



The BROADCASTER

December, 1952

Ten Points of a Well-Rounded Education

1. Good expression: The ability to speak well and to write well.
2. The ability to think and to study without guidance from others.
3. To know something of the SCIENCES.
4. To know the main events of HISTORY.
5. To know enough of MUSIC, LITERATURE, and ART so as to enjoy the best.
6. To develop an interest in important rather than trivial things.
7. To be adequately trained for some specific work or profession.
8. To be "a person of honor"—trustworthy, helpful, and kind.
9. To be loyal to his family, his home, his country, his church.
10. To have a genuine and unshaken faith in GOD.

—Anonymous

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OUR COVER

"Above the Clouds" or "Two Christmas Trees." Which of these titles would you choose for our cover this month? Tennessee is blessed with awe-inspiring natural beauty such as this study on Brushy Mountain as made from Mount LeConte in the Smoky Mountains.

Articles

"Help Wanted!" 35

What Would Happen? Emma Scott 36

Editorial Comment

To Our Readers 34

Miscellaneous

Meigs Dedicates Annex 39

Curriculum Laboratory Study 39

Burt High School of Clarksville 40

From the Golden Book Mabel Bell Crooks 42

From the Office of The Executive Secretary 45

Our News 47

Pen Points 48

Picture Credits

Paul A. Moore, Tennessee Conservation Department, Nashville..... C-1

W. J. Suza, Leaf Chronicle, and Photographic Studio, Clarksville..... 40-41

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MRS. MABEL BELL CROOKS, *Editor*

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



From Where We Stand

To Our Readers

AGAIN we have entered the Sacred Season of the year in which as Christians we honor the birth of the Prince of Peace.

For almost twenty centuries the Christian World has regarded Him as the greatest Ambassador of Good Will, of Brotherly Love. And, if we would live faithfully by His teachings, the one-world for which we strive would become a reality.

In these days of crises when the sound of marching feet is heard practically around the world, each of us, as members of your official staff, sends to each of you a prayer for peace, love, and understanding, along with

The Season's Best Wishes!

The freedom of the teacher is of peculiar importance and value to our society. Teachers teach what they are as well as what they know.



Courtesy of Chicago Public Schools

"HELP WANTED!"

OF the five current educational problems outlined by Dr. William George Carr at the Educational Conference held in Washington, D. C., last month observing his inauguration as NEA Executive Secretary, in our first article we covered the three following problems: "What kind of teachers do we want for our children?" "How can we secure a sufficient number of qualified teachers?" "What is the responsibility of the teacher in the school and community?"

In this, the second article, the last two problems will be covered.

Dr. Carr continued with the presentation of problem four to the Educational Conference on "The Teaching Profession and the American Future."

Problem 4: How Can the Freedom of the Teacher Be Safeguarded?

The teachers of America are

the target of many pressures from many directions. They range from the incidental to the highly organized, from the obvious to the subtle, from the well-intentioned to the malignant.

The Declaration of Independence speaks of "all men"; it makes no exception for members of the teaching profession. Besides, the freedom of the teacher is of peculiar importance and value to our society. Teachers teach what they are as well as what they know.

One of our groups will need to consider three aspects of the teacher's freedom. *First*, there is the freedom of the teacher in the classroom. *Second*, there is the freedom of the teacher as a citizen. *Third*, there is the freedom of the teacher as a member of an organized profession. Let us con-

sider these aspects of freedom in order.

The Teacher in the Classroom

There appear to be, in theory at least, four possible ways to deal with the teacher's freedom, or lack of it, in the classroom.

Solution A — Require that all teachers adopt and promote some one socio-economic-political program. Hitler developed a program of this kind. Teachers in Germany during his regime were highly skilled indoctrinators. The Russians are doing the same thing today.

Solution B — Allow each teacher to promote his own particular opinions among his pupils. This course might offer freedom to the teacher, but it would block the freedom of the pupil.

Solution C — Keep social issues entirely out of the classroom. Insulate the children from conflicting ideals. Let them grow up without guided experience in considering and resolving issues. If we are to take seriously some of the critics of the schools, that is precisely what they want. Would such education be suitable preparation for responsible adult citizenship?

Solution D — Ask each teacher to develop in his pupils the habits of minds of free men. To do this he must maintain a steadfast loyalty to the values and processes of democracy. He will teach his pupils to look at all sides of problems, to examine the assumptions from which discussion

(Continued on Page 38)



In the classroom, pupils have the opportunity to develop the habits of minds of free men.

*If a community discovered very early its children
with special problems and special abilities—
If it organized to use its youth-serving agencies
to help those children—*

WHAT WOULD HAPPEN?

ELLEN is a ten-year-old girl in the fourth grade. She has been absent about one third of the time this year. When she starts to school in the morning, she has severe attacks of nausea, and her mother allows her to stay at home. Examinations by the family doctor reveal no organic disorder which might be responsible for the nausea. She is a nice looking girl who comes out fairly well on a sociometric test. She has an IQ of 85, and the children at school laugh at her because she cannot read. As things stand now she has about an even chance of landing in a mental institution within a few years. She needs help.

Katherine Is the Smallest

Katherine is the smallest girl in her class. She has always been the smallest in spite of the fact that failure in the third grade has made her one year older than her classmates. She is thin, pale, and unattractive. She has no friends of her own age. Her silly, half-hearted attempts to gain at-

tention through being noisy in class get no response. Every day at noon she has to hurry home to get lunch for three younger children for her mother works as a dishwasher at a restaurant. At the end of school she must hurry home again to help her mother prepare the supper and to help with the younger children. When the field worker asked her what changes she would make if she could in her situation, Katherine's answer was, "Not to take care of the kids."

Smoky at ten years of age is a fine looking boy with clean-cut features and black, curly hair, but he wears a discontented expression, is unpleasant to other boys and girls, and is rebellious in school. With the intelligence of a person of fourteen, he is at the very top of his class in ability to learn. But he seems to resent being taught, and his school marks have always been low. He is unpopular with his age group because of his quarrelsomeness and his overbearing attitude.

Fred Is a Genius

Fred is a mechanical genius. This was indicated when at the age of ten he scored an intelligence quotient of 180 on the Cornell-Coxe Performance Ability Scale — a score which is made less than once in a thousand cases. Other tests substantiated the score made on the first and revealed the fact that Fred has a genius for visualizing objects in two and three dimensions — the sort of ability which might make a truly remarkable architect or construction engineer. Fred's father is a factory worker. Neither he nor Fred's mother is a high school

graduate. They respect education, and they want Fred to finish high school. Further than that they have no educational plans for him.

Ellen, Katherine, Smoky, and Fred are children whose counterparts are found in almost every school. They are children about whom we can predict that without some concentrated concern in their behalf, some kind of all-out effort on the part of school and community, they will become for their community that greatest of all wastes — unhappy, disturbed, and non-contributing citizens.

We Can Predict

During the last twenty years we have increased our knowledge considerably concerning the causes and contributing factors of personal and social maladjustment. We can predict rather accurately about children like Ellen, Katherine, Smoky and Fred because over the years social scientists have been observing, collecting data, and recording results. There comes the time, however, when the social scientist



Smoky wears a discontented expression



The children laugh at her because she cannot read

By Robert J. Havighurst
Professor of Education
University of Chicago
As reported by Emma Scott



Early discovery of problems important

like every other scientist must put his findings to the test of acting upon them.

