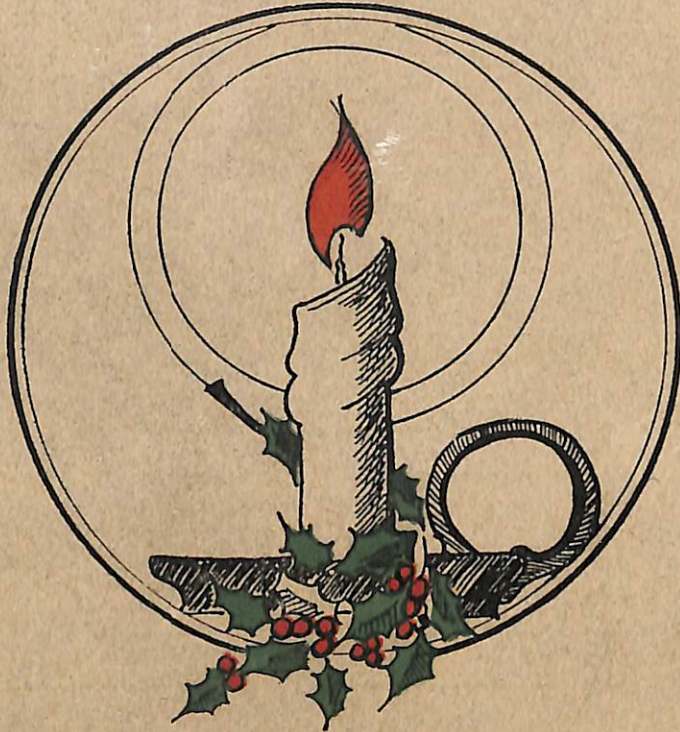


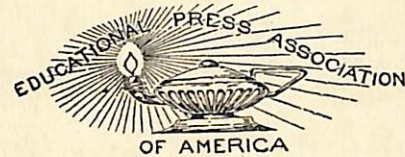
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DECEMBER
1945

The BROADCASTER

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MAN, MONEY, MATERIAL

W. V. HARPER, SR.

World War II is over. The Allied Nations are again victorious. The postwar era is now. In 1939 the United States was faced with the problems of national defense, and in 1941 war was declared against our aggressors, Japan and Germany. In order to win the war, it was necessary for us to harness manpower in order to convert raw material into guns, tanks, ships, planes, clothes, food, and other essential supplies. To do this, money and more money was needed immediately.

In seeking manpower, it was found that of the 130,000,000 people in this country, only a small percentage was trained and equipped to produce. Our educational system had trained people to consume rather than produce. There was a critical need for trained persons who possessed the skills needed in industries which were being rapidly converted to war production. The United States government immediately set up a training program for war production. Millions of people who were trained to become consumers were now trained to be producers. The training was costly, but it was not a question of cost; it was a "must" and had to be done at any cost.

Money was made available and the national debt increased. We were not concerned with the cost; we only were interested in winning the war. Hence, the American public bore taxes it never dreamed of bearing—luxury taxes, income taxes, automobile taxes, social security taxes, and many others which time will not permit me to list here. We needed money for war material, equipment, and supplies; money! for the Red Cross to relieve human suffering; money! for the USO to entertain the lonely soldiers away from home; money! money! to cover the cost of anything we could think of which we thought might aid in winning the war.

Materials which we thought were in an abundant supply became dangerously short. We had scrap drives for tin, steel, aluminum, paper, and so forth. The aid of school children was demanded; the aid of the housewives was demanded; the aid of all citizens was expected in cleaning up

basements, junk piles, and every available avenue where essential material could be salvaged. Industries were run around the clock, seven days per week, 365 days per year. There was no "letup" in the processing of essential material needed for winning the war.

In speaking of the teachers' obligations to the postwar world, we must not forget the obligations the same teachers had in winning the war. We sincerely hope that teachers of today will not make the same mistakes in winning the peace which were made prior to 1939. Let us look around us and take an inventory of what kept civilization on the march.

As we ascended and descended the mountains on our most enjoyable ride from Nashville to Chattanooga, we were impressed with beauty of nature's handiworks. The splendor and grandeur of the towering mountains, the enchanted forest with its coat of many colors, the gigantic moss-covered rocks standing against the ages barring man's march of progress, the winding road giving us an opportunity to look back over our shoulders and down at the silvery lakes or the dark and deep river striving to cut her way through the narrow rock-lined walls of the mountain pass. Descending upon Chattanooga about dusk as we made a sudden drop around a sharp curve, we beheld a charming city. Smoke was curling its way lazily into the fold of the dark blue blanket which was descending slowly but surely upon a tired and sleepy village. Thousands of lights greeted our eyes as they sparkled, giving forth rays of canned sunshine reaching out and challenging the descent of the dark canopy of blue. I say we were thrilled and elated as we approached this Shangri-La hidden in the valley of this great mountain.

