

The Broadcaster

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

Vol. V

Nashville, Tennessee, March, 1933

No. 3



DR. S. L. SMITH

Eleventh Annual Session in Nashville, April 13-15, 1933

ELEVENTH ANNUAL SESSION OF THE TENNESSEE ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

NASHVILLE, TENNESSEE

April 13-15, 1933

CENTRAL THEME: The Improvement of Instruction.

PLACE OF MEETING: A. and I. State College for evening sessions; Pearl High School, morning and afternoon sessions.

ELEMENTARY SCHOOL CHORUS: Teachers are urged to bring students to form an elementary school chorus to furnish a part of the music of the session.

DECLAMATORY CONTEST: A declamatory contest open to bona fide junior and senior high school pupils will be held at A. and I. State College, Friday, April 14, at 6 P. M. Declamations will not exceed ten minutes in length. Prizes will be given the winners.

BOARD AND LODGING: Lodging at A. and I. State College will be 25c per night for pupils and 50c for teachers. Board is on the cafeteria plan and will average 50c per day. Reservations should be made in advance to George W. Gore, Jr., A. and I. State College.

MEMBERSHIP FEE: The membership fee of 50c for 1933 is due and payable to George W. Gore, Jr., A. and I. State College.

BIENNIAL VISIT OF THE GOVERNOR AND STATE LEGISLATURE: The Governor and the two houses of the Sixty-eighth General Assembly will be luncheon guests at A. and I. State College at noon, April 13. All members of the Association are urged to be present and participate in the welcoming.

STATE WIDE HIGH SCHOOL SYMPOSIUM: The State Wide High School Symposium will be held at A. and I. State College, April 13-15. There will be Contests, Demonstrations, Conferences; Awards will be given to schools and pupils taking part in athletics, dramatics, music, scholarship and art.

THE BROADCASTER

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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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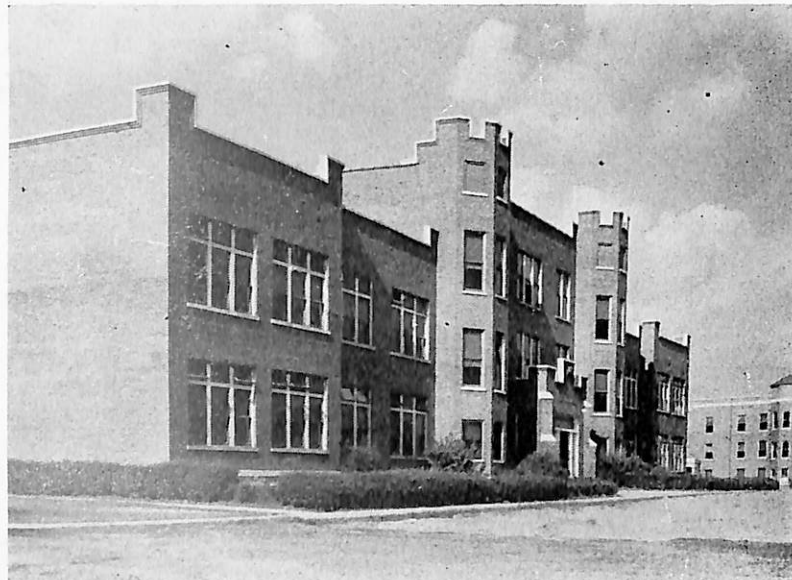
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THE LIFE WORK OF DR. S. L. SMITH IN THE DUAL EDUCATIONAL SYSTEM

By R. E. Clay, State Rosenwald School Agent



Women's Building, A. and I. State College, Where Reception Will Be Held.



Old Main Building, A. and I. State College, Evening Sessions Will Be Held Here

The same year 1875 that Dr. Booker T. Washington was graduated from Hampton Institute there was born in Humphreys County, Tennessee, a white boy whose life's work would be in accord with that of Mr. Washington and his major attention to problems involved in a dual system of education.

This boy with a background of a Christian home, began his education in a log schoolhouse and later in the improved rural school and then on thru Pinewood Academy, Waverly Training School, McEwen and Dickson Normal and received his Bachelor of Arts degree from Southwestern Presbyterian University at Clarksville in 1913.

Mr. S. L. Smith taught in the rural schools at Hickman and Humphreys Counties, then in private academies and college preparatory schools. The records shows that none of his pupils ever failed to pass the college entrance examination. He was principal for five years of the Montgomery Academy near Clarksville, Tenn. He was the first joint principal of the city and County High School of Clarksville and Montgomery County, and was for five years the superintendent of schools. During all these years Mr. Smith's work on his major project "The Dual System of Education"—consequently under his splendid unselfish leadership there was permanently established in Montgomery County an eight month school term for all of the children.

Dr. Wallace Butterick, President of the General Education Board, decided to aid in the educational program of the Negro children of Tennessee. His attention was at once directed to Mr. S. L. Smith, who resigned the position as superintendent of schools, which position paid him more than the new one, and June 10, 1914, he took the position as the first State Rural School Supervisor in Tennessee financed by the General Education Board. His first efforts to build a Rosenwald School was in Fayette County, Tennessee, where the Negroes outnumbered the white people from three and five to one. He selected two educated colored people, a man and his wife, to go into this county. He made the man principal of the

County Training School and his wife supervisor of the County and thru those two people he thoroughly organized the Negro farmers to raise their part of the money to build the school. In his first countywide rally the Negroes brought to the meeting \$1,200 in cash and the school was erected; twenty-six Rosenwald schools have been built in this County.

Three hundred seventy-six schools have been erected in Tennessee with a pupil capacity of 44,460; in other words sixty-one per cent of all Negro children in school in Tennessee are housed in beautiful Rosenwald Schools, sixty-two per cent of all Negro teachers in Tennessee are in Rosenwald Schools. These schools cost \$1,838,695.00.

In 1918 Mr. Smith received his M. A. degree from George Peabody College. He afterwards did further graduate work in Peabody College for more than a year in schoolhouse planning and health education. He has also done graduate work in the University of Chicago and in Harvard. He is a charter member of Psi Chapter of Phi Delta Kappa Fraternity and has been awarded the honorary service key for seven years or more of research work in the field of education.

