



The BROADCASTER

February, 1953

THOU Guardian Spirit of the Land!
Thunder aloud the everlasting
verity, that liberty for all means guard-
ing the rights of all!

—Heinrich Pestalozzi
in The Education of Man

BROTHERHOOD WEEK
February 15-22, 1953

Sponsored by the National Conference of Christians and Jews

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(1953)

OUR COVER

"The Law." When the Delegate
Assembly of TNEA met in Janu-
ary the governing body of the or-
ganization spoke in no uncertain
terms.

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*Dedicated to the advancement of
education and good will.*

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MRS. MABEL BELL CROOKS, *Editor*

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*The articles herein printed are the expressions of the
writers and not a statement of policy of the Association un-
less set by resolution.*



From Where We Stand

"WE DID IT!"

THERE is more to being a member of the TNEA Delegate Assembly than getting elected by fellow teachers; appearing quite businesslike with a handful of pads, reports, *et cetera*; and wearing a crisp-looking blue and silver badge of identification. Those coming to the Assembly for the first time found this out. Ask any of the almost two hundred members of the 1953 Assembly, and they will tell you that being a delegate is more than these things. Not only will they tell you what it isn't, they will also tell you what it is. And, in addition, they will spell it out for you—W-O-R-K!

The delegates had their work packaged for them by the 1952 Delegate Assembly. They had a mandate from the teachers, through that Assembly, to do something (constructive) about the constitution.

Very few occasions arise when teachers find themselves remaining in a meeting of teachers far into the night; but, our delegates found it necessary, imperative to do so last month at the Assembly meeting held in Nashville.

When that weary group of delegates finally gathered up their materials and called for the motion to adjourn, we heard one say triumphantly, "Well, we did it!"

And we did!

We adopted a new constitution after a period of almost three years of argument for and against certain issues and policies.

We virtually rolled up our sleeves, "blew off our steam," set our minds to work, and got things done. In doing so, among other things

1) We changed the name of the organization from the Tennessee Negro Education Association to the TENNESSEE EDUCATION CONGRESS.

2) We restated the purpose of the organization.

3) We limited the term of office of president to one year, and set down the order of the rotation of the presidency among the three regions of the State. As interpreted, this means that each year a third vice-president is elected, automatically moving the first vice-president into the presidency and the second vice-president into the first vice-presidency, and the previously existing third vice-president into the second vice-presidency.

4) We set up the official staff of the organization.

5) We made the executive secretary of each of the regional teachers' associations a member of the Tennessee Education Congress Executive Committee (to strengthen the ties between the region and the state).

6) We prorated the members of the executive

committee among the regions—one from each of the three regions, and one from the State at large.

7) We gave to the Delegate Assembly the power to nominate from the Assembly floor, and to vote on by ballot, our representatives to attend meetings of national professional teachers' organizations. (This was interpreted to exclude the nomination of the president and the executive secretary, as automatically they are expected to attend such meetings.)

Yes, we did it! We adopted the constitution. However, no sooner than we said "the job is done," we immediately said "there is a job to do." Certainly we are keenly aware of the fact that this is just the foundation. As Executive Secretary George W. Brooks pointed out, "now, we can work on and legislate for professional growth and teacher welfare." We can and we should begin this immediately as our next step.

For the 1953 session of the Delegate Assembly, we say to the teachers of Tennessee, "we carried out your instructions."

It was a hard, wearisome job. But, we did it!

—M. B. C.

BUT!

PEOPLE often take pride in prejudice; they are not ashamed, Heaven pity them! And yet prejudice—which is hate and envy, which is the slimy feeling of false superiority—is, together with nationalized greed, the root of war, weapons to destroy a people and a nation.

I believe that the extermination of prejudice is not accomplished by wars but by men, women and children, through their attitudes toward one another. In recent years the people who have helped me most, outside of my immediate family, are Jews and Gentiles, Catholics and Protestants. I turn to them in trouble, I ask their prayers, knowing there is one God for us all.

Mankind's worst enemies do not always fight openly, stating: "I hate this . . . or that. Take it or leave it." Such are easier to meet in combat. No, the worst are those who operate as underground murmurs: the stabbing word, so casual; the undermining phrase, spoken in good humor. Usually they declare their way by saying, "You understand I haven't a shred of prejudice . . . but . . ."

Never let it pass. Pin it down, drag it out. Ask: Why? Ask: When and where? Present your rebuttal and in no spirit of apology.

Propaganda is not only for State Departments. It is for everybody!

—Faith Baldwin.

FACING THE BIG ISSUES

EDUCATION MUST FIND SOME ANSWERS

By RALPH W. TYLER

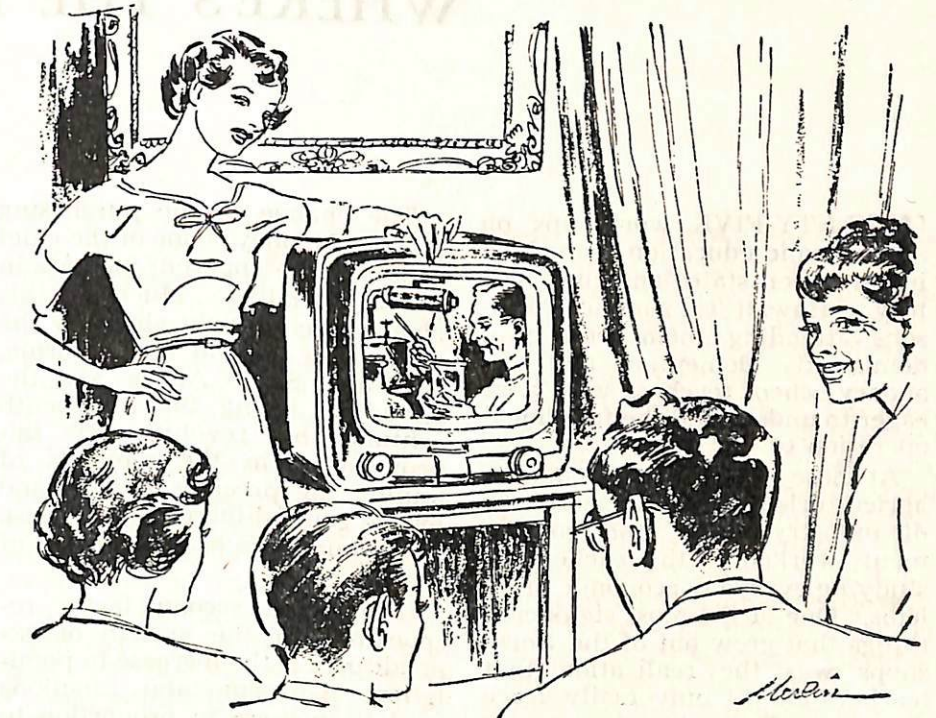
Professor of Education
University of Chicago

As told to Emma Scott, Editor
Journal of Arkansas Education

ANOTHER situation which educators and other citizens must face up to and try to work out as we face big issues, is the increasing teacher shortage with which we are confronted. That the shortage is serious, all literature has pointed out, and the increasing national pressure on manpower is not going to make it easier in the next five or six years.

