

MISS LOIS H DANIEL
A & I STATE COLLEGE
NASHVILLE TENN



Vol. XX
No. 3

The

December
1947

BROADCASTER

ADULT EDUCATION IS FOR TEACHERS, TOO

A modern school is a place where teachers learn more about children, about the community, about arts and crafts.

by
RALPH W. TYLER

*Chairman, Department of Education
University of Chicago*

(Mr. Tyler was vice-chairman of the Commission on Teacher Education of the American Council on Education from 1939 to 1944. He is now directing the Council's Cooperative Study in General Education.)

The first and most obvious adult group which the modern school should serve comprises the teachers themselves. The Commission on Teacher Education of the American Council on Education, after a five-year nation-wide study from 1939 to 1944, identified several major areas in which in-service education of teachers was most needed. Our concern here is how the modern school can meet these educational needs of teachers so as to insure an ever improving educational program.

Learning About Children

The Commission noted that a large majority of teachers need a better understanding of child growth and development,

and greater skill in using such knowledge in teaching and guidance. The research of the past fifteen years has thrown new light upon the way in which children and youth grow and has indicated more clearly the inter-relationship of physical, intellectual, social, and emotional development. Out of this research have come suggestions for ways in which the teacher can use a knowledge of these factors of development to provide the basis for more effective education of children and youth.

During the last six years Professor Daniel Prescott and others have been experimenting with ways of conducting child study programs that will help to meet the teacher's need for understanding child growth and development. It has been shown that teachers can conduct useful studies of the children in their own classroom when given guidance through weekly discussion meetings with other teachers

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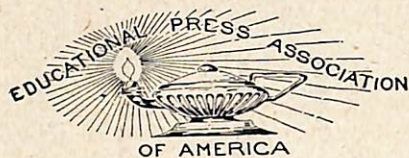
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THE BROADCASTER

Published in September, December, March,
June

Official Journal of the
Tennessee Negro Education Association



MEMBER OF
EDUCATIONAL PRESS ASSOCIATION
OF AMERICA

Dedicated to the advancement of education
and interracial goodwill.

Editorial and Business Office, A. and I. State
College, Nashville 8, Tennessee

Membership and the Broadcaster, one dollar
per year. Single copies twenty-five cents.
Advertising rates furnished on application.

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

Vol. XX December, 1947 No. 3

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and monthly conferences with trained consultants. The results indicate that over a period of three or four years the understandings and practices of teachers in their relations with children can be markedly changed and their effectiveness greatly increased.

Schools need to provide opportunities for their teachers to conduct studies of children, to meet in discussion groups, to confer with consultants, to summarize the information obtained, and to use it in planning changes in curriculum and guidance programs. Teachers must have the chance to observe children in the community, at home, in camp, as well as in school. Within the school comfortable rooms that promote free discussion must be made available for teacher study groups, as well as a pleasant library room in which the materials useful for such programs are kept. A cooperative relationship with universities or other sources of consultative service must be developed. One of the reasons for employing teachers on a year-round basis is that they can then participate fully in such programs, using part of the summer for planning and analyzing data.

A modern school thus becomes a place where teachers learn more about children as well as a place where children learn.

And the Community

A second common need of teachers is for better community understanding, not only of the local community but of the broader community—state, nation, and world. Although the focus of attention in education is upon the child being educated, he is not being educated in a vacuum. He is being inducted into a community, a culture, and a world society. It is essential for the teacher to have a realistic understanding of that community, that culture, and that world society so that he may help young people attain a personally and socially significant role within it. Enough has already been done to suggest that the local school can provide continuing opportunities for community study and that this community study program is an es-

sential part of a well-balanced in-service educational program for teachers.

In such a program teachers have the opportunity for first-hand investigation of the local community and for reading and discussion of data obtained in the investigation. They have the opportunity for reading and discussion of world affairs and for other activities calculated to give them a clearer understanding of the social world, its problems, and its mode of operation.

This type of educational experience for teachers requires planning to develop an appropriate program, to find effective consultative leadership, and to obtain necessary facilities. The school building will usually serve as the study center and should be equipped with rooms that provide maps, charts, and other materials relevant to the community and the larger social order. It is essential here, too, to allocate sufficient time for teachers to conduct such studies and to plan ways in which they can be used in their own curriculum work. The year-round employment of teachers, with the exception of a month's vacation, would make available the time for teaching, study, and planning.