Lest we forget, let us retrace our steps and analyze our picture with the eye of a practical man. As we ascended the mountain, I saw the beauty of the trees and the many colors; but I was also impressed with the number of potential houses, buildings, and furniture which lay unprocessed in

those trees. I saw the ancient rocks, but also saw the magnesium, the silicon, the lime, coal, and the potential roadbeds which man could use for his convenience and necessity. I saw the winding highway, but also realized the great engineering accomplishment and was elated to know that we could ride and turn these curves safely. I saw the rivers, but also the T. V. A. dam harnessing the water power which in turn is converted into mechanical and electrical energy serving man throughout the valley. I saw the city as we descended upon it, but realized because of man's ingenuity we overcame the hazard of the mountain in a machine made by man through using God's resources. I saw the lights, but also realized why the lights were there. I saw the smoke coming from the smokestacks, but did not forget that this smoke was a symbol of the life of Chattanooga.

As we descended upon Chattanooga, the desire came upon me, if it were possible, to stop the smoke from coming out of the stacks, turn out the light, stop the machinery, stop streetcars, close the filling stations, restaurants, stores, factories, mills. I would close everything but the schools. These I would permit to continue to run, teaching the same things they have been teaching down through the ages. The only things I would not permit to remain are these little shops placed in the rear of the building where you send all of the dumb boys and girls. Everything but these shops would be permitted to run as it is running now.

Then I would take all the dumb boys and girls in the shops, all of the factory and mill workers, the builders, the cooks, the clerks, farmers, bakers, domestic helpers, machinists, mechanics, and all people who were not teaching or pursuing a professional or academic course and send them into another continent—maybe Africa would be a good place. I have come to the conclusion that we do not need these people in America any more. All we need here are teachers, doctors, lawyers, ministers, and so forth.

Can you picture the results if this calamity would come upon us here in Chattanooga, in this state or nation? I am sure that none of us would have to stretch our

imagination very far to realize what a famine we would have in this land. Yet, we as educators have from year to year stuck to the type of education which prepares every child to go to college or enter into a profession. From year to year we have ignored the call of the eighty-five per cent of boys and girls who dropped out of high school or who do not have a desire nor the ability to prepare and enter into a profession. For years we have ignored the call of industry for trained men and women.

We are not desirous to discredit any form of education, for all phases of it are important. However, we would call to your attention that our educational system at present is geared to meet the needs of approximately the fifteen per cent, and we are doing little in our present educational program to meet the needs of the eighty-five per cent of boys and girls who must also make a living.

What, then, is the obligation of the teachers in the postwar world? It appears to me that the teachers' obligation should be:

1. To become more familiar with the workaday world.
2. To broaden the subject matter taught to include the vocational as well as the general aspects.
3. To assume an individual responsibility in aiding the boys and girls to choose the type of vocation he or she is interested in and show aptitude and is most likely to find gainful employment.
4. To assume the responsibility of promoting that type of education in your community which would best meet the need of the majority of the pupils to be served.

We offer for your deepest consideration vocational education, a type of education which assumes that all people will be employed if properly trained to pursue a definite vocation. Vocational education is training for gainful employment. We are primarily interested in trades and industrial education. Trades and industrial education train one to enter into employment in the trades and industries. May

we suggest that you talk more frequently with the shop teachers on your staff and have them to lead discussion in your general faculty meeting. We are sure that you

VICTORIOUS LIVING THROUGH EDUCATION

C. D. STAMPS

Today, as we are emerging from the greatest and most terrible of all wars and into what we hope is permanent peace, we are confronted with the problem of how we are to have victorious living, living that is free from want and fear.

The first problem which we must strive to solve in our projected program of victorious living is to assist in the establishing of a peace which will be permanent and also insure the freedoms for which we have been fighting the past four years. If that peace can be established, we will know that a good start has been made towards a fuller life for everyone, which is the goal of all right-thinking people. However, I do not think that this alone will make for victorious living. To do this we will have to banish ignorance and superstition throughout the world, but we are in a better position to do this now than ever before. Never in the history of our country has the chart for progress been more definite. Good government, a result of education and a necessity for fuller living, is ours for the asking if we will impart the proper knowledge to all of our people. A higher standard of living, better homes to live in, and better teaching within those homes, and better churches and schools are necessary fundamentals in achieving victorious living.

The youth of our land deserve something better than we have given them in the past. Our teachings should be those of understanding and cooperation, both at home and abroad, instead of isolation and distrust. When we analyze our policies from a national and international viewpoint, we find that they have been given us to a large degree by political parties; and many times, as history proves, we have had weak leadership because we failed to elect the best men largely through ignorance. I would like to ask a question and then answer it. Can we correct this weak spot in our form

will find that your time will not be wasted, and maybe you will find that the answer to many of your problems can be solved within your own groups.

of government? Yes, education will do it. Too often our foreign policies have been formed by weak politicians, catering to the whims of vested interests, self-seekers, and special privileged groups.

The awakening of our people in business, education, religion, and free government will encourage a sound program of education. This program will be based on a better understanding of peoples of all races, colors, and creeds. Basic education imparted properly through regular means is the only answer. This country must accept this program to make the twentieth century the century of freedom and victorious living, and, as I have said, this can be accomplished only through a plan of education for all of our people. We have become of age; and if America is to meet the problems of the world and accept the position of leadership in a better world order, then her people must be informed and learn what her basic problems are and a solution for them through education.

You and I and all of us who are prepared to accept full responsibility for enlightened citizenship must help to elevate the standards of our education so that as a people we will be more interested in the refinement of the quality of our desires and not be primarily concerned with the development of our capacity to meet them. We must help to elevate the standards of our education so that we will be interested not alone in the truths revealed by taking things apart, but also in the larger truths which are revealed by putting things together.

