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Official Journal of the
TENNESSEE NEGRO EDUCATION ASSOCIATION

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MARCH, 1943

Volume XV

Number 3

THE BROADCASTER

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



MEMBER OF
EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Dedicated to the advancement of education and interracial goodwill.

Editorial and Business Office, A. & I State College, Nashville, Tennessee

Membership and The Broadcaster, one dollar per year. Single copies twenty-five cents
Advertising rates furnished on application

Entered as second-class matter, August 25, 1928, at the Post Office at Nashville,
Tennessee under the Act of March 3, 1879

VOLUME XV

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A Letter to Tennessee Teachers

Negro Teachers of Tennessee:

Greetings! Because of the war and the great demand on the schools to help in the war programs, causing the loss of several days, many Superintendents and School Boards have not granted the usual pre-Easter holidays in order that many teachers may attend our annual State Teachers Association in Nashville.

This is truly our war! The teachers realize that their great responsibility extends far outside the schoolroom. They are needed to teach men to observe ALL things, and as a result of our present war condition, America has been converted over night into a mammoth Training School. Thus America and our own volunteer state, Tennessee, must look to the Teacher.

Because of our loyalty to our Country and our willingness to do our bit towards winning this war, we are glad to cancel our annual session as such and at the same time hold a meeting of the Executive Committee and the elected officers of our Association and a representative from each County and City organization. I mean, to streamline our session.

I would suggest also that each County and City group 'carry on' locally and individually to maintain their membership in the TNEA and remit the \$1.00 fee for 1943 at once.

Our Executive Secretary is asked to contact each organization within our Association and publish the list of members paying \$1.00 in one edition of our professional organ.

I could not close without urging and reminding you again—Buy Bonds!

We are happy to read in our daily papers the action of the Legislature in establishing graduate work at A. & I. College. Many thanks to the Chief Executive and the Commissioner of Education and Congratulations, President Hale.

Yours for Victory, Better Schools, War Bonds and Stronger Teachers, I am

Lucie E. Campbell, President

Teaching the Wartime "3R'S" to the People of Tennessee

Doxey A. Wilkerson
Associate Professor of Education
Howard University

Regulation of Prices, Rent Control and Rationing are crucial in the nation's fight to keep living costs down and win the war. They are of especial importance to low-income groups like the Negro. These measures the "3Rs" of 1943—call for an urgent wartime service which Negro schools must now render to our people and to the nation.

WHAT THE "3R'S" MEAN TO THE PEOPLE

Regulation of prices (the "ceiling price") has saved taxpayers \$26,000,000,000 in war costs—in the prices of tanks, ships, planes, guns and other military equipment and supplies. This is a saving of about \$200 for every man, woman and child in the country. Price control has also saved American families \$6,000,000,000 in the costs of food, clothing and other things we buy. This is a saving of about \$139 per year in the average family budget.

Rent control has saved the typical American family the equivalent of two months extra wartime rent it would otherwise have had to pay. It has also stopped the hasty eviction of tenants, making their tenure much more secure.

Rationing has guaranteed the man with little money his "fair share" of necessary things which military demands have made scarce. Without rationing, for example, the rich and the hoarders would get practically all of the sugar, coffee, gasoline, tires, canned fruits and vegetables, etc.; the ordinary man would get little or none. On the other hand, with rationing, we all "share and share alike" in what limited supplies there are for civilian use.

What this three-fold wartime economic program means to the Negro people is clear. First, it means victory for our nation, and hence our only guarantee against post-war fascist slavery. If Hitler should win, the Negro people face extermination, or a slavery worse than our forefathers ever knew. Second, it means decent living for our families during wartime. If the costs of living keep going up, the Negro people will suffer most. We are the ones who have the least money to live on.

Thus, price and rent control and rationing,

essential for the safety and welfare of the nation as a whole, are of especial importance to the Negro people. We, above all others, must do our part in helping to make this program work.

WHAT THE PEOPLE MUST DO ABOUT THE "3R'S"

The Office of Price Administration cannot hope to keep price and rent ceilings firm, or to make rationing work equitably, unless it has the support and active cooperation of the masses of American people. Powerful forces in our country want prices and rents to keep going up. They want to destroy rationing, or render it ineffective. These things they are trying to do, even though the safety of the nation is thereby endangered. The "3R's" are under attack. The people must spring to their defense.

There are important things which every individual citizen can do to strengthen price control, rent control and rationing, and make them work effectively. Here are a few simple guides to action.

Help KEEP PRICES DOWN by doing these things:

1. Buy only at stores where ceiling prices are posted.
2. Refuse to pay more than the ceiling price for things you buy.
3. Watch price trends closely. Shop around for the best prices. (Ceiling prices for the same things differ from store to store.)
4. Buy canned goods and meat by quality labels. (Otherwise, you may suffer from hidden price rises due to reductions in the quality of what you buy.)
5. Read labels also to know the quantity of canned or packaged goods you buy. (This is also necessary to prevent "hidden price rises.")
6. If a merchant refuses to post his ceiling prices, if he charges more than his ceiling price, or if there is a reduction of quality or quantity without corresponding reduction in price—report these or any other violations to your local War Price and Rationing Board. (Unless you report violations to local OPA authorities, the severe

penalties which the law provides cannot mean very much.)

7. Ask your local War Price and Rationing Board for any information you need about price control. (There has recently been appointed a Community Service Member of the local Board whose special function is to supply information to individuals and groups in the community.)

Help KEEP RENTS DOWN BY doing these things:

1. Make sure that the rent you pay does not exceed what was paid for your house (or apartment, or room) at the time of the "maximum rent date" for your area. (Rents can be higher only if the landlord has made substantial improvements in the property since then.)
2. Make sure that the services you get for your rent (e.g. garage, refrigeration, janitor service, etc.) have not been reduced since rent control went into effect without corresponding reduction in your rent.
3. Refuse to be evicted for any reason until the Area Rent Office has been notified. (Even if the landlord wants to sell the house you live in, he must give you three months' notice before he can force you to move.)
4. Report all violations of rent control regulations to the OPA Rent Director for your area.
5. Ask the Rent Director for any information you need about rent control.

Help MAKE RATIONING WORK by doing these things:

1. Refuse to buy anything that is rationed unless you give a coupon for it. (The selling of rationed things without requiring coupons is called the "black market." It is both illegal and unpatriotic.)
2. Buy only enough for your needs. Do not hoard.
3. Obey rationing rules cheerfully, without "griping." (These rules are for your protection. Besides, the slight changes they may require in your living habits are small contribution, indeed, for you to make for victory.)
4. Report "black market" violators of rationing regulations to your local War Price and Rationing Board. Urge your friends to do likewise.
5. Ask your local War and Rationing Board for any information you need about rationing.