The Curriculum, Too

A third area in which the Commission on Teacher Education found most teachers in need of further training is in the field of curriculum construction and evaluation. In a very real sense, each teacher is a curriculum builder. Although it is inefficient for every teacher to attempt on his own to develop a course of study, the fact that the curriculum in the final analysis consists of the learning experiences that the teacher plans and makes available for students means that the curriculum finally becomes a responsibility of the teacher. It is, therefore, important for teachers to participate in deciding on objectives, in selecting learning experiences to be used, in working out ways of organizing these learning experiences, and in evaluating the extent to which the curriculum has been effective.

This requires some training in curriculum and evaluation procedures as well as an opportunity for continued curriculum

planning. The plan for the employment of teachers should take account of this need, making time available during the year and during the summer for study and planning. Properly qualified leadership and guidance is called for. The program also requires appropriately equipped rooms in which teachers can work, and a collection of materials on curriculum and evaluation procedures as well as a working collection of instructional materials.

It is especially necessary for teachers themselves to have a chance to participate in newer educational experiences for children and youth that seem promising so that they may see more clearly how to use these experiences. For example, there is an increasing recognition of the value in having schools provide camp experiences for young people. Camps can be conducted to provide opportunities for types of informal social experiences, for instruction in health, for nature study and other types of outdoor experiences not easily made available in the more formal school setting. If teachers are to see how to use camps for important educational purposes, they themselves need camp experiences. This suggests the importance of planning short-term camp opportunities for teachers. One way of doing this might be by having a camp as one place for summer workshops for the in-service training of teachers. Another illustration of helping teachers become acquainted with the potentialities of newer types of educational experiences is in equipping the instructional materials workroom with various audio-visual aids and providing consultative service to guide their explorations of the possible contributions of these materials.

Plus Personal Development

Teachers, along with all other adults, have need for a continuing program of personal development. The strain of teaching is very great and it may result in physical deterioration and mental breakdown unless attention is given to the physical and mental hygiene of teachers. To maintain the teacher's physical health the modern school should plan the teacher day so that there is alternation between intense activity and more leisurely activ-

ity, and the opportunity, where needed, for brief naps in early or middle afternoon. The building must be planned to include a lunchroom for teachers which permits of greater relaxation than does the noisy cafeteria, a rest room for naps, as well as lounge rooms to lessen tension during the day.

With reference both to physical and mental hygiene, the Commission on Teacher Education found the development of an arts and crafts program particularly useful. Many teachers had had little opportunity to work in the arts and crafts. Their lack of experience in these areas limited their use of such media of communication and expression in their work with children, and it also prevented them from using the arts as one important means for gaining increased emotional integration. Opportunities for painting, for drawing, for craft work, for creative writing, for music are all opportunities that can contribute to the personal devel-

opment of teachers and to their physical and mental health. Because the teachers are the primary resources upon which school depends, it is especially important for the school to provide opportunities for their personal development. Facilities within the building and competent leadership in the arts and crafts are needed.

And Social Education

Finally, an effective educational program for teachers will afford opportunities for teachers to participate in the program of social education for other adult groups which the school will serve. It is important to recognize that the education of teachers in service includes not only their professional and personal development but also their development as citizens. They share the responsibilities of citizenship with the other citizens of the community and with them need opportunities for continuing study and discussion of critical issues.

STATE-WIDE PROFESSIONAL LEADERSHIP FOR TENNESSEE'S NEW PROGRAM OF EDUCATION*

*Report made at the 14th Annual Convention of Association of Colleges and Secondary Schools held at Prairie View, Texas, December 2-5, 1947.

EUNICE S. MATTHEW

The State of Tennessee has initiated a new program of education which purports to meet the needs of the boys and girls of the state and to guarantee a minimum program of education for all children. The General Education Law enacted in 1947 provided appropriations for increased salaries for teachers, instruction for homebound children, attendance teachers, instructional materials, health services and instruction, the maintenance of school plants, transportation, and some general operating costs.

One outstanding innovation of the new program of education in Tennessee is the establishment of a unified public school system which embraces grades 1 through 12. No longer are the high schools of Tennessee regarded as separate from the elementary schools. Instead, one school budget will provide for the educational program throughout the twelve grades. Moreover, the nature of the instructional

program is to be recognized as a continuous one, differing in content and practices only as the needs of the pupils on various levels of growth and development warrant modifications.