Only in such an environment of high purpose of deep insight and of understanding can we have victorious living. We can expect to find it only in a world in which there is a lively respect for freedom, an unshakable devotion to justice, an unwavering fidelity to truth, in a world in which men dare to defend the great heritages

which have become essential parts of the master plan of humane living.

It is only in an environment of education that we can continue in times of peace the refinement of our democratic national life so that we can enlarge the opportunities for the pursuit of happiness and full living on the part of our people without depriving them of the moral incentive of responsibility for their own welfare.

As I have stated before, a prerequisite for victorious living, the goal of every right-thinking person, is through educa-

tion. It makes possible the enjoyment of the finer things of life; and when we are able to provide these opportunities to all the people, our nation will have a citizenry happy and prosperous with a kindly feeling towards people of other lands. Without education, our people will not be able to fully appreciate the opportunities which a victorious life through education could and would make possible. It is my prayer that the people of our land may have that victorious living which is possible through education.

SCHOOLS TO ENCOURAGE STUDENT SAVINGS

During the war the nation's thirty million school children made it their patriotic business to save every week for War Stamps and Bonds. According to leading educators, the accompanying lessons in money management, arithmetic, and citizenship should remain a permanent part of the curriculum.

Therefore, teachers and school administrators in all parts of the country are planning to continue to sell U. S. Savings Bonds and Stamps in the classroom, because they feel that the best thrift instruction will not become real unless children are offered the experience and the convenience of saving at their "place of business."

BONDS AND STAMPS WILL CONTINUE ON SALE

War Bonds and Stamps will continue on sale under the name of U. S. Savings Bonds and Stamps. This is the name used for the "Baby Bonds" which first went on sale in 1935 and which sold over a billion dollars worth in 1940, the last full prewar year.

With the war ended, why should the government continue to borrow money despite drastic curtailments? The reason is twofold: (1) Now that the national debt is so large, it is all the more essential that the ownership of the debt be distributed widely. As people are taxed to raise funds for the treasury to pay the interest on the debt, purchasing power is transferred from those who are taxed to those who receive interest. Obviously better economic effects

result when many people are bond owners, all receiving part of the interest. (2) The postwar sale of bonds will help in this respect because it will counteract the effect of redemptions in much the same way that new deposits in a savings bank balance out withdrawals, the turnover in bonds means people have funds available when they need them. The feeling of security engendered by holding bonds will be maintained by the continuance of the Savings Bond program.

WHY SAVE IN PEACETIME?

For many children, saving has been linked to wartime government needs. But now it is no longer necessary to finance jeeps and bazookas. Eventually the need for financing hospital equipment and preventing inflation will pass.

Why save in peacetime? The question answers itself. Both to spend his money to best advantage and to attain peace of mind, every individual must learn money management. Four common savings goals are: (1) Short-term goals such as a bicycle or camera; (2) long-term goals such as college or a home; (3) regular expenses which must be planned for; and (4) unpredictable expenses for which an emergency fund should be provided.

HANDLING SAVINGS EFFICIENTLY

Lessons in money management will be most effective if children have a chance to save on the spot. That means continuing the weekly wartime stamp day or converting to a weekly savings or bank day.

Every school has worked out its own procedure for handling money with a minimum of effort and a maximum of risk. Turning over duties and responsibilities to the students has proved an efficient system which is highly profitable as a learning experience. With a minimum of supervision boys and girls can work out efficient methods and can handle money with professional accuracy. In many a school an entire class of fifth or sixth graders takes over the full responsibility in the arithmetic class, counting coins, making change, multiplying, and adding.

Over eight thousand schools which had a prewar bank savings plan will probably revert to their weekly bank day with a passbook for every pupil depositor. Usually a local bank checks each pupil's weekly envelope containing his deposit, then returns his passbook for next week's savings.

Both bank book savings and stamp book savings can be converted to U. S. Savings Bonds for long-range investment.

GETTING EDUCATIONAL VALUE FROM SAVINGS DAY

Pupils learn best when they learn through doing. In a school savings pro-

RESOLUTIONS APPROVED BY THE DELEGATE CONFERENCE

AMERICAN TEACHERS ASSOCIATION HELD AT BENNETT COLLEGE,
GREENSBORO, NORTH CAROLINA, JULY 25, 26, 1945

RESOLVED THAT:

1. As educators we are apprehensive of what may happen during the reconversion period, having in mind especially the Negro ex-serviceman and the Negro people in general. Displaced workers resulting from the closing of war work, migrant groups, and others under still other circumstances serve to complicate the problem extremely. As educators we shall have to exercise precaution to see that we make our contribution to the return to a program of work directed toward services to the civilian population. The transition will offer difficulties, and our work must be actively felt in this tremendously important transition period.

2. We support wholeheartedly the projected legislation by Senator Wagner of New York and his colleagues which looks

gram this means studying about personal savings and government finance while they have the opportunity to save regularly.

The regular course of study in most schools includes units bearing directly or indirectly on problems of money management. Arithmetic, business training, citizenship, and government may all help to make the child a more careful saver and a more thoughtful citizen. Probably the most important point is to focus such lessons directly on the child so that he will see their application to his own small income problems and will learn to spend wisely and save regularly.

