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THE PUBLIC SCHOOL AND THE WORLD COMMUNITY

CHARLES S. JOHNSON
 Fisk University

The importance of the general theme for this conference lies not so much in the sudden and immediate dangers that face us in the stalemate of peace in Europe, as in a fact longer known to educators. That simple fact is that if we are going to have anything approaching a unified and tolerant and physically surviving world twenty years from now, we must begin now to fashion the mentalities that will determine the organization and philosophy of that world.

It is not a sudden and limited task, even though the present emergency might suggest it. For three generations, our history and geography texts, our civics and political science, our military training and the flowery and chauvinistic oratory that has passed itself off as patriotism, have contributed to a kind of nationalism that has dimmed our view of the rest of the people of the world.

The fact that the recent discoveries of science have stepped us up a generation ahead of our world consciousness does not excuse us from the responsibility of the present to reshape the attitudes of youth, and bring them into line with the kind of world in which we must find a way of living more agreeably, or lose that world and ourselves with it.

The children in your classes now are the persons who will be helping to make the decisions of the nation ten or twenty years hence; and they are the ones who will suffer from the mistakes of judgment of the present elders.

The United Nations Educational, Scientific and Cultural Organization in its charter pointed up a very vital theme when it said that wars begin in the minds of men and it is in the minds of men that the defenses of peace are constructed. The process of education now, notably in the public schools, is the most basic and lasting means of building into the minds of men the defenses of peace—not any hasty slogans, or trick publicity stunts of high pressure salesmanship to which the public has been too often exposed.

It is an interesting fact, also that in talking about world-mindedness, international relations, war and peace and power, the most important elements that we can get our hands on, think about and work with, are those elements which we recognize as human rights, fundamental freedoms for all peoples, respect for personality and the dignity of the individuals. This means that it is not necessary to make a trip to Germany or England or Russia or

Africa in order to cultivate those qualities that are most important in world citizenship and in human understanding. We can begin to do this right here at home, and now.

You will ask how a teacher in a public school in the south, and, particularly in a Negro school, can go about developing world-mindedness in the children, and why? The rest of my remarks will be my own attempt to answer these two questions.

(1) World-mindedness, to use the phrase adopted by this conference, is just another way of saying social-mindedness. Pedagogical method has reached the point of recognizing social-mindedness, social acquaintance and social projects as the most valuable and valid elements in education and personality development. It is short-sighted and even dangerous to condition a child in the family to a self-centered way of life. His very human nature comes from his association and acquaintance with others in his society. The comparison carries over to the environment of the school. We are no longer a village society, or even a national society. Whether we are ready for it or not, we are a world society, and we do not know our neighbors.

(2) One of the most common of our educational tools is textbooks. Today there is very little relationship between what the textbooks say and what comes to us as news through the press, or over the radio. With no preparation for the swift moving world events of which we, as a nation are a part, we can expect as response, in the reaction of our youth, only the prejudiced or shallow reactions of closed or empty minds.

The American Council on Education became concerned about this a few years ago and began a study of the textbooks used in our schools. What they discovered was profoundly disturbing. There is bias, both conscious and unconscious, in these textbooks which have been the chief sources of knowledge. There are significant omissions of the very information that could promote respect for other peoples and cultures. There is slanting of texts toward national military might as if this were the most important factor in international relations. There is overt and overstressed nationalism, that blinds the youthful readers to the really desirable qualities of other nations.

What is true of international relations in these texts is also true of inter-group

relations within the nation. Dr. Howard E. Wilson of the American Council on Education examined 267 elementary and secondary texts in the social studies, biology and literature for their treatment of American minorities. He found errors of omission of a most serious character. The dignity and worth of the individual, he found, was not given sufficient attention. Sociological data about group organization are neglected. Most writers treat immigrants as "out-groups." There is too much emphasis on uniformity and conformity in the concept of Americanization, and not enough emphasis on "diversity within unity." The treatment of Jews is inadequate and frequently inaccurate. The tendency is to ignore the Negro and his position in contemporary society. Scientific data about race are conspicuous by their absence, he said. The Spanish-speaking minority is virtually ignored, Asiatic minorities are treated inadequately and offensive generalizations often occur.

I cannot disregard in this connection a history text used here in this school, by an author in a local college which, in dealing with the South and the Negro, indulges in the kind of pallid condescension about the place of the Negro population in the region, and the humorous sneers about the reconstruction period, which he thinks the region expects. But he ignores the important contribution of Negro labor itself to the building of the South's civilization, not to speak of the cultural contributions on the folk level or the more sophisticated level. Surely it would be permissible to speak respectfully of the contribution of Negro labor even in the South if one had a real sense of history.

If it is impossible to get a type of textbook treatment within a region that permits mutual respect; it is understandable how difficult it is to get such treatment on an international level. It is possibly true, as one author (Stephens) noted in discussing nationality and history, "that school histories have usually been written by people who knew very little history, and have thought it necessary to provide strong meat for little minds."

The present inadequacies of school texts, however, do not excuse the teacher from the obligation to acquaint herself with a broader range of information about other peoples and countries, and to see to it that her pupils have an opportunity to extend their personal knowledge to other peoples of the world.

It is not enough, however, to have merely knowledge about other people. As Dr. Lyman Bryson of Columbia University points out, there must be created friendly images of other people.

(3) Many teachers find it difficult to

make practical and personal this world-mindedness, beyond the general principle of the human philosophy involved, and the written texts. There is a good starting point from any basic subject field. A student interested in agriculture may also be interested in the farming methods of other parts of the world, frequently superior to our own. He would be interested in the life of rural peoples of other countries who have reached a point in rural civilization that would give us new and stimulating goals at which to aim. The mechanically minded might well acquaint themselves with various mutual standards of close tolerance and relate to them our own automatic machinery. He might learn how contrasting measurements of inches and centimeters have determined whole areas of world trade and created problems of replacement parts for United States manufactured goods. Students interested in engineering can find an approach to world problems through a study of global engineering which is creating a new geography. But most important of all, are people themselves for whom a new and wholesome respect must be engendered.

