

The Broadcaster

JANUARY, 1937

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REPORTS OF TEACHERS ASSOCIATIONS		
EDUCATOGRAMS—BOOK REVIEWS—EDUCATIONAL NOTES		

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OUR WHO'S WHO

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EDITORIAL

A NEW YEAR

Nineteen hundred and thirty-seven is a new year in which to plan, to grow, to learn, to teach. It should be a rich year because of our previous years of travail and experience. The past few years should have meant much to all educators in realizing the nature and function of true education. Truly, the day of the subject as the ultimate goal in instruction is passed. The child is the thing. The child was not made for the curriculum, rather the curriculum was made for the child. Through living experiences with books, people, nature, things in their natural habitat wherever possible, children may be led from one degree of maturity to another until finally they become emancipated from their teachers and capable of achieving on their own.

A revitalized teacher should greet the New Year—a teacher who is growing and evolving a virile and functional philosophy of education and of life. The real teacher is an educated person who knows and realizes that true education is dynamic and not static.

What are some of the challenges that face such a teacher in the Negro schools of Tennessee in 1937?

1. Greater opportunity to participate in the betterment of the state educational program through such agencies as the local, sectional, and state teachers' associations.

2. The privilege of sharing in the Eight Point Program which is to be considered early in 1937 by the General Assembly.

3. Opportunity for in-service improvement by reading of general and professional literature, periodicals and newspapers; by enrolling in extension and correspondence courses; by attending educational conferences.

4. Professional growth through a study of the history, potentialities and

possibilities of the local, city and county.

5. Educational growth through a survey of the school with the classroom as an educational laboratory.

6. The privilege of inspiring an occasional boy or girl to strive to reach the heights and of inspiring all the boys and girls whom they teach to become socially efficient individuals.

TEACHERS AS SALESMEN

Are you a good salesman for your school? A teacher is an agent for the cause of education. Are you a good representative? Your school must be sold, in a large degree, by you. Do you know what avenues you have at your command to aid you in selling your school? Are your children salesmen of the school? Are the parents and patrons sold to the value of public education? If not, why not?

A good salesman must know his product thoroughly. He must really believe in it as the best of its kind to be offered. Does your school offer the best possible education to Negro boys and girls in your locality? If it does not, what steps can be taken to provide a better type of instruction? A new teacher needs to make a conscientious effort to understand the educational program of his school or system so as to aid in its development. Experienced teachers need constantly to check up on their teaching, their aims, their methods.

New occasions teach new duties. The test of an educational duty is not, **has it been done before?** but rather, **does it need to be done now?** The more remote the community, the more relative importance is attached to the school as a source of inspiration and information.

The teacher, the school, should interpret and inform the community—both adults and children. The teacher

makes the school. The teacher is the educational salesman. Use should be made of the church, the lodge, the P. T. A., the local paper, the bulletin board, the school house in spreading the gospel of education and in selling

the community on the value of education.

A community will pay for what it feels is absolutely essential. Education must be sold as a necessity and not as a luxury.

THE TENNESSEE VALLEY AUTHORITY AND THE NEGRO

Merl R. Eppse

BACKGROUND

The Negro's arrival in America is too well known to go into an extended discussion about it here, because most of our school-text how that he was brought here and sold at Jamestown, Virginia in 1619, by Dutch trading merchants. Jamestown is supposed to be the place where Negro activities started, but the records of the early explorers and discoverers abound with tales to the contrary. Las Casas, being witness to many scenes of stupendous tragedy among the Indians, in vain protested and phoned his stinging polemics in righteous anger, and petitioned the King, in mercy, to allow the free importation of Negroes, who alone could withstand these severities. Six hundred, he brought to each of the islands. Wasco Nunez had testified to the sturdiness of these laborers, for they prepared his timbers for the four brigantines that passed through the Isthmus from Atlantic to the waters which flowed into the Pacific. He had used several hundred Indians and thirty Negroes, and of this experiment, Heron, records that five hundred Indians perished in executing the terrible labor, and the thirty Negroes survived! This was in 1511, therefore, 20,000 Negroes came to San Domingo.

In 1553, twenty-four Negroes were sold in the markets of England. Queen Elizabeth knighted Hawkins and Drake for their sea roving and pillage in the slave market. The records show that

no small amount of money was received by her in these deals. The travels of Cortez, DeSoto and all of the early Spanish explorers show that Negroes were present and did their part in the arduous tasks set to their hands.

As the frontiersmen pushed over the rugged mountains of Tennessee and settled in the fertile valleys, he brought his family and such belongings as he had in North Carolina and Virginia. Among these belongings, he had his portion of slaves, who were quickly put to work to fell the trees and till the land, while the frontiersmen busied themselves with the task of repelling the Indians and exploring the possibilities of the new land. The earliest settlers came into Tennessee about 1760 and feeling the need of some kind of mutual protection, set up the Watauga Association, and declared their allegiance to North Carolina null and void. Soon after this, more settlers came from Pennsylvania and other parts of the New England Colonies and set up about to establish the free State of Franklin. This is claimed to be the first state of democracy set up in the western hemisphere.

The Revolutionary war coming on, and the regulars from the district feeling the impulse of their allegiance to the other colonies, banded themselves together and returned to North Carolina and joined the revolutionary forces in fighting the common enemy for the Independence of America. They had

established this free state, and as soon as the war was over they asked North Carolina for their freedom, but were refused; then they asked Congress for recognition but were refused, which caused them to disband and become a district of North Carolina. However, during the twelve years of their independence under the name of the State of Franklin, they had worked out a system of government and had taken cognizance of the need of education. In Section 41 of the Constitution of the State of Franklin, it reads as follows:

"That a school or schools shall be established by the Legislature for the convenient instruction of youth, with such salaries to masters, paid by the public, as may enable them to instruct to low prices; and all useful learning shall be duly encouraged and promoted in one or more universities."