Meeting the Teacher Shortage

Up to now as we have faced this problem, we have tried to find the answer in a teacher recruitment program to bring more young people into the profession. We have worked through Future Teacher organizations, in high schools and colleges to increase the number of boys and girls planning to go into teaching. However, at the same time that we are trying to recruit students into the profession, large numbers, attracted by good salaries in defense work are dropping out of college. There are not now enough people in college to meet the demands. When the figure representing the number of teachers needed is placed against the ones representing the various sources of supply, it is easy to see that the problem cannot be solved simply by making the profession more attractive to young people. Even if we were one hundred per cent successful in that undertaking, we still would not have the number of teachers needed to replace those leaving the classroom because of retirement, to



The impact of television . . . is terrific.

take care of increased enrollments, and to man the new classroom units.

Perhaps there is some other alternative. It may be that we could do some creative experimentation on ways to work with children. Perhaps there is another formula besides the familiar one of thirty pupils to one teacher. We do know from industry and from experiments in nursing education during the war that teams of people with various degrees of training can work together

in such a way as to provide learning experiences for much larger groups of people than would be possible on the thirty to one formula.

This is a possibility which would require wide and thorough experimentation, but the idea itself is not far-fetched, that at certain places in the educational process those more trained can be helped by those less trained as they work in the school with children and youth. This idea of teams

(Continued on Page 74)

Teacher-shortage, television, equal opportunity for success and happiness certainly pose problems for education.

Teachers, too, look at Federal spending,
think about their "take-home-pay,"
and raise the question

WHERE'S THE MONEY GOING?

TWENTY-FIVE workshops on economic education were held in seventeen states and the territory of Hawaii last summer. Persons attending them were predominantly elementary and secondary school teachers who were eager to understand the functional operation of our economy.

At these workshops, economists, agriculturists, and representatives of industry, labor, and government worked with teachers in studying everyday economic problems. One of the most significant things that grew out of the workshops was the realization that teachers almost universally agree that federal spending is a major economic problem.

How large are federal expenditures? What is the size of the federal debt? What is the trend of federal spending? What can we expect in terms of tax relief in the relatively near future? These are some of the questions to which teachers are seeking answers.

How and where to cut governmental functions so as to reduce their levels which have reached record proportions has most citizens perplexed.

Our first step in analyzing the problem is to understand as much as possible about the fundamental nature of government spending.

Growth in Federal Spending

In less than a century, the federal government increased its expenditures from approximately 68 million in 1857 to approximately 85 billion in the fiscal year 1953.

The change in the purchasing power of money is one of the chief causes of the apparent increase in public spending. Much of this change was brought about by the discoveries of gold in California, Australia, South Africa, and the Klondike during the nineteenth century, by revolutionary improvements in the methods of mining the precious metals, and by the general increase in the use of various types of instruments of credit.

However a second factor responsible for the growth of expenditures is the increase in population. Governmental functions tend to increase in proportion to the increase in population.

The concentration of business as well as the concentration of population has also played a dominant role in public spending. Numerous current problems of government such as consumer protection, labor protection, unemployment, and degrees of competition have largely resulted from the presence of large business units which necessitate some degree of control.

The development of democracy and democratic sentiment also have been contributing factors. Democracy tends toward liberal spending for schools, parks, health service, public works and subsidies of various kinds.

Undoubtedly waste and duplication of functions, inefficiency and incompetence in the conduct of government affairs is a principal item of the increase.

Warfare is Costly

Possibly the greatest contributing factor to the increase of public spending is the direct and indirect cost of modern warfare.

It goes without saying that one of the major causes of the sharply upward trend of public expenditures has been war in general, and the First and Second World Wars in particular.

Each American family owes, as its share of the federal debt about \$5,700. This is roughly 100 times what it owed in 1910 notwithstanding the decline in the size of the average family during the past three or four decades. Undoubtedly World Wars I and II are responsible for most of this increase. This development has taken place in spite of continually mounting taxes to a point where they reach 26.5 per cent of the gross national product last year. In 1951 the nation's tax bill was 27 per cent higher than its peak of World War II. It appears that this is the maximum rate that our economy can stand and maintain its survival. If we accept the thesis that taxes can go no higher, then we must formulate principles or policies which will attack and reduce those factors which have been set forth as the leading causes of our enormous volume of spending.

Reducing Federal Spending

Governmental activities have constantly multiplied in response to changing social, economic, and political needs and pressures. This

response is automatically reflected in increased spending. Such spending is unavoidable and is classified as a "normal" growth phenomenon. Few, if any, possibilities for reduction can be suggested where growth is "normal" and unavoidable. It is in those instances where growth is "abnormal" that possibilities for reduction exist.

A change in monetary purchasing power is a direct result of inflationary and deflationary levels of economic activity, declining in the former and rising in the latter.

What is Inflation?

What is inflation? In general terms inflation is a rise in prices resulting from an increase in the money supply that is greater than the increase in the demands of trade. If an inflation is caused by an increase in the volume of money in circulation, then it can be cured by taking money out of circulation.

How can we take money out of circulation? Since we are under a "managed-currency" monetary system, it is clear that the volume of money in circulation at any given time is largely determined by public authority. We can therefore expect a stabilizing effect on the value of money (and hence a reduction in government costs) only when public authority is willing to remove the cause of instability. When this is done, inflationary losses will be eliminated and a part of the upward trend will be curtailed.

By A. S. Arnold*



In the second cause, the development of democracy and democratic sentiment, we find elements of "normal" growth. Nevertheless "abnormalities" have gradually infiltrated into the "normal." These "abnormalities" are to be found in governmental assumption of unnecessary governmental functions. For example, in the 1952 budget, disbursements by the Federal government under its various lending programs were estimated to be \$1,796 million.

An end should be put to government lending as quickly as possible with an immediate savings of approximately one and one half billion.

Another area of democratic spending is that of public works, which required an estimated \$2,563 million in 1952. A program of curtailment should be instituted here.

