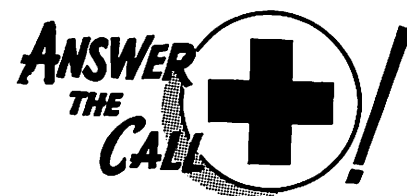




The BROADCASTER

January, 1953



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OUR COVER

"Sunset on the Mississippi" is
our cover this month. Need we
say more?

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

Official Journal of the Tennessee Negro Education Association
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MRS. MABEL BELL CROOKS, *Editor*

THE BROADCASTER is the official journal of the Tennessee Negro Education Association. Published monthly except June, July, August, and September. Entered as second-class matter August 25, 1928, at the Post Office at Nashville, Tennessee, under the Act of March 3, 1879. Membership in the TNEA and THE BROADCASTER, \$4.00 per year. Single copies, 60 cents. Change of address should be sent promptly; both old and new address should be given. Failure to receive THE BROADCASTER should be reported to the Editor in order that missing copies may be supplied. Contributions from teachers at large are welcomed; significant items of news are especially desirable. Advertising rates furnished upon request.

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





Teachers may solve their financial problems cooperatively, and

WHAT NOW?

A NEW year is like a pair of new shoes, bright and shiny—lovely to see. The wearer takes special care of them, and vows to himself that he will continue to do so. As time goes on, the year—like the shoes—grows old, and much of the shine is lost. The wearer forgets his vows.

Whatever we might have liked or disliked about 1952, it is only a pipe dream now. What we have now is a bright and shiny new year, 1953!

We think with you that it matters little whether you make or not make new year resolutions. However, what really does matter is that you live daily by some code, philosophy, or pattern that satisfies your moral, spiritual needs as an individual. The year 1952 has closed its record; but upon that record we face 1953.

Pupils, their schools and their teachers, made news copy in 1952. Not all the copy was good.

In brief, there was the disturbing regularity of vandalism and crime in communities laid to young people of school age; the serious picture of drug addiction among school children; the unbecoming raids on dormitories by student groups. And, too, as teachers many of us were not always careful to set the most circumspect patterns of living for those we taught to follow.

Certainly these are not examples of good copy.

But, there was much good copy.

Of course, the good copy was not always on the front pages of newspapers, nor did it make feature stories in many magazines. But we know that more scholarships for worthy boys and girls were made available last year than ever before and more worthy boys and girls took advantage of them; more entered contests requiring manual as well as mental skills, exhibiting the fact that they were not wasting their ability, their capability; more scientific laboratories and business firms invited young people to participate on a part-time basis to learn early "from the ground up"; more student movements with goals set to help produce better home members, better citizens; more boys and girls learned the meaning, the true and full meaning of words like Christianity, democracy, self-reliance, cooperation, brotherhood, faith, tolerance, and friendship; they participated in forums, seminars, and panels that helped older people work with them to find the "good life," and like their teachers, more of them learned the importance of satisfying spiritual needs.

Most certainly this was good copy.

We are the parents and we are the teachers of the boys and girls who fill our schools in endless stream.

Can we in 1953 improve upon 1952?

What now?

—M. B. C.

CREDIT UNIONS COULD BE THE ANSWER

By LEWIS R. HOLLAND*

SCHOOL teachers, like many other salaried workers and wage earners, quite frequently find it necessary to borrow money for emergency purposes. This is especially true during times of rising cost of living. Since a large number of teachers are paid on a nine- or ten-month basis, the need to borrow is even more real.

Many groups of workers in industry and other fields of endeavor are meeting financial needs through credit unions. According to a 1948 publication of the Farm Credit Administration there were at that time 4,058 federal credit unions in the United States with a membership of 1,628,339 and accumulated savings of more than 235 million dollars. Of course, this does not include credit unions organized under state charters. These people are their own bankers and as such operate and control their own savings and loan associations.

What Is a Credit Union?

A credit union may be defined as a thrift savings and loan association organized in well defined groups of people for the two-fold

*Mr. Holland is vice president of the Tennessee A. and I. State Credit Union. He is also head of the Department of Business Administration at the University. With an absorbing interest in small businesses, Mr. Holland has done extensive research in small loan institutions, including credit unions.

purpose of promoting thrift among its members and supplying them with needed loans for useful purposes at a reasonable cost. Each credit union is confined in its sphere of operation to members of a specific group having a mutual bond of interest, such as occupation, association or residence. Members save in modest amounts and the pooling of savings creates a fund from which loans can be made to members at low interest rates.

Credit unions, like other forms of cooperatives, have certain unique features that make them particularly attractive to the man of modest means or income. They are not formed to make a profit; they do not do business with the general public, and any financial return from its operation on a mutual basis is distributed to members. It has democratic control — one vote to a member regardless of the number of shares owned. It is self-managed by directors and committees selected by and from members. None of these, except the treasurer, may be compensated for their services thus reducing the cost of management to a minimum.

Some Possibilities

The possibilities of credit unions are unlimited. For example, if 200 persons should agree among themselves to save \$5 each per month, and then carry out their agreement, a fund of \$12,000

would be saved in just one year. If they kept up the practice for two years the amount would reach \$24,000 and if for five years \$60,000. Now, if through a credit

Credit Unions Are Easy . . .

Credit unions are easy to organize. The Federal Government is willing and eager to assist any group of persons, with a common bond of interest, desiring to organize.

Mr. Holland, the author of this article, or Dr. M. F. Spaulding, the president of the Tennessee A. and I. Federal Credit Union at Tennessee State, would be happy to provide both information and assistance in the organization and operation of a federal credit union.

union they had kept all of their savings at work all of the time, making loans in multiples of \$100 to be repaid at \$10 per month, they would have furnished credit to themselves amounting to approximately \$22,161.80 in one year, \$74,177.90 in two years and \$160,394.00 in three years.

In some localities credit union members have taken the initiative in setting up cooperative grocery stores and gasoline stations; some credit union people have gone in for group payment plans for medical care and group insurance against the cost of hospitalization; while others have developed

(Continued on Page 62)



Attitudes develop wherever the child is.

By RALPH W. TYLER

Professor of Education
University of Chicago

As told to Emma Scott, Editor
Journal of Arkansas Education

FACING UP TO THE BIG ISSUES

THE ordinary day-by-day concerns of education are pressing, immediate, and urgent. We think of them as we teach; we speak of them in our meetings and discussions; and we write about them in our publications.

In the classroom, how shall we teach effectively this or that subject? How shall we create a happy, stimulating, learning atmosphere? How shall we deal with the great differences in aptitude and opportunity represented in our pupils? How shall we overcome by our own ingenuity the inadequacies in physical equipment and instructional materials?

In the community, how can we be fair, sincere, effective interpreters of the school's program? How can we use the resources of our town or neighborhood to enrich and make more meaningful the teaching which we do? What is our role as contributing citizens to the democratic functioning of our community?

In the profession, how can we improve standards of preparation and service? What can we do toward better working conditions—teacher load, sick leave, tenure? How can salaries be made more nearly adequate? How can we en-

courage capable young people to become teachers?

All of these problems are valid, and all deserve a place on our list of things to worry about and to try to seek solutions for.

At the same time it is often useful to raise our perspectives a bit in order to get a more comprehensive view of education, the big forces at work in it and on it, which not only create but also help us understand and solve the immediate pressures and concerns which we feel. At a recent meeting of education editors Dr. Ralph Tyler, Dean of the Division of Social Sciences, University of Chicago, helped us get this sort of perspective on some of the big issues which we as educators must meet and deal with.

Liberation or Conformity?

Some of the issues will be new and will have come into the picture as a result of technological and sociological change in our society. At least one of them is not new, and that is the one which Dr. Tyler described as the "eternal" conflict between two concepts of education. Under one concept, education is seen as a liberating influence which frees people to

analyze, study, and react to situations as they arise. Under the other, education becomes the training of people to conform. Under the one, the learning experience consists of problem solving; under the other, it is the memorization of factual knowledge. Under one, the past is important in contributing experiences and information which will help solve today's problems; under the other, the past is revered—not simply its ideas and values, but its forms and customs as well.