The Negro people of America are an important sector in the nation's fight against inflation on the Home Front. The two or three billion dollars we spend annually is no inconsiderable factor in the total picture. Besides, violations of price control, rent control and rationing regulations, as we know only too well, are likely to occur most commonly against Negro citizens. We, especially, must be alert to protect our own and our Nation's welfare.

WHAT TEACHERS CAN DO TO STRENGTHEN THE "3R'S"

The Negro people, like most Americans, want and need effective price control, rent control and rationing. By following such simple guides as are outlined above, they can do much to strengthen the "3R's" and make them work. The trouble is that most Negroes—most white citizens, for that matter, in Tennessee as elsewhere—simply do not know what they can do to help. Our schools must inform them what to do.

There are many ways in which our schools can help Negro citizens to play an important role in making the "3R's" effective. Here are a few definite things that teachers can do.

1. Classroom instruction—Teachers on all school levels can interpret price control, rent control and rationing to their pupils. They can explain how these measures work, and how every citizen can help to make them effective. They can urge pupils to carry this information to their parents.

2. Extra-classroom activities—Teachers can arrange for school assemblies, home rooms, various clubs, student council, school paper, Junior Commandos, High School Victory Corps, and others to undertake a wide range of activities designed to spread information about the "3R's."

3. Speaker's bureau—Teachers can help a class or club, or other school organizations to form a Speakers' Bureau to appear before groups in the community to interpret price control, rent control and rationing, and how each individual citizen must participate in these programs. OPA literature can be distributed at meetings where speakers appear.

The new and somewhat more complicated "point-rationing" of canned fruits and vegetables, which OPA will begin soon, affords an excellent opportunity for the school Speakers' Bureau to render a much-needed service. Campaigns to teach people how "point-ration-

ing" works should be stressed both before and after War Ration Book Two is issued.

4. *Parent-Teachers Association*—Teachers can see that price control, rent control and rationing are thoroughly discussed and understood by the PTA. Plans can be laid for the PTA, in turn, to help interpret the "3R's" to other groups of citizens.

5. *Consumer information center*—Teachers can help the school to establish a Wartime Consumer Information Center to disseminate information on price control, rent control, rationing, together with such related problems as conservation and nutrition. OPA and related literature can be assembled for display and distribution. An up-to-date bulletin board can be kept on wartime developments affecting consumers. Trained volunteer workers—parents, teachers and pupils—can be scheduled at designated hours (including a few evenings) to serve citizens seeking information. Adult study classes on the "3R's"—especially on the new "point-rationing" program—can be organized. Citizens in all parts of the com-

munity can be informed about the Center and urged to make use of its services.

In developing such school-community programs of wartime consumer education, teachers can obtain guidance and some literature from the Community Service Member of the local War Price and Rationing Board. A bibliography of the various free bulletins, pamphlets and leaflets available, together with needed supplies for school use, can be obtained by writing the Educational Services Branch, Office of Price Administration—Region IV, Atlanta, Georgia. Teachers can also produce original materials of their own for use in the school and community.

Thus, the procedures and materials are readily at hand for teaching the people of Tennessee how they can help make price control, rent control and rationing effective. The need of the Negro people for this service is especially widespread and urgent. There remains but for our schools to do the job. There is no more important wartime service which schools can render to the Negro people or to the nation.

The Price of Freedom

J. L. Seets

The time and place for the Annual Meeting of the West Tennessee Educational Congress is at hand. The Program Committee is to be congratulated for its untiring efforts in arranging for the various activities which are to take place at this meeting and I am deeply grateful to you for your presence.

America's Thanksgiving this year is in gratitude for a record harvest from 360 million acres of good land as compared with 20 acres of cleared land in 1621 when the Pilgrims at Plymouth proclaimed their first Thanksgiving to Almighty God for blessings received and at hand, their blessings at hand were waterfowl and turkeys from a forest. Ours include the luxuries of a wealthy common-wealth and freedom which goes with it.

Not alone have we eaten, but the lend-lease program permits millions of embattled people, civilians and soldiers alike, to take heart in the knowledge they will have food and fiber as they fight for freedom, while we keep the home fires burning. And this we are pledged to do.

Every school child knows something of the origin and the development of our country,

conceived in liberty and dedicated to the proposition that all men are created equal, and to those, who, because of circumstances, have been deprived of an opportunity to learn, we purpose to teach it to them.

Before its advent as a nation, and many years thereafter it was the haven of the oppressed of other lands and no people can appreciate this heritage more than those whose forefathers suffered along with the Patriots who were responsible for the achievements we have made. In spite of the heroic efforts of our early inhabitants who were willing to revolt against their mother country to fight for this independence in war whose idealistic motive was the desire for self-government and in its international relations provide for, among a variety of policies pursued—three which might be termed dominant—"The policy of isolation from the concerns of Europe"—The policy of non-intervention by foreign powers in the affairs of this country, and later the policy of the open door and the integrity of China. During this early period of rapid growth and expansion, it was controlled by a spirit of individualism which, in its more

mature development, is gradually giving place to the ideal of public interest. Yes, in spite of ideals such as these helping to develop the United States from a weak union of thirteen states concentrated on the Atlantic border with less than four million inhabitants, to a strong union of forty-eight states stretching from ocean to ocean with a population of one hundred and thirty million people, and today occupying the position of world power, we are engaged in a terrible conflict, testing the strength of our liberties, for which we have paid so dearly in human sacrifice. When Andrew Jackson, a man from the masses, was elected to the Presidency 1829-37, the desire for a greater measure of self-government found expression, but a civil war had to be fought before freedom was granted to the Negro, and even now the suffrage qualifications in certain sections of our "Land of the free, and Home of the brave" effectively prevent a great number of colored citizens from casting a vote for the ones who govern us. And yet, if one examines the record, he will find that from March 5th, 1770, when Crispus Attucks a Negro fell in the Boston Massacre, down to December 7th, 1941, when Doris Miller, elevated himself in the twinkling of an age from mess-attendant to that of the highest ranking official in the Navy on his initiative in the dastardly attack on Pearl Harbor, he would see we have been a loyal people, and that we too, have helped pay the price for Freedom. A South Carolina Negro slave rendered such services in the Revolution that the legislature in 1783 passed a special act liberating his wife and children. No finer illustration of loyalty can be found than that manifested by the Negroes of the South during the Civil War. Often left behind as the sole support and the protection of families of Confederate soldiers, not a single instance is recorded in which one violated his sacred trust. Of this remarkable record Georgia's matchless orator, Henry W. Grady, says, "History has no parallel to the faith kept by the Negro in the South during the War. Often five hundred Negroes to a single white man, and yet through these dusky throngs the women and children walked in safety, and the unprotected homes rested in peace. Unmarshalled the black battalions moved faithfully and patiently to the fields in the morning to feed the armies their idleness would have starved, and at night gathered anxiously at the big-house to hear the news from the Masters,

though conscious that their victory made his chains enduring. When the Master, going to a war in which slavery was involved said to his slaves, "I leave my home and loved ones in your charge, the tenderness between man and Master stood disclosed.