Still another area of spending is that of aids and special services to state and local governments and others. Expenditures for these aids amounted to an estimated \$16,611 million in the 1952 budget.

Excessive costs, low employee morale, duplication of services and functions, delays and red tape are direct outgrowths of inefficiency. The Hoover Commission and others have definitely pointed to specific instances of governmental inefficiency.

The Hoover Commission esti-

*Dr. Arnold is Coordinator of the area of Business at Tennessee State University.

ated that without changing the functions of government as much as \$3 billion could be saved annually by improving the administration of government departments and agencies.

Warfare was given as the leading cause of increased Federal spending. Average citizens are unable to form judgment about what the size of military programs must be. However, it is believed that there is considerable merit in an economizing program in this area as outlined by the Committee on Economic Development, which included more rigorous screening of procurement requirements; reduction of inventory requirements through standardization and integration; more unified procurement; and economy in construction.

Regardless of the methods advocated for the achievement of economy in military programs, it is plausible to hold that the search for economy in this area will only be found in the field of international relations.

The information given here has been designed to stimulate critical thinking. The analysis is by no means complete. It does, however, partially present the problem. The need for a rational program of control of public spending is mandatory. The alternatives are more borrowing or higher taxes both of which appear to be inexpedient if we are to maintain a sound economy.

Teachers, too, want to know where the money is going.

THIS COULD BE YOUR SCHOOL

By Maurice Whitaker*

THOMAS WILLIS finished our school last year, he was unable to continue his education this year. His teacher, sensing his plight, asked him what he had planned.

"I don't know," was his slow reply. "I'd like to go to school, but I know that's out. Guess I'll have to find something else to do."

Knowing that Thomas liked to "build," and also knowing that in the community there was a carpenter who employed helpers, his teacher told him that she had an idea that might help.

When she saw the carpenter two days later, this teacher asked him what the chances were of his finding something that Thomas could do. After hearing her explain the boy's inability to go to school, the carpenter decided to find a place for him.

Thomas Found a Place

Thomas tells the teacher now that he likes building well enough to go into it as a life's work. His employer likes him and has respect for his ability as well as his determination to finish a job once he gets it started.

The salary which Thomas is earning is larger than that earned by the average individual. A part of this salary goes into a savings account. This money he is saving will be used to defray, or help defray, his school expenses during the coming year. (Yes, Thomas plans to continue his education when school opens in the fall.)

This teacher has watched Thomas' progress and development this year. Once the children in the upper class included him in their discussion of the com-

munity and what makes good citizens. The carpenter says that Thomas is doing a good job.

Our school is proud of Thomas—we have reason to believe that this pride will grow with Thomas and the years.

SARA JENKINS and Marian Wheatley are learning to play the piano.

There are two other families in the community whose possessions have very recently expanded to include a piano.

It all goes back to the fact that the school got a piano this year.

There is nothing unusual about a school getting a piano, but it is in this instance. In the first place: there had not been a piano in this school—and the school did not buy this one. In the second place: the children in this community are seeing instrumental music now as something they can create.

A Piano Can Help

This is a simple little story of a school in a community where needs had to be met in order of "their importance to the whole school program." So until a friend who is a frequent visitor to the school got the idea that one of the things this school needed was a piano, there wasn't one. This friend knew someone who could and would be glad to help out.

One day when the children came to school the piano was

there. With their teacher they talked about the gift, and decided to write a letter of appreciation to the friends who had made it possible. The best letters were displayed on the bulletin board.

"May I show Lucy what my music teacher taught me last week?" Sara asked her teacher.

"Yes."

Secondhanded "Music" Lessons

The audience of one soon turned out to be a half dozen, as they stood around the piano in a semi-circle.

"Let me try, please," "I want to," "let me see," "not like that, like this," came the voices. On and on they went.

Sara's family had just bought a piano.

About a month later, Marian beamingly announced that she was going to get a piano and take music.

As her music lessons commenced, she assisted Sara at school around the piano with the would-be "music" lessons.

Morning devotions are much more lively now in our school, and our music-time is one of the happiest times of the school day, thanks to the help of our school piano.

Prior to the coming of the piano, there was no piano in the community. Now, four families have invested in the instrument.

Piano music interest is fast growing. Maybe some real musicians will come out of this small community. Maybe not. In any event, another area of family and individual enjoyment has been made possible in our school and in our community.

ART IS EVERYWHERE

Porter School teachers believe as they conduct their own art workshop—and like it.

TO DO a better job of teaching our boys and girls," Principal Harry T. Cash of Memphis' Porter School says, "the members of our faculty planned and conducted for themselves a workshop as a part of our in-service training program.

"It has been so helpful and enjoyable that it has surprised even the most skeptic," Mr. Cash added.

Porter teachers say they believe art is a basic impulse, and that it is visual and personal. They say that they further believe that people have never been satisfied with bare materials and means of existence; that they have continuously sought to make things "more pleasing."

Because of their interest and belief in art, they planned their art workshop and conducted it in early December. It was actually centered around the experiences

art provides in the school program by the use of materials that meet needs and interests of growing children; around exploring principles of color, design, and composition as child-needs demand; around clarifying and interpreting group activities; around selecting, arranging, and enjoying materials and objects that make our surroundings beautiful; around working on projects that carry over into home and community; and the expressing of individual interest through the use of a wide range of materials.

In this workshop they further

explored the responsibilities of the teacher in encouraging, working with, challenging, and demonstrating for their pupils in the use of a wide range of materials so that they will want to try and create. Not try to create "like the teacher, or someone else," but like they feel and see.

The materials used were those that are generally available and that are inexpensive.

They made animals, masks, people, and objects of papier-mache; cut paper in original designs. They cut stencils and made de-

(Continued on Page 78)

PORTER SCHOOL TEACHERS IN THEIR WORKSHOP

Left to right—Mrs. M. H. Porter, Principal H. T. Cash, Miss Thelma Green, Miss Sara Roberts, Mrs. M. McCright, Miss Alice W. Hall, Mrs. L. Armstrong, and L. V. Johnson.