There are now available many educational aids for teachers in helping students to broaden their conception of themselves and the world. There are films about our American neighbors in the South, about the children of Russia, the people of China, Japan, Africa, about the United Nations, atomic power, human and international relations. There are radio and other recordings, special school projects for elementary and secondary schools, involving campus and school activities, international folk dances and songs, panel discussions and debates, speakers bureaus, correspondence exchanges, recorded programs. There is no lack of material for use. As one simple suggestion, I recommend that you write to the Information Section of the United Nations at Lake Success, or the Information of UNESCO in the State Department at Washington, for literature already available as guides to programs. A very useful handbook on UNESCO projects for schools is one prepared by the Kansas Projects Committee, Kansas State College, Manhattan, Kansas. This is the institution presided over by Dr. Milton Eisenhower, President of the U. S. National Commission for UNESCO.

(4) Fair minded attitudes and a democratic spirit can be developed in a thousand different ways, and, if some of the blockades and cobwebs are cleared away, they will normally be extended by children to relations with people of all colors and kinds. People who are more professionally expert in this field than I have suggested that the structure of the school

and the character of its educational methods may be more important for reaching the goal of understanding than anything else. It has been pointed out that many schools are trying to teach children democracy in an atmosphere and an organization that is entirely authoritarian. The superintendent tells the principal, the principal tells the teachers, and the teachers tell the children. Our teachers cannot teach, or can our children learn, democracy in such an atmosphere. Teachers who are given freedom to share in planning the educational program and who are allowed to use their initiative will be far more successful in passing on these principles and practices to the children. We come back to the keystone of the whole structure—letting the individual know that he is valued and important, and that his needs and problems as well as his ideas and special excellences deserve as much consideration and are as worthy as those of any other person.

(5) There are immediate and practical things that can be done by our teachers in preparing themselves for greater usefulness to their students and to themselves in the area of broadened international and human relations. They can read now, of course, but they can also broaden their experiences right here at home by developing new areas of personal contact. The same principles are involved here as in international relations. They can expose themselves to programs concerned with peoples of other nations. There is an International Student Center on the Fisk campus where programs which include speakers from many nations and cultures are open to the public. These are not very well attended, however, by the local public school teachers. The summer vacation periods can be used for travel, and one does not have to go very far to reach a very different country and culture, as for example, Mexico, or the Caribbean.

There are opportunities for exchange of teachers, and of students through the Division of Cultural Exchange of the Department of State, that have not been explored by our teachers. It is easily possible to bring in speakers, or visitors from other countries who are in or near our communities. There are excellent representatives of other countries and cultures at such institutions as Scarritt and Fisk, who would be greatly pleased to visit and speak to school groups. At Vanderbilt University are Brazilians as students and lecturers who, in their own feelings, at least, are not averse to introducing American groups such as you are a part of, to the elements of their own society that can improve our appreciation of their place in the world. The list of opportunities is almost endless.

(6) Finally, and to reach the question

that perhaps stood first in your minds, why should special effort be made to make the Negro children in their separately established educational institutions world minded. Is it not a gratuitous reminder of their unintegrated role in the American society? Should not the greater emphasis be placed upon democratizing the white children in their separate institutions, to broaden their social perspective, and outlook on the world?

There is no question in my mind about the value of broadened international knowledge and understanding for Negro youth. In the first place, I believe that a part at least of the strength of the barriers to understanding with their immediate neighbors is the fixed routine of custom and unexamined tradition, and that it is possible and even desirable to meet as persons with a common world concern, on a level that transcends local custom. In the end it is bound to have a profoundly modifying effect upon the local customs themselves.

The fact that someone else is provincial minded is no justification for our being provincial. Narrowness begets narrowness, but open-mindedness can win over one's enemies through the respect that it engenders.

In the second place, a broadened understanding of the peoples and cultures of the world is valuable to the personality development of Negro youth themselves. It provides a larger and more wholesome universe of ideas and interests, and a world public that can promote respect for oneself, as well as for one's neighbor. It would be a useful educational device even if there were not a war to avoid, and the time has long been ripe for common, basic, human understanding. It is well to remember that the highest value of this great new venture in world-mindedness is embodied in the heart of the charter of the United Nations and the charter of UNESCO. From the last of these I quote these convictions and truths:

"that ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

"that the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;

"that the wide diffusion of culture,

and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern;

"that a peace based exclusively upon

the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind."

A NEW EDUCATIONAL OUTLOOK*

GEORGE W. GORE, JR.

A. & I. State College

Two questions have been passing through my mind as I attend this the thirty-sixth annual session of the East Tennessee Teachers Association. One concerns itself with what is our professional attitude? I have observed members of other professions in annual conventions—lawyers, ministers, dentists, physicians, social workers—and they have seemed to me to reflect a more wholesome and happy state of mind than teachers. How happy are teachers in pursuing the work of their profession? Do they really believe in it and gain an inner satisfaction from working with youthful minds? It has been said that "what you wear in your heart will be shown in your face." Let us as teachers strive to reflect in our faces a heart of love devoted and consecrated to our task.

There are in East Tennessee more than six hundred Negro teachers. Tonight less than half of them are in attendance at this opening session. My second question is, why do any teachers attend annual meetings? Perhaps it is because they have a card to be punched and shown to their superintendent. Maybe they desire a vacation from the classroom. Or better still, they desire to go to a city for autumn shopping. In truth, I wonder why you have come to this meeting. It is my sincere hope that you have come in order to renew your faith in the cause, to be inspired and to compare notes with your fellows.

