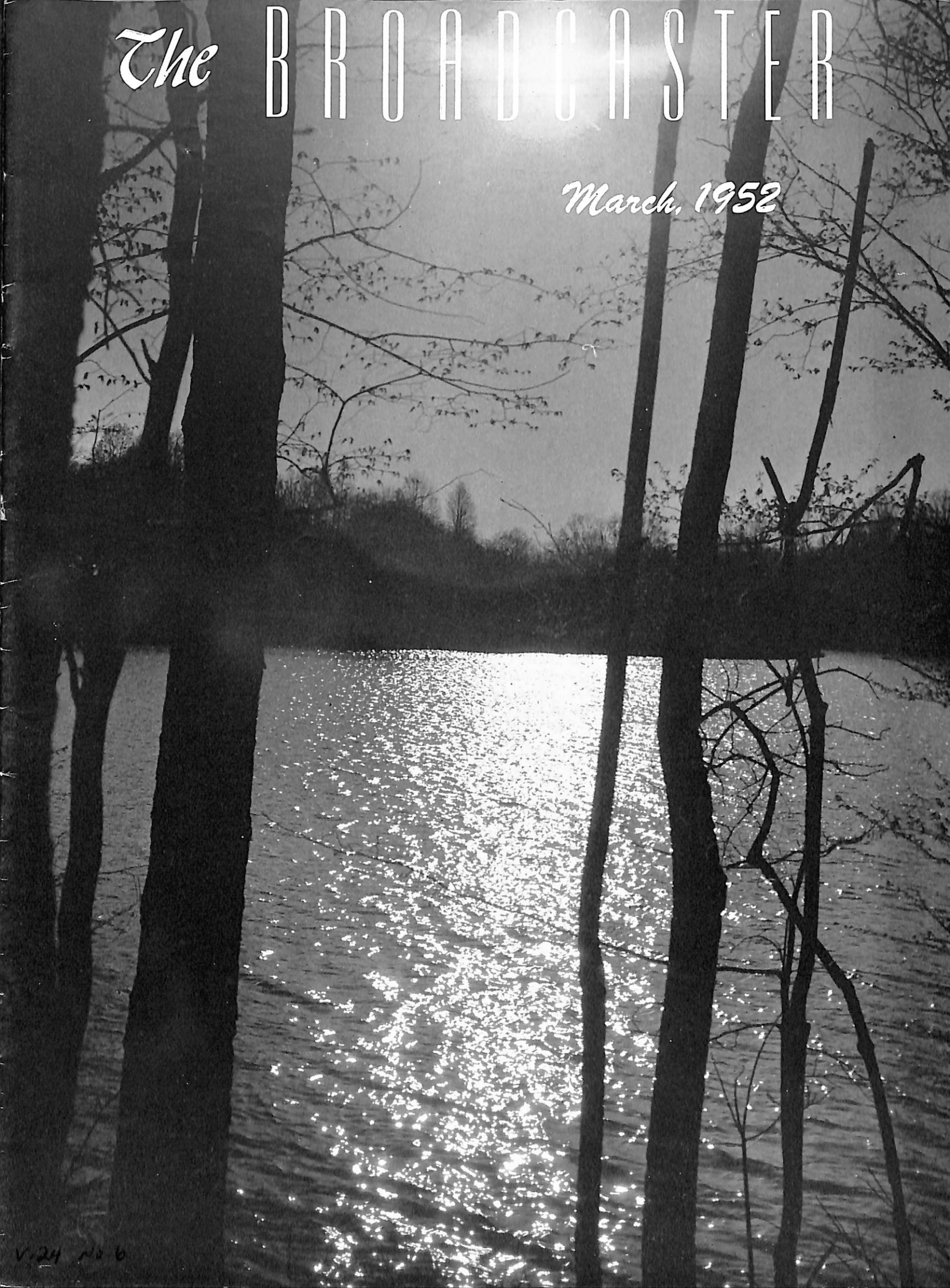


The BROADCASTER

March, 1952



IGNORANCE is better than knowledge that is but prejudice, a glass through which to view the world. To arrive at knowledge slowly, by one's own experience, is better than to learn by rote, in a hurry, facts that other people know, and then, glutted with words, to lose one's own free, observant and inquisitive ability to study.

OUR powers of understanding are best developed in business affairs, where every blunder and every omission shows up on the spot, for which men should thank God. In matters of opinion and literature, on the other hand, we can go on for all eternity, twisting and turning the words in our mouths.

—Heinrich Pestalozzi
in *The Education of Man*

THIS MONTH'S COVER

Our cover this month is one of the spots in the State of Tennessee which tourists travel miles to see. Tennessee enjoys a brisk tourist trade. Scenes like this one will be adding to the state's attractions for tourists this year.

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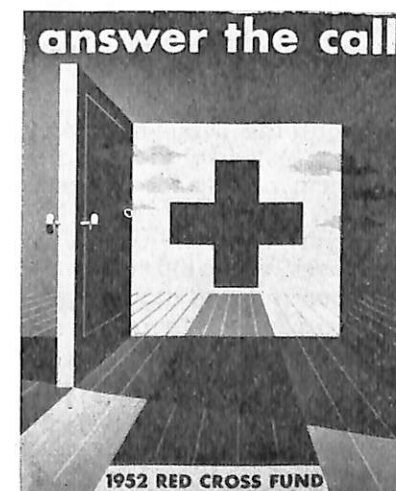
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MARCH, 1952

The BROADCASTER



Dedicated to the advancement of
education and good will.

VOLUME 24

MARCH, 1952

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Official Journal of the Tennessee Negro Education Association
Office of Publication and Headquarters: Tennessee A. and I. State University
Centennial Boulevard at Thirty-fifth Avenue
Nashville 8, Tennessee

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 unless set by resolution.

From Where We Stand

ESPECIALLY FOR TEACHERS

WE make special effort to bring to Tennessee teachers opportunities to participate in educational travel, to study under provisions of special grants, and to work abroad. These are just some of the services we are eager to make available.

Because our processing of news items is not always in line with the timing of announcements by the Federal Government, frequently we find it difficult to get information to you of opportunities under Government supervision as quickly as we would like. However, we are always on the alert to give you all possible benefits available in education; and are continuously seeking more and greater opportunities in which you may live and work.

Usually in March, April, and October there are opportunities for exchange teachers between the United States and Canada. Under the Fulbright Act there are opportunities for elementary and secondary school teachers to teach in national schools of Asian and Pacific Countries—Australia, Burma, India, and Thailand. There are also opportunities for United States secondary school teachers to teach in the United Kingdom Colonial Areas—the Gold Coast, Jamaica, Nigeria, Sierra Leone, and Trinidad—and in the national schools of Denmark, Greece, and Pakistan.

Persons interested in such positions should write the International Educational Programs Branch, Office of Education, Federal Security Agency, Washington 25, D. C.

By alerting teachers to interchange and exchange teaching opportunities, we are not unmindful of certain teacher shortages existing in our own state and country. On the other hand, these are opportunities which may lead to broader fields in which teachers may use their talents, and certainly should not be overlooked.

Also, these opportunities are silent reminders that in our preparation to serve, to secure a knowledge of some language other than our own may yield unexpected, gratifying returns.

It is true the world has become a shockingly small place—especially for teachers.

—M. B. C.

WHEN WE MEET

FAR too many of us dislike meetings.

Is this true because of the frequency, the places in which we meet, the officials who guide or direct us, the participants on the programs, or is it true that we just absorb so little to inspire us to do better jobs of teaching? Whatever the reason, it is high time we realize that there is strength in unity.

