



The BROADCASTER

Volume 23

February, 1951

Number 5

"The Choice"

Prepared Especially for Brotherhood Week
By the Late William Rose Benet

Fear said to Hate
"Come, let us build a State
Proscribing all save of one tribe or skin
From joy therein!"

But Spirit said to Love
"See a huge world, whereof
All are one body. Quickly, in every land,
Reach hand to hand!"

Alarmed for ambush, sullen before all light,
Crouch Fear and Hate within the caves of night,
While Spirit and Love, from no man fugitive,
Walk in the sun's free dower through which we live.

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This Month's Cover

"THE BLIZZARD OF '51" is leaving some interesting memories in Middle and West Tennessee especially. Contrasting the hardships, and in many instances the suffering which this unusual weather brought us, are scenes like our cover. "... in a winter wonderland."

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The BROADCASTER



Dedicated to the advancement of
education and good will.

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Official Journal of the Tennessee Negro Education Association
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MRS. MABEL BELL CROOKS, Editor

THE BROADCASTER is the official journal of the Tennessee Negro Education Association. Published monthly except June, July, August, and September. Entered as second-class matter August 25, 1928, at the Post Office at Nashville, Tennessee, under the Act of March 3, 1879. Membership in the TNEA and THE BROADCASTER, \$4.00 per year. Single copies, 60 cents. Change of address should be sent promptly; both old and new address should be given. Failure to receive THE BROADCASTER should be reported to the Editor in order that missing copies may be supplied. Contributions from teachers at large are welcomed; significant items of news are especially desirable. Advertising rates furnished upon request.

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

From Where We Stand

Operation Two:

Intergroup Cooperation

THE separation of the business and professional areas of the Tennessee Negro Education Association—Operation One—got off to an exceedingly encouraging beginning last month. The first meeting of the Delegate Assembly as provided by the recent amendment to the Constitution created much interest in the program which was presented.

Now we consider Operation Two: Intergroup Cooperation.

When the Delegate Assembly in its March, 1950, session authorized the formation of a committee to work jointly with the Tennessee Education Association in matters affecting all teachers of the state, the Executive Committee appropriately set about to thrash out such details and to set up such machinery as would be necessary. In its October meeting, the Executive Committee made further plans, exploring ways by which the TNEA might assume its share of the responsibility.

In order that our teachers might follow this operation step by step, we are carrying here two letters: one from Executive Secretary George W. Brooks of the TNEA to Executive Secretary F. E. Bass of the TEA; and the other, Mr. Bass's reply. While your representatives to the January Delegate Assembly meeting have and will discuss with you the TEA-TNEA cooperation, we trust that the details in these two letters will give a clearer understanding.

It is well known that our immediate focal point of intergroup cooperation is the Five-Point Legislative Program drawn up by the TEA and the Tennessee Congress of Parents and Teachers. Through the East, Middle, and West Tennessee Teachers' Associations we have been alerted to the importance of our carrying our share of the responsibility in those things which concern teachers of Tennessee. Members of the TNEA who have expressed themselves feel that it is a part of our job to work earnestly to secure in Tennessee

- 1) Sufficient funds to maintain the present foundation program of education;
- 2) Greater salary increments for experience;

- 3) Improvement in certification standards;
- 4) Tenure for certificated teachers;
- 5) Adequate state support for higher education.

As Operation Two takes its place among the efforts of the TEA-TNEA, teachers of Tennessee are not unmindful of the far-reaching influence and friendly cooperation of Dr. Andrew D. Holt, former TEA Executive Secretary, and Dr. George W. Gore, Jr., former TNEA Executive Secretary.

They did the groundwork for Operation Two, and we are pledged to carry on.

—M. B. C.

BURT HIGH SCHOOL

Clarksville, Tennessee

November 8, 1951

Mr. F. E. Bass, Executive Secretary
Treasurer of the TEA
321 Seventh Avenue, North
Nashville, Tennessee

Dear Mr. Bass:

This is to thank you very much for the several copies of the Five-Point Legislative Program of the TEA and P-TA which you sent us a few weeks ago for study and discussion.

Some of these copies were used in and by both the Middle and East Tennessee Teachers' Associations and were received with warm welcome and approval.

In our official TNEA Executive Committee meeting Saturday, October 14, 1950, the Committee authorized me to say to you, Dr. Holt, and the TEA that we unanimously indorsed the Five-Point Legislative Program as outlined, and will do everything humanly possible to make it become a part of the law.

The committee also wishes to thank you and your organization for the many benefits which have

been ours to share as a result of your state program of action in the past for the teachers of the state as a whole, without regard to race.

We realize that we have not done as much as we should, but it has not been because of lack of interest but perhaps, more because we have not known too much about the fine program proposed and have not had, nor used all, available opportunities to do so.

Knowing that we have shared so generously in the benefits derived from your good work in the past, without too much participation on our part, we are desirous of taking on our portion of the responsibility and obligation involved in legislative and other programs for teachers' benefit in Tennessee. To this end, the TNEA is asking your permission and that of the TEA to place on your legislative and policy making committees at least one representative each from both the TNEA and P-TA organizations on the state level.

Several leading members of the TEA have individually expressed themselves to individual members of our organization as being in favor of this matter. If this permission is granted our organization by you and yours, we wish to assure you that the most sane and sensible representatives of this organization will be selected and charged with this responsibility and privilege.

Thank you in advance for your consideration of this matter.

Yours truly,

G. W. Brooks
Executive Secretary

Tennessee Negro Education Association

GWB/apw

TENNESSEE EDUCATION ASSOCIATION

321 Seventh Avenue, North
NASHVILLE, TENN.

January 18, 1951

Mr. G. W. Brooks, Secretary
Tennessee Negro Education Association
Burt High School
Clarksville, Tennessee

Dear Mr. Brooks:

At the meeting of our Council on January 11, the matter discussed in your recent letter to me was presented. The entire group appreciated the spirit of cooperation manifested in your letter and they are just as anxious that we maintain a close working agreement with your group. They felt that this

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would be to the advantage of all parties concerned.

Our Council passed a motion to the effect that "a coordinating committee be set up between the two organizations consisting of equal membership from the respective executive committees and that authority be given for the committee to start functioning." You may want to discuss this matter with your group or maybe you would like to discuss it with me before we go further. Personally, I think it is a fine idea and I believe it is something that will do us a lot of good.

With kindest regards, I am

Sincerely yours,

F. E. Bass
Executive Secretary-Treasurer

FEB:nj

"WE CANNOT AFFORD TO DO LESS"

Ralph J. Bunche

THERE is wide-spread knowledge in the world of the imperfections of American democracy, of the anti-democratic racial and religious attitudes which weaken our unity and sap our strength. We know that there are these imperfections. We talk about them; we face them frankly. Indeed it is a part of our strength that, in the democratic framework of our society, we are entitled to point to our shortcomings. Yet it is unfortunate that they are there. Our enemies, of course, exaggerate; we couldn't expect them to do otherwise. But to our friends, and our friends are many, these imperfections are puzzling.

It seems to me that our answer must be—and it is the only answer worthy of democratic society—to exert every possible effort to eliminate un-democratic practices and un-democratic attitudes, to do all that we can do to close the gap between our professions of democracy and our practice of it.

This is the only way that we can achieve our maximum national strength and unity and fully discharge our international responsibilities. In these critical times, this we must do. We cannot afford to do less.

BROTHERHOOD WEEK

FEBRUARY 18-25, 1951

Sponsored by The National Conference of
Christians and Jews



Any Child

to the

Adults of His World

By E. T. McSWAIN
Dean of the University College
Northwestern University

and

EMMA SCOTT
Staff Writer
Journal of Arkansas Education

"I need a lot of understanding . . ."