Mr. Smith's practical ability and wide range of knowledge of all phases of education became so pronounced that on June 10, 1920 he was elected out of a large number of outstanding educators to be the Southern Director of Julius Rosenwald Fund for the fifteen Southern States.

On entering this larger field of educational work, Mr. Smith went from State to State, County to County, so that he might see the kind of schools being used to educate the Negro boys and girls. In almost every county in the fifteen states he found crude and dreary cabin-like schoolhouses which had two rough openings, one used for a door, the other for a window. The window was without a single pane of glass. These openings were closed by a few rough boards on leather hinges. This was the type of schoolhouse he found all over the beautiful South-

land where Negro boys and girls were being taught civic and social efficiency.

Mr. Smith being a Southern white man, knew that before he could make any progress he would have to change the attitude of the white people in the communities, counties and states toward Negro education. Therefore, he mapped out a definite practical, workable program for contact, confidence and cooperation between the white and colored people in the communities, counties and states. In a quiet, cool and deliberate way he persistently and successfully worked out his program. Thus up to this good day there are 5,334 Rosenwald schools in 879 counties in fifteen states, costing \$28,000,000 and accommodating comfortably 600,000 rural Negro pupils.

Great has been the change in the rural districts of the beautiful Southland since Mr. Smith successfully put over the Rosenwald movement in the fifteen southern states. Not only has it provided the colored people with modern school buildings, teachers' homes and grounds equipped with recreation facilities for children and young people, but the schools are community centers where people are brought together in a cooperative way as nothing else has done. Parent-teachers' Associations, mothers' clubs, men and boys' corn and cotton clubs, farmers' conferences and many other helpful and enlightening organizations make the Rosenwald schools their community centers.

Thinking white people have learned thru this movement to willingly help the colored people who help themselves. Thinking colored people have learned if they expect help from their friends they must first help themselves.

In his dual system of education he prepared and furnished thru the fifteen State Departments of Education, without cost, for both white and colored people school plans and specifications for the building of the one-story type schoolhouse ranging from one to twelve-teacher types. These plans and specifications have been approved and used by school officials and school architects generally thruout the South. There are 2,000,000 pupils comfortably housed in schools erected on these plans and specifications, which included all arrangements, lighting and all conveniences.

He has also worked out in this dual system of education a definite health program which has aided the health departments of hundreds

of counties thruout the South to combat various kinds of contagious diseases; and rotating library service for both races thruout the South and other sections of the country.

While Mr. Smith is Southwide in his efforts and activities as Director of the Rosenwald Fund he keeps in active touch with his State as member of State Executive Committee of the Interracial Commission, Director of the Tennessee Tuberculosis Association, and State Chairman of School Education of Tennessee Parent-Teachers' Association and with the community as a director of the Davidson County Tuberculosis Association.

Mr. Smith, being a trained lawyer, has unselfishly used his legal ability in securing justice and a chance for unfortunate and underprivileged groups and as president of the Tennessee Association for the Relief and Rehabilitation of Ex-Convicts, he has been elected consecutively for the past eight years as president of the Association. It has been well stated by the Peabody Reflector and Alumni News that "during this time as a by-product of his work he has given some study to seemingly inequalities of justice among the states."

His national efforts, having been so very effective, gave rise to his appointment as director of the National Education Association; and to his acceptance as a life member into the National Council of Schoolhouse Construction and to his election to the presidency of this organization. He was a very active member of the Hoover White House Conference of Child Health and Protection of 1930 and November 20, 21, 22, 1932. He was the leading factor and general chairman of the Tennessee Conference on Child Health and Protection (A followup of the White House Conference) which brought together in Nashville a large number of outstanding leaders in all phases of civic, educational and religious life of the people over the entire state of Tennessee.

In recognition of his heroic leadership in the dual system of education the Southwestern Presbyterian University conferred the degree of Doctor of Education on Mr. S. L. Smith in 1932.

President W. J. Hale, the epigramic statesman and courageous leader of men, expressed the gratitude of millions of Negroes when he

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THE PROGRESSIVE ELEMENTARY SCHOOL PRINCIPAL

R. T. Tatum, Principal Adams Elementary School, Beaumont, Texas.

Changed Conception of Place of Responsibility

For many years we have heard the time worn expression, "As is the teacher so is the school." With the desirable changes that have been made in the many phases of our industrial and civic life, we have a new slogan set forth as a reliable measurement in determining the degree of progress that is possible for a school to make under the conditions extant in a given situation. The slogan that greets the most casual research body or the visitor to the classroom of the most ordinary teacher is: "As is the principal so is the school." The responsibility of the principal for the advancement made by the school in general is usually well defined by the administrative agents of a school system. Some progressive school systems have so seriously considered the impress that the principal has an opportunity to make upon the personnel of the faculty and the individual pupil, until they have set up a sane body of requisites for the position of principal of the schools. It is gratifying to state that many of the Boards of Education have entrusted the principal of the school with the responsibility for the selection of the type of teachers that will meet the demands of our present educational set up. It is quite obvious that such responsibility as is placed upon the principal should be so thought out as to permit of a degree of authority to so condition the factors that contribute to the essential success of the school as will strengthen the administrative power of the principal.

Necessity for a Sound Philosophy of Education

The progressive successful business man has a well defined body of ideas, notions, and ideals which he uses as the basic principles for the operation of his business. It is not only a necessity that he have a philosophy for the successful operation of his business, but he needs to study carefully as to what his aims are in the final analysis of the matter, then, he is required to make use of the choice or picked winnings of the body of experiences of the human race in order that the valuable experiences of mankind of previous ages will

serve as a helpful handmaid in the matter of formulating a philosophy for his business. It is equally as important for the school principal to have a philosophy for the conduct of his school. The philosophy of the principal will largely determine the intrinsic value of the aims and procedures of the school. What are the desirable outcomes of an education? How should education function in the life situations of the individual? Of what importance are permanent and varying interests to the advanced status of the individual and group? These are some of the pertinent questions that must attend the formulation of a philosophy in the mind of the progressive school principal. The philosophy of the principal is evident in the many activities of the school. What the principal is and what he thinks are revealed in the attitude of the pupils toward the school, the community, and community projects. The attitude of the patrons of the community is shaped in a large manner by the philosophy of the school principal.

