

High Schools of Tennessee

—3—

The Broadcaster

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

Vol. VI

Nashville, Tennessee, January, 1934

No. 2

MAJOR ARTICLES

REVISED REGULATIONS GOVERNING CERTIFICATION

A Digest of the Major Provisions.

SECRETARIAL COMMERCE IN TENNESSEE

The Development at State College

— Mrs. H. E. Hale

TESTS AND MEASUREMENTS AS AIDS IN THE IMPROVEMENT OF INSTRUCTION

An Appraisal

— — — George W. Gore, Jr.

THE ENRICHED SENIOR HIGH SCHOOL ENGLISH CURRICULUM

With Suggestive Outline

— — — Ruth Arter

THE CRISIS IN EDUCATION

A Challenge

— — — M. W. Boyd

A PHYSICAL EDUCATION PROGRAM FOR THE HIGH SCHOOL

A Practical Program

— — — J. A. Matthews

MOLDERS OF THE AMERICAN MIND—EDUCATOGRAMS —STATE APPROVED NEGRO HIGH SCHOOLS

TWELFTH ANNUAL SESSION—MARCH 29-31, 1934

A. & I. STATE COLLEGE, NASHVILLE, TENNESSEE

THE BROADCASTER

Published in October, January, March, May.

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

Dedicated to the advancement of education and interracial goodwill.

EDITORIAL AND BUSINESS OFFICE

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

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

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

VOL. VI. JANUARY, 1934. NUMBER 2.

Contents

	Page
Revised Regulations Governing Certification	17
Secretarial Commerce in Tennessee, by Mrs. Hattie E. Hale	20
Tests and Measurements as Aids in the Improvement of Instruction, by George W. Gore, Jr.	21
The Enriched Senior High School English Curriculum, by Miss Ruth Arter.....	24
The Crisis of Education, by M. W. Boyd	29
A Physical Education Program for the High School, by J. A. Matthews	30
Accredited High Schools	31
Problems of the American Mind	32
Educatograms	32
Tennessee State Approved High Schools	32

THE BROADCASTER

Revised Regulation Governing Certification

CERTIFICATION OF TEACHERS

Certifying Authority.

The State Commissioner of Education is the sole authority for issuing certificates to teachers.

General Qualifications.

The school laws specifically require that every teacher must be:

1. Certificated by the State.
2. At least eighteen years of age.
3. Of good moral character.
4. Not addicted to the use of intoxicants or narcotics.

Certificates to teach shall be uniform for all the counties and shall be issued by the State Commissioner of Education.

A fee of \$2.00 is required from all participants for teachers' certificates and renewals thereof.

Requirements.

SENIOR HIGH SCHOOL TEACHER

A. Professional Certificates.

A permanent professional high school certificate may be issued to a person who has:

1. Graduated from a four-year college or university approved by the State Commissioner and State Board of Education.

2. Completed at least 27 quarter hours in education, as prescribed by the State Commissioner and State Board of Education.

3. Completed not less than 18 quarter hours of credit in each subject to be taught, viz.:

Agriculture: General Agriculture may be written on a certificate when the applicant offers 18 quarter hours in Agriculture.

Art: The applicant must offer a minimum of 18 quarter hours in art.

Commercial Law: The applicant must offer 18 quarter hours in commercial law.

Commercial Subjects: The applicant must offer 27 quarter hours in commercial training. He will be permitted to teach the branches in which he has completed not less than 9 quarter hours.

Economics: The applicant must offer a minimum of 18 quarter hours in economics.

(Note: During the year 1933-34, any teacher who offers 9 quarter hours in economics

and 9 quarter hours in commercial law may be permitted to teach either or both these branches of this subject.)

Education: At least three-fourths of the college work of an applicant must be non-professional.

Not more than 9 quarter hours may be in general and educational psychology.

Not more than 3 quarter hours may be in general psychology.

English: The applicant must offer a total of 36 quarter hours in English.

History: The applicant must offer a minimum of 27 quarter hours in history and social science, with a minimum of 9 quarter hours in American history and 9 quarter hours in European history. When the remaining 9 hours consist of a minimum of 3 quarter hours in government and 6 quarter hours in geography, the applicant may be permitted to teach civics and geography.

Home Economics: The applicant must offer a minimum of 36 quarter hours in home economics, distributed as follows:

- 12 quarter hours in foods and nutrition.
- 12 quarter hours in clothing and textiles.
- 12 quarter hours in home management, house furnishings, child care and home nursing.

Mathematics: The applicant must offer a minimum of 18 quarter hours in mathematics in which college algebra must be represented.

Music: The applicant must offer a minimum of 18 quarter hours in music in which the following are represented:

- (1) Theory of Music.
- (2) Harmony.
- (3) Music History and Appreciation.

Physical Education: The applicant must offer at least 18 quarter hours in physical education.

Science: The applicant must offer a total of 27 quarter hours in science. Any one of the three sciences, general biology, chemistry, and physics, may be written on the certificate when the applicant offers a minimum of 9 quarter hours in it. When any two of the above sciences appear on a certificate, the holder may teach general science.

Vocational Subjects: The vocational subjects listed below may be written on a certificate when the requirements as set forth below are met.

Agriculture.

The applicant must be a graduate of a four-year course in agriculture from a standard college or university that has been approved by the State Board of Education and the Federal Board of Vocational Education. He must have had at least 66 quarter hours in technical agriculture and 27 hours in education, 13 1-2 hours of which must be in agricultural education.

Home Economics

(White.) The applicant must hold a B. S. degree in home economics from an approved teaching training institution. She must have had 60 quarter hours in technical home economics, 36 quarter hours in related subjects, and 27 quarter hours in education, 12 of which were in home economics education. She must have had one quarter's residence in a home management house and adequate vocational experience. Only those applicants who have satisfactorily completed their home management residence and their practice teaching shall be eligible.

(Colored.) The applicant must be a B. S. graduate in home economics from an approved teacher training institution. She must have had 48 quarter hours in technical home economics, 27 quarter hours in related subjects and 27 quarter hours in education, nine of which were in home economics education. She must have had adequate vocational experience.

TRADES AND INDUSTRIES

a. Vocational Evening School Teachers' Certificates.

Vocational evening school teachers' certificates shall be issued to those desiring to teach evening and part-time classes which meet for less than ten hours per week.