This conflict between two concepts of education has a real urgency for us when we remind ourselves that our world has changed and will continue to change and that the possibility of the existence of a free society depends upon the ability of that society to meet and understand changes as they come. Living in such a society is a difficult, daring adventure. Helping boys and girls learn how to live happy and satisfying lives in such a society is still more daring and difficult. And even teachers who subscribe to the basic concept of education as a liberating force sometimes doubt the possibility of teaching in a problem-solving way for a

world whose only constant is change. For those teachers, and for others who admit the desirability but doubt the possibility of such teaching, there may be some encouragement in pointing out what we know can be done because it already has been done.

New Light on Problem Solving

In the first place, students can be taught to clarify the problems which confront them. A problem which arises as a difficulty or confusion can be analyzed into its component parts. Only then can it be tackled and solved. Young children, as well as adults, have both the need and the ability to learn and practice this technique.

In the second place, we are learning in our problem solving to use concepts, that is, certain over-all ways of looking at problems which make them intelligible. If we are concerned, for example, with the problem of increased cost of living, we can think in terms of such concepts as supply and demand, availability, purchasing power, and production—all of them terms which we have had to learn, all of them concepts which help us deal with the problem at hand. These concepts are more important permanent results of our learning than the specific details about the problem which we usually need to get at the time we attack it.

One difficulty in connection with this kind of thinking about problems is that not all teachers have thought of their own field in terms of the concepts involved. Some English teachers find it difficult to distinguish between the importance of the basic idea of communication and of the capitalization of a word or of a particular matter of English usage. There are science teachers who continue to exhaust themselves and their students in the accumulation of scientific details rather than in the provision of experiences out of which students can build up basic concepts of science and the scientific method. In spite

of the difficulties involved, however, students are learning more effective ways of thinking about problems.

They are learning, too, the methods of attacking problems which are appropriate to the major fields. We do not use the same method of attack in dealing with a problem of science as we do in dealing with a problem in literature, or music, or sociology. One of the ways in which we become more proficient in working out the questions which confront us is through understanding and applying in a particular situation the appropriate method of attack.

These things which we have been learning about problem solving are, of course, worse than useless in the kind of education which sees as its task the simple passing on of the preferences of the past. But in a concept of education as a force which liberates man's potentialities to deal with a changing world, it is sometimes good to know that we have been making progress in learning and teaching how to recognize, analyze, and solve problems.

Parents Are Teachers, Too

We are beginning to know, too, that not all learning takes place in the classroom, and in that connection a second big consideration confronts us. It is the re-examination of the role of teacher, parent, and community in teaching the child. The nature of the home experience of the child, we know, makes a big difference in his school progress. There is, for example, a close relationship between certain elements of the child's home environment and the ease with which he learns to read. The presence or absence of books in the home, the vocabulary and conversation which he hears, whether or not he has had stories read to him, whether or not the expectation of learning to read has been built up in him—all of these influences, he brings with him when he comes to school, and all of them are important in deter-

We need to get perspective on the big forces and issues which underlie the pressing immediate problems in education

mining how quickly he is ready to read and how well he learns.

In a more general way, we can point out also that if the child comes from a curiosity-stimulating home environment where living room and dining table serve both adults and children as a clearing house for ideas and experiences gathered during the day, he is much more likely to "take" to school than one whose home has not provided such opportunities.

The community also counts in the kind of education which a child is able to get, and it has a definite responsibility for the reduction of some of the distractions and experiences for bad learning which abound in many communities. On the positive side, it has the obligation of supplementing with parks, recreation, museums, and concerts the educational opportunities which the school is able to provide. Parents, and the wider community as well, need to realize further that the educational job cannot be done simply by putting more money into the educational and cultural agencies of the community.

Adequate financial support is important, of course, but even more important is that the adults of the community give their time and thought and energy to creating a neighborhood in which children can develop into healthy, well-balanced personalities. The school cannot shoulder the whole responsibility for this job, nor does it deserve the entire blame for the inadequacies of the present generation. Much has been said of late about the absence of moral and spiritual values in our national life, and it has been easy to blame the school and to call upon the school to do something about it. The building of right attitudes is not a six-hour a day, nine-month a year, twelve year proposition. It takes place wherever the child is, and everything counts. It is a job to be done by the entire community.

SOUTHERN EDUCATORS MEET

DDOUBLE standards of citizenship must be eliminated in the United States if freedom is to prevail," Dr. Channing H. Tobias, Director of the Phelps-Stokes Fund, told the Association of Colleges and Secondary Schools for Negroes at LeMoyné College which met in Memphis early in December. Dr. Tobias spoke at the opening session.

The Southern Association of Colleges and Secondary Schools was meeting in Memphis at the same time, and the two associations held a joint session at the Metropolitan Baptist Church on Walker Street. This joint session has been hailed as the beginning of a "New Era in the South."

Dr. Wells Presides

Dr. Guy H. Wells, president of the Southern Association of Colleges and Secondary Schools and president of Georgia State College for Women at Milledgeville, presided at the joint session. Assisting him was Dr. John F. Potts, principal of Avery High School at Charleston, S. C., and president of the Negro organization.

White and Negro speakers from the two groups hailed the joint session as the "dawn of a new era in the South" and "the beginning of the emancipation of the Negro from ignorance by means of education."

At the conclusion of the session, it was announced that hereafter Negro high schools and colleges will be formally accredited by the same committee of the Southern Association of Colleges and Secondary Schools that now accredits white institutions, and that the same standards will be required for schools of both races. In recent years the Negro schools have been accredited by a special committee of the white organization.

Audience Unsegregated

While events have been working in the direction of a joint ses-



Speeches and Reports

sion for several years, there was no discussion at this session of any plans for actual merger of the two groups.

The large church was comfortably filled. There was no attempt to segregate the audience.

Principal white speaker was Dr. Ernest C. Colwell, dean of faculties at Emory University in Atlanta and a past president of the University of Chicago. His subject was "How Education Frees the Student."

Principal Negro speaker was Dr. John Hope Franklin, professor of history at Howard University in Washington and holder of a doctor of philosophy degree from Harvard. The brilliant Dr. Franklin did a superb job of acquainting educators with "The Current Crisis in Education and Freedom." He called especial attention to the misrepresentations which are used against educators when the public is told only part of the story.

Dr. Wells described how the two organizations had been moving toward unity for several years and how last year it was decided that the two should hold their conventions in the same city this year and participate in a joint session.

"Freedom Lies In Mind"

Hailing the joint meeting of the two groups as a long step "toward the emancipation of the Negro from ignorance," Dr. Colwell de-

clared that "complete freedom lies only in the mind."

Following the session, a meeting of the bi-racial liaison committee was held, with the following members attending:

Dr. H. M. Ivy, superintendent of schools at Meridian, Miss.; Prof. Robert L. Cousins, director of Negro education for the Georgia Department of Education, Atlanta; Dr. C. J. Martin, assistant superintendent of county schools, Greenville, S. C.; Dr. M. C. D'Argonne, dean of the graduate school at Xavier College, North Carolina; Dr. Henry H. Hill, president of George Peabody College for Teachers, Nashville, and Dr. Campbell and Dr. Colwell.

