary school curriculum will soon be broadened and fitted to vocations as the college curriculum has already been. Vocational education will be given as freely as academic education. Some children will be learning to take care of a gasoline engine, or to apply the test for butter-fat content of milk, or to typewrite instead naming the capes and bays of Africa, to extract square root, or to tell who wrote Thanatopsis." To the above may be added a suggestion from Bett's Classroom Method and Management, "Each individual should have such a knowledge of the requirements placed on one who enters a given vocation that he will know whether this vocation is adapted to his tastes and aptitudes. He should also know something of the rewards to be expected, the problems, difficulties and disappointments to be met in different vocations. His knowledge should thereby guide in the selection of his vocation." To which we might add a word from Brim's Rural Education, "Now that expert and professions, as in medicine, teaching, engineering and the new science of farming, fitness and unfitness become significant factors, and intelligent vocational choice extremely important." Again, we quote Smith's Principles of Educational Sociology, which reminds us that "Vocational accomplishment constitutes such a fundamental part of efficient living that no educational system can afford to neglect training for it. Nor can a proper appeal to the vocational motive in students be cheapening. In fact, it may be and is used by discerning teachers not only to stimulate more intense and better directed efforts, but to inspire idealism as well. In spite, then, of much bitter invective on the part of cultivated culturists and many failuers on the part of pioneer experiments, we may expect vocational training to form an integral part of the future education of the masses as it has always formed of the education of the classes."

Then Smith goes on and gives an outline of what he calls "the legitimate objectives of a vocationalized secondary school program:



1 The development of general economic intelligence.

2 Vocational orientation through preliminary specialization, and

3. A certain amount of laboratory practice for the purpose of testing and developing vocational skills."—These I am submitting as suggestions of what may be done in Negro schools. For, since, there is such an awakening on the part of our white friends as to the importance and necessity of the type of education obtained from vocational guidance, I do think that we should not go to sleep now that our whole economic existence is threatened. What is good for the goose may be sauce for the gander.

I shall not cavil over the level of education where vocational guidance should be introduced,—whether on the primary or secondary level—but the great concern among us should be to see that it is more generally introduced. We know that if our boys and girls are left to themselves to choose their life's work, many will choose vocations that are already filled to overflowing, while many vocations will be neglected. Too much praise cannot be given Hampton, Tuskegee, and a few other schools that are helping our boys and girls to diversify their choice of a life's work, for they are doing a needed work. They are indeed building for the future. The dawn of a new day is opening to the Negro, the door of new opportunities is standing ajar. Now is the time to fit our youths for a greater variety of jobs, now is the time to prepare them for the jobs that will eventually be opened up. While it has been shown that of the whole number of vocations available to persons in this country, all have been occupied by Negroes but four; now is the time to begin preparing our youths for the other four that are available. There may be those who take the position that it is an expenditure of energy that is useless to prepare our boys and girls for positions they may not be permitted to fill. To this objection we would say there is a statement somewhere in Caesar to the effect: That in the times of peace we prepare for war. If the Negro had not, in a way, been prepared he could not have entered into the possessions of positions in the North when the World's War necessitated so many foreigners who had been occupying them to release them in order to answer the call to the colors.

Vocational Guidance is being emphasized in our white schools, it should be no less emphasized in Negro schools. In fact, it is a pressing need in our schools, because many jobs the Negro has been forced to give up have not been lost to him on account of his color, as some would have us believe, but in many cases, it was, on account of his unfitness to serve efficiently in the position held. Again, it is a pressing need, because we must gain economic standing, and maintain that that we have gained. The Negro needs thorough preparation to meet the unusual competition with which he must compete in the future. Then, to hold the jobs he now holds, to regain those he has lost, and to be prepared for those yet to be opened to him, I contend that Vocational Guidance in Negro Schools is Our Pressing Need.

### **Brief Account of Work Done By Home Demonstration Agents**

Reported by Miss Kate B. Gresham,  
Field Agent

#### **Quality of Dairy Products Improved**

Improving the quality of dairy products was carried on in the seven Tennessee counties by the Home Demonstration agents. The dairy department assisted by furnishing a butter manufacturing specialist with the butter demonstrations. A miniature Dazey churn and a dairy thermometer were given each agent by the Dazey Churn and Manufacturing Company. The other equipments were bought for a very small sum.