Professional Leadership

The school principal should be well informed as to the most acceptable practices in the education of the youth. He should be a subscriber to at least two outstanding periodicals that contain a scientific study of the problems of his profession. He should be a member of the local, state, and national organizations for teachers. Without doubt the time has come for every public school principal in the United States to join the local, the state, and the national professional organizations. We owe it to ourselves, as well as to our chosen profession, to join and to help the best interests of teaching in every way possible. The principal should outline a course of professional reading that contains valuable information for the solution of the problems in his school situation, and he should assign the topics for discussion to the teacher of the faculty who is most competent to discuss the subject. In some schools it has been found advantageous to outline a course of reading for the building meetings and have teachers who need most the information on a certain phase of school work to make a careful and

investigative study of the particular subject and make a report to the faculty of the school. Other schools have found it advantageous to divide the faculty into study groups and have each group to make a careful research upon the phase of the school problems in which they are most interested. The groups finally have a report to make to the faculty assembled upon the results of the study that each has made. It is not enough for the principal to join representative educational organizations. He should avail himself of every opportunity to attend the meetings and take an active part in the deliberations of the body. Contact has the possibility of proving helpful and inspirational. An exchange of ideas can aid materially in the formation of a sound philosophy of education. The principal should be a dynamic power in the promotion of the best interests of his community and his school. He should prepare himself to make contributions of real worth to the educational organizations of which he is a member.

Supervision of Instruction

The ultimate aim of supervision is the improvement of instruction. It is the duty of the principal to give the most of his time to the supervision of instruction. All that the principal does should tend to make the teaching and the learning situations easier and more useful in the life situations that will ultimately present themselves to the pupils. It is a deplorable fact that most principals devote most of their efforts to evaluating the teaching process from the angle of determining as to whether the teacher has an outline or not; whether she is pursuing the work with the correct procedure; whether the methods are best suited for the pupils being taught and the teacher has the best tone of voice at the time of the teaching act. The matters mentioned are of importance; however, there are other matters that deserve equally as much consideration if not more. We should be concerned as to the outcome of the teaching. The supervision should be considered from the angle of the student, as well as from the angle of the teacher. Is the child learning? If so, how is he learning it? Is he learning with that degree of pleasure that causes him to take delight in pursuing the course and yet have an urge to learn more and more about the subject, or is he learning it with a dislike for the subject, the teacher, and a desire to get the thing done with as soon as possible? Is he creat-

ing a desire to have a recurrence of the matter in his future life? Any device that brings about the desired results is a good device. Do desirable results come from the teaching act of the teacher? Does the knowledge that the pupil gain function in his present life and will it be of value in the future?

Community Leadership

The principal who would be successful in the administering of his school must learn how to live with people and get along with people. It is not desirable for a principal to be a chameleon that changes his views and alignments with every changing wind that blows, but he should strive to learn the right view and have the moral courage to stand for that which he believes to be right as a result of careful study. While the school principal should attend public meetings which have for their motive the advancement of the community, he should be careful in the matter of taking partisan views and aligning himself with factions. The good of the community should ever be the chief concern of the principal. It is very inadvisable for the principal to make himself the self-appointed leader of the various organizations. The real worth of the school should be sold to the patrons of the school and the community by the principal. The more of value that the community knows about its school, the more readily will it cooperate with the school in its many projects. The better a salesman knows his goods and the more skillful he is in the matter of making known to the prospective buyers the worthwhile qualities of his goods, the more goods he will be able to sell. The principal should in reality be a salesman for his school. He should be adept in advertising the value of an education and forceful in his arguments to the extent that he is successful in gaining the sympathy, cooperation, and aid of the community in the making of a greater and more useful school. As a community leader, the principal should initiate new plans for the school and community in such way as to keep alive in the minds of his local citizenry that it is ever expected that they make progress with the foremost communities.

Academic and Professional Training

A questionnaire containing fifteen questions was mailed to sixty-two superintendents in cities of about 100,000 population. The questionnaire was mailed in January 1931, and the answers were received in February, 1931.

In answer to the question "Should a school principal be a college graduate? If so, what degree should he possess?" The replies of the superintendents were as follows:

A. B. or B. S.	21
A. M.	12
Ph. D.	2
Indefinite	5
Degree not necessary	2

The principal should attend summer schools and institutes frequently, because it is imperative that the professional head of the school be familiar with the current practices in the best schools. In addition to the possession of a college degree, the principal should possess a love for the profession of teaching and have a desire to make professional improvement in his chosen profession.

Some Desirable Traits in a Principal

The academic training which is possessed by a principal does not assure him success in his profession. There are certain traits which if possessed by him will do much to create respect for him by those who come in contact with him. As a result of a questionnaire that was sent to the sixty-two school superintendents, pertaining to the traits most desired by them in their principals, forty-two made the reply to the following question: "What four traits in a principal's personality are most conducive to success?" The outstanding qualities reported are as follows:

Reliability	27
Love of children	25
Industry	23
Tact	20
Open-mindedness	19
Sense of humor	16
Ability to see what is going on	10
Sociability	7
Optimism	6
Clean-cut appearance	3

It is seen in this report that reliability, love of children, industry, tact, open-mindedness, and sense of humor are traits that are much desired in principals by school superintendents. The thoughtful school administrator is ever conscious of the fact that he should possess sympathetic tolerance and critical open-mindedness as boon companions in his attempt at school administration. In the discussion of this subject, we are not unmindful of the complex duties that demand the attention of a school principal. We are of the

opinion that the principal duties of a school principal are: organization, supervision, administration, clerical, and miscellaneous. It is hoped that principals will no longer be encumbered by clerical and miscellaneous duties to the exclusion of the better part—supervision of instruction.