Personally, I enjoy professional meetings not alone for the formal lectures and discussion groups, but for the contact at meals or in friends' homes while attending the sessions. Oftentimes I go away uplifted by new points of views, by new approaches and by sharing my problems with other workers who, too, are trying to find a solution to common problems.

Now being done with introductory remarks, I desire to sincerely consider with you a new educational outlook to our

*Address given before the East Tennessee Teachers Association, Howard High School, Chattanooga, October 28, 1948.

problems in Tennessee. Most of us teach the things we were taught and in the way we were taught without regard to the *why* of all good teaching. The successful teacher must be ever alert for changes in the environment and the needs of youth. Schools are maintained by the public not for the economic security of teachers but for the training of boys and girls.

What do Negro boys and girls in Tennessee need in 1948? What introduction must they have to the world tomorrow in which they are to live and contribute as men and women? So much of material which teachers learned as students in college has been found to be incorrect. It is so easy to slip back into ignorance. A degree earned twenty, ten, or even five years ago may mean little or nothing unless there has been continued educational adjustment. The theme for this meeting is "Educational Adjustment for Complete Democracy." Today much readjustment is needed if we are to achieve democracy.

Democracy, education, culture and the finer things of life are "caught." The example we set as teachers is the real teaching. If we are to teach democracy, we must practice it with children in classrooms. Too many schools are organized as monarchies or autocracies. There is need today to restate what we want our schools to do for our boys and girls. There is also the need for discussing the best ways to achieve these ends. This may mean new ways of doing things. The ends should determine the means. This means new lessons for the teacher.

In the words of Ralph Waldo Emerson, I set forth the formula for the man America needs. It fits the pattern of the type of teachers we need today:

"Of no use are the men who study to do exactly as was done before, who can never understand that today is a new day. There never was such a combination as this of ours, and the rules to meet it are not set down in any history. We want men of original perception and original action, who can

open their eyes wider than to a nationality—namely, to a consideration of benefit to the human race—can act in the interest of civilization; men of elastic, men of normal mind, who can live in the moment and take a step forward."

Today teaching is a new challenge.

It needs well-educated persons who can do many things well. They must have broad experience so that they can interpret life for boys and girls. They must be lovers of life. They must have lived and experienced. It is not enough to have read books. There must be experiencing. At least once every five years teachers should be required to leave home and go on a trip for two or more weeks to see how other people live, what they talk about, what they think. They should force themselves to get a new look at life.

The vital teacher needs a clear perspective with respect to local, state, regional, national and international affairs.

Boys and girls need to know and understand their local surroundings, their neighborhoods, their town, their city. Knowledge begins with the known and proceeds to the unknown. Teachers need to be vital parts of local affairs—to be active members of local educational, civic, social and religious groups. They must live as members of society into which they are initiating youth. A real opportunity to make the theme of this meeting vital is American Education Week. For 1948 the central theme is "Strengthening the Foundation of Freedom." Youth and age must be taught what freedom really means in the American Democracy.

Professional organizations of teachers began in America as early as 1790. The first ones were locals. State Associations began in 1850 and the National Education Association began in 1859 with 10 states joining to begin a nation-wide program. The cooperative efforts of the teachers of East Tennessee have kept alive this Association for 36 years. Great have been its heritage and traditions. The challenge today is to reunite Tennessee into one state. East, Middle, and West Tennessee must join hands to improve the lot of boys and girls from Carter to Shelby. Inequalities in individual opportunity must be eliminated regardless of grand divisions, counties, localities or races.

The Tennessee Negro Education Association is evolving a program for the integration of all of the 3,000 Negro teachers of the state into one potent force to cooperate with the Tennessee Education Association in achieving the best possible results for teachers and pupils in the legislative acts of 1949. The 1948 Five-

Point Legislative Program of the Tennessee Education Association is as follows:

1. Retention of the sales tax, with no reduction in its coverage or in the proportion allocated for educational purposes.
2. A minimum salary of \$2,000 for Bachelor's Degree teachers, with proportionate increases for other teachers under the present state salary schedule and corresponding increases for teachers in non-equalizing counties and cities, said increases to become effective January 1, 1949.
3. Continued state aid for school buildings, operation and maintenance, and transportation.
4. Adequate support for higher education.
5. Adequate funds for increased costs due to expanding needs such as: increased enrollment and average daily attendance; increased training and experience of teachers and adjustment in pupil-teacher ratio.

Of course, as we gain better facilities, better working conditions, better salaries, we must render better service in order to deserve what we get.

Because we are not only Tennesseans, but also Southerners, we share in the advantages and disadvantages of our region. Many of our boys and girls will spend all of their lives in the South. They must know the assets of the region and work to improve them. Together with all other citizens they must work out the problems handed down to them by their forefathers. Tennessee has guaranteed all boys and girls elementary and secondary education. Now collegiate and university education are being offered so that public education is being extended upward beyond the 12th grade to the 19th grade. Just what regional schools may mean to our boys and girls is yet to be seen. It is a problem which challenges the thought of teachers in our state working cooperatively with teachers in neighboring states.

It is a revealing fact that a large number of native Tennesseans migrate to other parts of the nation. When we educate a boy or girl in our schools we cannot assume that he will always live in Tennessee. He should be educated for the nation. Transportation has made our population quite mobile. Teachers must interpret America to their classes. All Tennesseans are proud American citizens.

Teachers need to join forces on the national level. Every member of this Association should be a member of the National Education Association. The NEA stands for the highest and best in our profession. The general purpose of the National Education Association is expressed in the following words which appear on a plaque

in its headquarters office in the nation's capital:

"Dedicated to the upbuilding of a democratic civilization and supported by the loyal cooperation of the teachers of the United States to advance the interests of the teaching profession, promote the welfare of children, and foster the education of all the people."

