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SOME UNSEEN PROBLEMS AND OBLIGATIONS OF EDUCATION

By AMBROSE CALIVER, Ph. D.

Address delivered by Senior Specialist in the Education of Negroes, United States Office of Education, on Friday evening, April 14. to the Joint Session of the Tennessee State Association of Teachers in Colored Schools and the Middle Tennessee Teachers Association.)

The events which we commemorate this Holy Week mark the most significant epoch in Human history. Coming at a time quite similar to our own, when greed, materialism. sensuousness, confusion of thought, and lack of ideals characterized the age, Jesus Christ ushered into the world a new force which was calculated to transform society and to redirect human conduct. His subject was ignorant, superstitious, debased, and suffering humanity; His materials were the stuff of life and of the world about Him; His methods were those of the Master Teacher.

It is appropriate, therefore, that we, as educators, should turn again to the Master Teacher to learn how we may help the world out of its present slough and dilemma.

We are living in serious times. The glamor and glitter of our civilization tend to blind us to the sham, artificiality, and danger which lie just beneath the surface. It would take only the slightest mishap to plunge us into a situation similar to, if not worse than, the dark ages. Ignorant, blind, selfish, and false teachers and prophets are—not wholly. but partially—responsible for our present plight. If we are to escape the eruption of the volcano over which we are now slumbering we must be awakened and led by educators who are willing to emulate Christ's example of knowledge, discernment, vision, industry, courage, and consecration. This is the inescapable duty of the teachers of our land.

If everyone of the one million teachers in this country were actually motivated by the belief that in his hands rests the destiny of the nation we should have nothing to fear. But, first of all, we must recognize our responsibility in the matter. The weight of this responsibility becomes heavy when we contemplate its vastness and many ramifications. Do the people believe in our ability to take their children and so transform them that they will be better citizens than their parents? The facts will answer.

Within a generation school attendance has increased tremendously, far in excess of the percentage increase of the population. Approximately 30,000,000 children are sent to you daily. In 1900 a little over a half million pupils were enrolled in high school; in 1930 nearly five million, an increase of over 300 per cent. Thirty years ago approximately a quarter of a million students were in colleges, universities, and normal schools. Now there are nearly a million and a quarter.

Do you think the people would send these children to you except that they have confidence in your ability and interest to do something with them?

Is society paying you for this expected service? I grant that it is not paying you commensurately with the size and importance of the task assigned—the average elementary teacher in the South makes less than $1200 a year, a mere laborer's wage. The average for Negro teachers is only about $400. But we are not here tonight to criticize society and to point out its shortcomings and obligations, but rather to criticize ourselves with the belief that if we become sufficiently cognizant of our own duties and privileges society will be impelled to give us the proper monetary and social recognition.

The following figures are cited, therefore, to indicate the trend of the faith of the American people in education. Thirty years ago the total annual expenditures for public elementary and secondary education was 215 million dollars; in 1930 it was more than two and one-fourth billion dollars.

Now I submit to you that such faith as is represented by these mounting enrollments and this increased support should be compensated. Let us see if it is.

In the past, when we knew very little about the potentialities of our natural resources and material culture, and even less about the nature of man, our life was simple, and, therefore, our education was simple, consisting mainly of passing on from one generation to another the fundamentals of our social heritage. In due time, however, the scientific discoveries and inventions which were applied to the natural resources, changed our material culture to such an extent that we now live in an entirely different material world from the one in which our forefathers lived.

During the period covered by the development of public education in this country our mode of life has completely changed, our manners and customs have been recast and our occupations have multiplied many thousands of times. This period is characterized chiefly by scientific discovery and invention and technological development, and the changes in our life resulting therefrom have raised serious and innumerable social problems.

The first obligation of the teacher, therefore, is to inform himself of these changes and to descern their meaning for education.

Will you indulge me for a moment while I refresh your memory concerning a few of the scientific discoveries and inventions and the technological progress resulting from their application to our material resources?

In the five-year period from 1851 to 1855 6,000 patents were granted by the United States Patent Office. From 1875 to 1880, 64,000 patents were granted. After another quarter of a century, between 1901 and 1905, the number of patented inventions and discoveries increased to 143,000; and between 1926 and 1930, the number mounted to 219,000. How have these and similar inventions elsewhere affected our mode of life? In the first place we move faster. The distance we can cover is not limited by the length of our legs nor by the slow pace of the oxcart or stage coach. We now can travel safely by rail or highway at the rate of 85 to 90 miles an hour. In an airplane we can easily double that rate of speed. We can cover in a few hours distances which, a hundred years ago, would have taken us a week to traverse. Only last week a man set a record of seven miles a minute. It is said that "a collateral descendant of George Washington flew in 1930 in a single day over all the routes which Washington had traversed in the course of his lifetime."

One more example of speed: In the realm of communication distance has practically been eliminated. An occurrence on the other side of the globe is known almost instantly everywhere. Imagine the phenomenon of the sound of my voice being at this instant in every corner of the earth. We have instruments which would make it possible for me to address not merely the small audience in this auditorium, but a vast army of a hundred million people. The speed with which we can move ourselves and the swiftness with which we can communicate overwhelms us to contemplate.

