

The Broadcaster

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

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THE BROADCASTER

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

Dedicated to the advancement of education and interracial goodwill.

EDITORIAL AND BUSINESS OFFICE

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

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NEGRO WELFARE IN TENNESSEE

By James H. Robinson

The state's obligation to educate its citizenship has long been admitted to be one of its highest duties. This duty is no longer questioned. The obligation is an admitted fact. The public education of Tennessee has had a long and difficult period in development. The great struggle for proper funds or revenue has been long and hard. It is only in recent years that our people have awakened to the needs and the great values obtained through our public educational system.

It has not been many years since we had only three months' terms in our elementary schools and had no county high schools. Today we have in every county of the state one or more high schools and elementary schools being conducted for a period of eight months, to which any and all children of school age may go.

During the past few years great progress has been made and we have reached the place in our development educationally where we are justly proud. I have before me a report from the commissioner in which he sets out at length the status of public education. In this report he has brought certain suggestions as to changes in methods of handling the educational problem, in which I heartily concur. I am having this report printed in connection with this message and will have it laid upon your desks. I ask you to read this report and give it your earnest thought. If the matters contained in it meet with your approval I ask then that you translate them into laws. The commissioner of education will be glad at any time to confer and advise with you about any matters pertaining to the public education of the state and invite you to call upon him at any time you desire information with reference to his department.

—*Extract of the message of Governor Henry H. Horton to the Sixty-seventh General Assembly.*

The State Negro Welfare work was made possible by a grant from one of the national Funds of New York, covering a period of four years, beginning July 1, 1929. By special act of the Tennessee Legislature, the Department of Institutions was empowered to receive these funds, in behalf of the state, and to spend them along the lines indicated.

The work actually began in the month of September 1929. The present report consequently covers only the last nine months of the biennial period. James H. Robinson was chosen to take the lead in this branch of our work and he was named Supervisor, Negro Welfare.

INDUSTRIAL SETTLEMENT HOME

On the first of September 1929, a fire destroyed the Industrial Settlement Home, a home and training school for dependent children in Memphis. The lives of eight children were lost in the conflagration.

The first task of the Supervisor of Negro Welfare was to investigate the situation thus created and to assist in adjusting the children who survived. In co-operation with the Tennessee Children's Home Society and the Charles Wilson Children's Home, forty-five of the children were placed with the latter institution temporarily, while others were immediately claimed by parents and relatives or returned to them by the Juvenile Court through which they had come. During the next four months the remaining children, with the exception of three, were placed in private homes, either those of parents, relatives or well-chosen families. A complete report was filed on the history and the development of the institution, and the conditions leading up to the fire. After the fire its license was revoked and the institution is still defunct, with no definite indication, at this time, of its re-establishment.

THE STUDY STATE INSTITUTIONS

A careful study of the Negro in relation to the state institutions in which he was housed was begun. The purpose of this

study is to improve the lot of the Negro in these institutions and to enable the institution to function more perfectly in its relations with them. Visits have been made to the State Penitentiary at Nashville; the Tennessee Vocational School for Colored Girls in Nashville; the Boys' Training and Agricultural School at Pikeville; the Tennessee School for the Blind, Colored Department, at Nashville; the Tennessee School for the Deaf, Colored Department; Eastern State Hospital and the Central State Hospital.

VISITS TO OTHER THAN STATE INSTITUTIONS

Along with the study of the state institutions, a study is being made of agencies operating under other than state auspices and touching the welfare of the Negro. The net result of these studies will be a rather complete report on the social service resources of the state for Negroes and a clear picture of the facilities and adjustments needed. Meanwhile, contact with and study of them is proving to be the basis of cooperative relations with them for practical purposes, as well as for purposes of the survey. The community chests and many of their affiliated agencies in Knoxville, Chattanooga, Nashville and Memphis, and other agencies in these and smaller communities supported by city and county funds, have been already included in the list of agencies visited and studied.

CASE WORK SERVICE

During the year many needy cases particularly situations involving children have been referred to the office. Where other social agencies can be invoked to work out these cases, sound policy dictates that such cases be turned over to them. In smaller communities usually no such agencies exist. In such cases, the Supervisor has gone into these communities, studied the cases and worked out a program for them. This work requires so much detail and follow-up and is so important a part of the larger objective of the program that assistance is needed, and it is hereby recom-

mended that as soon as funds are available, the part or full-time services of a trained social case worker be secured.

NATIONAL NEGRO HEALTH WEEK

During the months of March and April, 1930, much time was devoted to working out, in Nashville, a local observance of National Negro Health Week. The co-operation of city, state and county departments of health and a large number of private health and social agencies was secured. The city and county schools and various Negro organizations, including churches and the medical profession also took part. The following is a brief statistical summary of this activity:

City schools cooperating.....	14
County schools co-operating	38
Children's mouths examined.....	5,749
Children receiving tuberculin test	500
Typhoid and Chest clinics were also held.	
Exhibition of health films.....	4
Number of exhibitions of health films	4
Children seeing health films.....	6,000
Churches receiving health talks.....	101
Health talks in city schools.....	14
Women's clubs in clean-up campaign	25
Number of blocks cleaned	37
Radio talks.....	5
Items in daily press	27
Editorials	2
Attending mass meeting at War Memorial Auditorium	1,500
Members of Health Week Committee	101

The concluding feature of the week was personal greetings from Governor Henry H. Horton at the mass meeting.