It is the champion of all teachers everywhere. The Tennessee Education Association has included Negro representation in the state delegation to the annual meeting of the NEA. At the 1948 session in Cleveland, four members of the Tennessee Negro Education Association were accredited delegates from Tennessee to the NEA. All teachers need to secure membership in the NEA and be proud of its significance.

The American Teachers Association also offers much to our teachers. Founded in Nashville, Tennessee in 1904, as the National Association of Teachers in Colored Schools, it has through the years promoted the cause of the education of Negro children in America. Two East Tennesseans have served as its national president. At its Atlantic City meeting the Association held a significant session devoted to problems of "Teachers and Children in America's Crisis."

Truly we are living in **one world** today. Education is so vital to world peace today that UNESCO has proclaimed "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed." Therefore, all teachers need to become students of world problems. With returned veterans in our classes, our limited knowledge of the world may become embarrassing unless we make good use of current materials. Today all teachers should secure membership in the World Organization of the Teaching Profession. Many of our teachers have contributed to the Overseas Teacher Relief Fund during the past

year. Several of our teachers have had their pupils exchange letters with children in foreign lands. Thus, at least a beginning is being made towards international understanding at the "grass roots" level.

It is a far cry from what education was considered to be when many of us entered the field twenty-five years ago. Keeping school is out. There still must be discipline—but for a purpose and not as an end in itself. Teaching is rapidly becoming recognized as a profession. This means that those who are in it must **grow or go**.

At a recent meeting of the American Association of Colleges for Teacher Education, Dr. Walter Hager, Association president, stated:

"In addition to normal replacements, we shall need an average of 43,000 new teachers during each of the next seven years for the enrollment increase which has been predicted for elementary and secondary schools. Also, there are approximately a half-million emergency and regular teachers who do not meet accepted standards of preparation. Replacements will be needed for thousands of these teachers."

Teachers today, Hager pointed out, are winning "higher salaries, greater understanding, and increased respect as the result of an irrepressible tide of public opinion." This same public opinion, he added, is "focusing attention on the responsibilities of teachers to their pupils, to their communities and to their country. Teaching is both a public responsibility and a personal opportunity."

I desire to urge all of us to rededicate our lives to the high ideals of our profession. Ours is a noble profession. We must believe in our work and justify our membership in the profession.

Take a new look at teaching and go forward to help boys and girls contribute to the world of today and tomorrow.

VISUAL AIDS IN THE SOCIAL STUDIES

LOUIS B. HOBSON

Manassas High School, Memphis

Visual aids as techniques of instruction are by no means new. In some forms, because they are both simple and natural, they are probably the oldest means of conveying ideas. Primitive man, before he developed a vocabulary and learned to talk, conveyed his thoughts by signs, gestures, facial expressions and crude imitations. Primitive man next learned to convey ideas by drawing, at first crude images on the walls of his caves, and later by hieroglyphics or picture writing. Many centuries later varied forms of alphabets

were developed, and they were written down on clay tablets and papyrus.

Even in formal education visual aids have been used for many centuries. Before the use of the blackboard, sand, boards, and slate were used for writing and drawing. The ancient Greeks made use of objects and specimen in their schools, and educational tours were common. Most of the great thinkers and educators of every era, like Pestalozzi, Rousseau Fraebel, William Penn, Benjamin Franklin, and Horace Mann, have

recommended and used the visual aids that were available during their times.¹

In recent years, however, the use of visual aids to improve the quality of instruction has received increased emphasis. Concomitant with this renewed emphasis and attention has come a phenomenal development in the types of visual aids and a scientific study of their most effective use in teaching situations.

In this paper we are concerned only with luminous, projected visual aids, and with their use in teaching the social studies. Since among these aids motion pictures occupy an increasingly prominent place, their use in teaching the social studies will receive special attention.

Luminous visual aids have been in use for a long time. They began with the invention of the "Magic lantern" by Kircher in the seventeenth century. The "Magic lantern" was a still-picture projector,—an apparatus for throwing pictures or images on a screen. Before that time only a few people could view a picture or image at a time. By the use of this projector a large number of people could view the picture and in much greater detail since the projected image was many times larger than the picture itself.

But it was not until toward the end of the nineteenth century that projected visual aids began to be used on a fairly large scale for teaching purpose. This was made possible by the development of electric illumination through the use of incandescent light in electric lamps, and by the realization of leaders in industry, commerce and education of the instructional value of these new tools.

The oldest of the "new" type of visual aids is the standard lantern slide projector. The material for projection is reproduced on a glass slide. There are other machines that carry slides that are smaller in size.

Any type of information may be reproduced on slides, therefore this type of visual aid may be used for any subject. It has the general advantage of being very light and portable, simple to operate, inexpensive, and since more light is thrown on the screen, less darkness is required in the room, thus enabling pupils to write while slides are being shown.²

Another type of projector, and perhaps next to the lantern slide in age and popularity, is the opaque projector. This machine reproduces flat materials by reflection. Any flat object placed upon the projection platform can be projected on a screen.

However, the newest type of non-mov-

¹McKown, Harry C. and Roberts, Alvin B. *Audio-Visual Aids to Instruction*, p. 4.

²Wise, Harry A., *Motion Pictures as an Aid in Teaching American History*, p. 1.

ing visual aid is the filmstrip projector. It is, next to the motion picture, growing the fastest in popularity as a teaching aid. This machine is made to project pictures developed on a strip of film. This film is 35 mm in size, and each single picture on the strip of film is called a frame. There are usually from 26 to 60 frames to a film. The machines are especially useful as a teaching aid in the social studies. There is a growing number of films on social studies topics; each frame of the film can be held on the screen long enough for explanations and note-taking; and the projectors are very light in weight, are not expensive and are simple to operate.

