

SPECIAL COLLECTIONS

# The Broadcaster

OFFICIAL JOURNAL

of the

Tennessee Negro Education Association

MARCH, 1939

SOME ASPECTS OF HOUSING

*Mrs. Corinne H. Springer* .....25

NATIONAL CONFERENCE ON THE PROBLEMS OF THE  
NEGRO AND NEGRO YOUTH

*Report from the Committee on Youth and its  
Problems* .....27

THE INTEGRATED UNIT

*George W. Gore, Jr.* .....29

CONSTITUTION OF THE TENNESSEE NEGRO EDUCATION  
ASSOCIATION .....31

EDUCATOGRAMS

*World Education—The School Yearbook—  
Frederick Douglass' Home—Tennessee State  
Government—Honorable B. O. Duggan—Code  
of Ethics—In Memoriam*.....32

EDITORIAL PAGE

*The President's Message—T. D. Upshaw, Jr.*.....35

TENTATIVE PROGRAM OF THE 17TH ANNUAL SESSION....36

*Seventeenth Annual Session of the Tennessee Negro Education Association, April 6-8, 1939, A. and I. State College, Nashville.*

Volume XI.

Number 3.

# THE BROADCASTER

Published in September, December, March, June  
Official Journal of the Tennessee Negro Education Association

Member of



Dedicated to the advancement of education and interracial goodwill

Editorial and Business Office: A. & L. Saxe College, Nashville, Tennessee

Subscription price: The Broadcaster, one dollar per year. Single copies twenty-five cents. Advertising rates furnished on application.

Entered as second-class matter, August 25, 1923, at the Post Office at Nashville, Tennessee, under the Act of March 3, 1879.

VOL. XI. MARCH, 1939 NO. 3

## EDITORIAL STAFF

Editor: W. C. Gore, Jr.  
Business Manager: A. L. Saxe  
Editorial Assistant: A. L. Saxe  
Advertising Manager: A. L. Saxe  
Printer: A. L. Saxe

## MEMBERS OF THE TENNESSEE NEGRO EDUCATION ASSOCIATION

Members of the Tennessee Negro Education Association include: A. L. Saxe, Editor; W. C. Gore, Jr., Business Manager; A. L. Saxe, Editorial Assistant; A. L. Saxe, Advertising Manager; A. L. Saxe, Printer. The association is dedicated to the advancement of education and interracial goodwill.

# THE BROADCASTER

Official Journal of the Tennessee Negro Education Association

Vol. XI.

MARCH, 1939

No. 3.

## SOME ASPECTS OF HOUSING

By Mrs. Corinne H. Springer

More than ever, leaders, educators and persons in strategic positions are placing great emphasis on citizenship. A child, then, who is to be our future citizen, has its very beginning, even from the union of two cells in that fundamental place of shelter known as the home. A child's foundation, including largely the first five or six years of its life, is spent and built in the home. The sanctity of the word "home" gives many implications, such as safety, comfort, convenience, joy, romance, contentment, character building, peace, security, spirit, co-operation, thoughtfulness of others, thrift and all other wholesome ideals, civic interests and activities reflected in the home which fit one for society. It remains no longer a question that our society will always need individuals who are self-sustaining, law abiding, self-governing, self-determining, contributing factors to the community and the nation. The basis for all society is the home and we cannot build a home without a house.

Generally, individuals are no greater than their surroundings. Environment whether exterior or interior which bespeaks gloom, despair, disorder, dirt and grime reflect itself into the personality and limits the individual. Realizing the importance of this fact, one of the major problems of America today is to improve the surroundings and living conditions of the masses of the people.

A house may be built according to standards and specifications, but how livable is it? How well does it fit the needs of the people? There are certain fundamental factors which may well be considered at this point. Some essentials which must be considered are, the character of the surrounding neighborhood, its probable development, its convenience to markets, schools, churches, clubs or lodges,

nearness to transportation and economy of time and money in traveling long distances to work. Whether there is protection against fire, theft or burglary, termites, rodents, roaches, vermin or moths must also be considered. Undesirable environmental factors such as proximity to railroads, coal yards, factories, nearness to still water with the possibility of mosquitoes must not be overlooked.

The exterior of a house should be substantial, of good architectural design with front porch, sun porch or sleeping porch, screens, storm windows and doors, properly shutting doors and windows. The ground should slope away from the foundation and there should be sufficient space for a garden, space for children to play, and space to dry and air clothes.