It is planned that some time be given during the next year to carry the Negro Health Week demonstrations into other communities of the state and that in doing so the co-operation of the state and local health departments be invoked.

NASHVILLE SOCIAL WELFARE PROGRAM

At the request of the Community Fund and Council of Social Agencies of Nashville, following Health Week, the Supervisor has been asked to assist in working out a stronger social welfare program for the city of Nashville.

THE MEMPHIS SURVEY

At the request of the Memphis Community Fund, a study of the Social and Welfare activities of the city, dealing with the Negro, has begun. The possibilities of the situation and the interest of other agencies has led to an expansion of the scope of the survey, which is now under way, and which includes a general study of Negro life and social problems, as well as activities of agencies and organizations. It is expected that a far-reaching program, backed by local auspices will come out of this survey.

NEGRO SOCIAL WORKERS

Co-operative relations have been established with social workers over the state. These will be found for the most part in the larger cities. In only one of these cities are they organized, namely, in Chattanooga.

Social welfare work is rather new and the task of the social worker poorly understood. The workers have not always had adequate training and are not always accorded professional recognition, which is necessary to effective work. The Negro welfare work has endeavored to co-operate with workers, wherever they are found; to encourage them to further their training, has urged that all courtesies be extended them by the white agencies and the public, and has encouraged organization among them, as in the city of Nashville, where more than fifty unorganized workers were found, and to a smaller extent in Memphis.

SCHOOL AND COLLEGES

At Fisk University, through the courtesy of the Department of Social Science, and at the Tennessee A. and I. State College, the Supervisor held numerous conferences and taught occasional classes during the past year. This was regarded as an opportunity to inform persons, who will within the next few years be leaders in various communities, about the scope and nature of welfare work. It was also an opportunity to influence individuals among them to turn their attention toward the field, and to train for professional work in it. In thinking out specific problems and in doing specific tasks, these student groups proved an asset. For instance, thirty college stu-

dents from Memphis helped think out in advance, an approach to many of the problems later met in the survey work. It is hoped that a series of student conferences, including not only the two colleges mentioned, but other colleges, training schools and high schools throughout the State can be developed and made a definite part of the state Welfare program.

RURAL COMMUNITIES

In rural communities, where there is seldom an agency or social worker to be found, the church and school and their leaders, the minister and the teacher have been chief points of contact. An article was written especially for the teachers and circulated among about 1,000 of them through The Broadcaster, a state teacher's journal. Teachers have been called on to render reports on specific situations which, at certain times, it was physically impossible to reach otherwise. It is suggested that closer relations with the teaching profession be sought through the communities and through the teachers associations, and that the need of their co-operation be brought before them on every possible occasion.

So little social work is being done in rural communities and the people are facing such stern practical problems that it seems almost futile to send someone into their communities just to speak to them. For this reason a traveling welfare bureau, consisting of a truck equipped with a radio, moving picture apparatus, and carrying

perhaps a nurse, a farm demonstration agent, a home economic agent, as well as a social worker is recommended. This outfit would be sent into a community and spend a few days there teaching, demonstrating, organizing and establishing. Under the leadership of the Welfare Division, the other departments would furnish their own workers to carry out their specific end of the program. Best estimates show, with body designed expressly for this purpose and equipped with a Delco lighting system such a truck is available today for \$2,800, and one of the foundations of the country has been asked to consider making this possible. The counties which seem to need that service especially are in Western Tennessee, Madison, Fayette, Haywood, Shelby and Gibson, in most of which Negroes outnumber white. It is urged that the initial activities in rural work be made in these sections.

Full time clerical assistance for our Negro Welfare Work is also a need and it is hoped this can be provided in the near future.

The United States Census shows that the Negro population of the State of Tennessee is larger than ever before. The delinquent and dependent classes and various social problems are on the increase and it is recommended that approaches be made here from time to time to the State Legislature and other bodies to consider assuming the expense of the State Negro Welfare Work, which is being developed now on private funds.

PUBLIC LIBRARIES

By Mrs. A. E. Fagala, Supervisor of Hamilton County

The value of the public library, generally speaking, is that it contributes to the culture and scholarship of the masses. The greatest value as we think of it today, is the placing of books into the hands of the children and adults of the rural communities.

The county schools teach the county children to read, Hamilton county has realized that it is very important after the child has been taught to read, to provide him with material, and to develop in him a desire and the ability to select the proper material to

read. This has been one of the objectives of the library extension.

Collections of books, called libraries and accessible to only a few, have existed for a long time. Prior to 1929 there were five schools in the county which had a small collection of books for children, which they called a library with no particular system of operating. The books when new were all read then placed in a case or on shelves and very seldom moved for use.

There is a difference hardly conceivable

in the city child, or the child who has always had plenty of books in the home or access to a library, were they could be obtained, and the county child, who has had few books other than his school text books. These children are extremely careful in handling the library books. They always know where they can place their hands on them. If you have occasion to inquire for a book, they can always tell you who has had it. This shows how much the books are appreciated and cared for.

One of the greatest problems in library extension in the county was the difficulty of getting the books to the schools and the adults of the communities; this has been overcome by the Jeanes worker serving as a traveling librarian, carrying the books on the regular visits to the schools, and by the hearty cooperation of the school teachers, the books being circulated to the pupils and adults through the schools during the school term.