Now what have we done with the time saved and with the increased advantages accruing from this material development? Nothing that is constructive! The laissez faire attitude of education has allowed this mechanical progress to flood us without attempting to build levees, dikes, or spillways to withstand the onrush of the intricate and serious problems following in the wake of this flood; problems of morals, of law, of leisure, of unemployment, and of education.

I shall enumerate only three specific types of problems arising from our so-called civilizing process: first, there is the problem of materialism. We have made so many things, some cheap and some good, some useful and some otherwise, that we have begun to transfer our estimate of worth from the qualities which the individual possesses to the material things which he possesses,—his clothes, the house in which he lives, his furniture, the amount of money he has, the automobile he drives. We have come to believe that value inheres in material things rather than in personality, in quantity rather than in quality.

Now instead of education's anticipating this calamity by its own processes it has helped to give it momentum. What I have to say here applies to all kinds of schools: white and colored, large and small, public and private. Without discounting a minimum value of these things it can safely be said that too frequently the worth of a school is estimated in terms of the size of its enrollment, the number of its buildings, and the pretentiousness of its curriculum offerings. If these were all the faults resulting from blindly imitating our material civilization it would not be so bad, but the worst part of it all is that the virous has insiduously crept into the educational process itself.

Our pursuit of and faith in knowledge is not greatly different from our pursuit of and faith in material things. While like material things, knowledge is essential and has

its place, learning does not inhere in the possession of facts. Yet a large store of knowledge is fundamental to real education. The same may be said of certificates, diplomas, and degrees. Value does not inhere in them any more than it does in our flexible dollar. They are only symbols, which, unfortunately, have not been standardized; consequently, they mean different things from different schools, and when possessed by different people. Just as the attachment of false values to our dollar has brought us into a state of financial bankruptcy, our attachment of false values to units, credits, degrees, etc., has brought us into a state of educational bankruptcy. Therefore, let us stop teaching facts and dates, and subjects, if you will, as if they were the ends of education rather than the means. Let us rather teach students by using our extensive and sound knowledge of subject matter as an agency to change him into an individual who is habituated to learning and social adjustment.

If education had done this instead of chasing false gods we should have softened the shocks of this depression if not avoided them altogether.

The second type of problem to which I briefly call your attention has to do with speed. We have actually developed a speed complex. We are in a great hurry, but going nowhere in particular, and having nothing of vital importance to do when we get there. We are like a circus pony racing around a revolving table. There is much activity but little of real worth accomplished. The result is that we are confused, excited, highly keyed up, on edge, impatient, and nervous.

Our schools have become victims of this speed mania too. "We've got to cover so many pages; we must complete the assignment by the end of the semester; I must finish my high-school course or secure my degree in less than four years if possible. Teachers must raise their certificates within a given period." Parents, teachers, students, school officials—all, are party to the act. We are caught in the whirl of the system.

But educators, above everyone else should withstand the onslaught, and should possess themselves of that composure and leisurely contemplation without which our minds cannot function properly and we cannot think through our problems to any satisfactory conclusion.

Schools should be centers of thought, creative thought, if you will; and whatever activity there is should not be dominated by fantastic day-dreaming, imitation, or rationalization; as characterizes many of our institutions, but it should be motivated by wisdom, and controlled by thought.

"Some weigh their pleasure by their lust.
  Their wisdom by their rage of will;
Their treasure is their only trust;
  A cloaked craft their store of skill;
But all the pleasure that I find
  Is to maintain a quiet mind.

The third and last set of problems I shall discuss now have to do with change. These inventions and discoveries have wrought vast changes in our lives, and the end is not yet in sight. In fact, we hardly get accustomed to one thing before a new development or article is ready to supplant it. The influence of this factor is seen in the continual change of dress styles, building styles, automobile styles, only to mention a few. The result is we are in the habit of changing our material possessions. We dare not be out of style. Competition forces the business man to change his machines and methods; style forces the woman to change her dress; demands of health and economy require the adoption of new foods and modern conveniences; and we change our automobile to keep up with the Joneses.

These changes are inevitable in a progressive scientific age, but they are not half so important as certain other changes which are frequently not discernible, but which are, nevertheless, potent and far reaching. Consider, for example, the changes effected in the family as a result of technological development. Once upon a time the family was the chief economic institution. It produced the food and the clothing. It was also the educational agency, and exercised the power of social control now residing in the courts, and provided what amusements there were. These functions of the family are now taken over by the factory, the school, the State, and commercialized amusement agencies. Having lost these functions it likewise lost some of the strongest elements binding the family into a unit. As a consequence, we have problems of divorce, child training, and the place of women in society.

Time will not permit detailed analysis of other problems of a social nature arising from our rapidly increasing technological civiligation. I shall, therefore, simply mention a few: (1) First the status of the child has changed radically; (2) it is claimed that the church has become a decadent institution; (3) problems attendant upon the increase of leisure time are among the most serious: (4) the relation of government to the changing social and economic order has created problems with varied ramifications. May I illustrate here: Our county organization in the various States was developed when, because of inadequate travel facilities and almost impassable reads, the county unit was as large a political area as could be economically administered. Today, however, with good roads and swift transportation facilities county lines are almost meaningless; yet the old organization, which is now obsolete, still remains.