The interior of a house should be planned with respect to comfort, convenience, proper relationship of rooms, ease and facility in cleaning and shortage of steps for the home maker. The homemaker's work centers around the kitchen and where bed rooms and bath are on the second floor, unless a lavatory is within easy access on the first floor where kitchen is generally located, it requires additional climbing of stairway and additional steps during the day on the part of the homemaker. Kitchens of the past had a work center for washing dishes, a center for cooking and a center for storage, each center located in different parts of the room so that the homemaker walked several miles per day in preparing the food. The kitchen of today is planned so that the sink, storage space, work table and stove are adjacent or wherever possible are all on the same wall in order to eliminate unnecessary steps in food preparation. The other sections of the kitchen may then be used for dinette, breakfast alcove, food service or serving. There

should also be a direct route to the front door eliminating unnecessary steps.

A front door which opens directly into the living room exposes the occupants of the room to cold drafts, a factor which may be eliminated when the house is planned with an entry, vestibule or reception alcove. Too, there is a certain amount of privacy attached to the entry, vestibule or reception alcove which cannot be secured, otherwise. The privacy of sleeping quarters, each room with separate entrances from hallway and near the bath with one entry to both from hallway is most essential. Privacy may be secured for the stairway by permitting it to lead from hallway or alcove, eliminating direct passage through living room or other rooms.

Rooms should not be deprived of sunlight or cross ventilation. A transom over door way where there are windows on only one side of the wall of a room, serves as an aid in providing cross ventilation. Where ever possible windows should be on two sides of the walls of a room in order to afford good cross ventilation.

Wall space should be allowed for furniture placement and allowance made for doors to swing after furniture is placed. In bedrooms where room size and wall space will not permit twin beds, then wall space should be left in every bed room for a bed of full size. There should, also, be allowed additional space for dresser and other needed pieces of furniture. The headboard of a bed should not extend over a window, a closet door or a door. Each room in the house should have a closet, including a closet at the entry or vestibule. Convenient working heights of table, sink and stove in kitchen need not be overlooked. Adjustable heights for table sinks and stoves suited to tall or short homemakers are yet to be devised and accepted by the public. A working height of thirty inches from the floor is acceptable at present.

Statistics show that the average rural family has six in family. The average size of the rural home is three rooms. What is true in the rural districts is practically true in many urban sections. Can we wonder at the type of citizenship upon which the future of America depends when people by the masses are living under such deplorable

and over crowded conditions? The government is spending billions of dollars to improve the living conditions of its citizenry. Educators of eminence are advocating the teaching of housing in all divisions of education, namely, from the kindergarten through the college. Home economists are advocating the teaching of homemaking from the elementary grades through the college. Realizing that the home is the basic pivot upon which all society rests, our government is striving to have a worthy house in which the sanctity of the home may be built.

An attempt is given here to give a brief analysis of three government projects where Negroes are housed, namely, Memphis, Tennessee; Nashville, Tennessee and Cincinnati, Ohio. What families are accepted in these housing projects? Those who are able to pay the rent, whose income is not less than three times nor more than five times the rent. Those who are citizens of the United States and residents of the community. Those who need better homes because they live in undesirable housing and neighborhoods or are over crowded. All projects in the three cities are grouped into two, three, four and five room apartments. The two room apartments are restricted to two people and the three room apartments are restricted to three people, but the four room apartments may serve five people while the five room apartments may serve a maximum of seven people. These specifications avoid over crowding which make for wholesome living. Each apartment has bathroom with wash bowl, tub, toilet and cabinet, running hot and cold water which insures healthful and comfortable living. All rooms are light, sunny with good closet space and some of them have cross ventilation, that is windows where ever possible on two sides of the room. All buildings are fire proof, insulated and centrally located—near schools, stores, churches with easy access to business section of the city. All project afford janitor service and maintenance service, electricity, heat or gas and water, all afford play places for children.

How do the apartments compare in vastness or size? Colored and white occupy the Laurel Homes in Cincinnati, and of the 737 apartments allotted to whites only 95 are vacant. Of the 302 apartments allotted to colored in the Laurel Homes in Cincinnati,

only 32 are vacant. There are also 18 stores on the project carrying the various articles and commodities necessary for the convenience, comfort and happiness of the community. Approximately one third of the persons living in the immediate vicinity prior to the project took advantage of the new facilities.

In Memphis, the Dixie Homes comprised of 633 units are filled to capacity with a good number on the waiting list. Approximately seventy per cent of the residents who

lived formerly in the vicinity took advantage of the new homes.