The Personal Habits of a Principal

The principal of the elementary school works directly with boys and girls during the formative period of their lives. His example serves as a bulwark for good or as a detriment to the hope of the human family. Many pupils are so impressed with the example of the principal until they often imitate his physical peculiarities and emulate his every act. It behooves the principal to be clean in life in both public and private. Herbert Hoover speaking of the teacher states, "His office, like that of a minister of religion, demands of him an exceptional standard of conduct." In a certain town in Southwest Texas, the people frequently mention the name of a principal who died many years ago. His good works do follow him. The writer recalls that principal as a master of teachers, an erudite scholar, the semblance of honesty, and the epitome of the worthy ideal for his pupils to emulate.

References:

- "The Principal and His School"—Cubberly.
 "Organization and Supervision of the Elementary School"—Pierce, Stullken, and Reavis.
 "The Principal's Duties"—Journal of Education, January 5, 1931.
 "Bulletin of the Department of Elementary School Principals"—Volume XI, Number 2, January, 1932.

The Life Work of Dr. S. L. Smith in the Dual

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said, "The colored people of the Southland could not have reached the present educational and civic status of achievements had it not been for the sane, wise and efficient cooperative leadership of Dr. S. L. Smith, whose well balanced judgment concerning the best elements of both races, has brought better standards of racial adjustment to all.

EDITORIALS

American Education And
The Economic Crisis

The "log" in American Education is being trimmed to the point of breaking. On all sides there are reductions, retrenchments in appropriations for equipment and maintenance. Teachers as never before are suffering drastic reductions in pay. Some are being dropped from the profession as sacrifices to the gods of economic extravagances of bygone days. The nation has been forced to take drastic medicine in order to allay an almost fatal malady. Education must bravely face the future with a new program and hope built on faith in its cause and spirit and attitude of the American nation.

Rural education for the Negro never reached the minimum standards which its friends had hoped. In the present pruning process there is grave danger that practically all will be lost. Both teachers and counties will have to work together, plan together, and sacrifice together lest we jeopardize the future of the next generation.

The darkest hour comes just before the dawn. Surely there is a ray of hope as our national and state governments are bravely facing the problems and making steps in the direction of recovery and salvaging of substantial progress made in the past.

Teachers worthy of the name must carry out the precepts of the profession which has been enrolled by suffering and sacrifice, which has rendered its greatest service in crisis.

The "new deal" is on, and perhaps even the "forgotten man," the rural school boys and girls of the South, will be included.

THE IMPROVEMENT OF INSTRUCTION

Each year the Tennessee State Association of Teachers in Colored Schools has a central theme for its sessions. This year the theme is "The Improvement of Instruction"—a theme at once challenging and full of possibilities. In the midst of our present economic situation, the consideration of such a topic is especially significant. With entrenchment on all sides, we must improve. We must go forward in spite of temporary depressed conditions. We must as a profession lead the way out.

Better instruction means more meaningful and vitalized teaching. What was done in the past, the way our present generation of teachers were taught must serve only as the background for our present situation demands that we follow untrod paths, seek new and better approaches to truth. For all its sacredness and virtues the education of yesterday has not measured up to the unique situations of today. Change is inevitable.

The pre-Easter season should witness an intellectual renaissance for the teachers of Tennessee.

JOINT RESOLUTION OF THE SENATE
AND HOUSE OF REPRESENTATIVES
DESIGNATING MAY 1 AS CHILD
HEALTH DAY

Adopted May 14, 1928

Whereas the quality of the adult citizenry of a country depends upon the opportunities for wholesome development provided in childhood; and

Whereas in order to secure such well-rounded development, it is essential that provision be made for a year-round child health program; and

Whereas the concentration of the public mind on the necessity of such a year-round program can be effectively achieved by setting aside one day for this purpose as "Child Health Day": Therefore be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the President of the United States is hereby authorized and requested to issue a proclamation calling upon the Government officials to display the United States flag on all Government buildings, and the people of the United States to display the flag at their homes or other suitable places, on May 1 of each year, in order to awaken the people of our country to the fundamental necessity of a year-round program looking toward the protection and the development of the physical and the mental health of our children.

Section 2. That May 1 shall hereafter be designated and known as May Day—Child Health Day and that it shall be the duty of the President to request its observance as provided in this resolution.

A Way Out For Education

By William John Cooper*

There are three distinct periods in the financing of our schools.

We have passed through the first period, which may be said to end with the Civil War. In this early period each family was supposed to pay for the education of its members. They did where they were able. The term of school, however, was short and the subjects few in number. Reading, writing, arithmetic, and some Bible study constituted the curriculum in most schools.

"Regardless of the national land grants for education made to the new States," says Cubberley, "the provisions of the different State constitutions, the beginnings made here and there in the few cities of the time, and the early State laws, we can hardly be said, as a people, to have developed an educational consciousness, outside of New England and New York, before about 1820, and in some of the States, especially in the South, a State educational consciousness was not awakened until very much later."

Second Period

The second period of our educational history really begins with the work of Horace Mann. In June 1837, he entered on the duties of secretary of the State board of education in Massachusetts—an office created through his enthusiasm, courage, vision, lofty ideals, and practical legislative experience. He gave up a promising career in law and politics to accept this school office at a salary which did not always furnish him his dinner. As secretary he began at once on a campaign to transfer the cost of educating a child from his parents to the community, and it has remained a charge against the general property of the community ever since.

Exceptions to this general practice are few. Mann's controversy with the Boston schoolmasters growing out of his praise of European schools and his battle with the religious societies marked him as the exponent of tax-supported schools. For the next 12 years he preached the doctrine of taxation for public education, with the result that appropriations for public education were more than doubled. A full month was added to the term of school, and teachers' salaries were greatly increased.

Two years later Henry Barnard joined him in doing a similar work in Connecticut. Later Barnard transferred to Rhode Island, where he became the first State commissioner of education. In that small State he is reported to have held 1,100 public meetings in the 4-year period. But this period of work paid in arousing people to conditions. Others who joined in this battle for free public schools were Calvin Stowe, Samuel Lewis, and Samuel Galloway in Ohio, Caleb Mills in Indiana, Ninian W. Edwards in Illinois, John D. Pierce and Isaac E. Crary in Michigan, Robert J. Breckinridge in Kentucky, Calvin H. Wiley in North Carolina, and John Swett in California. Through Mann and his followers the cost of schools was eventually transferred from the family to the community and the second period was begun.