There has been no trouble at all experienced from the very beginning in getting the students to read, and even though we have been operating a year, there is just as keen interest now as there was at the beginning. Without exception, the children are waiting for books having read and exchanged them and passed them in to the teacher.

The county child who is deprived of the entertainment which the moving pictures offer, is more than reimbursed by the opportunity of selecting books both entertaining, educative, and wholesome from the county library extension.

The librarian did not wish to deliver books after schools closed in the spring. She began making the announcement that the rural children had so many things to interest them in the summer. With such nice shade and green grass on which to play when they were through with their work, that they would really not care for the books and that books would be brought again in the fall when the schools opened. This announcement met with much opposition at every place made. One youngster in the sixth grade of one of the schools made this remark, "No one can enjoy reading a book more than when he is tired and can lay on the nice green grass under a nice shady tree." The general opposition to the discontinuance was so great, that the head librarian directed that books

be delivered at least once to each community as a try out. The result was that not less than twenty children and five adults met in each community at each time at nine o'clock in the morning to turn in their books and receive more. Not a single book was misplaced. This shows a real interest in reading and the joy books carry to the rural communities.

Much success of the summer work was due to the cooperation of the women's clubs and the P. T. Associations. The books were circulated on their meeting days, one of their number serving as sponsor. We met at the home of the sponsor, books were returned and new ones given out, the schedule was for one and one-half hours, the first forty-five minutes were used in checking in and out of books, the other time was given to the children to tell stories they had read or give descriptions of the books, telling their likes and dislikes. They were never through when the time was up, but the rule was to begin on time and quit on time. Both children and grown-ups enjoyed the meetings very much.

The County Board of Education in order to enable the county schools to share in the Rosenwald Library fund entered into a contract with the Board of Trustees of the Chattanooga Public Library, whereby the county furnishes a suitable room, provides heat and light, permits a teacher, jointly agreed upon, to use one-fourth of her school day, if necessary, as librarian. The Chattanooga Public Library is responsible for the purchasing of books and book selections. Both parties agree to equip the room with shelves, chairs, tables, and desks as may be needed. The Roland Hayes Branch with the minimum equipment consists of a library table, two tiers of shelving, six chairs, box for keeping records of circulation, \$150.00 worth of books.

Booker Washington, the branch with our maximum equipment is a specially planned room in a brick building with two separate entrances, contains two library tables, twelve chairs, catalog desk, special shelving, \$120.44 worth of books previously bought by the school, \$250.00 worth furnished by the Chattanooga Public Library, \$25.00 worth donated by a white friend, making a total of \$345.00 worth of books. The Chattanooga Public Library is responsible for the partial

transportation of books where there are no permanent branches.

This year the money has been used largely in equipment, now that will not have to be repeated and we will be able to increase the book stock as needed. There are four branch libraries established in the county, one in the northern section, two in the eastern and one in the urban, the location of these branches was very thoughtfully planned. They were established where the citizens owned their own homes and farms and where the indications showed a future permanent growth of the communities.

The source of our book stock is the Howard Branch of the Chattanooga Public Library, the Howard Branch stands in the same relation to the colored circulation as the Chattanooga Public Library does to the white circulation.

Much thought was given to the planning of the opening of the branches trying to give due publicity and at the same time awaken an interest and secure the proper cooperation in order to assure success.

The programs were so arranged as to enlist the cooperation of the church, the school, and the citizenship. The head of the Chattanooga Public Library and its board, (white) the County Board of Education (white) and representatives from the Howard branch and the city extension of our own group, by accepting invitations to appear on our programs rendered invaluable service to the success which the branch libraries have attained.

The branches being located in the schools have really made the schools a community center in every respect. Through them literary societies have been organized in the schools and adult literary societies which meet at night, have added in a wholesome way to the social life of the communities.

By having libraries with suitable books as we have them now, where the child can obtain reading material suitable for his age and grade, we will be able to develop a citizenship that is well informed, because the love for reading needs to be developed in the child when he is young, in order that reading will become one of his fixed habits when he is older.

The libraries are being made attractive to the young girls and boys, the young moth-

ers and fathers who when they completed the eighth grade in their community school were not permitted to enter high school.

The great value of these libraries lies in its power to continue the education of those who for economic reasons cannot longer enjoy school advantages.

The county began its circulation of books in October, 1929, circulating for that month 187 books for juveniles. November 388, December, 302, schools closed on the 20th of the month for Christmas holidays. January 497, February 445, March 698, April 756, May 845, June 289, through club circulations as schools were closed, July and August 603 schools still closed, September 876, making a total of books circulated during the year 5886 juveniles. There was not an accurate account kept of adult reading, but we had a record of 315, this gives a total of the entire circulation 6201 for the year.

The opportunity which was provided by the Summer Institute for Colored librarians held in Atlanta the past summer, will be responsible for a greater development in the work, those in charge of the work in the city and county availed themselves of this opportunity, gaining a wider view, and getting a broader vision of what may be accomplished by the proper training of those to whom the work is intrusted.

Books are our masters who instruct us without harsh words or anger. They do not think of our manner of dress, whether gingham or silk for women and girls, whether jeans or broadcloth for men and boys. They are never too tired to serve us, they never conceal anything from us, they never grumble if we misunderstand them, and they never smile at our ignorance, indeed they are our real friends. May the counties have more of them.