We have by no means made changes in our lives in line with this latter set of problems as we have with reference to the first group mentioned. We dress up our bodies with new garments before we dress up our minds with new thoughts; we change our modes of transportation and communication before we change our attitudes toward the people with whom we are brought into more ready contact. We moderns are much more particular about our physical diet than about our artistic tastes.

The president's committee on recent social trends said "Social institutions are not easily adjusted to inventions. There is in our social organization an institutional inertia; and in our social philosophies a tradition of rigidity. Unless there is a speeding up of social invention or a slowing down of mechanical invention grave maladjustments are certain to result."

And I tell you, education will be to blame! We have been training people for a static world instead of a changing, dynamic world. We have considered the child as a sort of receptacle to be filled rather than a growing, evolving, plastic personality to be habituated to constant changes and social and intellectual adjustment.

What relation has all this technological development to the Negro? Has he kept pace with the progressive trends resulting from scientific discovery and invention? What are our schools doing to better prepare him to live in a world of mechanical horsepower rather than in one of mere manpower?

Let us see what has happened to some of the occupations in which Negroes have been largely employed. On the farm the machine is rapidly displacing manual laborers. It is difficult to imagine the violent repercussions in the economic and social life of the Negro in the South when the automatic cotton picker is perfected; in the lumber industry it is claimed that where it took two men to cut out about six boards in one day by hand sawing—now "two men with a power gang saw can cut 60,000 feet of boards a day, and the hardest work they do is to press an electric button. Their output would construct four six-room houses." In some coal fields twenty years ago approximately ninety-five per cent of the coal was mined by manual labor; now only about one-third is so mined. The machine has taken over two-thirds of the job; "The hod carrier has almost disappeared in the face of a power hoist"; it is said that in the boiler room of one of our great ocean liners three white uniformed firemen, presiding over valves and gauges, replace the usual fireroom crew of 120 men—a decrease of ninety-seven per cent.

What is happening to Negroes who are thrown out of jobs like these? Many are going into other and new lines of technical employment, and still others are being absorbed by "service" jobs growing out of our revamped social life.

What do educators know about what is happening and to what extent are schools preparing Negroes for the newer pursuits? I am sure that you will agree with me when I say "very little."

The first duty, then, of the educator is to know what is going on in the world about him that will effect radical changes in the life of future generations. His second obligation is to throw himself into the social and economic movements and so help direct them as to minimize as far as possible their deleterious effects on society and lessen the seriousness of the problems arising therefrom. The third obligation devolving upon the educator is to become acquainted with his pupils. It is surprising how little we know about

the children whom we teach; not nearly so much as the farmer knows about his breed cows, or hogs, or chickens. In the fourth place we should remember that our educational responsibility does not cease with the termination of the compulsory school age, nor is it confined within the four walls of the school room, but rather that it begins with the cradle and ends with the grave; that it should reach out into the world wherever change is taking place, and there find the opportunities for helping the individual to make continual adjustments to life situations.

That is the broad function of education, and within the scope of that definition the adult becomes an important subject for education, and life itself, instead of neat little packages of subject matter, becomes the educational material.

Finally, in order to accomplish the tasks here suggested we must throw off our self-satisfied air and arouse ourselves from that state of complacency which is so characteristic of educators, teachers and administrators alike. We must stop **keeping** school and teaching **subjects** and start **using** the school and teaching **pupils.** Let us stop watching the clock and the pay envelope and start looking for educational outcomes and sparks of genius.

This is no wholesale indictment of American teachers, for I know and you know that there are thousands of teachers who are doing a real good job of education (certainly none of you is included in the indictment), but we know that there are many who could plead guilty.

Some may say that this all sounds very idealistic, but it is not practical, the system is too rigid and exacting to permit of any such experimentation as is suggested. I have heard that rejoinder often, and to such I have answered: The average teacher under normal conditions can do all the work required by the "system," can turn the crank, as it were, and grind out so many pages, and cover so many units of work, and then have time to help his students get a real education.

To do this, however, requires vision, industry, courage, and a consecration and devotion to education.

If we had long ago grappled with the problems when they were first pointed out by a few of our educational statesmen and philosophers we should have revised our idea of what a real education is and doubtless avoided this catastrophe which now engulfs us. Rather than make the accumulation of things the goal we should have emphasized the development of personality. Instead of being trained to look for happiness outside ourselves, we should have sought our ultimate satisfactions within ourselves. Instead of devoting **most** of our time to building skyscrapers, banks, railroads, and automobiles; or in accumulating units, credits, diplomas, and degrees, we should have stressed primarily the building of character and the promotion of **learning.**

If we informed ourselves of and applied only one-tenth the knowledge we have concerning education we could within a few years begin a regeneration of our social order. I do not wish to assume the role of an alarmist, but I am not alone in believing that our civilization is in danger, and I am quite convinced that our greatest hope lies in education.

In the spirit of this poem, then, let us as teachers and administrators attack our job with new determination and consecration, and live up to the obligations which society imposes, and to the hopes of our children.

"I see how plenty surfeits oft,
And hasty climbers soon do fall;
I see that those which are aloft
Mishap doth threaten most of all;
They get with toil, they keep with fear:
Such cares my mind could never bear.