Third Period

We are now entering on the third period—the period in which every community can no longer afford a decent term of school. For no longer is general property a fair index of ability to pay taxes. It now seems necessary to transfer the cost of schools from the community to the State and Nation. Not in the form of State aid, nor in any form which partakes of charity, but as a matter of legal right the cost of schools must be carried by these larger units, for we have grown in a hundred years.

To-day there are whole counties in this country where a tax on general property will not support a school term of decent length. There are as a matter of fact more than 511 counties where the census of 1930 showed that illiteracy had actually increased, and 111 more where no decrease in illiteracy took place. From these figures we see that in about one-sixth of the counties of the United States no decrease in illiteracy was made from 1920 to 1930.

At the recent meeting of State superintendents and commissioners of education held at Hot Springs, Ark., there seems to be complete agreement that the time had now arrived for us to change our method of supporting schools. All were agreed that a tax on general property such as is used for more than 95 per cent of all school support in Iowa is out of date. Fluctuations in the price of real estate make it unreliable. When there is prosperity there is a tendency to increase assessments on this property. When

a depression comes these assessments work a hardship on the title holders. When farm products are low in price it is impossible to pay the taxes. A sales tax, they say, would be better. If the necessary articles of food were exempted from it, and clothing below a certain price were tax free, the sales tax would be a tax on the comforts and luxuries of life. It would apply to a great many more people than the real property tax now applies. Therefore, it would be a fairer tax than the present.

More Equality

If this tax were levied by the United States Government and a certain part of it were left in the State where it was collected there could be no charge of unfairness. If the rest of it were put into a common fund and distributed to those States which could not maintain good schools with the funds in hand, it would give equality of educational opportunity throughout the United States. This is really what we wish. There would no longer be, as there are this year, more than 200 districts in the State of Arkansas where schools would be kept open less than two months nor would there be as is predicted for the State of Alabama, many schools closing with short terms putting more than 5,000 teachers on the list of the unemployed in the middle of the year and turning out into the streets and roads of the country 200,000 children. The northern counties of Maine would no longer be threatened with closing school in a depression nor would the farm areas in any section of the Nation be in danger of short terms or little schooling for their children at a time when they most need a full term. In Oklahoma we are told that in hundreds of districts teachers have been able to cash only one or two of their first salary warrants.

This condition afflicts rural schools in those States that are primarily agricultural. Why should the children of good American farmers curse the spot where they were born? If we had such a device as this manufacturers' sales tax we would have, as a matter of fact, the Nation largely supporting the educational opportunity of every child. There would be no place in the United States where it would be a disadvantage educationally to be born. If education is to render its full service to democracy it must be supported by the State and Nation in some way.

*U. S. Commissioner of Education, Washington, D. C., on "Our American Schools" radio program, Feb. 5, over NBC network.

Modern Tendencies In Teaching Arithmetic

By Mrs. G. A. Cash, Supervisor of Davidson County

Our times are changing. With a changing trend we expect a changing civilization. Teaching must change as the children taught require a different training.

Robt. Lee Morton, Professor of Mathematics in Ohio University says, "Arithmetic is a subject of long standing in the elementary schools."

At first a practical subject, History tells us that arithmetic was originally taught primarily because of its practical value. According to Smith it was found in the early Chinese curricula in order that the boys might have sufficient knowledge of the four fundamental processes of common vocations of life. However, the modern tendency, as shown particularly in the last decade, is distinctly away from treating arithmetic as a disciplinary subject primarily, and back to its practical or, as we now choose to say, social basis. Under the leadership of men like Thorndyke, Wilson and Stone we are critically examining the elements of the curriculum in arithmetic with this question in mind: What will this material contribute toward enabling the pupil to function effectively as a member of modern society? Elementary teachers, particularly those in primary grades, are little interested in the "mental discipline" controversy but much concerned about discovering the most effective means of teaching children the essential elements of this subject.

There is much difference of opinion among educational authorities as to how prominent a place arithmetic should receive in the primary grades. Some would provide a heavy program of arithmetic instruction for the first grade, pushing rapidly ahead to difficult examples in multiplication and division in grades two and three. Others, believing that the first grade pupils' energies should be largely devoted to learning to read, would make no provision for arithmetic in the first grade course of study, nor would they accord

it a prominent place until grade three or even four is reached.

Children's everyday activities involve number. Since arithmetic is studied primarily for its practical value, however, even young children should be acquainted with some of its elements. The everyday activities of seven and eight year old children may quite well reveal the necessity of some skill in the fundamental operations with whole numbers. Children of these ages in their games and plays, and in their activities in which they earn, spend, and save money, will count, add and subtract, and sometimes multiply and divide. These activities are encouraged in many schools by thrift campaigns and school savings banks. The amount of attention given to arithmetic in primary grades should depend largely upon the pupils' needs for number skills, as shown by an analysis of his activities in and out of school.

Unfortunately, no one seems to know fully just what is the place for arithmetic in the primary curriculum. Much research remains to be done.

Recent years have witnessed large changes. These changes have been so numerous, so radical, and so comprehensive that they suggest the dawn of a new day in arithmetic instruction.

First, Changes in topics taught.

Up to the close of the nineteenth century and, in some communities, to a much later date, even to the present time, topics were included in the arithmetic textbook which were of interest and use to a very limited number of people. As troy weight and apothecaries weights.

Other topics have been eliminated because we finally came to realize that they not only were not useful but never had been useful except on very rare and special occasions.

Second, changes in methods of teaching.

Smith points out that progress in the art of teaching is not so rapid as progress in the selection and organization of subject matter. "The reason," he says, "is that business conditions change rapidly in these days of new discoveries, new inventions, and new views of economics and government, while the human mind, our powers of reasoning, our rate of intellectual growth, and our moral nature have changed but little since the time of the Greeks or, indeed, of their early ancestors."

Third, the use of projects.