Tennessee State College is erecting four teachers' cottages, a practice school, an agriculture and industrial education building and a home economics building which will also house a cafeteria and laundry. Two additional buildings have been proposed for the near future.

Miss Ethel Hamilton, county superintendent of Claiborne County, reported memberships for her five teachers which gave her county a 100 per cent enrollment.

Editorials

ROSENWALD

Men make names great. "What's in a name?"—nothing and everything. Nothing if one puts nothing into it. Everything if one puts in a life. In celebrating Rosenwald School Day the Negroes of the state pay tribute to themselves. Rosenwald is but the magic connecting link between the underprivileged group and opportunity.

A man who makes other men elevate themselves is noble indeed. His achievement is greater than that of those who merely elevate others. Rosenwald has taught a race self-respect. His philanthropy has been as manly as it has been gracious.

Because he has not condescended, because he has not patronized, because his has not been a program of propaganda, because he has taught cooperation between the races, because his program has been infinitely progressive, changing to serve new needs as they arise, because he has had the consummate wisdom to use the best brains of both races in his spiritual enterprise, the name of Julius Rosenwald will go down in history as a great philanthropist of all time.

THE HAND-WRITING ON THE WALL

The public school officers association in their winter session in Nashville made two very significant recommendations. The first was to the effect that after July 1, 1932, one year of college training above high school graduation be required for the lowest type of teacher's certificate. The second, which follows the first, states that after July 1, 1933, two years of college training above high school be required.

Coincident with these recommendations the General Assembly is considering a bill to set the minimum teacher's salary at \$95.00 per month for at least eight months.

Thus the signs of the time read that the immediate future will require a better prepared teacher who is to receive better pay. The two will go hand in hand.

Teachers who plan to remain in the profession are warned to augment their preparation to the highest possible level. Failure to do so may mean elimination at a most embarrassing time.

EXTENDING COLLEGE CAMPUSES

New educational programs are extending the college campus to its constituents—the alumni, patrons, friends, local communities. Especially are public institutions recognizing an obligation to the taxpayers of their city or state. In line with this new trend State College is extending its campus from Carter to Shelby. In order to perfect its program the institution has just purchased a Reo truck to be equipped as a "movable school" and a parlor type bus to transport exhibits, demonstrations, et cetera, and groups of students and teachers to various parts of the state to aid in local projects.

Superior Intelligence

In his enumeration of qualities that characterize persons of superior intelligence Professor Pitkin lists the following characteristics:

1. Lively curiosity toward many matters.
2. A desire to investigate some of these matters for one's self.
3. Strong trend to analyze whatever one thinks about and, as a result, to perceive the factors of the matter in their inter-relations.
4. Fairly active imagination, at least in some subjects.
5. Unusually even performance over long periods; little tendency to deviate much from one's usual level of skill.
6. Clear understanding of one's chief desires and aspirations; hence concentration of dominant interest.
7. Memory somewhat better than average and decidedly selective.
8. Patience with details, based on a grasp of their importance.
9. Interest in reflection and observation much stronger than interest in handling things or managing people.
10. Distinctly modest self-appraisal, often to the point of belittling one's self.

—The Psychology of Achievement.

Miss Picoia Smith, efficient supervisor of Rutherford County, enrolled fourteen teachers in the Association during January.

HOW TO TEACH BEGINNERS

By Mrs. A. L. Hopson

The task of education is to assist natural development toward its end and as the beginning gives a bias to the whole after development so the early beginnings of education are of most importance.

Play is a valuable agency in early education and it is one of the child's earliest forms of expression. The beginner's room should have the general appearance of a playroom and not a workshop. There should be flowers, plants, a piano, and sand table and furniture just the right size for the persons who use it. There should be a glass box where tad poles, toads, beetles, caterpillars, butterflies and any other pets that can live indoors properly should be kept.

The children should have responsibilities as well as pleasures; such as hanging their hats and wraps neatly on hooks well within their reach, caring for the pets, working on committees appointed beforehand and bringing out projects upon which they may be working.

The term project used here refers to any purposeful activities. Christmas may be at hand and toys of various sorts are being worked by the children. The need of a toy store may hence be the cause for a town meeting. The large floor blocks are brought into use and a store is built. Through a question from one child a play is developed. Do toys come to life? One answers, "They may." Thereupon is based the plot of the play. The children work out their rhythm for the most popular toys such as dancing teddy bears, paperdolls, jumping jacks, Ragged Anns and walking dolls that say mama.

Costumes are needed, materials and styles talked over and patterns made.

The orchestra practices on instruments which do not play a tune. A happy month is spent and gone before we know it. "Remember children can do things in these early years with a touch as light as a feather which later they can not do with the pressure of a hundred weight"—Forebel.

Certain instincts appear at certain times of life and if not used and trained they

fade and become useless. We can do now by a slight effort for the child what later all our powers will be insufficient to accomplish. Let us be thoughtful, be cautious teachers as we may destroy for a long time instincts of activity in children if we repel their help. We have seen children of good ability made to be quiet and inactive because their teachers disliked noise and the trouble guiding them. They became in time lazy and dreary, unskillful and awkward—uncouth in manners and afraid of social functions because they had been restricted from instead of trained in the habits needed for these.