It is interesting to note that in 1794, six years after the demise of the State of Franklin, in 1788, yet two years before Tennessee became a State, other legal enactments bear testimony that the question of education was not entirely overlooked by the territorial leaders. The preamble, characteristic of the age, yet somewhat fulsome, possessed commendable candor and brevity and, the provisions of the act were, perhaps, more of a mandatory than a permissive character. The first of these enactments was for the establishment of Blount College, which later became the college of East Tennessee, next the University of East Tennessee, and finally the University of Tennessee.

To sum up the period from the time Tennessee became a State in 1796, until after the Civil War, a summation of the article by Whittaker, might be stated as follows: "The common schools in Tennessee, up to 1860, were lacking in organization, uniformity and efficiency; and the chief causes of these

deficiencies were, financial difficulties, which is the social and economic effects of slavery, and the insincerity of many of the advocates." There were 5,150 organized schools in Tennessee in 1873, and of this number 923 were Negro schools, with 627 Negro men teachers, and 294 Negro women teachers, with the term limit approximated to three months. They worked for an average salary of \$33.30 per month.

It is clear from these facts that the schools were of the one-teacher type and the teachers were merely common school attendants, let alone graduates from any kind of a school. Since this time all of the states have gone forward in providing educational facilities for all of the population, but the facilities for the Negro is much less in proportion to money expended and apparatus provided, due to the lack of material wealth of the Negroes and the adverse attitude of the whites, which is a hang-over from the slave period.

Potential Wealth of the T. V. A.

The Tennessee Valley Authority covers 99 counties in seven states—Virginia, North Carolina, Tennessee, Alabama, Kentucky, Georgia, Mississippi, and comprises a territory as large as the state of Ohio. It is 40,000 square miles in size, and has a population of 2,364,000, of whom 238,000 are Rural Negroes, and 80,103 are Negroes living in the cities, with a population over 2,500. It possesses a wealth of coal, phosphate, and other minerals, together with its diversified and abundant of plant life, its climatic advantages, and its streams and rivers ready to generate an estimated 3,000,000 horse power of energy. It is one of the most backward sections in the United States, educationally and industriously. There are steep mountain-sides, where corn in hoed, and flat reaches of bottom lands are in the cotton belt. There are districts where, before the coming of

the auto, people lived their lives without ever seeing a Negro; other districts where a third or a half of the population are of African stock. There are cities and towns built upon our new industrialism; regions of up-to-date farming, and regions which still lag in their isolation. Dr. Arthur Morgan says, "There is ten times as much potential wealth as we are realizing." He further states that, "There are ten times as many problems to solve as people can realize, for there are twice as many people in the rural areas as are necessary for agricultural work."

In 1916, the United States Government built Nitrate Plant Number 1, in part, at Muscle Shoals, at an expenditure of \$150,000,000. In 1918 Nitrate Plant Number 2, at Muscle Shoals, was completed at a cost of \$130,000,000. Plant Number 1 has been a worthless investment for fifteen years, because Muscle Shoals has been a congressional football of both political parties; the various utility, fertilizer and public power groups. Senator Norris, and his associates in 1922, began the fight for governmental operation of the plant, and were still battling away in March, 1933, when the extent of the depression and its effect on the people finally gave Congress a new idea; Why not complete the project by a means of unemployment relief?

The T. V. A.

THE TENNESSEE VALLEY ACT: The Tennessee Valley act, approved May 18, 1933, created the Tennessee Valley Authority to:

(1) Manufacture fertilizer and sell it to farms, encourage its use by educational methods, etc; and, in the event of war, to manufacture explosives and sell them to the government at cost.

(2) To produce, distribute and sell electric power to the states, counties

and cities within transmission distance, favoring domestic and particularly rural consumers and holding industrial buyers secondary in importance. For this purpose it may lease, purchase, or authorize the construction of transmission lines to homes in the area. It is to share the gross proceeds of the sale of its power with the State of Alabama and Tennessee. It may authorize the construction of new dams and other facilities; to cost not more than \$50,000,000, and issue bonds to pay for the work.

By the act, the Secretary of War and the Secretary of Interior is authorized to build dams for power and flood control purposes, and to undertake any other work required to make the river navigable. The President is authorized to make surveys for the general development of the whole Tennessee river drainage basin; to protect natural resources, and provide for the welfare of the citizens of the area. This last phase, though given little emphasis in the act, gives large freedom to Dr. Morgan and his associates for a far-seeing program of social and economic reconstruction.

On May 18, 1933 the Congress of the United States enacted legislation, creating the Tennessee Valley Authority as the machinery for the execution of the program. The governing power was placed in a board of three directors, to be appointed by the President of the United States, with the advice and consent of the Senate. The President appointed Arthur E. Morgan, President of Antioch College, as Chairman; Harcourt A. Morgan, President of the University of Tennessee and David E. Lilienthal, as the other two members.

A special subsidiary corporation, the Electric Home and Farm Authority, has been created by the T. V. A. with an initial working capital of \$1,000,-

000 and a credit pool from the R. F. C. of \$10,000,000 to produce and sell all manner of domestic electric appliances to the valley residents on the lowest possible installment terms at reduced interests.