A vocational evening school teacher's permit may be issued to an applicant authorizing him to teach an evening or part-time class which meets for less than ten hours per week, provided he meets the minimum requirements set up in the State Plan for Vocational Education. This permit shall be valid for one year, and is not renewable.

A Provisional evening school teacher's certificate may be issued to a teacher holding a Vocational evening school teacher's permit, provided the holder can show one year's successful teaching experience and the completion of six clock hours of training under the State Teacher Trainer or Associate Teacher Trainer. This certificate shall entitle the holder to teach an evening school or part-time class, which meets less than ten hours per week, for a period of two years. This certificate shall be issued upon the recommendation of the State Supervisor of Trade and Industrial Education and the State Teacher Trainer.

A Vocational evening school teacher's certificate may be issued to the holder of a Provisional certificate, provided he has completed the equivalent of a thirty-six hour course in "Job Analysis and Principles of Teaching Industrial Classes" under the State Teacher Trainer or an Associate Teacher Trainer. This certificate shall be valid for a period of five years and shall be renewable when satisfactory evidence is presented that the applicant has done work intended to improve his proficiency as a teacher.

b. Vocational Teacher's Certificate

A Vocational teacher's permit may be issued to an applicant who desires to teach an all-day, part-time or general continuation class, authorizing the holder to teach a specific class for a period of one year, provided the applicant meets the minimum requirements set up in the State Plan for Vocational Education for a teacher of this type of class. This permit shall not be renewable.

A Provisional Vocational teacher's certificate may be issued to the holder of a Vocational teacher's permit when satisfactory evidence has been presented to show one year of successful teaching experience in a Vocational class and the completion of a fifty clock hour course in "Job Analysis and Principles of Trade Teaching." This Provisional certificate shall be valid for not more than two years and shall not be renewable.

A Vocational teacher's certificate upon presentation of evidence that he has successfully taught a Vocational class for three years and earned fifteen quarter hours credit

in courses in Industrial Education in an approved teacher training institution.

The six preceding Vocational permits and certificates may be used only in classes set up under the provisions of the State Plan for Vocational Education. Pupils receiving instruction from the holders of these special certificates shall not be entitled to credit toward graduation in a regularly organized four-year high school, unless the teacher also holds a Professional certificate authorizing the holder to teach the subjects for which credit is to be given.

B. Examination Certificates.

A certificate based on examination, valid for a period of four years, shall be issued to the applicant for the position of high school teacher who has passed a satisfactory examination in the subjects presented by the State Board of Education. Such certificate shall authorize the holder to teach only the subjects, see page 13.)

Two-Year High School Teacher (Four-year Certificate).

A. Professional Certificates.

A four-year professional certificate, valid for the position of teacher in a two-year high school, may be issued to a person who has:

1. Completed 6 quarter (72) weeks of standard college work.
2. Completed 90 quarter-hours credit.
3. Completed 18 quarter-hours in education.

Elementary Teacher.

A. Professional Certificates.

A permanent professional elementary certificate may be issued to person who has:

1. Completed 6 quarters (72 weeks) in a college or university approved by the State Commissioner and State Board of Education.
2. Completed 18 quarter-hours in education, as prescribed by the State Commissioner and State Board.

A professional elementary certificate, valid for four years, may be issued to a person who has:

1. Completed 3 quarters (36 weeks) in a college or university approved by the State Commissioner and State Board of Education.

A limited training elementary certificate, valid for one year, may be issued to a per-

son who has graduated from an approved four-year high school in this State and attended an approved college for twelve weeks, completing 12 quarter hours of work, including 3 quarter hours in education.

B. Examination Certificates.

A four-year elementary certificate may be issued to applicants who make satisfactory grades on examination in subjects prescribed by the State Board and the State Commissioner of Education. (For list of subjects see page 14.)

HOW TO APPLY FOR A CERTIFICATE

The applicant for a professional certificate should:

Have the college that he last attended send to the office of the Commissioner of Education a complete transcript of his college and high school work, signed by the registrar of the college.

2. Obtain an application blank from the County Superintendent or from the office of the Commissioner of Education.

3. Fill in this blank carefully and send it with the required fee of \$2.00 to the Commissioner of Education.

The applicant should not send diploma or class record to this office. The record must be officially signed.

If part of a record already in the office of the Division of Certification is to be used, the applicant should give the number and kind of a certificate that was issued on it. If a record is to come from two or more colleges, the applicant should state this fact on his application.

Information concerning the examination should be secured from the county superintendent.

EFFECTIVE DATE OF THESE REGULATIONS

These regulations shall become effective from and after this date (Nov. 10, 1933), but, in order to prevent undue hardship on individuals or institutions, the Commissioner of Education is authorized in his discretion, to postpone the effective date of such regulations as a departure from present practice.

—The Tennessee Educational Bulletin, December, 1933.

SECRETARIAL COMMERCE IN TENNESSEE

By Mrs. Hattie E. Hale, Head of the Department of Secretarial Commerce,
A. and I. State College

The object of the Secretarial Commerce Department of the A. and I. State College is primarily to make the words Negro and Business synonymous, as it is now true with the Jew. At present, business is the last word associated with the Negro, and not until we are able to properly finance our lives will we be able to measure arms with other nations, for still the almighty dollar talks and does so in no uncertain terms. The Jew, subjected to prejudice all thru the ages, has and still demands justice, and even creates a situation whereby he will receive it, due to his financial control of the world. He has used to the nth degree his economic power. The Negro's place in this world will be, to a large degree, made possible along economical lines.

Due to the fact that very few secondary schools and colleges offer opportunities for business and commercial training for the Negro youth, the A. and I. State College conceived the idea of making courses in this field available for the Negro youth of Tennessee. So from the very beginning of the history of the Institution there has been a Commercial Department, although small at first. Progress has been made from 1912, with an initial equipment of one typewriter and only a course in typewriting being offered, to 1933 when the department occupies one of the most handsome buildings in the Institution, comprising most of the second floor of the Women's Vocational Building, where students may pursue work in sixteen or more courses, in Secretarial Commerce as their major field, or as a minor or elective. More than 60 machines, including the best makes of typewriters, multigraph machine, mimeograph machine, duplicating machines of other types, calculating machines are available to the students for their use. Some of the most able members of the faculty are numbered among the special instructor in this department, having specialized in their particular fields, holding advanced degrees and work on their doctorate.