"And when the slave held that charge sacred through storm and temptation, he gave new meaning to faith and loyalty." We know what Freedom cost, for "We are Americans Too."

A great non-military struggle lasting almost a century was necessitated before suffrage qualifications based on sex were abolished in all the states by the nineteenth amendment. Even today women are not effectively represented by members of their own sex in the National and state governments. The compliment of the ideal of self-government is the ideal of "Liberty"—That priceless something we all want and are today fighting to hold and defend. To govern themselves, however, a people must be free, Free economically; free socially; free Spiritually and free politically. To have an elastic and useful government people must have the right to express their thoughts and opinions.

There is a close relationship between the schools and the social group that maintains it. This relationship is clearly indicated by the different forms of government. However, social, economic and political changes affect the ideals of a democracy and due to this fact there is a further responsibility on the part of the schools constantly to re-interpret and re-define these ideals. Examples of such changes may be found as we look over the ideals of America at different intervals: To the seventeenth century American liberty meant primarily, religious freedom; the eighteenth century American extended the ideal to emphasize political liberty; and the nineteenth and twentieth centuries America has further extended the ideal to include economic liberty.

Two principles have guided the development of American education: These are the recognition that the stability and welfare of the democratic state depends upon universal education, and that the ideal of equality of opportunity must be maintained. To defend these principles it takes courage as well as knowledge. They have been recognized by the political leaders of the nation, they must be recognized by teachers at any cost, for religion, morality and knowledge being the

means to good government, the preservation of liberty and the happiness of mankind, schools and the means of the right brand of education must be forever encouraged by us. In President Washington's fare-well address is found these words, "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion it is essential that public opinion should be enlightened." Thomas Jefferson wrote from Monticello: "If a nation expects to be ignorant and free in a state of civilization it expects what never was, never will be."

Today's crisis is calling for the products of our schools and our educational systems and the very nature of this conflict requires the best thinkers. Tomorrow's voters must be taught today to think and reason clearly so that they will be able to tackle their problems with understanding.

Herein lies the greatest opportunity for the public schools and the teachers. Can we meet this challenge? Or shall we be complacent over the progress made? I take it that the teachers of the West Tennessee Education Congress will rise in a solid body two thousand strong to help pay the price of a freedom such as this world has never known. Nay, we shall not do like Bernard Shaw said, "drive the tack this year where the carpet was last year," any longer.

It's true we could not have taught the answer to the questions result from this terrible conflict to the youth a generation ago. We cannot teach the answers to youth today, that isn't the point. Education does not consist merely of learning answers. The answers are likely to be soon forgotten or they may be the answers to the wrong problems, or they say, in this rapidly changing world, become the wrong answers. The important thing is to be able to teach pupils to think. Think, straight, if there is such a thing to be able to tackle new problems just as training in law enables attorneys to tackle all kinds of cases, just as training and experience in business enables business men to think more clearly about new business problems as they arise.

If, then we would be free, and have our people free to enjoy the liberty for which our grand and glorious country stands—we too must pay the price, the price of ignorance, superstition, and fear; the price of unequal

opportunity for gainful employment; the price for prejudice, discrimination and hate and it will require sacrificial services, intelligence, dynamic and courageous leadership; steady and persistent nerves, faith in Principles that cannot fail. It means a complete surrendering of the ego. The making of our own lives, examples, for if our thoughts are warped, why blame the youth? What we do, speaks so loud the youth will pay little or no attention to what we say. How can we teach buying War-bonds and Stamps if we have bought none ourselves? Can we teach conservation when every act of ours is the personification of extravagance? Can we help build and maintain morale when every body in the community knows we have none? Is patriotism taught most effectively by having the children repeat the pledge to the flag in a parrot-like manner or should the teacher actually perform deeds of patriotism and interpret them to the children in their language?

In order that we may share opinions on the problems of our profession, we assemble here as a unit of professional workers with the hope of clarifying our thoughts and coordinating our efforts to strengthen the machinery for the perpetuation of American ideals at whatever the cost. Admitting that education was never more effectively conducted than now, yet it has not prevented this terrible war—it has made this war more terrible than even the great World War. There is no good reason for thinking that more education, will in itself, safeguard democracy. To bring about this result, we must have different quality of education, which means education conducted in a different spirit and with different standards of values.

We are here asking, therefore, that the schools we teach graduate our boys and girls with such information as we may give, (knowing that they will lose most of it) but that we also develop in them to the utmost qualities that they will never lose; such as alertness, eagerness to learn; greediness for truth at any price; industriousness, courageousness, scornfulness of false appearances; not caring too much for rewards, good sportsmanship in spirit as well as performance, with a genuine sense of responsibility toward his fellowmen, and last but not least happy adjustment to his companion and genuine co-operativeness.

Teaching—A Perplexing Job These Days

Eunice Matthew

At the close of the school day not long ago, several teachers were discussing the numerous overwhelming responsibilities that recently have been placed upon them practically overnight and without a word of warning. "These are perilous times", said one young teacher, "and there is no doubt that each of us must be on the job to do whatever he can to speed up the victory and the peace, but how can I participate in all of these war activities and conduct my regular school work effectively, too?"

This is the burning question to which almost all teachers are desperately seeking the answer. They are keenly aware of the gravity and complexity of the educational situation at this time. Unfortunately, the correct and proper thing to do is not easily discernible. The variety of problems and the uncertainty as to the possible outcomes of one procedure or another make it rather difficult to give teachers any conclusive answers to the question. However, after a brief consideration of the nature of the perplexing problems facing educators, the writer will review some basic educational principles that are fundamental to the education of our children both in peace-time and especially in the present war-crisis. Only through a clear understanding of the importance of these principles and deep conviction in the efficacy of these truths put into practice will the teacher be able to confidently plan and execute an educational program that will develop happy, efficient boys and girls ready to face this war-torn world.

NEW RESPONSIBILITIES OF TEACHERS

During the past year or more the schools have been called upon to assist in the war effort in many ways. The schools have responded whole-heartedly. They have been sponsoring the collection of scrap, selling bonds and stamps, participating in Junior Red Cross Activities, assisting in the registration for rationing of scarce materials, helping to get in the crops, organizing High School Victory Corps, promoting physical fitness and teaching conservation and consumer education. All of these activities are admirable and have done much to bring good will and public acclaim to the schools.