"Some have too much, yet still do crave;
I little have, and seek no more;
They are but poor, though much they have,
And I am rich with little store:
They poor, I rich; they beg, I give;
They lack, I leave; they pine, I live.

"My wealth is health and perfect ease;
My conscience clear my chief defense;
I neither seek by bribes to please,
Nor by deceit to breed offense:
Thus do I live; thus will I die;
Would all did so as well as I!"

ESPRIT DE CORPS

By DR. WALTER D. COCKING, Commissioner of Education

DR. WALTER COCKING

MORALE

Two distinct abilities are necessary for the successful school administrator. One is to have exact knowledge of and considerable skill in the duties of his office. This is the phase for which training is offered and secured. I would not minimize its importance. I do not know how a teacher can carry on the functions of his office satisfactorily when he does not know how those functions should be performed. I am sure that, as a general thing, teachers have much more to learn and much more skill to acquire in order to exercise their duties efficiently.

There is another ability, however, which it is vital that the teacher possess if he is to function efficiently. It is difficult to name, more difficult to describe, almost impossible to obtain through training. It has been given various names. Among those most significant are **MORALE** and **ESPRIT DE CORPS.** It is the factor which gives spirit to one's work, which makes it sparkle and live. It is the **soul** of the enterprise. Without it all the knowledge and skill are largely worthless. With it, even a limited knowledge and skill can go far.

I am more and more sure that it is the factor which finally makes for our success or failure. It is necessary if our work is to function.

When then, is this intangible thing, and how may it be acquired?

Scientists with all their learning and skill have yet to define electricity. All they have been able to do is to describe its processes, and demonstrate its effects. So it is with **MORALE.** Thus far it is not capable of definition. Nevertheless its effects are evident One is also keenly aware when it is absent. It is my purpose, therefore, tonight, to briefly describe some of its processes, and present some of its effects.

A prominent educator has said that teachers are divided into four classes:

First, those that put heart and soul into their work.

Second, those that gladly do what is expected of them.

Third, those careful not to exceed the requirements of the contract.

Fourth, those who barely comply with requirements.

It is this last class which offered the picture of lack of morale. The first must have it in large amount.

In considering morale, it is not enough that we have an individual spirit. We must have a group spirit. We must develop a group conscience. We must feel as individuals that we aid not alone ourselves but the whole group. And that as we fail so the welfare of the profession is impaired.

To my mnd the greatest single impetus that can be given to the profession of teaching is to create and stimulate a living active morale, group spirit, Esprit de Corps. Henry Sabin said in speaking along this line: "The reason why so many teachers fail is because of the absence of teaching spirit. Do not go to sleep over your task; put soul and brains into it."

The phrase "esprit de corps" is generally considered as an army term. It is generally thought of as something mystic; but nevertheless it is a realistic part of any army. If the esprit of the army be at a low ebb, that

army will be beaten for it is already defeated. If esprit is necessary for an army meant to kill, how much more necessary it is for an army meant to teach how to live? Let us now consider some of the characteristics of morale. Esprit de Corps is not the spirit of single individuals, it is not the gusty spirits of passion that blow now one way and now another; it is the steady onpush of the group, it is the trade wind compared to the squall—the consistent, dogged, united, triumphant attitude of the group toward what it must face.

Esprit de corps is a continuous, contagious, spiritual attitude towards one's work and one's coworkers, one's comrades, toward the man who works next to us. It is based on unselfishness, a giving up of one's own personal advantages in order to lighten the common load. It embraces the personal phase, making one's self right; and the group phase, making the group right. It continues to us from those who have gone, resident in many famous schools, and descends from decade to decade as the generations of recruits fill up the gaps left by the absent veterans.

Typlady says "an army is more courageous than the individuals who compose it." In the army, the soldier though afraid finds sufficient courage for his work when he is with his regiment, and the brave is at his bravest. He has a courage which is not his own but somehow, he puts on with his uniform. He does deeds of daring which he could not have done as a civilian. The army has a corporate courage and each soldier receives a portion of it just as he receives a ration of the army's food. It is added to what he has of his own. And so the teacher who is a member of the great army of teachers in America will gain a corporate spirit not his own which will send him back to his job a better man for coming into living vital contact with the group.

Esprit is handed on by the livng from man to man as runners pass to each other a token of the distance run. The voices of the great dead seem always to call us onward. They speak to us in accents still more clear because of the sacrifices they have made. The spirit of the dead calls in the words of Lt. Col. John McCrae himself killed at the second battle of Ypres, serving with the Canadian forces.

"In Flanders fields the poppies blow
Between the crosses row on row,
That mark our place, and in the sky
The larks still bravely singing fly,
Scarce heard amidst the guns below.
We are the dead.
Short days ago we lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

"Take up our quarrel with the foe,
To you from falling hands we throw the torch—
Be yours to hold it high;
If ye break faith with us who die,
We shall not sleep, though poppies blow
In Flanders fields."