In compliance with the General Education Law of 1947, the State Board of Education has set up certain minimum requirements for the approval of schools, grades one through 12. These new standards for the approval of schools were developed throughout the state and in a series of workshops which were conducted at the University of Tennessee and Tennessee A. & I. State College last summer. The Standards which were prepared now constitute the criteria or indices of a school program of acceptable quality.

A perusal of these standards will reveal that they embrace some of the major educational concepts which are fundamental to a modern effective educational

program. It will be noted also that the emphasis is upon the organization of the instructional program in such a way as to enhance the growth and development of individual children. Provision is made for the development of a curricular pattern which integrates the formerly isolated subject fields, especially in the case of the language arts and social studies. However, the needs of the children and the conditions of the local school communities are recognized as the points of departure in the planning of the curriculum for all schools including grades one through 12. The program of individualized instruction is to be implemented by careful and comprehensive evaluations and recording of pupil growth and progress. The use of varied instructional and enrichment materials, including library books, is mandatory.

In recognition of the fact that no improvements in the educational program of the schools will materialize unless the teachers, principals, and supervisors have opportunities to develop professionally along the lines recommended, the new school standards place great emphasis upon in-service professional growth for all of the school personnel. Consequently, it is mandatory that teachers, particularly, be given opportunities to participate in workshop experiences so that they may cooperatively define the necessary changes in their instructional practices and make plans for more effectively meeting the needs of their pupils.

The Division of Negro Education of the Tennessee State Department of Education has instituted a definite program of professional leadership which is designed to assist the teachers, principals, and Jeanes Supervisors in their endeavors toward in-service professional growth. The Division is also actively engaged in coordinating all resources in the state so that the schools for Negro children, grades one through 12, may increasingly provide the type of educational experiences which will be enriched, effective, and beneficial for improved living in the emerging democratic society of this country.

Under the direction of Mr. W. E. Turner, State Director of Negro Education, several

lines of action are now in operation for the purpose of enabling the schools, including those of the customary secondary school level, to improve their programs in accordance with the standards set for approval by the State Board of Education. These standards, as was pointed out earlier, stress the needs of the pupils and the demands of local conditions. The several types of professional services which are afforded the teachers, principals, and Jeanes Supervisors by the State Department of Education are as follows:

1. *Consultative Services*—Under the direction of Mr. W. E. Turner, there are three Negro staff workers. Mr. R. E. Clay holds the position of State Developer of Negro schools. Dr. Eunice S. Matthew and Miss Roberta O. Peddy serve in the capacity of consultants for the in-service education of teachers. Miss Peddy is specifically concerned with assisting the teachers of homebound children throughout the state. Both Dr. Matthew and Miss Peddy have been detached from the Department of Education of Tennessee A. & I. State College, where they retain their respective ranks on the college faculty, in order to devote full-time to the state-wide program.

These members of the consultant staff confer with teachers, principals, and supervisors concerning the various instructional problems with which the school personnel are confronted. In addition, they visit schools, serve as consultants in workshops, teachers' meetings, etc., confer with school and community officials concerning the needs of the Negro schools, and offer assistance to the school personnel through correspondence. A major responsibility of these staff members is that of ascertaining the conditions of the schools of the state, the difficulties prohibiting the development of adequate educational programs, and the possible ways and means for guiding the school personnel in the improvement of these conditions.

2. *Workshop Program*—During the fall quarter of this school year, the staff of the Division of Negro Education, under the direction of the State Director of Negro Education, has collaborated with school

administrators and teachers in the various counties of Tennessee to plan two-to-five days county and city workshops in which the teachers could study the new school laws and standards and devote their attention to the specific problems which they must solve in order to enhance their educational programs in their respective schools. The staff members served as the chief resources from whom the school personnel secured information and interpretations concerning the new program of education in Tennessee, from whom guidance was obtained in the clarification and definition of local needs, and from whom suggestions were gleaned concerning possible steps to be taken to improve present conditions.

3. *Regional Teachers' Meetings*—The State of Tennessee has been divided into regions consisting of five to eight counties for the purpose of conducting regional meetings at which time teachers and principals within these areas convene with the members of the State Division of Negro Education and discuss the problems pertinent to the development of local educational programs as approved by the State Department of Education.