I AM a beginner in what you call social living. I am busily engaged in growing up physically. I do not understand fully what is happening to me. I am trying hard to discover ideas and meanings about your culture. The maturing span that exists between our years of living is difficult for me to cross. You have an advantage. Your social maturity enables you to see, to hear, and to interpret ideas, meanings, and values that are not clear to me. Language for you is meaningful. I have difficulty in creating meanings similar to your thoughts for the reason that I have not lived so long as you. I need a lot of understanding. If you will share with me your patience and your best behavior, I shall be motivated to become interested in ideas, feelings, and values like those you want me to learn. *I can learn more easily from your living than I can from your talk.*

You, because of your maturity and education, can help me learn a lot about myself, about my community, and about the world. You are able to envisage what may be the cultural conditions in the next fifty years. You can make available to me experiences, materials, and guidance that will help me learn how to deal intelligently with things that adults have made, such as the automobile, the movies, the radio, television and nuclear fission. You can help me understand and develop the abilities that I need if I am to be a socially useful citizen in an age of applied science.

I Want to Be Loved

Physicians, psychologists, psychiatrists have given you avail-

able information regarding the important relation between healthful living in childhood and citizenship in later life. I am too young to comprehend the meaning of good mental health. Psychologists and psychiatrists say that mental health is something that I learn through living under your care and guidance.

I want to be loved, to be recognized as a useful member of my family or school group. It is hard for me to understand and explain to you my feelings when I think that you do not love me. When I am caused to think that I am not doing so well as my associates in class, I feel uncomfortable. I am confused when at times you quickly call me naughty or bad or slow or disobedient. Unless you take time to help me understand why you use these words and explain to me how I can behave in a way that you will approve, I am forced to live with my own confused feelings. If I experience what adults call frustration too often and for too long a time, I am forced to protect myself, and then you say I am aggressive.

Sometimes I Am Difficult

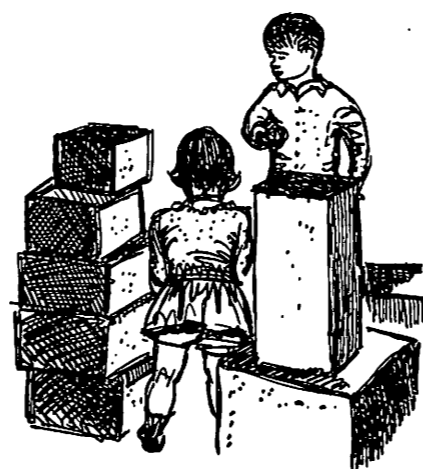
I guess at times you find it difficult to live with one who is experimenting with the problem of growing up in the culture of adults. I do not intend to make it difficult for you. You should remember that *it is more difficult for me to live with you than it is for you to live with me* for the reason that I do not have mental and emotional maturity that you possess. The feelings and attitudes that you cause me to have

toward myself, are the springs of good mental health.

It takes time for me to grow up biologically and to learn the psychological abilities that bring me interest, meaning and success in living in my home or school community. I love my parents. I am dependent upon them. I also need their help in learning how at times to be independent of them. I enjoy their friendship. It is fun when they take time to play with me, to read to me, or to work with me.

Sometimes I Wonder

I am confused and uneasy if my parents quarrel in my presence. I can understand their language. Somehow I interpret their disagreement through the feelings that come to me as I observe the expression of their feelings. There are times at home and at school when I try to answer to myself whether my parents love each other and whether they love me.



" . . . to live and work together."

If a child could speak with the language and experience of an adult, here is what he might tell parents and teachers about his thoughts and feelings as he tries to grow up in our world.

When I cannot answer this question satisfactorily I am uneasy, I am disturbed, I don't know what to do. Sometimes I want to run away. At other times I may want to strike my parent or even to say that I hate him. I do not fully understand what is happening to me. I only understand that I am dependent upon a healthy, happy relationship between my parents and between them and me. Some psychiatrists say that if I have too many feelings of confusion which I cannot understand or correct, I may acquire the beginning of a mental sickness, which in later life will cause me to act immature and childish when I am expected to act like an emotionally controlled adult.

I Want to Learn

I want to go to school. I am eager to learn. I am motivated by an inquisitive mind. Yet there are times in school when I experience feelings of insecurity or thoughts that are confusing. Sometimes the class is so large that my teacher does not have much time to work with me personally. I struggle to understand what she wants me to do. Adult language is so hard to comprehend. Schools for some reason seem to expect all children to be alike and to respond in the same way. Psychologists say that we are different. They say that each of us learns at his own rate and that we respond to our interpretation of the teacher's requirements.

Help Me Teach Myself to Read

My teacher tells me that reading is important. I believe my teacher yet she cannot teach me to read. She can, however, help me to teach myself to read. Psychologists say that reading is a thought process. I cannot read well unless I possess meanings that I can attach to symbols that I read. I may see and say words without meaning. If I teach my-

self to read in this way it may be that in the upper grades I will have difficulty in understanding my textbook or in finding enjoyment in reading books suggested by my teacher. Unless I am helped to understand what the subjects like reading, arithmetic and language really mean I shall find it necessary to memorize so



" . . . more from your living than . . . from your talk."

much that I will have difficulty in doing what adults call creative and critical thinking.

It takes time for me to teach myself the tools of learning and to learn with meaning the curriculum of the school. We seem to be so rushed in school. We cover so much subject matter. School learning for many of us children soon becomes a process of depending upon the books and on the teacher for what we should know. If I experience difficulty too long and too frequently in working in a subject field I may learn to dislike the subject. When this happens I am in a most difficult situation. We children could find more fun, meaning, and satisfaction in learning in school if each

teacher took more time to help us get ready to learn what the school curriculum requires. At times I think my teachers want to work in this way with us, but they seem to be so concerned that we complete the curriculum assigned to our grade.

What Does Evaluation Mean?

I do not want my parents and teachers to think that I am lazy or that I am not interested in learning. I do want to learn. I do want to do well in school. I am trying to tell you, my parents and teachers, what may happen to us children when you teach us too fast and when we seem not to have time to understand what we are learning. We children learn only as we understand and as we learn to apply what we have learned in solving new situations. How we learn, influences what we learn, and it also conditions how we use in our daily life that which we have learned from previous experiences.

I don't understand clearly what is done in schools when they say they are evaluating children. What are tests? What do they do for adults? What do they cause adults to do for children? What do they cause children to do for themselves? I do not always understand the marks that the teacher gives me. My parents and teachers say that an "A" is the best grade. I am happy when I receive it even though I may not know what it means. I am uncomfortable, I am insecure when I am given what I understand to be a poor mark. It may cause me to tell myself that I am slow, that I cannot learn, that I am not like other children, that something is wrong with me.

If you help me, I can understand why I should do my best work at all times. I can come to understand the importance of standards. You should not overlook the fact, however, that just because you set standards for me, it does not follow that I understand or accept them. Standards of growth, standards of learning, it seems to me, should be different for children than the standards that are required of youth and adults.

Parents and teachers say that one of the functions of the school
(Continued on Page 76)

School Is So Much Fun

"THIS is my house; don't you like it?" Lucy asked as she looked up from her worktable to tell me what she was drawing. I had been watching this little girl from the other side of the classroom, and had gone nearer to see what she was doing.

"I certainly do," I replied, looking closely at the drawing paper before her.

It took no stretch of the imagination to see what she had in mind. There was the house, quite skillfully shaped. There were windows, a chimney with smoke, and a door. Even the doorknob was there. Little flowers with rather straight stems were growing in the yard.