The responsibility for the execution of these activities fell on the shoulders of the teachers. Already burdened with the handicaps of large

classes, inadequate equipment, and a full academic course of study to be covered, they have rallied to the cause unstintingly. The conscientious teacher, however, has been asking herself many questions such as the following:

Am I meeting the basic needs of my pupils during these times that certainly are trying for them if they are for adults?

How much emphasis should I place upon the traditional academic school program?

Am I aware of the educational values of the various war programs in which the School is engaging hold for my pupils?

How can I prepare myself to do everything that is expected of me?

BASIC NEEDS OF CHILDREN TODAY

What are some of the basic needs of our children today? *A sense of security and emotional stability is the first need of every child during these times.* The average child has a very realistic view of the war. He can visualize the dangers of attacks, plan imaginary military operations and even take on hatreds of enemy groups. Observe their play activities and listen to their discussions of the war. Needless to say, this concern for the unpleasant side of this world struggle is accompanied by a great deal of emotional stress that may cause untold damage to the mental health of the child. Moreover, many children cannot escape sensing the anxiety of their elders, especially when fathers, brothers and other relatives have been drafted and are being exposed to the dangers of war. In some cases, mothers have left the home to work, leaving the child without the protection of parental guidance and comfort. Teachers must maintain a calm security and reassure the child. They must plan activities that will give children healthy outlets for their imagination including activities requiring creative expression in song, word or design.

Children also feel the need to be active. A sense of belongingness is derived from participation in any activity. There is plenty to be done on the part of everybody, man, woman and child, in the total effort for this total war. Many opportunities for providing, sharing, conserving, creating and evaluating can be found in the numerous necessary vital experiences of present day living which should be part of the school program. Activities such as the collection of scrap, making bandages, harvest-

ing the crops, victory gardening, purchasing stamps, etc., make children happy as they realize that they are doing work that needs to be done.

Children feel the need for an explanation of the nature of life problems as they affect them. Within his powers of comprehension, the average child is attempting to understand the why and wherefores of war. He is entitled to an honest answer on his level of understanding. It is not enough to describe our enemies as bad, mean men, but the facts concerning the economic and social conditions of the axis powers and their treatment at the hands of the other powers of the world which contributed to the types of aggressive steps they have taken, should be explained in simple terms. An understanding of the mistakes that nations as well as people make can do much to prevent their repetition. The younger generation, the future leaders, need to learn these lessons, too. Furthermore, the concept of democracy as the Christian ideal of the dignity and worth of every man and the necessity of common cooperation to secure the advantages of modern progress for all men should be emphasized as the goal for which we are striving. The school can teach by its practices as well as by word its belief in this ideal. These understandings will give the child an intelligent and rational basis upon which to act and from which to project his thinking and thus prevent the feelings of fear, bewilderment, hopelessness and insecurity.

Children need to be healthy and strong. The rationing of scarce food commodities will make it more difficult for parents to prepare well balanced meals if they do not know about satisfactory food substitutes. The school will have to take the initiative in disseminating instruction concerning adequate diets that can be prepared with available foods. Both children and parents should receive this instruction. The school can also serve meals to meet the needs of the children. Physical fitness depends on exercise, too. The physical education program of every elementary and high school should be reorganized and re-emphasized in order to develop the bodies of our boys and girls.

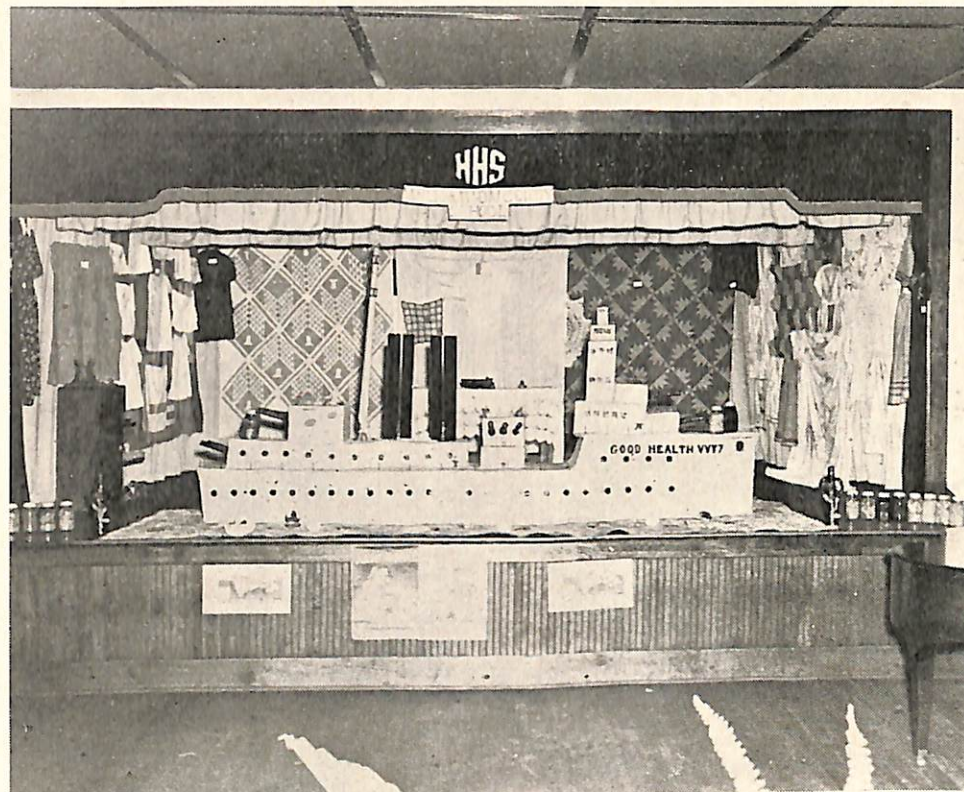
New Type of Emphasis on Academic Subjects

How much emphasis should the teacher place upon the traditional academic school program? Never before has there been a more propitious and challenging time for the teaching of the

essential knowledges and skills. The skills of reading and mathematical computations, the body of social understandings, and the influence of man's scientific and industrial achievements can be taught with new vigor and direction now when consideration is given to such problems as intelligent consumer-buying, the economic and social relationships of the nations and peoples of the world, conservation of human and physical resources, making a living, and the sustaining values for which all men strive to live. The war activities in which children are engaging require these facts, skills and understandings. No, there is no need to scrap the traditional academic subjects. The individual who is to be intelligent and efficient in meeting present problems has greater need for them. The Selective Service Draft has revealed the need for increased stress on the mastery of the fundamental tools of knowledge. The teacher should re-examine the academic program and weigh the values of the various subjects in terms of the contribution they can make to the efficiency of the child as an individual capable of acting on intelligent thinking. All that is not of value should be eliminated and that which is necessary should be stressed. A functional reorganization of the subject areas in significant units can do much to make the instructional program vital, enriched and pointed. The traditional subjects should not be dead weight, but lively functional tools.