At the University of Chicago a group of social scientists thought that the time had come for acting upon the knowledge which they had acquired in a seven-year study of the personal and social development of a group of children from the age of ten to seventeen. In that study they had observed children at the age of ten who showed behavior that might indicate future maladjustment. In many cases they watched the maladjustment come on, unable to do anything about it, since their mandate had been simply to observe and not to try to help the children. They had also observed talented children as they failed to develop and make use of their talents.

As soon as that study was completed they resolved that their next step would be to put their knowledge about unusual children to work. They drew up a plan. The C. A. Moorman Foundation supplied them with funds to carry on the work in a midwestern community of about 40,000. In September 1951 the Community Youth Development Program got under way.

Dr. R. J. Havighurst, chairman of the University of Chicago Committee on Human Development, is consultant for the Program. In June a group of education writers, meeting at the University, had the opportunity of interviewing Dr. Havighurst on the first nine months of the Program's operation.

The Community Is Responsible

It is basically a community, and not a University project, Dr. Havighurst pointed out, with the community assuming the moral responsibility and directing policy through a Community Commission made up of citizens. It depends upon the cooperation of all the community agencies that serve youth — schools, churches, youth organizations, recreation agencies, service clubs, courts, and social agencies. The University provides consultation service, trains local community people who work on the project, and keeps the records for later publication and study of the project.

The particular city, for the present anonymous, in which the project is located was chosen after about six months of exploration in which the University faculty members became acquainted with

the community; and the leaders of the community, after coming to understand the program, decided that they wanted it for their town. They wanted to work with the University to find the answer to some important questions. What if a community discovered very early its children with special problems and special abilities? What if it used its youth-serving agencies to help those children once they were discovered?

Which Children Need Help?

The first step in the project was to discover children needing special help. Two general groups of children were screened: those having special talents and the maladjusted. In the first group were included children of high intelligence; those having talent in creative fields, such as art, music, and writing; those having special ability in socially useful areas, such as mechanics, science, dramatics, athletics, human relations, and social organization; those showing creative talent, or the ability to make new and novel solutions to problems.

In the maladjusted group were included two types of children, those with aggressive maladjustment and those with passive mal-

(Continued on Page 46)

HELP WANTED!

(Continued from Page 35)

proceeds, to acquire exact knowledge, to recognize propaganda, and to develop an even temper in the presence of differences of opinion. Such a teacher will not be a partisan. His classroom will be a forum for training young people in self-government.

Most citizens, I suppose, would quickly say that they favor the last of these four solutions. But if you do hold that opinion, are you willing to defend teachers who act in the way you think they should act?

When teachers are made the target of base and baseless charges of disloyalty, will the good citizen stand by or stand aside?

The Teacher as a Citizen

What should be the rights of the teacher as a free citizen? Let us again look at the range of theoretically possible solutions.

Solution A — Teachers can be forbidden to take an active part in civic affairs. This policy would deprive the teacher of privileges accorded to all other citizens. Can he teach good citizenship if he is not permitted to play the role of a good citizen?

Solution B — Teachers may be permitted to take part only in "safe" civic activities. For example: he can work his head off to collect money for the Community Chest, but he should not serve on a slum clearance committee. He can lead the children in a Clean-up Week, but he should not lead a movement to increase taxes for a new drainage district. Under this plan, he will participate in some community affairs, but not very deeply and he will carefully avoid expressing an opinion on controversial issues.

Solution C — Citizens may insist that teachers should participate freely and openly in any kind of civic affairs which interest them. They will not be asked to keep silent. They will not be intimidated. They will behave themselves like any other American citizen and taxpayer. In the classroom, however, they will be concerned with helping students to find the facts, weigh the issues, make up their own minds.

Here then, are a few questions for the group:

Should standards for the conduct of teachers be different from those of other citizens? If so, to what extent?

Should citizens expect the personal conduct of the teacher to be superior to that of the average person of the community?

Is it appropriate for teachers to take part in all social and community affairs, with no boundaries other than those which common decency requires of any good citizen? If you answer this last question in the affirmative, what is your duty towards a teacher who is unfairly treated for exercising his rights as a citizen?

The Teacher as Part of an Organized Profession

Teachers, like all the other professional, social, and economic groups, have found it useful to be organized. What is the scope of the teacher's freedom with respect to his organizational loyalties? What are the alternatives?

Shall teachers as a professional group ally themselves with any particular group in American society? Some teachers say "yes," and exemplify their belief with

Other Conference Speakers

Speakers during the sessions of this two-day conference included Secretary of the Army? Pace, Jr.; U. S. Commissioner of Education Earl James McGrath, President William F. Russell of Teachers College, Columbia University; President Henry H. Hill of George Peabody College for Teachers, Nashville, Tenn., and Dr. A. C. Flora, Columbia, S. C., chairman of the NEA Board of Trustees. Mrs. Sarah C. Caldwell of Akron, Ohio, president of the NEA, presided at the general sessions.

Group chairmen who headed conference study groups included Frank H. Trotter of Chattanooga, Tenn., president, National School Boards Association; Bert W. Levit, member, San Francisco Board of Education, representing U. S. Chamber of Commerce; Mrs. Newton P. Leonard of Providence, R. I., president, National Congress of Parents and Teachers; CIO's Associate Director of Education George T. Guernsey, Washington; and Fred Hechinger, education editor of the New York Herald Tribune.

Joining group chairmen in a panel discussion were Colonel West A. Hamilton of the Washington, D. C., Board of Education; and Angus McDonald of Washington, assistant legislative secretary, National Farmer's Union. NBC News Commentator Frank Blair was moderator. Summaries given by Alice Latta of Coeur d'Alene, Idaho, president, Department of Classroom Teachers, NEA, and Walter D. Fuller, chairman of the board of the Curtis Publishing Company, Philadelphia.

affiliation with large labor organizations.

Or, is it better for teachers to organize themselves independently of any single segment of American society? Will such independence help the organization to serve all the children of all the people?

Do the people want teachers as a group to be free of alliances with any one political party, any single religious sect, and any particular economic interest?

Problem 5: What Is the Place of the Teacher in Today's Conflict of Ideas and Ideals?

The central *idea* in the American experiment is that individual man has power to shape his own destiny on earth.

The central *ideal* in the American constellation of values is the supreme importance of the individual personality.

We speak of this idea and this ideal as "American." They are indeed the very essence of Americanism. But they are not ours exclusively. We share them in essence with all free people. They are a common possession of all who have inherited the ethics of the Judaeo-Christian tradition.

The *idea* of human progress through freedom and the *ideal* of the primacy of human values have, in our generation, been subjected to potent attacks. They still are. The defeat of armies under totalitarian banners in World War II did not destroy the forces that sent them forth to battle.

The conflict pervades human society across the entire face of the globe. It appears most clearly, and dramatically, in the worldwide conflict between communism and democracy. There can be no question of where the American teachers stand in this struggle. Their position was made explicit when the NEA declared that members of the Communist Party are not eligible for membership and are unfit for employment in American schools.

But that is only one aspect of the matter. Within our own national community the democratic ideal receives all but unanimous applause, but it is in fact at war with anti-democratic forces on

(Continued on Page 42)

MEIGS DEDICATES ANNEX

WHAT to teach and how to teach it has undergone a great deal of experimentation," Dr. A. V. Boswell, Vice President of Tennessee State University, said in delivering the dedicatory address at Meigs School last month.

The school auditorium had no empty seats when the program began.