The students are encouraged to major in this field, if they are particularly interested

in accountancy, commercial teaching and secretarial work. As an evidence of the quality of students, who are majoring in our department, the majority of the members of the Honorary Society are from these majors and minors. Its graduates are holding some of the best positions not only in Tennessee but in the entire country.

The main cities of Tennessee have commercial departments in their secondary schools, which are headed by our graduates. Most of the Government positions include our graduates, who are especially sought due to their efficiency, both in the city of Washington and Veterans Bureau at Tuskegee, where Colored Government employees are found in the largest number. Our students are holding some of the best positions offered in the secretarial and accountancy world.

We are not only encouraging the majoring in our field, but we consider some of the work as a minor quite as important, especially for those who are majoring in Social Science, Elementary Education, any Vocational Department. It is almost impossible for students expecting to do field, case and laboratory Social Science work, to do effective work with the lack of knowledge of Statistics, Typewriting and Calculating and Duplicating Machine Work, which are listed among our minors. The Primary teacher with the aid of a Ditto machine, which is available to every teacher, even of small means, can make her work more interesting by having monthly or weekly magazines edited and printed by the children, modern type of examination questions and attractive bulletin announcements. With the modern requirements for Vocational Demonstration Agency, it is quite necessary that you have some knowledge of typewriting and business in general.

In this advanced age, every educated person should know something about typewriting, as this knowledge is required by most teachers and professional people. If you can not do it yourself, much money is spent in having others perform this task for you.

Even the Primary Department can share in this instruction, as the great Demonstration Schools connected with the universities are teaching the little tots how to read, spell and write by means of special built typewriters, costing only \$18.00, with all capital letters. This will produce much more accurate spellers, as there is such a clear vision of each word, as it is written on the typewriter.

Although this department was begun on the initiative of the Institution itself, the Government during the late World War recognized its efficiency and placed its soldiers here for special business instruction, and made it a regular part of the program for the state. This same initiative has made it possible to have commercial courses in most of our secondary schools in Tennessee, where large numbers of Colored youths are found. Our Commercial Teachers are also found in Louisville, Washington, Birmingham, St. Louis, as well as in other cities of the state.

Since there is relatively only a small number of well-trained business students needed each year for the more technical work, and as everyone has to deal in a business way with the problems of life, a course that is styled "General Business Training" is becoming more and more popular, offered on a secondary school basis. This year we are

offering this course, opened to every student in the Institution, in order to acquaint them with the everyday procedure of the average person, so that each may maintain to the best advantage and allow more shrewd people to outwit them; and also to acquaint each with his or her rights. This is peculiarly true of those in the rural sections, either as farmers or dealing with the farmers, as too long the Negro non-land-holding farmer is subjected to the decision of the plantation boss, as to the balance due him after the weekly account is settled in terms of his purchases from the community store. Intelligence will help to prove the grave injustice being done many of these farmers.

Although we are 3 times in number to the Jew, we are still complaining and waiting for the broad-gauged white man to improve our status. Why can not we do something for ourselves, as the Jew is now doing, having raised more than \$2,000,000 in this present German crisis, as his answer to injustice?

Efficient participation in the courses as offered in Secretarial Commerce will make it possible for you to give the correct answer to this question, as efficiency, honesty, courtesy, accuracy all spell for success in individuals and races.

TESTS AND MEASUREMENTS AS AIDS IN THE IMPROVEMENT OF INSTRUCTION

By George W. Gore, Jr.

The writer realizes at the outset that there is no stock panacea to overcome the effects of poor teaching or to secure superior results from inherently weak students. The suggestions herein presented are devices to introduce more scientific technique and objectivity into the present modern school curriculum. In truth, there is real need for more definite measurement in present day education with its emphasis on socialization and individual differences. It is repeatedly charged, and, not without justification, that school children of this generation are less thorough, have less basic facts, than those of the preceding generation. And the gain of our modern approach can not be absolutely justified if it is made at the expense of accurate information.

KNOWLEDGE IS POWER. The one who knows precisely what he is talking about has a distinct advantage over one who has merely an appreciation of the facts without the exact knowledge. One must know what the interest on a given sum of money will amount to for a three-year period at a rate of 6 per cent. A mere appreciation without exact knowledge may be financially ruinous.

Tests are as necessary for the teacher as instruments are for the navigator or the aviator. They serve as a compass and chart to point the way and to locate the present position. In truth, all tests and examinations are measures of the teacher's success in terms of the achievements of the given class of students. Standardized tests are

particularly valuable in that they serve as a more universal measuring stick of achievement in terms of a section or of the country.

In order to improve it is necessary to know the strength and weakness of the present. Diagnostic tests are therefore valuable in aiding the teachers to locate in what phases of a subject certain students are weak and need special aid. This is a saving of time in that emphasis can be placed where it is needed and time saved from those items already understood by practically all of the class.

It would be quite revealing to many teachers to give the final examinations of the previous year to an entering class and record the results. Many of the superior students would probably make at least a passing grade although they had never been exposed to the subject per se. If the same test were given at the close of the semester or year (not necessarily as the final examination) and the record of the retest checked against that of the first test the teacher would have some idea as to what contribution the course had made to the student's storehouse of specific information. In many cases it would be much smaller than imagined.

Levels of attainment should be stressed as foremost in any course or subject. Students might well be told in advance what skills and knowledge they will be expected to have in order to be advanced from one level to another—especially in the senior high school. All tests should be entered into with a spirit of objectivity and cooperation between both pupil and teacher—a spirit of attainment. Both teacher and pupil should regard the test as a challenge and as a measure of themselves—not a game in which the teacher in a dark manner devises new tricks and pitfalls to trap unwary pupils.

Perhaps no phase of teaching has undergone so remarkable a development during the past twenty years as that which is concerned with testing. Bagley declares that the development of the achievement test has been in itself an American educational achievement of the first magnitude. Parallel with the development of standardized tests has been the rapid development of

many new techniques in testing." *Russell's CLASSROOM TESTS gives many excellent suggestions for the construction of new type tests which the teacher may use in his own classes.

With carefully worked out lesson plans following a definite outline or series of units the construction of tests is greatly facilitated. The purpose of the test should always be clearly in the teacher's mind. In fact, it is often a good idea for the teacher to try the test on himself in advance to see if any ambiguities exist. Inventory tests are useful to determine what learners already know of the unit under consideration. New-type tests are especially valuable in this respect.