In Nashville, the Andrew Jackson Courts comprised of 488 units are approximately eighty per cent filled. The rent in Nashville is slightly higher on the average than in Memphis or Cincinnati, due to the fact that Memphis and Cincinnati have access to natural gas which to some extent cuts the cost of operation, lowering the rent in those two cities.

## NATIONAL CONFERENCE ON THE PROBLEMS OF THE NEGRO AND NEGRO YOUTH

### Report from Committee on Youth and Its Problems

Rapid social and technological advances and changing economic conditions have resulted in an ever-widening period between the time young persons leave school or college to the day they find employment. Out of this long period of idleness by twenty million American youth between 16 and 25 years of age while awaiting their turn as workers, has sprung the American youth problem in its present form.

While the problems of the lack of opportunity to complete an education, inadequate vocational guidance and vocational training, job seeking, handicapped by lack of work experience and increased leisure unmet by a proportionate increase of recreational opportunities are common to all youth, they are a thousand times more complex and difficult for Negro youth. For approximately two and one-half millions of Negro youth between 16 and 25 years of age, these specific youth problems are intensified by inequality of opportunity occasioned by racial discrimination.

We, therefore, commend this conference for its recognition of these special problems of Negro youth and for its inclusion this year of a committee to evaluate them and to make recommendations for their alleviation.

The National Youth Administration and the Civilian Conservation Corps have made material contributions to the well being of Negro youth. While we heartily approve the purposes and objectives of these agencies,

on the basis of an evaluation of their present effectiveness for Negro youth, we make the following recommendations:

#### Reaching Youth In Need

We recommend that the NYA be converted into a permanent federal youth service agency and that the laws of eligibility governing it be modified to include youth of non-relief status on the basis of need.

#### Integration of Negro Youth in NYA

We reaffirm the vital necessity of a thorough integration of Negro youth into the program of the National Youth Administration. We urge the continuance of the effort to provide for the appointment of Negro Administrative Assistants in all states where there is an appreciable Negro population, to insure this integration.

In view of our unequivocal opposition to a sliding scale of wages based upon race alone, we recommend that salaries in the National Youth Administration be standardized for administrative personnel, Negro and white alike.

We further recommend that the practice of employing Negro State staff persons under the title of "Supervisors" be discontinued and that they be called Assistant State Directors, or Administrative Assistants.

In view of the fact that there is prevalent a disproportionate ratio of Negro administrative personnel, we recommend that these Negro administrative assistants be given an adequate staff to perform the work of the

Division of Negro Affairs in the several states.

#### Guidance and Placement

1. We recommend that Negro youth be given the opportunity to fully participate in the existing vocational guidance and junior placement services of the National Youth Administration. We further recommend that this program be extended to adequately provide for the vocational guidance and placement needs of youth in those localities where they do not now exist.

2. We urge that the Federal Government control the National Youth Administration and the Junior Placement Service of the United States Employment Service, to the extent that the equal benefits of this service will be received by Negro youth throughout the country.

3. We further recommend that this same junior placement service as well as the NYA Vocational Guidance Program include Negro personnel to give special consideration to job placement problems of Negro youth. Such Negro staff members shall have the same status as other workers performing the same duties.

4. In view of the fact that industry restricts occupational opportunities for Negro youth, and since the National Youth Administration is increasingly interested in the integration of youth in private employment, we recommend that a nationally representative committee be appointed by the Division of Negro Affairs of the National Youth Administration to investigate occupational trends and employment opportunities.

#### Expanded Program of the NYA

We recommend that the national office of the National Youth Administration give particular consideration to the inclusion of Negro youth in the development of the expanded programs now operating on a regional and national basis.

There is today an increased interest in national defense. Heretofore, Negroes have been discriminated against by the army, navy, marine corps and aviation forces supposedly because they lacked sufficient skills. The youth committee, cognizant of the President's recent recommendation that an aviation training program be established, urges that definite steps be taken to insure the inclusion of Negro youth, Negro staff and supervisory per-

sonnel in all phases of the training program. We believe that this professional and mechanical experience will undoubtedly prove to be of inestimable value in future technological developments both public and private. Some such training centers are already in existence. We wish to make the following recommendations regarding them:

1. That provisions be made for the full participation of Negro youth in the NYA regional training projects for metal art and crafts, auto mechanics and aeronautical mechanics at Charleston, West Virginia and Algiers, Louisiana.