The Monthly Labor Review states the purpose of the T. V. A. as follows:

(1) A social experiment which touches the lives of wage earners in many points, and has far reaching results for the nation as a whole.

(2) Soil erosion, forestry, the balancing of agriculture and industry, the better and fuller use of mineral resources, and such problems as the vocational adjustment of unemployed men and women, to new and more productive fields of work.

(3) Land classification, improvement of agriculture, and proper utilization of marginal lands.

(4) Development of domestic industries to supplement industries and agriculture in providing local employment. An effort to achieve a balance between mass-production industry based on raw materials and cheap power, small "quality" industries based on the large supply of intelligent labor, and industries for home consumption.

(6) Utilization of Muscle Shoals as a yardstick in determining the relative cost of public and private power operation; distribution of its power to the greatest number of people at the least possible cost, and conservation of its national defense assets.

Adult Education

"Education, says Kilpatrick, can hardly be true to itself or its obligations in any full sense unless it becomes, in fact, a profession organized and ready to assume its social responsibility. To make this clearer the term education demands at this point consideration, that we may distinguish from a narrow use restricted to the

profession of education, as such, a general use of the word, broad at least as thoughtful experience. From the broad point of view, all life thoughtfully lived is education. To give conscious attention to what one is about, to seek and note significant meanings in what is happening, to apply these meanings as intelligently as one may to the direction of one's affairs—all this is not only the path of efficient dealings, it is equally the process of education in possibly the full sense." Dr. Bryson says, "Adult education is any kind of educational activity engaged in by any one, to which it is not his main business."

Adult Education has been in operation for a long time. We can go to the tribal societies and see that they used the adult group to pass on the heritage of the group to the oncoming generation. It has as its main objective to make the individual adjustable to the changing world. It was used by the churches to make the adult adjust to his program. In the industrial world, apprenticeship was used for the purpose of making the individual fit in the industrial society. In the very complex world that we have now, it becomes very necessary for the individual to continue his education in order that he might take an intelligent part in remaking his society, and at the same time, maintain himself on a level commensurate with the best standards of living. The results of the world was showed that most of our education had been devised for the child and that we were a nation of seventh-grade literates.

Frederick Paul Keppel states that our grandfathers used the lyceums. Our mothers were grouped in coteries for mutual intellectual improvement. Today, there are at least five times as many adults, men and women, pursu-

ing some form of educational study as there are registered as candidates for degrees, in all or the colleges and universities in the country.

To show the direction which adult education takes is very interesting; it patterns after the society in which we live. First in number is the commercial correspondence school, the public evening schools, the part-time and continuation schools, the university extension classes, the Y. M. C. A. the Y. W. C. A. courses, the art institutions, natural history museums, Chautauquas, lyceums, the inaudible spectators of visual education, and the invisible auditors who take their nourishment by radios, newspapers, magazines and books. We, also, have the Agricultural extension work, worker's education schools, Trade Union schools, study groups in industries, parent education, Parent-teacher associations, clubs and many other avenues for informing the adults. The cooperative movement is coming in for more emphasis since the breakdown of the world markets.

(1) That the best in civilization shall be the possession of the masses. Diffused throughout the whole population.

(2) That cultural patterns of the

home be established, and that the school modify them, not replace them.

(3) Make a continuous flow of the culture, and try not to uproot and kill off the heritage. A mal-adjusted individual is an unhappy individual.

(4) Adult education should be accessible to all of the people, at all times.

The Outcomes of Adult Education:

(1) Intelligent citizens and wiser parents. The learner should be made to feel that there is something just ahead, something more ahead, and something still further ahead.

(2) It should be remedial and qualitative; should foster growth and enrichment, which fosters attitudes of interest, and reveals wider opportunities.

(3) Developing participation in a more abundant life. Stimulating continuous interest in further reading and study.

(4) It should close up the gap between the time that one leaves the schools and the time that he makes a business of making a living.

(5) It should provide for personality adjustments and industrial adjustments, while the individual is making a living so that he will not be forced to feel that he is beginning life over again.

INTELLIGENT LEADERSHIP

By Miss Lena T. Jackson, Pearl
High School

INTRODUCTION

Members of The Middle Tennessee Colored Teachers' Association into whose hands the destinies of the youth are committed, ours is a sacred trust. The success of our race depends upon the proper training of the boys and girls who look to us for guidance.

Education is a good investment. If a man empties his purse in his head, no man can take it away from him. An investment in knowledge always pays the best interest. It is a strange anomaly that our country does not wake to the unwisdom of spending six times as much on criminals and criminality as it does on the education of its children. Horace Mann says jails and prisons are the complements of schools; so many less as you have of the latter so many more must you have of the former. It is also true that an ounce of prevention is worth a pound of cure. It would seem the course of wisdom and therefore a good investment to spend the bulk of the money in educating children, and thereby preventing them from turning out to be criminals. If we work upon marble it will perish; if on brass time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds and imbue them with principles, with the just fear of God and love of fellow man, we engrave on those tablets something that will brighten to all eternity.

A morally intelligent class will scarcely ever be a vicious group. It pays to cultivate the soul. Since

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things are thus, Intelligent Leadership is needed in many fields within the teaching profession. We need constructive leadership in building and organizing Nursery Schools, Kindergartens, Vocational Schools, Continuation Schools, Adult Schools. The later differ from the regular education in one respect only, in that they are for the uses of the life the learner is living and not merely for credit towards some future life that he may think he wants to live, or some eventual standing that he may now admire.

In other words Adult School furnish the illiterates most of whom have been educated in the life of the world an opportunity to complete the incomplete. Night Schools in practically every city and in many towns and even rural communities are now bringing to millions some bit of that information which they missed in childhood and youth.