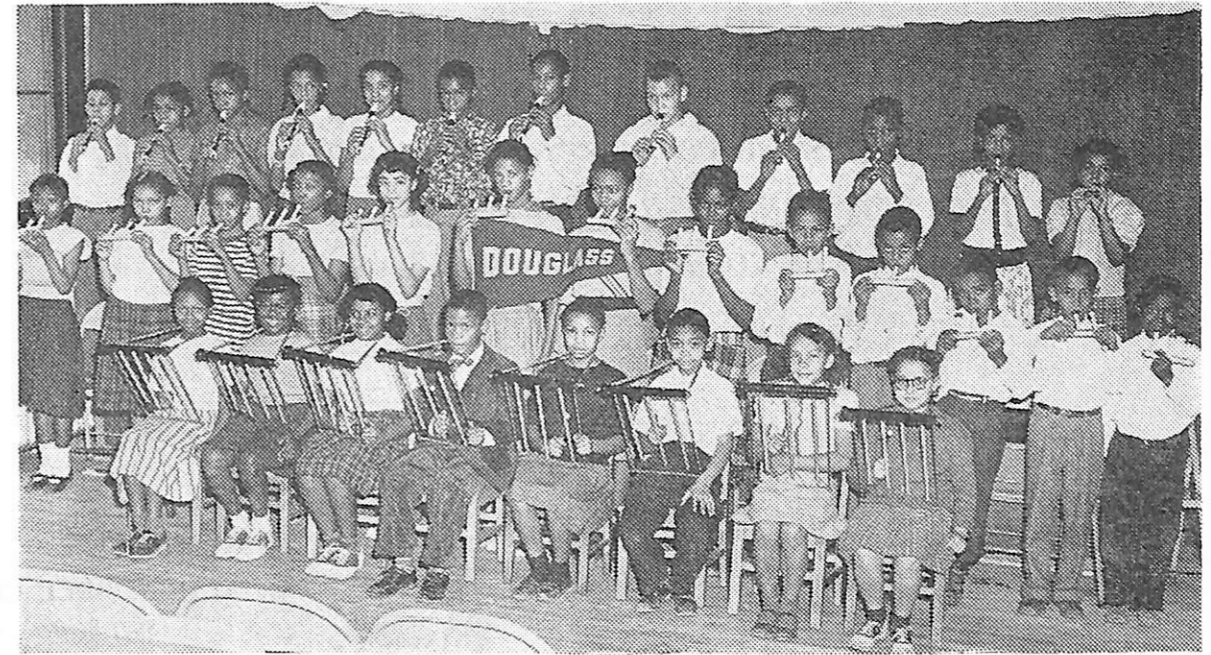
Dr. L. S. Cozart, president of Barber-Scotia College, Concord, N. C.; Dr. R. E. Clement, president of Atlanta University, Atlanta; Dr. A. W. Dent, president of Dillard University, New Orleans; C. W. Seay, principal of Dunbar High School, Lynchburg, Va.; P. L. Guthrie, principal of Dunbar High School, Lexington, Ky.; Dr. A. C. Macklin of Virginia State College, Petersburg, Va., and Dr. Felton Clark, president of Southern University, Baton Rouge, La.

In closing the meeting, Dr. Wells told the Negro educators: "You have the backing of our group; we hope this will be the beginning of better relationship between the two organizations."

One of the treats of the association meeting was the speech on "Education for Freedom" by Dr. William H. Kilpatrick, Professor Emeritus of Education of Teachers College at Columbia University.

The LeMoyné College Choir furnished exceptionally good music during the four day meeting.

Among the outstanding speakers were also Dr. Walter G. Daniel of the Office of Education; Dr. Stephen J. Wright, Dean of the Faculty at Hampton Institute; Dr. George St. John, Jr., Dean of the Basic College at Fisk University; and Dr. George N. Redd, Dean of Higher Studies at Fisk. The panel discussion of the Commis-



"REAL MUSIC" STEP BY STEP

IF there were such things as musical ladders and bands were classed by steps, Douglass Harmony Band, shown here, would certainly be on step two.

For several years the music department of Douglass School at Johnson City, has, like many other schools, included glee club and rhythm band activities. However, now these pupils have advanced another step up the musical ladder. They are enthusiastic over, and quite proud of their Symphonet-Harmony Band. This is a

new organization and is next to a junior high school band.

The band has thirty-three members and plays what they call "real music."

Each band member has an instrument, music book, and music stand. This is their first experience with wind instruments—the alto and tenor pipes, symphonets and soprano flutes. They had had experience with percussion instruments with the rhythm band, but the chimes are more difficult because melody must be followed.

The piano accompaniment must be changed to the key of the various instruments.

The music teacher plans to begin instruction on the chimes in the third grade, and to advance the pupils by grades to the symphonet. For little ones, the symphonet is the most difficult, as it is fingered somewhat like the clarinet.

Mrs. M. F. Jackson is the music teacher at Douglass. A graduate of Bishop College, Marshall, Texas, she is a former student of Tennessee State. Of course, she majored in music.

Music, the common language of all peoples, is making many new friends at Douglass. Because of Mrs. Jackson's experience in instrumental music, she has been able to arouse considerable interest among the children, and they have shown remarkable progress. The children find the band fun; and surprisingly, each child is eager to take part at practice time as well as on public programs. The community, too, has special pride in what the children are doing, which in turn encourages them and their teacher to do even more.

Mrs. Rose Cope Carson is principal of Douglass School.

on Secondary Education had as its speakers Hugh V. Brown of Dillard High School, Goldsboro, North Carolina; H. E. Goodloe, Western High School, Owensboro, Kentucky, and J. S. Wilkerson, Risley High School, Brunswick, Georgia. Panel interrogators were Principal J. Neal Armstrong of Langston High School, Johnson City, Tennessee, and Dr. W. E. Anderson of Alabama State College, Montgomery.

Eleven southern states were represented at the two meetings.

The ACSSN installed its 1953 officers at a banquet held at the

Universal Life Insurance Company home office, at which time Dr. Henry H. Hill, president of George Peabody College for Teachers, Nashville, spoke. Dr. Stephen J. Wright, dean of administration, Hampton Institute, Va., is the new association president.

Others elected were Paul L. Guthrie, Lexington, Ky., first vice president; Dr. C. V. Troup, Fort Valley State College, Ga., second vice president; Dr. L. S. Cozart, president, Barber-Scotia College, Concord, N. C., secretary-treasurer.

Rigorous in discipline, dance training implies active concern for the self-respect and continuing happiness of others; it develops generosity and cooperation.

COUPLE NO. 4!

By MABEL BELL CROOKS
Staff Writer

FROM the beginning," the teacher said, after a shrill note from the whistle which usually dangles at the end of a cord around her neck. She now was keeping it poised for use as her eyes followed couple after couple on the gym floor.

Miss Chappell is her name, and she is teacher of physical education for girls in this very large high school. Her class this day was a class of boys and girls, for, as you see, she was teaching dancing.

"One - two - three - four - five - six - seven - eight," she called with a jaunty swing that sent the couples off in a maze of steps that held your attention.

"Up two - three - four - five - six - seven - eight. Back two - three . . . eight. Up two - three . . . eight; back two - three . . . eight.

"Right hands one - two . . . eight; back . . . up . . . back . . ." and the couples were turning in a frenzy—an orderly kind.

"Right hands two - three - four . . . Don't run.

"Promenade two - three - four . . . four

"Over two - three . . . thirteen . . . thirteen

"Cast off!" Miss Chappell finally called, and when Couple No. 1 was finally settled behind Couple No. 4 of the particular set I was watching, there was a rustling little giggle of satisfaction and relief from the couples.

This is Square Dancing!

The couples relaxed while Miss Chappell was taking up their weak points and showing how to overcome them.

She asked Couple No. 4 to demonstrate a call that was made, and the other couples looked on.

"From the beginning again," Miss Chappell said. This time the music set the pace; the whistle blew, and off the couples went again to the cadence of "one - two . . . up two-three . . . back two-three . . . right hands . . . waves . . . righthand star . . . promenade . . . wave . . . cast off."

As Couple No. 1 found its place behind Couple No. 4 again, and the whistle stopped the music, there was a roar of delight.

Another dance was called, in preparation for which the couples formed a circle.

"Think ahead," Miss Chappell said, "don't leave your partner . . ."

The music started, the whistle blew, the call was made, and off the couples whirled.

"Ladies in . . ." came the call.

"Gents in . . ."