As Lucy put down the green and picked up the blue crayon, adding the finishing touches to one of her flowers, I saw how easily she moved from one step to another in drawing. The house was green. The door, more than half the size of the house, was brown. There was some green for the grass and blue at the top of the picture for the sky. No mistake about it; this was a house.

"How does it happen that your door is so large?" I asked. "You've got to get into it," came the quick reply. From this point she and I became friends.

I learned that she was six and a half, and had just finished her first year in school. She had a brother three and a half. As I watched Lucy move from group to group, I was interested in how she joined in each activity. There was confidence and assurance. There was direction, yes, but it was of a remote kind.

Learning Family Relationships

No teacher's desk was in sight. You had to look twice to find Miss Smith, the teacher, when the children sat down on the big green rug against one wall of the room. Her chair was one of theirs, and it brought her right down to where they needed her.

This story grew out of a visit which your Staff Writer made to the University of Chicago Laboratory School last summer. From this one-day visit, several other stories could be written. We hope you like this one.

So much so that six-year-old Lucy, in the University of Chicago Laboratory School, wants to be a teacher.



The little family went to play in their home.

There was a certain warmth, understanding, and assurance about Miss Smith that just made one think right away: "Here is a person I'm glad I know." She was neither young nor pretty; she was enjoyable.

This group of five- and six-year-olds in the Laboratory School was studying family relations, as were all the grade levels throughout the school. Miss Smith launched the new activity by asking Tommy what kind of hat he had brought to school. It was a man's hat, he explained. Anne had brought her mother's hat, she told Miss Smith.

"Now, who wears the woman's hat?" Miss Smith asked. "The mother wears that!" came a reply from an eager little girl. "Yes," said Miss Smith, who added, "and who wears the man's hat?" "The father!" another child said.

"Who would like to be the mother?" Hands went waving in the air. Lucy was chosen mother. Andy was chosen father.

"Who else is in this family?" Miss Smith continued. "A boy and a girl," the children answered. "Who would like to be the boy?" continued Miss Smith. There were no hands in the air. "Is there anyone who would like to be the boy?" the teacher asked again. Finally one little girl said, "I'll be the boy," as she timidly raised her hand. The children agreed that it would be all right for her to pretend to be a little boy. Then from the volunteers Miss Smith chose a girl. Off the family went to live in their home.

It was a well-equipped home set up in a spacious corner of this one big room. One baby doll was in the carriage, and the other—a brown one—was sleeping in the crib. There was a little stuffed Scottie close by. The other children—there were 29 in all—went about whatever they decided to do. They paid no attention to what was happening "at home."

Before very long Miss Smith played a soft chord on the piano.

(Continued on Page 78)

By Mabel Bell Crooks
Staff Writer, *The Broadcaster*
Tennessee Negro Education
Association

Understanding Children II

"Unfair to Label"

WHILE classroom teachers may not have at their command the means of analyzing the underlying causes of the behavior of children, they may become proficient in understanding children's behavior. The writer shall discuss one of the handicaps teachers encounter in the effort to understand the behavior of children.

Quick to Label

One serious handicap encountered by teachers in the effort to understand the behavior of children is the tendency to label children with terms descriptive of their behavior. Consider, by way of example, such terms as stubborn, mean, and trouble-maker, so

Actually the child may not know how to perform the requested act or may not understand what is requested, and in the resulting confusion may simply refuse to do anything.

often used by teachers to label children. It is one thing to describe a child's behavior as being characterized by stubbornness, or meanness, or trouble-making, and quite another to indicate that the child himself is stubborn, mean or a trouble-maker. There is associated with the terms an unpleasant feeling that is strongly emotional; and the terms themselves are somewhat opprobrious.

Labeling Arouses Feelings

When used to characterize a child, labels arouse within the teacher a feeling of dislike and hostility towards the child. If a child is so unfortunate as to acquire among the teachers of a school, the reputation of being stubborn, mean, or a trouble-maker, the child is likely to face hostility in every encounter with any teacher. In addition, the feeling of dislike and hostility on the part of his teacher seriously handicaps the teacher's effort to understand the child's behavior and prevents genuine acceptance of the child by the teacher, thus

By Montraville I. Claiborne

increasing the child's problem of adjustment.

The writer is aware that such terms as stubborn, mean, and trouble-maker are often used to describe human traits; and when so used the terms designate character or personality traits. It is equally true that both the character and the personality of an individual are, to some extent, judged by the individual's behavior. However, one is not justified in labeling even the character or personality of an individual as being stubborn, mean, or trouble-making unless the term describes the dominant trait or



"Teachers should be . . . wary of labeling."

ground, only in the classroom, or in all environments? Does the child respond with the designated offensive behavior towards his parents, his siblings, his friends, his classmates, all teachers, all adults, all authority, only towards his home room teacher, or towards everyone? An answer to these questions will serve as a beginning point in understanding the "why" of the undesirable behavior.

Another reason why teachers should be wary of labeling children with one of the offensive terms so often used to label children is that most of the terms are so general and cover such a wide variety of behavior that the terms have lost their descriptive value. For example, the term stubbornness designates a type of behavior that probably would be defined by the psychologist as negative. The term as applied to children by parents and teachers implies a refusal of the child to do what is requested. It is assumed that the child could do what is requested if he only would, and the refusal is interpreted as being deliberate. Not only does labeling the child as stubborn fail to describe the behavior, but also the term itself may be incorrectly applied. It is extremely difficult for the teacher to know definitely that a child is deliberately refusing to do something which he can do. In fact, the refusal is more likely not to be deliberate. Or, if it is deliberate, in all probability the child has an

Be Wary of Labeling

Teachers should be especially wary of labeling children with any offensive term, even though the teacher is careful to emphasize that the term refers to the behavior and not to the child. Too often the teacher's judgment of the child's behavior is generalized from the reaction of the child to the teacher. The teacher needs to know when and under what conditions the child responds with the particular offensive type of behavior. Does the child respond with the designated offensive behavior at home, in church, on the job (if working), on the play-

(Continued on Page 78)

Interested in Foreign Study, Travel?

BRITAIN WELCOMES

U. S. STUDENTS

IN 1951, the Festival of Britain year, summer schools for students from the United States and other countries will be held by three British universities, it has just been announced by the British Information Services.

The courses will be on "Shakespeare and Elizabethan Drama" held by the University of Birmingham at Stratford-on-Avon, Shakespeare's birthplace; "The Growth of European Civilization" held at Edinburgh University; and "Literature, The Visual Arts and Music in Britain Today" held at the University of London.

Special travel arrangements will be made for the students attending the courses and a limited number of travel grants will be available. The Cunard White Star Line is reserving a limited number of tourist and cabin class passages for U. S. students.

Cost of Courses

The cost of the course, including tuition, maintenance and visits to places of historic and cultural interest, will vary from \$159.60 to \$184.80. Students from Europe will attend the summer schools and there will be many opportunities for U. S. students to meet European students and discuss problems of common interest.

Intended primarily for graduate students, teachers, librarians and other qualified men and women, the courses will also be open to undergraduate students in their senior year. The courses will be credit-earning but the student must arrange this with his university authorities. A certificate will then be issued by the British university on completion of the course.

Dates of Courses

Each course will last six weeks, beginning late in June or early in July. (Stratford-on-Avon: July 7 to August 18; Edinburgh: June 25 to August 4; London: July 9 to August 17.) For many veterans, this will be the last chance to attend such courses under the Servicemen's Readjustment Act (G. I. Bill of Rights).

Inquiries should be addressed either to British Information Services, 30 Rockefeller Plaza, New York 20, N. Y., or to the Institute of International Education, 2 West 45th Street, New York, N. Y. Application blanks are now available and must be completed and returned by March 18, 1951.