Much has been said and written in recent years concerning the use of projects in the elementary school. Rather than make an effort to develop arithmetic skill in isolation from the uses to which those skills are to be put, our aim in the modern school is to lead children to participate in activities which are interesting and meaningful to them and in the accomplishing of which they find themselves in need of particular skills which the course of study directs that they shall acquire. Thus the pupils make-believe that they are organizing and conducting a grocery, running a five-and-ten-cent store, taking a vacation trip, building and furnishing a house, etc. The better and more real projects, however, are the activities in which the pupils actually engage and which they carry through to completion in a real rather than in a make-believe manner. A few examples of such activities are planting and cultivating a garden, make a map of the school premises, planning a school picnic, etc.

A few years ago, when the writer was serving as superintendent of schools, he had occasion to attend a convention at Kansas City. A month before the trip was made, a form letter was mailed to each member of the local eighth grade class. These children planned and made the trip in make-believe manner with great enthusiasm. The use of projects usually means a re-evaluation of the subject matter of the course. One begins to take a new view of the items found there and to question the rights of some to the time and attention of the class. On the other hand, need is found for information which neither the text nor the course of study can supply and enrichment of the course results.

A few brief items on Modern Day Methods by Prof. Henry G. Williams of Athens, Alabama Normal School.

He says, "It will be advisable at least for the teacher to act wisely in all cases of instruction in the fourth grade unless she knows what preparation the pupil has made through the preceding grades. To know what her pupils should be expected to learn in her grade, she must be thoroughly familiar with two things: What the child has already been taught, and what he will be expected to be prepared to do when he enters the fifth grade, or, he says, otherwise here is where many excellent teachers fail. They have a false notion of a course of study. They

seem to think it is made of uncut stones in a quarry rather than finished pieces, each designed for a particular place in structure to be erected. Each stone must be cut with reference to its articulation in the structure. So it is with a course of study in arithmetic or any other subject. The teacher is unfit for her task unless she has familiarized herself with the whole structure the entire course of study.

If the teacher is required to use a book in the third grade that is poorly adapted to the needs of her pupils she should understand both child and subject well enough to enable her to adapt the text to her needs by omitting all problems too difficult and problems unrelated to the child's environmental life, and also supplement the text with such problems, exercises and drills as her class may need. The teacher should be given sufficient latitude to encourage her initiative in such matters.

Danger in Using the Same Method Year after Year.

As teachers we need to be warned against making a fetish of some method, device or drill which at one time may have served its purpose unusually well. To use the same method year after year or the same device day in and day out is a doubtful procedure even though the results may seem to warrant it. Without the dynamo of enthusiasm many of the tiny wheels of the classroom will rust on their bearings. What teacher can sincerely enthuse over a method she has used without alteration for a quarter of a century? Sometimes the worst enemy of success is success. A method bringing fine results may infect the teacher with that smug satisfaction which always brings disaster. When anyone feels that the thing in hand cannot be improved upon then has he passed the height of land by one step. The remainder of his journey is down hill. Moreover, would you wear the same suit the year round, arguing that what keeps you warm in January will keep you cool in July?

Conditions in the classroom are in continual flux—the shifting of classes, the changing of teachers, the revision of courses

of study, the altered point of view of community, all bring different environment, different class temperature which cannot be met with same old "threadbare togs."

Our Creed

We hold that the interests of the children are of paramount importance in education—the real end and aim of the institution; that the classroom teacher is the other indispensable element in the situation; that other factors are necessary and justifiable only when and to the degree that they contribute essentially to the efficiency and effectiveness of the teacher in her ministering to the interests and welfare of the children; that the high requirements now made of teachers, professionally and otherwise, constitute them as educational experts, and that they should be recognized and accepted as such and their judgment sought; that any element, factor or situation which tends to destroy the teacher's morale, to restrict her in her legitimate educational efforts, to operate against her well-being and to thus lessen her efficiency is a menace to education and to the rights and interests of the children.

Accordingly, recognizing that the rights and interests of the children are the ultimate end of education, and that the classroom teacher is the instrumentality through which it must be realized, education becomes a great cooperative endeavor in which team-work and coordinated effort should prevail.

—The California Classroom Teacher.

"Time is a servant, not a master."

We take our added loads so seriously that we let lack of time rob our own interests of attention.

But says Dresser, "Time settles many things which no exertion on our part can hasten."

"Life is a progressive quest for more satisfactory forms of expression."

S. G. KEMP.

TENTATIVE PROGRAM OF THE JOINT SESSION OF THE MIDDLE TENNESSEE TEACHERS ASSOCIATION AND THE TENNESSEE STATE ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

Central Theme: "The Improvement of Instruction"

GENERAL SESSIONS

Thursday, April 13, 1933—A. and I. State College Auditorium, 8 P. M. Presiding Officer—Prof. W. J. Davenport, Howard High School, Chattanooga.
 "Lift Every Voice and Sing"—Audience standing.
 Invocation—Rev. A. D. Williams, Pastor of Clark Memorial M. E. Church.
 Music—Concert Singers, A. and I. State College.
 Address of Welcome—Hon. Hill McAlister, Governor of Tennessee.
 Music—Pearl High School.
 Responses to the Address of Welcome—On behalf of Middle Tennessee Teachers, Prof. Fred A. Randals, Prin. of Bellevue School, Nashville. On behalf of The Tennessee State Association of Teachers in Colored Schools, Prof. J. L. Seets, Principal of Carroll County Training School, McKenzie.
 Music—Fisk University.
 Address—Dr. Joseph Roemer, Director of Instruction, George Peabody College for Teachers.
 Music—A. and I. State College.
 Announcements.
 Adjournment.

Friday, April 14, 9 to 10:30 A. M.—Pearl High School Auditorium. Presiding Officer—Prof. T. B. Hardiman, Principal of Meigs School, Nashville.
 Music—Pearl High School.
 Invocation—Rev. W. S. Ellington, Pastor of First Baptist Church, East Nashville.
 Music—Pearl High School.
 Address—Mrs. Georgia A. Cash, President of Middle Tennessee Teachers Association in Colored Schools.
 Music—School Chorus.
 Address—Prof. W. J. Davenport, President of Tennessee State Association of Teachers in Colored Schools.
 Music—School Chorus.