Teachers we are the moulders of these destinies. It is ours to take this material and shape it as we will, for good or evil. What the teacher is eventually the nation will become. As teachers are we willing to instill within our boys and girls the finer things of culture that are to be won by persistent effort and hard labor. Or will we let our wealth of leisure and security vulgarize us? Will we stand like empty pitchers waiting to be filled with any and all methods of teaching that are popular? Will we teach living souls or facts? Will we be lifters or leaners? Will we travel the sunlight heights or the narrow ravine? Will we arouse interest or cultivate downright indifference? Will we be workers or shirkers?

Children are great imitators so we must watch ourselves and teach them to imitate good things. Their wonder is curious, so we must give them interesting and worthwhile things to notice. They like to handle to take apart and put together, therefore give them materials with which to work.

The keynotes to beginners' work are two: Self-expression and development from easy to difficult, from simple to advanced, from familiar to new work. The child has many sides of his nature which needs other expression than words, and many ideas especially the germs of artistic ones which he can not put into words. But he can through the power of creating express them by ma-

terials. He takes childish delight in nature and life by trying to make the objects he sees about him.

The beginners should have simple exercises; physical ones which are preliminary to Gym. Handwork is the beginning of manual training. Songs, stories, verses and conversations the beginnings of Literature, Nature Study, Civics, and Moral Teaching. The touch, ear, eye, and mind are made alert and ready for work in reading and writing. The experiments with simple objects in contracts of numbers, measurement and color are a basis for science and arithmetic. While the child's love for his home, his parents, and his duties to them as well as to teachers and playmates are emphasized.

When fully employed with natural occupations and companionships children are seldom wilful or cross. They must be ac-

tive. If activity is stifled they will be cross, unhappy and lazy. If it is not guided it will be perverted to wrong forms and they will be troublesome. We must have patience and knowledge enough to keep them employed.

Let us remember that a little child is a traveller who has arrived in a strange country. The words, ideas, customs, and laws are unknown and puzzling to him. If he offends against them it is quite from ignorance and lack of habit in those directions. Let us form the habit of looking back to our childhood, especially our childish blunders, fears, and troubles as we may learn the things which cause these in children. And remember we were human as they are. The task may be hard but there are no gains without pains, and our chief pay will be in the growing souls of these boys and girls.

THE DEVELOPMENT OF THE HIGH SCHOOL—II

By Edward H. Goin

The growth from 1890-1920 may be gleaned from the following figures.

	Schools	Teachers	Students
1890-91	2,771	8,270	211,596
1895-96	4,974	15,700	380,493
1900-01	6,318	21,778	541,730
1905-06	8,031	30,844	722,692
1910-11	10,234	45,167	984,677
1913-14	11,515	57,909	1,218,804
1914-15	11,674	62,519	1,328,984
1919-20	14,321	97,654	1,857,654

The state systems of secondary education present a situation peculiar, yet typical of this country of ours. No other country has the forty-eight units—consequently they do not have a similar problem or situation. There is no federal power or administrative machine which controls the various states, consequently there is little uniformity in practice. Again Massachusetts is in the lead in that as early as 1647, we find control by the State, and in 1902, the State shared directly in support. In 1779, Jefferson proposed in the Virginia legislature that they articulate the districts and that these in turn be articulated with Williams and Mary College. In 1874, the University of New York began the con-

trol of secondary education, and in 1813, the Literature fund was established for their support. Georgia adopted the university plan of control in 1785, Michigan in 1817. In some states there is no legal requirement. The state support is by far the most favorable for development. In 1871 Maine voted to contribute up to \$500.00, whatever amount was raised by local taxation. Wisconsin and Minnesota followed the same procedure. The Kalamazoo Case must be mentioned at this point in that the right to raise and appropriate taxes for the high school was definitely settled once and for all.

Summarize, from 1880 on, the introduction of new subjects has been so rapid that the old course of study became crowded resulting in:

- (a) The extension of the high school course to four years
- (b) introduction of optionals and electives
- (c) the creation of a number of parallel four year courses.
 1. ancient classical course
 2. modern-history
 3. English-history
 4. scientific course
 5. business course
 6. manual arts course
 7. household arts course

8. agricultural course
9. teacher-training course
10. special vocational course

The following types of high schools have also developed

1. General Culture High School
2. Cosmopolitan High School
3. Manual Training High School
4. Household Arts High School
5. Commercial High School
6. Agricultural High School
7. Trade and Industrial High School

The evening high school must also be mentioned. The first evening high school was established in Cincinnati in 1856—New York in 1866—Chicago and St. Louis in 1868—Philadelphia in 1869 and Boston in 1870. In 1870, there were sixty evening high schools throughout the country. Practically every community where there is any need now has the evening high school.

As our civilization grows in complexity as the ramifications of our social and industrial life become more extended, as production becomes more specialized and the ability to change vocations more limited, as political life becomes wider, and the individuals responsibility to society is greater than ever, education must increase to meet this need. The education of the 60's will no longer do for the complex life of the 20th century. We must have more high schools, new types of high schools, the compulsory age limit must move upward, giving equal advantages to those who can use what the schools give.

By the close of the second quarter of the 19th century, certainly by 1860, we find the American public school system fully established in principle at least, in all of our Northern States. Much yet remained to be done to carry into full effect what had been established in private, but everywhere democracy had won its fight, and the American public school, supported by general taxation, freed from the pauper—school taint, free and equally open to all, under the direction of the representatives of the people, free from sectarian control, and complete from primary school thru the high school, stands firm and in the Western States thru the university as well, may be considered as established permanently in American public policy. The establishment of the free public high school and the state university represent the crowning achievements of those who struggled to found a state-supported educational system, fitted

to the needs of great democratic States. The public high school may be reckoned as one of the great influences in unifying the American people, reconciling diverse points of view, eliminating state jealousies, setting ideas and training for service of the State and Nation.