SUMMER STUDY TOURS PLANNED

THE first European trip conducted by the Mason's Foreign Study and Travel Bureau of Norfolk, Virginia, is scheduled for this summer and will feature a lecture tour to England, the Scandinavian countries, France, Germany, Italy and Switzerland with side trips to Spain, Belgium and Holland. In each country well-known persons will lecture on the education, economics, cultural achievements and international problems. Sight-seeing will also be part of the trip and a number of social affairs have been arranged so that the tourists can meet the people of each country.

Time and Credits

The trip will be made by boat leaving New York City in June and returning in August. A number of States, schools and colleges are granting scholastic credits for these tours.

Mason's Bureau will also plan trips to other countries for groups and individuals specializing in the West Indies and Mexico. The Director, a seasoned traveler having been to Europe and the West Indies several times, will accompany the group in the initial trip next summer.

The opening of Mason's Foreign Study and Travel Bureau under the direction of Mrs. Vivian Carter Mason, nationally and internationally known club woman and lecturer, brought a new enterprise to Virginia. Mrs. Mason, a former social worker, is president of the Bureau and in addition is a national vice-president of the National Council of Negro Women, a member of the Board of Directors of Child and Family Service in Norfolk and founder of The Women's Council for Interracial Cooperation of Norfolk, and The Committee of One Hundred Women of New York City.

The Mountain Came to Mohammed

Community cooperation in action brings teachers, lay-citizens, and pupils together to plan curriculum for Chattanooga's twelve-grade school.

WHEN 60 teachers and lay-citizens of Chattanooga did not go to New York University last month to do some special work in education, New York University came to Chattanooga—"the mountain came to Mohammed."

January 22 through the 26, Chattanooga set into motion its teacher-lay-citizen dynamos to get its 38½-acre Howard School curriculum plans in final form. Plans for the two and one-half million dollar physical plant of the one-to-twelve-grade school read like a story book—a well-written story book with unusually useful parts. During this time, in fact, Chattanooga became a New York University extension center, with Dr. Walter A. Anderson, Chairman of the Department of Administration and Supervision of the N. Y. U. School of Education, as coordinator. Mrs. Johnetta K. Williams, Supervisor of Chattanooga Negro Schools, did much of the groundwork which made this venture possible.

A Workshop

The activity is generally thought of as a workshop, the Curriculum Workshop. In reality it is an outgrowth of the thinking and planning of a group of teachers and lay-citizens, members of a Coordinating Committee. This same committee spent a year in the planning of the physical plant. Now it turns to the curriculum. The committee has as one of its chief aims to see to it that the one-to-twelve-grade Howard School has a functional curriculum geared to meet present and future needs of the pupils and the community. In order to be better equipped to determine the needs of pupils and the community, and how the school might meet these needs more helpfully, the Coordinating Committee decided to make a cooperative study first. Dr. Anderson, a staff, and a group of consultants were invited in. This effort results in the curriculum workshop out of which

will come the cooperative study on pupil-community needs.

By Mabel Bell Crooks
Staff Writer

Its Organization

The workshop was organized on a group basis, and there were six groups participating. They were: Groups I and II, Using What You Know About Pupil Growth and Development. Group III, Planning the Twelve-Grade School Program. Group IV, Working with the Community and Using its Resources. Group V, Improving Human Relations in the School. Group VI, Planning for Citizenship Through the Social Studies. The workshop began at 3:45 each day; general sessions were scheduled from 4:00 to 5:45; dinner and recreation, 5:45 to 7:00; group meetings, 7:00 to 8:45.

"Workshop Notes" was the name given the "publication" issued daily by the Coordinating Committee.

The January sessions are to be followed by group meetings at stated intervals, and April 2-6 Dr. Anderson, the staff, and the consultants will meet again with the teachers and lay-citizens in Chattanooga to conclude this phase of the work.

It is possible that the Coordinating Committee may see the importance of working in some other area vital to the school and its program.

Fees and Graduate Credit

Fees paid by the enrollees took care of workshop expenses and teachers and lay-citizens who attend the two sessions will earn three points of graduate credit at New York University or four and one-half quarter hours of credit on the graduate level.

Tennessee A. and I. State College has agreed to accept the hours earned in the workshop for credit in its Graduate Division.

Mohammed could not go to the mountain, so the mountain came to Mohammed.

Proposed Philosophy for the 12-Grade School

We believe:

That the school is an agency for preserving and interpreting our democratic way of life.

That the school should develop the whole individual in all aspects physically, intellectually, emotionally, socially and spiritually to the fullest extent of his capacities so that he might make his maximum contribution to our democratic social order. We further believe that the school should encourage democratic participation.

That the school should widen his understandings, abilities and interests, influence his attitudes and appreciations, clarify his ideas so that he may understand the problems of the modern world in which he lives.

That the school should build habits of continuous learning so that the accumulated wisdom of advancing years will be strengthened by growth in attitudes, appreciations, understandings and concepts suited to the changing social, economic, political and scientific conditions.

That the school should make provisions for special aptitudes and abilities so that each child may experience a wholesome and purposeful school life.

That the school should foster and encourage an appreciation and understanding of peoples of the world and their contributions to the universe, whereby these contributions could be used to advance the learning cycle of each individual.

That the school should develop in him a knowledge and appreciation of his surroundings and develop in him an awareness of his duty to conserve and rebuild his community and human resources.

That the school should provide for him those activities that will enable discovery, fostering and encouraging of cultural growth.

That the children in our schools should have sufficient freedom to work out their own salvation under wise guidance.

Staff and Consultants

The staff included: Dr. A. D. Albright, George Peabody College; N. A. Crippens and Dr. Eunice Mathew, State Department of Education; O. W. Crump and W. V. Harper, Tennessee A. and I. State College; Drs. Robert Flemming and John Gilliland, University of Tennessee.

Dr. Robert N. Grove, Administrative Assistant; Director Frank Huffaker of Vocational Education; Miss Natalie O'Brien, Guidance and Testing; and Dr. Louis R. Swanson, Principal, Clara Carpenter School, all of Chattanooga.

The consultants were Miss Lua Bartley and Clinton D. Crooks, Physical Education; Mrs. Mildred Gaines, Business Education, and Dr. Thomas Poag, Dramatics and English, all of Tennessee A. and I. State College.

Miss Margaret Browder, State Supervisor of Home Economics, and Director W. E. Turner, Negro Education, State Department of Education. Dr. Truman Pierce, Administration, George Peabody College. Mrs. Orissa

Simpson, District Supervisor of Home Economics for East Tennessee (U. T.), and Dr. Dale Wantling, Director of Field Services, University of Tennessee.

From Chattanooga were Creed Bates, High School Administration; Mrs. Martha Carney, Library Science; A. R. Casavant, Music and Vocational Music; Ben Hunt and W. C. Caton, Architects; Dr. Mary Dalton, Guidance and Group Dynamics, University of Chattanooga; Miss Pearl Haley, Homemaking; Miss Lydia Henderson, Library Science; W. H. Hill, Horticulture; Mrs. Thelma Horacek, Special Education; Mrs. Anita C. Jones, Music Education; Mrs. Eugenia King, Nursing; Mrs. Ruth McCafferty, English; Roy Noel, Shoe Repairing; Mrs. Lillian Robinson, Mrs. Edmonia Simmons and Mrs. Libbie D. Strange, Cosmology; N. E. Turner, Tailoring; and Basil T. Welch, Personnel and Junior High School Supervision.

Dr. Walter A. Anderson, New York University, Coordinator; and Mrs. Johnetta K. Williams, Supervisor of Chattanooga Negro Schools.

The first "separate" session was well attended and delegates participated enthusiastically . . .