The whole subject of government financing and the nation's economic stability can be made more concrete in terms of a pupil's saving and investment in U. S. Savings Bonds and Stamps.

Whatever the details of the savings plan within each school, care should be taken to avoid high pressure methods, such as honor rolls and competition between classes or between students. The school savings program should be democratic in the fullest sense. Given the reasons for saving, each can make his own choice, each may have his share in the future of America.

toward the provision of jobs and security for all.

3. We are especially concerned for the readjustment of the Negro ex-serviceman in communities which impose undue restrictions because of race. There can be little doubt that men who have been indoctrinated, through experience in the armed forces, against totalitarianism will not be satisfied to find racialism, a rather fundamental tenet of Fascism, still deeply rooted and effectively operating at home. The types of communities described above are likely to see race friction which ought not be allowed to sink to the level of physical clashes. It is a mark of democratic practices that where important opinions differ widely between groups there should be compromise, but it is unthinkable that any community should expect the Negro

to do all of the compromising, which fundamentally means no *compromise* at all. Here, then, is the very difficult role in which we must highly resolve so to act that we may help avoid disgraceful situations without losing sight of complete American citizenship.

4. It is obvious that returning servicemen will not avail themselves of the advantages provided under the so-called G. I. Bill of Rights unless special effort is made by the schools and other organizations to acquaint them (especially those who have been away from the country) with the provisions of the act. It should be among the "must" activities of every teacher to see to it that the people in her community who have relatives among the servicemen shall be acquainted with the G. I. Bill and, as far as possible, promote programs among the civic organizations which will look toward dissemination of knowledge of the opportunities.

5. It is our belief that the United States should set up no program of peacetime military training which will have in it any segregation or discrimination of any American citizen on account of race, creed, or color. The experiences of the armed forces have proved that integrated units, where set up, will work well. If there is to be peacetime military training, surely such integration would represent more of the democracy for which we have been fighting.

6. It is the abiding sentiment of this body that a permanent Fair Employment Practice Committee should be one of the chief considerations of Congress when it reconvenes and that our membership and their friends everywhere shall engage in an active program of promoting the establishment of this organization through making known to the President of the United States and both Houses of Congress the demand for action and by other feasible action.

7. We are solicitous about housing conditions for Negroes in the more congested communities, especially in the northern states. Notwithstanding the effectiveness of the housing program of the federal government, there has set in a conservative reaction which insists that housing is the

concern of private businesses and industries. We must actively support a program which will provide for both government and business enterprises in the providing of homes for all the people. The government, in our judgment, should enter the program where private enterprise finds it unprofitable to provide housing for the lower income groups. Adequate shelter is too fundamental a problem to be left wholly in the hands of private enterprises.

8. It is our belief that no financial qualifications should attach to the exercise of the suffrage by a citizen of the United States. We especially deplore the provisions by law in some states which impose limitations other than those offered by a law-abiding American citizen of proper age and mental competence. We shall, by every means at our disposal, seek the abolition of the poll tax by federal provision.

9. We shall work consistently for the passing of legislation for federal aid to public education. Of necessity this must occupy a high place on our list of undertakings. It shall be the duty of our officers and other representatives to see that our voices are heard to the end that such federal aid legislation shall provide ample protection for minority groups as well as provide for social welfare.

10. As a professional group, we shall make all reasonable efforts to acquaint ourselves with the availability of surplus properties, as a result of the cessation of the war, in order that our communities may be informed fully and that they may make proper requests for such materials as will increase the effectiveness of the instruction. This would seem a fine opportunity for many deprived communities to secure needed equipment from this source.

11. We are of the opinion that the movement to establish regional universities for Negroes in the South is a movement in an undesirable direction. The individual state should provide for the education of its Negro citizens, and this responsibility should not be transferred to a federated group of states whose program, whether by design or not, is likely to result in the exclusion by devious means of Negroes from institutions of higher learning which are now open to them.

12. This organization stands firmly behind the view that it is necessary for teachers to have tenure and retirement status. We shall do everything within our power to promote this view in our communities so that the teachers of our youth shall be in a position to exercise the privileges of citizenship and to enjoy the immunities of the profession without haunting fear of insecurity either for the immediate future or following cessation of active usefulness to the community on account of age or ill-health.

13. The democratic way of life also requires that teachers and officers on all lev-

els should participate in programming and in administrative policy making within the educational organization. There can be no adequate training for democracy when programs and policies are imposed from above upon teachers and officers without consulting their views or having them participate in the making of them. We educators, therefore, should exert every influence we can to displace a long established practice in certain communities in which such programs have been imposed upon the Negro educator in the manner indicated above.

AN APPRAISAL OF THE TEACHING OF AMERICAN HISTORY IN NEGRO HIGH SCHOOLS OF TENNESSEE

(An Abstract of a Thesis by Mrs. Rachel Patillo, Instructor in Social Studies for Veterans, A. and I. State College)

STATEMENT OF PROBLEM

As a result of the recent study of the report of the Committee on American History in Schools and Colleges and the National Council for the Social Studies, 1944, financed by the Rockefeller Foundation, indications point toward a needed appraisal of a more local analysis of the teaching of American history. Therefore, this study proposes to consider the question: How effective is the teaching of American history in the Negro high schools of Tennessee?