The speaker mentioned the Dalton and Winnetka plans, the project method, the activity school, and progressive education along with the block system as experiments in teaching, and cautioned teachers to "keep in mind the measuring rod" of their teaching regardless of the plan or method used.

Dr. Boswell further mentioned that some few teachers feel that with these ideas of progressive education, the fundamentals are outmoded. "This is not true, for students are still supposed to learn the fundamental processes and all the essentials pertaining to our American culture . . ."

"Although we have attempted to dedicate the building, I believe the most important thing that could happen here tonight would be for all of us who teach, and especially teachers of Meigs, to re-dedicate ourselves to the task and added responsibilities that the annex affords. . . . for after all, in the development of thinkers, the training of youth, and the building of character, there is perhaps a greater calling than in that which requires the skill of the architect or the contractor. . . . We are building everyday. . . ."

The program was full and interesting. Rev. E. M. Alcorn, Pastor of Payne Chapel Church, was master of ceremonies. The exceptionally good music included selections by the Girls' and Boys' Glee Clubs directed by Mrs. T. M. Buford, and two selections by

the school band of which John Collins Reed is the bandmaster.

Superintendent of City Schools W. A. Bass commended Principal J. K. Petway and the teachers of Meigs upon their contributions in the community as well as to the school. He presented the members of the Board of Education.

Attorney C. L. Ennix, member of the Board of Education, gave a revealing brief history of education in Nashville in his introduction of Dr. Boswell. Rev. W. H. Crenshaw and Rev. Moses Taylor, Pastor of Sylvan Street Baptist Church also participated in the program.

Greetings were extended by the Honorable Ben West, Mayor of Nashville; Attorney R. L. Lillard, Member, City Council, who presented municipal officials; M. D. Neely, Assistant Supervisor of

Instruction in Negro Schools; Mrs. L. R. Ursery, President, Meigs P-TA; Mrs. H. T. Fort, chairman, Dedicatory Activities, Faculty, Meigs School; Richard Hatfield, representative, student body, Meigs School; and Mrs. S. O. Simmons, Meigs School Safety Officer, presented additional guests.

Principal Petway thanked the Board of Education for the spacious annex and explained the further needs of the school in its effort to serve better the children and the community.

The annex is commodious and well planned. It contains mainly the home economics laboratories, the shops, and the gymnasium. Its equipment is modern in every detail.

During the evening the teaching staff of twenty-one, with student guides, welcomed several hundred patrons and friends touring the building, inspecting the rooms and enjoying the exhibits.

The planning committee of the dedicatory program included in addition to Mrs. Fort, Chairman, Mesdames F. S. Hudson, L. B. McKissack, M. M. Shelton; Misses G. B. Jones and F. I. Watson; and H. M. Blackwell. Mrs. M. L. Rivers, now residing in Columbus, Georgia, served as chairman last year.

CURRICULUM LABORATORY

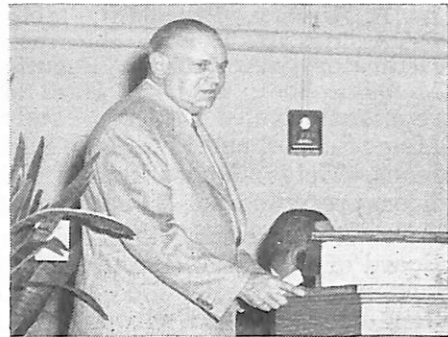
DURING October State Jeanes Supervisors worked in a "Curriculum Laboratory" conducted by the State Department of Education at Tennessee State. Dr. Charity M. Mance, consultant, was in charge.

Rules and regulations adopted by the State Board of Education for the present school year have placed considerable responsibility for the production of materials and the development of courses of study on the local school system. With this in mind, while also thinking that supervising teachers will probably be expected to assume an appropriate amount of responsibility for the development of materials and courses of study, the "Curriculum Laboratory" was planned and conducted.

Further it was thought that bringing supervisors together in

this manner would assist them in assuming their role of leadership in the development of improved curriculum programs within the framework of the Revised State Program for Curriculum Improvement (1951).

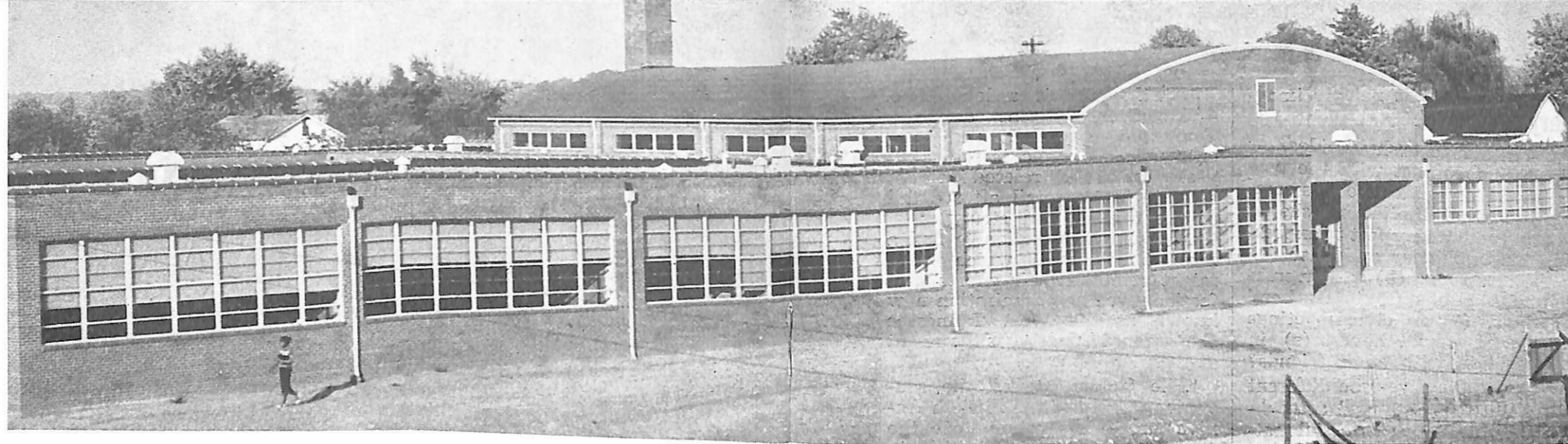
This inservice education project provided practical experiences for supervisors to enable them to assist local school groups in taking the next steps recommended in the development of the State Curriculum Improvement Program. These next steps recommended are the development of local unit courses of study, resource units, and other such units. The project also provided opportunities for supervisors to analyze and study a variety of curriculum materials so as to develop a better understanding of the problem of selecting and using instructional materials.



Mayor William Kleeman of Clarksville presenting the Board of Aldermen.



Superintendent of Schools C. H. Moore speaking of the progress made in the Clarksville schools; later he presented the architect who designed the new school.



THIS IS THE NEW BURT HIGH SCHOOL dedicated last month at Clarksville, Tennessee. It was built at a cost of more than a half million and equipped at a cost of slightly less than \$100,000.

While the exterior, as you can see, is commanding, it falls short of preparing one who enters it for the superbly planned and ingeniously decorated interior. Its spaciousness actually surprises, and its appointments leave nothing to be desired in comfort, convenience, and service.

This sprawling building contains nineteen teaching stations, with one chemistry and one physics laboratory, a library which will accommodate some 150 or more students comfortably seated at library tables, an auditorium-gymnasium which is unusually large, seating comfortably more than eleven hundred; and a cafeteria unit

which, when fully equipped, will be adequately in keeping with other appointments of the school.