The Delegate Assembly Moves On

THE first "separate" meeting of the Delegate Assembly of the TNEA, January 13, took on a down-to-business air from the opening remarks by President George A. Key. The one-day session, despite the down pour of rain, picked up momentum as it moved along. By the mid-day recess, you could see a huddle here and a huddle there discussing some point already raised or some matter not yet brought to the floor. The Delegate Assembly was at work.

Prior to the opening of the Assembly proper, the Executive Committee met a few minutes. Here the assembly agenda was formally approved, and last-minute association matters were presented. Chairman Monroe D. Senter presided.

Morning Session

D. W. Merriwether, Jackson, offered prayer. Miss Lucy E. Campbell, Memphis, led the group in singing. Delegates were seated by school units, and the first "separate" session of the Delegate Assembly of the TNEA was open for business.

Miss Charlene Willis, Field Representative of the Tennessee Education Association, guest speaker, was introduced by Mrs. Carrie M. Denney. Miss Willis, in a most remarkable manner, gave the delegates an overview of the TEA Representative Assembly which functions the same as our Delegate Assembly: how the members are elected; the assembly's functions; the Administrative Council, its members and functions; the TEA staff; the nature of the activities of the field worker. Following her interpretation, there were questions from the floor as delegates sought from Miss Willis clarification of some points mentioned as well as some not covered in her talk.

Of very special interest was the question asked by President Key.

He wanted to know how the TEA was able to get 100 per cent membership affiliation. Miss Willis answered, "by building up professional attitudes among the teachers." TEA membership is \$4 annually and 21,000 affiliate answered the question of W. E. Scott.

A question on the work of the field representative came from Miss Lucy E. Campbell. Miss Willis said that no one had actually designated definitely the work, however, the field worker helps bring about better professional relationships, holds leadership conferences, and sells the educational program of the state.

Guy Hoffman, Arlington, asked how TEA handled one who disregards the code of ethics. The answer was that an investigation would be made as to the nature and cause by the field worker and a committee appointed for that purpose. T. R. White, Jackson, asked a question relative to units within the TEA.

The luncheon period was utilized by many of the unit delegations as a "roundtable period" when views were exchanged. The work of TEA Representative Assembly, as presented by Miss Willis, had offered challenging possibilities.

Afternoon Session

Committee reports were made: Mrs. Frances A. Sanders, Chairman of the Committee on Future Teachers of America, reported for her committee. Accepted. Monroe D. Senter, Chairman of the Committee on Delegate Assembly



Planning, reported for that committee. S. W. Harris, Bedford County, moved that the report be accepted item by item. Passed. Because of the significance of this report, much interpretation was necessary. The report:

Recommendation:

That, after 1951, officers of the TNEA previously elected by the Convention or Delegate Assembly will be nominated and elected by the Delegate Assembly in January each year or 60 days prior to the Spring Meeting. (Passed)

That the next president of the TNEA be elected from West Tennessee. (Passed)

That the TNEA Fiscal Year hereafter shall extend from January 1, to January 1.

That the President use his discretion in determining the number of persons to attend the State Legislature which is now in session. (Passed)

That all delegates' badges be brought back to the Spring Meeting by delegates. (Passed)

That after this year, 1951, the Delegate Assembly will only meet in January, or 60 days prior to the Spring Meeting; that the Spring Session of the Delegate Assembly will be discontinued, and the Spring Meeting will be purely professional. (Passed)

That the Executive Secretary of each of the three Grand Divisions hold membership in the Delegate Assembly by virtue of their office in each of these divisions. (Passed)

That hereafter, delegates to the January Meeting be determined on the basis of paid membership on or before January 1 of the same school year. (Passed)

That the seating of delegates be done alphabetically by school units and alphabetically within the school units. (Passed)

No official action was taken on President Key's proposal of a TNEA life membership fund of 100.00—60% of said amount to be earmarked for a building fund for permanent TNEA headquarters; 40% to be used for TNEA operating expenses.

Executive Secretary George W. Brooks reported on the state of the program for the March meeting. The request of Dewey Tuggle, Gibson County, for the American Legion's Oratorical contest finals to be held at the TNEA



AS THE TNEA DELEGATES WORKED

Here they are as they got down to work during the January assembly session. Shown presiding is President G. A. Key. Others facing the group are: (left to right) Mrs. F. A. Sanders, M. D.

Senter, Mrs. Mabel Bell Crooks, Mrs. LaVera Seets, Executive Secretary G. W. Brooks, and Mrs. Evelyn Hall.

annual meeting was referred to the Executive Committee.

In his remarks bringing the first Delegate Assembly in separate session to an end, President Key urged the earnest cooperation of every delegate and every teacher in our quest for professional growth and service.

The Delegate Assembly moves on to greater service in the interest of teachers of Tennessee.

Delegate Assembly Roster

The following is a list of counties and their delegates to the Delegate Assembly. The number following the county indicates the number of delegates allowed. If there are omissions or errors, please notify the Executive Secretary immediately in order that they may be properly noted.

Anderson (1)—None.
Bedford (2)—S. W. Harris, Mrs. D. Smith.

But more is needed, say New Yorkers: The 1952 budget for New York City schools is \$229,960,000.

Aid: In his inaugural speech, Gov. James Byrnes asked the South Carolina legislature for \$75,000,000 for public school construction—half of this for Negro children.

Priority: In Virginia, Gov. John Battle said the state's civil defense program will have the right of way over school aid proposals.

Carroll (2)—Thornton A. Warford, J. C. Owens.
Chester (1)—None.
Crockett (3)—Mrs. P. Gresham, Miss C. Jarrett.
Davidson (2)—A. Love, Clinton Derricks, E. A. Davis.
Nashville (13)—Meigs—J. K. Petway. Napier—Mrs. C. R. Dabney, Ford Greene—Mrs. Louise A. Stafford, Cameron—John C. Hull, Washington Jr. High—Ulysses Wilhoite, Miss Samuella V. Marlin, A. & I.—A. V. Boswell, Miss Frances Thompson.
Decatur (1)—F. L. Buck.
Dickson (1)—A. J. Hardy.
Dyer (1)—Mrs. Alphonsa Summers.
Dyersburg (1)—M. L. Morrison, Jr.
Fayette (7)—John W. Kohlheim, Miss Susie T. Harrison, Romayne Spriggs, Theodore R. Fletcher, Harry T. Coleman.
Franklin (1)—A. E. Gray.
Gibson (4)—T. R. Hartsfield, D. W. Tuggle, W. L. Burnett, Mrs. Carrie Ball.
Giles (3)—Howard Driver, J. P. Lewis, Mrs. Annie B. Morrell.
Hamilton (1)—J. C. Chunn.
Chattanooga (10)—T. B. Kennedy, Miss Alma Dixon, Walter Hailey, Mrs. A. P. Fears.
Hardeman (3)—Ernest L. Rivers, Mrs. Lillian Harrison, Wm. B. Hunt.
Haywood (5)—Walter G. Hill, Mrs. Ethel O. Perkins, Dorias Flagg, Mrs. Larue Cleaves, Miss Harris A. Houston.
Haywood Co. Tr. School (1)
Henderson (1)—A. L. Robinson.
Henry (2)—T. R. Wilson, Paris; Mrs. Op-tress Broach, Paris.
Knox (1)
Knoxville (5). Green—Dewey W. Roberts. Beardsley—N. R. Nance. Austin—Leonard A. Jackson. Knoxville Teachers' Assn.—Mrs. Lois H. Tinsley, Miss Cloeta Bradley, Leonard Jackson.