Specifically, the problem will be considered under four main headings:

1. To show the place that American history occupies in the present high school curriculum.
2. To reveal the methods and materials employed in the teaching of American history.
3. To compare the findings with those made by recognized councils and committees on the teaching of American history.
4. To present constructive recommendations for improvement of teaching American history based upon data found.

LIMITATIONS OF THE STUDY

1. Approved senior Negro high schools of Tennessee.
2. Period of 1940-44.

METHODOLOGY

1. Questionnaires to principals and teachers.
2. Myers-Ruch Progress Test to Tennessee State College freshmen, fall, 1944.
3. Letters to outstanding Negro historians.
4. Official records of Tennessee State Department of Education.
5. Personal interviews with Tennessee Negro teachers, principals, and supervisors.
6. Classroom visits to Tennessee Negro high schools.

FINDINGS

1. American history is required in all accredited high schools of Tennessee.
2. According to recognized Negro historians, the inclusion of a unit or a course in Negro history is of special importance to the development of Negro American youth.
3. Of seventy-one teachers included in this study, only twenty had a major in history, eight in history and social sciences. Of the six with master's degree, only three were in history, with the remaining three in related fields.
4. Nine history majors from the Tennessee A. and I. State Teachers College were employed as history teachers in the Negro high schools of Tennessee during 1944-1945.

5. The returns from the questionnaire study indicate an inadequacy of instructional aids.
 6. Teachers of history in Tennessee Negro high schools tend to be traditional in their methods of teaching as indicated by the widespread use of the textbook as the only instructional aid.
 7. Only twenty-eight Negro high school teachers in Tennessee reported the use of standardized tests. Only thirty-two reported giving written tests. The frequency with which the tests were given ranged from two to eight weeks.
 8. A standardized test in the Social Studies with emphasis on American history was administered to 184 freshmen students at Tennessee A. and I. State College during the fall of 1944, and seventy per cent of the students made scores below the test norm.
 9. The evaluation of student achievement by the teachers of American history in Negro high schools in Tennessee indicates a lack of precise information.
 10. On the basis of grades reported by Negro high school teachers of Tennessee, an unusually large number of students received "A" and "B" grades. This finding is significant in view of the reported weaknesses in the methods of instruction previously mentioned and the low scores made by freshmen at Tennessee A. and I. State College on the progress test.
 11. It is the opinion of principals of Negro high schools of Tennessee that a study of the contributions of Negroes would serve as an aid in the development of citizenship training of Negro boys and girls.
- such courses in Negro high schools of Tennessee.
3. Negro high schools of Tennessee should set up history laboratories as a technique for improving the instructional program in American history.
 4. The present emphasis on textbooks as an instructional aid in Negro high schools of Tennessee should be supplemented with other materials.
 5. The Negro high school library in Tennessee should include standard reference books, encyclopedias, current periodicals, pictorial materials, and audio-visual aids in history.
 6. A wider use of standardized tests should be used to improve the quality of teaching and learning of American history.
 7. The frequency with which tests should be given in American history courses should be based upon units of instruction.
 8. Teachers of American history should be selected on the basis of professional training, personality, leadership, and willingness to participate constructively in the civic activities of the community.
 9. In order to evaluate student achievement, teachers of American history should be required to pursue professional courses which would prepare them to evaluate scientifically achievements in their field.
 10. In the absence of definite teaching materials concerning the Negro, it is recommended that Tennessee A. and I. State College as a teacher training institution prepare suitable materials and submit same to the State Department of Education for adoption and distribution to Negro schools throughout the state.

RECOMMENDATIONS

1. In view of the importance of American history in the training of citizenship, it is recommended that every Tennessee Negro high school employ on the staff at least one full-time teacher who has completed a major in history with at least one full year's course in American history.
2. The inspirational values inherent in the study of American history indicate the need of including materials concerning contributions of the Negro in

EDUCATOGRAMS

Members of the Middle Tennessee Teachers Association held their annual meeting at Pearl High School October 19, 20. Included in the program were panel discussions of vital topics with Messrs. Jasper Horne, Michael J. Bent, R. N. Chenault, P. V. Jewel, and J. E. Hines, Jr., participating, and a fashion review.

Officers elected were: Miss Virgie E. Ma-

son, president; George W. Brooks, vice-president; Sadie R. Galloway, secretary; Miss Virginia Mai Mason, assistant secretary; Miss Frances M. Drake, treasurer. Executive Committee: J. R. Watkins, Mrs. M. H. Freeman, and R. T. Butler.

The American Teachers Association held its forty-second annual meeting in the form of a National Conference of Representatives of State Teachers Associations at Bennett College, Greensboro, July 25, 26. An eighty-four per cent increase in membership to approximately 7,500 for 1944-1945 was reported. The goal of 10,000 members for this year, 1945-1946, was set. The membership goal set for Tennessee for the coming year is 600. In 1944-1945, Tennessee teachers took out 316 memberships in the American Teachers Association.

The proposal that the A. T. A. become a department of the N. E. A. was rejected by the conference largely on the basis that it would introduce the racial element into the organization of the N. E. A. The conference instructed its officers to continue and improve the working relationship between these two organizations toward integrated effort. The resolutions of the conference, printed in this bulletin, are recommended as guides for teachers for 1945-1946.