2. That while Negro youth are included in the resident training projects at Quoddy, Maine a larger Negro youth participation should be secured.

3. That upon the satisfactory completion of training courses in metal arts and crafts, auto mechanics, and aeronautical mechanics, Negro youth be given equal opportunity to secure work in public and private enterprises requiring such skills.

4. That Negro representation be included on the President's Advisory Committee on Aviation.

#### Apprentice Training

Since very little authentic data are available on Negro participation in the federal apprentice training program operating in and with the cooperation of the local communities, we recommend that the various federal advisers on Negro affairs in Washington give care and study to this problem. Further, inasmuch as earlier experiences have indicated gross discriminations against Negro youth, either by excluding them altogether or by including them in a type of indentured employment, we make the following recommendations:

1. That a Negro representative be appointed to the present federal committee on apprentice training.

2. That Negro representation be included on all state and local committees on apprenticeship.

3. That due caution be exercised to prevent the federal government from providing funds for furthering the apprentice training program in cooperation with trade and labor unions that exclude Negroes from the benefits of apprentice training and practice.

#### Civilian Conservation Corps

We recommend that the Civilian Conservation Corps be a permanent agency of the Federal Government and that there be an increase in the appropriation for its continued development.

We urge that there be an increase in the colored administrative officers, reserve officers and technical personnel in the Civilian Conservation Corps camps and on the ROTC in high schools and colleges.

We recommend that Negro personnel be also in the technical agencies, i. e., the Soil Conservation and the Forest Services of the Department of Agriculture and the National Park Service of the Interior Department.

We recommend the establishment of interracial CCC camps. We condemn the practice of establishing separate CCC camps in states where there is no legislation prohibiting interracial grouping, and therefore urge the abolition of this practice which is in effect the extension of segregation with federal approval.

#### Education in Cooperatives

We recommend that the NYA extend its program of giving education in cooperatives. In so much as cooperatives already in existence at the various resident training centers have generally proved successful, we therefore recommend the establishment of

additional cooperative projects along other lines.

#### Health Education

We recommend that the United States Public Health Service in its present and expanding program for urban and rural youth be administered without racial discrimination and based solely on health needs. To insure the successful carrying out of this recommendation we urge adequate Negro representation on the administrative staff.

In view of the fact that sex education plays an important part in the transition from immaturity to maturity, and in the preparation of individuals for marriage, we recommend that the federal government take steps to insure adequate sex education for youth through the provision of trained health education workers to be loaned to the states much in the same way as are the consultants in the venereal disease control program of the United States Public Health Service.

#### Follow-up

We urge that a continuation committee on Special Youth Problems be appointed to help follow through on the recommendations made at this conference. We further recommend that there is adequate youth representation on this committee.

Chairman—Juanita Jackson Mitchell

## THE INTEGRATED UNIT

By George W. Gore, Jr.

#### Introductory Statement

The term "unit" is much in vogue in current educational literature. It represents an attempt on the part of those who teach to so organize their materials of instruction that emphasis is one the whole rather than on the group of parts. Such a point of view is presented by the Gestalt psychology. This school of psychologists stresses the fact that one cannot appreciate or master single elements in a complex pattern or configuration except in so far as he grasps the total pattern in which those elements are found. It further interprets all meaning in terms of its setting. Such an approach to the learning process is basic to the unit.

Unfortunately, many persons make use of the term "unit" without full realization of

the many ramifications of the term, with the result that much misunderstanding exists concerning the unit. Many experienced teachers ask quite earnestly, "What is a unit?" A recognition of the kinds of units is of value for clarity in thinking and for appraisal of the approach thus labelled.

Crawford lists three possible types of teaching units<sup>1</sup>: (1) calendar units, (2) structural units, (3) functional units.

Calendar units are based on the time allotted for the lesson or course. Much of traditional lesson-planning is of this type. Structural units are based upon the logical classification of a subject into its parts and sub-parts. Functional units are based upon psychological organization of subject-matter. According to one author this type is a unit

of behavior instead of a unit of knowledge. It is something to be done instead of something to be known. The criterion for determining a unit should be its value as a guide to action rather than as a convenient method of thinking about a topic.<sup>2</sup>

#### Some Characteristics of a Unit

A unit is not a general theme or field of material such as health, home, commerce, cities, business arithmetic or democracy. A unit is not a label. Its subject is more of an implied question to be answered. This characteristic gives it direction, for it delimits the field and points the way to the materials to be used. Harp states that a teaching unit should possess the following thirteen qualities:<sup>3</sup>