4. *Regional Meetings for Jeanes Supervisors*—Groups of Jeanes Supervisors in various regional divisions of the state meet for the purpose of analyzing their programs of teacher education. Specific problems pertaining to teachers, principals, community conditions, school administration, pupil progress, etc., are discussed in order to define the nature of these problems. With the assistance of the staff members from the State Division of Negro Education, the supervisors consider some possible approaches to the problems which are discussed.

5. *Coordination with Tennessee A. & I. State College*—The State College for Negroes is regarded as the capstone of the system of public education for Negroes in the state of Tennessee. The college has assumed the responsibility of rendering professional leadership services to the various practitioners in the field of education, most of whom are products of the institution.

The college has released two members of its staff to work in the State Division of Negro Education, as was stated above. These staff members serve as liaison workers between the State Department of Education and the college; that is, they apprise the members of the college faculty of the needs of the teachers and administrators in the field. On the basis of these reports, the faculty seeks to modify its curricular offerings and to plan effective in-service teacher education experiences at the college.

In addition, the college releases members of the faculty in the various subject fields in order to visit schools and investigate the problems which teachers have in the teaching of these subjects. To date, Dr. Hubert Crouch, Head of the Division of Science at the college, has completed a study of the teaching of Science in grades 9 through 12. At present, Mrs. C. B. Lindsay of the Department of English has been detached from the college faculty to make a study of the teaching of the language arts in a sampling of the schools of the public school system. For the period of the investigation, these faculty members are attached to the State Division of Negro Education and work under the direction of Mr. W. E. Turner.

Throughout the school year, various members of the college faculty are requested to speak to teachers in group meetings, conduct demonstrations, and assist in special projects.

For the past five years, special workshops have been conducted on the campus for teachers, supervisors, and principals. The State Division of Negro Education usually arranges study scholarships for these persons to attend these workshops. Moreover, the college faculty and State Director of Negro Education plan these programs on the basis of the major needs of the schools. These workshops have dealt with such themes as a reading program for the schools, school and community health, planning supervisory programs, etc. The resources of the college are at the disposal of the par-

ticipants. Special course offerings are also arranged according to the needs of the public school personnel.

6. *Visitations*—Members of the staff of the Division of Negro Education are detailed to visit schools and observe instructions and the general operation of the school programs. These visitations serve to enlighten the staff members concerning the actual status of the educational programs in the schools and to offer opportunities to assist teachers and principals with the difficulties observed.

7. *Coordination of Division of Negro Education and State Department of Education*—Mr. W. E. Turner, State Director of Negro Education, arranges for representatives of divisions of the State Department of Education to discuss the provisions of the state-wide program of education with the teachers, supervisors,

and principals of the Negro schools. Through his unstinting efforts in behalf of the Negro schools, Mr. Turner assists local and state school officials to visualize and recognize the needs of the Negro schools of the state.

Of outstanding significance is the arrangement of the entire system of public education for Negroes in Tennessee. All levels of instruction have been coordinated to effect a seventeen grade school system, consisting of grades one through twelve plus the four years of college training and one year of graduate work. The coordination is implemented by the leadership activities of Division of Negro Education in conjunction with the State Board of Education and the Commissioner of Education on the one hand, and the president of Tennessee State College and the principals of the graded schools, on the other hand.

TEN MAJOR EDUCATIONAL EVENTS OF 1947

The following was compiled by BEN BRODINSKY, of the *Educator's Washington Dispatch*:

1. Appropriation of a total of more than \$300 million by the State legislatures to raise teacher salaries and improve school programs.

Nearly every state legislature came to the aid of its teachers and schools by appropriating emergency funds to help teachers cope with rising prices—even though further inflation nullified the raises.

2. The Supreme Court ruling permitting public school buses to carry parochial pupils—an event which deepened the rift between Protestants and Catholics on the issue of whether public funds should be used to aid nonpublic schools.

The famous New Jersey Bus Case may lead to further use on public funds for nonpublic school purposes and thus breach the wall between the State and Church which the Constitution has set up, some educators say. Catholic leaders, however, believe that public funds for

parochial school use is justified since they are used for the "general welfare."