What is Esprit de Corps? It is the cutting edge of the instrument, our profession, without which it would be dull and less effective. We are actors in the world's drama at a most intense and serious period. We are a part of the world in its mad throes of reconstruction. If the cause of Education is to advance, we as teachers must develop an esprit that will carry us beyond petty difficultics, beyond opposition, so that the right of every boy and girl to an equal opportunity for an education will be unquestioned. To do this requires a morale of the highest type. Someone has stated it in this fashion "The teacher needs to observe, read, think, practice. He needs to sit at the feet of such real teachers as Jesus, Aristotle, Socrates, Pestalozzi, John Dewey, and learn the methods of the Masters."

In determining the characteristics of Esprit de Corps, many things come to mind. In the first place, Esprit is not dependent on **Personal Welfare.**

Esprit is not dependent on personal comforts of body. If plentiful food were necessary to the fighting spirit of men, the great leaders of the world would have lacked men-at-arms. Garibaldi offered neither food, nor quarters, nor provisions: Washington welcomed his men to the privations of the northern winters; Cromwell led his men when they were ofttimes hungry. Those who united and freed France were not nourished save by the scantiest of rations.

Much is said about esprit depending upon reward or promotion, but such is generally not the case. Undoubtedly recognition of services does much to stimulate to further effort, and is by virtue of its inherent justice a legitimate thing to look forward to, but the great leaders of the schools have labored long before the world gave them its acclaim. Lincoln struck a deep note on this subject when he said as a rail splitter "I will study and get ready, and maybe the chance will come." Among folk who are really game to the core, there is more looking forward to the success of their cause than to any personal honor which may accrue to them. The true reward is the consciousness of a job well done. **The poet puts it this way:**

"Not what we have but what we use,
Not what we seem but what we choose,
These are the things which mar or bless,
And swell the sum of human happiness.

"The things nearby not things afar,
Not what we seem but what we are,
These are the things which make or break
And give each heart its joy or ache.

"Not what seems fair, but what is true,
Not what we dream but what we do,
These are the things that shine like gems,
Like jewels in royal diadems.

"Not as we take but as we give,
Not as we pray but as we live,
These are the things that make for peace
Both now and after time shall cease."

Neither is Esprit dependent upon praise, although wise words of commendation will often prove to be a currency which will avail more than gold.

Victory is not necessarily the prerequisite of esprit. The British are noted for their spirit in hard places; doggedness in reverses has with them become a national trait. When an officer says to his men "Be British" it means something. It recalls grim attacks in the deserts and on the African hinterland, Britain's seamen on guard in the North sea keeping the channel ports open; it recalls Ypres and Mons and Neuve Chapelle; it arouses the fighting traditions of Nelson, of Maud, of Allenby, of French, of Haig. Smashing, fighting spirit does not depend on victory, although victory will do much to develop Esprit.

In like manner, I would have you as teachers realize that it means something when you are asked to **Be Professional.** I would that it would recall to your minds the history of Education in America made many times against desperate odds. It should recall DeWitt Clinton in New York fighting for the cause of free education; Horace Mann in Massachusetts developing an educational system; Mary Lyon opening the first higher educational college for women; C. W. Elliot leading the modern trend in education; Seerly preaching and achieving training for every teacher; and others teaching the need of trained administrators. These and many others should create within us pride for our profession. Such price that we would be willing to undergo no small sacrifice before permitting its standards to be lowered. Remember what Henry Sabin has said of the teacher: "The teacher is educated only when he reaches up to the full height of the opportunities which God and nature throw in his way. Emerson had this in mind when he said 'If a man can write a better book, or make a better mouse trap, or preach a better sermon than his neighbor, though he build his house in the woods, the world will make a beaten path to his den'."

Again, Esprit is based on unselfishness.

Every man's life has some center. His thoughts and actions may revolve about himself and cause him to be very narrow—a poor companion, a shirker, or perhaps pleasant enough, but nevertheless self serving. On the other hand, a man may conceive a higher plan than merely providing for himself and his nearest friends which is a necessary thing. Esprit de Corps demands just this. Efficiency not favoritism must be the dominant note and preclude the possibility of selfish men promoting the interests of anyone. Nothing will kill esprit more quickly than a haunting doubt that hard work will perhaps not receive its due reward. Nothing will promote esprit more quickly than to know that honest effort will be noticed and receive its just due.

Back of the great records of the Princess Pats, the Gordon Highlanders, the Black Watch, the fighting Chasseurs, and the smashing American regiments in the late war one finds the secret of their esprit to be unselfishness—a willingness to give all for the sake of all. Jesus Christ said "He that loveth his life shall lose it, and he that hateth his life

in this world shall keep it unto life eternal."

An officer on the western front had his son serving in the ranks of his own company. He wanted a volunteer for a dangerous duty. His own son stepped forward and the father sent him on the task. Here was individual heroism. I have before me the picture of a French officer who asked for a volunteer for a dangerous enterprise. The whole line stepped forward with hands uplifted to be given the obj. Here was Esprit de Corps. The esprit of the true teacher is well expressed in the strong emotional words of Howard Arnold Walter:

"I would be true, for there are those who trust me;
I would be pure, for there are those who care;
I would be strong, for there is much to suffer;
I would be brave, for there is much to dare;
I would be friend of all, the foe, the friendless;
I would be giving, and forget the gift;
I would be humble, for I know my weakness;
I would look up—and laugh, and love, and lift."