1. It should reproduce life situations as far as possible.
2. It should involve work with actual materials.
3. It should utilize the actual materials as they occur in life as far as possible.
4. It should involve a variety of direct sense experiences.
5. It should not deviate aimlessly from the objective of the unit.
6. It should include a considerable amount of active student participation.
7. It should be adapted to the ability of the learning group.
8. It should contain accurate information.
9. The printed direction of the activity should be lucid and graphic.
10. It should contain a variety of activities, including discussing, constructing, comparing and the like.
11. The reference should be clipped, complete and exact.
12. The amount of activity required should not be greater than can be carried on in the time allotted for the unit.
13. The development of the activity should be in the order of a child's behavior.

Speaking directly on the integrated unit, a recent textbook states that "A unit has reference to a certain number of activities, attitudes, and ideals that can be presented in a given length of time. An activity is sometimes considered a thing to be done, and through the doing of certain activities, attitudes and ideals can be developed. A unit of teaching, then, simply means so many activities to be performed within a specified time."<sup>4</sup>

Morrison defines a unit as "a comprehensive and significant aspect of the environment, of an organized service, of an act, or of conduct, which being learned, results in an adaptation in personality."<sup>5</sup>

Some writers recognize a variety of "units" with respect to breadth of area to be considered. For example, they consider units as (1) integrating a comprehensive body of subject-matter, practically cutting across all fields of knowledge; (2) integrating materials in closely related fields; (3) integrating similar and closely related materials within a restricted subject-matter area. The first of these three types is sometimes used to integrate the work of an entire grade as when a sixth-grade class is organized into a bank and all of the materials of instruction are integrated in the effort to operate the activities of the bank. The traditional subject-matter of English, geography, mathematics, history, civics, penmanship, drawing, and so forth, is introduced as needed and for a definite and practical purpose—never for the information of these subjects as such.

The departmental organization of some junior high schools lends itself to the organization of large units within correlated sub-divisions of related fields. Thus a unit may be constructed in the social sciences to utilize materials in history, geography, civics and health, or a unit constructed in language arts to include English, literature, music, art and penmanship.

Materials within a given subject matter are at times integrated around a single concept. In the teaching of history, the front page of a metropolitan newspaper may be used to motivate work in history. In the effort to interpret the news of the day, much history is needed as a background. The Munich Treaty, for example, leads directly to Versailles to Charlemagne and to Atilla and the Huns.

#### The Improvement of Instruction

In presenting a number of descriptions of teaching practices that have been carried on in the schools of Tennessee with satisfactory results, a series of units are presented in "The Tennessee Program for the Improvement of Instruction," issued by the State Department of Education, 1937. Each has been developed somewhat differently. A study of these units will well repay the teacher who desires concrete illustration of units. In

passing, it is worthy of consideration that the unit prepared for the fourth grade is entitled "The Negro as Our Neighbor." Chapter Three of this volume gives concrete suggestions concerning the planning of units, the use of textbooks and other materials, possible outcomes.

Real, live and wide-awake teachers desire to improve their teaching techniques. New approaches to subject-matter are needed. Life is flowing ever swiftly and weaving new patterns. How to give boys and girls a key to enable them to face problems for themselves is a persistent problem which constantly requires new and better devices.

The unit is not a panacea for all instructional ills. In the hands of a traditionally-

minded teacher it may mean nothing. In the hands of an intelligent teacher of boys and girls, it may become a potent weapon. For, in truth, the whole is greater than the sum of its parts.

<sup>1</sup>Claude C. Crawford, *How To Teach*, Southern California School Book Depository, Los Angeles, California, 1938, pp 117-19.

<sup>2</sup>Crawford, *ibid*, p 119.

<sup>3</sup>Henry Harap, "A Critique of the Present Status of Curriculum Making," *School and Society*, February 19, 1927, p 213.

<sup>4</sup>Jesse E. Adams and William S. Taylor, *An Introduction to Education and the Teaching Process*, New York, Macmillan, 1935 p 624.

<sup>5</sup>Henry C. Morrison, *The Practice of Teaching in the Secondary School*, University of Chicago Press, 1931, pp 24-25.

## Constitution of the Tennessee Negro Education Association

(Adopted July, 1928)

### PREAMBLE

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

### ARTICLE I.—Name

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

### ARTICLE II.—Membership

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

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

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

### ARTICLE III.—Officers

Section 1—The officers of the Association shall be a President, First, Second and Third

Vice-President, Secretary-Treasurer, Recording Secretary and an Executive Committee composed of seven active members.