Intelligent Leadership is needed to determine a teacher's participation in community activities, and how can best be done. One way is by forming study clubs for recreation, to say nothing of many forms of community and civic work for better living. The P. T. A. needs intelligent leadership to learn how to best help the schools.

In many instances teachers are regarded almost as different varieties of human species from the persons with whom they labor. This difficulty may be overcome in part at least through the intimate personal acquaintance of the key members of the community.

These leading members may readily become convinced that teachers are human beings like themselves. It is essential that the teacher be present at community functions.

May I here cite a pertinent illustration of a teacher who utterly failed to achieve success in a community because she refused to identify herself with the activities that dominated that community. Miss X just after graduating was offered a position of Home Economics in a certain community. Her predecessor had formed a Home Economics Club which in four years had become the social club of the community. Upon Miss X's arrival she was informed by the first mother she met that the Home Economic Teacher was ex-officio a club member and was expected to aid in planning the annual program and to take an active part in the club. Her reply was that she did not care for women's clubs and did not feel reponsible in any way for helping to run a club of married women who had more time than she to attend to such matters. The club is still flourishing and duly federated; but Miss X departed at the end of the year, thoroughly discredited and listed among the too sophisticated and undesirable teachers. The cause of Miss X's failure is obvious. She preferred to make a living rather than a life. The basic reason for Miss X's lack of success was that she utterly failed at the onset to see and grasp an opportunity made for her. But some may argue that Miss X was within her rights as an individual.

Be that as it may, she lost her job and an opportunity to be of great influence to that community. Let us trust there are no Miss X's in our group, who have no inclination to fit in the social program of the community in uplifting its religious program. But

on the other hand are school keepers, rather than school teachers and who wait impatiently for the stipend at the end of the month.

Fellow teachers we must not overlook the fact that we are our brother's keeper, and we must give an account of our stewardship at the bar of public opinion. The great teacher went about doing good in the highways and hedges, lifting fallen humanity, teaching correct ways of living by example as well as precept. On the other hand the teacher should not become a member of so many clubs that her health is impaired or her daily preparations are slighted. We need to avoid both Scylla and Charybdis. Some middle point is desirable between reclusiveness and participation in everything. While teachers are not the moral sponsors and directors of the community yet they will find that wherever their lot is cast, whether in a small village, city or large center, they are the marked persons and everything they do is subject to inspection and criticism. This may not be reasonable or just, but nevertheless it is true and as teachers we should be sure to walk circumspectly before the world. In a sense the teacher is expected to be the curriculum so far as moral education is concerned to be the living text-book known and read by all children. And the community should insist upon this perpetual demonstration of morality as vigorously as it does upon good teaching.

The founders of this nation believed that the school and the church should go together.

Female teachers whether they like it or not to gain social approval must become modern Vestal Virgins. Leave it to the foolish virgins to disregard taboos against dancing, to keep late hours, to attend questionable parties, to go on wild automobile rides. It is es-

sential that teachers be present at community functions. The ability to talk the language of the people you meet in your several communities is important. You may interest the women of one community in talking church, another bridge or housekeeping, the men in business or farming. You will never achieve the good you should by keeping aloof from your patrons.

To the Negro man, woman or child who has a new vision of what can and should be done in a rapidly changing world, there is need of thinkers and doers. There is also need of great teaching personality. That is self-confident, sure of one's ability to handle the situation. Almost in the twinkle of an eye, the young mischief makers become aware that so far they can go and no farther. Intelligence alone will not suffice; the influence of personality transcends intelligence. Personality communicates itself. The teacher can make the pupil love what he loves, and hate what he hates. The despiser of the Classics becomes an enthusiastic student of Homer and Virgil; the hater of Mathematics takes to Geometry and Calculus, and the unimaginative plodder becomes saturated with the beauty and strength of Milton and Shakespeare. Great teacher personalities enable the pupils to have life and to have it more abundantly. They give supremely of themselves, knowing that he who will find his life must lose it. The intelligent teacher speaks from within rather than without.

Intelligent teachers place emphasis upon the child, not on the mechanics. The great teacher placed a child in the midst. In the confusion of current computations, a still small voice counsels that we render unto the child, what

belongs to it, and unto machinery what belongs to it.

Socrates understood this when he said, how can a man learn from one who is not his friend? So we see him discussing with his friends on the banks of Ilissus, Plato in the Academy and Jesus with the Twelve. Louis Agassiz, Pestalozzi, Arnold at Rugby, Mary Lyn at Mt. Holyoke, Booker T. Washington at Tuskegee.

Too much cannot be said in commendation of those early teachers in the American Missionary Schools of Atlanta, Talladega and Fisk University, who by their unselfish devotion to duty and love of humanity have made it possible for the Negro Youths to become useful, self-respecting and law abiding citizens. Should I forget whenever an opportunity presents itself to pay proper homage to them, "Let my right hand forget her cunning and may my tongue cleave to the roof of my mouth."

The schools need a more comprehensive means of evaluating the progress of pupils so that counseling and guidance may be more effectively and wisely done. Here we see the need of intelligent leadership.

The intelligent teachers will be able to provide school authorities with information useful in arranging courses of study and in providing proper conditions. To assist teachers in choosing the most valuable material and in handling it according to the best methods. To lay a basis for articulating elementary schools and high schools, high school and colleges in such a way as to make possible the best types of work in each.

The intelligent teacher is able to instill in the pupil the habit of thoughtful reading and the joy of study. The pupils delight should be not to find information merely as intelligence, but

intelligence in gathering and digesting information.