Lauderdale (4)—Albert Lockard, W. W. Mays, Robert Jacox, Miss Lavera Seets.
Lincoln (1)—None.
McNairy (1)—None.
Madison (5)—Mrs. F. A. Dobbins, Mrs. R. H. Roebuck, Mrs. Olivia Clemons, Mrs. Fannie Perkins (Mrs. Louise Fournier replaced Mrs. Perkins), David Pulliam (Alternate: J. H. Parish).
Jackson (4)—Claudine Bledsoe, Vivian Y. Robinson, M. D. Merriwether, T. R. White.
Marion (1)—M. M. Burnett.
Marshall (1)—J. C. Baxter.
Maury (4)—A. W. Hughes, Jr., J. B. Fulton, H. O. Porter, J. E. Farrell.
Meigs (1)—None.
Montgomery (2)—Mrs. Pattie J. Vernon, Mrs. Katherine Allen.
Clarksville (2)—Mrs. Hattie W. Mosbey, A. E. Quarles.
Obion (1)—Adelbert Dumas.
Robertson (2)—J. L. Davis (John L. Davis), Mrs. Virginia Heard.
Rutherford (4)—H. T. Butler, J. H. Stevens, Mrs. O. B. Hutchings, Mrs. S. M. Rucker.
Murfreesboro (2)—Mrs. E. C. Rogers, Mrs. E. O. Everett.
Shelby (7)—R. J. Roddy.
Memphis (12)—B. T. Washington, B. T. Hunt, Miss L. E. Campbell, Miss D. E. Todd, W. E. Scott. Magnolia—Miss Harry Mae Simons (represented by proxy: Miss L. E. Campbell).
Sumner (2)—J. H. Brinkley, Mrs. Evelyn Hall.
Tipton (4)—Mrs. Alline Love Price, P. B. Brown, Ernest Taylor, Mrs. Kathleen Beeks.
Sullivan (1)—V. O. Dobbins.
Weakley (1)—D. E. Henderson.
Williamson (2)—J. R. Watkins, W. C. Murr-dick.
Wilson (2)—None.

The largest encampment in the Western Hemisphere was held in 1950 when 47,163 Boy Scouts and leaders held their National Jamboree at Valley Forge, Pa.

The next National Jamboree of the Boy Scouts of America is scheduled for the summer of 1953, the third such encampment.

The 7th World Scout Jamboree will be held in the summer of 1951 about 35 miles south of Salzburg, Austria.

ANY CHILD TO THE ADULTS

(Continued from Page 69)

is to help children to learn to live and work together. In many classrooms children have little opportunity to work together. Teachers tell children what to do, when to do it and how well they have done that which they have been instructed to do. Psychologists say that social responsibility can be learned in childhood only when children have a share in planning, in executing, and in evaluating the activities of the group. We learn to work together, to live together when each member of the group is helped to discover and to accept ideas and ways of behaving that contribute to the welfare of the group.

We Like to Feel Useful

My parents can help me to get ready for group living in school by giving me more opportunity to engage in useful work at home. The way in which they give me work to do influences whether I want to do it and the pleasure that I get from it.

We children enjoy a school where we have a share in planning the schedule, in taking care of the bulletin board, in assuming some responsibility for the management of the room. We like to help with the library. We feel useful when our teachers give us something to do for others and give us time and encouragement to do it.

What Do You Mean by Discipline?

Parents and teachers should remember that in what adults call a modern society there are few opportunities when children can be useful. The home has been mechanized, the community has become more and more crowded, there are few things that we can do to really be recognized by community members as useful. Adults want us to be polite, to have good manners. These ways of behaving are learned activities where recognition and respect are given by each member to all members of the group.

Parents and teachers say that they believe that children should be disciplined. Just what do you mean when you say this word? How do you go about helping us

to be disciplined? If you impose upon us authority that is not appropriate to our development level, we do not understand even when we try to meet requirements, and we experience difficulty and confusion. We so frequently are reprimanded. We want to behave, we want to have good manners, but these learnings take time and require the right kind of environment. We need help in learning how to discipline ourselves. We need encouragement to come to you when in difficulty or in trouble and we need to feel free to tell you our thoughts and feelings. We cannot undo what we have done, but with your help we can learn from our ex-



perience to behave differently in new situations. *If you want us to be kind, courteous and respectful to adults we can learn these qualities when parents and teacher live them in their interaction with us.*

Psychologists say that aesthetic experiences are valuable in giving appropriate mental and emotional food to produce good mental health. We children enjoy music, art, dramatics, when we use them to express our feelings. Our aesthetic values grow as teachers and parents share with us our interest and appreciation for the creative arts. Many things may happen to me when I am trying to paint a picture that I feel but cannot express in language. I sometimes find release for emotional frustrations when I am working with clay or wood. I learn about social behavior when I am given the opportunity in dramatics to play the role of different characters and different kinds of life situations. Some adults call these activities frills. They are not frills to us. They are as important to our future behavior as the prog-

ress we make in the content subjects.

Many professional studios have informed parents and teachers about the importance of an inquiring, well-disciplined mind. I do not understand this language. I am not aware of building a mind unless under the guidance of my parents and my teachers I am helped to know some of the understandings about how one learns and how one can acquire characteristics of a democratic mind. You can help me to be more observing, more discriminating and more careful in accepting what I hear and read. In school we children find it interesting when the teacher helps us to raise questions or to make guesses about the solution of a problem. When the teacher then helps us to use books and reference material to verify our guesses we are beginning to discover the meaning of the scientific method. We need help in seeing the difference between words and things that words stand for. Some psychologists say that knowledge must be meaningful and functional if it is to be valuable to an individual in coping intelligently with daily problems. This kind of learning takes time in home and in school. It calls for patient and understanding guidance from parents and teachers. When we receive such guidance we discover greater interest in learning and we even acquire broader meanings and more abstract ideas and values.

My future as a citizen will require that I understand the peoples and cultures of other countries. My parents ought to be careful of what they say in my presence about people of different occupations, nationalities and religious faiths. I can so easily learn to accept what I think is the feeling expressed by my parents toward other people. I come into the world without prejudices. If later in life I behave undemocratically it is because I have been helped by some individuals to think and feel in this negative way toward other people. Parents and teachers can help me to recognize that although it is normal for people to be different, it is abnormal for people to deny to others the democratic privileges that they seek for themselves.

The school can help us in building more democratic and more accurate ideas and attitudes about peoples of other countries if more time is given to discussion and study of accurate material. I am now living and will continue to live in an age of increased speed in transportation and communication. I will have more frequent contact with people from different parts of the world. What do I think and feel when I see a person from India or China or Brazil or Poland or even Russia? What happens to me psychologically as I interact with these people is largely the product of the quality of living that I experience in the home and in the school.

I am a child. I am creating my emotional feelings and my mental abilities out of the situations that adults provide for me. Daily I am creating the content of my future. How well prepared I will be to deal with the situations that will be encountered in the years ahead will be determined largely by the willingness of parents and teachers to understand what growing up means and their eagerness to provide for me the experiences and the materials that give me the opportunity to raise myself to an eventual higher level of mental and moral behavior.

Note: This article is reprinted with the permission of the *Journal of Arkansas Education*.



Correction Please!

● In the article "These Three . . ." carried in last month's BROADCASTER, the conference designated "White Conference" should have read "White House Conference."

● Although most readers made the correction mentally, when they saw the error, we feel that the correction should be made.—Editor.

Our Readers Can Write--These Do

ENCOURAGEMENT PAYS

Dear Editor:

Three years ago when I first began teaching in a certain town I had several large girls and boys in my room who didn't like to come to school—and they just would not come when they could get out of it.

I would talk to them frequently about school. One day I kept one of the girls in after the other children had gone; I asked her why she didn't like to come to school. She said "I can't work arithmetic, so I don't want to come to school."

I said, "If you will promise me that you will come to school, I will do all that I can to help you understand arithmetic."

So, I have continued to teach here for these three years.