The projected visual aid, however, that is receiving the greatest amount of interest and attention at the present time is the motion picture. Educators have long recognized the great possibilities of motion pictures as disseminators of information, but it was not the school that first made use of them for purposes other than theatrical. Motion pictures were used extensively in industrial and commercial fields in teaching health and sanitation, safety, and technical mastery. It was after this successful use that schools and school leaders became definitely interested. But the use of motion picture in schools on any appreciable scale had to await the development of the non-inflammable film, the perfection of the 16 mm portable projector, the increase in quantity and quality of educational films, the decrease in cost of all equipment and researches to prove the effectiveness of motion picture as teaching aids.

Educators have been almost unanimous, even from the beginning, in their endorsement of the possibilities of visual aids as instructional tools. Their enthusiasm in regard to the possibilities of motion pictures has been especially great. Thomas A. Edison, one of the nation's greatest scientists and inventors, showed his enthusiasm by asserting, in 1922, that: "I believe that the motion picture is destined to revolutionize our educational system, and that in a few years it will supplant largely, if not entirely, the use of textbooks. I should say that on the average we get only about two per cent efficiency out of school books as they are written today. The education of the future, as I see it, will be conducted through the medium of the motion picture, a visualized education, where it should be possible to obtain a one hundred per cent efficiency."³ Educational bodies received many speakers on the subjects, and educational magazines printed many articles telling of the unlimited advantages of motion pictures in the classroom. Even the superintendent of a large city school system, speaking at a meeting of the National Education Association in 1914

stated: "The motion picture multiplies the advantages of the ordinary picture a thousandfold. It is the means of the greatest possibilities in the way of information. Its benefits are incalculable. It may be regarded as a great educational lever whereby a very great portion of our present day school room work may be lifted out of the shadows of the valley of the abstract into the clear sunlight of human interest."³

The increased use of visual aids, the results obtained, experimental studies in the most effective application on visual aids to classroom procedure, and research studies of the results achieved by actual use, and by experimental uses, have all gone to prove their possibilities and potentialities as effective tools in the learning process.

Experimental studies of motion pictures began shortly after 1915. Among the first was that of David Sumstine, published in "School and Society" in 1918. After the publication of Sumstine's studies there were several others studies made, the most important being the University of Chicago's studies in visual aid conducted by Frank N. Freeman in 1924.⁴ These studies were concerned with the functions of motion pictures in education. Later researches, as those of Wood and Freeman, were concerned and sought to determine the contribution of motion pictures when used as an integral part of classroom teaching procedure, in (a) motivating pupil activity in relation to the subject studied, (b) increasing factual learning, (c) improving descriptive processes, and (d) promoting understanding of causes, effects, and relationships.⁵

These studies were in agreement on the general superiority of visual aids in motivation. The University of Chicago studies showed the superiority of motion pictures over other visual aids, especially in the arousal of interest and the sustenance of attention.

An interesting experiment was conducted by James H. Halsey, instructor in geography in Hammond High School, Hammond, Indiana, and reported in "Educational Screen" for May, 1936. The experiment was conducted to determine whether the use of visual aids in the conventional classroom would help the students acquire more knowledge; and secondly, to determine whether the use of visual aids with a modified teaching technique and class plan would be better than using visual aids in the conventional class plan.

³Ibid., p. 2.

⁴Dale, Edgar, et al, Motion Pictures in Education. (1938), pp. 307-309.

⁵Ibid., p. 308.

Prof. Halsey used three groups of pupils, about 15 years of age, and the unit was "Insular Possessions of the U. S." His groups were designated as Group I, Group II, and Group III. Group II contained 22 pupils, and Groups I and III contained 29 each. Group III was the "Control Group." The Control Group was taught in the conventional manner, without the use of films or slides. Group I was taught in the conventional, but with the showing of films and slides. Group II was taught by the modified teaching procedure, using motion pictures and slides. The conventional plan referred to was defined as that using daily assignments, class recitation and discussion, and supervised class study. The modified teaching technique eliminated homework assignments and used the informal—lecture discussion method.

The groups were given objective tests of the multiple-choice type both before and after the experiment. A comparison of the general ability of the three groups with respect to their median intelligence scores, median scores on a pretest of the insular possessions, and median scores on a standard test in United States geography showed that the Control Group had the highest general ability. Group I the second highest, and Group II the lowest general ability. The test given after the experiment showed most interesting results. Group II made the highest score, Group I the second highest, and the Control Group the lowest score.⁶

Another significant experiment⁷ was conducted at Hyde Park High School in Chicago, Ill., in the spring of 1936. It was reported in the January, 1937 issue of "Social Studies" in an article by Grace Hatchkiss entitled "The Use of the Motion Picture as a Technique of Instruction."

The experiment was conducted in the use of the motion picture as a planned and regular technique of instruction in U. S. History. The procedure as to subject matter was as follows: The eight units of the second semester's work in American history was studied, and a list of films suitable for each compiled. At the close of the course, one motion picture was used as part of the review work. The films, with one exception, were of two classes: those which traced historically the development of some aspect of the unit; and those which illustrated the characteristics of the unit. The motion picture "Headlines of a Century" which gives the outstanding features in the social, economic, and political life of the American nation since about 1880 was used as a review.

The instructional activities were as follows: The motion pictures for each unit

⁶Ibid., pp. 198-199.

⁷Ibid., pp. 190-198.

were listed as part of the reference material. All reference material was mimeographed and distributed to the students. Other activities included a series of questions especially planned to show the relationship of the picture information to the unit; a skeleton outline; a summary, emphasizing the outstanding features of the picture and showing how the study of the film aided in the understanding of the unit; a list of general principles to be proved by illustrative material from the film, organized together with other reference into a chart; a series of events to be arranged in time order; and maps, charts or graphs based on information in the film.