The object of this project was to improve quality of farm dairy products for home use and for sale. In order to put over this project, three meetings were held in each community by the home agents with the demonstration clubs. These meetings were:

1. Butter-making demonstrations.
2. Dairy dishes demonstrations.
3. Judging—(butter and cottage cheese made by club members. After the agents had given all demonstrations to all clubs in a county. A contest was held, and each member brought an exhibit of butter and cottage cheese to be judged. The club members were required to carry out the project in their home after having seen the demonstrations given.)

The publications that were given out follow:

Title	Number
Milk and Its Uses .....	142
Butter wall card—circular.....	11
Butter score card—circular .....	3000
Dairy Dishes Demonstrations .....	6912
Milky Way to Loveliness (playette)....	5714

Miss Bessie Walton, Home Agent in district one (West Tennessee), put the project over "big" by carrying the message to the four counties in which she works, and giving each of the demonstrations to all of the Home Demonstration Clubs in each community in the county. In other words, Miss Walton carried the message to more than 500 club members. In Middle and East Tennessee three counties were reached by the agents, and the demonstrations were given to the club members and carried out as stated above.

The communities in which these demonstrations were given were awakened to the fact that care and cleanliness are most essential to obtain quality milk and butter. Also, quality milk and butter are used in much greater quantities in the homes as compared with ordinary farm milk and butter. The club members manifested a great deal of interest and several of them brought visitors who came over the muddy roads to hear the talks and to see the demonstrations.

#### **Relief Fund**

During the month of January, 1932, when the Home Demonstration Clubs were being organized in several of the counties in Tennessee, the home women in twenty-five Home Demonstration Clubs decided to build a relief fund to help the unfortunate. Each club member decided to pay 10c per month. This amount was put in treasure and used as needed. Before issuing a check for money, visits were made to the homes of the unfortunate to see what was needed and to see the conditions in general.

While checking the reports sent in by the twenty clubs, I found that \$306 have been raised by club members and with this money a bit of cheer was carried to 80 families by purchasing food, clothing and fuel for them.

In some of the club meetings, mattresses, shuck door mats and rag rugs were made. These were sold to help swell the treasury so as to keep the project going, since the women had advanced the idea and also to encourage them. It was an easy matter to sell what we made, but since the prices are

down, we could not really sell them for what they were worth. However, we accomplished our aim, "we sold them."

Aside from this, women in some communities gave old clothes to be remodeled for children, most of which were made in the demonstration club meetings. One of the Home Demonstration Clubs in Giles County has had a relief fund for several years. I feel that this club as well as the club mentioned above has done a great work in helping to relieve the distressing conditions that are existing in some communities.

#### **Home Conservation of Food**

The conservation of foods has been our watchword during the entire year. We have tried to have the Home Demonstration Club members to "can" enough fruits and vegetables to supplement the garden, so that there may be two or more vegetables served during the meal hour each day in the year per person.

In presenting this project, the agents carried a canning budget for fruits and vegetables showing the requirements for one person and the agents also told the club members that for a family budget, multiply the budget for one person by the number in the family to get the correct number of jars to be canned.

We have been working on the canning budget for several years, and I find a larger number of Home Demonstration Club members making reports as to the keeping of the budget. One agent reported that she had one club that was 100 per cent in that each member canned the requirement for their families.

Aside from the canning of fruits and vegetables the canning of meats has been stressed in the club meetings. In district 1 (West Tennessee), eleven calves were canned. The agents had the meetings well advertised in order to reach as many people as possible. Sometimes patrons in adjoining communities would purchase a calf and get the agent to "can" it. The object is to have two or more communities to come together to hear the talks and to see the demonstrations, to learn the different cuts of meats, and to learn how to "can" meats so as to have fresh meat to serve during the meal hour at least twice a week. Demonstrations were also given in canning of pork, and the canning of chickens has been one of the outstanding features, be-



cause they were so cheap. The women decided to can a large number of fryers, so as have them for winter.