There are 72 feet of bookshelving in sections of three feet each along the walls of the library with ample periodical racks and reserve book shelves, a loan desk and other furniture in blonde oak. The suite of offices for the principal and his staff is most modern with its various new-type communication facilities. Colorfully decorated student lounges are spacious and afford much shower-rest room comfort. The teachers' lounge is as inviting and as well furnished as any living room.

The lighting, heating, and ventilating are up to the minute in every detail.

This building now takes care of grades seven through twelve. G. W. Brooks is principal and C. L. Thompkins is assistant principal.



Dr. R. T. Burt, civic leader (for whom the school was named) and his family. Mrs. Burt; his daughter, Mrs. Herman E. Thompson, and her son, Herman II. Mrs. Thompson is a graduate of Burt High School.

BURT HIGH SCHOOL OF CLARKSVILLE

*"... A school for living ... not merely a school for learning
in the narrow subject-matter-mastery sense."*



THE dedication of the new Burt High School is symbolic of the spirit of cooperation and good will which must exist in this community where social progress is to be made," were the words spoken by Dr. H. A. Bowen as he opened the dedicatory address in Clarksville early in November.

This one sentence was as full an address as could have been made and as fine a tribute as could have been given any group of citizens. However, in his usual enthusiastic manner, as Burt High was being dedicated on the opening of American Education Week, Dr. Bowen built his speech around the theme "Children in Today's World."

"Living today in a complex world order," he said, "is an increasingly difficult task. On the one hand many privileges and opportunities are gained; and, yet, on the other hand many responsibilities and obligations are incurred," he continued as he explained some of the obligations of agencies in the community other than the school.

"The school then," Dr. Bowen

emphatically pointed out, "must become one of the strong links in our democracy. . . . Among the many obligations which the school has are the development of foresight, appreciation, wholesome attitudes, making available information which will permit children to mature socially and emotionally. It has the obligation of providing skills which will make children more competent and useful." Here Dr. Bowen re-emphasized the importance of good morals, strong character, and the ability to weigh values.

Continuing he said, "The school is obligated to help the child develop speech, proper number relationships, . . . to listen well and to observe with a keen sense of discrimination.

"It is obligated to become a school for living and not merely a school for learning in the narrow subject-matter-mastery sense

. . . . The school then is obligated to provide the highest type of teaching personnel possible."

The entire program of dedication was full of thought-provoking

(Continued on Page 44)



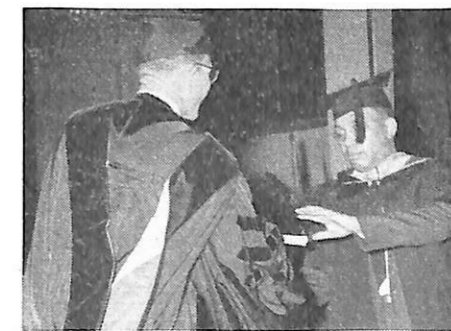
(Above) Burt High School Glee Club, directed by Miss M. A. Jones. Members are (row A, l. to r.): B. Anderson, W. Dunlap, M. Barker, M. Jones, B. Stevenson, R. Burney, H. Grinstead, L. Trice; (row B): A. Collins, L. Jenkins, R. Fletcher, J. Sherron, L. Greene, C. Holmes, J. Ogan, B. Coleman, C. Barker, M. Harrison; (row C): W. Bowden, J. Suggs, L. Jones, F. Wooten, J. Northington. Platform guests are shown in the background.



Mrs. Arnold E. Quarles presenting Bandmaster W. A. McCallister check for new uniforms from the Cosmopolitan Club.

(Above) "... A school for living and not merely a school for learning in the narrow subject-matter-mastery sense," said Dr. H. A. Bowen, Chairman of the School of Education, Tennessee State University, guest speaker. . . . Judge W. D. Hudson is presenting here the members of the Joint Board of Education. . . . "We shall pay you every cent one hundred per cent," Mable Collins, student representative, is telling the audience.

(Below) Miss A. P. White, principal's secretary, and Miss J. L. Dixon, teacher, Cobb School, greeting and registering guests in the lobby.



Principal G. W. Brooks as he received his master's degree last summer at Tennessee State.



HELP WANTED!

(Continued from Page 38)

many fronts. Individual man faces a constant struggle to maintain his identity, to uphold his personal dignity, and to preserve his freedom of action. Totalitarianism exists in the collectivity of men, but the supreme values of democracy reside in the individual.

The critical conflict that colors today and casts its shadow on tomorrow is being waged close about us — indeed, even within us. For the struggle between reason and unreason, between hope and despair, between idealism and materialism, is a conflict of man against himself as well as a conflict between persons, groups, or nations.

The place of the teacher in today's conflict of ideas and ideals is to defend freedom with vigor and wisdom. The defense of freedom and humane values is in part a problem of armaments and military strategy, in part a problem of diplomatic foresight and forensics, in part a problem of economic production. But beyond all these, it remains as it always has been, a problem in education. . . .

There are some other matters on which the teachers of America seek the counsel of this Conference that may be stated in a series of questions. We teachers may think we know some of the answers to some of the questions, but on all of them we sincerely seek your help.

(1) What part should the teacher play in defining social goals for education? We all agree that, in general, society sets the purposes for its schools. But how is the will of society determined? When teachers agree on goals that are at variance with the prevailing sentiments of the community, how should the curriculum be determined? Suppose a majority of the citizens of a community, who have an opinion on the subject, become convinced that it is unpatriotic to teach children about the United Nations. Suppose, too, that the teachers in that community's high school do not agree. Should they teach that the United Nations does not exist? If not, what should they do? This, by the way,

is an issue that is neither imaginary nor novel.

(2) If a teacher holds ideas or ideals that conflict with the prevailing ideas or ideals of his community, what limitations should he observe with respect to expressing his unpopular opinions? (a) in the classroom, (b) in conversation with pupils (c) in teachers' meetings, (d) in civic meetings outside of school hours, (e) in conversation with adult friends?

Would the answers be different if the question involved a teacher's opinions on controversial matters wherein the teacher's views accord with the majority, but not unanimous, views of the community?

Would the answers be any different for different subjects on which a teacher might hold unpopular opinions; for example on (a) international relations, (b) economic issues, (c) religion, (d) race relations, (e) support for a minority political party?

A Bid for Partners

There is perhaps one further reminder that may be helpful. While no good purpose is served by minimizing the difficulties of our schools, it is equally unwise to paint the entire educational picture in black. We have been counting our troubles here. It is also worthwhile to count our many blessings.

This country has good schools. Educational opportunity is, with

(Continued on Page 47)



"I can't understand it . . . Junior knows all of the answers on the radio quiz shows, but he gets only 'E's' on his report card!"

FIFTY years is a long time. However, citizens of West Tennessee — teacher and parents alike — made it seem but yesterday as they related incident after incident, detail after detail of the dreams and struggles of teachers in that section to find a medium through which they might combine their efforts professionally. The organization now known as the West Tennessee Educational Congress is the result of their efforts.

"The Golden Book," the souvenir program of the Fiftieth Anniversary Celebration of the founding of the organization in reality becomes the golden link between the past and the present. It gives some of the history of WTEC as well as its future through the schools, their leadership and activities, which it presents.

The largest gathering of teachers and school administrators ever to attend a WTEC meeting gathered at Lane College in Jackson November 13, 14, and 15 for the celebration. "Education, a Mighty Force—Its Role for the Next Fifty Years," was the theme.