If it is true that we meet too often, then we reflect upon our own intelligence in not remembering what is essential in the further development of our programs; therefore, we have to be constantly reminded.

If we find the places in which we meet not to our liking, then we ignore the fact that we have access to institutions of learning promoted by un-

tiring efforts of great educators and benefactors.

When we meet, our minds should be open to receive the best. We should consider that unity within any organization that has as its chief aim the education of youth and adults is of paramount importance.

When we meet, we strengthen our social relationships which are very necessary in times like these. It would seem that if a teacher is to improve socially as well as professionally, he or she must be willing to accept more stringent requirements for remaining in and aiding in improving the profession.

When we meet, we have a wonderful opportunity for group planning in order to provide further for the individual—and group—needs of children. We secure information that is necessary in promoting and continuing our programs. We are able to exchange ideas and make comparisons in our attempts to instruct and guide the common learning of children.

As we come together in various groups and as a body of educational leaders, it is expected and most desirable that we conduct ourselves better than any other group. We direct and guide others. Are we typical examples of what we expect in those we guide?

When we meet, we become active participants in our in-service training program which is needed by every conscientious teacher. We add our opinions, our ideas, our suggestions to strengthen the organizations to which we belong.

As leaders of a profession, let's be more appreciative of others. Let's be more adaptable to and more conscientious and businesslike in our efforts to improve.

—ETHEL B. SEETS

IF YOU DRIVE . . .

IF you drive your car to and from your job, you should be actively interested in some surprising facts revealed by The Travelers Insurance Companies in their annual survey of auto accidents.

More persons lost their lives in 1951 traffic during the hour from 6 to 7 p.m. than in any other, they report. Travel is heaviest at two distinct times during an average day: from 7 to 10 a.m., when America goes to work, and from 4 to 7 p.m., when we return home.

Without the facts, you would assume that each period would produce about the same number of accidents. The figures show instead that more than twice as many accidents occur during the afternoon and evening hours as in the morning.

At the end of the day, you're tired. Unless you make up for duller reflexes with extra caution, you're in danger. At the end of the day, your attitude is against you. Unless you deliberately curb your impatience and your belligerence, you're in danger. At the end of the day, visibility is poor, especially during the winter months. Unless you slow up and stay well behind the car ahead, you're in danger.

WHAT SHOULD INTELLIGENCE

TESTS ACCOMPLISH?



"One . . . two . . ."

Environment or intelligence?

A WHOLE new idea of intelligence testing is being tried out currently by a group of American educators. It arises from studies of the present forms of intelligence tests which, says one professor of education, are not tests of real intelligence at all. He contends they simply measure or predict a pupil's chances for success in school, or reveal a pupil's home environment or family position. They may even discriminate against children from families of low-income groups. He questions whether these tests are good and offers a well-substantiated claim that they are not.

What's Wrong with Present Tests?

When you examine closely the tests commonly used, you soon discover inadequacies which challenge your common sense. To illustrate, let's apply an intelligence test to two sixth-grade pupils, Johnny and Billy.

One problem in our test requires the pupils to know the word "sonata." The details of the test we can skip. The results are that Johnny gets the right answer and Billy misses it. On this basis the test might be said to prove that Johnny is the brighter of the two boys. But let's look more closely before we accept this proof of superior intelligence.

Why did Johnny get the right answer? Johnny comes from a "better" home where well-educated parents listen to and discuss fine music. The word "sonata" is mentioned, and some preferences are expressed by members of the family. Johnny, therefore, comes prepared through environment to

CHECK ONE

- Find out a pupil's chance for success in school?
- Reveal a pupil's home environment, family position?
- Measure true or native intelligence?

By KEN W. F. COOPER

Staff Writer
The Saskatchewan Bulletin

solve the "sonata" problem correctly.

But how about Billy? Billy comes from a "poor" home where classical music plays little or no serious part in listening habits or in family conversations. Billy's environment provides nothing to help him to solve the "sonata" problem.

There is a basis for doubt as to the value of the "sonata" problem as a device for measuring intelligence. The results of the test reveal the home environment of the pupils or the family position, but how valuable are they as a measure of intelligence if, indeed, they measure intelligence at all?

Experiments with New Tests

It was this kind of research and discovery which encouraged the Under the chairmanship of Dr. Allison Davis, professor of education at the University of Chicago, a continuing study which started several years ago is being conducted in a broad way. As part of the study, several experiments have been carried out with a group of 700 school children.

Here is an example of the previous type of test problem:

A symphony is to a composer as a book is to what?

—paper —sculptor —author
—musician —men

Of the "upper class" group, 81 per cent answered correctly, while of the lower group 52 per cent were

correct. Then a similar type of problem was presented to the same group:

A baker goes with bread the same way a carpenter goes with what?

—a saw —a house —a spoon
—a nail —a man

Fifty per cent of each (higher and lower income) group answered the problem correctly.

Dr. Davis' research is going further than merely studying the composition and results of the more widely used intelligence tests and their revisions. He is keenly aware of the need to reduce and remove all prejudices. He once told a group of school administrators:

"One of the big wastes of human resources is our failure to develop fully the potential mental ability of the 50 per cent of our pupils who come from the lower-income groups. We lose this mental ability because of the failure of intelligence tests to measure the real mental ability of the children from these groups and the failure of schools to recognize and train this ability."

Problems from Life

It is too soon to know the results of the new tests which Dr. Davis' group has conducted. Their experimental tests are built around problems which are the common experience of all children. Strangely enough, problems on lifelike experiences are more difficult for children of both groups, as shown in a large reduction of percentage of correct answers from higher groups and in an only slightly larger increase in the percentage of correct answers from

(Continued on Page 92)



Students need to understand each nation's role

THE TEACHER'S

military actions are final and positive. Such actions are a beginning and not an ending. In terms of our values, war is a form of bankruptcy, and after a war the road ahead to a better world is longer and harder.

3. We must avoid judging others by the extent to which they are like ourselves. Our institutions may not have meaning for people living under social structures and forms of government which do not resemble our own. In 1831, de Tocqueville said of the United States, "The more I see of this country, the more I admit myself penetrated with this truth; that there is nothing absolute in the theoretical value of political institutions, and that their efficiency depends almost always on the original circumstances and the social conditions of the people to whom they are applied."

4. We need to avoid the tyranny of words and slogans. We have been too ready to delude ourselves with grandiose, unrealistic, and sometimes meaningless phrases. This, you may feel, applies chiefly to war aims. I believe that it is relevant in waging peace.

5. We need also to avoid emotional indignation directed toward an entire people. We must bear in mind how these people have lived, their history and culture, good and bad. Their tragedies are also ours.

6. Most of all, we need to avoid taking for granted that principles become practices, that recommendations always produce results,

ABOUT THE AUTHOR

Mr. Reid is director of the United Nations Education Service recently established by the NEA Committee on International Relations to help teachers and pupils know more about the work of the United Nations. As director of the Service, he is the first permanent representative of the teaching profession at United Nations headquarters. Last year Mr. Reid was president of the Middle States Council for the Social Studies. His teaching experience has ranged from fourth grade through graduate courses in the teaching of social studies at Teachers College, Columbia University.

PART IN WORLD POLICY

By ROBERT H. REID

Executive Assistant
NEA Committee on International Relations

and that values are translated into actions.