"Right hand to your partner

"Grand right . . . and left . . ."

"Promenade . . ."

Somehow it was Couple No. 4 that continually held my attention. The girl, tall enough and pleasant, made up in effort for what she lacked in knowledge of the steps. It was graceful effort though. Her partner, the typical lanky high school adolescent,

probably did a little bit better on the track than at square dancing. But, there was one thing sure: he was enjoying the dance. And for what other reason would you take a class in dancing if not to enjoy it? Probably it was this youthful enjoyment which Couple No. 4 shared while learning that made the difference.

When an awkward step sent the wrong couple the right way, Couple No. 4 was holding a space in order to make the count come out right.

A Teaching Technique

I didn't ask the teacher what her reactions were at the end of the class session. From her expressions and from what I had observed, she must have felt that the dance is one of the most rewarding techniques in education. Considered basic, teachers now use the dance to help pupils become more healthy, graceful, sensitive, courteous, charitable, courageous, cooperative, and cultured citizens.

Physical education teachers say, and we see them without always recognizing them, that the dance has many values.

Values of the Dance

For instance, the very first one of these values, naturally, is social. The first lessons in dancing classes are usually given to teaching good manners and politeness to both boys and girls. How to stand, walk, sit, introduce stran-



The earliest of the arts, dancing yields to all-around development.

gers, greet friends, speak in well modulated tones, talk and listen in their turn, show interest in others, and bow, are all lessons taught "incidentally" in the dance.

When the teacher says "think ahead" as she is calling the set in square dancing, there is no question, dance training requires rigorous mental discipline. If teachers could just teach us that one lesson—think ahead!

The cultural values of the dance might well be summed up in the statement that the dance itself is a language, and as a language it opens new worlds to those who care to study it.

The Story

Your Staff Writer saw "Couple No. 4" on the floor of the comparatively new Blair T. Hunt Gymnasium of the Booker T. Washington High School in Memphis, Tennessee, in early December.

"Miss Chappell" in reality is Miss Adraen Simpkins, graduate of Virginia State College, who has charge of physical education for girls at Booker T. Washington. The writer has never had the pleasure of meeting her; it was our good fortune to be able to observe her at work this particular day, and unless someone told her afterwards, she probably doesn't recall that we were even there.

Blair T. Hunt Gym, named for the illustrious principal, seats

Just how much of all of this enrichment Couple No. 4 will get in this class which meets twice a week for a semester, is not of too much concern here now. The fact that this couple is being introduced to a wholesome way in which to spend leisure time, a device for recreation which can be used for community gatherings and which is enjoyable to people of all ages, is no small matter.

As I watched Couple No. 4, a few toes had been stepped on. You could see the couples exchanging "excuse me," "I beg your pardon," or laughingly "Oops, sorry!" They were learning many things fast and were putting

into practice many things that they had previously just taken lightly.

If happiness is achieved only through activity, then, Couple No. 4 as well as all the other boys and girls dancing this particular day in this gym in West Tennessee, along with countless other girls and boys, men and women, who have taken to the popularity of square dancing, have one common bond.

But, as a symbol of what wholesome recreation does and can do for people, and for what it helps them do for themselves, I'll take Couple No. 4!

about 1400. It has the usual well-selected equipment, with scoreboard, concessions area, twelve showers for boys and ten for girls, and two laboratories each.

From William T. Fowlkes, All-American at Tennessee State, who has charge of the health and physical education program at the school, we learned that the gym schedule is completely full each day. There are six double classes held there daily. He and Miss Simpkins divide the floor between them—her classes usually carry about sixty pupils, while his carry about twenty-five each.

(The only space available for indoor practice and the playing of basketball games, the four high schools in Memphis playing basketball must use this gym—Ham-

ilton, Melrose, Catholic, and Booker Washington. Booker Washington's schedule alone shows twenty games this season. This necessitates an unusually heavy after-school-hours schedule.)

"Couple No. 4" we hope will stimulate action on the part of teachers looking for some community as well as school activity that will put a little "pep" in the recreational program. All sorts of team games are good, but a few steps taught, a record player and a record—if a piano and someone to play it are not close at hand—can be untold fun, and might solve the problem.

Believe it or not, we didn't even meet Couple No. 4!

These children don't have colorful travel folders, but they do have active imaginations—so, they go places and see things.

OUR FIRST GRADE TRAVELS

By LUCY JONES DAVIS*



Planning their trip.

WHAT children will learn, as well as how they will learn it, is determined to a great extent by their adventures. To enrich the experiences of our first graders during the reading readiness period, we found "travel" to be most helpful. So helpful have we found "travel" from time to time, that we arranged six trips.

There is no interest, even excitement, that quite measures up to children planning to go and actually going on a trip. Even the most retiring child usually shows some sign of interest.

We walk to nearby places, with the help of the boy patrols; for the longer trips, our principal secures bus service. In making these longer trips, some of the first grade mothers help in caring for the children.

Before each of our trips the principal contacts the places to be visited in order to be sure our planned schedule will give the children opportunity to get the richest, firsthand experiences.

We find that responses are better when we space our trips about one week apart. As a part of our reading readiness program, as you know, we discuss days before we leave what we will see and some of the things we will try and find.

One day we visited a grocery store where we saw various kinds of preserved foods, how food is measured, the telephone, cash register, electric fans, and also the stock room.

*Mrs. Davis, who lives in Knoxville, teaches the first grade at Dunbar school in Johnson City.

Another day we visited a poultry yard. We called this trip "Seeing Our Feathered Friends." We saw guineas, ducks, pheasants, geese, pigeons, and both white and black turkeys. We listened to the language of each species, observed the sizes, shapes, feet, bills and colors.

The fire station trip was one of our most interesting ones. The fire chief, captain, and firemen, expecting us, had arranged a most thrilling demonstration for the class. They showed how SOS signals are received, how the firemen come down the poles, and then each to his duty. One fireman went up a 75-foot ladder on a new fire truck and demonstrated how victims can be rescued from a building in flames.

Our trip to the bus station and the railroad station gave the children opportunities to see buses and trains come into the station, the drivers and train attendants as well as passengers and luggage.

The airport trip was a most exciting one. Four big planes came in and took off while we were there. The planes, pilots, mechanics, passengers, hangar, and all, are supplying us with an inexhaustible source of material for various reading and language activities.

Many language situations and much creative writing have been developed from each trip. These materials have been placed on charts and serve as interesting reading matter. Duplicates of the charts have been compiled in a

big book illustrated with pictures from magazines collected by the pupils. This material has again been duplicated on the mimeograph and made into individual books for the pupils.

Art Work

Many drawings have been made of buses, planes, trains, and other things seen on our trips by the class. Because we consume much paper, the mothers are saving wrapping paper for us. Some of the pupils have done surprising things. A miniature airport and fire station have been made by the class. They equipped them with their own toy fire trucks and planes.