In Conclusion I wish to offer the following recommendations:

Recommendation Number One

Whereas there are one thousand colored teachers in the Middle Section of the state and the attendance at our annual meetings is less than half that number, said attendance being mostly from Nashville and Davidson County, I therefore recommend that the Association concern itself in working out a plan whereby we would have a 100 per cent enrollment of teachers both in Sectional, State and County Teachers' Associations.

Recommendation Number Two

Whereas there is not the degree of cooperation among the teaching personnel that can rightfully be expected;

I recommend that a study be made of the causes of lack of cooperation and that recommendations be made at the next annual meeting on ways and means of correcting these faults. In order to accomplish this some one teacher must assume leadership in each community. Will you be responsible for your community?

Recommendation Number Three

That teachers group themselves together in their several communities and formulate a plan of guidance, socially, morally, and educationally for the betterment of the schools.

P. T. A. Organizations need cooperation of teachers and often in small communities the teachers should assume actual leadership to bring the home and school closer together.

THREE SCHOOL ACTIVITIES OF STATE-WIDE SIGNIFICANCE SPONSORED BY STATE DEPARTMENT OF EDUCATION

W. E. Turner, State Agent

I. District Teachers' Meetings (District Study Groups)

A. Organization.

The State has been divided arbitrarily into fourteen districts. Each of these districts has a varied number of counties, the number being dependent upon accessibility to a central meeting point. The responsibility for various administrative duties incident to the arranging and carrying out of a program has been placed upon a district director who is assisted by a county chairman from each county in the district.

Although there are many professional problems which are common to all teachers, it is also true that problems peculiar to a certain school or individual are likely to arise. Due to this fact, the teachers of each district are classified in at least three groups, viz., teachers of one room schools, teachers of two or more room schools, and high school teachers. (Other divisions may be made if it is thought desirable.) A discussion leader and secretary is appointed by the director for each group. Various committees are appointed by the district director and the county chairman whenever they see fit.

B. Activity.

In order that study and discussion may be directed toward the most profitable ends, teachers throughout the district are invited to submit questions

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and topics of interest along with problems which give them concern. This material is assembled and classified. Sources of information are cited when it is possible that the reference may be available to the teacher.

After the topics have been classified and references assigned they are returned to the teachers for study. On a designated date the teachers of the district meet at a place previously agreed upon. Here the teachers meet in groups as indicated above. Under the skillful direction of the group leader the topics previously studied are discussed, experiences relating to the topics exchanged, and many points debated, often with considerable spirit. After a session of two hours or more, an inexpensive lunch is served by the host school. It is during this period that old acquaintanceships are renewed and new friendships begun. This is a period in which professional solidarity has an opportunity of being achieved to an astonishing degree. After the luncheon period all teachers assemble to hear the secretary of each group give a resume of the discussions. County superintendents and other school officials are introduced. Comments are welcomed. "Speeches" are discouraged.

C. Examples of possible outcomes.

1. County teachers' organizations do not always have professional meetings. The district meetings serve as an example of this type of meeting and may

encourage professional study and a desire for further training and growth.

2. Teachers in a given area who, because of environment or other conditions affecting the educational life of the community, have problems peculiar to that area, are given an opportunity to consider their common difficulties.

3. Teachers in adjoining counties have an opportunity to meet each other, often for the first time. New friends are made. Confidence in self and one another is renewed or established. A brotherly spirit has a chance to assert itself.

4. This organization can be used in promoting study of curriculum problems or other topics of general or regional interest.

D. Explanation.

The district teachers' meetings were approved by the county and city superintendents in their annual meeting held at camp Clements during the summer of 1935. During the fall of 1935 a group of school people, including class-room teachers, high school principals, and Jeanes teachers, met in the office of the State Department of Education and discussed plans for the series of meetings. In the spring of the present year a "trial meeting" was held in the McKenzie District. Those present were so enthusiastic that it was decided to hold similar gatherings throughout the State.

It should not be concluded from reading the above that each district will conduct its meeting as described. Various types of meetings will be held, depending on needs and local facilities. The Chattanooga district, for example, featured demonstration teaching in a one teacher school, in various grades of larger elementary schools, and in the high school.

The State Department of Education

is sponsoring this series of district gatherings.

II. State-wide Spelling Contests.

A. Time for contests.

1. County contests.

(a) At the pleasure of the county director, after consulting school officials.

2. District contest.

(a) At the pleasure of the district director, after consulting with county directors.

3. State contest.

(a) Beginning at 3:00 o'clock Thursday afternoon before the opening session of the State Teachers' Association.

B. Place for contests.

1. County contests.

(a) In county seats or some place designated by county director.

2. District contests.

(a) Upper East Tennessee.

(1 Knoxville

(b) Lower East Tennessee

(1 Chattanooga

(c) Middle Tennessee

(1 Nashville

(d) West Tennessee

(1 Jackson

3. State contest

C. Rules and regulations.

1. A copy of the rules and regulations have been sent to county superintendents, district and county directors, and various other officials. Space does not permit the listing of the rules of the contest, but information may be obtained from the officials mentioned above or by writing the State Department of Education.

D. Examples of possible outcomes.

1. Create or renew interest in

(a) Reading, writing, spelling

(b) The general school program.

(c) Community solidarity.

(d) Social life of the community.

E. Explanations.

This is the second year for this contest. Over seventy-five per cent of the elementary schools of the State took part last year. Not only were school officials and teachers enthusiastic about the contest, but parents and citizens generally gave their hearty approval to the project.