## Outline For Year's Work In Physics

- | Weeks | Topics and Sub-Topics   |
|-------|---|
| 1.    | Measurement—Fundamental Units.  |
| 2.    | Density—Liquid displacement, the hydrometer.  |
| 3.    | Pressure in Liquids with a free surface.  |
| 4.    | Pressure in confined liquids—Pascal's Law.<br>The hydraulic press.                              |
| 5.    | Archimedes Principle—specific gravity.  |
| 6.    | Barometric Phenomena—Torricelli, Galileo—The Aneroid and Mercurial barometers and uses thereof. |
| 7.    | Compressibility and Expansibility of air.   |
| 8.    | Pneumatic Appliances.   |
| 9.    | Molecular Motions—Kinetic Theory of Gases, Molecular motions in solids.                         |
| 10.   | Force and Motion—Gravity—Composition of forces. Newton's Laws.                                  |
| 11.   | Falling Bodies—Acceleration.  |
| 12.   | Molecular Forces—Elasticity Hook's Law.   |
| 13.   | Capillary Phenomena Adhesive and Cohesive forces.   |
| 14.   | Absorption of Gases.  |
| 15.   | Thermometry; Expansion Coefficients in solids.  |
| 16.   | Expansion in Liquids—Gases  |
| 17.   | Application of Expansion.   |
| 18.   | Hygrometry and Heating Plants.  |
| 19.   | Work and Mechanical Energy. The pulley—the lever, etc.  |
| 20.   | Work and heat energy—Friction heat engines—efficiency.  |
| 21.   | The Transference of Heat—Conductors Convection radiation.                                       |
| 22.   | Magnetism—Properties thereof and terrestrial magnetism.   |
| 23.   | Static Electricity—Potential and Capacity—Electrical Generators—Static Machines.                |
| 25.   | Current Electricity—Measurement of current—Electricity—E. M. F. and Resistance.                 |
| 36.   | D. C. and A. C. Currents.   |
| 27.   | Induced Currents—The Dynamo motor and induction Coil.   |

28. Applications of Electricity.
29. Nature and transmission of Sound, speed, reinforcement and interference.
30. Properties of Musical Sounds—musical scale—overtones string and wind instruments.
31. Nature and Propagation of Light—Speed and transmission thereof.
32. Image Formation—lenses—mirrors—reflection and refraction optical instruments.
33. Color Phenomena—Color and wave length—Spectra Invisible Radiation—electrical radiation cathode and X-rays—Radioactivity.
35. Wireless telegraphy—the radio and television.
36. Recapitulation.

EDITOR'S NOTE—Prof. Andrew Bland of Manassas High School, Memphis, is author of the above outline. He is a graduate student at Iowa State University in the Department of Physics.

## Objectives In Arithmetic

By Maceo W. Long, A. & I. State College

The objectives and suggestive activities listed for the teaching of Arithmetic are given for the purpose of aiding the teachers of arithmetic. Such well defined ideas of what the child is expected to accomplish as he progresses from the first to the seventh grade should be of great importance to any teacher of arithmetic. If the teacher knows very well what the ends are for each grade and sets out to see that each child accomplishes these ends, many of the difficulties, that children have in arithmetic of the succeeding grade will be eliminated.

The list of objectives and activities was obtained from the study of courses in arithmetic of several states and cities.

### OBJECTIVES IN ARITHMETIC

#### Objectives for Grade 1.

To develop the

1. Ability to count by 1's, 5's and 2's to 100.
2. Ability to read and write numbers from 1 to 100.
3. Ability to recognize the width, foot, nickel, dime, penny, pint and quart.
4. Ability to name and give number of days in a week.
5. Ability to tell the time in hours and half hours.

6. Ability to recognize quantitative relationships.
7. Ability to subtract three column number change with pennies, nickels, dimes.

#### Objectives for Grade 2.

To develop the

1. Ability to count by 2's, 3's, 5's, and 10's.
2. Ability to read and write numbers to 1000.
3. Ability to give 45 or more addition and subtraction combinations.
4. Ability to add by endings involving carrying.
5. Ability to add single column addition of five numbers.
6. Ability to add double column addition with no carrying.
7. Ability to subtract three column numbers with no carrying.
8. Ability to measure as in grade 1, with feet, yard and pound.
9. Ability to make change to 25c.
10. Ability to read calendar.
11. Ability to solve one step problems.
12. Ability to tell time.

#### Objectives for Grade 3.

1. To secure accurate and immediate response in simple facts of the four fundamental operations.
2. To develop the ability to use number facts in the solution of the word statements in one step problems.
3. To develop mastery of written multiplication and division with one digit multipliers and divisors.
4. To develop skill in written addition and subtraction.