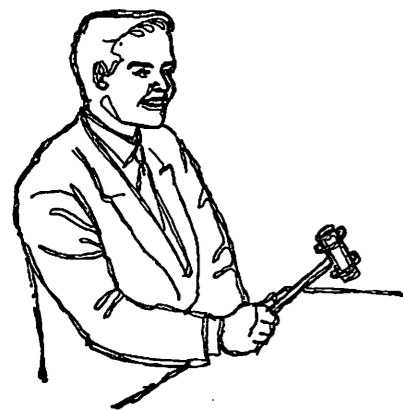
Left to right, front row—Mrs. M. McCright, Miss H. M. Harris, Miss F. Johnson, Miss E. L. Isabell, Miss B. Preston, Miss J. K. Griffin, Miss C. Shaw, Miss J. Tarpley, Miss L. Gilliam, Miss B. D. Trammell, Miss E. Brooks, Miss G. Edwards, Miss S. Guy, Miss S. Roberts.

Next row—Miss A. W. Hall, (A. M. Burford, not shown), Miss E. M. Robinson, Miss W. B. Smith, Miss O. H. Shelto, Miss L. W. Flagg, Miss A. Oates, Miss G. Rainey, Miss E. Harper, Miss G. McChristian, Miss G. Reeves, Miss W. M. Outlaw.

Last row—L. V. Johnson, Miss G. Collins, E. Young (not shown), B. A. E. Calloway, Miss M. Cox, Miss T. Green, Miss E. Toles, Miss M. Porter, Miss V. M. Hancock, Miss K. Porter, Miss E. Couch, Miss F. Freeman, Miss L. Kirkland, Miss J. Shields, R. Peques, Mrs. L. Armstrong. Sitting at piano—Principal H. T. Cash.



*Mrs. Whitaker teaches in Pasquo School located in Davidson County.



By MABEL BELL CROOKS
Staff Writer

THE LETTERS OF THE LAW

Spell out a new constitution which changed and clarified much in the state teachers' association

PRESIDENT C. C. Bond had, less than thirty minutes earlier, called the 1953 Delegate Assembly back to order to hear the report of the Ballot Box Committee. Following this report, Miss Lucie Campbell of Memphis moved that a token of esteem be given Mrs. La Vera Seets Avant of Ripley, who resigned as recording secretary of the TNEA after seventeen years of service—the motion was seconded by J. Ashton Hayes of Memphis, and passed. Then, President Bond made a few remarks, heard a motion to adjourn, and the 1953 session of the TNEA Delegate Assembly ended.

It was quite late, cold and rainy. Delegates, many of them, had been in the session since early morning. There had been no recess since the one-thirty lunch hour.

Dr. Mance, Miss Willis Speak

Dr. Charity M. Mance, guest speaker, addressed the delegates before the opening of the business session. Consultant of the State Department of Education, she has a keen sense of the responsibility of teachers in creating the types of classroom climates in which children learn living at its best. Dr. Mance reminded the delegates of what children, their parents, and their communities expect from the school and its teachers. She also reminded them of the great needs of the children and the communities in which they live. Her address was stimulating.

Miss Charlene Willis, Field Rep-

resentative of the Tennessee Education Association and Special Representative of the National Education Association, reported on the State legislative program of the TEA. In her usual forthright manner, Miss Willis revised the background of the program. She told the delegates that while the five-point legislative program presented to the 1951 legislature had certainly found favorable reception, the job was not over. The enactment of the teacher tenure and certification laws, Miss Willis pointed out, showed concretely what could be done when community forces worked together.

State Director of Education for Negroes W. E. Turner greeted the Assembly.

Dr. W. S. Davis, President of Tennessee State, extended his usual cordial welcome to the delegates to the facilities of the University. He urged their sober, constructive deliberations on the business which they had come to conduct for the teachers of the State.

It was Moss H. Kendrix, National Education Association Representative, who urged Delegate Assembly members to develop to the fullest extent their local and state teachers' organizations, but not to lose sight of the opportunities for growth and participation in professional associations national in scope. He specifically urged the Assembly to see that Tennessee is well represented at the NEA meeting at Miami Beach in June.

Committee appointments were made by President Bond, following the seating of the delegates and the reading of the minutes which opened the Assembly's business of the day.

Action on the Constitution

The air was charged with the pressure of action on the proposed constitution which the 1952 Delegate Assembly had ordered circulated. This kept the delegates working at white heat.

It was ruled, following the adoption of the agenda, that the constitution become the first item of business. Upon its adoption hung many other items of business.

This was the largest Delegate Assembly ever held by TNEA, and certainly one of the most important. Over the State, teachers had met in their local associations and teaching units and had discussed the proposed constitution item by item. They had instructed their delegates. Special conferences were held.

Word by word, line by line, and item by item, the Delegate Assembly considered the proposed constitution. Terminology, intent, and interpretation brought on some strong debates.

Motions were made, withdrawn—along with their substitutes—re-made, amended, and finally voted up or down. It was a tense struggle. The body did some profitable discussing and debating, some clear thinking, and some sound legislating.

When the last article of the proposed constitution was finally acted upon, there was an apparent "calm that follows the storm"—a new constitution had been adopted.

The Constitution Committee—Monroe D. Senter, chairman; Mrs. E. R. Pitts, J. L. Seets, George A. Key, C. C. Bond, and George W. Brooks—had quite a task to coordinate, work out, circulate, and bring back to the 1953 Delegate Assembly a document ready to be considered by the representatives of the teachers.

Reports of Secretary, Treasurer

The annual reports of Executive Secretary George W. Brooks and Treasurer Frances A. Sanders were received with commendation. In both it was clearly seen that the organization has shown remarkable strides of progress in the past three years.

It was necessary to forego other reports which included those of general committees and convention highlights by Vice President Joseph H. Stevens and Mrs. Frances A. Sanders.

The report on THE BROADCASTER and Field Service by Mrs. Mabel Bell Crooks was also withdrawn from the agenda because of the lack of time. However, each delegate received a mimeographed copy of the University of Chicago's appraisal of the journal as made by a panel of three experts designated by the Education Communications Serv-

ice of the University. It was quite favorable.

A \$10,000 budget, which had previously been approved by the Executive Committee in its early morning session, was adopted by the Assembly.

Nomination of Officers

As usual, the nomination of of-

MORE ABOUT CONSTITUTION

Seven of what we consider the most outstanding changes made in the state teachers' association by the new constitution adopted by the Delegate Assembly in its January meeting, will be found under "From Where We Stand" in the editorial "We Did It!"

A subsequent issue of THE BROADCASTER will carry a complete copy of the new constitution in order that each member may have one. Look for it.

ficers as well as the election was spirited.

Nominees and the offices for which they were nominated were: President, Joseph H. Stevens of Murfreesboro; first vice president, Monroe D. Senter of Knoxville; second vice president, J. H. Parrish of Jackson; third vice president, R. A. Stewart of Gallatin, William H. Fort and J. K. Petway of Nashville, and S. E. Jones of Columbia.