Again, Esprit is fundamentally spiritual.

By this I mean it does not depend exclusively upon scholastic preparation or mere knowledge, but on a clear agreed, common goal ahead, something lofty enough to inspire worship and tangible enough to be understood by you and me and all others like us.

May I illustrate what I have in mind with the following allegory.

THE STORY OF TWO SPRINGS

High up in a mountain glen, far, far away from the strange sounds and sights of men, surrounded by all the majestic splendor of the primeval forest, there sparkled two springs.

It was an idyllic scene, quiet, cool and fragrant; the sun's rays piercing the dense foliage of the great trees were broken and diffracted until they touched with a soft glow the thickly matted sod and traced the most delicate shade on moss and fern and mountain flower. Mingled with the perfume of the ferns and flowers and scented grass, were the sweet and pungent odors of spruce and pine and sturdy oak; while the joyous twittering of happy birds and the fearless, ringing calls of wild life everywhere blended to make the scene one of perfect beauty and harmony.

Amidst this scene and adding to its perfection and beauty, these two springs, scarcely a stone's throw apart, bubbled up clear, sweet and sparkling. Vegetation luxuriated at their brinks; trees and moss alike partook of their life-giving moisture. Though they were far removed from civilization and their home obscure and unknown to man, yet oftrod paths led in their direction and the wild life of the forest came here to slake its thirst.

* * *

One morning as the water in one of the springs bubbled up so pure and fresh it said, "This is a beautiful place to live. I am sure there can be no better place anywhere and I should like to remain right here but I am curious to know what is out in the world beyond to learn in part the meaning and mystery of life, so I am going on a long journey. Goodbye, dear home, I love you and though I may never return again I shall ever cherish the memory of this happy home." And then it pushed out over the bank and murmured softly to itself as it followed a tiny path down the mountainside.

On this same morning the water of the second spring was just as clear and sparkling as the other. It glistened with the gorgeous hues of the rainbow and the fleecy clouds, floating in the azure heavens, were reflected in its cool, crystal depths.

As it bubbled up, it saw what the water in the first spring was doing and it said, "Ha! Ha! My neighbor is foolish to leave this lovely spot. No place can possibly be better than this and I am quite content to stay where I am satisfied with myself and my lot, and without concern about the welfare of others." So it settled back in the little pool and smiled tolerantly at the foolishness of its neighbor. Soon it was into a peaceful dream by the warm day, the fragrant odors, and the ceaseless chatter of fluttering birds in the overhanging boughs.

* * *

As the water from the first spring followed its course down the mountainside, it came to many rough places and was dashed into fine spray by the cruel rocks in its way but it never grew weary nor disheartened and sang cheerfully to itself as it pushed on into the unknown.

Finally, it was joined by other streams and, leaving its precipitous course, it moved slowly through deep ravines and broad valleys until at last it reached a mighty river which flowed on and on past fertile fields of growing grain and green meadows of grazing cattle and great cities teeming with human life —all made possible and enriched by its presence.

After many days the water from the little spring was carried far out on the vast ocean and mixed with the waters from all lands. Here it heard of more strange scenes than any it had known and of rougher ways than it had followed down the mountainside.

It heard of the far Northland where the waters stood cold and lifeless in the fetters of an icy grip; it heard of tortuous underground passages, dark and dreary, where the light of day never penetrated; and of fierce struggles in the scorching sands of the tropics where the blazing sun beat with merciless force.

It also learned part of the meaning and mystery of life; that its mission was to SERVE; that all progress depended upon its services; that all life would perish if it failed in its mission.

And thus learning the great lesson of life; it was caught up in the atmosphere by the sun and in the form of water-vapor was carried by a gentle breeze far back over the land until it fell as rain on thirsty ground, needy of its moisture, and sank into the dark earth where it followed a narrow, winding crevice until it came to the surface at last in the same spring when it had started so long before.

* * *

And the water in the first spring bubbled up this second morning just as pure and sweet and sparkling as ever it said, "I wonder what my neighbor has been doing all this while?" So it looked across to where the other spring was and what do you suppose it saw? A second spring, sparkling and crystal clear? NO! Only a stagnant pool with a green scum over the top.

Where once fresh grass and ferns had grown to the very brink, now only weeds and coarse marsh grass appeared; and where once the birds bathed in its cleansing waters and the timid deer quenched its thirst, now only poisonous reptiles dared approach.

And the water of the First Spring as it started on its second journey said, "I am glad I didn't stay at home; glad that I have not been self-centered and selfish, indifferent to the condition and needs of others; glad that I learned the great lesson that:

"Service is life and Selfishness is Death!" and that "He profits most who serves the best."

How esprit is kept under adverse circumstances.