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E. H. Goin (A. B. Yale; M. A., Columbia University) is an instructor in English at A. and I. State College.

Education

(A REPORT SUBMITTED TO THE TENNESSEE COMMISSION ON INTERRACIAL COOPERATION)

By Hon. Dudley S. Tanner

While much remains to be done, it seems that real progress has been made in education in Tennessee.

Undoubtedly, the greatest feature in the improvement of elementary schools has been Commissioner Harned's Equalization Fund. The distribution of this fund is based on the training and experience of teachers. Those counties participating in the fund are guaranteed an eight months school term.

Commissioner Harned is now asking for legislation that will place the financing of the elementary schools directly upon the State. It seems that such a system would be vastly superior to the various county and city systems of financing now in use. His plan proposes a minimum salary of \$750.00 per year for elementary teachers.

At the beginning of the school year, High

School Supervisor Bass called conferences in the various sections of the State that he might instruct high school principals and teachers in the regulations of the State Board of Education governing their schools. Supervisor Bass called colored principals and teachers to these meetings. In recent years, much progress has been made in the high schools. Last year the number of "A" class county high schools was doubled. Other schools are rapidly removing the deficiencies that keep them from this rating.

Through the aid of the General Education Board and the Rosenwald Funds, and through the efforts of the local school authorities, much equipment is now being added.

The per cent of college trained teachers in the high schools is very gratifying.

A good type of instruction has been noticed in the majority of the schools visited.

A number of counties have provided central high schools. Through the erection of dormitories and the transportation of pupils in Rosenwald busses, many counties are reaching large numbers of the rural boys and girls.

The A. and I. State College is considered by many as the outstanding institution of its group. President Hale's able management and the assistance of his well trained Dean, heads of departments, and faculty members have brought the College to this rating.

Through the use of the new "Rosenwald shop on wheels," the College is reaching remote rural sections. Within the immediate future, a large building program is to begin. It is the plan to erect a Men's Vocational and Agricultural Building, Women's Vocational Building, a Practice School, Auditorium, and Gymnasium. State funds and a gift from the Rosenwald Fund are available. It is hoped that funds from other sources may bring the total to be expended on these buildings to \$500,000.00.

In addition to the State College, the private schools of the State are doing splendid work.

The State Rosenwald Building Agent has been, and is, one of the outstanding agencies for the promotion of better under-

standing between the groups that are directing educational activities in Tennessee. His untiring work for the schools, taking him throughout the State, has enabled him to "make the approach" at many critical times.

The Jeanes Supervisors, Training School Principals, Smith-Hughes Workers, and Smith-Lever Extension Agents are carrying on their work of supervision in a splendid way. They are doing much to keep the schools in the thought of the county and city authorities.

Meet Me There

By A. B. Bland

Among the accomplishments that the Tennessee State Association of Teachers in Colored Schools has to its credits are: the raising of the standard of efficiency of the teacher, the organizing of the thinking and growing instructors of the State into something of a union, the securing of better equipment and hence better working conditions, and last but not least the obtaining of higher salaries.

The individual who has had most to do with shaping the destiny of the organization is a gentleman who remains a friend to struggling humanity in spite of the fact that he has held the presidency of the National Association of Teachers in Colored Schools and of the Association of Land Grant Colleges, in spite of the honors bestowed on him by the National Teachers Association; and of that which ushered to him last year the Harmon Award in the field of education. I refer to none other than President W. J. Hale of Tennessee Agricultural and Industrial State College. He has made, and is still making contributions to civilization like which but few are to be found in the annals of history.

In Mr. J. A. Hayes, the president of the organization, we again have an individual who is making no meager contributions to the educational progress of the state. He began at home by changing the status of the Manassas High School, Memphis, of which he is principal, from an unclassified institution to its present state—an A class school. He was recently unanimously chosen in Memphis

which was the outcome of his efforts in "Y" work. All of which but proves that we have the right man for our highest post—a man of service.

Above I have tried to point out to some extent some of the accomplishments of the organization and of two individuals who are helping to shape its future destiny. The organization must go forward. It is the duty of every teacher in the state of Tennessee to help push it. We are mutual beneficiaries of the accomplishments thereof, and should likewise be contributors. Let us all make manifest our interest beyond the least shadow of doubt by attending the July session.

Meet me there.

Looking Backward and Forward

By J. T. Bridgeforth, Principal Pulaski High School.

"Forgetting the things that are behind I press forward." Thus spoke the sage of Tarsus and his timely utterance may be taken as excellent advice by those teachers who to see the Tennessee Association of Teachers in Colored Schools live and grow. It is still within the memory of those who survive, that a number of interested pedagogues, viewing with considerable concern, the lack of certain educational facilities for our groups, set forth on a determined effort to remedy these conditions. To them, there seemed to exist the necessity for more high schools, closer supervision, more race recognition and a dozen and one other things which they thought worthwhile for colored people. Some one ventured the assertion that a strong influential state wide organization, one authorized and supported by the teachers themselves and reorganized by the State Department of Education could do much to bring about desired results.