In teacher constructed tests it is essential that the factors being measured be isolated so that they and they alone were being emphasized. For example, the material being tested may emphasize speed, or ability to solve problems, or ability to organize data.

Tests should never be regarded as ends in themselves. The three legitimate reasons for testing are: to improve one's instruction; to motivate the pupil's learning; and to measure growth and achievement. Testing of itself is almost valueless unless followed up. Tests should be used as incentives to underpin weaknesses and integrate knowledge and skills. Comprehensive examinations should especially be used to force an integration of material by means of an overview in the form of a review.

A program of tests might well include intelligence tests, diagnostic tests, inventory tests,—some new type and some essay type. Both approaches are essential to a complete diagnosis of the class and of the individuals in the class. Standardized tests for special phases or special subjects serve to give objectivity and guidance to instruction and to appraisal. Many of the better type standardized tests give valuable suggestions as to what should be emphasized in teaching.

For measures of all round proficiency, battery type tests are extremely useful. Tests of this type include such core subjects as language and literature, science, mathematics and social studies. On the secondary school level such tests as the Sones-Harry High School Achievement Tests and the Iowa High School Achievement Scales are notable

examples. Medians have been established for each of the four divisions above mentioned, for each grade level of the high school, and for high school graduates. The general level attainment of the pupil can be obtained by special fields both with respect to phases of the subject and with respect to grade.

The success of various types of instruction can well be checked by use of standardized tests. Teacher judgment needs to be chastened and corrected by objective judgment. In fact, the teaching profession has to long enjoyed the unique position of outside examining on a larger scale than is used at present is rapidly coming into vogue. Objectively in testing and census selection of questions tend to place the emphasis where it should be—on the mastery of the field under consideration, rather than on the personal whims or preferences of the instructor.

In this connection I would especially like to call your serious attention to the cooperative tests that are being constructed for and used in a large number of the better type secondary schools. At the present time eighteen states have cooperative testing programs for high school students. In addition to the state cooperative testing services there are six national testing programs. The best known of the latter group, the College Entrance Examination Board, gave examination to 19,929 high school pupils in 1932. Questions used by this board may be purchased by high school teachers and principals at a very small cost and used as a guide in gauging the instructional efficiency.

Dr. David Segel, specialist in tests and measurements, in the U. S. office of Education, points out the following reasons for giving cooperative tests:

1. Tests give scholastic endeavor attention as "is centered on physical competition of various sorts between schools. Scholarships in colleges are often awarded to individual winners." Comparative results also serve to make the marking of pupils in high school more accurate.

2. Some of the examinations emphasize the applications of principles to the solution of problems rather than specific bits of facts which could be learned through force of

memory. The result is a freeing of the teacher from too great dependence upon the text-book. The teacher naturally turns to the more general development of the thinking of her students, since it is this power that is tested by the examinations.

3. For many years such tests have been used in determining admission of students to College.

4. Records of the growth of an individual over a comparatively long period of time will furnish a better means of predicting success in school or in different curriculums than we have hitherto had.

5. Cooperative tests aid in the supervision of high schools by state authorities.

6. Test results yield important data for research on problems of "different methods of instruction, different text-books, size of class, etc."

Individual schools desiring use of testing materials and suggestions can get valuable aid and assistance by writing to Dr. Segel in the U. S. office of Education.

The new deal in the educational set-up in Tennessee will in all probability make use of testing techniques as a basis for decision as to methods and approaches in improving the educational standard of the state. The work of the Educational Commission headed by Dr. Walter D. Cocking, to make its formal report to the General Assembly in 1935, will in all probability have much to say about techniques in improving the instruction in the state and raising the level of Tennessee to that of the national level.

And, of course, the standardized test will have to be one of the devices used to measure our achievements with established norms.

Where the element of cost enters in, it is necessary that the teacher be familiar with the basic principles of testing and construct his own tests along lines similar to standardized tests or those of the College Entrance Board. The use of the mimeograph machines can greatly facilitate in the duplication of copies. Carefully constructed tests may be given out and collected under supervision and filed for use with subsequent groups.

May I conclude by stating that the scientific approach in education is valuable as a technique. It should not be used as a single

approach. There is need for a fundamental philosophy of education, to be more. Measurement rightly conceived has a definite place in progressive educational procedure. As one of the methods that is available for the teacher or administrator in a thorough-

going attempt to improve instruction it has much to offer. In the hands of those who recognize its province, its limitations and its possibilities it is a valuable instrument of great potency.

*Russell: Classroom Tests, Ginn & Co., Boston, 1926

THE ENRICHED SENIOR HIGH SCHOOL ENGLISH CURRICULUM

By Miss Ruth Arter, Cook County Training School, Athens

The tenth, eleventh, and twelfth grades comprise the senior high school. In preparing a course of study for these grades the aims of the course must be kept constantly in mind. They are: to acquire facility in oral and written expression, and to acquire the ability to read, interpret, and appreciate literature. In order to attain these ends this course must include a study of grammar, literature and composition.

Grammar should be taught, not as an end in itself, but as an aid to correct and effective expression. The technical errors noted both in oral and written work should be listed by the teacher and drill on those points should be given so as to eradicate grammatical errors. Some drill may be given at the beginning of each year in capitalization, punctuation, sentence structure, grammatical usage, and diction. Only the points in grammar which have actual value in enabling the student to improve his speaking and writing should be included in his study.

The choosing of the proper literature for high school pupils should be given careful consideration. Teachers should keep in mind that the supreme aim of literature is its influence upon character formation. Choice of literature should favor the classics, but the pupils need to be acquainted with their own age, and for that reason some modern literature must be included in the course. Each teacher must be at all times guided by the ethical and aesthetic needs of his pupils. In order that the pupils receive the maximum benefit from their study of literature the following points must be considered: adjustment to the degree of maturity, choosing selections that aid in composition work, variety of types of literature (poetry,

drama, prose fiction, and other prose) and chronological sequence.

Work in literature which lends itself to dramatic presentation, when assigned to groups to be worked out and presented before the class, vitalizes and intensifies the pupils' interest in literature and enriches the course for the class.

Each period in literature may be made to stand out prominently in the pupil's mind, if biographies of the leading spirits of each period are written. To add interest to this work, a small picture of each man may be posted on his biography, and the best papers may be posted on the class-room bulletin board.

An intensive study of rhetoric should be included in the senior high school curriculum in order that pupils learn the fundamental principles of oral and written composition.