Educative Values of War Activities in School

In promoting the various drives and campaigns in which the schools have been participating, the teacher must be vigilant lest the educative values of such activities for children are overlooked. In the enthusiasm and exuberance which accompanies the war, high pressure methods of business promotions are carried into the schools. There is danger in using competition and rivalry to motivate children to collect scrap and buy stamps, etc. Children may be led to beg, "borrow" or steal. In general undesirable character traits are likely to result when these projects are carried on in this spirit. The inherent value of these efforts to the prosecution of the war will be motivated enough if there is real understanding of the war aims and the problems involved. These enterprises should be cooperative rather than competitive and should



WILLIAMSON COUNTY EXHIBIT

be conducted in an intelligent, dignified and unostentatious manner. Then, too, the teacher should not lose sight of the valuable opportunities these vital experiences afford for vitalizing and enriching the school curriculum making it vastly more purposeful and truly an experience one. Arithmetic, geography, economics, language, art, dramatics, music can all play a part in these activities.

The alert teacher is eager to prepare himself for this responsibility in the school during these times. Needless to say, the teacher cannot do too much to equip himself for the tremendous task at hand. He will find it necessary to develop a broad knowledge and a deep understanding of the forces involved in this conflict. Wide reading of books of social significance is necessary. Every teacher should subscribe to at least one professional periodical which will keep him in touch with the most recent thinking of specialists on contemporary problems of education. Much free and inexpensive literature for teachers can be obtained from the United States Office of Education. Consult the publication from that office, Education for Victory for announcements

of publication. A better understanding of the forces which bring pressure to bear upon the schools may be acquired by actual participation with members of the community in the various local activities. First-hand information concerning the resources and problems of the community can thus be gathered. Every teacher should also make provision for some type of personal recreation that will relieve the tension, relax him and renew his vigor, vitality, zest and emotional stability. A distraught, bewildered, tired, tense and nervous teacher is a liability to the school today. He can only do more harm than good for the children with whom he comes in contact.

In summary, the increased responsibilities of the teacher serve to offer new and stimulating challenges to the alert teacher. She will be led to reevaluate and reexamine the school program. She will consider her pupils' special needs during this period and will attempt to vitalize and enrich the usual curricular offerings with the various war time activities that have entered the school. The educational possibilities of this crisis are limited only by the ability and vision of the teacher herself.

Constitution and By-Laws of The Tennessee Negro Education Association

(Adopted July, 1928)

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 education creed may be made a reality, do hereby bind ourselves under the following provisions:

Article II.—Name

This organization shall be called the Tennessee State Association of Teachers in Colored Schools. The name was changed to Tennessee Negro Education Association, April, 1918.

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-Presidents, 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 of 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 year terms.

Section 2.—The Executive Committee in conference with president shall have charge of the business matters of the Association, shall audit the accounts, 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 usages.

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 the 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. The president and the Executive Secre-

tary shall be members of the Executive Committee. (Adopted 1935 session).

5. 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 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).

6. 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).

10. That a Parliamentarian shall be elected for a term of one year by the General Assembly. (Adopted 1939 session).

11. That a Field Secretary shall be elected by the Executive Committee, whose duties shall be to contact individual teachers and teachers' organizations, county, city, sectional, and regional, with expenses paid by the State Teachers Association, for the purpose of encouraging and stimulating participation in the State meeting, and formulating plans to perfect a better program for departmental meetings. (Adopted 1939 session).

12. That a budget system be adopted on a percentage basis and that the executive committee prepare and submit said budget to the general body for the approval of this body and to be reported by the executive committee Thursday in the first session of the association in order that all teachers may have ample time to think about it before the final adoption in the business session on Saturday or the last business session of the association. (Adopted 1940 session).



MRS. BLANCHE P. RANSOM
Supervisor of Carroll County

13. That a definite percent of the total gross receipts to be earmarked as a sinking fund. (Adopted 1940 session).

TENNESSEE EDUCATION ASSOCIATION

ARTICLE VI REPRESENTATIVE ASSEMBLY

Section 1. The Representative Assembly, composed of representatives chosen by the local associations, shall be the legislative body of the Tennessee Education Association. In formulating its legislative educational program for the state the Representative Assembly shall take into its careful consideration the recommendations and resolutions pertaining thereto submitted by any or all of the four sectional organizations and the Public School Officers Association—the Department of Superintendence—of the Tennessee Education Association; provided that nothing herein shall prevent any local association, through its delegates to the Representative Assembly, from submitting recommendations and resolutions for consideration by the Representative Assembly. It shall have the power to transact such business of the Association as may be legally brought before it at its annual meeting, which shall be held in Nashville following the meetings of the Eastern, Middle, Western, and South-eastern Sections, and the Public School Officers

Association—the Department of Superintendence—of the Tennessee Education Association—the exact date of the meeting to be fixed by the Administrative Council to accommodate as far as possible the convenience of the delegates composing the Representative Assembly. The Administrative Council shall arrange the program for each meeting. The Administrative Council shall arrange the program of the annual meeting of the Tennessee Education Association, which shall be held in Nashville on Thursday, Friday, and Saturday preceding Easter.

Section 2. Each local Teachers Association shall be entitled to one delegate for the first twenty-five members and to one additional delegate for each additional twenty-five members or major fraction thereof, provided that no member of a local association may serve as a delegate or vote for delegates until dues for the current year shall have been paid, and provided, further, that each State Normal School, each State Junior and Senior College, and the State Department of Education shall be entitled to at least one delegate.

Section 3. Only one local association shall be recognized from each county school system, independent city system, educational institution, or State Department of Education.

Section 4. Any person who shall present a certificate of election as a representative, certified by the President and Secretary of any local association entitled to be represented in the Representative Assembly, shall be admitted as a member of the Representative Assembly. The members of the Administrative Council shall be delegates from the state at large to the Representative Assembly.

Section 5. In all voting in the Representative Assembly, each accredited delegate shall be entitled to one vote.

Section 6. A majority of the members of the permanent organization of the Representative Assembly shall constitute a quorum to do business.