During the actual showing of the picture the activities depend upon whether the picture is sound or silent. If sound pictures were being shown the class watched the film through without discussion unless some pupil raised a particular question that needed explanation. With silent pictures there was comment, narration or lecturing by either the teacher or a student, a student committee report, or a lecture by an outside authority.

The follow-up activities consisted of, discussions, oral reports, written reports and a written test.

The results of this experiment were most interesting and significant. They were announced as increased enjoyment, concentration of attention, and greater acquisition and retention of facts. On the test 91% of the class were able to answer the questions based upon the pictures, while only 85% were able to answer the questions that were based on reading.

One of the most important of the recent experiments was that conducted by Prof. Harry A. Wise of Yale University, and reported in his book "Motion Pictures as an Aid in Teaching American History," published in 1939.

The experiment was conducted on an elaborate scale, and with thorough evaluations. The purpose as stated by Dr. Wise was an attempt "to determine some of the contributions of motion pictures when they were used to supplement the regular classroom teaching in senior high school American history classes without re-writing the course of study or making any major changes in the usual classroom routine. The study also attempted to determine the cumulative effects of the films when used over a considerable period of time. The educational effectiveness of the motion picture when used as a regular and integral part of class work was evaluated statistically. The main emphasis throughout the experiment was on determining the nature and extent of the influence of the films on the realization of the accepted objectives of classroom

practices as they were being observed by the teachers concerned in the experiment."⁸

Nearly one thousand eleventh grade pupils in twenty-eight American history classes, taught by nine teachers and distributed by five towns of different sizes, took a part in the experiment. The students were divided into two groups. One group used only the regular instructional material. The other group used the regular instructional material and the films. The films that were used were ten of the group produced by Yale entitled "Chronicles of America Photoplays."

Space will not permit a detailed description of the experiment nor an elaborate discussion on the results. In regard to what the study revealed, Dr. Wise had this to say: "All parts of the data from this investigation point so consistently in the same direction that the author is justified in making the statement that, within the scope of this experiment, motion pictures have a high relative value when used as a supplement to the usual instructional procedure."⁹

About educational motion picture generally, Dr. Wise had this to say: "The truly educational motion picture has tremendous possibilities for increasing the effectiveness of teaching in the modern educational scheme but it is generally admitted that the technique for its utilization is still in its infancy. There are few available guides to the technique of using motion pictures in the classroom though the practices of good teaching are applicable in any learning situation. There is no best method of using any teaching device or piece of classroom apparatus. Whatever aid is used must be adapted to the different phases of the teaching process. Undoubtedly the objectives of the particular exercise should determine the use to be made of the teaching aid or device."¹⁰

Though the results of all important studies proved the value of projected visual aids and especially the motion picture as tools of instruction, it was left to our use of these aids in World War II to establish their possibilities beyond any doubt. The armed forces obtained almost miraculous results from the wide use of projected visual aids. The educational and indoctrinal program of the OWI, and the Information and Education Section of the U. S. Armed Forces called for raising illiterates to the level of fourth graders, teaching mastery of intricate war implements to raw recruits, teaching the im-

⁸Motion Pictures as an Aid in Teaching American History, p. 26.

⁹Ibid., p. 114.

¹⁰Ibid., p. 116.

portance, and methods, of health preservation to American fighting men in foreign surroundings, and convincing Americans generally that our security, and perhaps survival, depended upon our comradeship with our allies wherever we were. How well that job was done is known by every one who happened to be a part of the greatest and most powerful war machine the world has ever known. It is hoped that the records in connection with the use of these visual aids by the armed forces will be published so that schools and the teaching profession may profit from them.

The utilization of projected visual aids in the social studies by the trained teacher involves two major steps: the provision of physical materials,—pictures, prints, slides, films and projection machine, and the proper application of these to the teaching situation.

The selection of projection machines will depend upon the kind of material to be used, and the purpose for which it is to be used. It will in all cases be a comparatively simple matter. In the case of motion pictures the projector should be a 16 mm. sound type as the sound type will show both sound and silent pictures. If the films are silent the silent projector is preferable as they are cheaper.

In the selection of films for the social studies Hartley¹¹ gives six criteria. He follows the presentation of these criteria with a discussion of what they involve. The criteria are: (1) objectives, (2) grade placement, (3) authenticity, (4) organization of content, (5) technical considerations, and (6) general considerations.

In regard to general objectives, Dr. Hartley says that films should clearly serve an aim or purpose easily recognized; they should attempt to reach only a few specific and significant objectives; film material should be presented in such a fashion as to stimulate discussion of the social significance of content; and the film should be the best available source of the objectives desired.

Objectives are also broken down into special areas, and specific objectives for the areas are given. Motion pictures for instruction in civics should contribute to an understanding of (a) the changing nature of the community and the changing duties and obligations of citizens, (b) the changes in community government brought about by changes in our industrial society, (c) the actual way in which our government functions, (d) the structure of international relations, and (e) the kind of national behavior essential to

¹¹Hartley, William H., *Selected Films for American History and Problems*, pp. 1-27.

the rational conduct of international affairs.

The film for instruction in geography should help the pupil to grasp (a) the concept of ecological relationship, (b) the regional concept, (c) the conservation concept, (d) the concept of land morphology, including the analysis and scientific description of the landscape, and (e) the space concept, including location, regional size, and form, as well as appreciation of proportional magnitude.

Films for history instruction should (a) be authentic, (b) emphasize differences in peoples, customs, and institutions at different periods in the world's history, (c) demonstrate the idea of change, and (d) help make intelligible the general social and political world.

Instructional films in economics should contribute toward the pupil's understanding and appreciation of (a) how such fundamental economic institutions as factories, stores, banks, taxing agencies, and transportation facilities function, (b) how economic institutions have developed and how they are changing, (c) consumer problems and how to budget wisely and obtain full value in buying, (d) the effect of natural resources and climate on our economic development and our ways of living, (e) unsatisfactory areas, such as bad housing, unemployment, etc., and (f) the necessity for cooperation.