A school weekly or bi-weekly publication is an effective means in assisting pupils in written composition. Pupils will use correct and effective English in their articles for the school paper because they are stimulated by the desire to see their work in print. Composition work should have special stress in the tenth grade; there should be, however, frequent drill in composition writing throughout the senior high school course. The four forms of discourse—description, narration, exposition, and argumentation—should be thoroughly understood at the close of these three years of study.

Outline of Course of Study by Grades

I. Composition work.

A. Tenth Grade

1. Written work

Aim: To assist the pupils in acquiring the ability to apply the principles of rhetoric in

their oral and written expression, with special emphasis upon the application of the principles of unity, coherence, and emphasis. Drill will be given upon the uses of the balanced, loose, and periodic sentences. Special attention will be given to paragraph formation and sentence structure.

Requirements: Pupils will be required to write two themes each week. Themes will be largely narrative, but there will be a few descriptive themes. Students should choose familiar subjects so that they may be able to center their attention upon form rather than content. Suggested topics upon which pupils may write: current topics, experiences, civic interest, topics from other subjects in the curriculum, characters and 'opics from literature. (This work in composition will continue throughout the year. Outlines will be required in connection with all theme work.)

2. Oral Expression (Tenth Grade)

"Current News Club"

Aim: To give pupils practice in oral expression and in parliamentary usage. Each Friday at the regular English period the class officers will have charge of the program of the "Current News Club." Oral reports and discussion will be given by pupils from the following papers and magazines: "Afro-American", "The Crisis", "Opportunity", "The Pathfinder", "The Literary Digest", "The Outlook", "Review of Reviews", "World's Work", and "Reader's Digest". The reports will be graded on the following points: Type of report, correct pronunciation, enunciation, correct usage and poise.

B. Eleventh Grade

1. Written Work

Aim: To give pupils practice in collecting and organizing material for long themes and essays. To place special emphasis upon the study of exposition. To help pupils grasp more firmly the fundamental principles of rhetoric.

Material: Expository subjects will be selected from topics in history, science, literature, and from current topics of interest.

Requirements: Two themes will be required each month. Each term one long theme based

on observation and reading will be written. Some written work will be assigned each week. For example the outlining of essays and books studied in literature.

2. Oral Expression (Eleventh Grade)

"English Club"

Aim: To give pupils practice in collecting, organizing, and presenting their ideas and opinions orally.

Materials: Problems of civic and political importance. The English period on Friday will be set aside for this type of oral expression.

C. Twelfth Grade

1. Written Work

Aim: To train students in logical thinking, and to help them express their thoughts convincingly in writing through an intensive study of argumentation.

Materials: Questions of state, national and international importance will be used as subjects for brief making and debating.

Requirements: One long argumentative, narrative, expository or descriptive theme will be required each month. Some written work will be assigned each week in connection with the literature assignments. A thorough review of the principles of rhetoric will be given in the fourth year. Theme writing will be given in the fourth year. Theme writing will be continued throughout the year.

2. Oral Expression (Twelfth Grade)

"Debating Club"

Aim: To aid pupils in increasing their ability clearly, logically and convincingly their side of a question in a debate. The club will meet each Friday. It will have its own officers and a program committee to arrange each program. The class will be divided into two sections in order to encourage the best work through competition in debate.

III. Literature (by the quarter plan)

A. Tenth Grade

1. Classroom study (Two days each week)

Aim: To aid pupils in creasing their ability to read, understand, and appreciate types of literature.

Materials: Will be progressively adapted to the interests and abilities of students and include a variety of types.

Requirements:**First Term**

Prose—"Ivanhoe" Scott, "The Sketch Book" Irving, "The Mask of the Red Death" Poe, "Necklace" and "The Piece of String" Maupassant.

Poetry—(American Writers)

Selections from Whittier "Annabel Lee" and "The City by the Sea" Poe, nature poems of Bryant, "Evangeline" Longfellow, From "A Table for Critics" Lowell.

Drama: "As You Like It" and "The Taming of the Shrew" Shakespeare.

Second Term

Prose: "Last of Mohicans" Cooper, "Vicar of Wakefield" Goldsmith, "Pepy's Diary", "Lamb's Dissertation on a Roast Pig", "The Courage of the Commonwealth" Andrews, "Friend of Caesar" Davis.

Poetry—(English writers)

"Cotter's Saturday Night", "Tam O'Shanter" Nature poems, Burns, "Enoch Arden" and "Lady of Shalott" Tennyson, "The Prisoner of Chillon" Byron.

Drama—"Merchant of Venice" Shakespeare.

Third Term

Prose—"Ben Hur" Wallace, "Up From Slavery" Washington, "The Making of an American Riis, "An American Citizen", Brooks.

Poetry—Sonnets A. W. Grimke, Lyric Poems—Dunbar, "America" and "When Dawn Comes to the City" Claude McKay, "Hymn to the Night" and "Nature" Longfellow, "Contentment" Holmes

Drama: "The Tempest."

2. Home Reading (Tenth Grade)

Prose:

"Lorna Doone"—Blackmore

"Les Miserables"—Hugo (abridged)

"The Blue Flower"—Van Dyke

"The World I Live In"—Keller

"Treasure Island"—Stevenson

"The Virginian"—Wister

"Hoosier Schoolmaster"—Eggleston

"Old Curiosity Shop"—Dickens

"Captains Courageous"—Kipling

"The Three Musketeers"—Dumas

"Friendship Village"—Gale

"Americanization of Edward Bok"—Bok

"The Trail of the Lonesome Pine"—Fox

"The Shepherd of Kingdom Come"—Fox

"Life of Alice Freeman Palmer"—Palmer

"Biography of Lincoln"

"Life of Addison"—Johnson.

Poetry:

Poems from Poe, Tennyson, Byron, Shelley, Lowell, Bryant, Keats, Coleridge, Longfellow, Dunbar, Cullen, Whittier.

Drama:

"Robin Hood and the Three Kings", Noyes, "Plays of the Pioneers" Mackay, "She Stoops to Conquer" Goldsmith.

B. Eleventh Grade**1. Classroom Study (Three days a week)**

Aim: To acquaint students with the ideals and traditions of American literature through a study of some of the most important works of American authors. To interest pupils in a few of the important works in English literature.

Material: Will be primarily chosen from American writers. The works of English writers will be studied rather sparingly.