ARTICLE VII

ADMINISTRATIVE COUNCIL

Section 1. The Administrative Council shall consist of the President, the retiring President who shall serve for one year, and nine other members, one from each of the nine Congressional Districts of the state, who shall be elected by the Representative Assembly and shall serve for terms of three years each. At the first annual meeting of the Representative Assembly three members shall be elected to

serve for one year, three members to serve for two years, and three members to serve for three years. Thereafter, three members of the Administrative Council shall be elected at the annual meeting of the Representative Assembly to serve for a term of three years each.

Section 2. The Administrative Council shall have power to: (a) Elect the Executive Secretary-Treasurer and fix his compensation. (b) Require bond of the Executive Secretary-Treasurer for the safekeeping of the funds of the Association, the premium to be paid out of Association funds. (c) Supervise the activities of the Executive Secretary-Treasurer and through committees aid him in the performance of his duties, especially in the publication of a periodical for the information of the members of the Association. (d) Require the Executive Secretary-Treasurer to follow in all respects the policies approved by the Representative Assembly.

Section 3. The Administrative Council shall have power to fill all vacancies due to death, resignation, or removal from the state, which occur within it after the annual meeting of the Representative Assembly. Such appointees shall hold office until the next annual meeting of the Representative Assembly. Any member of the Administrative Council who removes from the Congressional district in which he or she has been elected to another Congressional district within the state shall continue to serve on the council until the next meeting of the Representative Assembly, at which time the Representative Assembly shall elect his or her successor.

Section 4. The Administrative Council shall (a) cooperate with the officials of the sections and the Public School Officers Association—the Department of Superintendence—of the Tennessee Education Association in arranging the programs for the annual meetings; (b) in cooperation with the officials of the sections and the Public School Officers Association—the Department of Superintendence—of the Tennessee Education Association, conduct, manage, and control the affairs of the association between the annual meetings of the sections and the Public School Officers Association—the Department of Superintendence—of the Tennessee Education Association; (c) meet annually at the time of the annual meeting of the Representative Assembly. Other meetings may be held on call of the President or upon written request to the President of three or

(Continued on Page 51)

Editorial

OUR 1943 ANNUAL MEETING

American education is a by-product of American democracy. The whole is equal to the sum of all of its parts and is greater than any of its parts.

Today our nation is engaged in total war. All of our facilities are implements of war. Travel is vital to the movement of military men and supplies. Civilian travel must be curtailed. Conventions must be cancelled for the duration. In keeping therewith the American Teachers Association cancelled its 1942 session and held only a session of a planning committee. The mid-winter session of the National Education Association has been cancelled. The Tennessee Education Association cancelled its 1943 session. Hence the Executive Committee of the Tennessee Negro Education Association voted to cancel our 1943 session.

However, this does not mean a cessation of our activities. There will continue to be local meetings, committee meetings, correspondence and publication of *The Broadcaster*. According to our Constitution the Executive Committee is authorized to carry on until a full assembly can be held. Your Committee will strive even harder than previously to carry out the wishes of all the members of the Association.

The use of the mails is not rationed. There is no priority ruling on the purchase and use of postage stamps. Write to your elected officials, tell them your wishes and encourage them to carry on until the present emergency is over.

Above all do not fail to send in your 1943 membership fees at once.

TEACHING

I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle. It is a passion. I love to teach as a painter loves to paint, as a singer loves to sing, as a poet loves to write.

Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it, without realizing much more than his limitations and his mistakes, and his distance from the ideal. But the main aim of my happy days has been to become a good teacher, just as every architect wishes to become a good architect and every professional poet strives towards perfection.

The chief happiness of the teacher is in the influence he exerts on the minds of his pupils, and the intimate, permanent friendship that results. It is truly a great profession, one of the most mentally and spiritually rewarding in the whole world. And the teachers' personality is remembered by his pupils all their lives, sometimes with contempt, sometimes with anger, sometimes with amusement—and sometimes with profound respect and gratitude.

—William Lyons Phelps

Whatever else one may have learned, if he comes into the world from his schooling and masters, quite unacquainted with the nature, rank and condition, of mankind, and he duties of human life . . . he is not educated; he is not prepared for the world; he is not qualified for Society . . . The way, therefore, to judge whether education be on a right footing or not, is to compare it with the end; or to consider what it does in order to accomplish youth for choosing and behaving well in the various conditions, relations, and incidents of life.—George Turbull (1742).

Democracy must be born anew every generation, and education is the midwife.—John Dewey.

CONSTITUTION AND BY-LAWS

(Continued from Page 50)

more members of the Council. These notices of the time and place of the called meetings shall be sent to each member of the Council; (d) prepare and submit to the annual meeting of the Representative Assembly a budget for the ensuing year, which budget shall set forth the estimated receipts and expenditures for the period covered thereby. When a budget has been approved by a majority vote of the Representative Assembly present and voting, the Administrative Council shall have power to authorize the expenditure of the Association's funds in accordance with the terms and conditions thereof.

Editor's Note: The Principal's Section recommended that the Association at its Executive Committee study the Delegate Assembly of the Tennessee Education Association with a view to adapting it to our needs.

Every School Library a War Information Center

Lois H. Daniel

During the past decade the status of the library has changed not only in the colleges but in the schools as well. No longer is it looked upon as a place to store books, nor does it exist merely because it is a requirement for the accreditation of the school. Several factors have entered into the evolving picture to create this change in status of the library. First, methods of teaching have shifted from the one textbook idea where daily assignments covered the reading of a few pages or chapters in the text to such assignments that carry the student scurrying through many references in search of varying points of view. Second, the newer objectives of education now emphasize the development of the individual to his fullest capacity rather than chocking him with facts and figures altogether unrelated to problems that he will face in life. The schools are expected to do their share in developing and guiding young people in such a way that they will be worthy contributors to community life. Third, with any change in the objectives of education there necessarily follows changes or revisions in the curriculums. Because of these and other factors, the library has been drawn more and more into the picture as an integral part of the entire school organization. In the more progressive schools, the library activities are so interwoven with all of the school activities that a oneness of purpose is achieved through the cooperation of the principal, teachers, pupils and librarian. The library no longer exists for itself, but its existence depends upon the extent to which it can adequately serve the individual in a solution of his problems.

STATUS OF LIBRARIAN

When we speak of the library and its adequacy, we cannot escape reference to the librarian for it is she who brings to life the otherwise dead weight on our library shelves or in our pamphlet and picture files. It is through her awareness of existing problems and her knowledge of available materials that she is able to create an atmosphere of helpfulness in the library. No longer is the librarian considered a custodian of books or a disciplinarian for her responsibilities and share in the entire program has grown far beyond the routine and narrower aspects of library work. Just as the library has risen in

the estimation of educators so has the status of the librarian for, the responsibilities and academic training required for librarianship are as great as those of the teacher. Not only must the librarian understand the educational program as a whole, but also the place of the library in this program in order to make the library fit the needs of the school. Of course there are such problems to be faced as that of meager book funds, but that very problem leads to the major point of this discussion that of considering the development of a type of service which in itself can be managed on a small budget.