Offer Alternatives to War

But it is not enough just to consider what we should avoid. We must also be ready to offer alternatives to war, ready to negotiate whenever there is an opportunity to do so. Whatever our future relations with the Soviet Union may be, we must recognize that there are some things that will not happen in Russia. From a knowledge of Russian history, culture, government, and, most of all, of the Russian people, there are two things in particular that we cannot expect. The first is the early establishment of anything resembling the private enterprise system as we know it, and the second is the emergence of a politically democratic Russia along American lines.

While this may depress you, it is well to remember that no system that lasts over decades is entirely without merits. Our policy should encourage the Russian people to seek decent alternatives to the present Soviet system, whether they are in line with our Western democratic dream or not.

What conditions must the Soviet Union meet before we can expect to have a world of peace?

1. Russia must lift the Iron Curtain. There must be a Russian government which will be tolerant and forthright in its relations with other peoples. This means a free flow of information across all borders.

2. Internally, the Russian government must stop short of totalitarian authority and enslavement of its own subjects.

3. Russia must abandon the ruinous and unworthy game of imperialistic expansion, of "pinning an oppressive yoke on other

peoples who have the instinct and capacity for national self-assertion," as George F. Kennan put it in an article in *Foreign Affairs* in April, 1951.

We must try to convince the Russians that these alternatives are better than all-out war or a series of peripheral engagements. If they accept them, they must be given time to work out their internal problems in their own manner. If alternatives are kept before the Russian people, the day

that make America great. We are a free nation. We have many friends. We are long on materials and strong on industrial know-how. We have shown in the past that we can rise to a challenge. And we have many of the best teachers and probably the best system of education in the world.

Not Bounded by Ourselves

This does not deny that there is still much to be done:

1. We need to reaffirm our belief in democracy. As John Krout said at a Columbia College Forum on Democracy, "Those of us who believe in democracy are repeatedly classified merely as 'non-Communists.' But the important thing is to be for something. . . . We generally have failed to rise to the defense of democracy in the 'little things of daily living' where our freedoms must be guarded."

2. We need to strengthen the United States. This means moral as well as physical strength, determination as well as armaments.

3. We need to help strengthen international cooperation and our

Teachers alone cannot determine the fate of the world but in classroom and community they can help mold a responsible public opinion on international affairs.

may come—soon or late—when they will heed them.

"Actions Speak Louder"

The most important influence the United States can bring to bear on the behavior of Russia will continue to be the influence of example. Our actions must go deeper and look further than the prevention of war with Russia or the frustration of her expansion. To quote from the Kennan article again, "No Iron Curtain could suppress . . . the news that America had overcome disunity, confusion, and doubt, had taken a new lease of hope and determination, and was setting about her tasks with enthusiasm and clarity of purpose."

Do we offer the kind of example which will favorably influence the Russian people? What strengths do we have, and how can we make the most of them? Briefly, and without boasting, there are things

solidarity with other free nations through the United Nations.

4. We need to strengthen ourselves as citizens and as individuals. It would help to remind ourselves that, as Harry Carman, historian and former dean of Columbia College, has said, we must be "citizens who have broad perspective, a critical and constructive approach to life, and standards of value by which men can live nobly. We must be citizens who have ability to think, to communicate, to make valid judgments, and to evaluate moral situations. We must be citizens who have a deep sense of responsibility for their fellows and who are not bounded on the north, south, east, and west by themselves. . . . A democracy cannot exist unless it is composed of independent and responsible persons who can think and act wisely when confronted by any idea or situation."

(Continued on Page 92)

FORD TO GIVE \$45,000

IN competition for prizes valued at more than \$45,000 in Ford Motor Company's 1952 Industrial Arts Awards program, school-age craftsmen in every section of the country will match their skills.

Nation-wide in scope, the program is in its third year of Ford sponsorship. Judging of entries will take place in July at Dearborn, Michigan.

Thousands of students enrolled in shop, drawing, or printing classes in junior and senior high schools throughout the United States and its possessions participate in the competition annually. Entrants can win prizes ranging from \$20 in cash to Outstanding Achievement Awards—all-expense-paid trips to Dearborn and Detroit for themselves and their teachers.

Awards Total 1,462 This Year

A total of 1,462 individual awards will be made this year in four groups, ten divisions and 28 classifications. Outstanding Achievement Awards, restricted to one for each division in previous competitions, have been increased to 30 for 1952. In addition, ten of the 30 top-ranking finalists will be selected for Special Awards of \$200. Special Award winners will be chosen by a panel of judges on the basis of the merits of the projects and an informal interview with each of the students.

Sponsored by Ford to encourage industrial education, the Industrial Arts Awards program is open to pupils under 21 in grades seven through 12 of any school in the United States. Entries must be regular class projects made in school shops under the supervision of instructors.

Projects will be rated on the national level only this year, with leading educators, industry representatives and professional men serving as judges. Upon completion of the judging at Edison Institute and Greenfield Village, many of the entries will be placed on public exhibition in the Institute. Winning projects later will be sent to the Museum of Science and Industry at Chicago, Illinois, for display in the National Industrial

Arts Awards Fair from August 1 to September 14.

Cash Prizes

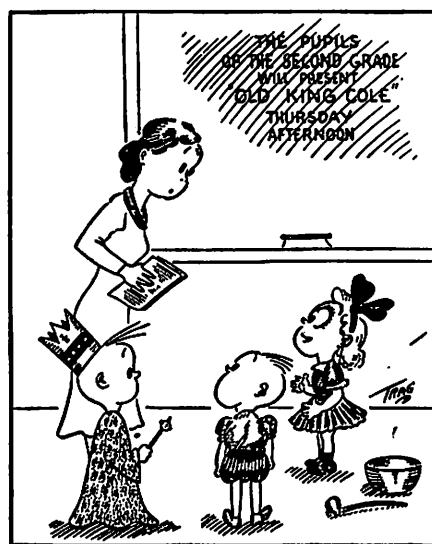
Cash prizes will be awarded to winners of first, second, third, and fourth places and six honorable mentions in each group under each classification in the competition. The first prize is \$100; second, \$80; third, \$60; fourth, \$40; and honorable mention, \$20. The 12 entrants placing next in order after honorable mention winners will receive gold pins.

Ford also will award Certificates of Merit to the students who gain recognition in the program and will present Certificates of Achievement to instructors whose students win prizes.

Entry Divisions

The ten general divisions in which entries will be accepted for judging in the Industrial Arts Awards program this year are wrought metal, patternmaking and molding, machine shop, wood, plastics, electrical, mechanical drawing, architectural drawing, printing, and an open division for all entries not eligible for the other nine categories.

Twenty-five per cent of all drivers involved in fatal automobile accidents in the U. S. last year were under 25 years old.



"Are real people coming, or just Mothers and Fathers?"

THESE pupils knew what they were doing.

Mary, quietly, without looking in the direction in which the teacher, Mrs. Green, sat, moved quickly toward the door of the classroom. She desired to leave the room, so she did—careful to see that no one else was out. Shortly Mary returned and as quietly as she left her seat, she sat down again and busied herself with the checking of her arithmetic problems.

Other pupils, too, in this first-through-eighth-grade-classroom went about their work.

There fifth-graders were checking through books which had been brought to their work table by a fourth member of the group. As the four talked in low tones among themselves, one of the pupils left the table and picked up a sheet of paper from the teacher's desk. The three other group members came and stood looking over her shoulders, reading the words heading the sheet "Sources of Materials on the American Indian."

The largest of the two boys began reading aloud, "history; geography; encyclopedia; fourth-, fifth-, and sixth-grade readers," adding the names of a storybook and a magazine. As he did, Susie made some check marks on the paper the group had been working over, and added some notes of her own. Apparently satisfied, the group returned to the work table and sent Tommie to tell Mrs. Green what had been done.