3. The report of the President's Advisory Commission on universal military training urging immediate passage of compulsory military training for youth.

This has stimulated organization of national lobby groups both for and against training, has caused some educators to reconsider their traditional opposition to compulsory training. Schoolmen have still to reach a final decision on their stand on this issue.

4. The county-by-county law suits by Negroes against school authorities in Virginia—an act which symbolizes the mobilization of Negro forces to abolish segregation in both higher and public school education.

Negroes have changed tactics on the education issue. They believe that the "separate but equal" schools are impossible. They seek admission of Negro pupils and students into "white" public schools and colleges

on the basis that only in the "white" schools can the Negro get a good education. Negroes have been encouraged in their efforts by the Presidents Report on Civil Rights.

5. The radio and magazine advertising campaigns by the Advertising Council publicizing the plight and problems of schools—an even which symbolizes the support businessmen give to public education.

Nearly every radio station has broadcast at one time or another facts and information on schools; and the major national magazines are carrying ads, paid for by businessmen, seeking to raise the prestige of teachers. Businessmen have also come to the aid of schools through local chambers of commerce in all parts of the country. Business spokesman for education, Thomas C. Boushall, U. S. Chamber of Commerce official, accepted chairmanship of the Citizens Federal Committee on Education which, together with the U. S. Office of Education, co-sponsor the Advertising Council campaign.

6. Creation of a United States Commission to reorganize the high-school curriculum because "most of the secondary-school courses are obsolete and do not serve the needs of present-day pupils."

Official name of the group is National Commission on Life Adjustment Education For Youth. It plans to incorporate into the high-school courses down-to-earth programs on home and family life, job hunting, budgeting, use of leisure, citizenship and work experience.

A REPORT OF A COMMITTEE IN HENRY COUNTY

A Committee was formed from the group of County and City teachers to list some findings on "What is Good English?" After three weeks of studying

7. Ratification of the World Organization for the Teaching Profession—an event which symbolizes the pulling together of classroom teachers for world peace.

The organized teachers in the United States also stepped up their program of aid to impoverished teachers overseas through the Overseas Teacher-Relief Fund.

8. Launching of the Foreign Exchange Scholarships authorized by the Fulbright Act—the first large-scale student exchange program in the history of the country.

Educators also supported the State Department's plan to make permanent and expand America's foreign education and information program as sponsored in the Mundt Bill.

9. Reorganization of the Chicago Board of Education and replacement of its former superintendent by Herold C. Hunt—reflecting the ability of educators to correct political abuses in education.

The investigation of Chicago schools by the National Education Association and its ousting of the former superintendent of schools from NEA membership contributed to the changes made in the Chicago public school system. The North Central Association of Colleges and Secondary Schools forced the issue by threatening to remove Chicago high schools from the accredited lists.

10. Absorption of 2,338,226 students into colleges and universities.

This is 1 million more students than the colleges enrolled in their peak pre-war years and the largest flood of college students in the history of any nation.

—*Express News Letter*, Dec. 6, 1947

and observing in other schools and reading of professional books on the subject, the committee made the following report to the local group:

That studies of the errors of children, studies of influence on good usage, and the consciousness of the importance of meaning, rather than form are all affecting the teaching of language. Many forms condemned in Grammar books are now accepted. Meaning has become much more important than parsing.

Lee in his book on "The Child and His Curriculum," has this to say, "The determination of correctness in English must rest upon these Criteria, according to the National Council of Teachers of English:

1. Correct usage must find its authority in the living language of today.
2. It must recognize dialect and geographical variations.
3. It must judge the appropriateness of the expression to the purpose intended.
4. It must recognize social levels of speech.

THE NEGRO IN AMERICAN MUSIC

The influence of the Negro on American music is described as "more profound than any single source" by David Ewen, in his new book "Songs of America" just published by the Ziff-Davis Publishing Company of New York and Chicago.

Ewen, who is respected throughout the music world for his books on music and musicians, relates how the instinctive rhythms and tones of the Negroes were influenced by the European melody and harmony that they learned in America to produce a new kind of musical expression—the music of America.

In "Songs of America," the author tells how the Negro found himself a stranger in a foreign land, despised and rejected, who answered the need for an emotional outlet through singing. The first Negroes who came to America are described as "children of sorrow" who sought religion for comfort and blended religion and song into the great spirituals that are now a part of the nation's musical heritage.