ROLE OF LIBRARY IN WARTIME

In this wartime emergency the school library has two major responsibilities. First, provide information not only on the present developments on our home fronts but also on our battle fronts. Second, gearing library activities in such a way as to develop or maintain morale in war time and in peace time. However, the extent to which these aims can be adequately met depends largely upon the cooperative efforts of principals, teachers, pupils and librarian. The development of these aims must not begin and end with the school, but must extend to the citizens of the community. In the larger cities the public library might well be expected to do its share in keeping the citizens informed of developments, but in the smaller and rural communities the school library must also assume this responsibility through working with the P.T.A. and other organized groups including the church.

Teachers throughout the nation have been called upon to assist in the registration of our men for the armed forces as well as in the registration of the citizens for the rationing of sugar, coffee and other commodities. But where can these same citizens go for information on how to get maximum results in the use of these commodities? The alert librarian being aware of the varying needs will provide such necessary materials which might be labelled "consumer education" and would constitute a definite part of the material in a War Information Center. Likewise such questions as "What are we fighting for?" "What can we hope for after the war?" "What steps are being taken to meet the post war conditions?" should be answered as far as possible through

the materials in the War Information Center.

Every library in the United States can help win this war through providing information on just such pertinent questions as has already been cited. Several months ago the U. S. Office of War Information published a pamphlet "The united nations fight for the four freedoms" in which the following statement appears, "The right to speak, the right to hear, the right of access to information carry with them certain responsibilities. Certain favorable conditions are necessary before freedom of speech acquires validity. The first condition is that the individual have something to say. . . . Another condition necessary for free speech is that the people have access to the means of uttering it—to newspapers, to the radio, the public forum. . . . There is no freedom, either, unless facts are within reach, unless information is made available," and certainly the logical place to secure the desirable information is in the library where a war information center has been established.

WAR INFORMATION CENTER

A war information center must not be conceived of as an expensive undertaking or an added responsibility of the school library. From its physical set-up, it is simply a designated section of the library in which wartime materials are available. It will include pamphlets, posters, clippings and books related to the various phases of the war at home and abroad.

As to expense, much of the type of material referred to above can be secured just for the asking, or at most for the small sum of five to twenty-five cents. By allocating at least five dollars of the book fund a wealth of material can be collected and made available in even the smallest one-teacher school in the more remote districts. The alert librarian or person responsible for the library will not stop with the development of a war information center, but will so publicize this service that the people in the community will be aware of the existing information within their grasp.

Going back to the idea that the school library is an integral part of our educational program, I cannot conceive of the development of a war information center as an added responsibility. If the school library is to contribute to the development of well rounded young people whose way of life is being molded by wartime forces on every hand,

an essential part of the library service. It matters not whether we call this collection of such materials a war information center or some other name, the fact remains that the library should be ready to furnish the desired information, and therefore it is simply gearing its program to meet the present demands and it is not assuming an added responsibility. Perhaps it is better to say that the library is expanding its program so as to be better able to serve both school and community.

Teachers all over the country are using the present emergency as a basis for teaching so that the four freedoms—freedom of speech, freedom of religion, freedom from want, freedom from fear—may be further developed and preserved in our democracy. The school library cannot go unaffected by the changes taking place daily in the classroom; nor can it be unmindful of the closer relationship that is being developed between the school and the community. Hence the development of a war information center in every school no matter what the size is a necessary step toward making the library a meaningful part of the school program as a whole, and an asset to the school—community relationship. The extent to which the library can meet the newer demands, depends largely upon the extent to which the librarian is active in both school and community programs.

ORGANIZATION OF W. I. C.

To designate a particular space in the library in which to place wartime materials is the first step toward organizing a war information center. This space thus allotted may be just a part of a shelf or a whole corner of the library depending upon the size of the library and the amount of material to be handled.

The second step involves the acquisition of materials. Because of the bulk of material available the librarian must apply similar principles of careful selection of the pamphlets for the basic collection as she applies to the selection of books. The rapid changes taking place on all fronts affects the contents of the pamphlets and therefore requires supplements from time to time in order to keep abreast. The librarian should make use of such service as is offered by the U. S. Office of Education which has prepared a number of packets containing pamphlets on various phases of the war as it affects the school and which may be borrowed for a period of two weeks. Contacts should also be made with the war

information centers already organized in the state, one of which is located at A. and I. State College, for through them pamphlets, posters, and leaflets may also be borrowed for use in the school. Many of the nearby public libraries are also prepared to assist in the selection of materials or even in the loan of such materials that might be needed for immediate use. Requests for the use of materials can be made on penny postal cards. The basic thing to keep in mind is to acquire those materials that will actually be used.

The third step involves the handling of materials once they have been acquired. Each item belonging to the school should be stamped with the regular library stamp. After a brief examination of the contents, appropriate subject headings should be written in pencil in the upper left hand corner of each item so as to facilitate filing when the material is removed from the shelf. A few big subject headings may be more practical for the average school library than a large number of smaller subject headings. For example, the following suggested headings may give a general idea of the type that may be used: CIVILIAN DEFENSE, CONSUMER EDUCATION, EDUCATION IN WARTIME, HEALTH AND NUTRITION, FIRST AID, POST-WAR PLANNING OR RECONSTRUCTION, VICTORY GARDENS. By using such subject headings all materials relating to the same subject can be filed together in a pamphlet file, and also less time will be consumed in assigning headings if pamphlets are not read in detail. Briefly the handling of pamphlets will follow the same pattern that has been used in building up the pamphlet file already constitutes a part of the school library collection.

The fourth and by far one of the more important steps is to publicize the availability of the materials in the library. Perhaps the best means is through sincere cooperation with community groups as well as school groups. Some initiative and ingenuity in planning the type of publicity will go a long way toward making the war information center a useful center.

SOURCES

Perhaps it is well to suggest here a few sources for securing wartime materials, especially for the good that it might do the librarian in the small school where materials seem to be limited.

1. U. S. Office of Education, Washington, D. C. Loan packets available for a period of

two weeks. No charges. Write for titles.

2. Contact either of the four War Information Centers in Tennessee: A. and I. State College, Nashville; Vanderbilt University, Nashville; University of Tennessee, Knoxville; Southwestern College, Memphis. The center at A. and I. State College is prepared to loan materials and to prepare bibliographies on subjects which are being developed in the school libraries.