Pupils Plan with Teacher

As soon as Mrs. Green could leave the group with which she was working, she came to the work table. Now that the group had found the sources of materials, it was time to plan just what was to be covered, how much and by whom it was to be done.

Finally the group and the teacher agreed and so worked it out that the mornings were devoted to a study of the American Indian (through language arts, social studies, music, and art). The afternoons were spent with skills.

Then there was a trip to the Cherokee Indian Reservation where the children got firsthand information by actually seeing the dress, the shelter, the school, and the crafts—pottery-making, rug-

There's a Name for It:

DEMOCRACY

By MABEL BELL CROOKS

Staff Writer



As the four talked . . . among themselves . . .

weaving, and basket-making—of the Indians.

After many and varied experiences in this unit, the group is now working on an evaluation of what they learned.

First Three Grades Also Busy

The first three grades were not included in this unit on American Indians. Their time was more profitably spent in building up a good reading vocabulary and in gaining good reading habits and experiences. Their major interest now is in a playhouse which is fast working itself into a full unit.

Democracy at Work

When school opened this year, on their different levels all of the pupils talked about living in their homes, in the community, and in the school and what they did—

how they spent their time. Many pupils made suggestions as to how they might improve and some of the things they would like to see changed. They expressed themselves freely with Mrs. Green. Since all of them came together at school, it was here that they decided to do something about the things they wanted to improve. They agreed that if they were going to have a pleasant and more enjoyable school, they must accept responsibility for it as well as freedom to enjoy it.

Among themselves they decided that they must keep things up; that they must care for paints and other supplies to make them serve more children and last longer; that they should care for the building in order to keep it in good repair and make it an inviting place in which to live and

work and invite their parents and friends. They also agreed that they must think well of others as well as themselves; that they must learn to work and live together; and that if everybody helped any job could be made easier.

Group Action Enjoyable

Now group planning and group discussions are an accepted part of the daily work of these children. They like it. They get things done with a minimum amount of friction because there is a freedom along with their responsibilities. This, added to pleasant surroundings, has given them a zest for living at school.

For instance, after lunch hour each day, there is a rest period. The first- and second-graders must bring blankets for resting or sleeping during that period. However, any other child in the school is free to bring a blanket if he or she cares to do so. This gives any child an opportunity to relax freely.

These children have grown and are still growing in appreciation, respect, and understanding of individual worth and of group activities. And, they are learning at firsthand the word for it: DEMOCRACY!

This Is . . .

Pleasant View School, located at Sevierville, Tennessee. A large double room, the school in previous years, housed two teachers and from forty to forty-five children. Now it has an enrollment of nineteen children with one teacher. The school's library is supplemented by the county library along with the regional library which comes to Pleasant View every six or eight weeks. A piano, radio-phonograph, and film-strip projector are part of the school's equipment. Hot lunches are served daily.

THE BROADCASTER learned from reliable sources that Pleasant View School represents some of the most outstanding work in Sevier County.

The energetic teacher of this one-room school is Mrs. Mary B. McMahan, a graduate of Knoxville College who holds the M.Ed. degree from the University of Cincinnati. Because she desires to continue her preparations for her work, Mrs. McMahan has studied three summers beyond the master's degree at Hampton Institute and the University of Cincinnati.

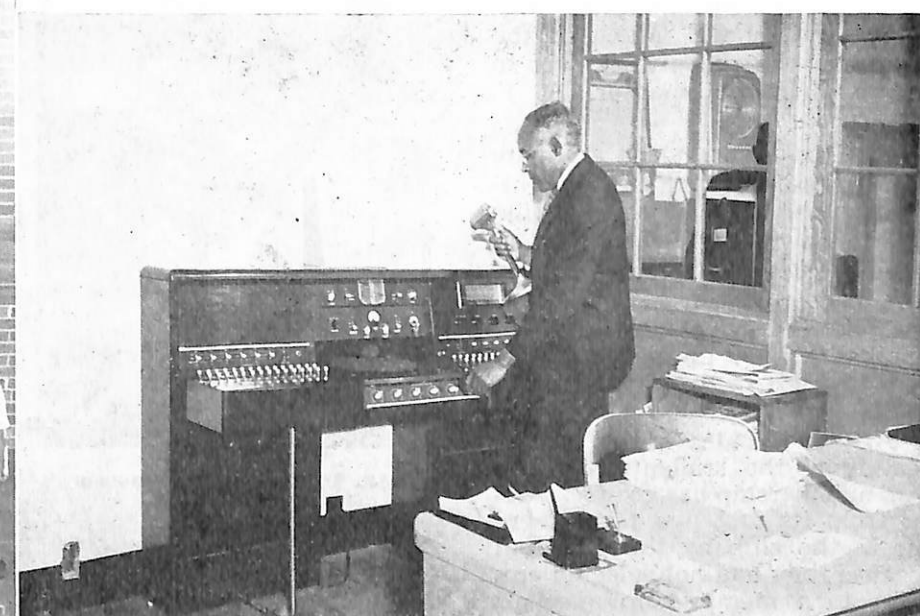
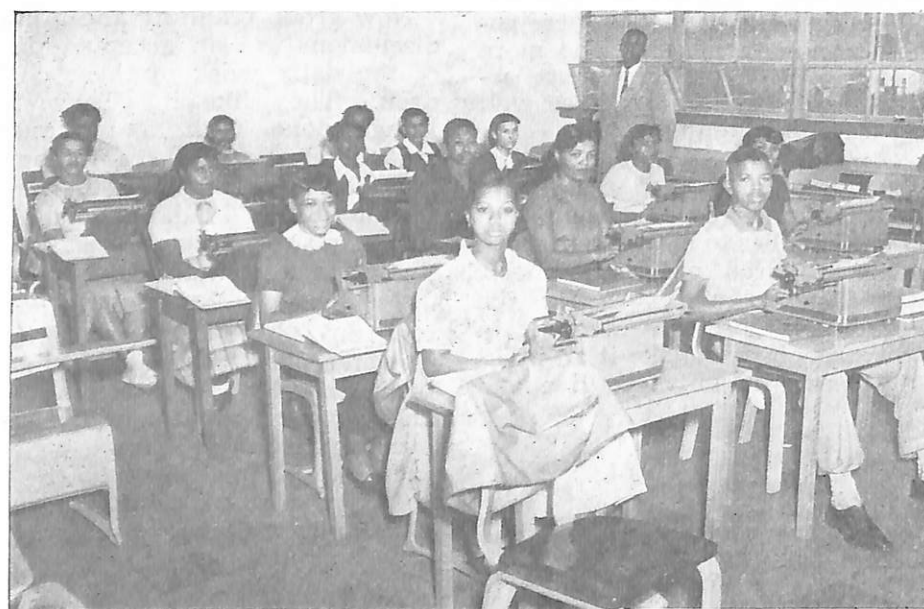
"We really don't feel that we are doing anything unusual—just trying to bring about learning situations," Mrs. McMahan said when asked about her work.



DOUGLASS HIGH SCHOOL

KINGSPORT, TENNESSEE

Camera studies of the recently completed \$300,000 school. V. O. Dobbins, principal.



AN OUTSIDE VIEW of the fourteen-teaching-station, modern brick structure which was equipped at a cost of \$50,000 (center, above). Located in a subdivision of fast-growing Kingsport, the school is a prized possession of the citizens. The enrollment is 260, and there are twelve regular teachers.

THE CAFETERIA (shown upper left), always a center of interest, can seat seventy-five.