III. Improvement and Beautification Contest.

For several years past this contest has been sponsored by the Julius Rosenwald Fund, through the State Department of Education. Two prizes were given last year by the Rosenwald Fund: (1) A library for the school making the most improvement in appearance during the year, and (2) A library for the most beautiful school.

The contest is under way again this year. A letter is soon to be forwarded from the State Department of Education giving complete details. In general, the contest is to follow the same general lines as heretofore.

This program has fitted admirably into that of the Better Homes Movement. Not only have schools been improved throughout the State, but homes, garden, and farms have been so changed that many communities have been made more beautiful in their entirety.

A school improvement day will be announced again this year. If the people of the communities of the State respond as they have in the past it is reasonable to expect that Tennesseans will again have reason to be proud of improved schools and homes.

IV. Conclusion.

In connection with the three projects mentioned above, it is fitting that tribute be paid those who make results of State-wide projects satisfying. Praise should be given especially to Jeanes Teachers, High School Principals, and those teachers whose interest in boys and girls have given them energy and willingness to work when they might have played. The State College has contributed its facilities as have other institutions throughout the State. To all of these persons and agencies the people who have been benefited, especially the youth of the State, will be grateful.

Alabama has recently adopted a Minimum Program Law which requires a seven months minimum term for all schools and limits the teacher unit to thirty pupils. There is a reported shortage of Negro teachers throughout the state—"a very wholesome condition when viewed from the standpoint of better service in colored schools."

MIDDLE TENNESSEE TEACHERS PLAN ACTIVE YEAR

The Middle Tennessee Colored Teachers' Association which convened in Nashville, October 29-31, 1936, made definite plans for a year of active participation in a program built around its adoption of the Eight Point Program for the Improvement of Instruction in Tennessee.

The association received compliments and exhortations from many outstanding educators during its session, and it is especially indebted to those who delivered major addresses at the general sessions as well as to those who appeared on the departmental programs. Among those who made major addresses during the general sessions were: Dr. W. W. Carpenter, Mobile, Missouri; Dr. Peter W. Dykema, Teachers' College, Columbia University; Dr. Bertram W. Doyle, Fisk University; Mr. F. W. Ziegler, Director of Safety Education, Nashville, Tennessee. The president's address, ably delivered by Miss L. T. Jackson, contained many useful recommendations and was filled with suggestions characteristic of one whose thoughts had been for the improvement of the service of the association to public instruction. One of the recommendations brought to the association by the president made clear the necessity for working out a plan whereby the association will have a 100 per cent enrollment of teachers, in Sectional, State and County Teachers' Associations. The teachers were also encouraged by the president to group themselves together in their several communities and formulate a plan of guidance for the betterment of the schools, socially, morally and educationally.

The association took cognizance of the fact that there is an imperative need for more recognition of Negroes in the allocation of Federal funds for educational purposes in Tennessee.

The need of provisions for graduate work in Elementary Education, Physical Education and Health, Agriculture, Home Economics, and other vocations for Negro teachers was recognized.

The association will attempt to obtain County High Schools for Negroes in the Counties of Middle Tennessee where the Counties meet the requirements in respect to the establishment of High Schools throughout the State, and to make provision for Negroes in counties where requirements are not met.

The association also saw fit to revise the method of electing its General Officers. Hereafter, the nomination for officers will be made on the first night of the association, and the election of the nominees will be held on the second day of the association.

The newly-elected officers of the association are: President, Prof. H. L. Allison, Clarksville, Tenn.; vice-president, Prof. J. I. Wright, Nashville, Tenn.; secretary, Prof. T. B. Hardiman, Nashville, Tenn.; Ass't Sec., Miss Calysta Bell, Nashville, Tenn.; treasurer, Miss Ruth L. Jones, Nashville, Tenn.

Executive Committee: Prof. J. A. Galloway, chairman, Nashville, Tenn.; Miss Etta Haynes, Nashville, Tenn.; Prof. W. G. Frierson, Nashville, Tenn.; Prof. T. B. Hardiman, Nashville, Tenn.; Miss Ruth L. Jones, Nashville, Tenn.

Address all correspondence to Prof. H. L. Allison, Burt High School, Clarksville, Tenn., or Prof. T. B. Hardiman, 901 7th Ave., S., Nashville, Tenn.

THE PRESENT PROGRAM OF NEGRO PUBLIC EDUCATION*

President John W. Davis, West Virginia State College

The present program of public education for Negroes is:

1. Inadequate in scope.
 2. Non-supported financially.
 3. Not differentiated to suit the needs of Negroes (not pitched to needs of Negroes).
 4. Not accorded the backing of sound public opinion in the South. (Either "Jim-crow," or equal to something else," or segregated).
 5. Poorly housed and poorly equipped.
 6. Lacking in sound social and educational philosophy.
 7. Not based upon activities and needs of Negroes.
 8. In operation, a plan of "defeatism."
 9. Lacking in a trained personnel.
 10. Not organized in terms of needs, and is poorly supervised as now organized.
 11. A "hit and or miss system."
 12. Lacking in definite aims and objectives.
 13. A program whose curricular content is not well conceived, planned, organized, or administered.
 14. Too much of "imitation" to be applicable to the needs of Negroes.
 15. Not integrated in personnel or planning with a questionable educational system in America.
 16. Now at a level or stage which invites creative, experimental, and original thinking and planning.
- Conclusion: On the basis of educational questioning and study today, the public education of Negroes is perhaps ripe for needed improvement.