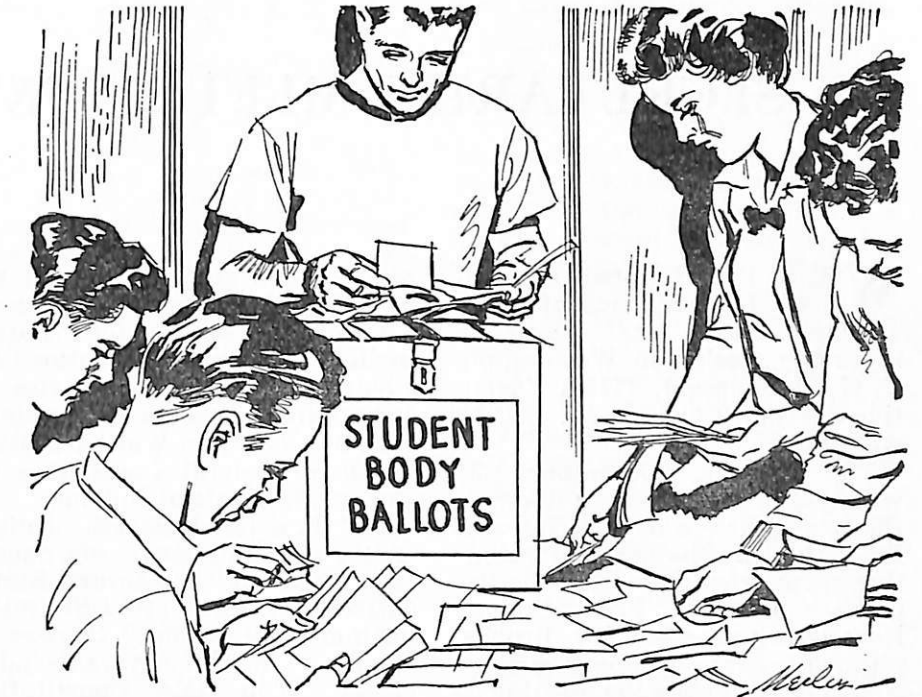
Even though several weeks have passed since our trips were made, the interest has not waned. Pictures of trains, planes and buses still are being brought to school. These are being compiled on our charts and in our books by the children.

We reinforce the interest of our trips by learning delightful little songs of planes, trains, and other things. We went so far as to write the lyrics for a grocery store song.

Outcomes

Many learning situations in reading, writing, drawing, numbers and music have been derived from our trips. These resources have not by any means been exhausted. So long as the interest runs high, we will follow the ideas they brought out that can be developed into learning situations by the class.

STUDENTS USE THEIR BALLOTS



Learning to be good citizens

THE Democratic Party has been by you, of you, and for you," Andrew Rhodes was saying, as he opened the "political campaign" which the History Department of the Social Science area of Pearl High School, Nashville, assisted the students in sponsoring.

The Pearl High teachers working with the project were Mrs. Edna Neal Turner, Mrs. Quander Henry, Miss Hortense G. White, Henry McDowell, and James Robinson. This committee, with the help of the staff generally, actually set in motion a functional program for the entire Pearl High student body.

Students Wanted Training

The idea really took shape last September when in five- to ten-minute classroom discussions students expressed themselves as wanting and needing some specific training in citizenship that actually extended into politics since this was an election year. Out of these classroom discussions developed a consciousness that holding an election and really taking part in a political campaign as well as voting would be both informative and fun.

Signs and posters were made and distributed throughout the

school; each room elected leaders for each of the major parties. Classrooms represented the forty-eight states, two electors were elected per room, and the students decided that the unit system would determine the electors' vote.

How They Did It

The organization included among others, the ballot committee, the election clerk, poll watchers campaign committees, publicity and evaluating committees.

There were two auditorium periods. At the first one the candidates explained their platforms and why they should be elected. (Their platforms were the platforms of the National Republican and Democratic Parties.) The second auditorium period was a big "political rally" with banners and speech-making.

In addition to these activities a student committee distributed a time schedule of news commentators on the local radio stations. This committee also was responsible for party news flashes (mimeographed) giving such vital information as the stand of each of the major parties on foreign policy, national defense, corruption, civil rights, taxes and spending, labor, and agriculture.

The campaign speakers—Paula Baker and Charles Dowell for the Republicans; Lillian Bransford and Andrew Rhodes for the Democrats—re-echoed time and time again the major emphasis of the major parties. Margaret Martin even wrote a poem expressing her political views.

Learning by Doing

Of course, this year was a splendid year to hold mock political conventions and mock elections because it was an election year for the President of the United States. But we can always "hold an election." Tennessee is favored with a two-year term of office for the Governor, which means that every other year state-level politics give opportunity for learning civics, especially government, the painless way.

The voting took place before November 4, and Governor Stevenson won.



SECRETARIES MEET IN WASHINGTON

WHEN the National Association of Secretaries of State Teacher Associations opened its three-day session in Washington, D. C., December 1, TNEA Executive Secretary George W. Brooks was there.

The meeting (December 1-3) was held in the Directors Room of the headquarters of the National Education Association, and executive secretaries from all over the country attended. Fred Hipp of New Jersey presided. Mr. Brooks, although not a member of NAASTA, attended the meeting as guest of TEA Executive Secretary Frank Bass of Tennessee.

The broad program of activities of NAASTA was measured, re-

viewed, and studied through the reports and panels of the sessions.

Committee reports, for instance, included Public Relations by Chairman Charles F. Martin of Iowa; State Teachers Magazines, Inc., by Chairman Walton B. Bliss of Ohio; Federal Legislation by Robert H. Wyatt of Indiana.

Dr. Earl J. McGrath, United States Commissioner of Education, spoke on "The United States Office of Education and State Education Associations." Harvey E. Gayman of Pennsylvania discussed "The NEA Constitution and By-Laws."

Chairman Milson Raver of Maryland, Dr. Frank W. Hubbard, NEA Director of Research; Floyd

C. Barnes of Mississippi and Robert F. Williams of Virginia discussed "Social Security and Public Pension Programs."

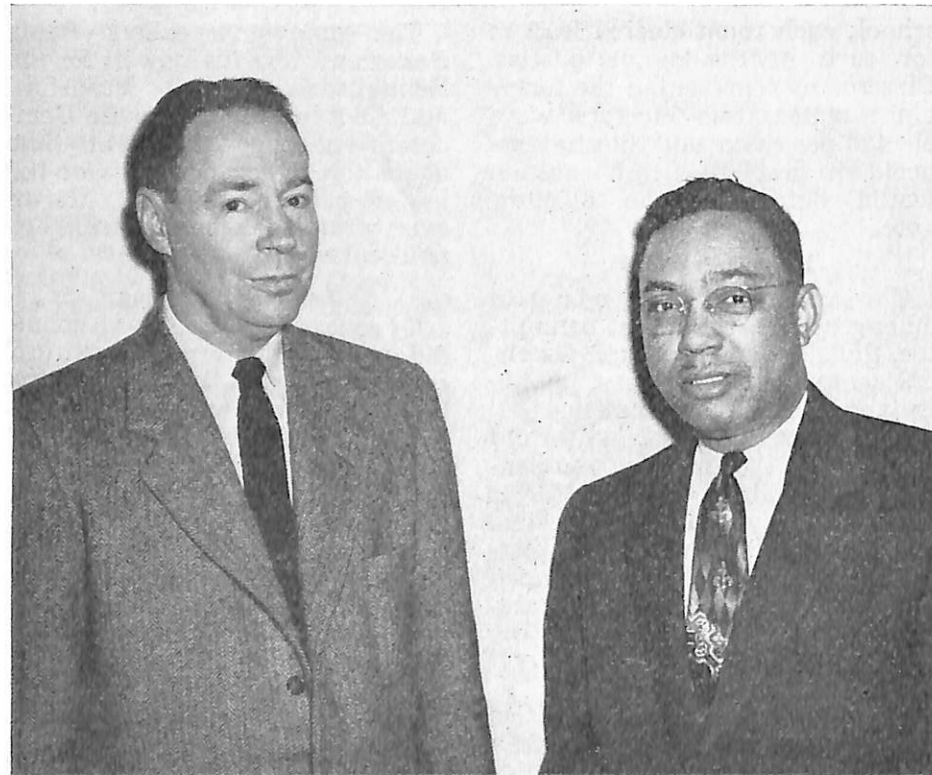
Reports of the Research, Public Lands, and Film Service Committees were given by Chairmen Robert F. Williams of Virginia, John N. Booth of Idaho, and Irving F. Pearson of Illinois. Dr. William G. Carr, NEA Executive Secretary, informatively discussed "The NEA and State Education Associations;" and Dr. Lyle W. Ashby spoke on "Special Activities with Local Associations."

"The Secretaries Ask the Press" was a special luncheon feature held in the Burlington Hotel Ballroom where NBC White House Reporter Frank Bourgholtzer was guest speaker. Questioning panel for the occasion was Arthur F. Corey of California who was moderator; Ferman Phillips of Oklahoma, Lyndon U. Pratt of Connecticut, and Ed Henderson of Florida.