3. Every school should subscribe to the following magazines, if not all three then at least the first: EDUCATION FOR VICTORY (Formerly School Life); One dollar per year, Supt. of Documents, Government Printing Office, Washington, D. C.; (b) WILSON LIBRARY BULLETIN, one dollar per year, H. W. Wilson Company, 950-72 University Avenue, New York City; (c) BOOKLIST, three dollars per year; American Library Association, 520 North Michigan, Chicago, Ill.

4. Secure all or as many as possible of the EDUCATION AND NATIONAL DEFENSE SERIES published by the U.S. Office of Education, and available through the Supt. of Documents, Washington, D. C. Prices vary from 15c to 20c. Of especial interests are the titles, "How libraries may serve," "Sources of information on national defense," "Guidance problems in wartime," "What democracy means in the elementary school."

5. "Bibliography of economic and social study materials," National Association of Manufacturers, 14 West Forty-Ninth St., New York City. Describes available pamphlets and audio-visual aids many of which relate to the present wartime program. Many titles free either in single copies or for classroom use; films may be borrowed without charge also.

6. (a) "Wartime teaching aids," National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. A selected list of N. E. A. and Department publications many of which would be useful in a war information center. (b) Journal of N.E.A., (same address) December, 1942; January and February, 1943 includes a section entitled "N.E.A. Journal War Guide," a selected list of free and inexpensive pamphlets and references to wartime articles appearing in other magazines.

7. "Source list of war-related publicity materials" in A. L. A. Bulletin, Feb., 1943, p. 42. Brief description of posters, exhibits, charts, radio scripts, some of which are free.

8. Publication of the U. S. Office of Civilian Defense, Washington, D.C. Pamphlets on all

phases of work done by Citizens Service Corps, such as first aid, blackouts, and air raid wardens.

9. "National Resources Planning Board Pamphlets" secured from the Supt. of Documents, Washington, D. C. The following titles are 5c each, "After Defense—What?" "After the war—full employment," "Better cities;" "Post-war planning."

10. "Public Affairs Pamphlets," Public affairs Committee, Inc., 30 Rockefeller Plaza, New York City. Pamphlets 10c each.

11. "Democracy in Action" series, Council for Democracy, 285 Madison Ave., New York City. Pamphlets 10c each.

12. "America Looks Ahead" series, World Peace Foundation 40 Mt. Vernon St., Boston,

Mass. Pamphlets 25c each, discounts on quantities.

Attention YOUTH OF TENNESSEE!

YOU are potential industrial manpower, if you are between 17 years and 24 years and 9 months of age; if you are healthy, dependable and wide awake. Would you pass up an opportunity to take a man-sized job as a Welder, Sheet Metal Worker or Machinist with a beginning wage of \$5.36 a day? No patriotic youth of today would.

Do not delay, make application today.

Write to:

A. & I. War Manpower Training Center
Nashville, Tennessee

Tennessee Negro Education Association

FINANCIAL REPORT

Balance due on hand March 15, 1942	\$ 367.79
Receipts March 15, 1942	1,133.00
Total Receipts	\$ 1,500.79

DISBURSEMENTS:

April 2, 1942	Mrs. M. M. Brown, fare to Johnson City, Teachers Meeting	\$ 13.90
	Hemphill Press for Broadcasters (April)	76.00
	National Baptist Publishing Board for Membership Cards	4.50
	Mr. Herbert Holmes, Orchestra for Teachers Dance	37.50
	Dr. Glenn Kendall, Guest Speaker	15.00
	Mr. R. E. Clay, Spelling Contest	20.50
	Sanders Mfg. Co. for Badges and Ribbons	70.16
	Hemphill Press for Programs and Tickets	49.00
	Mr. E. E. Pitts, Convention Music	15.00
	A. and I. State College for Banquet	67.00
	Mr. Doxey Wilkerson, Banquet Speaker	61.60
	Miss Mary L. Williams, Convention Speaker	45.01
	Convention Clerical Help	9.00
	K. G. Rucker for Mimeograph Ink	1.25
	Mr. M. R. Eppse, History Section Expenses	3.00
	Tennessee State Players Guild Expenses	15.00
	Miss Lucy Campbell, Knoxville Trip	15.00
	Mr. S. W. Harris, Trip to Clarksville	4.50
April 4,	Citizens Savings Bank and Trust Co. for U.S.	
April 24,	Government Bonds	296.00
	Southern Bell Tel. & Tel. Co for four telegrams to Washington	5.28
	Miss Lois Daniel, Library Section Expenses	3.00
	Mr. Joe Thomas, Expenses to Sparta and Nashville	9.00
April 29,	Education Press Association Membership	5.00
May 6,	Petty Cash and Stamps, G. W. Gore, Jr.	9.00

May 26,	Miss Effie Finley, Clerical Help	1.50
	Miss Charleta Hicks, Clerical Help	3.00
	American Teachers Association, Life Membership for Mr. Nevill	25.00
	Miss Picola Smith, Official Trip to Nashville	1.28
July 21,	Hemphill Press for Broadcasters	95.50
	Mrs. H. D. Pleasant for Clerical Work	5.00
	K. G. Rucker for Mimeograph Materials	6.30
August 7	Miss L. E. Campbell, Trip to Louisville	18.50
	Mr. J. L. Seets, Trip to Louisville	18.50
	G. W. Gore, Jr., Trip to Louisville	11.62
October 13,	Dr. W. S. Davis, New Farmers of America	30.00
	Hemphill Press, for Broadcasters	70.00
	Executive Secretary, Stamps	3.00
November 2,	National Baptist Publishing Board for Letterheads	3.50
	Mrs. H. W. Sheeler for Clerical help	2.00
	K. G. Rucker for Stencils	5.15
November 30,	Executive Secretary for stamps	5.00
	Members of Executive Committee for fares to Nashville	23.24
December 21,	Miss Frances Curry, Clerical help	6.00
January 12, 1943	Wm. Gup'ion, Postmaster, for mailing Broadcasters	5.00
January 18,	Hemphill Press, Broadcasters	85.00
February 1,	Miss Frances Curry, Clerical help	5.00
	K. G. Rucker Co., Supplies	6.00
	Stamps	5.00
March 3,	Citizens Savings Bank for Deposit Box	2.40
March 8,	Hemphill Press, Broadcasters	91.00
	Total Disbursements	\$ 1,383.69

TOTAL RECEIPTS	\$ 1,500.79
TOTAL DISBURSEMENTS	1,383.69

Balance on hand, March 15, 1943	\$ 117.10
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ADDITIONAL ASSETS

American National Bank (Savings Account)	\$ 240.40
U. S. War Bonds (Maturity Value \$400.00)	296.00

George W. Gore, Jr., *Executive Secretary*
M. M. Brown, *Treasurer*