It is easy enough to be on the crest of the wave when things hump along nicely, but the real teachers are those who can "Pack up their troubles in their old kit bags" and make things move under great stress. A teacher is a specialist in overcoming difficulties. Hard places to him are as a matter of course. It is part of the day's work, it is well understood that troubles and disappointments of all kinds will besiege him but the job is to conquer. Discouragements should but call us to the development of a stronger esprit, a greater display of "gritted teeth," of the "I will" in spite of all. Remember this: When Abraham Lincoln was a young man he ran for the Legislature of Illinois and was badly beaten. He next entered business, failed, and spent 17 years paying up the debts of a worthless partner. He was in love with a beautiful young woman to whom he became engaged—then she died. Later he married a woman who was a constant burden to him all his life. Entering politics again, he ran for Congress and was badly defeated. He then tried to get an appointment to the United States Land Office but failed. He became a candidate for the Vice Presidency and was again defeated. In 1856 he was defeated by Douglas. One failure after another—bad failures—great set backs. In the face of all this he eventually became one of the world's greatest men. To the man who will, opposition serves as an incentive to still greater endeavor.

As one seeks into the cause of Esprit and inquires how it may be kept under adverse circumstances he finds two things that help most. First, a previously formed determination, and second, the habitual set of the will. The first step in arriving anywhere is to know where one wants to go. In the army the first measure taken to insure a fighting spirit is to determine beforehand what attitude he shall take when he runs up against mud, cold, deceitful propaganda, or machine

gun nests. In the teaching profession it is also true. And if we are to have teaching esprit we must determine what attitude we will take when everything seems to go dead wrong. Secondly, the daily mental habit, the steady growing, constant determination of you and me as we prepare for action soon develops into an indomitable will to win. "As a man thinketh in his heart so is he." As we determine today so we will execute tomorrow, in our own individual school rooms and with our own group of boys and girls. Maltbie Davenport Babcock has expressed this thought in a way that stays when he gave to the world the following little poem:

"We are not here to play, to dream, to drift;
We have hard work to do. and loads to lift;
Shun not the struggle—face it; 'tis God's gift
Be strong.
Say not "The days are evil. Who's to blame?
And fold the hands and acquiesce—oh shame.
Stand up, speak out, and bravely, in God's name
Be strong.
It matters not how deep intrenched the wrong,
How hard the battle goes, the day how long;
Faint not, fight on, tomorrow comes the song."

In considering the problem of Esprit de Corps, possibly the most important question that is needful of an answer is this "Who creates Esprit de Corps?"

Who creates Esprit de Corps? You and I do, who constitute the profession. You and I and the boys and girls, and all other plain people such as we, who live as we do, love as we do, and undergo the same joys and disappointments we do. Who creates esprit de corps? Many things stimulate it, and make it easier to maintain, but those who create it are those who undergo the fatigue, do the work, who worry and think, and slave. Esprit is from within, it cannot come from without save as a person may give ideas and thoughts to us.

What is the secret of esprit de corps? No one idea or thing but rather many ideas and things. Among these we might consider: alertness to right against the wrong and a steady advance of the right whenever these two come into contact. Then I would name the practice of Justice, such Justice as President Wilson spoke of when he said "First the impartial justice meted out must involve no discrimination between those to whom we do not wish to be just. It must be a justice that plays no favorites and knows no standards but the equal rights of the several people concerned."

Confidence, too, plays a large part in esprit de corps; Confidence in one's leaders, confidence by one's leaders in his associates. The Stonewall Jackson type of man has always brought his esprit with him. One must add a certain abandon of one's self and a generosity of speech and action to the things which make for spirit. The elimination of special and separate interests and a well formed public opinion against selfish clique do much to counteract any bad feeling.

To be open and above board in a group is one of the greatest single elements in the creation of esprit. Nothing gets so to the core of a person as to get the idea that he himself is not fully trusted.

Then I might add the will and patience to help others, less fortunate than we in preparation endowed with less by nature as one of the true secrets of success. Labor is not lost in teaching others of us that we may also come into the fulness of the stature of our fellows.

Men may be of the same bodily strength, they may have the same education, the same period of training, but most often the distinguishing characteristic of each man is his esprit. To some the meanest job is an opportunity to show the wealth of manhood that can glorify any honest duty. Such administrators always go strong.

And so in conclusion, I would urge with all the emphasis possible, that we as teachers give more thought, more attention, and real effort to this quality so vital for successful performance. Let us know our job and how to do it. But let us do more! Let us possess more and more a spirit toward that job. A spirit which will drive us beyond our own failings and short comings, beyond opposition to ultimate success.

And finally with it all let us remember to remain humble, patient, and long suffering. The poet has pictured what is really meant by esprit de corps when he said:

If you can't be the pine on the top of the hill,
Be a scrub in the valley, but be
The best little scrub by the side of the rill;
Be a bush if you can't be a tree.
If you can't be a bush, be a bit of the grass,
And some highway happier make,
If you can't be a muskie then just be a bass,
But the livliest bass in the lake.

We can't all be captains some have to be the crew,
There's something for all of us here;
There's work to be done, and we've all got to do
Our part in a way that's sincere.

If you can't be a highway, then just be a trail,
If you can't be the sun, be a star;
It isn't by size that you win or you fail,
Be the best of whatever you are.

And finally, may I present Berton Braley's picture of the real administrator, the one who combines into a single whole knowledge, and skill, and morale.