The president of the American Teachers Association, Walter N. Ridley, is the recipient of a General Education Board Fellowship and is studying this year in the Graduate School of the University of Minnesota, at Minneapolis. Mr. Ridley is on leave from his position as head of the psychology department at Virginia State College.

A cooperative program in aviation is being conducted by Fisk University, A. and I. State College, the Tennessee Bureau of Aeronautics, the Civil Aeronautics Administration, and the City of Nashville. The objectives of the program are "to provide, encourage, and correlate opportunities for full participation by the Negro public schools, colleges, and civilians of the State of Tennessee in the aviation program of the state." The program is considered under

the headings of (1) general education and (2) vocational education.

The Bulletin of the West Tennessee Educational Congress is being published in Jackson by the Executive Committee with Mr. Joseph H. Stevens as editor. It is a four-page, three-column publication.

WILLIAMSON COUNTY PARENT-TEACHER WORKERS

State Officials, Jeanes Visiting Teachers, Principals, Teachers, Parent-Teacher Workers, and Friends:

During the month of April, 1946, the State P.-T. A. Congress will be held in Williamson County at the Franklin Training School, Franklin, Tennessee.

Even though this city is "wee," we have already installed a great, great big welcome, which awaits your arrival!

Respectfully,

MRS. EVA MYERS LEE.

DAVIDSON COUNTY

The first meeting of the Davidson County Teachers Association was held at the Y. M. C. A. on October 13 with Mrs. Rachel Anderson, president, presiding. With Henry Taylor conducting, the following officers were elected: Mrs. Rachael Anderson, president; Robert Blackwell, vice-president; Mrs. Clara White, secretary; Mrs. Ethel Davis, assistant secretary; Mrs. Stella Dixon, treasurer; Miss Helen Rose, chairman of Sunshine Band; Miss Hilda Grazette, chaplain; Miss Margaret Medlin, reporter. Reports were received from Miss Beatrice Chandler, chairman of Sunshine Band; Miss Clara White and Mrs. Stella Dixon, secretary and treasurer, respectively. Mrs. Carrie M. Denny, supervisor of county schools, was present and gave out helpful material.

NEW PRESIDENT OF LANE COLLEGE

Dr. Dean S. Yarbough, who has served as professor and head of the department of sociology at Wilberforce University, has been elected to the presidency of Lane College, Jackson, Tennessee. Dr. Yarbough received his B.A. degree from Miles Memorial College in 1923, the degree of M.H. from Springfield College in 1925, and the M.A. and Ph.D. degrees from the University of Pittsburgh in 1926 and 1934, respectively.

SUMMARY OF EXECUTIVE COMMITTEE MEETING OF TENNESSEE NEGRO EDUCATION ASSOCIATION

On Friday, November 30, 1945, at A. and I. State College, Mr. Joe Thomas presided, with the following members of the committee in attendance: Mr. M. R. Eppse, Mr. S. W. Harris, Mr. E. E. Pitts, Mr. J. L. Seats, Mr. T. D. Upshaw, Mrs. M. M. Brown, and Dr. G. W. Core, Jr.

The theme of the 1946 convention, to be held at A. and I. State College, April 18-20, is "Teachers Looking at Their Tasks Ahead."

It was decided to have three guest speakers—an educational speaker for Thursday evening, a socio-economic speaker for Friday morning, and a speaker returned from the war front for the banquet Friday evening.

The Friday morning session is to be devoted to the following topics: (1) Hot Lunch Program; (2) Veterans Education; (3) Testing Program; (4) Aviation; (5) Retirement Fund. The Friday evening meeting will be composed of a music and dramatic program and the conventional address.

Fourteen departmental meetings were approved with assigned chairmen, secretaries, and consultants. Departmental meetings are to be held from one to five on Friday afternoon.

It was decided to have a banquet at 6 P.M. Friday, and to charge each member one dollar per plate.

The president was authorized to appoint committees with the understanding that a committee on entertainment would be provided to care for the reception and dance.

The membership campaign is to be carried forward by Jeanes supervisors, principals, superintendents, and other representatives in their respective counties. Suggestions were made for keeping THE BROADCASTER mailing list up to date.

The Executive Committee is to present material to the 1946 convention concerning the delegate assembly.

The request for the special section for the industrial education teachers was approved.

An appropriation of \$100 was made by the association for the processing of tests in Negro schools which is being conducted as part of the state-wide education program.

A lifetime membership in the American Association was voted to Mr. W. E. Nash.

TO THE MEMBERS OF THE TENNESSEE NEGRO EDUCATION ASSOCIATION

Dear Coworkers:

As teachers of Negro children during these days of reconversion, it becomes increasingly necessary that we concertedly concern ourselves with various important issues of national scope and in the interest of our communities and pupils. The resolutions printed in this bulletin, which were adopted at the 1945 National Conference of your professional organization, the American Teachers Association, at Bennett College, July 25, 26, are presented here as a guide to action during this period when group action is indeed important. Your representatives to this conference came from seventeen states and the District of Columbia.

The officers of the A. T. A. are dedicated to the effort to bring these resolutions to the attention of our lawmakers and state and national leaders and to effect them in every way possible. In your name this is now being continually carried on.