East, Middle and West were invited to join in and make common cause in a great and noble undertaking.

During the years that followed for the most part, things went well. Even the return of the Middle Tennessee Association

to its former status, did not materially obscure the one great idea of unity which had prompted the organizers to launch the movement.

What at one meeting seemed to be "a bit of retributory meanness" did not shake our confidence, and the "funny farce" in which the nominating committee named themselves, or, perhaps each other, was an excusable performance if they felt (and perhaps they did) their service was "preeminently required" at this time even if it was necessary to do a little doubling up.

It is not these or such matters, as we view it, that threaten the prosperity and perpetuity of our organization.

Overlooking the purpose which called for such an organization we hope to make it, there seems to have grown up among us an undue desire for place and power, to be enrolled on the official roster and have our names heralded to the public, through The Broadcaster or otherwise, as leaders in things educational.

There is danger here, and unless those teachers who are elevated to office, accept the responsibility of using their influence, energy and time to increase our membership, failure is inevitable.

Thanks to Providence, we still retain the support and guidance of Pres. W. J. Hale, whose generosity and indulgence have made our meetings comfortable and profitable.

Thanks, too, that we still retain the service of Secretary, Dean Gore, whose tireless efforts, rigid economy and scrupulous honesty, have not only kept alive our official organ, The Broadcaster, but have made it a part of the recognized educational literature of the country.

But much is yet to be done, and it behooves each member to bestir himself or herself until by increased membership and increased propaganda of our state. Now if ever, we should make "a long pull, a strong pull, and a pull all together."

Our next session should be a real teachers' meeting; not a lecture forum or an office seeking campaign.

If in office, let us honor the trust reposed in us with a year of earnest labor for the Association. If not in office, let us give our officers the greatest and most efficient aid of which we are capable.

There seems to be quite a demand that those sections of our constitution disqualifying a president for successive elections be repealed or amended. This demand is not without reason and it should receive careful consideration.

The founder, by these provisions, had thought to show the board, unselfish, cooperative basis upon which the organization was to stand, but it may be best "to endure for a season the present evils than fly to those we know not of." Candidly, however, if through experience of the first year, a president has conceived a program which the Association approves, to carry out his plans. If he has no program or has been inactive, the teachers should be at liberty to elect another.

We shall probably give our opinion on other laws in a subsequent article.

Let us begin now to work for a bigger and better Association for next summer. Write an article for The Broadcaster, send in names of new members and new subscriptions, suggest topics for discussion, and submit new regulations in order that our 1931 meeting may go down as epoch-making in the history of our organization.

Finally:

Be true yourself, our cause is just
Be faithful—faith will surely win
Ten thousand sable children cry
"You must!"
List' not upon the air but list' within.

The Constitution

(Adopted by the Association in Annual Session, in Nashville, July, 1928)

Constitution and By-Laws

Preamble

We, the Teachers in the Colored Schools of the State of Tennessee, in order to develop a greater spirit of friendship and fraternity among those working for a common cause, to draw ourselves together in social feeling and intercourse, to discuss methods of teaching and courses of study, to promote the cause and elevate the standard of education to the end that the noble ideals embodied in Tennessee's educational creed may be made

a reality, do hereby bind ourselves together under the following provisions:

Article I.—Name.

This organization shall be called The Tennessee State Association of Teachers in Colored Schools.

Article II.—Membership.

Section 1. This organization shall be composed of two classes of members: namely, active and honorary.

Section 2. Any colored person who is a teacher, school officer, or a friend of education may become an active member by payment of annual dues prescribed by the Association at its last preceding convention.

Section 3. Any person may become an honorary member provided that a two-thirds majority of the active members present in a convention so elects him.

Article III.—Officers

Section 1. The officers of the Association shall be a President, First, Second and Third Vice Presidents, Secretary-Treasurer, Recording Secretary, and Assistant Recording Secretary and an Executive Committee composed of seven active members.

Section 2. The duty of President and Vice Presidents, First, Second and Third, Secretary-Treasurer, Recording Secretary and the assistants shall be such as are ordinarily performed by such officers of similar organizations.

Section 3. The standing committees will be: committee on statistics and legislation, committee on nomination and organization.

Section 4. The office of President, First, Second and Third Vice President shall rotate to and from the grand divisions of the state. The First Vice President coming from that division next entitled to the Presidency and the Second Vice President coming from that section last holding the presidency that section holding the Presidency at that time.

Section 5. The term of office of President shall be one year.

Article IV.—Executive Committee

Section 1. The President of the State College for Negroes shall be ex-officio member of the Executive Committee. Said committee shall serve for a term of two years provided that beginning with 1928 three members shall be elected for a period of one year and three for a period of two years and that thereafter three and four members shall

be elected in alternate years for two-year terms.

Section 2. The Executive Committee in conference with president shall have charge of the business matters of the Association, shall audit the accounts, revise the proceedings for publication, fix the time of annual meeting, prepare a program of exercise, and perform such other duties as usually belong to such a committee.

Section 3. Committee on statistics and legislation duty shall be the collecting of statistics and data for educational needs of the State and the fostering and promoting of legislation necessary and desirable for the advancement of education.

By-Laws

1. The regular meeting shall be held annually in Nashville at such times as shall be designated by the Executive Committee except otherwise provided by the convention of the preceding year.