Thursday Evening

"What in the past do we need to carry over into the future? What sort of program do we need for the future that will insure the leadership of this state and nation that will be of the high quality that we have come to expect of our leaders?" are some of the significant questions which State Director of Education for Negroes W. E. Turner delivering the Fiftieth Anniversary Address, asked his audience on Thursday evening.

Speaking of needs of the school, Mr. Turner said, "In the first place we need to continue to teach the fundamentals . . . we are told that the child of today can't read or spell, that we are not teaching the fundamentals. We are teaching more of the child today than ever before. . . . We need to give more attention today than ever before — because of the serious conditions in which the world finds itself — to the teaching of citizenship . . . the teaching of love for one's country, one's home, one's community, for one's associates, for one's friends."

In speaking of the men like J. W. Johnson and one or two others present who were founders of the

FROM THE GOLDEN BOOK

*West Tennessee teachers appraise
the past fifty years and
set their goals for the future*

By Mabel Bell Crooks

Staff Writer

organization, he said, "It is men like these who have made this association the powerful force it is in education today. It is good to look into the past and to find out who caused things to happen. Not that the people are important, but we do so in order to know what sort of leadership gave birth and energy to the movement, in order that we may train other leaders to be as good as these were or that they may become better. It is, also, good to know why things succeed."

TNEA Executive G. W. Brooks introduced Mr. Turner. Miss Harry Mae Simon of Memphis, WTEC vice president, presided at this session. Rev. Cleavant Dericks, Dr. J. Perpener of Lane, and WTEC President W. W. Mays also participated in the program. Lane College Chorus, Ross C. Clay, Director, furnished excellent music. TNEA President C. C. Bond; J. H. Stevens, former WTEC Executive Secretary; East Tennessee Teachers Association President Jones and other visitors were presented.

Officers were nominated in the business session which followed.

Commissioner Barksdale Speaks

Commissioner of Education J. A. Barksdale was the keynote speaker of the Congress at the Friday morning session. He was introduced by Dr. C. A. Kirken-doll, President of Lane College. Retiring President W. W. Mays presided.

"One of the things in life about which I am very serious is the education of the children of our

state and our nation," said the commissioner. . . . "I wonder if many of us know what we mean when we say that we are engaged in the work of education. It means that in the twelve years while a child is going through our system of education we are attempting to teach him not only the fundamental skills he will need to earn a living, but we are also attempting to teach him some of the things which will enable him to help promote a free and classless society. . . .

"It places a terrific responsibility upon you and me unless we develop these 700,000 school children who are attending the public schools in Tennessee, along with those who are in the other 47 states, to a point that they will not only have power and wealth, but also an understanding of the nations of the earth . . . our education has failed us.

"In Tennessee we have said . . . that it is . . . your responsibility to develop a program which will adequately train the child to do the things which you have been talking about, and we are gratified that at long last the public school teachers in Tennessee have been recognized as a group of people who are capable of regulating their own affairs, of having something to say about the development of the generations of children who will come on and on."

J. W. Johnson, one of the founders of WTEC who still sleeps in a house which his father built 89 years ago, gave a very brief history of the struggles in the founding of the organization. "We didn't know at that time that we had started anything that would grow into what I see here today," Mr. Johnson told the vast audience.

"I believe in universal education," Superintendent T. E. Ray of the Jackson City schools said as he greeted the teachers when he was introduced.

State School Developer R. E. Clay was introduced along with other platform guests, including Miss Lucie E. Campbell, who over a period of fifty years, has been the only woman president of WTEC.

NEA Moss H. Kendrix greeted WTEC on behalf of the National Education Association. President C. C. Bond brought greetings from TNEA. The unusual devotions and music were directed by Miss Viola Flowers.

Closing Session

The closing business session was held Saturday morning at which time officers and committees made reports, and officers were installed.

Major new officers are: Miss Harry Mae Simon, Memphis, president; Miss Ganelle O. Nelson, Ripley, recording secretary; T. R. Hartfield, Milan, executive secretary; Mrs. Fannie Dobbins, Jackson, treasurer; Miss Viola Flow-

(Continued on Page 47)

BURT HIGH

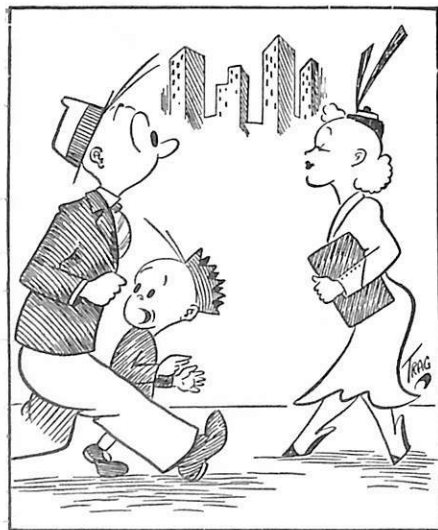
(Continued from Page 41)

messages. Miss Mable Collins, expressing the appreciation of the students, spoke of the new building as "dedicated to the cause of education, intelligence . . . to keep us well and strong, and to develop us into the kinds of citizens that America needs."

The Honorable William Kleeman, Mayor of Clarksville, who was presented by Principal Brooks, introduced the members of the Board of Aldermen. Mayor Kleeman prefaced his presentations saying, "I know that you the people of Clarksville join with the city administration, with our students and teachers, in the appreciation and in the dedication of this school today." Members of the Boards of Education, State Department of Education officials, the staff of principals of the city schools of Clarksville, the architect of the building and out-of-town guests were also presented.

In the brief statement made by Judge W. D. Hudson, as well as in that of Mayor Kleeman, there was related bits of history made by unsung citizens in Clarksville and Montgomery County.

"This new building," Judge Hudson said, "is a modern building that will serve a good purpose in the education of our youth. It is the result of cooperation for a common cause, and for the benefit of the community and the nation. . . . I hope that we will all continue to cooperate and make this a better place in which to live."



"Yeah Dad, that's her, but don't let all that pretty sweetness fool you."

Mrs. R. T. Burt expressed to the audience the appreciation of her husband, Dr. R. T. Burt, who though ill and confined to his wheel chair, came to the service.

"Today is a great day; one for which we have waited long and patiently. The culmination of dreams and prayers, this beautiful high school is now a reality. . . ."

"We are sincerely grateful to the City Board of Education for honoring Dr. Burt. This is the second time that he has been so honored. . . . He believes in trying to make for better understanding between the races at all times. Realizing that each group needs the other and that little could be done alone for the betterment of the people and the place in which we live. . . . Many thanks to you, the citizens of Clarksville and Montgomery County. . . . It is your duty and privilege to pledge your hearty cooperation to the school. . . ."

The remarks of Superintendent C. H. Moore struck a significant note as he commended all the citizens for their contributions to the growth of the community that helped make the new Burt High School a reality.

"This is a part of a big dream that has come true . . . he said. "Every school building in the system has been 'gone-over' thoroughly, and we have three entirely new ones. (Burt High is one of the three.) . . . This is but the culmination of many years of good will here in our city . . ."

As he continued, Superintendent Moore spoke of the fact that "Dr. Burt played no small part" in the spirit of helpfulness, cooperation, and understanding that has contributed to the good will existing in Clarksville.

"We have tried to build here for seventy-five or a hundred years," he said, "that these buildings will render service to the childhood of Clarksville."