Recording secretary, Miss C. Y. Russell of Ripley; assistant recording secretary, Mrs. Evelyn P. Hall of Gallatin; treasurer, Mrs.

F. A. Sanders of Nashville; and parliamentarian, Walter Haney of Chattanooga.

For the executive committee—*East Tennessee*: Mrs. Arnetta Wallace of Knoxville. *Middle Tennessee*: Sidney Harris of Shelbyville, M. D. Neely, Dr. H. A. Bowen, and Mrs. Carrie Denney of Nashville. *West Tennessee*: Guy Hoffman of Arlington; Mrs. Cora Deberry of Jackson; Robert Jacox, Jr., Ripley; Mrs. Addie Jones and Miss Lucie E. Campbell of Memphis, and John Kohlheim of Somerville. Delegate-at-large: G. A. Key of Chattanooga, V. O. Dobbins of Kingsport, L. A. Jackson of Knoxville, and Vernell Simmons.

Nominees to represent the association as delegate to the American Teachers Association meeting in Orangeburg, South Carolina, were: Mrs. Frances A. Sanders and R. B. Vann of Nashville; J. H. Parrish, Jackson; W. W. Mays, Henning; Mrs. Elizabeth Townsend of Memphis, and T. V. Kennedy.

Representatives to attend National Education Association meeting in Miami Beach, Florida, as association delegate were: George A. Key, Chattanooga; Dr. M. R. Eppse, Nashville; Dewey Tuggles, Humboldt; Miss Lucie E. Campbell and Mrs. Addie Jones of Memphis; Mrs. H. W. Mosby; Mrs. Arnetta Wallace and Monroe D. Senter, Knoxville; Mr. Rube Robinson, Lexington; J. L. Seets, McKenzie, and Mrs. Lelia Kohlheim of Somerville.

New Officers

The officers and representatives elected:

Joseph H. Stevens, president; Monroe D. Senter, first vice president; J. H. Parrish, second vice president; R. A. Stewart, third vice president.

Miss C. Y. Russell, recording secretary; Mrs. Evelyn P. Hall, assistant recording secretary; Mrs. Frances A. Sanders, treasurer, and Walter Haney, parliamentarian.

Mrs. Arnetta Wallace, Sidney Harris, Mrs. Addie Jones, and George A. Key were elected members of the executive committee.

Monroe D. Senter and W. W. Mays were elected delegates to the ATA.

Miss Lucie E. Campbell, Mrs. Arnetta Wallace, George A. Key and Monroe D. Senter were elected delegates to the NEA.

The new officers will be installed at the annual convention to be held at Tennessee State University in Nashville, March 26-27.

So, "The Letters of the Law" were laid down by the delegates in the 1953 Assembly as directed by the teachers of the State of Tennessee.

EDUCATION MUST

(Continued from Page 67)

made up of people of varying degrees of skill and training is not proposed as an absolute answer to our problem of not enough teachers. The point to be made here is that we cannot take care of the teacher shortage simply by pleading for more people to enter the profession. We need to think creatively about ways to use to the very best advantage the teacher-power we now have or that we see available in the next few years.

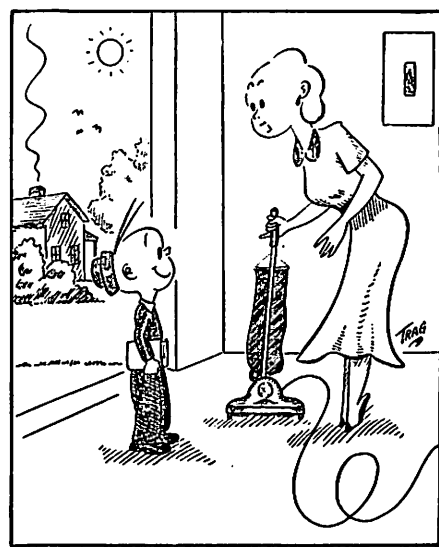
Putting TV to Work

Technology and invention have brought to education one of the big problems with which it must wrestle in the years just ahead. Television has certainly changed things, and in the areas where there are channels it has changed things in the school. With the certain expansion of the industry to include all sections of the country, it will soon have to be taken into account everywhere. The impact of television on the home

TO TRAIN LEADERS
 To train leaders in the skills and understandings necessary for developing effective groups, the National Training Laboratory in Group Development will hold its usual three-week summer laboratory session at Gould Academy, Bethel, Maine. Dates: June 21 thru July 11.
 Approximately 110 applicants will be accepted for this session. Persons involved in problems of working with groups in a training, consultant, or leadership capacity in any field are invited to apply. Write to NTLGO, 1201 Sixteenth St., N. W., Washington, D. C.

life of the nation is terrific. In this situation it is the responsibility of the school to discover the effects of television so that we do not delay as long as we did with radio in seeing that youngsters are given some aid in using it. Unless some study and direction is given to the developing of discriminating taste in the choosing of programs, commercial television will continue to be what it is to many children—simply an opiate which keeps them immobile and squinting in their chairs when they might better be engaged in some active, socializing enterprise.

Aside from the task of educating people to the more intelligent critical use and judgment of commercial television, the schools have also another great obligation so far as this powerful medium is



"Half-day sessions? ... Who said so? ... We'll see about that!"

concerned. We must learn how to use it effectively in education.

Educational agencies waged a vigorous fight to have television channels allotted to education. We won the fight, and we now have confronting us the mammoth undertaking of financing, programming, and using effectively those channels which have been allotted to us. Anyone who has ever observed the operation of even the most modest television installation, I think is overwhelmed at the outlay of staff, equipment, and know-how involved in the use of a TV channel.

The cost alone is so great that even in a place as large as Chicago there is difficulty in financing a station. In that city, with the building to house the station already donated, the estimated cost of construction and equipment is \$486,000. To undertake the project at all is possible only through the cooperation of most of the educational and cultural agencies of the area; the universities, the museums, the public schools, the historical societies. This necessity of cooperation is one of the good features of the whole project. Through the working together of many organizations usually in competition with one another on an undertaking which cannot be otherwise accomplished, it may be that we can learn some techniques for dealing with other problems too big to be handled on a competitive basis.

How Equal Is Opportunity?

In the months just ahead of us in education, as we work on the problems of television, teacher shortage, school-community relations we need also to take time to assess our progress in realizing our frequently stated goal of equal educational opportunities for all. This is number five in the big problems which as teachers we are called upon to do something about.