Among the 58 songs for which words and music are included in Ewen's book

5. It must take into account the historical development of the language."

Good English then, is that form of speech which is appropriate to the purpose of the speaker, true to the language as it is, and comfortable to the speaker and listener. It is the product of custom, neither cramped by rule, nor freed from all restraint. It is never fired, but changes with the organic life of the language.

After the committee's report and after Mr. Lindsay of A. and I. spoke to the group in our workshop on the Teaching of English in the lower grades, all teachers in our county are really doing a better job of teaching English.

Committee:

Mrs. Hilda P. Travis, *Chairman*
Mrs. Versa Buckley
Miss Mignon Gardner
Mrs. T. R. Wilson
Mrs. Bettye Huffman

are "Gimme Dat Ol'-Time Religion", "Nobody Knows the Troubles I've Seen", and "All God's Chillun Got Wings"—songs out of the heart of a race which sang "in sorrow or in religious ecstasy and gave birth to a music which became a great art."

In telling of the coming of "ragtime," "Songs of America" again credits the Negro. The music that came before Jazz and swing can be traced to the clog dancing of the New Orleans Negroes. Originally known as "ragging" the syn-copated music swept the country and made it possible for the Tin Pan Alley tunesmiths to compose the popular music of today. The improvisations of solo wind instruments—"perhaps the most important element of Jazz"—found its beginnings in the Negroes' desire to sing with instruments in the same way that the spiritual came out of the desire to sing with religion.

Ewen honors Duke Ellington as a "great jazz stylist"—distinguished in the triple role of composer, orchestrator, and conductor. He recognizes such works of Ellington as "Solitude", "Mood Indigo",

and "Sophisticated Lady" as classics in which jazz writing has achieved precision, clarity and power.

"Songs of America" charts the history of American music from Colonial days to the hit parade tunes of today. It is a history of America set to melody which

includes the words and music of 58 of the popular classics that reflect the spirit and flavor, the thoughts and customs of the people who wrote and first sang them. It pays tribute to the Negroes for creating a music of his own which has become the music of America and a rich contribution to the music of the world.

UNIFIED DUES GROWING IN FAVOR

The Unified Enrolment Plan, by which members enrol at the same time in local, state, and national associations, continues to grow in favor.

Hundreds of local associations have adopted it and hundreds of others are planning to do so in the near future. The following states and territories have adopted unified dues outright on a state-wide basis and have negotiated special agreements with the NEA so that no state enrolments are accepted without national enrolments, and no national enrolments are accepted without state enrolments: Arizona, Idaho, Montana, Oregon, Hawaii, and District of Columbia.

Thirty-eight states have reported official approval of the Unified Enrolment Plan in principle and encourage their locals to adopt it in fact: Alabama, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland,

Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin and Wyoming.

Only six States have reported no official action favoring the Unified Enrolment Plan.

It is important to the continued success of our Victory Action Program that every state adopt unified dues in principle to take effect in each local association when approved by it. This can be followed later when most locals have approved unification by its adoption on a statewide basis. By putting our own professional house in the best possible order we can make our largest contribution to national wellbeing and world peace.

WILLARD E. GIVENS
Executive Secretary, NEA

NEW DEMANDS BY TEACHERS SEEN

TEA Program To Cost Estimated \$10 Million; Salary Boost Wanted

The state's school teachers probably will ask the 1949 legislature for an additional \$10,000,000 annually, a survey of school leaders showed yesterday.

The Tennessee Education Association will not frame its new program until its representative assembly meets here in January. But officials of county units already have indicated that they will demand indorsement of several new goals. These include:

1. An \$1,800 minimum for degree teachers' salaries. Estimated cost from five to six million dollars annually.

2. Reduction in size of maximum class room loads. Depending upon the maximum fixed this reduction may cost an additional two or three million dollars.

3. Increased teacher pension benefits costing more than \$500,000 annually.

4. An increase in the overall appropriation for teacher salaries sufficient to provide ample funds to meet salary increases provided by stepups in the present salary schedule. A similar increase to take care of an estimated 20,000 annual increase on the total state-wide pupil load.