Dr. Hartley points out the difficulty of judging films as to their suitability to a particular grade, because of the wide range of interests, abilities and needs within a grade. It is recommended that the visual aid be fitted to a general level, as elementary, junior high school, etc. Films for primary grades should be simple, accurate pictures of life situations. Those for elementary grades should be especially designed for young children. They should deal with concrete facts, the scenes should be long, and picture should be in story form with boys and girls as characters. The film should be short, and the scenes distinct. Films for the upper elementary grades and for junior high school should stress the adjustment of man to his environment and relate outstanding events of an historical nature. Films for the high school level may be the same as those for junior high school, but should emphasize human thoughts, feeling and resolutions.

Films for use in the social studies should be based upon sound scholarship, and free from prejudices and unfair evaluations. Historical films should be correct and the facts should be in chronological order. Films may, however, be used when they take certain academic liberties so long as the distortions are not basic or too great. The film content should be in sequence, logical and coherent, and

the film should be well made technically. There should be the proper kind and number of orientation; all scenes should have sufficient light; important scenes should be taken close-up; and all narration should be clear, distinct and synchronized.

The proper application of projected visual aids to a given teaching situation is the responsibility of the individual teacher. Dr. Wise summed up the situation tersely in these words: "There are few available guides to the technique of using motion pictures (and other projected visual aids) in the classroom though the practices of good teaching are applicable in any learning situation. There is no best method of using any teaching device or piece of classroom apparatus."¹²

It is agreed by all authorities on the subject that visual aids should be used to supplement, not supplant other methods of teaching the social studies. The use of projected visual aids would, it seems to me, involve three steps: Preparation, presentation and follow-up. The preparation ought to include setting up the objectives for showing the films, deciding at what point the presentation will be made, previewing the film, and some activity, like a talk to acquaint the pupils with the contents of the film.

During the presentation there should

¹²Wise, Harry A., *op. cit.*, p. 116.

EXECUTIVE COMMITTEE SESSION

On Saturday, September 25, at A. and I. State College, Executive Committee members of State and Divisional teachers associations met to devise ways and means for integrating the various teacher organizations in the state into a functional and efficient state-wide organization. The following items were agreed upon:

1. The establishment of a state headquarters for the TNEA.
2. The securing of a full-time executive secretary to direct and integrate all phases of public education in Tennessee as they affect Negro teachers.
3. The establishment of an annual fee of \$4 per member for 1950-51 is recommended.
4. The establishment of one professional journal for all members of educational associations in Tennessee. This journal to be published monthly during the school year.
5. The utilization of the services of the executive secretary in planning and promoting the annual Fall meetings of the

be no other activity if the film is sound. If the film is silent there may be comment, narration or lecture, by the teacher, by a pupil or by some invited guest-lecturer. The film may be shown a second time, or third time if it is found necessary, and the time will permit. One and two reels films are best, and they should never be more than three reels, for one classroom showing. The presentation may take place at any point in the unit on which the teacher decides. It may be at the beginning, the middle or at the end.

After the showing there should be discussion, written reports, oral reports, projects, problems, etc., and finally testing.

The foregoing, of course, were mere suggestions, and very incomplete at that. Space will not permit a detailed discussion, or additional reports on ways of using these visual aids in the social studies.

The progressive, serious teacher will always find new material and new and better methods. Teaching is a dynamic profession. The teacher who confines himself to the traditional and conventional methods of classroom procedure, however skillful he might be in the use of them, is a little out of step with the times. We are concerned today with not only how well we can educate the child, but how efficiently and how fast. It seems from the records that projected visual aids will go a long ways in helping to do the job.

divisional associations and the Spring meeting of the state associations.

6. The utilization of the services of the executive secretary to act as a liaison officer for the TEA and the TNEA in all legislative programs affecting teachers of the state.

7. The establishment of a state-wide teachers placement bureau available to Negro teachers of the state.

8. The collection of all types of educational data and statistics of value to Negro teachers in Tennessee.

9. To aid in establishing a program for indigent and retired teachers.

10. To give awards and citation for outstanding professional services.

In connection with the above program, the now existing state organizations and Middle, East and West Tennessee Teacher Associations would continue to hold meetings and have officers as formally. However, the state executive committee would consist of three representatives elected from associations in each of the

three grand divisions of the state and three additional persons representing the state at large. The executive secretary would have the responsibility of editing the official publication, securing advertisements for it as well as of developing ways and means to assist in the financing of the official programs of the state and divisional association meetings. He would work under the direction of the divisional association officers in promotional cam-

paigns for the respective organizations.

In order to implement the program, the following procedure was suggested:

1. That the plan be presented to the divisional associations in the Fall of 1948 with the request that it be referred to a committee for study and action at the 1949 session.

2. If the program is approved at the 1949 session, it would go into operation in the Spring of 1950.



PRESIDENT J. H. WHITE

As of July 1 President J. H. White, former principal of Allen-White High School, Whiteville, became president of Lane College, Jackson, Tennessee. Mr. White has established himself in the field of education by a revolutionary performance in evolving Allen-White School from a dilapidated one-room building offering elementary education to a four-year state approved high school providing instruction in twelve grades with nation-wide contact for service and placement. For two years he served officially as the president of the T N E A and at the present time is a member of the Executive Committee.



Williamson County Intercultural Conference, Franklin, September 3-4

Pictured above are persons in attendance at the Conference including the leaders, Mr. Scott Claiborne, Mr. William B. Covington, Mrs. Eva Myers Lee, Jeanes Supervisor, Mr. James R. Watkins, Miss Mary C. Lanier, Williamson County Welfare Director, Miss Julia Eggleston, Williamson County School Attendance Officer, Miss Margaret Love, Williamson County Health Supervisor, Reverend J. T. Patton, Mr. A. J. Foster.