Address—Supt. H. F. Srygley, Nashville Public Schools.
 Music—School Chorus.
 Address—Supt. W. C. Dodson, Davidson County Schools.
 Announcements.
 Adjournment.
 12:30 P. M.—Luncheon will be served in Pearl High School Cafeteria.

Friday, April 14, 8:00 P. M.—A. and I. State College Auditorium. Presiding Officer—Mrs. G. A. Cash, Supervisor of Davidson County Schools.
 Music—Concert Singers.
 Invocation—Rev. A. L. Demond, Pastor of Howard Congregational Church, Nashville.
 Address—Dr. Walter Cocking, State Commissioner of Education.
 Music.
 Address—Dr. Ambrose Caliver, U. S. Senior Specialist in Negro Education.
 Announcements.
 Adjournment.
 10:00 P. M.—Reception, A. and I. State College Cafeteria.

Saturday, April 15, 9:00 A. M.—Middle Tennessee Teachers Association—Pearl High School Auditorium.
 Reports of Officers.
 Reports of Committees.
 Installation of Officers for 1933-34.
 Announcements.
 Adjournment.

TENNESSEE STATE ASSOCIATION OF TEACHERS IN COLORED SCHOOLS
 Tennessee A. and I. State College Auditorium
 Reports of Officers.
 Reports of Committees.
 Installation of Officers for 1933-34.
 Announcements.
 Adjournment.

DEPARTMENTAL MEETINGS

Friday, April 14, 10:30-12:30 A. M.—Second and Third Floors of Pearl High School and 2:00 to 4:00 P. M.—Second and Third Floors of Pearl High School.

Principals' Section.

Supervisors'-Home Economics.

High School.

Junior High School.

Intermediate-Elementary.

Primary.

Agricultural.

Tennessee State College Admitted Into American Association of Teachers' Colleges

Tennessee A. and I. State Teachers College has been admitted into membership in the American Association of Teachers Colleges, according to an official communication received by the College authorities from Dean Charles Hunt, of Western Reserve University, secretary-treasurer of the Association. The action was taken at the Minneapolis meeting of the Association, February 24-25.

Admission to membership in the Association is a distinct tribute to the set-up and type of work being done by the institution in the field of professional education of teachers. The American Association of Teachers Colleges is the only national accrediting agency for teachers colleges, and rating by it is the highest obtainable for such professional institutions. A special phase of this recognition worthy of note is the fact that the institution is not merely on the accredited list of the Association but has been admitted into full membership. The membership list includes 141 colleges in 35 states and the District of Columbia. Graduates from schools holding membership in the Association are admitted without conditions into graduate schools.

The institution was formally inspected for accrediting and membership in December, at which time the Committee on Accrediting paid special compliment to the excellence of the institution's administration.

The Committee on Accrediting was represented by Dr. E. M. Shackelford, President of Troy Teachers College, Alabama. In its final report to the Association, the Committee on Accrediting stated: "The internal equipment is both modern and adequate. We were

especially pleased with living accommodations and with the provisions for health conditions. The personnel of the college is unusually good, both as to faculty and student body. The appearance and the morale of both faculty and student body impressed us very favorably." The report also stressed the idea that the Committee was especially pleased with the confidence in President Hale and his co-workers and the esteem in which the work of the College is held by the white leaders in the State of Tennessee.

Although the College is only twenty years old, it has been accredited as a class "A" literary college by the American Medical Association and as a class "A" institution by the State Boards of Education of a large number of states. Graduates have been admitted to full graduate status and have been awarded graduate degrees in the minimum time from leading northern and eastern universities. One of the youngest students ever to receive the M. A. degree from Columbia University was awarded the degree on the basis of nine months work after receiving the B. S. degree at A. and I. State College.

The present physical plant of the institution is conservatively valued at over \$1,500,000. The student body is third in size among the colleges for Negro youth in the United States.

State Wide High School Symposium

Tennessee Agricultural and Industrial State Teachers College is inaugurating this year a state high school symposium to include every Junior and Senior High School in Tennessee. This symposium will include the following fields: Music, Art, Athletics and Scholarship. The Department of Education of the college is also extending an invitation to every principal and supervisor in Tennessee to attend short seminar to be held on Saturday afternoon, following the close of the Teacher's Association, on the following topic: Secondary Education as it relates to the student, the teacher, the administrator, and the community.

The date for the symposium has been set to coincide with the annual meeting of the Tennessee Teachers Association to be held April 13, thru 15th. At high noon on Thursday, April 13, the sixty-eighth General Assembly and Governor of Tennessee will be

the guests of the college to luncheon in the new dining salon at which occasion we are urging every principal and teacher to be in attendance. That evening will be the opening session of the Association, and a welcome meeting opening the symposium.

All high schools are urged to make use of their county buses and their cars. Round-trip rates on all railroads may be obtained to the Association from any point in the state for $1\frac{1}{4}$ the regular one-way fare, and sections in west and east Tennessee for $1\frac{1}{2}$ cents per mile. All teachers and students attending the Association or the symposium will be furnished rooms for 25 cents per night, and purchase their meals for as low as 10 cents per meal. The Association annually awards a loving cup to the school having the largest number of student representatives.

Not over two representatives in any one field, or more than eight in all may be entered in the symposium by any one high school. Awards will be given in each of the four fields to the school making the highest total of points in the contests. Each student rating first or second winner is his or her contest will be refunded for expenses incurred while in attendance at the symposium. Any visiting students are welcomed to lodge at the campus and to participate in the mass demonstrations to be held at the closing session of the symposium on Saturday night, April 15. These mass demonstrations will be the feature of the symposium, and awards will be made at that time.

Adequate entertainment will be provided by the college during the period of the symposium for all of our visitors. The directors of the departments included in the symposium will visit schools to help in training representatives.

Very truly yours,
WJ:HP.

W. J. Hale, President

History Section of State Association Announces Helpful Program

(By Merl R. Eppse, Chairman, History Section.)

The theme for the approaching meeting of the State Association of Teachers in Colored Schools, which will convene on our campus April 13-15 has as its theme; "The Improvement of Instruction." With this in mind the

History section is planning one of the most helpful programs for the teachers of history that they have ever had.