The public relations clinic was one of the high spots of the meeting; Roy K. Wilson was chairman. Areas considered were: New PR Techniques for the State Associations which included thumbnail reports by several different state secretaries; PR Dividends from Educational Television, with Ralph Steele; Utilizing Films in the State Association PR Program; and a film presentation by the Ohio Education Association.

Teacher Welfare Through Insurance was presented by Irving F. Pearson of Illinois, Phares F. Reeder, of West Virginia with Chairman Craig P. Minear of Colorado steering the discussion.

The Education Communications Service with headquarters at the University of Chicago, was discussed at length; Albert J. Phillips of Michigan made the presentation. A report of the Committee to Study Financing of the Education Communications Service was made by Walter Maxwell of Arizona. Dr. Frank S. Chase, Director of ECS, discussed activities of the service and explained its program.



Discussing Kellogg Foundation Grant. Dr. Frank S. Chase, Professor of Education at the University of Chicago and Director of the Education Communications Service of the University, is shown with TNEA Executive Secretary George W. Brooks. The two were attending the meeting of the National Association of Secretaries of State Teacher Associations which convened in Washington, D. C., December 1-3. Executive Secretary Brooks took up with Dr. Chase, among other things, phases of the Kellogg Foundation Grant as there had been discussion among members of the TNEA Executive Committee of a possible renewal of the grant. This picture was made in NEA Headquarters following their conference.

See, Hear!

Nine Free Films

Nine motion pictures in the Du Pont Company's film lending library are now available for general showings, according to a new illustrated booklet issued by the company.

Ranging from 19 to 39 minutes' running time, the films cover such subjects as nylon, rayon fabrics, dyes, and chemical research, as well as the story of the company's 150-year growth. They are loaned without charge.

All of the films are 16mm. with sound, and all but two are in color. Four, including the historical picture, "The Du Pont Story," are Hollywood productions.

While of general interest to nearly all groups, the films are described as especially well suited for showing to college and high school audiences, to social, civic, and service clubs.

The films are: "This is Nylon," "Close-up of Nylon," "Facts About Fabrics," "Fashion's Favorite," "Harnessing the Rainbow," "A Story of Research," "Lost Harvest," "Neoprene, the Versatile

Chemical Rubber," and "The Du Pont Story," a technicolor film which presents highlights in the history of the Du Pont Company from its founding 150 years ago to the present day. Filmed in California and on numerous locations of the company, its cast includes 225 Hollywood actors and actresses and top officials of the company who play their own roles. The film has a 39-minute running time. A 72-minute version, made primarily for Du Pont employees, is also available for organizations wishing to see the entire story.

For booklet telling about these nine Du Pont films write E. I. du Pont de Nemours and Company, Advertising Department, Motion Picture Distribution, Wilmington 98, Delaware. Cards for reservation requests will also be supplied.



Red Cross Aid During Disasters

In 289 domestic disaster relief operations during the 1951-52 fiscal year, your Red Cross provided emergency or rehabilitation assistance to 32,000 families in 45 states and Alaska, in addition to the 27,000 families aided in the Kansas, Missouri, Oklahoma, Illinois flood during the summer of 1951. This was the costliest disaster year for the Red Cross since 1937.

Only Delaware, Idaho, New Hampshire, and the District of Columbia did not require Red Cross disaster relief assistance during the 1951-52 fiscal year. Even far-off Alaska needed Red Cross assistance for 44 families who were victims of the first serious fire in Wrangell since 1906.

Red Cross Reunites War-Torn Families

During 1951-52 the Red Cross Foreign Location Inquiry Service, with contacts all over the world, made it possible for approximately 40 families a month to establish contact with relatives separated because of World War II.

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Neerology

PRESIDENT BOYD PASSES

When the news of the sudden passing of Dr. Miller Williams Boyd, President of Morristown Normal and Industrial College, was flashed December 2, educators over the nation, and especially in Tennessee, were stunned and grieved.

Apparently in good health and certainly in good spirit, Dr. Boyd had attended a church club meeting the evening before the end came, and had retired without any indication of illness. Shortly after one o'clock, it was learned, he complained of being ill. He was taken to the hospital where the end came about three hours later. He was the victim of a heart attack.

Funeral services were held December 5 in the College chapel, conducted by Bishop Alexander P. Shaw, retired Methodist leader of Baltimore, Maryland.

Obituary

Dr. Boyd, a leader of exceptional ability, widely known throughout the Methodist Church and in educational circles, was a native of Abingdon, Virginia. He was a graduate of Morristown College and Lincoln University, having earned honors both as a scholar and as a speaker. His first position as a teacher was in the mathematics department at Morristown, and later he served as registrar, principal of the high school department, and dean in his advancement to the presidency of the 71-year-old institution in 1944.

He was immediate past president of the National Association of Methodist Junior Colleges, was elected delegate four times to the quadrennial general conference of the Methodist Church, and was a member of several general boards and agencies of the church, as well as a civic leader in Morristown.

He was a member of Alpha Phi Alpha Fraternity.

When the school celebrated its seventieth anniversary last year, the Morristown Gazette-Mail paid this editorial tribute to Dr. Boyd:

"During his seven years as president, Morristown College has become recognized as one of the outstanding junior colleges of the nation. The enrollment has tripled

and the school has been rated as an 'A' class institution."

Dr. Boyd is survived by his widow, the former Miss Mary Georgia Whitten; a son, Miller, Jr., a student at Fisk; and a daughter, Marjorie, who is married to a physician in Raleigh, North Carolina.

Interment in Abingdon, Virginia.



Dear Mrs. Crooks:

I've read the October, 1952 issue "The Broadcaster." It is excellent throughout according to my judgment. But the articles on page 2 are great, especially "The Man." To me it is a literary jewel. You are a most excellent writer.

Sincerely,

Blair T. Hunt

(Memphis, Tennessee)

THE BROADCASTER is certainly grateful to you and the many other readers who find the time and opportunity to write in and tell us what you think about the journal. We fall so far short of our desired goals for the publication. To be sure, it was a pleasure to do both "This Is a Year of Rare Opportunities" and "The Man"—especially "The Man."

CREDIT UNIONS

(Continued from Page 5)

cooperative housing projects. In addition, credit unions are particularly helpful to its members in financing the purchase of such items as furniture, television sets, refrigerators, gas and electric ranges, washing machines, automobiles and even homes.

Life Savings Insurance

There are two other very attractive features of credit unions. The first is the life savings or share insurance plan. Under this plan the credit union carries insurance which matches the investor's savings dollar for dollar up to \$1,000 per member, if it is deposited before his 55th birthday. For example, if a member who is 54 years old with an investment of \$1,000, has an estate of \$2,000. That is, in case of death his family would receive \$2,000 instead of the \$1,000 deposited with the credit union. The premium on this insurance is paid by the credit union and at the same time interest is being paid on the savings account.

Loan Insurance

The second feature is the loan

insurance plan. Under this plan each loan to members is insured to the extent of the unpaid balance of the loan without cost to the borrower. For example, if a member borrows \$500 from the credit union and dies the next day, the insurance will pay off the loan, thus relieving his family of this obligation.

There are many other good features of credit unions. Self-help is inherent in their plans. They teach, in a very personal and practical way, that by helping others we inevitably help ourselves. They teach each member to accept primary responsibility for his own welfare and to depend on his own efforts in cooperation with his fellow workers to solve his problems rather than to expect charity from government or business.