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

Section 3—The standing committees will be: committee on statistics and legislation.

Section 4—The term of Office of President shall be one year.

### ARTICLE IV.—Executive Committee

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

The President and the Executive Secretary shall be members of the Executive Committee. (Revised at 1935 Session.)

Section 2—The Executive Committee in conference with president shall have charge of the business matters of the Association, shall audit the accounts, revise the proceedings for publication, fix the time and annual meeting, prepare a program of exercise and



perform such other duties as usually belong to such a committee.

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

#### By-LAWS

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

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

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

4. Nominations shall be made from the floor on the night of the opening session and an election commission of five members of the Association, appointed by the President prior to the nomination of officers, shall set up a ballot box and provide ballots to duly qualified voters at designated hours through Saturday at 10 a. m. (Revised at 1935 session).

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

#### AMENDMENTS

1. The retiring president shall automatically become chairman of the Executive Committee and shall serve for a period of one year. (Adopted at the 1932 session).

2. A president may succeed himself for one year. (Adopted at 1935 session).

3. The retiring president shall automatically become the first delegate to the National Association of Teachers in Colored Schools. (Adopted 1935 session).

4. That the duties of the Executive Secretary shall be to devote full or part-time to the work of the Association in carrying out the purposes, and promoting the interests of the Association; to work in cooperation with the Executive Secretary of the Tennessee Education Association and with other persons and agencies devoted to the cause of Education among the members of the Race; and to perform such other duties as may be delegated to this office by the General Assembly of the Association and by the Executive Committee. (Adopted, 1937 session).

5. That the Executive Committee shall have the power to contact with the person holding this office on matters relating to salary and expenses of carrying out the duties imposed upon the officers; that the said Executive Committee shall also have the power to elect this office annually. (Adopted 1937 session).

7. The voting strength of the body shall be all members present, enrolled and properly registered. (Adopted, 1937 session).

8. That the office, and name of every candidate for office shall appear on the ballot. (Adopted, 1937 session).

9. That in the event of the reelection of the president, the Executive Committee shall have the power to elect its own chairman for that particular year, and to choose a member to fill the vacancy thus created. (Adopted, 1937 session).

## EDUCATOGRAMS

### WORLD EDUCATION

The Official Organization of the World Federation of Education Associations, *World Education*, is published monthly at the W. F. E. A. Headquarters, N. E. A. Bldg., 1201 Sixteenth Street, N. W., Washington, D. C.

### THE SCHOOL YEARBOOK

The *Balance Sheet*, December 1938, contains an illuminating article by Robert Finch entitled, "The Mimeographed School Annual." "For fifty or sixty dollars, a small school can publish a hundred copies of neat, attractive, mimeographed Yearbooks that the students are proud to own. All the pictures and material presented in the printed annual can be just as effectively presented in the mimeographed annual, and the cost need be only fifty or sixty cents for each copy."

A copy of *The Balance Sheet* may be received from the Southwestern Publishing Company, 201-203 West Fourth Street, Cincinnati, Ohio.

### FREDERICK DOUGLASS' HOME MADE FITTING SHRINE BY WPA AND NYA WORKERS

Washington, D. C., — Valuable letters, papers and other documents shedding more light on the life and times of Frederick Douglass are being assembled, classified and

filed for public use by a Historical Records Survey Project of the Works Progress Administration. Seven Negro research workers are employed on the project.

The work is being done at the Frederick Douglass Memorial Home at Cedar Hill, Anacostia, D. C., overlooking the Nation's Capital.

### TENNESSEE STATE GOVERNMENT OFFICERS 1939

Governor, Prentice Cooper, Shelbyville; Secretary of State, A. B. Broadbent, Clarksville; State Treasurer, John W. Harton, Tulsa; State Comptroller, Robert Lowe, Cookeville; Attorney General, Roy H. Beeler, Knoxville.

#### Commissioners

Finance and Taxation, Estes Kefauver, Chattanooga; Labor, S. E. Bryant, Nashville; Highways, C. W. Phillips, Shelbyville; Education, B. D. Duggan, Knoxville; Conservation, J. Charles Poe, Chattanooga; Health, Dr. W. C. Williams, Nashville; Insurance and Banking, James McCormack, Memphis; Institutions, Andrew T. Taylor, Jackson; Welfare, Paul Savage, Ripley; Agriculture, Clint Jones, Waverly; Adjutant General, Tom Frazier, Memphis.