By continuing to talk with these larger girls and boys, I have been able to keep most of them in school.

"Problem-Hour" Works

Every few weeks I talk to my larger children individually. Each Tuesday morning I have what I call my "problem hour." During "problem hour" I have every pupil in my room to talk to me. I tell them to talk to me about anything that they feel is making trouble for them. In this way we have been able to solve quite a number of problems.

I have been able to solicit clothing for many of the children. These clothes are never discussed. Helping the children who need help has gone a long way in keeping them in school.

Parent Pleased

A few days ago a mother of some of the children phoned me saying "I just want to thank you myself for being so nice and kind to help me get clothing for my children."

Continuing this mother said, "I don't know what in the world you all have done to my children. At one time I had to force them to go to school. But I can't keep them away now." She added,

"When I talk about keeping one out of school so I can go to work, I have a big fuss and a cry out of them."

This same mother had asked the principal last school year to assist her in keeping her eldest daughter in school. Now the girl is interested in school, and seems quite happy.

As teachers, we may not be able to make financial contributions to help every child. But there are so many other ways in which we can help our children. This help may be given through prayers, talks, even a pat on the shoulder, a gift in the way of life's comforts. Remember a kind deed is never lost.

Sincerely,

(Mrs.) Nena Belle Howard
Park City School
Madisonville, Tenn.

CHILDREN LIKED OCTOBER COVER

Dear Editor:

This is our first day back to school after cotton picking.

I brought with me to school today the October *Broadcaster*.

I teach the first three grades and this is what Betty, one of my first graders said, "Look, Mrs. Hall, such a nice picture—and they are colored too! We won't have to paint them brown."

We usually color most of the pictures for our Bulletin Board; so, you get the point.

We used the picture for our Bulletin Board.

Thanks for such a nice cover!

Yours sincerely,

(Mrs.) Ruby Hall and
First, Second, and
Third Graders.

Cool Springs School
Spring Creek, Tenn.

Farthest North units of the Boy Scouts of America are a Troop and Explorer Post of Eskimo boys at Barrow, Alaska, sponsored by the Town Council.

Some New Books

Swimming Hole

By Jerrold Beim

A book for younger readers to be published by William Morrow and Company, New York, on February 21, is the story of a little boy who doesn't want to go in swimming with anyone who is colored and has no fun until he learns that color doesn't matter. The book is illustrated in color and black-and-white by Louis Darling.

Mr. Beim's ability to meet children on their own grounds has put him in the forefront of picture-story writers. In this book he has done it again—and something even more important. Like his famous *Two Is a Team*, published some years ago, SWIMMING HOLE presents an essential point of view clearly and dramatically.

How to Win an Argument With a Communist

By Ray W. Sherman

This book was written, it is said, "because it seemed to be about time that the facts were put between covers. With the facts at hand the slick Communist propagandist hasn't a leg to stand on. . . . Every American should be equipped with the facts. . . ."

E. P. Dutton and Co., Inc., New York, N. Y., \$2.50.

How to Pass College Entrance Tests

By Alison Peters

A guide to the entrance examinations given by Colleges of America; describes them and provides study material and real help in passing them. Because high school students and others who plan to go to college frequently worry about entrance tests they must pass to be admitted to the college of their choice, and because usually they have no idea as to the nature of these tests or what they should study in order to make a good showing, this book was written.

Arco Publishing Co., Inc., New York, N. Y., \$2.50.

SCHOOL IS SO MUCH FUN

(Continued from Page 70)

This was the signal for the children to take their places on the rug. Without too much noise, the children were sitting again on the big green rug around Miss Smith. The family also joined the group.

"What happened, Andy?" Miss Smith asked in her naturally friendly way. Andy stood very close to her as she sat facing the group. "We had a fight," was the answer. Here one little fellow spoke up, "I just love to fight!" Miss Smith said to him, "Andy doesn't mean that kind of fight. He means they had a family disagreement."

"What was the fight about, Andy?" the teacher continued. "About being the boss," came Andy's reply. "I think the man should be the boss, don't you?"



Looking at the children, Miss Smith said, "What do you think about it? Do you think the father should be the boss?" Many said "Yes." One little girl said, "I think both the mother and father should be the boss." The group nodded agreement.

Then Miss Smith turned to Andy, who was still standing beside her chair, and said "What did you do then?" "We just waited," he said. "While you were waiting, what did you do?" she continued. "We did the things we always do," came the reply. "And while you were doing these things, how were you acting?" "Very nice," Andy said, "because we thought if we waited and were nice, we would agree."

"Yes," joined in Miss Smith, "when there is a disagreement, we should sit down quietly and wait. Usually while we are waiting we will find that there is no real need to disagree."

"I Want to Be a Teacher"

This activity over, the children again returned to their special tasks. Lucy went back to her drawing shortly. I went over to see what progress she was making, and we talked again.

"Do you live on the campus?" I asked. "No. We lived near when my father was in school. We've moved now."

"Do you like school?" "Yes," came her answer with a smile that wrinkled her nose.

"What do you want to be when you grow up?" I continued. "A teacher," she said quickly.

"Why?" I asked.

"Because school is so much fun."

"UNFAIR TO LABEL!"

(Continued from Page 71)

excellent and valid reason for refusing to do the thing requested.

Reasons, Not Labels

Reasons why a child may refuse to perform a requested act are numerous. Actually the child may not know how to perform the requested act or may not understand what is requested; and in the resulting confusion may simply refuse to do anything. Performing the requested act may represent to the child something unfair, embarrassing, or shameful, causing the child to feel that he is being treated unfairly or that he will be ridiculed by his classmates if he performs the act. Refusal may represent resentment on the part of the child towards the teacher; or it may represent the child's habitual response to frustration. There may be as many different reasons for "stubborn" behavior as there are children who perform stubbornly and as there are situations which are responded to with stubbornness. If the total pattern of circumstances and events which led up to the stubborn response—including the child's total perception of the situation—could be discovered, the child's behavior would appear to be both reasonable and valid. This is true not only of acts of behavior that are labeled as stubborn, but also of all acts of behavior both desirable and undesirable.

(Continued on Page 80)

Interesting Items

At Nashville

Teachers in many sections of the state were grieved to learn of the passing of the wife of the first Executive Secretary of the TNEA, Calvin McKissack. Mrs. McKissack, formerly Miss Geneva Windham of Birmingham, Alabama, had not been in good health for some time. Recently she was treated at the Mayo Clinic. She had returned home and had gone to Riverside here in Nashville for further treatment where she died.

Mrs. Phynetta Nellis, Art Supervisor, has recovered from injuries sustained in an automobile accident.

Miss Erma Parker, A.B., Fisk, Ford Greene teacher, has been awarded the Master of Arts degree from Columbia University, having completed requirements last August. Very active in the religious and civic affairs of Nashville, Miss Parker has been offered scholarship assistance to continue studying at Columbia.

University Status Expected for Tennessee State This Year

That the elevation of Tennessee A. and I. State College to full university status will probably be accomplished this year, was indicated on January 24, according to the *Nashville Tennessean* in its issue of January 25.

The *Tennessean* further stated that funds to carry out the proposal could be derived from the excise tax bill which is now being considered by the legislature, according to state officials.

Commissioner of Education James A. Barksdale was quoted as saying that the new revenue measure would insure adequate educational funds for all state purposes including the upgrading of A. and I. It was added that the 1941 legislature authorized A. and I. to become a university at the discretion of the State Board of Education and that no other enabling legislation is necessary.

People and Places Happenings Over the State

Rutherford County

Miss Polly Smith, the oldest Negro teacher in Rutherford County, died at her home near Almadale, Tennessee, following a lingering illness.