It is useless for me to appeal to you to attend the meeting because it is very evident that the best teachers of all subjects are constantly improving themselves in service by contact and travel. The executive committee is making strenuous effort to give the teachers of the State the benefits of the frontier thinkers in the field of the noble profession.

Prominent speakers and skilled teachers in the field of history will be present to conduct demonstrations in the best procedures and skills used in history. They will cover the field in all grades as well as the high school. You can secure the best plans, workbooks and text after you visit the exhibit of the history section.

The Association for the Study of Negro Life and History has indicated that they will be on hand with a full shipment of the best books on the Negro. Special discussions of the possibility and feasibility of teaching Negro History in the elementary schools will be stressed. Dr. Irving Shannon of Vanderbilt University will give his findings concerning the study that he is conducting on the amount of knowledge that Negroes have about the achievements of their group.

Dean G. W. Gore, the executive secretary of the association, will be pleased to receive any suggestions that you may have that you want the association to consider. Prof. Merl R. Eppse, History Department, A. & I. State Teachers College, Nashville, is very desirous to get all of the problems and suggestions that you may have on history.

Government Directory

Executive

President, Franklin D. Roosevelt, N. Y., salary \$75,000 (voluntarily reduced to \$60,000), with \$20,000 extra for traveling and entertaining expenses, \$120,000 for clerk hire, \$125,000 for upkeep of White House, and \$37,000 for miscellaneous expenses—or about \$400,000 in all. Secretaries to President: Louis McFienry, Howe, Mass., Stephen T. Early, Va., and Marvin H. McIntyre, Ky., \$10,000 each. Vice President: John N. Garner, Tex., salary \$12,750 (no living quarters provided).

Congress

President pro tem of Senate: Key Pittman, Nev. (no extra pay unless acting as vice president). **Speaker of the House:** Henry T. Rainey, Ill., salary \$12,750. **Salaries:** Senators and Representatives now receive \$9,000 each but former are allowed \$9,160 for clerk hire and representatives \$4,580. **Party Division in 73rd Congress:** Senate—59 Dem., 36 Rep., 1 Farm-Lab. House—313 Dem., 117 Rep., five Farm-Lab. **Women—Senate:** one (Dem.); **House:** five—three Dem. and two Rep. **Ratio of Representation:** Each state has two senators. House representation, based 1930 census, one representative to each 280,672 population.

Cabinet

Department Heads (in order of presidential succession); **State,** Cordell Hull, Tenn.; **Treasury,** William H. Woodin, N. Y.; **War,** George H. Dern, Utah; **Justice,** Homer S. Cummings, Conn.; **Post Office,** James A. Farley, N. Y.; **Navy,** Claude A. Swanson, Va.; **Interior,** Harold L. Ickes, Ill.; **Agriculture,** Henry A. Wallace, Ia.; **Commerce,** Daniel C. Roper, S. C.; **Labor,** Miss Frances Perkins, N. Y.

Supreme Court

Chief Justice: Charles E. Hughes, N. Y., (Rep.), salary \$20,500; **Associate Justices,** Harlan P. Stone, N. Y., (Rep.); Benjamin N. Cardozo, N. Y., (Dem.); Pierce Butler, Minn., (Dem.); Willis Van Devanter, Wyo., (Rep.); James McReynolds, Tenn., (Dem.); Louis D. Brandels, Mass., (Dem.); George Sutherland, Utah, (Rep.); Owen J. Roberts, Pa., (Rep.). Salary of each \$20,000 (Can't be reduced by law).

—**The Pathfinder,** March 25, 1933.

The officers of The East Tennessee Association of Teachers for 1932-33 are as follows: **President,** T. R. Davis, Knoxville; **First Vice-President,** Mrs. Albura Fagala, Chattanooga; **Second Vice-President,** C. H. Powell, Kingsport; **Corresponding Secretary,** Miss A. Pickett, Knoxville, Tennessee; **Recording Secretary,** Miss M. Singleton, Knoxville, Tennessee; **Treasurer,** L. R. Cansler, Knoxville; **Member of Executive Committee,** W. J. Davenport, Chattanooga; **Member of Executive Committee,** J. P. Greer, Chattanooga.

Dr. Walter Cocking, professor of School Administration, George Peabody College for Teachers, has been given a temporary appointment as State Commissioner of Educa-

tion in the cabinet of Governor Hill McAlister to succeed Prof. P. L. Harned who tendered his resignation to retiring Governor Henry Horton. It will be remembered that Dr. Cocking was the principal speaker at the July, 1930 session of the Association in the principals' group.

EDUCATOGRAMS**SCHOOL CRISIS MORE SEVERE IN UNITED STATES THAN IN FOREIGN NATIONS**

The depression appears to have affected education in the United States more than it has the schools of approximately 40 foreign countries, according to reports received in the Federal Office of Education by Dr. James F. Abel, chief of the foreign school systems division.

The reports, from 15 Latin-American countries, 14 European, 3 Asiatic, and 3 African countries, Newfoundland, the 9 provinces of Canada, New Zealand and the 6 States of Australia, answered a U. S. Office of Education inquiry as to the effect of the depression on school expenditures during the past five years, the general effect of the present crisis on education in comparison with the effect on other national activities, number of schools, size of classes, number of teachers, attendance on all levels of instruction, erection of new buildings or reconditioning of old ones.

Three Presidents on Education

We have faith in education as the foundation of democratic government. Our schools need the appreciation and cooperation of all those who depend upon them for the education of our youth—the State's most valuable assets. Our schools are today enabling America to achieve great results, and they can help her to even greater accomplishments. **FRANKLIN D. ROOSEVELT**

If we are to have an advancing civilization, if we are to have a united social State, if we are to have an equality of opportunity in the United States, we must have universal education. **HERBERT HOOVER**

Education is becoming well-nigh universal in America. The rapidity of its expansion within the past half century has no precedent. Our system of public instruction, administered by State and local officers, is peculiarly suited to our habits of life and to our plan of Government, and it has brought forth abundant fruit. **CALVIN COOLIDGE.**

—Reprint from **School Life,** March, 1933.

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