#### Objectives for Grade 4.

5. To fix habits of neatness and accuracy.
1. To develop further accuracy and speed in the four fundamental processes.
2. To develop skill in solving two-step problems.
3. To establish the habit of checking work.

#### Objectives for Grade 5.

1. To increase skill in computation.
2. To develop skill in the use of fractions.
3. To introduce the simple use of decimals in concrete problems.

#### Objectives for Grade 6.

1. To increase speed and accuracy in the fundamental operations with whole numbers and with common fractions and decimal fractions.
2. To develop skill in the use of decimal fractions.

3. To develop graphs as a picture relation to ratio.
4. To extend the knowledge of areas and volume.
5. To develop simple business processes.
6. To increase the power to apply the process to life situations.

#### Objectives for the 7th Grade.

1. To give pupils appreciation of arithmetic as a social or business tool.
2. To increase skill in the fundamental processes.
3. To apply the processes in life situations.
4. To give a broad and general knowledge of business practices.
5. To give information about such institutions as: banks, insurance, building and loan associations.
6. To develop a higher type of citizenship thru the study of thrift.
7. To develop the use and reading of graph, Charts.
8. To develop an appreciation for the geometry in nature and life.
9. To develop mensuration and the metric system.
10. To develop the formula and equation as an introduction to algebra.

### SUGGESTIVE ACTIVITIES

#### Suggested Activities for Grades 1 and 2.

1. Planning a trip to a circus or having a circus.
2. Playing number games.
3. Cost of pet and its upkeep.
4. Earning and spending money, school store.
5. Measuring distance and objects.
6. Telling time.
7. Planning party at school.
8. Form work as garden.

#### Suggested Activities for Grades 3 and 4.

1. Estimating distances, weight, cost.
2. Making and selling toys.
3. Organizing clubs as: corn, garden, pig, poultry.

4. Keeping personal accounts or school accounts.

5. Making caps and aprons.
7. Building houses, boats aeroplanes.

#### Suggested Activities for 5, 6 and 7 grades.

1. Farm activities as: garden, school, milk supply, poultry clubs, calf clubs.
2. School activities as: building book shelf, window boxes, flower stands.

(Continued on page 32)



## High Schools Approved By State Department

(Continued from page eighteen)					
So. Fulton Rosenwald	Fulton, Ky.	J. J. Bills	1	0	24
RHEA:					
Dayton High School	Dayton	C. H. Powell	1	0	29
ROBERTSON:					
Adams Jr. High School	Adams	Lillian P. Thomas	1	0	16
SHELBY:					
Brunswick Jr. High School	Brunswick	N. A. Horne	1	2	40
TIPTON:					
Tipton County Training School	Covington	L. V. Wells	1	2	25
WEAKLEY:					
Weakley Co. Training School	Martin	L. B. Tinsley	1	1	24
LIST OF STATE APPROVED PRIVATE AND CITY HIGH SCHOOLS					

### LIST OF STATE APPROVED PRIVATE AND CITY HIGH SCHOOLS FOUR-YEAR SCHOOLS

Name of County and School	Postoffice	Name of Principal	Full-Time Teachers	Part-Time Teachers	Number Enrolled
HAMBLEN:					
Morristown Nor. & Ind. College	Morristown	M. W. Boyd	4	3	90
HAMILTON:					
Howard High School	Chattanooga	W. J. Davenport	16	0	517
MADISON:					
Merry High School	Jackson	A. J. Payne	6	1	333

(Continued from page 31)

3. Sports: Banking.
4. Organization of stock companies, real-estate, and building loan association.
5. Designs patterns for the commercial world.
6. Local and state budgets with particular reference to schools.
7. Measuring of school tennis and basketball court, baseball diamonds, football field.
8. Drills and races in fundamental processes.
6. Copy of geometry used in architecture.
10. Graph booklet of school history.

## Educatograms

Cards issued by Tennessee A. and I. State Teachers College, Nashville, contain the following quotation: "The best expression of Interracial Goodwill in America. Tennessee's educational square deal challenge to its half million citizens of color."

The State Interracial Commission of Tennessee met in Nashville, Thursday, January 12, 1933, in the Y. M. C. A. Building, at 10 A. M. and 2 P. M. Dr. Jesse E. Clarke is the state chairman and Mr. James D. Benton, interstate secretary for Alabama and Tennessee.