Mrs. Arnold E. Quarles, member of the Cosmopolitan Art and Study Club, presented a check to Bandmaster W. A. McCallister—a contribution toward the purchase of new band uniforms.

Rev. C. A. Snody, Pastor of Fifth Ward Baptist Church, Clarksville, gave the invocation. The Burt High School Glee Club, directed by Miss Mildred Jones,

sang *Bless This House* and *Where, O Where but in America*. W. A. McCallister of the high school staff sang Malott's *The Lord's Prayer*, and Miss Charlotte House and Mrs. Mellanee Riggins sang *Thy Will Be Done* as added music features.

Cobb Shared Honors

The newly decorated Cobb Elementary School shared open house honors with Burt following the dedicatory activities. E. Shelton is the assistant principal of this school, while G. W. Brooks is principal.

Mr. Brooks acknowledged the many beautiful flowers, telegrams and letters received from friends of the school.

School Officials

Joint High School Board of Education—Judge W. D. Hudson, Chairman; J. L. Clardy, Troy Halliburton, A. C. Broome, Mrs. Smith Crockarell, David Hinton, Mrs. Winifield Durrett, John M. Matthews, Superintendent; Dempsey Marks, Mrs. Mary Lee Langford, Secretary-Treasurer.

City Board of Education—Lane Marable, President; E. E. Mason, Roy Collier, Mrs. Richard Winn, James C. Cunningham, W. B. Dunlop, Jr., Dr. V. H. Griffin.

City Council—Mayor William Kleeman, J. R. Meek, S. E. Hunter, T. B. Moore, W. M. Perkins, E. O. Bradley, W. W. Rudolph, Bill Ogles, John Edwards, C. C. Conroy, Paul McGregor, O. T. Rankin, Harry L. Law.



"Not the Miss Elsie Desmond who kept me in fifth grade for four years?"

From the office of

THE EXECUTIVE SECRETARY

Executive Committee Meets

Saturday, November 22, TNEA's Executive Committee held its regular fall meeting in the Faculty Conference Room, Memorial Library at Tennessee State University.

Members present were: Chairman G. A. Key, C. C. Bond, J. R. Hartsfield, J. A. Jenkins, J. A. Hayes, J. L. Seets, Miss Lucie E. Campbell, Mrs. Evelyn P. Hall, Dr. W. S. Davis, Miss C. Y. Russell, Mrs. Lavera Seets Avant, Sidney Harris, J. H. Parrish, M. M. Burnett, J. H. Stevens, G. W. Brooks, and Mrs. Mabel Bell Crooks. M. D. Senter, Mrs. F. A. Sanders, and M. R. Eppse were absent.

Agenda

The agenda included Delegate Assembly business — date of meeting, discussion of the proposed constitution, special speakers, and special reports — consideration of letters from the NEA and the State Jeanes Teachers; the Universal Life Scholarship Program; appointment of membership committees for the three divisions; new or other business.

Following invocation by Miss Campbell the agenda was accepted, after discussion and addition of a P-TA section and convention date, and minutes of the last meeting were read, corrected, and approved.

Actions Taken

The date of the Delegate Assembly was set for January 10. Dates for the 1953 Convention are March 26-27.

Because of apparent lengthy discussions, the Committee decided to forego the reading of the proposed constitution.

Names of possible guest speakers for the Delegate Assembly were proposed. The Executive Secretary empowered to extend an invitation to an outstanding educator to address the assembly on current issues affecting teachers of the state. The Executive Secretary, Mr. Key and Mrs.

Crooks were designated as a committee to (1) find an inspirational speaker for the assembly, and (2) to work on areas of public relations for the spring meeting.

President C. C. Bond was empowered to designate individuals to give ATA and NEA reports at the January meeting. He appointed Mrs. Sanders to make the NEA report, and J. H. Stevens to make the ATA report.

The State Jeanes Teachers, in a letter from President W. B. Hunt, requested TNEA to join in helping that group sponsor a state-wide spelling contest. Mr. Bond and Mrs. Avant were authorized to work with Mr. Hunt on a planned procedure to be presented the Delegate Assembly in January.

A letter was read from the NEA relative to correspondence received from an unemployed Tennessee teacher.

Following the luncheon session, the committee voted to endorse the Universal Life Insurance Scholarships and last year's procedure for selecting winners.

Mr. Key called attention to some recent developments for improving the management and general conditions of the Pipeville Industrial School for Boys.



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WHAT WOULD HAPPEN?

(Continued from Page 37)

adjustment. The first type of child is characterized by his inability to control his impulses and his tendency to get into trouble because he breaks rules, steals or destroys property, fights and quarrels, defies parents and teachers. A youngster with a passive maladjustment is characterized by withdrawal, by insecurity, by pathological timidity.

Proceeding on the principle that screening should begin as early as possible and be continuous, the consultants decided that the age of nine was the time at which selection might best be made. By that time the mechanics of reading and writing have been well enough mastered that the children can take group tests. By that time, too, special abilities as well as problem behavior are beginning to show themselves.

The plan, therefore, called for the bringing of all children of the community into the project toward the end of the fourth grade. Test data already available in the children's records were used, and additional tests including various sociometric devices were administered. Up to the end of the first screening all children were given the same tests. Selected children upon whom additional information is needed are then given special tests. "Thus," Dr. Havighurst points out, "the fourth graders are screened by methods that are 'painless' to children and their families, and those in need of special help, are identified. Always the entire age group is under study, and the screening process will continue less intensively during the years following Grade IV in order to discover talent and problem behavior which emerge at later ages."

Citizens Volunteer

Another step in the program, and one which has been going along simultaneously with the screening, has been the training



More Details

A more detailed description of this program may be found in the following publication: Havighurst, Robert J. and Others. *A Community Youth Development Program. Youth Development Series No. 1, Committee on Human Development, University of Chicago. Chicago: University of Chicago Press, June, 1952. Pp. viii—59. This report describes the background of research and theory underlying the project and reports the first six months of work. It was written by the people from the University of Chicago and from the community who have taken the lead in getting the project under way.*

of a corps of local people who work both professionally and as volunteers with youth. Seventy-five persons, about half of whom were teachers, reported for the first in-service training program. Meeting once a week under the guidance of University consultants, they have been studying individual children by a case study procedure. Drawn from other communities the case studies have emphasized the same types of children with whom the project is concerned. Toward the end of the year the people in training — school and church school teachers, public health nurses, scout leaders, YMCA and YWCA staff members, court employees, social workers and parents — were divided into teams of six to eight people with a University consultant to assist. Those teams, made up of community leaders of various skills and interests, are the basic element in the treatment program. Each has had assigned to it a number of children, the talented as well as the maladjusted. Each team studies its children, devising plans for helping them. Drawing upon their knowledge of the community resources and their understanding of a particular child's needs, team members have been trying to help

those children in their school who need help. The idea is that the team will follow a child assigned to it from the start, when he is nine or ten years old, until he grows up.

"Essentially," Dr. Havighurst said, "this program is one of discovering children with needs which might otherwise go unnoticed and putting them 'on the conscience' of a small group in the community who will keep on studying and trying to help them until they grow up. The team uses whatever methods it thinks best. Seldom do team members actually talk with a child or his parents. More often they work through his teacher, pastor, employer, or scout leader."

Will the Program Work?

The Community Youth Development Program is really based upon this simple proposition: that information about children is important for useful work with children and that people with a variety of attitudes toward child training and education can all use this information effectively. The hypothesis which those working in the Program hope to prove is that a community, when it is organized to do so, can discover and help its unusual children.