* Summary of a presentation made by the author at the Annual Conference

of Negro Land Grant College Presidents, Petersburg, Va., November 10-11, 1936. The statements are a challenge to Negro teachers in Tennessee.

WEST TENNESSEE TEACHERS CONGRESS

"Better Teachers" was the basic and constant theme of the three-day convention of the West Tennessee Teachers Association, October 22-24, 1936. The key-note speeches revolved around the conference theme with Dr. Sherman A. Scruggs, state supervisor of Negro Schools, Kansas City, Kansas, as chief speaker.

More than 500 teachers attended the sessions which were described as perhaps the most successful held in West Tennessee in recent years. The teachers adopted a resolution endorsing the state-wide eight-point program for education.

The newly elected officers are:

President, Mr. Lorenza Miller, Bolivar; Mr. George Brooks, Mr. Lehman Wells, and Mr. R. J. Roddy, first, second and their vice-presidents, respectively; Prof. Herbert White of Whiteville, financial secretary; Prof. S. H. Johnson of Ripley, treasurer; and Prof. William House of Brownsville, registrar.

The Louisiana Legislature in 1936 passed a bill which gives Louisiana public school teachers tenure. The bill provides that teachers, after three years of satisfactory service shall not be dismissed except on written and proved charges of immorality, willful neglect of duty, or incompetence.

"A Progressive School" is the title of an article in the Journal of the N. E. A. for December, 1936, which describes "a two-room Negro school on the outskirts of a small town in southwestern Louisiana."

THE NEGRO LABOR UNIONIST OF NEW YORK

By Charles Lionel Franklin, Ph. D.

Reviewed by Geo. E. Loder, Ph. D.
Prof. of Sociology, A. & I. State College
(Published: Columbia University Press,
2960 Broadway, New York City, September 29, 1936, Price \$3.75)

Following the Harlem Riot of March 1935, the Mayor of New York City, appointed what was termed the Mayor's Commission on Conditions in Harlem. The author of this work, Dr. Charles L. Franklin, served as research supervisor with the Mayor's Commission, and the information afforded presents objectively and descriptively, a picture of the actual problems and conditions among Negroes in the labor unions of Manhattan.

The study begins with a discussion of the industrial and occupational trends among Negroes of New York City, for the purpose of determining to what extent Negroes are engaged in occupations that labor unions have brought under their control. Since 1827 when Negro workers became "free men" in New York, the majority of them have been confined to the more undesirable occupations, such as domestic and personal service. They are now clamoring for the more desirable types of work and such work that offers greater economic returns, higher wages, shorter working hours and better conditions under which the work is carried on.

By the beginning of the twentieth century only a small amount of progress had been made in the more desirable occupations such as manufacturing, mechanical industries, trade, transportation and the skilled and semi-skilled industries. However, by the end

of the World War, great strides had been taken. Due to the shortage of labor during the War, Negroes were conscripted into jobs here-to-fore denied them on account of their race. Here they had an opportunity, and took advantage of the same to demonstrate beyond all doubt, that the Negro can be just as efficient in industrial pursuits as in the old form of work allocated to them through traditional trends, namely, domestic and personal service. As a result we find that the 70.1 percent of all gainfully occupied Negroes in domestic and personal service in 1910 or during the prewar period, has been reduced by 1930 to 54.9 and at the same time, the percent of all gainfully occupied Negroes working in the manufacturing and mechanical pursuits had increased to 20.1 per cent. It is important however, to notice that there was a very slight increase in the number of Negro workers in the occupations requiring apprenticeships and the more highly organized trades such as painting, bricklaying, plumbing, plastering, printing, etc. It is also striking that the majority of the workers released from personal and domestic service went into the semi-skilled industries as factory operatives. The fact that Negroes did not turn to the more highly organized trades which were not affected by the abnormal conditions of war-time industrial activity, made it possible for the white workers to monopolize these trades and even take a hostile attitude toward Negro workers.

There were three periods in political history that influenced the Negro in his relationship to industry and to labor unions and particularly is this true of the Negro in Manhattan. The first period was the Pre-War Period, the second from the beginning of the World War to the N. R. A. and third, during the N. R. A.

As early as 1808, which is during the

Pre-war Period, Negro workers had become aware of the value of organization as a method of promoting and protecting their economic interests. However, their early organizations were nothing more than protective associations and mutual aids. It was not long, however, before Negroes awakened to the fact that their problems were the same as those of the white workers and with the desire to receive the same benefits for their labor, they attempted to affiliate with unions that had been created by their fellow white workers. Of course they ran across two strong factors, (1) the economic factor or the attempt of the white worker to hold a monopoly of employment in the skilled trades and (2) the social factor which was based on the idea that probably equal working conditions would lead to equal social conditions.

The changes in the industrial distribution of Negro Workers caused by the World War had a great effect on the organized labor movement in its relation to Negro Workers. The cessation of immigration and the departure of aliens for their mother countries further depleted the labor supply, and as a result of this condition wages soared and workers from other sections of the country were attracted to New York. Especially striking, was the great influx from the south of Negro workers who eagerly seized both the skilled and semi-skilled factory work, which threw them in a category of working with white workers that were in most cases organized. This created a serious problem of integration, which finally resulted in a higher degree of understanding between the white and Negro workers.

With the introduction of the National Industrial Recovery Act, the unions readily realized that the time was ripe for great organizational work and a movement to organize all workers was

started. In many cases large numbers of Negroes were employed in the various shops, and for the first time they were considered by white workers as fellow workers rather than as inferior Negro workers. It was pointed out further that there was apparently a shift in the attitude of both white and Negro workers from a race consciousness to a class consciousness. In the face of what the author calls a common interest, organization for the purpose of gaining shorter hours, increased wages, better working conditions, through collective bargaining, the cold carriers of race prejudice were forgotten.