Miss Smith taught school for more than 55 years. She was a pioneer of this section of the State, and had endeared herself to students and fellow teachers alike.

Governor Browning Regional Board Chairman

Governor Gordon Browning was recently elected to the chairmanship of the Board of Control for the Southern Regional Education (Atlanta). He succeeds Millard Caldwell, of Florida. Mr. Caldwell resigned the position because of his recent appointment as Federal Administrator of Civil Defense.

At the same time the Board elected Governor Browning, it called for immediate plans to aid southern colleges and universities.

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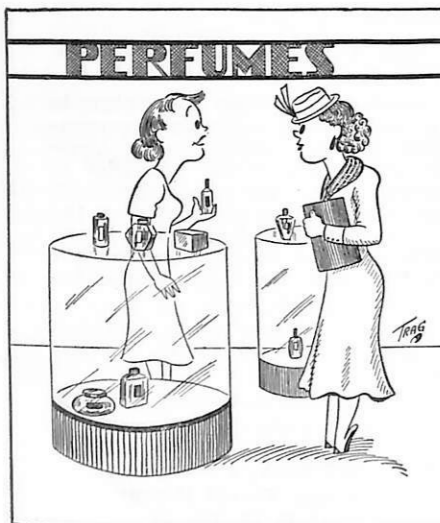
PEN POINTS

OUR readers most likely noted the by-line of "School Is So Much Fun" in this issue. This story was actually an outgrowth of one of your Staff Writer's assignments while at the University of Chicago last summer. (Although none of the assignments were easy for the writer, the one day spent observing at the University of Chicago Laboratory School was one of the pleasant and thrilling "points to be penned" at length in the not-so-far-distant future.) The story and drawing are used just as they were released by RES under the caption:

Rural Editorial Service
Prepared for State and
Provincial Journals of Educa-
tion for publication on or
after January 1, 1951

TEACHERS, too, like to lay aside books and papers and laugh heartily once in a while. Maybe the following will help.

A teacher in a mid-western college came out of her final examinations in physical education with these excerpts from exam papers handed her by students. The teacher had asked for defi-



"It's even been known to get a school teacher a better salary!"

nitions or descriptions and got these answers:

Game—"Players join hands and skip around the circle singing all the while. Different parts of the body are shook or shaken in doing this activity."

Cat Chase the Mouse—"The player choose a cat from the start and everyone else participating in the game or mice. The cat will sit some distance away with his back to the mices. When a mice goes up and scratches the back of the chair where the cat is seated. He is inturned chased by the cat. There may be no touching by the cat after the rat has crossed a given line."

Rhythmical Activity — Looby Loo—"While singing the song here we go Looby Loo the children go through the emotions of the song."

A Folk Dance—"Music is played and time is kept by those participating. Various steps are exhibited and the partners each take a turn at going through the exhibition of bodily actions."

A Stunt—"You get down on your knees and put your head between your knees and roll over in other words 'summer salts.'"

A Stunt, Duck Walk—"This stunt is done by each student getting down and forming the shape of a duck."

"Person get down in squatting position walking like a duct."

"This is a stunt that is common to the walk of a duck. First you stoop with hands on the hips, get in position to start walking from side to side with feet spreaded apart moving from waist down."

Other examination questions brought these answers:
Suggestions and Safety

Precautions:
In the teaching of stunts and stumbling you should have mats.

If stunts one should be very careful so that they don't hurt thereselves.

Check to see that there are no pencils sticking in the heads of players.

Do not have pencils sticking between ears.

Gem clothes should be worn during physical educ period.

Do not have girls performing stunts that are too stremendous.

Equipment for playing Long Ball—A baseball and a soft bat.

(Note: The name and address of the teacher mentioned here are on file in the office of *The Broadcaster*.) The Editor.

"UNFAIR TO LABEL!"

(Continued from Page 78)

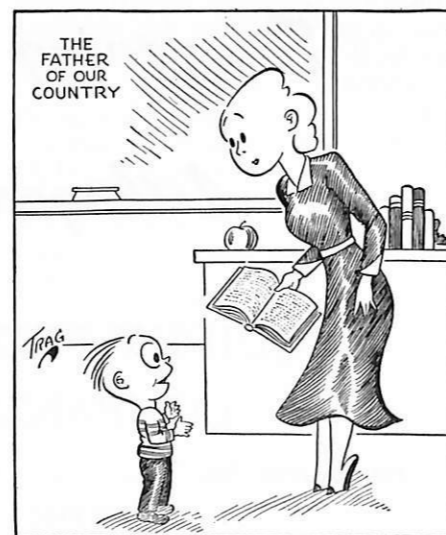
Observe Children Closely

Obviously, one approach classroom teachers may make to understanding the behavior of children is to acquire skill in objectively observing and describing the behavior of children. When behavior is objectively observed and described, interpretative and evaluative labels are omitted. Instead the teacher observes and describes the incident as it actually happened. Included are the immediate events which precipitated the behavior, each thing the child said and did, how the child said and did it, each thing the teacher said and did, and each thing said or done by other individuals present.

Generally, when this procedure is followed for a few weeks, or even a few days, in studying the behavior of any individual child, specific patterns in the child's behavior are revealed; and, as a result, the teacher gains in both appreciation and understanding of the child's behavior. When the information acquired by objectively observing and describing a child's behavior is added to available information from other sources, such as home background, family history, health record, and scholastic record, the teacher's understanding of the behavior of the child is greatly increased.

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"If George Washington was so honest, how come the banks are all closed on his birthday?"

"A New Spirit"

It is increasingly evident how very much the world is in need of the spirit of brotherhood. Everywhere we see the need for actions which will repair the follies of the past, but until a new spirit infuses men and women both here and abroad, we cannot hope for permanent improvement and world peace.

George F. Zook, President
American Council on Education

TNEA Reservations?

For lodging reservations during the TNEA. March
15-17, 1951, write

J. C. Hull, President
Teachers Benefit Assn.
Cameron Junior High School
1034 First Avenue, South
Nashville, Tennessee

or

Mrs. Edith B. Jordan
TBA Board Member
Meigs Junior High School
713 Ramsey Street
Nashville, Tennessee

Requests should be received by Mr. Hull or Mrs.
Jordan before March 12.

TENNESSEE NEGRO EDUCATION ASSOCIATION

Twenty-Ninth Annual Session—March 15-17, 1951
at Nashville



TENNESSEE REGIONAL PROFESSIONAL TEACHERS' MEETINGS

REGION	COUNTIES	DATE	LOCATION
Region V T. D. Upshaw, Chairman	Bledsoe, Bradley, Meigs, Polk, Hamilton, Marion, Rhea, McMinn	February 3, 1951	Chattanooga
Region VI G. W. Brooks, Chairman	Cheatham, Dickson, Hickman, Houston, Humphreys, Lewis, Montgomery, Robertson, Stewart	February 10, 1951	Dickson
Region VII C. Derricks, Ch.	Trousdale, Williamson, Davidson, Maury, Smith, Rutherford, Sumner, Wilson	February 17, 1951	Nashville
Region VIII S. W. Harris, Ch.	Bedford, Cannon, Clay, Coffee, DeKalb, Franklin, Giles, Grundy, Jackson, Lawrence, Lincoln, Marshall, Macon, Moore, Overton, Putnam, Van Buren, Warren, White	February 24, 1951	Shelbyville
Region IX M. Senter J. Olinger, Ch.	Anderson, Blount, Cocke, Campbell, Claiborne, Grainger, Hamblen, Knox, Jefferson, Loudon, Monroe, Roane, Sevier	March 10, 1951	Knoxville
Region X J. Armstrong, Ch.	Carter, Greene, Hawkins, Johnson, Sullivan, Hancock, Washington	March 31, 1951	Bristol