Divisional Teachers Associations

During the Fall season, teachers associations in the three Grand Divisions of Tennessee hold their annual meetings. For 1948 the meetings may be summarized as follows:

Middle Tennessee Colored Teachers Association

Pearl High School, Nashville, October 22-23

Theme: The Role of the School in Developing World Mindedness

Major Address: The Convention theme by Dr. Charles S. Johnson, president of Fisk University

Officers for 1948-49: President, S. E. Jones, College Hill High School, Columbia; Secretary, Mrs. Virginia Payne, Nashville

East Tennessee Teachers Association

Chattanooga, October 28-30

Theme: Educational Adjustment for Complete Democracy

Major Address by Dr. George W. Gore, Jr., of A. and I. State College and Dr. Max Bond of Atlanta University

Officers for 1948-49: President, T. D. Upshaw, Booker T. Washington High School, East Chattanooga; Executive Secretary, M. D. Senter, Beardsley Junior High School, Knoxville

West Tennessee Educational Congress

Lane College, Jackson, November 18-20
Theme: The Teacher's Responsibility in the Emerging New World

Major Address: Dr. Charles E. Rochelle, assistant principal of Lincoln High School, Evansville, Indiana

Officers for 1948-49: President, J. A. Hayes, Manassas High School, Memphis; Executive Secretary, Joseph Stevens, Lane College, Jackson



**Regional
Teachers
Meeting
Knoxville
March
1948**

1949 SESSION OF T N E A

The Executive Committee of the Tennessee Negro Education Association met on Friday, November 26, and worked out details for the annual meeting of the Association to be held April 14-16, 1949. The theme of the meeting is "Education for Participation in American Democracy." A tentative outline of the program is as follows:

Thursday, April 14

- 3:00 p.m.—Executive Committee Meeting, A207
- 8:00 p.m.—First General Session
Dramatic or Musical Program, College Auditorium

9:30 p.m.—Meeting of Delegate Assembly, A300

Friday, April 15

- 8:00-10:00 a.m.—Departmental Meetings
- 10:00 a.m.—President's Address: Mr. M. R. Eppse
Convention Address: Guest Speaker
Official Photograph
- 1:00-5:00 p.m.—Departmental Meetings
- 5:00 p.m.—Dinner Session
- 8:30 p.m.—Addresses by State Officials
- 10:30 p.m.—Reception and Dance

Saturday, April 16

- 9:00 a.m.—Meeting of Delegate Assembly
- 11:30 a.m.—Executive Committee Meeting



EDUCATORS PLAN FOR STATE-WIDE ASSOCIATION

The Tennessee Negro Education Association, the West Tennessee Educational Congress, the Middle Tennessee Colored Teachers Association and the East Tennessee Teachers Association were represented by their presidents and members of their executive committees Saturday, September 25, when they met at A. & I. College to plan an integrated statewide educational association. Shown seated (left to right) are Mrs. F. A. Dobbins, supervisor of Negro schools at Jackson, Tenn.; Miss Lavera H. Seets, West Tennessee supervisor, Ripley; W. S. Davis, president of A. & I. College; Mrs. Algee C. Outlaw, West Tennessee supervisor, Brownsville; Mrs. Carrie B. Seats, West Tennessee supervisor, Trenton; and Blair T. Hunt, principal of Booker T. Washington High School, Memphis. First row standing, J. C. Hull, of Nashville, member of the executive committee of the Middle Tennessee Negro Educational Association; Merl Eppse, of Nashville, president of the Tennessee Negro Education Association; G. W. Brooks, of Clarksville, member of executive committee of the Tennessee Negro Education Association; S. G. Greene, of Murfreesboro, principal of Holloway High School; M. D. Senter, of Knoxville, executive secretary of East Tennessee Negro Education Association; and T. B. Kennedy, of Chattanooga, principal of the high school at Milan; M. L. Morrison, Jr., of Dyersburg, principal of Bruce High School; R. L. Butler, of Murfreesboro, supervising teacher; A. F. Carney, of Chattanooga, coordinator of vocational training for Negroes; S. E. Jones, of Columbia, Tenn., and Dr. G. W. Gore, of Nashville, dean of the A. & I. College.

THE IDEAL STATE ASSOCIATION

1. Is motivated by a definite statement of purpose with emphasis on the welfare of the child, promotion of the cause of education, and advancement of the interests of teachers.
2. Has adopted the Victory Action Program and has an action program for its state with specific goals to guide immediate and longterm effort.
3. Emphasizes the development of strong local associations with opportunity for every member to work on the problems of the profession.
4. Is integrated with local and national associations, on a united-dues basis.
5. Is adequately financed, largely by annual dues. A fee of 1% of the annual salary would be a reasonable amount for unified dues—local, state, national, and departmental.
6. Is governed by a delegate assembly large enough to represent the various areas of the state and of the profession and small enough to transact the business of the association efficiently.
7. Has an executive committee which acts for the association between meetings of the delegate assembly.
8. Has live, functioning departments for subject matter and administrative areas.
9. Has standing committees transacting routine business and at work on the solution of continuing major problems.
10. Has special committees of definite, limited terms, for the solution of particular problems.
11. Has an ethics commission to disseminate, interpret, and enforce the ideals and standards of the profession through a well-formulated code of ethics.
12. Has a legislative commission to promote larger units of administration, adequate financial support of education, higher standards of certification, minimum salary laws, a retirement system, tenure and sickleave regulations, and other provisions for educational progress.
13. Carries on a service program of conventions, research, publications, public relations, and professional study groups.
14. Is serviced by an efficient and adequate staff of well-housed and well-paid employes, which may include an executive secretary, an editor of the state association magazine, a director of research, a director of public relations and field services, and a reasonable number of clerical assistants.