The eighty-four per cent increase in membership, bringing A. T. A. membership up to approximately 7,500 for 1944-1945, makes it possible for the association to effect more complete representation in the interest of our teachers and their considered resolutions. Tennessee made a contribution to the increase through increasing its own membership in the A. T. A. one hundred and six per cent.

Great good can be done by local interest and activity in the interest of these resolutions. The work of the individual teacher will be the test of the strength of our work. Adopt these resolutions as your own! Do your part in interpreting them to your pupils and their parents! See that your community leaders get those resolutions which are applicable to their various

interests. Write to your congressman, governor, and mayor or local officials. Cut them out and post them in your classroom—for study. If these resolutions are to be alive, you are important in making them so!

Very sincerely yours,
WALTER N. RIDLEY, President,
American Teachers Association.

POSTWAR HIGHER EDUCATION OF NEGROES

After the job of self-appraisal has been started, the next important task is that of reconversion of the program. One of the first reconversion tasks for the college is the revision of admission policies and programs, especially for veterans and war-workers. The educational experiences gained in the armed services, in industry, and in the various training programs will not conform to the usual curricular pattern, and, consequently, cannot be translated easily into units, points, quarter hours, or semester credits. It will be necessary, therefore, to provide some measure of achievement for given individuals. The Armed Forces Institute and the American Council on Education have been especially active in devising instruments helpful in admitting and placing veterans.

The second reconversion task is that of revising the curriculum, not only to meet the needs of veterans, but also of those of the regular students who are demanding programs better suited to their purposes than the programs of a generation ago. Among the curricular areas requiring strengthening and re-emphasis are those that give consideration to ideals and life values; the interpretation and meaning of democracy; the place of Negroes in our national life; and the relation of the so-called Negro problem to minority group problems in general in the United States and throughout the world. In addition, new fields of specialization should be developed by cooperation among institutions and interdepartmental fields that provide for the integration of educational experiences on a functional basis should be promoted. Precollege or subfreshman courses will need to be offered more extensively; short refresher and terminal courses should be planned, especially for persons desiring to prepare for certain types

of work on the technical or semiprofessional levels.

One of the areas which Negro institutions will need to emphasize is the mechanical or technical area. The Negro land-grant colleges particularly will be called upon to provide more leadership in this area than many of them have provided in the past. This will involve not only the training of teachers, but of workers, foremen, and supervisors for industrial and agricultural occupations requiring education beyond high school graduation, but not necessarily that represented by the college degree. The college can render great service in this area by helping to break down the hierarchy existing in the minds of persons concerning the value and dignity of various occupations. In spite of occupational discriminations, Negroes can do much through their own institutional efforts to lift themselves onto another rung of the economic ladder.—*Ambrose Caliver in Higher Education, November 15, 1945.*

EDITORIAL REFLECTIONS

CHRISTMAS, 1945

For the first time since 1940 the boys and girls of America can enjoy Christmas in a world more or less at peace. The two long-awaited days—V-E and V-J—have become history. The world has been awed by the demonstrated and potential power of atomic energy. Minor wars are still being waged around the globe. On the home front there is still internal economic dissension and strife. Peace on earth is yet to become a reality.

Despite the clouds which mar the possibilities of complete sunshine, the close of 1945 gives much for which we can be thankful. Thousands of our young men and young women are returning home and joining the civilian ranks. Rationing is near an end. Civilian goods are again being found on store counters.

Education was challenged during the war to speed up to aid the war effort. Today it is faced with the task of reconversion, which is more difficult than participation in war efforts. The social sciences must be adjusted to fit man for the correct use of the tools devised by natural scientists.

Book Reviews

NEGROES AND JOBS

WILL NEGROES GET JOBS NOW? by Herbert R. Northrup, is Pamphlet No. 110 in the series of popular, factual, ten-cent pamphlets issued by the Public Affairs Committee, Inc., nonprofit, educational organization at 30 Rockefeller Plaza, New York 20, New York.

In its survey of job prospects for Negroes in particular industries, the pamphlet discloses that the outlook is quite good in the electrical, radio, and communication equipment industry, and in the iron and steel industry. It finds the situation less heartening in the rubber industry, and poor in the building trades, transportation, ship-building, and the aircraft and automobile industries.

Full employment alone won't give the Negroes a "square deal" in job opportunities, the author finds, for experience has proved the need for even stronger fair employment practice measures than were set up during the war. He suggests that discrimination in employment could be curbed by either of two methods: (1) amending the National Labor Relations (Wagner) Act and the various state "Little Wagner" acts to provide that discrimination by either employers or unions because of race, color, creed, or national origin is an unfair labor practice forbidden by law; or (2) creating permanent national and state Fair Employment Practice Commissions to administer Fair Racial Practice Acts, and providing these commissions with powers similar to those possessed by the National Labor Relations Board so that they can petition the courts to enforce their directives.

HISTORY OF THE WEST TENNESSEE EDUCATIONAL CONGRESS. There is a dearth of material dealing with the evolu-

tion of the educational system in Tennessee as it relates to Negro educators and Negro schools. According to Riley Boyd Passons, the first state association of Negro teachers began in 1895. However, since Tennessee is divided into three grand divisions, educational associations sponsored in these divisions have been potent and significant. The largest of the three divisional associations has been the West Tennessee Educational Congress, which was organized in 1902 at Martin.