THE GYMNASIUM (upper right) seats comfortably 500. It is equipped with electric clock and scoreboard, and has adjacent locker, shower, and dressing facilities.

A GROUP OF STUDENTS learning to type (lower left). The machines they are using—twenty-two in all—are of the latest models. An adding machine and a duplicating machine are also part of the equipment installed for business education classes.

THE DOUGLASS HIGH SCHOOL BAND (lower center) was organized in 1947 when the Douglass P-TA bought the first instrument. With fifty members now, the band's assets are valued at \$7,000. These students perform efficiently under the leadership of Bandmaster S. N. Shannon.

PRINCIPAL DOBBINS is shown (lower right) operating the ultra modern public address system in his office. Through this system one may talk with persons in any

room or listen to any class right in the office. Of course, all areas may be tuned in for general announcements; relayed programs and games from the auditorium or gymnasium to the classrooms may also be heard in any or all parts of the school. Radio and phonograph programs may also be relayed over the system.

In addition to these areas mentioned the library and home economics and industrial arts departments are well equipped.

One of the many unique features of the building is its complete family apartment for the janitor.

The landscaping is in the process of being completed.

THEY FIND HISTORY ENJOYABLE



GENERAL PLANNING, Choral, and Bulletin Board Group of the Negro History Club of the Second District Junior High School at Chattanooga.

THE study of the Negro in our American history has certainly been enlivened by the activities of the Negro History Club at Second District Junior High School in Chattanooga. Pupils vie for opportunities to appear on the club programs, and enjoy the general club activities so much that the group has become one of the largest in the school. Much of the credit for the club's work goes to the enthusiastic sponsor, A. F. Dixon.

Mr. Dixon, an honor graduate of Tennessee A. and I. State University, has been a teacher in the Chattanooga City School system for more than 15 years.

"Clubs are a vital part of Second District School life, so out of this belief grew the idea of a Negro History Club," Mr. Dixon said.

"At first the idea wasn't too appealing to the students, but the club membership has grown steadily from its first five (who were put in the club by the principal because they had not selected any club) to a membership of more than a hundred," Mr. Dixon continued.

"During our club periods, and we meet weekly, different groups report on specific individuals or ideas, which affect the rest of the



MR. DIXSON, Club Sponsor

club members as they listen and then take part in the open discussion. As we keep the bulletin board up to date with current, valuable information, our entire student body of approximately 500 is reached."

Three of the major objectives of the club are: (1) To gain a greater knowledge of and appreciation for the cultures and customs of our ancestors; (2) to develop systematic methods of reading and gathering facts about Negroes; and (3) to seek ways of making better citizens.

Negro History Week speakers at Second District School have included such well-known persons as Merle R. Eppse of Tennessee A. and I. State University; Attorney A. T. Walden of Atlanta, Georgia; R. D. Reid of Tuskegee Institute; and C. A. Bacote and Dr. W. M. Boyd both of Atlanta University, Atlanta, Georgia.

This year Mrs. Frances A. Sanders, head of the Department of Elementary Education at Tennessee A. and I. State University, was the club's guest speaker.

Because of his absorbing interest in Negro history, Mr. Dixon was asked by Mrs. Helen Millsaps, librarian of the Public Library at Chattanooga, to conduct a summer Negro History Club at the library during the summer of 1949. It proved to be an excellent community project.

From the Office of . . .

EXECUTIVE SECRETARY

THE Executive Secretary called a meeting of the Executive Committee of TNEA for February 23 to add finishing touches to and approve the program of the Twenty-ninth Annual Session of TNEA scheduled for April 3 and 4, and to clear its slate of any unfinished business.

Chairman George A. Key presided. Present were C. C. Bond, Joseph H. Stevens, Monroe D. Senter, R. J. Roddy, Mrs. Algie Outlaw, Mrs. Lavera Seets-Avant, Mrs. Evelyn P. Hall, Mrs. Frances A. Sanders, Miss Lucie E. Campbell, J. L. Seets, Merl R. Eppse, T. D. Upshaw, J. A. Hayes, Sidney Harris, M. M. Burnett, Mrs. Mabel Bell Crooks, and G. W. Brooks. Members absent were Dr. W. S. Davis and T. R. Hartsfield.

Work Done

The committee accepted as the theme for the spring meeting "Education and the World Crises," approved the minutes of the January 11 meeting, approved the speakers for the spring session, and appointed committees to do further work for and during the convention.

In further planning for the spring meeting, the committee outlined the Thursday evening, April 3, session to be a "Town Hall Meeting" and named the panel of experts to be TEA Executive Secretary Frank Bass or his assistant, John H. Richardson; Drew Gailor; W. E. Turner; A. B. Cooper; and Dr. H. A. Bowen. Mrs. Frances A. Sanders was designated as moderator.

The Friday morning session was planned to include the President's Report and the Convention Speaker. Friday afternoon was set aside for departmental meetings, and Friday evening was designated to be the third general session of the convention, followed by an open reception.

It was reported by Mrs. Evelyn P. Hall that the supervisors would hold a two-day session April 2-3 which would leave them free to visit other sections April 4. J. L. Seets reported that the principals would meet from 8-10 as well as

the afternoon on Friday, April 4, as scheduled.

Music for the convention is to be furnished by the following high schools: Union of Gallatin, Haynes of Nashville, Holloway of Murfreesboro, Montgomery of Lexington, and Burt of Clarksville.

Vice-President Stevens was unanimously named convention program chairman.

Two very important goals were stressed by the Executive Committee: (1) To make the Thirtieth Session as professional as possible, and (2) to bring into broader focus the departmental meetings in order that they might be further strengthened in their services to teachers in their areas of specialization.

A letter from Middle Tennessee Teachers Association Executive Secretary J. A. Galloway to Executive Secretary G. W. Brooks was read along with the reply from

Executive Secretary Brooks and President C. C. Bond. The correspondence was freely discussed. The matter is to be referred to the Delegate Assembly of 1953.

A discussion of a "Code of Ethics" resulted in a plan to work on a code with the assistance of THE BROADCASTER.

The matter of representation on the State Textbook Committee was brought to the attention of the Executive Committee by Mr. Senter and acted upon.

All items of the agenda were covered.

Three out of four traffic accidents happen in clear weather on dry roads.

Ninety-seven per cent of drivers involved in 1951 auto accidents had at least one year of experience behind the wheel.

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INTELLIGENCE TESTS

(Continued from Page 83)

the lower groups. The results, however, show that when problems built on the common experience of all children are given, the children in the lower groups get solutions correct as often as children in higher income groups, even though the former may take a longer time to answer. Dr. Davis also questions whether the time element in testing deserves the importance given to it in earlier tests.

The value of future intelligence tests will depend upon their being free from bias of any kind. The new tests will measure reasoning, memory, observation, ability to appraise values, and creativeness. Freedom from unfairness will be achieved in two ways: (1) by using words and phrases familiar to all groups, avoiding fancy, "literary" terms, and (2) by using problems based on lifelike experiences common to all children. The experiences will be real ones, not based upon situations set out in children's books.

Better Curriculums Needed

There are no predictions as to how the results of the new tests may affect future curriculums. "All our findings," says Dr. Davis, "point to the same conclusion: The greatest need is for intensive research to discover the best curriculum for developing children's basic mental activities.

"Let us ask ourselves this simple question: What proportion of the *basic mental problems* met by children (and by adults, for that matter) in their daily life can be solved by having a large standard vocabulary, or skill in reading, or skill in arithmetic processes? These routine, largely memorized activities are little help in developing a child's ability to reason, or to analyze his experiences, or to work creatively."