In developing this work, the author has brought into readable form a great deal of very valuable information relative to and pertaining to the Negro worker of New York. He shows the trends as they change, indicating the increases and decreases in numbers of workers, in union and non-union workers, the fluctuations in wage scales, as well as a very fair estimate or analysis of the unfair practices based on race prejudice, etc. However, to get the real work and value of this work, one would have to read the entire book. A work of this nature is so chucked full of information, statistical and otherwise, that an attempt at condensation is all but futile.

It is becoming increasingly evident that if labor is to conserve and add to the gains already made, the Negro worker must become more truly an integral part of the labor movement, both from a local as well as a national standpoint. Organized labor must put aside its traditional attitude toward Negro workers as a special class of workers, for there can be no solidarity of workers if one is considered as a black worker and another as a white worker. The worker is all that needs to be considered, and whether he is black or

white has no bearing on the work to be done. The fundamental labor problems of all workers are the same; there are no white problems nor no black problems; they are all interested in the following: (1) better working conditions, (2) shorter working hours, (3) increased wages, (4) security on the job, (5) protection against exploitation by employers whose basic aim is to get the greatest amount of efficient labor and at the lowest possible cost.

EDUCATOGRAMS

The November 1396 issue of Building America—a photographic magazine of modern problems—is devoted to safety education. "Every year accidents cause thousands of injuries and deaths to American children. In the school year 1935-36, accidents killed 7,600 school children. Of these, 2,100 died from home accidents; 2,800 from automobile accidents; 2,700 from other public accidents."

TO BE THE BEST POSSIBLE TEACHER REQUIRES

PHYSICAL VITALITY. I will try to keep my body well and strong.

MENTAL VIGOR. I will study daily to keep my mind active and alert.

MORAL DISCRIMINATION. I will seek to know the right and to live by it.

WHOLESOME PERSONALITY. I will cultivate in myself goodwill, friendliness, poise, upright bearing, and careful speech.

HELPLESSNESS. I will learn the art of helping others by doing helpful things daily in school and home.

KNOWLEDGE. I will fill my mind with worthy thoughts by observing the beautiful world around me, by reading

the best books, and by association with the best companions.

LEADERSHIP. I will make my influence count on the side of right, avoiding habits that weaken and destroy.

These things will I do now that when my time comes I may be worthy of the high office of teacher.

Every age has had its own art, the art which best expressed its aspirations. The art of the next century or so may be the art of teaching. Why not? To mold human beings into their finest possibilities involves the same epic struggle to create beauty and harmony out of stubborn material limitations which is the foundation of all great art. —Dorothy Canfield Fisher.

—N. E. A. Journal, Dec., 1936.

The Five Lamps of Education are Knowledge, Love, Truth, Sacrifice, Idealism, according to P. Seshadri, president of the All-India Federation of Educational Associations in the December issue of the Journal of the N. E. A.

KNOW YOUR STATE

Tennessee was the only one of the Confederate States that was excepted from President Lincoln's Emancipation Proclamation of 1863 and that abolished slavery by its own act.

Tennessee is the sixteenth state admitted into the Union.

Public schools in Tennessee were first established for orphans of men who died in the War of 1812 and were commonly referred to as "Pauper Schools."

In 1859, provision was made for the voluntary re-enslavement of the free Negro in Tennessee. The future master was to pay one-tenth of the value of the slave to the public school fund.

There were 7,300 free Negroes in Tennessee in 1860.

Slavery in Tennessee increased from 1835 persons in 1790 to 183,059 in 1840.

Tennessee was the birth-place of the first out-right abolition paper published in the United States.

In 1840, there were 5,524 free Negroes in Tennessee. In 1860 the total reached 7,300.

The first Negro Baptist Church in Tennessee was the Mt. Lebanon Baptist Church, organized at Columbia, October 20, 1843.

THE 1937 SESSION

The Executive Committee of the Tennessee State Association of Teachers in Colored Schools held its annual meeting at A. and I. State College December 12 and made plans for the 1937 session of the Association. Prof. T. R. Davis, principal of the Austin High School, Knoxville, presided. The fol-

lowing members of the Committee were in attendance in addition to the chairman: President W. J. Hale, Mr. M. R. Eppse, Mr. G. A. Thompson, Mr. M. Senter, Mr. J. L. Buckner, Mr. J. H. White, Mr. S. H. Johnson, Mr. G. W. Gore, Jr.

The dates for the 1937 session are March 25-27, at A. and I. State College. The central theme of the meeting will be EDUCATION AND VOCATIONAL GUIDANCE. Special features of the meeting will include a State Wide Spelling Contest on the afternoon of Thursday, March 25; the opening session of the evening of March 25; a panel discussion on the morning of March 26; a banquet on the evening of March 26; a reception and dance on the night of March 26; a general session of the morning of March 27 followed by the general business session. Nominations for officers will take place on Thursday evening, March 25, at 8:00 P. M.

Members of the Association are urged to send fees for 1937 directly to Mr. George W. Gore, Jr., A. and I. State College, the Executive Secretary. Reservations for rooms at A. and I. State College may also be secured through the Executive Secretary.

President J. H. White reported that \$142.00 was raised by Negro teachers to aid the 8-point educational program.

THE BROADCASTER

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1937—"THE SILVER ANNIVERSARY YEAR"

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For Information or Catalog write,

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