We have been doing something about getting more and more of our youth population into the school, but all too often we have failed to realize that equal educational opportunity is not thus assured. Many children, because of their limited background, are not receiving in the school the opportunity to acquire the skills

(Continued on Page 76)

Here's An Idea

"To make our nursery rhymes and songs more realistic, we beat out the rhythm with our rhythm band instruments." Mrs. Pauline M. Owens, Principal of Duncan School at Johnson City, said in speaking of Mrs. Lucy Jones Davis' first grade class.

"Our maracas were made by covering 200-watt bulbs with several layers of papier-mache. After this had dried, the bulbs were struck on a hard surface with force enough to break the stem, and the globe. These broken parts inside the mache produce the rhythmic sound when shaken. The maracas are painted with oil paint," Mrs. Owens continued.

Mrs. Davis and her first graders have also made other instruments.

Tambourines. We cut a cylindrical ice carton about 1½ inches from top and bottom. Into spaces cut out of the sides of the carton we inserted on wire pop bottle tops which had been flattened.

Drums. The tops of two cheese boxes were covered with domestic. This material was tacked tightly, then shellacked.

Bells. Two or three jingle bells were wired to asbestos covers for hot dishes. They make delightful little instruments.

Rhythm Blocks. We cut blocks 5" by 1½" from scraps of wood. Rhythm produced with two of these is music to a first grader.

"These instruments we have made," Mrs. Davis said, "are supplemented by cymbals, clogs and sticks bought by the First Grades Mothers' Club."

The rhythm band has supplied the class with reading, numbers and language materials as well as rhythm. New words have been added to their vocabularies; numbers, in counting and placing the instruments for practicing.

The rhythm band reinforces rhymes and music learned in other phases of first grade teaching.

Neglected area: What women in college study and should study will be investigated in a \$50,000 project by the American Council on Education.

The study will also look at the opportunities existing for college girls in the extra-curriculum.

Dean Althea K. Hottel, University of Pennsylvania, will direct the work.

Civil servants in college? Legislation to enable Federal agencies to send "promising employees" to college for advanced training at Government expense has been introduced by Rep. St. George (Rep.) of New York. In return for their advanced education, the Government employees would promise not to leave Federal service for a "reasonable period" after completing their courses.

Kissing in the curriculum? There is one teacher less in Princess Anne, Maryland, schools. Math-and-science teacher Louis L.

Pund lost his job. Reason: he introduced the kissing game of post-office in his two junior high school classes. His purpose was "to break down the inhibitions of his children."

The four largest manufacturing companies in volume of sales are General Motors, Standard Oil Co. of New Jersey, U. S. Steel and Ford Motor Co.

Three-fourths of the high school principals in New York State believe that colleges should drop foreign languages from their requirements.

Red Cross Volunteer Nurse's Aides

To supplement staffs in hospitals, clinics, and blood centers, which are handicapped by the continuing shortage of nurses, your Red Cross trained more than 8,500 additional volunteer nurse's aides during the 1951-52 fiscal year.

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Name _____
 Address _____
 City and State _____
 School _____

EDUCATION MUST

(Continued from Page 74)

and understandings to help them live happy and significant lives. The ideal of educational opportunity is not achieved simply by getting boys and girls into school. It lies in the expectation that the school will provide them with the situations out of which they may develop the knowledge and value concepts which will enable them to live as intelligent citizens in a free society.

In a school setup which places so much store as ours does on verbal facility, learning to read is basic to almost all school success. Yet many of the boys and girls in our schools suffer early and mounting defeat in their attempts to learn reading and to deal with those other subjects in the curriculum where verbal facility is a prerequisite of success. We have not taken care of the situation, either, when we provide for this large group of pupils situations in which they can work with their hands. It is all very well that all of us should know the joys and satisfactions of manual skills, but those skills are no substitute for the opportunity to become acquainted with the type of world in which we live, to learn to understand and appreciate the people and things which are in it.

It is not enough that schools should teach boys and girls to construct and build, and sew, and plant, and harvest. It must do this teaching in such a way that the pupils develop the insight and understanding to make them happy, contributing members in their world. The past fifty years have seen some progress toward, but not complete attainment of the goal of twelve years in school for all boys and girls.

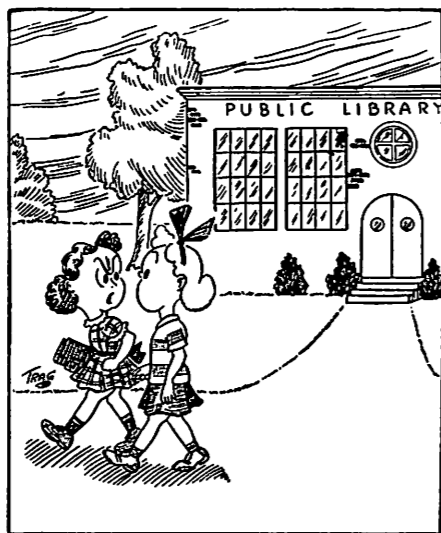
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Red Cross Aid to Troops in Korea

Since the beginning of the Korean conflict, 850 tons of supplies, at an estimated cost of more than \$485,000, have been shipped by your Red Cross to the troops in Korea. These supplies included 21,486,000 envelopes, 34,841,000 letterheads, 436,000 toothbrushes, as well as thousands of books, kit bags, combs, mirrors, razors, cards, pencils, and other needed items.



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From the office of

THE EXECUTIVE SECRETARY

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A record attendance is expected.

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(Continued from Page 74)

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See, Hear!

The "6 R's"

The teaching of "6 R's" in our schools to meet the problems of modern life was reported November 9 by the Office of Education of the Federal Security Agency in a publication issued simultaneously with observance of American Education Week.

The booklet, entitled the "6 R's," presents tersely in text and pictures what parents now ask schools to teach their children.

Announcing the special publication, Earl James McGrath, U. S. Commissioner of Education said, "Many surveys agree that parents want their boys and girls to learn more than the traditional 3 R's. In addition to 'Reading, 'Riting, and 'Rithmetic' which more children today learn better than ever before parents now want their children to learn about Responsibilities, Rights, and Relationships. They want our schools to teach boys and girls the duties of citizenship, how to make a living, and how to get along with others."

The Commissioner of Education congratulated the educators of the Nation for the work they are achieving, at times against great odds. He said, "School officials and teachers deserve high commendation for the manner in which they have undertaken many new educational responsi-

bilities they have been called upon to perform. Their achievements are the more praiseworthy under which they work this year, with approximately 1,700,000 more children enrolled in our schools than ever before in our history.