The Program, now in its second year, will run for ten years, with progress reports being made from time to time. A final report to be made at the end of the ten-year period will be based upon comparative data collected on the group of children being helped and a control group whose members will receive only the assistance which the community ordinarily gives. In 1961 when that report is written, we shall know whether or not the new social invention of a team-with-a-child-on-its-conscience can bring that child to full self-realization, whether a community can so organize itself as to prevent the social waste of its unusual children.



OUR NEWS



People ° Places ° Happenings Here ° There ° Elsewhere

Ford Greene

Mrs. Nerissa C. Bond, second; Mrs. Ella B. Gandy, and Mrs. A. M. Jackson.

Head

Miss Peggy M. Wilson, third.

Meigs

Mrs. Helen Fort, seventh; Mrs. Leatrice B. McKissack, fourth; Everett S. Walker, seventh (homeroom); and Mrs. Frances S. Hudson, fourth.

Napier

Miss Mattie C. Thompson, first, and Miss Rae E. Hudson, fourth.

Pearl Elementary

Mrs. Etta Vann, fourth, and Mrs. Juanita White, fifth.

Washington

Miss Annie Robinson, Ira C. Baxter, and Joseph E. Vaughn.

Regular Substitutes

Mrs. Helen D. Hampton and Miss LeNese Moore.

GOLDEN BOOK

(Continued from Page 43)

ers, music director, J. L. Seets, parliamentarian.

General Activities

The parade heads the list of other activities making the Fiftieth Anniversary of WTEC outstanding. The committee, Robert L. Gibbs, Richard Roebuch, Band Director Curtis Amy, Walter P. Newbern, Herman Stone, and Dewey E. Tuggle, with Mrs. Mary L. Womack as chairman, was successful in getting many entries.

The special dinner commemorating the Golden Anniversary drew



"This explains how junior learned the multiplication tables in three weeks!"

Fire at Haynes High

Nashville papers flashed some gruesome pictures of the fire which recently destroyed completely the old building at Haynes High School on Trinity Lane, Nashville teachers as well as students were obviously disturbed. The leader that he is, Principal Clinton Derricks immediately improvised plans to prevent the interruption of classes. The Music Department, which was most seriously affected, has already gone a long way in replacing its library.

Mrs. Hayden, New Music Supervisor

Mrs. Erma Hayden was appointed music supervisor in the Nashville Public Schools this fall, replacing Mrs. Mattie Battle Moore who resigned.

Mrs. Hayden has had much experience in her work.

Wedding Bells

Among the marriages announced in June was that of W. J. Officer, teacher at Carter-Lawrence School, Nashville, and Miss Marian Tullos of Dayton, Tennessee. The wedding took place in June.

Mrs. Officer is a junior at Tennessee State University.

Nashville's New Teachers

The following are new teachers in the Nashville City system this year (those not listed, if reported, will appear at a later date):

Pearl High

James M. Robinson, Mrs. Martha M. Allen, Mrs. Nannette Q. Henry, and Thomas McDowell.

Cameron

Miss Beulah W. King, Olist Roberts, fifth; Miss Ernestine W. Gordan, second; Miss Florabelle R. Smothers, first; and Eugene T. Carothers, second.

Carter-Lawrence

Mrs. Ethel J. Boswell, first; Miss Bessie J. Johnson, fourth; Mrs. Clementine L. Hamilton, third; Mrs. Velma D. King, third; and Arnold Love, fifth.

Clifton

Miss Hattie Utley, first and second.

many visitors. The music and recreation hours were held Friday evening.

P-TA Holds Session

As a prelude to the Fiftieth Anniversary Celebration of WTEC, the West Tennessee Congress of Parents and Teachers held a one-day session. Mrs. Laura R. Tuys of Memphis, president, presided and delivered her annual report on activities. During the afternoon Mrs. Lavera Seets Avant, of Ripley, State P-TA President, conducted a "School of Instruction" in P-TA work. The group was quite enthusiastic. Much helpful literature was distributed and many valuable techniques learned.

"Every Child an Equal Chance," was the theme of the meeting.

HELP WANTED!

(Continued from Page 42)

few exceptions, universal in scope. In spite of intimidation and slander, our schools have retained their intellectual freedom and honesty. Their spirit is profoundly ethical and moral. They contribute powerfully to national strength, to international goodwill, to informed citizenship, to health, to happiness, to economic efficiency. Our school system remains essentially local in control, as varied as the needs and standards of our people.

In concluding his address Dr. Carr said, "Much has already been done to help good citizens to build good schools. We can add to that achievement today. Although our time together is brief, there is comfort in the remark attributed to President Coolidge: 'We cannot do everything at once, but we can do something at once.' We can today try to bring our minds again to a focus on the needs of our schools, sure in the knowledge that whatever we do to improve the education of our young people will make our country stronger and bring its every day practice nearer to its great ideals..."

"As the Executive Secretary of the National Education Association of the United States, I hereby publish and proclaim that appeal. ("HELP WANTED") The teachers of this land want such help, not for themselves alone, but for the youth of our country; not for today alone, but for the future which these young people must inherit."

Pen Points

MY! My! My! So much was going on at the Golden Anniversary of the West Tennessee Educational Congress!

What some of the "un-officials" were doing and saying makes good copy — and better sense.

"What would you say to the graduating class of 1952? What would you say to the class about training before going out into the field? About the types of students needed now?" Mrs. Mildred K. Gaines put a battery of questions to the group of teachers before her. (Mrs. Gaines, of Tennessee State, was consultant for the business education clinic.)

"I would tell the class just how important the relationship between the teacher and the student is," Miss Betty Bramlette of Montgomery High at Lexington was saying.

"To me," said Miss Augusta Allen, "making the adjustment in the community in which the teacher works is a *must* if any graduate is to make a good teacher."

Miss Mary Hill of Woodstock Training School told of her first year at work.

Coordinator Jesse Springer of the Memphis schools seriously raised the question: "Is there some way to check the framework of the State against the framework of the national setup?" This was the high school administrators' meeting where a panel of principals — C. C. Bond, John H. Parrish, J. A. Hayes, J. C. Brent, and W. E. Ledbetter — considered phases of "The Principal's Responsibility in Developing a Good School."

Continuing Mr. Springer said, "I ask this question because our local boys are moving all over the world, and it is necessary that they be prepared to meet situations wherever they go."

"It makes no difference where the young man is," Dr. H. A. Bowen of Tennessee State said, "he should be able to communicate effectively, whether he is in New York, Florida, or Georgia. . . If we followed these examples through, we would find instances of each of these persons needing some of the same things. Where would we differ in our local area? Ultimately, we are interested in making people better citizens."

Principal J. L. Seats of McKenzie was departmental chairman.

"Will somebody explain, so that the layman will understand, the difference between physical education and competitive sports? In many instances even the teacher who is supposed to be teaching physical education centers all or most of his attention on football or basketball." (Probably the questioner was an outsider just as I.)



"Physical education is divided into six major parts," someone explained "However, we have placed extra emphasis on one phase (part) of physical education: competitive sports."

"Too much emphasis!" came from so many of the group that it sounded like a speech chorus.

"Everything in your physical education should be competitive," Chairman William Green of Union City emphasized, "any sport should be competitive. Let me explain. The greatest thing in the world is mastery over other people, over . . . things . . . this consciously or unconsciously is the spirit of competition which should be a part of every sport."