While the results of the new tests are coming in for analysis and evaluation, Dr. Davis makes some interesting comments on present and future school methods and subjects:

"A democracy is a place where ability is discovered and recruited in all groups, and given a fair chance to go to the top for the benefit of the nation.

"We need all the able people we can find. To find them, we must have a way to measure their real

... intelligence, no matter how poor their environment has been. They have to be discovered in childhood, in their first years in school. That is why new tests of real, native intelligence are essential."

THE TEACHER'S PART

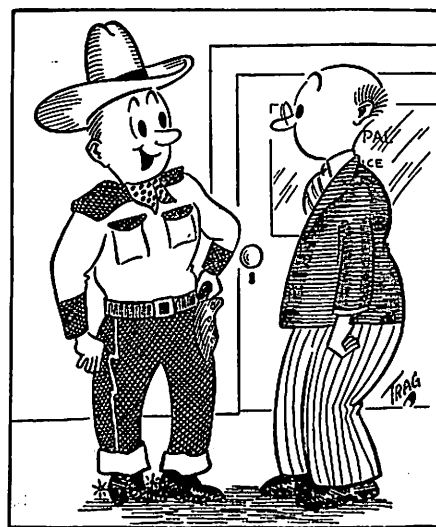
(Continued from Page 85)

What Is Teacher's Role?

As teachers, what is our role in world affairs? How effective are we? My answer is only a partial one.

Some doubts can be raised as to whether our role is as vital as we have been led to believe, sometimes by educators, more often by others. We must all be a little uneasy at some of the glib assertions about the indispensability and importance of education in national life. We should be afraid that "someone with a homely sense of humor will look over the long list of expectations the public has of us and say pointedly, 'If you're so smart, why ain't you rich?'"—a question that would leave 98 per cent of us speechless," according to Harold W. Stoke, former president of Louisiana State University.

We should also be uneasy about the powerful influences working against the success of the schools, attacking textbooks, teaching, and teachers. The NEA Commission for the Defense of Democracy Through Education has collected extensive evidence on this point and has disseminated its findings widely.



"I know it's unusual, but it certainly does hold their interest."

Since our first responsibility is to our students, we must be realistic about priorities on our time and energy. We have had too much emotionalism in the teaching of "international understanding," too much "goodwill" and pious aspiration without concrete foundation in fact. And there are important facts to be learned in international relations.

Students must learn that each nation has a role in world affairs; that each nation expresses this role through its foreign policy, through international organizations, through the arts and other cultural contacts, by industry through trade, by science through cooperation in solving problems of food production and health, and, where they have it, through the use or misuse of atomic energy. While we cannot turn all young people into experts on international affairs, students and teachers, too, must understand that our welfare cannot be separated from that of other nations.

Everyone who teaches deals with attitudes as well as facts. Since attitudes are "caught, not taught," it behooves the teacher to re-examine his own. Attitudes can and should be emphasized with children in the lower grades. As soon as he enters school, the child should learn that human personality is always to be respected, that he is a member of a group, and that cooperation within the group is essential. With this beginning in group relations, he may grow to understand that friendship among all nations, races, and religions is possible and desirable.

Face Controversial Issues

When we are confronted by controversial areas, we should not avoid them merely because they are controversial. Especially in these times, we must overcome the temptation to concentrate in our teaching upon issues where no strong differences of opinion exist. Students must learn to think critically, to form personal convictions without closing their minds to new evidence, and to know that "honest men may honestly disagree."

Where something effective is being done in the schools, alert and dedicated teachers, working on their own initiative, are usually responsible. These hard-working teachers too often have little time to "write up" their experiences in

education for international understanding. However, reports that teachers send to the NEA Committee on International Relations give evidence of promising practices which other teachers should know about. Teachers' letters also point to the need for advice and direction and for better teaching materials. They need help in planning programs and trips. They are looking for sample units, audio-visual aids, and courses of study; for closer contact with agencies and individuals working in this field; for in-service training conferences—in short, for a clearinghouse service which will help them keep up with the rapid pace of world events.

Beyond the Classroom

While the teacher, in playing his part in world affairs, works mainly with his students, he can also influence other members of the school system and of his community. Participation in professional organizations—regional, national, and international—can help multiply the strength of the teacher's voice.

Teachers have done a great deal toward being and building well-informed citizens. They are doing more today than ever before. But there is much more to be done. We must constantly seek for new horizons.

We need to take a more active part in shaping the society in which we live. We must make certain that we do have a real role in world affairs. The question is whether we, as teachers, will help determine that national policies put into operation are not just policies we *must* serve but those we *ought* to serve.

There is room for all our efforts, need for all our devotion. Teachers alone will not and cannot determine the fate of the world, but their influence can and must be the core of a steadfast, mature, and responsible public opinion.

Junior Red Cross

Over 89,000 elementary and secondary schools were enrolled in the Junior Red Cross during the last fiscal year. Junior members sent 280,000 gift boxes, 380 school chests, 750 school correspondence albums, and nearly 5,000 paintings to children overseas. All Junior Red Cross international shipments during 1950-51 were valued at \$1,014,310.

See, Hear!

The following FREE materials are yours for the asking:

"Better Homes for Family Living"

An educational unit on home building for intermediate and upper grades. It has been favorably received by teachers. The building of a new home in the neighborhood is an unfailing source of curiosity and interest for children.

Requests for the unit, which will be supplied in quantity free, should be addressed to the Educational Committee, National Association of Home Builders, 1028 Connecticut Avenue, N. W., Washington, D. C.

"Your Opportunities in Science"

Recognizing today's urgent need for scientists, engineers, and laboratory technicians of all sorts, the National Association of Manufacturers has published a 32-page booklet, "Your Opportunities in Science," which is available in quantities to high school and college students without charge. For free copies address: Special Services Department, National Association of Manufacturers, 14 West Forty-ninth Street, New York 20, New York.

This is NAM's third booklet in the vocational guidance field. The first two are the widely used "Your Future Is What You Make It" and "Your Opportunity in Management."



"I'd like her much better if she didn't try to cram so much learning into our heads."

"Your Opportunities in Science" utilizes the same educational techniques and down-to-earth approach that made its predecessors so valuable. It shows the young reader that the scientist and technical worker are modern frontiersmen. It demonstrates that one doesn't have to be a genius to qualify—that opportunities are plentiful for boys and girls with many different types of aptitudes, interests, and educational levels.

From Office of Education

The following are new Office of Education publications which are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for the price indicated.

How Children Use Arithmetic. By Effie G. Bathurst. Office of Education Bulletin, 1951, No. 7. 13 pages. 15 cents.

This is another in a series of bulletins on the place of subjects in the elementary school curriculum. The first of the series showed how subject matter is introduced into the program in a modern school, and was titled *The Place of Subjects in the Curriculum*, Office of Education Bulletin, 1949, No. 12 (15 cents).

This bulletin shows how children develop arithmetic abilities. It gives an overview of some of the problems in teaching with which the modern teacher deals as she helps her pupils to understand and use the number concepts effectively. It illustrates ways in which boys and girls are helped to enrich each day's experiences through arithmetic and to make the subject consciously a part of life.

How Children Learn to Think. By Paul E. Blackwood. Office of Education Bulletin, 1951, No. 10. 19 pages. 15 cents.

This is one in a series of bulletins on the place of subjects in the elementary school curriculum.

This bulletin deals with how children learn to think. Children are most inclined to think when they are given an opportunity to think about real and important problems. It is important to have a classroom environment in which good thinking is expected and encouraged. Skillful teaching stimulates children to think carefully. Opportunities to help children think, abound in all phases of the

school program. Numerous suggestions are given for using these opportunities.