2. The voting strength of the body shall be all members enrolled.

3. A two-thirds majority of the voting strength of members present shall be required to amend the constitution.

4. Nominations for offices shall be made as reports of nomination committee; provided, however, that additional nominations may be made from the floor.

5. In all other matters the Association shall be governed by Robert's Parliamentary law and usage.

"The Negro in American Civilization"

By Charles S. Johnson.

Review by Mrs. Martha Brown, Librarian, Tennessee A. and I. State College:

The New York Times book review styles Mr. Johnson's "The Negro in American Civilization" as an inventory of the Negro situation in America. It is recognized as one of the most important books that will be published this year. It discusses the Negro race in America, and its situation so thoroughly and with such scientific dispassionateness that it will be indispensable to any one who desires to speak or think intelligently about the race problem. The publisher announces it as a Negro "Middle-

town" on the national scale. A short history of labor is given in the first chapter, after which migration is taken up with respect to the increase of population in the northern cities. The volume also deals with causes, some of which are due to various depressions as a result of poor crops, floods and the closing down of some industry. It has been noticed that the unsettled condition is more prevalent in the unskilled labor than in the skilled. A chapter of the Negro working population gives figures showing the number of Negroes employed in the different trades and industries, giving also the percentage relative to the population. Numbers and charts add greatly to this information. A very valuable chapter is the one on the employer's opinion of the competency of Negro labor. Questionnaires were sent to firms employing Negroes and from these the facts are given as the employer sees them. There are reasons to believe that this will help the Negro to correct his error and become an asset instead of a liability.

The health of the Negro and the history of his morality is given. It is stated that education and better home life have much to change the health conditions. With few exceptions, it is found that the Negro under the same living conditions is no different in health from the white man. The problem of the Negro home is taken up very extensively showing the increase in Negro home owners.

Dr. Johnson also traces the education of the Negro and mentions persons and organizations making possible the decrease in illiteracy. The chapters on play facilities, juvenile delinquences, citizenships, and privileges are all tactfully presented.

This concludes the first part of the book which is a result of the cooperative effort of sixteen organizations engaged for the most part in the task of social work for the Negro, and the improvement of the relationships between white and colored of this country. These organizations formed an Executive Committee in 1926, which directed the preparation of data for a conference held in Washington, December 28th. Doctor Johnson, as research secretary for the conference, gathered this material in its present form.

In Part II the questions raised in the first part are discussed by Nile Carpenter, of the University of Buffalo, Lewis Dublin, Statistician of Metropolitan Life Insurance Co., Raymond Pearl, John Hopkins University, Thornstine Sellen, University of Pennsylvania, W. E. B. Dubois, Editor of the "Crisis," and Herbert Miller, Ohio State University. Preceding each article is a list of questions for discussions. This portion of the book is very readable. Messrs. Dublin and Pearl deal with the health and mortality of the Negro, treating the subject from a biological standpoint. Dr. Dubois discusses very ably the Negro as a citizen. The Chapter by Dr. Herbert Miller on Race Relations is very interesting as well as instructive. More than twenty pages are given to a bibliography which alone is worth the price of the book.

This book, I would class as a source book on the Negro, not to be read as a whole, but to be referred to on all questions pertaining to Negro Civilization. As Bacon says, "Some books are to be tasted, others to be swallowed, and some few to be chewed up and thoroughly digested."

Educatograms

The East Tennessee Teachers Association elected the following officers for 1930-31: President, Rev. W. C. Hargraves, Rogersville; Vice-President, Mr. Albert Howell, Kingsport; Recording Secretary, Miss Alma Jackson, Chattanooga; Assistant Recording Secretary, Mrs. U. L. Knox, Cleveland; Corresponding Secretary, Miss Charlotte Hardwick, Athens; Treasurer, Mr. H. G. Fagg, Knoxville; Statistician, Mr. J. W. Howse, Chattanooga; Member of the Executive Committee, Mr. P. E. Butler, Bristol.

The Middle Tennessee Teachers Association will convene at Pearl High School, April 2-4.

Rosenwald Day will be observed throughout the South on Friday, March 6.

The National Association of Collegiate Deans and Registrars in Colored Schools meets at the Arkansas State College, Pine Bluff, Arkansas, March 5-6. Tennessee colleges will be represented.

Carroll County

By Mrs. Lena Buck, Supervisor.

We have twenty-three schools and twenty-three P. T. Associations. All are active and in spite of hard times they do their bit in helping in our school program.

We have a school paper and each school has the pleasure of sending school news to this paper which is published monthly.

We try to put this paper in every home and to our joy the people enjoy reading the news of our schools.

We have a 4 weeks' review course for our county 8th grades each spring after which there is a uniform examination and promotion to High School.

There is now being erected a home for the girls and teachers who enter the County Training School also we have one bus conveying High School students from two communities to the Training School.

The greater number of our teachers received training at A. and I. State College.

We teach sewing and manual training in 90 per cent of our schools. Very few girls from 12 years old up who are unable to make their own clothing. Homes are being made comfortable and beautiful.

Our Pastors work with us in making communities worthwhile for church and school. Community classes for adults are conducted in as many places as I can reach. We visit every school and work the hardest in the one teacher schools where we have crowded conditions.

Beg Your Pardon

On page 59 of the January Broadcaster we published a photograph of Mrs. Bessie Hurt Nesbitt, Vice President of the Middle Tennessee Association. By error her married name was omitted.

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