The second floor art exhibit was refreshingly different from the drum of voices in agreement, or disagreement. Here in the quietness of soft lighting, Woody Crumba's array of water colors had a spiritual value. They offered a retreat to what for a mo-

ment was a retreat into the presence of God, for where but in His presence does man stand when he beholds the work of an artist? (You know, of course that Woody Crumba is art director of Bacone College, the only college for American Indians in this country.)

Quite separate and distinct, naturally, was an exhibit of some painting by Lane College students. We noted particularly a landscape by Miss Mary Dodd.

In the college section "What should general education do for the college student of today?" was of major concern. Contributing were J. R. Hawkins, LeMoyné; Dr. J. O. Perpener, Lane; Dr. T. E. Poag and Dr. M. R. Eppse Tennessee State, were among the participants. T. J. Womack, was departmental chairman.

It was shown (1) that general education must develop college students into (good) citizens, and (2) that colleges and their teachers must recognize that this is a changing period and should develop educational programs to the extent that they equip students for satisfactory adjustment.

George Anderson, in the Social Science meeting, was saying, "We faced the question. Should we try to guide a child to do what he wants to do, rather than try to change him into what we want him to do or think he can do?"

"What is involved in guidance?" asked Dr. H. C. Savage, professor of history at Lane. Dr. R. A. Wilson, Tennessee State professor of history, participated.

Arthur F. Harris, Allen White vo-ag teacher, left this meeting saying it was helpful. "We raised this important question: How can vocational agriculture serve as an instrument to help young people become established in farming?"

THE PARADE! Yes, the parade was coming, so you know what I did right here? Yes, just what you would have done.

The Editor

P. S. Thanks a million for your lovely greetings! They keep coming in.

PERHAPS IT'S HERE!

Office of Education Publications

For the benefit of our readers The Broadcaster is giving here a master list of publications released by the U. S. Office of Education the fiscal year 1951-1952.

BULLETINS

- 1951
No. 6 State provisions for financing public-school capital outlay programs, 40¢.
No. 12 The UN declaration of human rights in secondary schools, 15¢.
- 1952
No. 1 Know your school law, 15¢
No. 2 Statistics of land-grant colleges and universities, year ended June 30, 1951, 20¢.
No. 3 Accredited higher institutions 1952, 35¢.
No. 4 State provisions for school lunch programs—Laws and personnel, 20¢.
No. 5 Core curriculum—Development problems and practices, 30¢.
No. 6 Higher education in France (in press).
No. 7 How children learn to read, 15¢.
No. 8 Financing adult education in selected schools and community colleges, 15¢.
No. 9 The teaching of general biology in the public high schools of the United States, 20¢.
No. 10 Education in Turkey (in press).
No. 11 The forward look: The severely retarded child goes to school, 20¢.
No. 12 Federal funds for education 1950-51 and 1951-52, 30¢.
No. 13 Schools at work in 48 States (in press).
No. 14 How children and teacher work together (in press).
No. 15 Studies in industrial education (in press).
No. 16 Television in our schools (in press).
No. 17 Education in Sweden (in press).
No. 18 Radio and television bibliography (in press).
No. 19 Recordings for teaching literature and language in the high school (in press).
No. 20 Health services in city schools (in press).
No. 21 Land-grant colleges and universities—A Federal-State partnership (in press).

VOCATIONAL DIVISION BULLETINS

- 248 Summaries of studies in agricultural education, Supplement No. 5, 20¢.
249 With focus on family living (in press).

PAMPHLETS

- 112 Some problems in the education of handicapped children (in press).

MISCELLANEOUS BULLETINS

- 15 The financing of State departments of education, 45¢.
16 The personnel of State departments of education, 30¢.
17 Science facilities for secondary schools (in press).

BIENNIAL SURVEYS OF EDUCATION IN THE UNITED STATES—1948-50.

- Chapter 2. Statistics of State school systems, 1949-50, 30¢.
Chapter 4, Section I, Statistics of higher education: Faculty, students and degrees—1949-50, 25¢.
Chapter 4, Section II, Statistics of higher education: Receipts, expenditures and property 1949-50, 20¢.

CIRCULARS

- No. 204 Financial accounting for public schools, Rev. 1948, 35¢.
No. 329 Education in rural and city school systems, 15¢.
No. 333 Earned degrees conferred by higher educational institutions 1950-51, 60¢.
No. 335 Life adjustment education in American culture, 30¢.
No. 337 Expenditure per pupil in city school systems, 1950-51, 25¢.

MISCELLANEOUS

- They Can't Wait, 10¢.
Annual Report of the Office of Education—fiscal year 1951, 20¢.
Scientific Manpower Series No. 2, The composition of the sanitary engineering profession, 15¢.
Administration of public laws 874 and 815, 25¢.
First progress report—School facilities survey, 40¢.
Misc. 3314-6, Supervised practice in counselor preparation, 20¢.
The 6 R's, 10¢.

NATIONAL SCIENTIFIC REGISTER

- Scientific Manpower Series No. 1, Research and development personnel in industrial laboratories 1950, 15¢.
Scientific Manpower Series No. 2, The composition of the sanitary engineering profession, 15¢.
Scientific Manpower Series No. 3, Manpower resources in physics 1951 (in press).
Order publications from Superintendent of Documents, Washington 25, D. C.

TENNESSEE NEGRO EDUCATION ASSOCIATION



DELEGATE ASSEMBLY

January 10, 1953

at Nashville

THIRTY-FIRST ANNUAL SESSION

March 26-27, 1953

at Nashville



Tennessee Regional Professional Teachers' Meetings

REGION	COUNTIES	DATE	LOCATION
Region I J. L. Seets, Ch.	Benton, Carroll, Gibson, Obion, Weakley	December 5	Weakley Co. Trg. Schl., Martin, Tenn.
Region II E. D. Brown, Ch.	Hardeman, Haywood, Madison, Crockett, Fayette	January 3, 1953	Central High School Alamo, Tenn.
Region III P. B. Brown, Ch.	Dyer, Lauderdale, Lake, Tipton	January 17	Bruce High School Dyersburg
Region IV C. C. Bond, Ch.	Chester, Decatur, Hardin, Henderson, McNairy, Wayne, Perry	January 24	Henderson, Tenn.
Region V T. D. Upshaw, Ch.	Bledsoe, Bradley, Meigs, Polk, Hamilton, Marion, Rhea, McMinn	February 7	Chattanooga
Region VI G. W. Brooks, Ch.	Cheatham, Dickson, Lewis, Hickman, Houston, Stewart, Humphreys, Montgomery, Robertson	February 14	Clarksville
Region VII C. Derricks, Ch.	Davidson, Maury, Rutherford, Sumner, Smith, Trousdale, Wilson, Williamson	January 31 February 28	Nashville Pulaski
Region III S. W. Harris, Ch.	Bedford, Cannon, Clay, Coffee, DeKalb, Franklin, Giles, Grundy, Jackson, Lawrence, Lincoln, White, Marshall, Macon, Putnam, Moore, Van Buren, Warren, Overton		
Region IX M. Senter J. Olinger, Chs.	Anderson, Blount, Cocke, Campbell, Claiborne, Knox, Jefferson, Hamblen, Roane, Loudon, Monroe, Grainger, Sevier.	March 21	Knoxville
Region X J. Armstrong, Ch.	Carter, Greene, Hawkins, Johnson, Sullivan, Hancock, Washington	March 28	Johnson City