In April 1950, the Tennessee A. and I. Federal Credit Union was organized on the campus of Tennessee Agricultural and Industrial State University. Within less than a year's time membership had reached 97 with savings of more than \$8,000. The value of this credit union to members of the faculty and staff of the university may best be expressed by including part of a letter written by President W. S. Davis to Managing Director Arthur H. Pursell of the Tennessee Credit Union League, Inc. This letter, which was later selected for publication with permission of the writer, contained the following statements:

What Tennessee State Learned

1. Since the establishment of the Tennessee A. and I. Federal Credit Union on our campus, many persons have developed the habit of systematic saving and state that they probably would not have done so otherwise.
2. It has enabled many employees to consolidate financial obligations at a reasonable interest rate.
3. It has enabled many to bridge the gap in cases of emergencies caused by illness and other unforeseen events.
4. It has impressed upon many the necessity of having sound insurance protection and educational program.
5. It has helped our institution by giving its employees an opportunity to collectively take part in contributing to the welfare as

OUR NEWS



People ° Places ° Happenings Here ° There ° Elsewhere

TWO NEW FELLOWSHIPS

Recognizing the need for trained people in the field of library work with children and youth, the California Congress of Parents and Teachers is offering for the year 1953-54 two fellowships of \$1,000 each for training in this special field. One fellowship will be made available in each of the two accredited schools of library science in California, the University of California at Berkeley and the University of Southern California.

Applicants should have strong academic records and special qualifications for library work with children and young people. The fellowships are open to residents of any state, but the recipients will be expected to work with children or young people in a California library for at least two years after graduation.

Awards will be announced early in 1953. Applications at the University of California must be filed by February 20, 1953; at the University of Southern California by April 1, 1953.

Applicants interested in the fellowship at the University of California should write for application blanks and further information to J. Periam Danton, Dean, School of Librarianship, University of California, Berkeley 4, California.

Applicants interested in the University of Southern California should write to Lewis F. Stieg, Director, School of Library Science, University of Southern California, Los Angeles 7, California.

MEMPHIS TEACHERS MAKE NEWS

The activities among the more than six hundred teachers in the

well as the convenience of the group.

6. It has helped raise morale because of the confidential nature of its program and the security it offers its members.

schools of Memphis are so numerous that to cover them in detail is almost an exhaustless task. But these are the tasks we seek. More will follow.

Manassas High

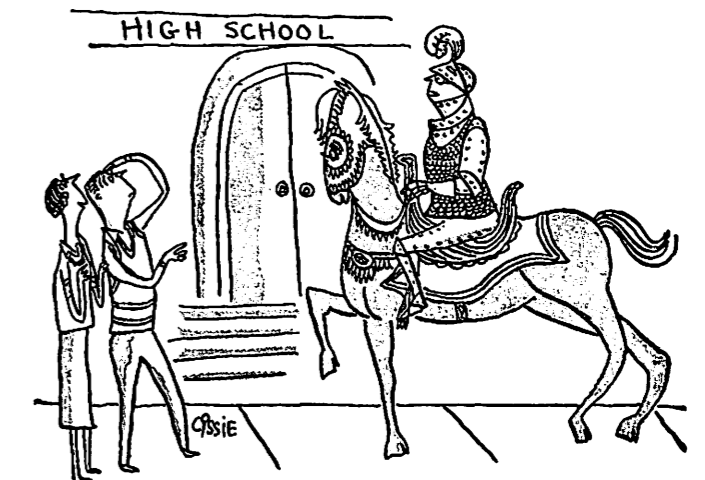
Among the new teachers at Manassas are Miss Bobbie Blakely, music; Mrs. Hilda Smith, English; George L. Robinson, B. S., LeMoyne College, science; Mrs. Lucille Scott, fourth grade; Miss Elizabeth McDaniels, fourth grade; Mrs. Laura T. Roberson, Miss Bernice L. Ruffin, and Mrs. Ruth Spaulding.

Klondike

Miss Jim Ella Cotton, who formerly taught English at Booker T. Washington High School in Memphis, and well known for the development of successful student participation in civic-sponsored contests in Memphis, is now principal of Klondike School.

New teachers at Klondike are Frank Jas Lewis, B. S. Tennessee State, science, math, and phys. ed; Mrs. Mary Flagg Jones, B. S., Tennessee State, English, reading and history; Mrs. Annie C. Lee, LeMoyne College, third grade; Miss Margaret Burford, B. S. Wilberforce University.

Mrs. Edna Warren, B. S., LeMoyne, sixth grade; Mrs. Bernice Barber, B. S. LeMoyne, fifth and sixth grades; Mrs. Annie Perrie, B. S., LeMoyne, music, spelling, and writing; Longino A. Cooke, Jr., B. S., Tennessee State, English, physical education, history;



"He's our new history teacher . . ."

Miss Emeldia Steverson, B. S., LeMoyne, first grade.

Porter

New teachers at Porter School include Mrs. Lula Armstrong, first grade; Miss Alice Burford, sixth grade; Miss Grace Collins, fourth; Frank Davis, seventh; Mrs. June K. Griffin, sixth; Miss Ethel Isabel, seventh; Mrs. Lillie Kirklon, first; Mrs. Mollie McCright, second; Mrs. Rutha Pegues, second; Mrs. Beulah Preston, sixth; Mrs. Gladys Rainey, sixth; Miss Elsie Robinson, fifth; LeRoy Thompson, eighth; Herman Young, and Mrs. Mary Horne.

Douglass High

Coordinator of Schools Jesse Springer is serving as principal of Douglass during its reorganization.

New teachers at Douglass High School include Charles C. Jones, B. S. Tennessee State, physical education and seventh and eighth grades; Mrs. Rosa B. Durr, B. S. LeMoyne, second grade; Mrs. Margretta Young, first grade; Mrs. Levy Conerway, A. B., LeMoyne, English; James I. Taylor, A. B., LeMoyne, third grade; Miss Thresa Little, B. S., Tuskegee Institute, home economics. Mrs. Mattie Oates is secretary-treasurer.

Riverview

New teachers coming to Riverview this year are Mrs. Ernestine C. Cunningham, Mrs. Geraldine Harris, Mrs. Arnedra W. Martin, Miss Rosa Lee Spicer, Miss Bessie Taylor, and Miss Frances E. Mitchell.

Lester

Miss Grace Currin, Miss Sarah E. McKinnie, and Miss Naomi Parker are new teachers at Lester this year.

Pen Points

Some folks and things that have impressed us recently:

THE implications of the report by Dr. Stephen J. Wright, Dean of the Faculty at Hampton Institute, during the Memphis meeting of the Association of Colleges and Secondary Schools.

Dr. Wright made this report on a follow-up study of "Problems Incident to the Integration of Negroes in Southern Colleges and Universities Where Racial Barriers Affecting Negro Students Have Been Recently Removed."

Every teacher in every Tennessee school should be aware of the responsibility of every teacher to help each and every boy and girl become well equipped to live in an integrated society. And, at the same time, we should not be unmindful of the fact that integration alone does not solve all the problems.

THE efforts of Principal J. Ashton Hayes and Manassas High School in the interest of Memphis charities. Their annually sponsored Charity Football Classic draws huge crowds. (This year the famous W. C. Handy, who now resides in New York, was special guest.)

THE enthusiasm which Mrs. Edna N. Turner, M. A., Columbia; Mrs. Quander Henry, B. S., Morgan State; Miss Hortense G. White, A. B., Fisk, and B. S., Tennessee State; Mr. Henry McDowell, M. A., Tennessee State, and Mr. James Robinson, B. S. Tennessee State, with the help of the other staff members at Pearl High School—Nashville—worked up among the student body in their mock convention, campaign, and election.