Commissioner McGrath emphasized the need for 315,000 new classrooms and 150,000 qualified teachers to instruct the Nation's public school children. In this connection he said, "Teaching offers a career in which the highest motives of service to mankind can find expression. Teaching offers opportunities for personal growth, the assurance of being needed, and sharing in a worthy enterprise. We need some of the ablest of our young people in the field of teaching so that children in our schools may have before them the example of the best personalities our society can offer.

Copies of the special Office of Education publication, "The 6 R's" are available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Price: 10 cents for a single copy.

ART IS

(Continued from Page 71)

signs with crayons and paint on cloth and paper. They did some freehand drawing with chalk. They did some block printing on

cloth and paper. Tried some "etching" with crayon, scratching in a design or picture; some batik (crayon), finger painting, and they did some murals. They also made gift boxes, toys (marionettes and puppets), worked with clay, and did some carving in wood soaps, plaster, spools, barrels, and keys.

The "Art Show" which the workshoppers finally arranged for themselves in the school cafeteria where they worked, showed an array of subjects and materials, the teachers themselves did not believe possible from their group.

These teachers have proved for themselves that "art exists everywhere."

Red Cross Aid to Veterans

Red Cross personnel serving 84 VA offices during the 1951-52 fiscal year helped veterans with their claims for veterans benefits at the rate of 30,500 cases a month. As of June 30, 1952, your Red Cross held more than 1,385,000 powers of attorney for veterans who had applied for government benefits.

Red Cross Aid to VA Hospitals

Each month during the 1951-52 fiscal year, 28,100 Red Cross volunteers served a total of over 3,177,000 hours for patients in 136 VA hospitals, making the days pass more quickly, and helping patients on their way to recovery and rehabilitation.

OUR NEWS



People ° Places ° Happenings Here ° There ° Elsewhere

EDUCATION OFFICIALS RENAMED

The officials in the State Department of Education who have been reappointed to their positions in Governor Clement's reorganization program, were recently announced. The announcement came from Dr. Quill E. Cope, new Commissioner of Education. The officials are:

Director W. E. Turner, of the Division of Negro Education, Nashville.

John B. Calhoun and T. Wesley Pickel, co-directors of the division of schoolhouse planning and transportation, both of Nashville.

Harvey Marshall, Nashville, director, state educational agency for surplus property.

C. A. McCannless, Nashville, director division of finance.

W. B. Shoulders, Nashville, co-director of equalization.

C. M. Hardison, Nashville, director of the division of instructional material.

All seven of these men have been with the state education department for some time.

WALL STREET VIEWS SEGREGATION

Wall Street analysts have taken a look at the segregation cases to be decided by the U. S. Supreme Court.

Says the *Magazine of Wall Street* for December 27:

"There is more at stake than a sociological concept in the segregation cases which have been heard by the Supreme Court of the United States. There are fiscal implications of great moment as well as the constitutional and social aspects. . . .

"Notice was served on the justices that a ruling to open white schools to colored will mean the end of the public school system as it now exists; that segregation

will not end but that the public schools will be operated exclusively for the colored pupils and privately supported schools will serve the others.

"That will mean new methods of funding, of school bonds backed by individual and group indorsers rather than by public authority. The Attorney General of Virginia flatly told the court the citizens of that state will refuse to vote school bond issues for non-segregated facilities. Not even funds for maintenance or teachers salaries! That would mean financial revolution in the field of education."

MEMPHIS

Booker T. Washington High

Among the new teachers at Booker T. Washington are Mrs. A. R. Cash, B. S., Tennessee State, transferring from Carnes; Leon H. Griffin, B. S., Tennessee, transferring from Melrose; Mrs. Thelma J. Harris, M. Ed., Atlanta University, transferring from Kansas; Mrs. V. L. Haysbert, M. S., Colorado State; Mrs. C. R. Johnson, A. B. Tennessee, transferring from Lester; James F. Perrie, A. B., Tennessee, transferring from Carnes; Mrs. F. M. Richardson, B. S., transferring from Melrose, is the new librarian; Mrs. Allie M. Roberts, A. B., Alcorn College, transferring from

LaRose; Mrs. F. W. Ross, A. B., Alcorn College; Miss Doris Schackelford, B. S., Tennessee State, transferring from Hyde Park, now teaches science; Mrs. O. S. Shannon, A. B., LeMoyne, transferring from Porter School, and Mrs. H. Yarbrough, Butler University School of Music.

Kansas

Mrs. Vera Allen Howell and Mrs. Ethel Williams Lockwood are the new teachers at Kansas School this year.

Kortrecht

John Louis Outlaw is the new member of the Kortrecht School staff this year along with Mrs. Christabel P. Johnson.

Grant

Grant School has two new teachers this year: Mrs. Martha Long Moss and Mrs. Gladys E. Washington.

Hamilton

New teachers at Hamilton include Mrs. Dorothy Davis McDaniel, Mrs. Pearlina Louise Shannon, Mrs. Essie G. Shaw, and Henry Pilcher.

Dunn Avenue

Miss Carrie Louise Watson is the new teacher this year at Dunn Avenue.

Caldwell

Mrs. Laura Downs Watson is the only new teacher at Caldwell this year.

Carnes

New teachers at Carnes include Miss Lillie Ann Aldridge, Willie Calhoun, Miss Faye Eunice Gentry, Miss Ardena A. Herndon, Mrs. Mildred S. Jordan, and Miss Vivian E. Marsh.

Magnolia

Magnolia new teachers include Miss Annie Marie Allen, Miss Elma Annette Hubbard, and Willie Benjamin Kelley.

Lincoln

Joseph P. Atkins is the new teacher at Lincoln this year.

Melrose High

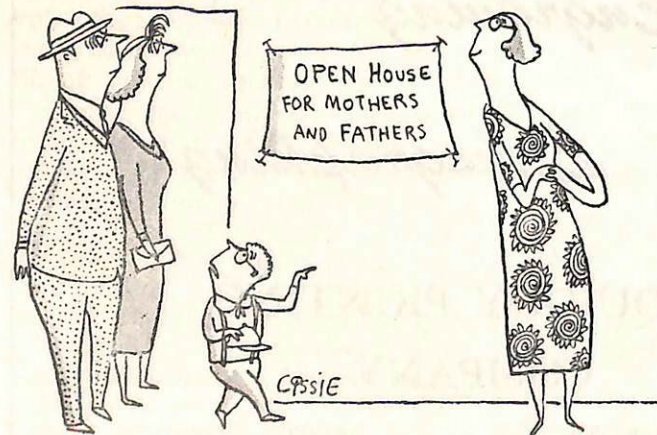
Among the new teachers at Melrose are Miss Marie G. Bradford, Miss Mildred C. Brazziel, and Floyd Jesse Cawthon, Jr.