Requirements:**First Term**

"History of American Literature" Halleck, Phases of Colonial Development, Study of the Historical background of the Colonial Period. A study of the lives of all writers mentioned will be made by the students.

"True Relation of Virginia", John Smith, "Government and Religion in Virginia", John Smith, "History of Plymouth Plantation", Bradford.

"Winthrop's Journal"

"Sewalls Diary"

"Common Sense", Thomas Paine

"Declaration of Independence" Thomas Jefferson

"Autobiography" and "Poor Richards Almanac", Franklin.

Poetry:

Selections from Dwight, Barlow, and Trumbull, Freeman's Lyrics. Poe's lyrics: "To Helen", "To One in Paradise", "The Sleeper", "Annabel Lee".

Drama:

"Midsummer Nights Dream", "Romeo and Juliet", "Two Gentlemen of Verona", Shakespeare.

Second Term

Continued study of the "History of American Literature", Halleck, A study of "Early American Romanticism". To illustrate early American Romanticism we will study

Irving's "Bracebridge Hall", "Tales of a Traveller", "Columbus" and "The Alhambra" Cooper's "The Deerslayer" and "The Pathfinder", Four of Poe's short stories. Emerson's "Self Reliance", "The Great Stone Face", Hawthorne, "The Blithedale Romance" Emerson.

Poetry:

"Hawthorne" and "A Day of Sunshine", Longfellow.

"Telling the Bees", Whittier

"She Came and Went", Lowell

"My Aunt" and "The Boys" Holmes

"April on the Way", Alice Nelson

"My Hero", Browley.

Drama:

"Mortgaged", Willis Richardson

"What Every Woman Knows", Barrie

"The Man From Home", Tarkington

Third Term

Continued study of the "History of American Literature", Halleck.

Prose:

"The Autocrat of the Breakfast Table"

and "The Biglow Papers", Lowell.

"Lincoln's First Inaugural Address"

"Lincoln's Gettysburg Address"

"Lincoln's Last Public Address"

"Innocents Abroad" Mark Twain

"Mill On the Floss", George Eliot

"Nicholas Nickleby", Dickens

Poetry:

"The Waving of the Corn", "Evening Song", "The Mocking Bird"—Lanier, "Not the Pilot", "For You, O Democracy", "Long, too Long America"—Whitman. Wordsworth's nature poems and sonnets.

"The Eve of Saint Agnes", Keats

"My Last Duckess", Browning.

Drama:

"Cariolanus," Shakespeare

"Where But in America", Wolff

"Where the Cross Is Made", O'Neill.

Prose:

"The Sea Wolf", London

"Life on the Mississippi", Twain

"The Foreigner at Home", Stevenson

"African Game Trails", Roosevelt

"Among the Corn Rows", Garland

"Mammon and the Archer", O'Henry

"Clothes Make the Man", Tarkington

"The Bent Twig", Dorothy Canfield

"How to Live on Twenty-Four Hours a Day", Bennett

"Essays on Student Life", Foster

"Twice Told Tales", Hawthorne

"White Aprons", Goodwin

"The Black Cat", Poe

"The American Negro in the World

War", E. J. Scott

"The New Negro", Pickens

"American Ideals", Roosevelt

Poetry:

"An Hymn to the Morning", "An Hymn to the Evening", Wheatley

"Ships that Pass in the Night", Dunbar

"From the Dark Tower" and "Nocturne",

Countee Cullen

"Sea Charm", "Mother to Son", Langston Hughes

Selections from Longfellow, Bryant, Lowell, Coleridge and Wordsworth.

Drama:

"The Man Who Married a Dumb Wife", A. France

"Short Plays from Dickens", Brown.

This reading list may be supplemented by suggestions of pupils.

C. Twelfth Grade**1. Classroom Study (Three days each week)**

Aim: To acquaint students with the ideals and traditions of English literature.

Materials: Will be arranged so as to give a survey of types of literature as well as a chronological survey.

Requirements:**First Term**

A study of the "History of English Literature", Halleck

Early English Literature

Poetry—Selections from Beowulf

"Canterbury Tales", Chaucer, Three early popular ballads.

Prose—"Anglo-Saxon chronicle (in translation)"

Drama—Everyman, Renaissance and the Seventeenth Century Literature.

Poetry—Selected sonnets and other lyrics from Spencer, Sidney, Green, Shakespeare, and Marlowe.

"The Faerie Queen", Spencer

"L'Allegro", "Il Penseroso", "Lycidas" and "On His Blindness", Milton.

Selections from "Paradise Lost", Milton

Prose—"Essays from Bacon"

"The Virtue of Books" and "Liberty of Thought", Milton

Drama—"Macbeth and Hamlet", Shakespeare.

Second Term

Continued study of the "History of English Literature", Halleck. "Restoration and Eighteenth Century Literature".

Poetry—"Alexander's Feast", Dryden

"Essay of Criticism", Pope

"The Deserted Village", Goldsmith

"Ode on the Spring", Gary

"Elegy Written in a Country Churchyard", Gray

Prose—"Pilgrim's Progress", Bunyan

"Gulliver's Travels", Swift

"Life of Johnson", Boswell

Drama—"The Rivals", Sheridan

Romantic Literature

Poetry—Selections from Burns Scott, Wordsworth, Coleridge, Byron, Shelley, and Keats.

Prose—"Pride and Prejudice", Austen

"Kenilworth", Scott

"Essay on Burns", Carlyle

Essays from Lamb and De Quincey.

Third Term**Victorian Literature**

Continued study of the "History of English Literature", Halleck.

Poetry—"In Memoriam" and "Idylls of the King", Tennyson

"The Pied Piper of Hamelin" and "Home

Thoughts from Abroad", Browning

Selections, poems from Matthew Arnold, Rosetti, Morris, Swinburne.

Prose—"David Copperfield", Dickens

"Henry Esmond", Thackeray

Essays from Cardinal Newman, Ruskin, and Huxley.

Modern Literature

Poetry—A group of selected modern poems from various authors.

Prose—Selected modern short stories.

"Kim", Kipling

Drama—"Justice", Galsworthy

"The Great Adventure", Bennett.