How Children Learn About Human Rights. By Wilhelmina Hill and Helen K. Mackintosh. Office of Education Bulletin, 1951, No. 9. 16 pages. 15 cents.

This is another in a series of bulletins on the place of subjects in the elementary school curriculum.

This bulletin is concerned with the concept of human rights, and the interpretation of some of these rights in the classroom, in the school, at home, and in the community. One of the most important things a child needs to learn is the ability to recognize his own rights and at the same time respect the rights of others. In the process of learning this, children are making practical applications of the principles involved in the Universal Declaration of Human Rights.

Schools and individual teachers are finding places in their crowded programs for emphasis on rights and responsibilities of individuals that point up the importance of the Universal Declaration of Human Rights. Illustrations of what is being done in the study of human rights in elementary schools in various parts of the United States are offered as suggestions.

Life Adjustment Education in the American Culture. Work Conference on Life Adjustment Education, Washington, D. C., October 8-10, 1951. Office of Education Circular No. 335. 95 pages. 1952. 30 cents.

The conference reported in this publication was sponsored by the Commission on Life Adjustment Education for Youth and the Office of Education. Because the participants brought to the conference years of rich experience in many different types of school situations, it was possible for a wide range of interests to be represented in each work group.

The 1951 national conference was the first in which implications of life adjustment education for teacher education were explored by a work group.

This report will be helpful to all those interested in the progress of life adjustment education planning and programs to help provide more appropriate education for each youth of high-school age.



Dear Mabel:

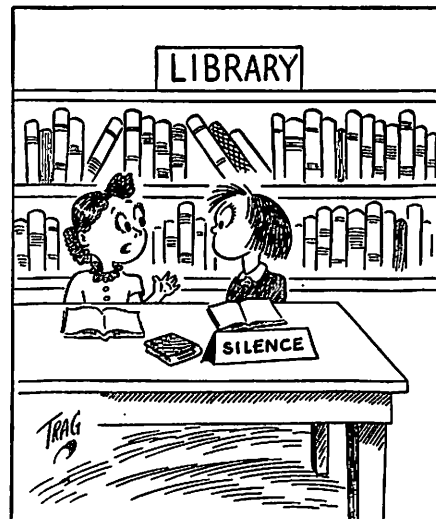
I have just finished reading the January number of THE BROADCASTER and enjoyed every word.

There is special interest for me and for us here in Delaware in the article on physical education in the schools by Mr. Crooks. We are completing the second very fine high school in the state . . . but each without a gymnasium. Otherwise they are fairly complete and adequate. . . I am asking your permission to reprint this article in *Our National Family* in the very near future. . .

Another point of interest is, of course, that we know Mr. Crooks and what a fine athlete he is and his interest in health education, and naturally have an interest in spreading his opinion.

Very sincerely,
CECIE PARKER HENRY
(Editor and National Secretary
Our National Family, Dover,
Delaware. National Congress
of Colored Parents and
Teachers)

Thank you. We are glad you share our enthusiasm for the article by Mr. Crooks. We are always willing to assist you and your work.



"Where's the talking room?"

Dear Mr. Bond:

I want to express to you the sincere appreciation of the Representative Assembly of the Tennessee Education Association for your telegram expressing best wishes for a successful meeting and for your endorsement of the legislative program which was under consideration.

You may be interested to know that our Assembly approved the proposals and I hope we may have a meeting of our Joint Committee soon to discuss the whole matter.

For some unknown reason your wire did not reach us in time to be read to the Assembly, but this will be called to the attention of our Administrative Council at its next meeting.

With best wishes for your Association and for your personal welfare during this year, I am

Sincerely yours,
F. E. BASS
Executive Secretary-Treasurer
Tennessee Education Association

Thank you very much.

Dear Mrs. Crooks:

Please accept our sincere thanks for the interesting article concerning our library, appearing in the February issue of THE BROADCASTER.

We hope that we may continue in the field of this small endeavor and that each year we will show growth (progress) in the services rendered to our school and community.

Sincerely,
(Mrs.) F. H. HUDDLESTON
Librarian
ISAIAH SUGGS
Principal
(Washington Junior High School)

It was a pleasure to serve.

105 to 1

For every Red Cross paid worker throughout the country, there are approximately 105 volunteer workers.

Service at Military Installations

A total of 1,409 Red Cross workers served 218,600 cases and requests a month at military installations during the last fiscal year, 55 per cent more than a year ago. Of these workers, 1,039 were stationed in the United States and 370 were overseas.

Interesting Items

Dean Sewell Dies
By J. A. Moore

Dean Richard H. Sewell, who had been one of the central figures at Lane College, Jackson, Tennessee, for four years, died suddenly at his home in Jackson the latter part of March. West Tennessee was stunned. Dean of Instruction and Chairman of the Division of Education at the college, he was held in great esteem and respect by his associates in educational and religious circles.

In 1950, Dean Sewell served as acting president of Lane College until the present president was elected.

A widely-known educator, Dean Sewell was born in Burkesville, Kentucky, attended Lincoln Institute, Lincoln Ridge, Kentucky, Lincoln University in Pennsylvania, and Indiana University, where he was scheduled to have completed requirements for the doctorate this summer.

Dean Sewell served in the United States Army during World War II, at which time he attained the rank of first lieutenant.

He taught for a number of years in the public school system at Glasgow, Kentucky. Prior to assuming duties at Lane College, he was associate professor of education at Wiley College, Marshall, Texas.

Impressive funeral services were held at St. Paul C. M. E. Church, Jackson. Rev. E. T. Brown officiated. Interment, Bowling Green, Kentucky.

Surviving are his widow, Mrs. Lottie Cox Sewell; a son, Richard Houston Sewell; mother, Mrs. Sussie E. Sewell of Buffalo, New York; sister, Mrs. Zella Robinson, also of Buffalo.

Davidson County

Mrs. Ethel Walker Davis has been added to the teaching staff of Mount Zeno Elementary School, Davidson County. She formerly taught at Dry Creek School which has been consolidated with Haynes Elementary.

Mrs. Davis received her B.S. degree from Tennessee State College.

Whitesville

Mrs. Rebecca Teague Wyatt, a graduate of Tennessee A. and I. State University, is the new teacher of business education and history at Allen White School here this year.

New Staff Members at Tennessee State

Additional new staff members at Tennessee A. and I. State University not already announced by THE BROADCASTER are:

Miss Callie Lentz, Nashville, B.S., Tennessee State, M.S., Northwestern. Instructor of Office Administration.

Miss Henriette E. Levi, M.S., State University of Iowa. Assistant Professor of Romance Languages. Miss Levi has traveled extensively abroad.

R. H. Darden, Coffeeville, Miss. Instructor in Agricultural Engineering.

Robert Tucker, A.B., Tennessee State, and Cornelius Jones, Harlan, Kentucky, M. A., Tennessee, are new members of the Political Science Staff.

Shannon D. Little, Memphis, B.S., M.S., Tennessee State, is state director of Health and Physical Education.

People and Places Happenings Over the State

Dr. Theodore A. Love, Head of the Department of Mathematics.

Mrs. Maurine Elese Stovall, Oklahoma City, Oklahoma, Bachelor of Music, Howard University. Instructor in theory and violin.

Frank T. Greer, Columbia, S. C.; Bachelor of Music, West Virginia State College. Director of University Band and instructor in instrumental music.

Water Safety

The Red Cross water safety program broke all records last year when 788,655 certificates were issued to students who had completed swimming and lifesaving courses.