#### Legislature

Speaker of Senate, Blain Maxwell, Memphis; Speaker of House, Ed O'Dell, Bristol.

### HONORABLE B. O. DUGGAN Commissioner of Education

Prof. B. O. Duggan, Tennessee's new commissioner of education, brings a lifelong career in educational concerns to the service of the state.

A native of Unionville in Bedford County, where he attended public schools. Prof. Duggan attended Peabody College here for two years before going to the University of Tennessee in Knoxville.

There he received his bachelor's and later his master's degree.

For the past 17 years he has been professor of school administration at the university.

Dr. John A. Thackston, dean of the university's college of education describes Duggan as "the best informed man on the public school system in the state."

Prof. Duggan has been active in the Tennessee Education Association, having been

president in 1933-34. When he was in charge the association was reorganized and increased its membership from 5,000 to 13,500 within one year.

Since that time he has been a member of the policy-making administrative council of the association.

He is also a member of the National Education Association and of the Phi Delta Kappa, national educational fraternity.

Prof. Duggan's wife is the former Miss Barbara Graves of Shelbyville. They have two children, Ben O. Duggan, Jr., a Birmingham, Ala., attorney and Miss Dorothy Duggan, head of the fine arts department of Mary Washington College, Fredericksburg, Va. He also has a 4-year-old granddaughter.

### A CODE OF ETHICS FOR THE TEACHING PROFESSION

In order that the aims of education may be realized more fully, that the welfare of the teaching profession may be promoted, that teachers may know what is considered proper procedure, and may bring to their professional relations high standards of conduct, the National Education Association of the United States has developed this code of ethics.

#### Relations with Pupils and to the Community

The Schoolroom is not the proper theatre for religious, political, or personal propaganda. The teacher should exercise his full rights as a citizen but he should avoid controversies which may tend to decrease his value as a teacher.

The Teacher should not permit his educational work to be used for partisan politics, personal gain, or selfish propaganda of any kind.

In Instructional, administrative and other relations with pupils, the teacher should be impartial, just, and professional. The teacher should consider the different interests, aptitudes, abilities, and social environments of pupils.

The Professional Relations of the teacher with his pupils demand the same scrupulous guarding of confidential and official information as is observed by members of other long-established professions.

The Teacher should seek to establish friendly and intelligent cooperation between the home and the school.

The Teacher should not tutor pupils of his classes for pay.

Members of the teaching profession should dignify their calling in every way. The teacher should encourage the ablest to enter it, and discourage from entering those who are merely using the teaching profession as a stepping-stone to some other vocation.

The Teacher should maintain his efficiency and teaching skill by study, and by contact with local, state, and national educational organizations.

A Teacher's own life should show that education does ennoble.

While Not Limiting his services by reason of small salary, the teacher should insist upon a salary scale suitable to his place in society.

The Teacher should not exploit his school or himself by personally inspired press notices or advertisements, or by other unprofessional means, and should avoid innuendo and criticism particularly of successors or predecessors.

The Teacher should not apply for another position for the sole purpose of forcing an increase in salary in his present position.

School Officials should not pursue a policy of refusing to give deserved salary increases to their employees until offers from other school systems have forced them to do so.

The Teacher should not act as an agent, or accept a commission, royalty, or other reward, for books or supplies in the selection or purchase of which he can influence or exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

A Teacher should avoid unfavorable criticism of other teachers except such as is formally presented to a school official in the interests of the school. It is also unprofessional to fail to report to duly constituted authority any matters which involve the best interests of the school.

A Teacher should not interfere between another teacher and a pupil in matters such as discipline or marking.

There Should Be cooperation between administrators and classroom teachers, founded upon sympathy for each other's point of view and recognition of the administrator's right to leadership and the teacher's right

to self-expression. Both teachers and administrators should observe professional courtesy by transacting official business with the properly designated person next in rank.

The Teacher should not apply for a specific position unless a vacancy exists. Unless the rules of the school otherwise prescribe, he should apply for a teaching position to the chief executive. He should not knowingly underbid a rival in order to secure a position; neither should he knowingly underbid a salary schedule.

Qualification should be the sole determining factor in appointment and promotion. School officials should encourage and carefully nurture the professional growth of worthy teachers by recommending promotion, either in their own school or in other schools. For school officials to fail to recommend a worthy teacher for another position because they do not desire to lose his services is unethical.

Testimonials regarding a teacher should be frank, candid, and confidential.

A Contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. In case of emergency, the thoughtful consideration which business sanction demands should be given by both parties to the contract.

Due Notification should be given by school officials and teachers in case a change in position is to be made.

—The Phi Delta Kappa, March, 1938, pp 248-9.

#### IN MEMORIAM

The Tennessee Negro Education Association laments the passing of Prof. George Clem, president of the East Tennessee Association of Teachers in Colored Schools for 1937-38, and assistant editor of THE BROADCASTER. The work of Mr. Clem in Greeneville will long remain as a monument to his scholarship and devotion to the cause of education.

Likewise, the Association regrets the passing of Prof. I. V. Wells, who, for the past two years, served as first vice president of the Association. Prof. Wells' work at Frazier High School in Covington has been most outstanding and will remain as a tribute to his industry and devotion to his chosen profession.

## EDITORIAL PAGE

### THE PRESIDENT'S MESSAGE

By T. D. Upshaw, Jr.

"This is my appeal to all Negro Teachers of Tennessee."

In my humble opinion, Education in Tennessee and the South for Negroes faces the most hopeful future possible since Emancipation. But time for rejoicing is yet far ahead. The fight is on and we can now visualize our objective. Those forces that have denied Negro children and Negro teachers their rightful heritage are now on the retreat. We must advance on their forces with a solid front with concerted action. To successfully accomplish this, every member of the profession should join hands in this great effort.

Much progress has been made in recent years and even in recent months. Negro teachers throughout the South have been organizing in an effort to better their plight. The recent ruling of the United States Supreme Court is but evidence of what can be expected in the future.

Negroes in Tennessee are justly a proud group. They have led the South in all accomplishments credited to the Negro. Facilities for the Education of Negro children as well as the qualification of Negro teachers in Tennessee compare favorably with that of any Southern State.

But let's turn the spot light on ourselves. There are nearly three thousand Negro teachers in Tennessee and not quite half of them are members of the State Association. Just who can be blamed for this great lack of professional fellowship, it is now my privilege or wish to say. I feel that I should share part of the blame and I am sure you are willing to share your part. We have been too small in our shell of selfishness to show enthusiasm for an organization that we know holds the hope for the betterment of our profession in Tennessee.

We have even let the geographical division of the State make us aliens. We have failed to realize our obligation to the children we teach—that as we are improved by affiliation the better their chances are for real education.

We have but a few days before our An-

nual Session of the Tennessee Negro Education Association at Nashville, April 6-8. Let us make this the greatest year for our State organization. Let us march on to Nashville 3,000 strong and serve notice on the world that Negro teachers in Tennessee know the value of organization and know how to organize and support organizations. Make your reservations early with A. and I. State College for rooms. Let's go with open minds. Your executive committee has mapped out a fine program that is surely to be a benefit to all who attend.

#### "How Can We Do It?"

- (1) Each of us make it our duty to talk to each teacher of our school, our school system, to see that they are informed of all details. Urge them to join if not a member.
- (2) Find how many of our schools, our school systems that can attend the Annual Session. Get them to send in their membership fee and reservation for rooms early that the College might make preparation for your arrival.
- (3) Read the program and find the sections in which you are interested. Go with an open mind and be free to suggest improvements in our procedures or program. Remember, if the Tennessee Negro Education Association is not the Association it should be, I am to blame and you and you and you.

**TRUE CONFESSIONS OF A Ph. D.** by Edinboro Educational Press, Box 335, Edinboro, Pennsylvania. An educational nugget, Price, \$0.50. This monograph sets forth material which has been regarded as public property. It reveals some of the inconsistencies and goose-stepping routines which exist in leading American universities. The author is to be commended for his daring in providing a suggestive guide-book for aspirants for this intriguing degree.





# KNOXVILLE COLLEGE

Knoxville, Tenn.

Knoxville College is recognized as an "A" class college by our own State Board of Education, the North Carolina State Board of Education, the American Medical Association, and other agencies. Full credit is given for work in all departments toward teachers' certificates.

Splendid Location. High Standards. Reasonable Expense. Catalogue and other literature will be sent free upon request.

Address

THE PRESIDENT

Knoxville College

Knoxville, Tenn.

---

## TENNESSEE A. & I. STATE COLLEGE NASHVILLE

---

REGISTRATION DATES

1938-39

SPRING QUARTER

Thursday, March 16, 1939

SUMMER QUARTER

Monday, June 5, 1939

For information and catalogue write

W. J. HALL, President