MIDDLE TENNESSEE TEACHER ASSOCIATION

The Middle Tennessee Colored Teachers Association met in Pearl High School auditorium Oct. 17-18 with G. W. Brook, president, presiding. The conference was subdivided into four workshop groups: (1) The guidance section, Mrs. V. E. Mason, leader, Mrs. M. F. Lee, consultant; (2) Home-school relationship with Mrs. Delbert Mann and Baxter Hobgood as instructors and consultants, S. W. Greene, chairman; (3) Audio-visual aids, J. C. Hull, chairman; D. V. Chandler, consultant; (4) Reading work-

shop. Other features of the sessions were an address by Hon. Harry Phillips and a memorial service under the direction of Miss F. N. Banks. Music was furnished by Pearl High chorus, Miss M. A. Battle, director.

New officers elected were: J. K. Petway, president; Sam Jones, vice-president; Mrs. V. E. Payne, secretary; Miss H. White, assistant secretary; Mrs. V. E. Mason, treasurer. New executive committee members are J. W. Banks, E. W. Greene, J. C. Hull and Mrs. E. Davis.

TENTATIVE SCHEDULE FOR REGIONAL MEETINGS

| Date | Place | Director |
|-------------------|--------------|-----------------------------------|
| December 6, 1947 | McKenzie | J. L. Seets |
| January 10, 1948 | Jackson | E. D. Brown |
| January 17, 1948 | Dyersburg | Percy Brown |
| January 24, 1948 | Selmer | C. C. Bond |
| January 31, 1948 | Shelbyville | S. W. Harris |
| February 7, 1948 | Clarksville | George Brooks |
| February 14, 1948 | Chattanooga | T. D. Upshaw, Jr. |
| February 21, 1948 | Nashville | S. G. Greene |
| March 13, 1948 | Knoxville | J. B. Olinger and M. L. Miller |
| March 20, 1948 | Johnson City | J. Niel Armstrong |

TNEA EXECUTIVE COMMITTEE MEETING

The Executive Committee of the Tennessee Negro Education Association met on Friday, November 28, 1947, at Tennessee Agricultural and Industrial State College, Nashville, Tennessee, with Mr. M. L. Morrison, Jr. presiding. Persons attending the meeting included:

Mr. George W. Brooks, Clarksville (1949)

Mrs. A. M. Dobbins, Jackson (1949)

Mr. D. A. Forbes, Nashville (1949)

Mr. Joe A. Thomas, Lebanon (1949)

Mrs. Sarah L. Versa representing Mr. W. E. Nash, Athens (1948)

Mr. J. H. White, Whitesville (1948)

Dr. W. S. Davis, Nashville (ex-officio)

Dr. George W. Gore, Jr., Nashville (ex-officio)

Mr. M. L. Morrison, Jr., Dyersburg (ex-officio).

After much discussion by the group the following points were agreed upon:

1. Theme for the Convention March 18-20, 1948—"A Study of the Minimum Educational Program of Tennessee.

2. Meeting place—A. and I. State College, Nashville, Tennessee.

3. Authorize the Executive Secretary to secure a speaker.

Banquet speaker—Dr. John Brodhead, President American Teachers Association, Philadelphia, Pennsylvania.

4. To accept hospitality of Dr. Davis in regard to banquet and reception: \$125.00 for orchestra, banquet fee to remain at

\$1.00, additional 75c will be subsidized by the institution.

5. Annual photograph to be taken during Convention.

6. Colors adopted—red, white, and blue. Convention badge similar to one used prior to World War II.

7. To send a letter to Commissioner Dossett regarding teachers' attendance at meetings.

8. That the College's standing Housing Committee be asked to take care of individuals who attend meetings and are desirous of overnight accommodations. It was suggested, however, that such persons notify the committee at least three weeks in advance.

9. To send Mr. J. L. Seets, Chairman of the Executive Committee, a token and best wishes for a speedy recovery.

10. A recommendation was made that we establish a college section of the TNEA.

11. The Third General Session on Friday night will feature some program by the college. Dr. Poag will be asked to give a play, but the final decision will be left to the college.

The Delegate Assembly was explained and discussed in detail. The Convention Committee will implement the program. The Committee agreed that the Business Session should not be changed but should remain scheduled for Saturday morning.

After listening to remarks by President Davis, the meeting was adjourned until 3:00 p.m. March 18, 1948.

M. L. Morrison, Jr., *Chairman*
G. W. Gore, Jr., *Secretary*

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