The Tennessee Public School Officers Association, in session in Nashville, January 10-12, agreed that all teachers in elementary schools of the state should have at least two years of college training before being allowed to teach. For any type of high school certificate college degrees should be required.

The Association went on record as favoring repeal of the law which permits one-year certificates to be issued teachers after receiving only twelve weeks of training beyond their high school studies.

Recommendation was made by some of the officers present that teachers, in addition to having record of college attendance, should also be required to pass examinations as to their training before receiving teaching certificates.

None of the proposed standards for certification would be retroactive. They would affect applicants for certificates beginning next September.

It was stated that there is an ample supply of teachers who have met with higher standards than are now required and new legislation is especially desirable in face of increased application for positions as a result of unemployment.

The following are the officers of The West Tennessee Teachers Congress for 1932-33: President, F. E. Jeffries, Brownsville; Vice-President, J. L. Seets, McKenzie; Secretary, Miss Lucy Campbell, Memphis; Assistant-Secretary, Mrs. Guy Hoffman, Barrett's Chapel; Executive Secretary, J. C. Buckner, Memphis; Treasurer, R. H. Neville, Memphis.

The Tennessee Interracial Commission held its 14th annual session in Nashville, January 12th, with about one hundred leading men and women of the two races present. They came from various sections of the state at their own expense, and hold connections with colleges, churches, welfare agencies, legal profession, and civic groups.

## KNOXVILLE COLLEGE Knoxville, Tenn.

Knoxville College is recognized as an "A" class college by our own State Board of Education, the North Carolina State Board of Education, the American Medical Association, and other agencies. Full credit is given for work in all departments toward teachers' certificates.

Splendid Location High Standards Reasonable Expense  
Catalog and other literature will be sent free upon request. Address

THE PRESIDENT

Knoxville College

Knoxville, Tenn.

## TENNESSEE A. & I. STATE COLLEGE

NASHVILLE  
NOW IS THE TIME TO PREPARE

Spring Quarter—1st Term, March 20.

—2nd Term, April 28.

Summer Session—June 6 to July 15.

Plant valued at over \$2,000,000; faculty university trained; curricula leading to a B. S. degree, the securing or renewal of teachers certificates.

Extension courses available in local communities upon application.

For further information and catalog write

W. J. HALE, President

## TERRY'S PHARMACY

"WE ARE IN BUSINESS FOR YOUR HEALTH"

A Complete Line Of Drugs, Patent Medicines, Toilet Articles, Cigars And Tobacco

(PRESCRIPTIONS CAREFULLY COMPOUNDED)

Our Motto

SERVICE WITH A SMILE

Phone 7-9252

2602 Jefferson Street

Nashville, Tennessee.



# TENNESSEE STATE ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

## OFFICERS FOR 1932-33

W. J. Davenport .....	President
Howard High School, Chattanooga	
W. J. Hale .....	Honorary President
A. & I. State College, Nashville	
J. H. White .....	1st Vice President
Allen and White High School, Whiteville	
W. E. Nash .....	2nd Vice President
Cook High School, Athens	
Mrs. Carrie Donaldson .....	3rd Vice President
Florida Street School, Memphis	
G. W. Gore, Jr. ....	Executive Secretary
A. & I. State College, Nashville	
J. L. Seets .....	Assistant Secretary
Carroll Co. Training School, McKenzie	
Mrs. Mary E. Murphy .....	Recording Secretary
Magnolia School, Memphis.	
Mrs. U. L. Knox .....	Asst. Recording Secretary
College Hill High School, Cleveland	
Mrs. M. J. Riley .....	Treasurer
A. & I. State College, Nashville	

## EXECUTIVE COMMITTEE

H. L. Allison (1933) Chairman .....	Clarksville
W. J. Hale (Ex Officio) .....	Nashville
Merle R. Eppse (1934) .....	Nashville
Mrs. A. E. Fagala (1933) .....	Chattanooga
R. E. Clay (1933) .....	Bristol
J. L. Buckner (1933) .....	Memphis
Alonzo Love (1934) .....	Memphis
R. J. Roddy, (1934) .....	Lucy
J. T. Bridgeforth (1934) .....	Pulaski