Of all the students who participated in the first auditorium

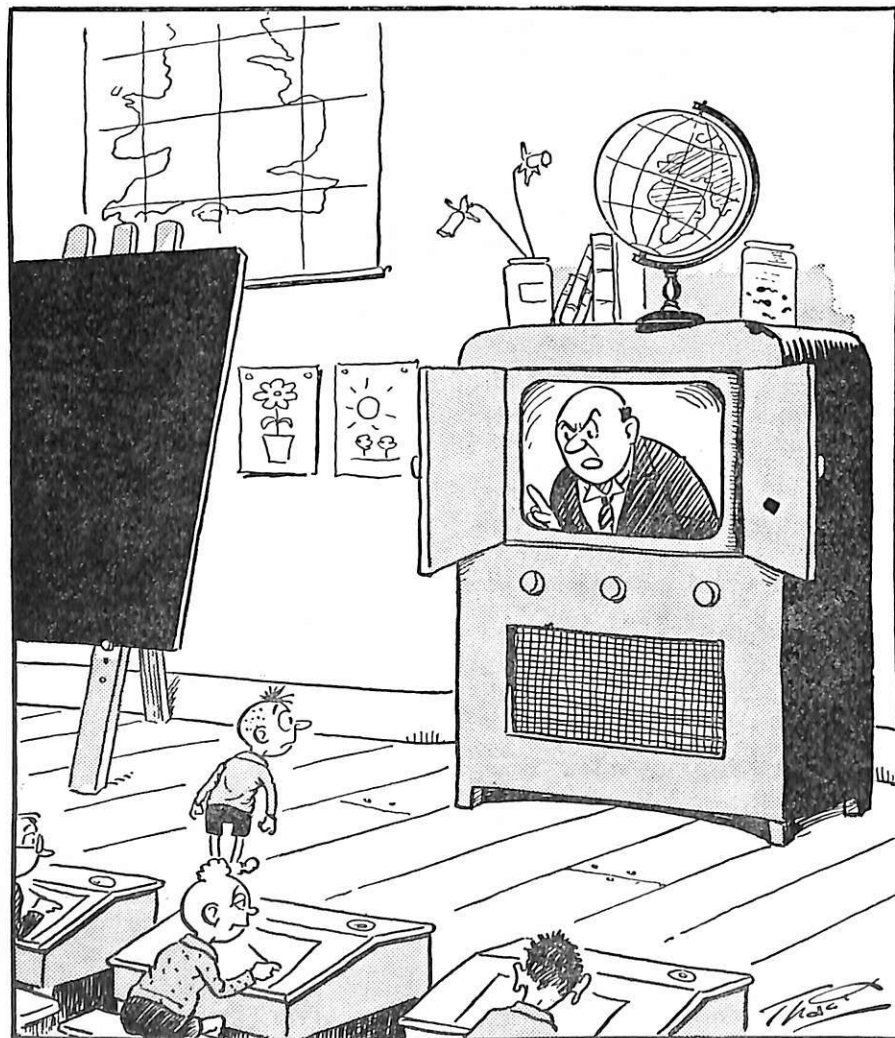
program of the campaign, which was quite good, William Smith interested us most. He was master of ceremonies and introduced the speakers. We had noticed that he had an obvious impediment of speech. Once or twice he had some difficulty in projecting his idea easily, but so intent was he on doing a job that he immediately recovered his composure, he laughed and the students laughed good-naturedly and gave him a reassuring round of applause for his effort. Following the program we asked him how it happened that he was chosen as master of ceremonies. He replied smilingly, "O, I asked to do it!"

There's a facet of education which was delightful to see! A student who knowing his difficulty had enough courage to want to do what most people dread—appear before an audience. He did it and did it well. We thought: Many a timid soul in that student

body took new courage after what William Smith did. To us the project scored success No. 1 right there! Every Pearl High School teacher and their principal, Mr. J. A. Galloway, certainly share in this for they helped to make William want to try. Of course, somewhere some elementary teachers kept him trying when he might have wanted to give up then. It would be nice to meet his parents.

IT'S a lovely place, with its modernistic coloring of brown, tan, yellow, and gray—that mammoth auditorium at Burt High School in Clarksville. The floor fairly gleams. This recently dedicated new structure grows on you—it fairly sparkles. In fact there is "something special" about the whole school.

The Editor



"... And don't let me catch you talking in class again!"

TENNESSEE NEGRO EDUCATION ASSOCIATION



DELEGATE ASSEMBLY

January 10, 1953

at Nashville

THIRTY-FIRST ANNUAL SESSION

March 26-27, 1953

at Nashville

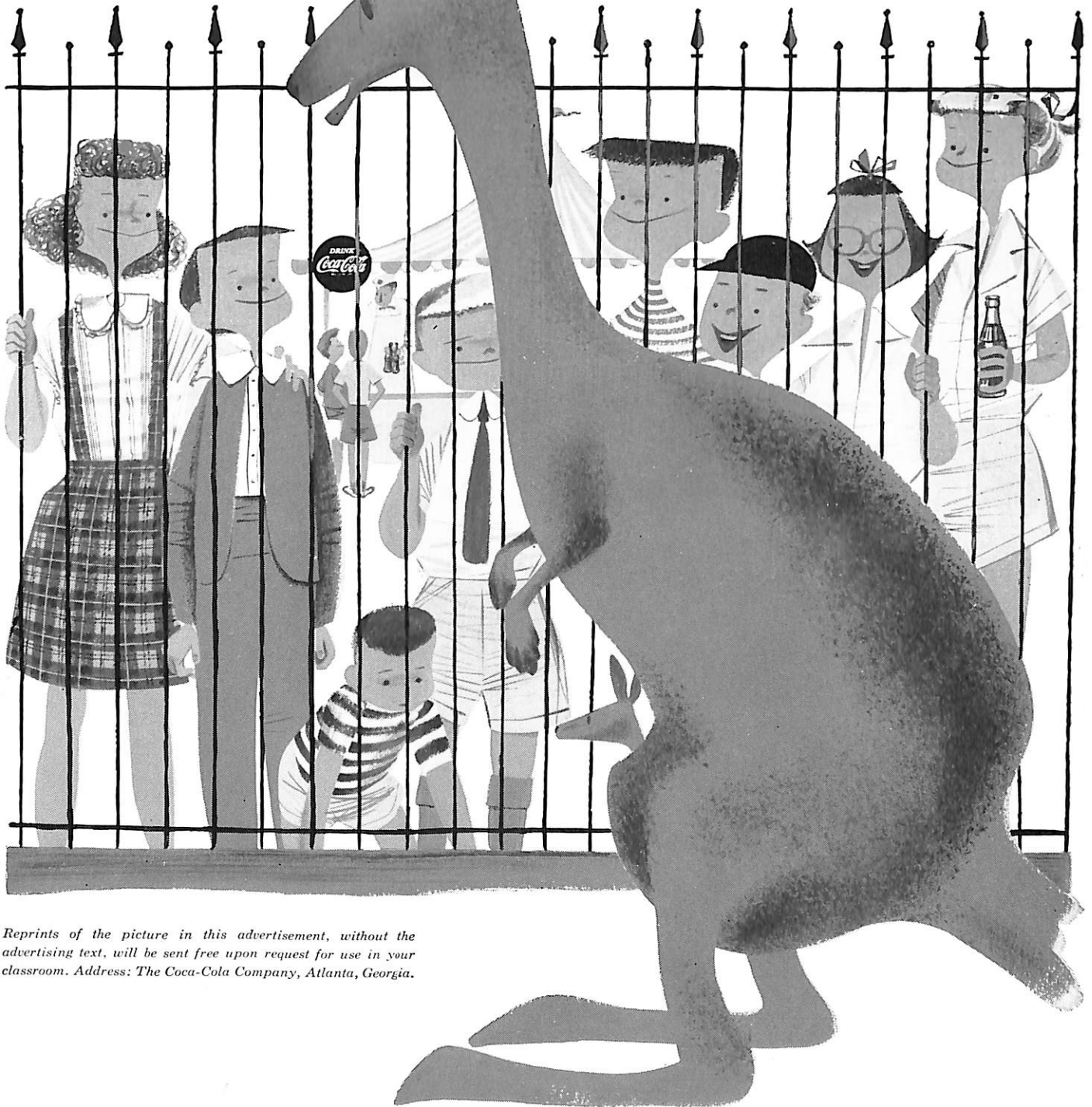


Tennessee Regional Professional Teachers' Meetings

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

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