Mr. M. L. Morrison, principal emeritus of Bruce High School, Dyersburg, and at present a member of the staff of A. and I. State College, has just published a history of the Congress in which he traces its development from 1902 to the present day. The author of this history is well qualified for the task because of his active and intimate connection with educational associations in Tennessee. He has served as president of the Tennessee State Association of Teachers in Colored Schools and as president of the West Tennessee Educational Congress.

The contents of the publication include the constitution of the congress, a resume of the annual meetings, a list of outstanding educators and leading principals of West Tennessee, educational agencies and leaders of West Tennessee, a summary of high school education in the section, a list of Jeanes supervisors, Smith-Hughes teachers, home demonstration agents and farm security agents, and a sketch of the author's life.

Copies of the history may be secured for twenty-five cents from Mr. M. L. Morrison, Sr., A. and I. State College, Nashville 8, Tennessee.

OUR CONTRIBUTORS FOR DECEMBER

Mr. W. V. Harper, Sr., is itinerant-teacher trainer in vocational and industrial education with headquarters at A. and I. State College. Before coming to Tennessee he served successfully as principal of the Burke Industrial High School at Charleston, South Carolina, and principal of the Vocational War Production Training Program at Baltimore, Maryland.

Mr. C. D. Stamps is the retiring presi-

dent of the Middle Tennessee Teachers Association. He has been principal of Davidson Academy, Tullahoma, Tennessee, for several years.

Mrs. Rachel J. Patillo is special adviser to veterans and an instructor in the Division of Social Studies at A. and I. State College. Recently she did post-graduate work at Columbia University with special reference to the problem of returning service personnel.

SCHEDULE OF REGIONAL PROFESSIONAL TEACHERS MEETINGS

1945-1946

Place	Date	Director
Milan Tennessee	December 8, 1945	J. L. Seets
Jackson, Tennessee	January 12, 1946	J. H. White
Covington, Tennessee	January 19, 1946	Percy Brown
Savannah, Tennessee	January 26, 1946	C. C. Bond
Pulaski, Tennessee	February 2, 1946	S. W. Harris
Clarksville, Tennessee	February 9, 1946	George W. Brooks
Chattanooga, Tennessee	February 16, 1946	T. D. Upshaw, Jr.
Nashville, Tennessee	February 23, 1946	S. C. Greene
Cookeville, Tennessee	March 2, 1946	L. L. Rowe
Knoxville, Tennessee	March 16, 1946	N. A. Crippens and J. B. Olinger
Johnson City, Tennessee	March 23, 1946	J. Niel Armstrong

MEMBERSHIP GOALS FOR 1946—AMERICAN TEACHERS ASSOCIATION

STATE	MEMBERS		INCREASES		Teachers in State	Per Cent in A.T.A.	Goal for 1946
	Rank 1945	MEMBERSHIPS 1945	Per Cent	Actual			
Alabama	1	2281	58	840	5709	40	2750
Virginia	2	687	122	382	4255	16	1000
Maryland	3	561	81	266	1724	33	750
West Virginia	4	506	36	134	1033	49	625
District of Columbia	5	464	30	111	1098	42	600
Florida	6	460	388	366	3305	13	725
North Carolina	7	321	90	152	7255	04	750
Tennessee	8	316	106	164	2940	10	600
Texas	9	272	3780	265	6439	04	725
Arkansas	10	207	92	99	2594	08	400
Georgia	11	195	-1	-2	6850	03	650
Mississippi	12	189	103	96	6403	03	600
South Carolina	13	142	73	64	5660	03	550
Kentucky	14	142	15	19	1613	09	300
Oklahoma	15	105	10500	104	1706	06	300
New Jersey	16	90	2150	84	...	...	125
Louisiana	17	77	2466	74	4162	02	400
Delaware	18	72	1700	68	240	30	120
Pennsylvania	19	49	-26	-18	...	...	100
Missouri	20	26	188	17	1490	02	150
Ohio	21	23	53	8	...	...	75
Indiana	22	19	-42	-6	...	...	75
Kansas	23	1	100	1	...	...	50
New Mexico	24	1	100	1	...	...	50
Illinois	25	..	-100	-2	...	...	10
New York	26	..	-100	-2	...	...	40

NOTES

The average ranks were computed by taking an average of membership rank and ranks of per cent increase, actual increase, and per cent in American Teachers Association.

As I view these figures, it is interesting that Virginia takes efficiency rank number one. In considering all of these ranks, we should keep in mind each rank. Alabama fell down only on per cent of increase for 1945. We must remember that this is because Alabama had done more than any other four states combined in membership up to 1944.

In any event, THESE GOALS ARE SUGGESTIVE FOR 1946. LET US BEGIN NOW TO CONTACT STATE TEACHERS MEETINGS, LOCAL TEACHERS MEETINGS, AND KEY INDIVIDUALS IN LOCALITIES IN THE INTEREST OF THE OBTAINMENT OF OUR GOALS FOR 1946. . . . There will be special certificates awarded by the president to the Regional Vice-President and the five State Directors whose efficiency ranks are highest by convention time.