2. Home Reading (Twelfth Grade)

Prose—"Pickwick Papers", Dickens

"Tale of Two Cities", Dickens

"There Is Confusion", Faucett

"Scarlet Letter", Hawthorne

"The Covered Wagon", Hough

"The Crossing", Churchill

"The Purple Land", Hudson

"Far From the Madding Crowd", Hudson

"The Great Lakes", Curwood

"Social Life in the Insect World", Fabre

"One Way Out", Carleton

"Lord Jim", Conrad

"Wild Bird Guest", Baynes

"The American Spirit", Lane

"The Country of Sir Walter Scott", Olcott

"The Woman Who Spends", Richardson

"Quo Vadis", Sienkiewicz

Essays—"Youth and the New World", From the Atlantic Monthly

"From a College Window", Benson

"What's Wrong with the World", Chesterton

"Fisherman's Luck and Other Uncertain Things", Henry Van Dyke

Drama:

"The Silver Box", Galsworthy

"Jeanne d' Arc", Mackaye

"The Boomerang", Osborne

Twelfth grade pupils will supplement this list.

Sir John Herschel has said: "Give a man the taste for good books, and the means of gratifying it, and you can hardly fail of making a happy man. You place him in contact with the best society in every period of history—with the wisest and wittiest, the bravest, and purest characters who have adorned humanity. You make him a denizen of all nations, a contemporary of all ages."

THE CRISIS IN EDUCATION

By M. W. Boyd, Morristown Normal and Industrial College

Those of us who have been wont to speak much on how thoroughly the idea of mass education has been sold to the American people have much to retract in these times. From the beginning of the depression it appears that curtailment of education has been the chief means by which local and state authorities have sought to restore balanced budgets and lift the shadows of financial gloom.

So great has become this passion that 500,000 American boys and girls in 22,000 schools were out of school at the end of last March, as a result of closed schools. While there were 329,000 more pupils enrolled in public schools in 1933 than in 1932, there were 15,000 fewer teachers.

The extreme to which this wild hysteria has advanced, finds expression in the bill recently introduced in the legislature of Iowa, to limit the high school courses of the State to two years, and in the debate in the last legislature of our own State of Tennessee, in which the abolishment of four of our State Teachers Colleges was strongly contested.

It is only a truism to state that of all groups teachers have been asked to shoulder most during the depression. Teachers have been asked in these times to take merciless cuts in their salaries and to go unpaid over periods of months—sometimes reaching into years. Truly, the fortitude of the American teachers will be one of the bright lights of the depression.

As bad as these facts may show the general condition of Education in America, they but half portray the effects of the depression upon education for the Negro.

Even in normal times it must be remembered, there were many inequalities and deficiencies in education for Negroes. At the beginning of the depression the school term for Negro children in public schools was only four-fifths that for white children, while the average per capita expenditure for each Negro child in the South was only one-third that for the white child. There were 230 counties in the South in which there were no high school facilities whatever for Negro children and these counties there were

197,000 Negro children. Distance from school and failure of counties to supply transportation for Negro children have been other problems which have prevented his education from making a favorable comparison.

Added to these deficiencies in Education for Negroes were problems involving the teachers. The annual average salaries of the 51,000 Negro teachers in the District of Columbia and the Southern States in 1929 was \$524, as compared to \$1020 for white teachers. At the same time, the salary for rural Negro teachers was approximately one-third that for white rural teachers. For the year 1930-31 it was estimated that 30,000 teachers were needed to properly man public schools for Negroes.

The fact that these inequalities and deficiencies existed at the beginning of the depression and that the Negro has been forced to take proportional cuts—while too often larger cuts—in his education than the whites during this depression, brings clearly to our minds that education for the Negro just now, presents a sad spectacle.

A survey recently made by Dr. Ambrose Caliver, Senior Specialist in the Education of Negroes, for the U. S. Government, gives some interesting facts concerning the effects of the depression upon our Education.

In 52 counties 825 elementary schools and 40 high schools for Negroes closed in 1932 earlier than planned. In 75 counties there were 420 fewer Negro teachers in 1933 than in 1929. Larger classes, fewer teachers, and lower salaries appeared to be the general tendency. An already over-burdened and under-paid Negro teaching force was asked to take cuts ranging from 40 per cent to 17 per cent. One county reported when times get better, it proposes to pay its Negro teachers \$28.50 per month and to give an eight months school term.

Our colleges and private institutions of learning have not escaped the effects of the depression. Most of them have derived much of their income from philanthropists in the past but today philanthropists are not so generous. Ten out of twelve institutions studied by Dr. Caliver reported a reduction

Educatograms

A study of teachers' salaries made in 1932 disclosed the fact that of 45,489 white rural teachers, 6,181 received \$60 or less per month. The report further stated that 588 Negro teachers out of 6,722 were receiving \$25 or less per month. The U. S. office of Education in 1930 showed that in Tennessee 15.4 per cent of white rural teachers received \$500 or less per year, while 58.6 per cent of Negro rural teachers received \$500 or less per year.

Problems of the American Mind

(A Critical Review of the Social Attitudes of Seventeen Leaders in American Education) By Norman Woelfel, Columbia University President, New York, 1930, pp 304, \$3.00.

Dr. Woelfel has rendered a distinct service to the student of contemporary American education in that he presents in a single volume the points of view of the foremost educational philosophers arranged for comparative study.

The book is divided into four major parts: Section one, Some implications of contemporary social change; Section Two,

Analysis of the viewpoints of American Educators; Section Three, Interpretative Criticisms of the viewpoints of American Educators; Section Four, Suggestive Strategic Considerations for American Educators.

Molders of the American Mind, according to the author, are: Dewey, Horne, Morrison, Bagley, Cubberly, Briggs, Finney, Judd, Snedden, Thorndike, Horn, Charters, Bobbitt, Counts, Rugg, Bode, Kilpatrick.

In the concluding chapter in discussing strategic considerations for American educators, the author states:

"A successful teacher calls into question in a student's consciousness facts, attitudes, feelings, desires, principles and habits of action, all of which he has been accustomed to take for granted. This may be called the negative teaching effect. A successful teacher causes a student to take on new interests which lead to the learning of facts, the formation of attitudes, the awakening of desires, the dedication of principles, the building of habits of conduct, all of which never has before occupied the center of his attention. This may be called the positive teaching effect. Persons who have these effects upon students should be defined as teachers, and only such."

An excellent bibliography is appended.

—G. W. G.