Foreign Operations

Through the League of Red Cross Societies and with the cooperation of national Red Cross societies, the American Red Cross aided victims of the Korean war, famine in India, floods in Pakistan, hurricane in Jamaica, and earthquake in El Salvador. In addition to aid in time of crisis, national Red Cross societies continued to help each other in the development of programs and services, with the American Red Cross especially active in this field.



Just pretend it's "Custer's Last Stand"...

Pen Points

IMAGINE graduating from high school at 54! It's almost unbelievable, isn't it? Well, it was our good fortune to meet a Michigan teacher who has that honorable distinction. She is retired from her work in Michigan, and to my way of thinking only to broaden her sphere of activity—she is traveling to see some of the world about which she taught boys and girls for many years.

In her new role she teaches many boys and girls, men and women—teachers too! As I watched her fire groups of pupils in classroom after classroom, in school after school, it was a revelation. She taught them games that made portions of their work easier, and encouraged them to keep on trying regardless of how difficult the task. Was she not a living example of what can be done if we are only willing to try and are willing to try hard enough, long enough?

CONGRATULATIONS!
—Arkansas Education Association upon the completion of your new home! From all indications it is the acme of modern comfort. A real show place in which to serve.

We especially commend you, too, upon your efforts to make Democracy work. By your steps to integrate ALL of the teachers in your state in ONE association, you have told people everywhere that education in Arkansas is everyday living.

The editor of your journal, Miss Emma Scott, and her assistant, Miss Anne Isenman, are certainly making outstanding contributions.

NOT too many days ago we walked unannounced into one of the classrooms of a very attractive rural school. We had scarcely

stepped inside when a little girl walked up and said, "I am Rose Murphy and this is the first, second, third, and fourth grade room."

By this time we had gathered our wits about us well enough to stumble out our name. My eyes were combing the room trying to find the teacher. At last I saw her smiling, but she made no effort to come near me.

Now Rose had taken a pointer and was beginning to tell us about the work on the blackboard, the charts, what the groups were doing, and what their general interests were at that time. All of this was done in a quite ladylike manner without disturbing others in the room. Not even all the children stopped their work to look at us for any length of time.

By now Rose had steered us toward a chair in an area that would normally be the front of the room. As she left me, the teacher approached and we talked.

Certainly my first question was, "Is she (meaning Rose) trained especially to do this sort of thing?"

The teacher told me that none of the children got any special training in receiving visitors, but as a room they had discussed social conduct, and the honor to be the hostess or host for the class is passed around during the year.

We were assured that Rose was a good student. Thinking of her

now, we know she is a good student.

(Rose Murphy is not the pupil's real name. However, the school is Concord in Knox County. Miss Mildred Tipton is the teacher; Mrs. Talitha Dennis, principal.)

The Editor

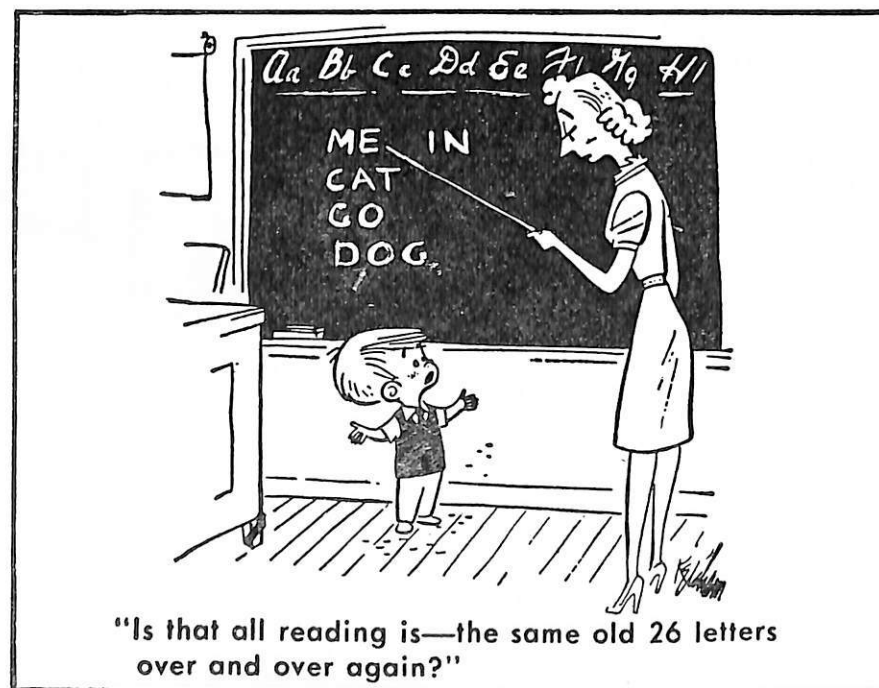
P. S.: Are you thinking of some day studying in Latin America? If so, the 1952 summer study offerings are worth looking over. A card or letter to the Division of Education, Pan American Union, Washington 6, D. C., asking for the 1952 announcements will bring you full details.

Loans to Servicemen

A monthly average of about 8,000 loans, totaling more than \$425,000 a month, were made to servicemen by the Red Cross at hospitals and military installations during the last fiscal year. This amount represents an increase of 75 per cent over the previous year. A grand total of \$11,487,000 in financial assistance was made available to servicemen, veterans, and their dependents here and overseas.

First Aid on the Highways

During the year, 16,687 persons were given emergency care by operators of 2,100 Red Cross first aid highway stations and 12,000 first aid mobile units.



Courtesy of the artist, Hank Ketcham, and The McNaught Syndicate, Inc.

A Teacher's Last Testament

*... To my country I bequeath my dear estate,
Unpublished, unassessed, unknown to fame,
But of great import, pregnant with the fate
Of future men and the luster of their name.
What I bequeath is neither bought nor sold
In the incessant clamor of the street,
And yet its power surpasses coveted gold . . .
Composed forever, it never is complete.

Quickened by the mind's invisible springs,
The soul's electric spark of joy and woe,
Its legions will advance on rising wings
Against the nameless fears that all men know,
Upon their foreheads the clear light of truth—
My country's heritage—immortal youth!*

—FLORENCE RIPLEY MASTIN

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Tennessee Agricultural and Industrial State University

AT NASHVILLE

Summer School 1952

DATES

First Session..... June 9-July 12
Second Session..... July 14-August 15

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SUMMER WORKSHOPS

June 9-August 15. Summer Theatre.
June 9-27. Short Course for Vocational Agriculture Teachers.
June 17-27. American Red Cross National Aquatic School.
July 13-19. Principals' Conference Workshop.
July 20-26. Teacher Education Conference.
July 21-26. Red Cross First Aid Instructor Training Course for High School Teachers.
First Session of Summer School. Curriculum Workshop in Family Relationships.
August 5-9. 4-H Club.

Course Offerings

The Schools of Arts and Sciences, Engineering, and Education will offer courses leading to the bachelor's degree. The Graduate School will offer courses leading to the master's degree in all major areas of instruction.

Air Science and Tactics (AF ROTC).

Basic courses for freshman and sophomore men will be offered. Also advanced courses will be available for selected junior and senior men.

For further information, write:

CHAIRMAN OF ADMISSIONS

TENNESSEE A. AND I. STATE UNIVERSITY, NASHVILLE 8, TENNESSEE

American Teachers Association

Meeting of Region IV

MAY 9-10, 1952

Kentucky State College at Frankfort

Forty-Ninth Annual Session

JULY 27-29, 1952

Jackson College at Jackson, Mississippi