LaRose

LaRose School has Mrs. Dorothy W. Bryant, Mrs. Pearl Clark, and Mrs. Nellie Gordon Rouhlac as new teachers this year.

Hyde Park

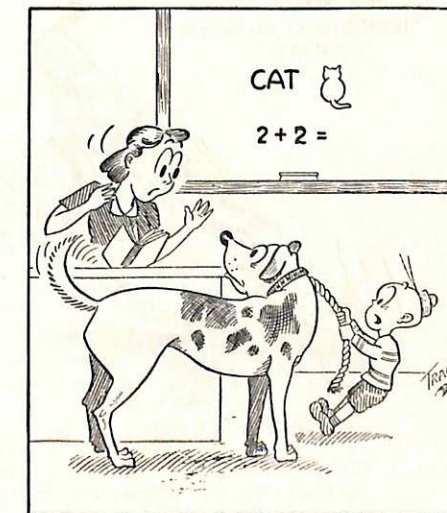
Miss Mildred Joy Crawford, Miss Sarah E. Fields, Theodore Johnson, Miss Velma Lois Jones, Miss Henriene Neal, Miss Mae Alice Thomas, and Miss Jennie V. Woods are the new teachers this year at Hyde Park.



"There's the principal; she's my principal trouble . . ."



"I'm sorry, but your daughter is just a square peg who won't fit into a round hole . . ."



"Honestly he followed me . . . Can he stay in school? . . . Can he, please?"

Pen Points

SOME impressions we get as we go from place to place.

—A physics class in the Douglass High School, Memphis, busily working out its own physics examination. We asked the teacher, Mr. F. H. Gray, how well did it work. He said that so far it had worked very well. Each student writes on a sheet of paper one question and hands it to the teacher. From these questions the test is made.

Mr. Samuel Helm, another science teacher at Douglass, explained a technique of how they make science an interesting subject to students: "The students and the teacher sit down together and talk about the lesson *together*."

—The popularity of foods courses among the boys at Holloway High School, Murfreesboro. About ten of them in one particular class were standing in the newly equipped foods lab telling us that it started out as just another effort to get a much-needed half unit of credit. Now, they like it so well that they might try clothing.

They are, incidentally, all members of the first string football squad

—The educational interest the State of Tennessee is manifesting in television. Nashville's WSM-TV not only carries the Educational Council's "Let's Find Out" program of and by schools and their pupils for fifteen minutes daily (Monday through Friday), the eleven institutions of higher learning have also been presented on a Sunday afternoon telecast. Dr. W. S. Davis, as president, gave a brief sketch of the program at Tennessee State. Dr. Harold West and Dr. Charles S. Johnson, presidents of Meharry and Fisk, respectively, reviewed the programs of their schools.

The Editor

The Convention Goer— Cast According To Type



"Oh, Professor, that's exactly what I tell my classes!"



Just a few seconds to grab a smoke!



"I'll have to go to every meeting to get my money's worth from this outfit!"



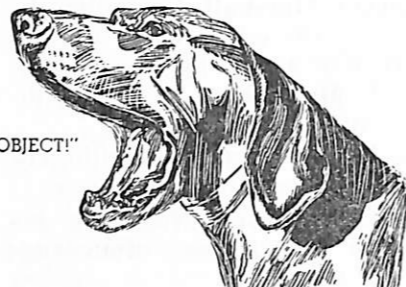
"I like to meet a situation HEAD-ON!"



"But, Sam, the Superintendent is already at the meeting."



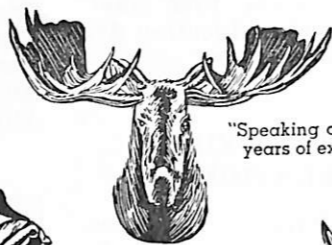
"I'll have something to say on every subject."



"I OBJECT!"



"JUNIOR! can't you behave just once?"



"Speaking out of my many years of experience..."



Some like to go in a group.



"I'm just flying over to take a quick look at it."

Courtesy of Olin Industries, Inc., Tonsiline Company, Gaines Division of the General Foods Corporation, Bayer Division of the Sterling Drug Company and the artist Harry V. Berg.



TENNESSEE NEGRO EDUCATION ASSOCIATION



THIRTY-FIRST ANNUAL SESSION

March 26-27, 1953

at Nashville



Theme: Education for One World



Tennessee Regional Professional Teachers' Meetings

REGION	COUNTIES	DATE	LOCATION
Region I J. L. Seets, Ch.	Benton, Carroll, Gibson, Obion, Weakley	December 5	Weakley Co. Trg. Schl., Martin, Tenn.
Region II E. D. Brown, Ch.	Hardeman, Haywood, Madison, Crockett, Fayette	January 3, 1953	Central High School Alamo, Tenn.
Region III P. B. Brown, Ch.	Dyer, Lauderdale, Lake, Tipton	January 17	Bruce High School Dyersburg
Region IV C. C. Bond, Ch.	Chester, Decatur, Hardin, Henderson, McNairy, Wayne, Perry	January 24	Henderson, Tenn.
Region V T. D. Upshaw, Ch.	Bledsoe, Bradley, Meigs, Polk, Hamilton, Marion, Rhea, McMinn	February 7	Chattanooga
Region VI G. W. Brooks, Ch.	Cheatham, Dickson, Lewis, Hickman, Houston, Stewart, Humphreys, Montgomery, Robertson	February 14	Clarksville
Region VII C. Derricks, Ch.	Davidson, Maury, Rutherford, Sumner, Smith, Trousdale, Wilson, Williamson	January 31	Nashville
Region III S. W. Harris, Ch.	Bedford, Cannon, Clay, Coffee, DeKalb, Franklin, Giles, Grundy, Jackson, Lawrence, Lincoln, White, Marshall, Macon, Putnam, Moore, Van Buren, Warren, Overton	February 28	Pulaski
Region IX M. Senter J. Olinger, Chs.	Anderson, Blount, Cocke, Campbell, Claiborne, Knox, Jefferson, Hamblen, Roane, Loudon, Monroe, Grainger, Sevier.	March 21	Knoxville
Region X J. Armstrong, Ch.	Carter, Greene, Hawkins, Johnson, Sullivan, Hancock, Washington	March 28	Johnson City