TENNESSEE STATE APPROVED HIGH SCHOOLS

JUNIOR HIGH SCHOOLS (Grades 9 and 10)

Name of County and School	Postoffice	Name of Prin.	Full-Time Teachers	Part-Time Teachers	Number Enrolled
Campbell:					
LaFollette Jr. High School..LaFollette		S. A. Cain	1	1	14
Coffee:					
Davidson Academy	Tullahoma	C. D. Stamps	1	2	15
Crockett:					
Alamo High School	Alamo	E. N. Koonce	2	0	51
Dickson:					
Dickson Co. Training Sch....	Dickson	C. A. Jarmon	1	2	31
Gibson:					
Humboldt Jr. High School....	Humboldt	T. M. Stigall	2	1	62
Trenton Rosenwald High Sch..	Trenton	E. L. Watson	2	1	50
Greene:					
Greenville College High Sch..	Greenville	A. M. Gilbert	1	0	14
Hardin:					
Dunbar High School	Savannah	M. T. Malone	1	1	17
Hickman:					
O. H. Bernard High School ..	Centerville	M. L. Dabney	1	0	19
Marshall:					
Lewisburg High School.....	Lewisburg	Jacob Jones	1	0	22
Monroe:					
Highpoint High School	Sweetwater	Chas. A. Edington	1	1	19
Rhea:					
Dayton High School	Dayton	J. J. Smith	1	0	29
Robertson:					
Adams Jr. High School.....	Adams	I. P. Thomas	1	0	17
Tipton:					
Frazier High School	Covington	L. V. Wells	2	1	24
Weakley:					
Weakley Co. Training Sch....	Martin	M. Dickey	1	1	17

On to Nashville for the Twelfth Annual Session of the Tennessee State Association of Teachers in Colored Schools, A. and I. State College, March 29-31, 1934.

STATE APPROVED HIGH SCHOOLS FOR 1933

Public Four-Year County High Schools

Name of County and School	Postoffice	Name of Prin.	Full-Time Teachers	Part-Time Teachers	No. Enrolled	Grade
Bedford:						
McAdams High School.....	Shelbyville	J. C. McAdams	3	0	46	C
Bradley:						
College Hill High School....	Cleveland	U. Lloyd Knox	4	0	65	B
Carroll:						
Webb High School	McKenzie	J. L. Seets	5	0	105	A
Cocke:						
Tanner Training School	Newport	T. R. Wright	3	0	33	C
Dyer:						
Bruce High School	Dyersburg	M. L. Morrison	8	0	131	A
Fayette:						
County Training School.....	Somerville	W. P. Ware	4	0	75	B
Gibson:						
County Training School	Milan	T. R. Hartsfield	4	0	92	C
Hardeman:						
Allen White High School....	Whiteville	J. H. White	3	2	49	C
Haywood:						
County Training School	Brownsville	F. E. Jeffrise	4	2	98	B
Henry:						
Central High School	Paris	T. R. Wilson	2	0	114	C
Jefferson:						
Nelson Merry High School....	Jefferson City	A. D. Gaither	3	1	55	C
Lauderdale:						
County Training School	Ripley	S. H. Johnson	3	1	60	B
McMinn:						
J. L. Cook High School	Athens	W. E. Nash	5	0	108	B
Marion:						
McReynolds High School....	South Pittsburg	K. L. Clay	4	0	65	B
Maury:						
College Hill High School....	Columbia	R. G. Johnson	3	1	114	B
Montgomery:						
Burt High School	Clarksville	H. L. Allison	7	1	198	A
Rutherford:						
Holloway High School	Murfreeboro	S. G. Greene	4	0	124	B
Shelby:						
Barret's Chapel High School..	Arlington	G. E. Eoffman	4	0	81	B
County Training School	Lucy	R. J. Roddy	4	0	119	B
Geeter High School	Whitehaven	J. W. Falls	6	0	198	B
Sumner:						
Union High School	Gallatin	J. N. Rucker	5	1	87	B
Tipton:						
Hoffman St. Mary Ind. Inst..	Mason	G. A. Stams	3	1	68	C
Warren:						
Bernard High School	McMinnville	J. E. Wood	3	0	56	C
Washington:						
Langston High School	Johnson City	T. K. Borders	4	1	71	B
Williamson:						
Franklin Training School....	Franklin	I. H. Hampton	4	1	78	C
Wilson:						
County Training School	Lebanon	S. F. Dobbins	4	0	60	B

Private And City Four-Year High Schools

Name of County and School	Postoffice	Name of Prin.	Full-Time Teachers	Part-Time Teachers	Number Enrolled
Hamblen:					
Morristown Normal Ind. Col..	Morristown	M. W. Boyd	4	2	93
Hamilton:					
Howard High School	Chattanooga	W. J. Davenport	16	0	601
Rawkins:					
Swift Memorial College	Roger ville	W. C. Hargrave	4	3	52
Madison:					
Merry High School	Jackson	A. J. Payne	6	1	359

County High Schools In Transition From The Two-Year To The Four-Year Type

Name of County and School	Postoffice	Name of Prin.	Full-Time Teachers	Part-Time Teachers	Number Enrolled
Franklin:					
Town and Training School....	Winchester	L. W. Johnson	2	0	80
Henderson:					
Montgomery High School....	Lexington	A. E. Gray	0	4	41
Lincoln:					
Fayetteville High School....	Fayetteville	Wm. Jackson	2	1	54
Maury:					
Clark Training School	Mt. Pleasant	G. A. Thompson	2	1	43
Smith:					
Carthage High School	Carthage	John H. Baird	2	1	35

KNOXVILLE COLLEGE

Knoxville, Tenn.

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

Splendid Location High Standards Reasonable Expense

Catalog and other literature will be sent free upon request. Address

THE PRESIDENT

Knoxville College

Knoxville, Tenn.

TERRY'S PHARMACY

"WE ARE IN BUSINESS FOR YOUR HEALTH"

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

(PRESCRIPTIONS CAREFULLY COMPOUNDED)

Our Motto

SERVICE WITH A SMILE

Phone 7-9252

2602 Jefferson Street

Nashville, Tennessee.

TENNESSEE A. & I. STATE COLLEGE NASHVILLE

**OFFERS A NEW DEAL IN EDUCATIONAL
OPPORTUNITY**

Four year curricula in Agriculture, Home Economics, Industrial Education, Secretarial Courses leading to B. S. Degree and Teacher's Certificates for Elementary and High School. Spring Quarter begins March 19, 1934.

For information write,

W. J. HALE, President.