"The drudge may fret and tinker or labor with lusty blows,
But back of him stands the Thinker,
The clear eyed man who knows.
For into each plow or sabre,
Each piece, and part, and whole,
Must go the brains of labor,
Which gives the work a Soul.
Back of the Motor's humming,
Back of the belts that sing,
Back of the hammer's drumming,
Back of the cranes that swing,
There is the eye which scans them
Watching through stress and strain,
There is a mind which plans them—
Back of the brawn, the Brain.
Might of the roaring boiler,
Force of the engine's thrust,
Strength of sweating toiler—
Greatly in these we trust.
But back of them stands the Schemer,
The thinker, who drives things through—
Back of the job—the Dreamer
Who's Making His Dreams Come True."

The Improvement of Instruction

By Joseph Roemer, Director of Instruction, George Peabody College for Teachers

"I am concerned not so much about our school system, its curriculum, and salaries. We are going to have cuts in money and changes in courses and everything that goes to make up school. But I am concerned about things that are far more dangerous and important to our profession than anything else. I am concerned about the morale of our school.

If our teachers lose their morale, God help the younger generation. A teacher can never expect to be rich, but there is a side other than the financial side of life, and it seems to me that there is a growing note in the hearts and minds of our people that is far more important than the financial status, and that is the morale. So I will talk to you tonight about a thing that is far more important than any other subject—"How to Stay Young As a Teacher."

How old are you? Take two or three suggestions that I hope to make and look yourself square in the face and ask yourself the question, how old am I? I am not thinking of age in years, I am thinking of the spiritual age of teachers: How to grow up with children and always be young even though the winter's snows do fall and we turn gray at the temples.

Some one has classified the teachers into four groups:

1. Group of mature older men. Men with their college degree and professional training. They have their training, they are professionally minded.

2. Mature group of women teachers. They are in administrative jobs and are working onwards in the teaching profession.

3. Group of young men in the profession. Young men who are going into the profession as boys as it were, who are going from the first to the last to give all that they have got into the profession. You will find all the universities filled up with young men and women who have gone into the field early that they might give what they have got to the professional world.

4. Group of young women in the profession. Among you people I notice in front of me a great number of younger girls who are in the teaching or training for that profession.

Relationship of Young People in the Profession:—A few years ago a study was made of all the teachers in the world. The typical teacher in America according to that study is a woman about 25 years of age with a high school training, with a summer on top

of it, with about three years experience and 2 years experience on one job. Now the critics of our profession are saying how can we hope to build a profession with a group of young girls. As long as we have a great group of supervisors with a great group of men and women in the profession, I have no fears for the future. I will say this to the young girl that is a teacher or a prospective teacher, that as long as you are on the pay roll, as long as you are drawing a salary from the Board of Education—those employing you —you owe it to them to give them the best that is in you. I have no fault nor criticism to find with you, whether it is one year, two years, or five years. We want the women to quit teaching and go into the profession of home making. I believe that a group of young women going into the teaching profession and then going into home making, we have no fears from the future.

What do we as older men and women want that we can learn from the young teacher? That is one way to stay young in the profession. I admit that she doesn't have her college degree every time. She is not tried and true. But what has she got that she can give us the value of?

1. She brings youth. Have you ever stopped to think as an older man or woman what part youth plays in the educative process? What do I fail to do that this younger girl can do? The great power comes from young life touching young life. The young girl in the room teaching younger children goes much easier and quicker. I hardly ever inspected a high school in my work that I did not go to an elementary school and spend a few minutes at least that I might rejuvenate my life. As we grow older, unless we are eternally on guard, we are going to lose something in our lives that keeps the touch on the younger spirit. That is the thing we are going to lose in this depression instead of money—the thing that the young girl or young boy has in our profession.

2. Alertness and an open minded attitude. You know as the older teacher grows in the profession, she gets less open minded and less willing to follow some other's suggestions. More and more she feels that she has the thing worked out. When the supervisor comes around and offers a new book or a new experiment, the young man or woman says, "Yes, I would like to see it" and grows on it and feeds on it. The young mind is untarnished and unsordid. It is willing to learn new things and new ways to do new things. When we are that way we can not get into the rut. When we are in a rut, we are dead mentally and growth does not come to us. I am wondering if we have got that mental attitude that that young girl has. A principal of a school will always be on the alert for new people. Of course, I recognize training and experience, but if he is going to have a balanced faculty, he is going to feel at the bottom for young men and women to keep the whole thing in the right attitude of mind.

3. She doesn't get "sot." What happens to a person when they get "sot"? They close up like a terrapin and there is no use trying to argue and trying to grow and develop. I am trying to say that we don't have to get into that attitude. That is an ear mark of old age. Your mind is closed. Your attitude is dead. You may be walking around but you are under the sod.

EXAMPLE: Teacher who outlined work and used same outline for 29 years.

I am not arguing against outlining lessons or programs, I am trying to say that that outline will not stand 29 years. The best thing to do after you have taught it is to tear it up and next time make a new one by reading new books and keeping the mind growing. The sedentary still life whether 29 or 99 is one that is dead.

4. The young teacher is not prejudiced and she is willing to try new things. That is one of the finest ear marks of youth. It seems that our teachers in many places are getting critical. In many places they are getting unsympathetic. There are those who will go to work at a certain time and quit at a certain time. God help the children if they become the attitude of those teachers. Then there are those who work for the joy of the working. They make the teaching profession what it is and keep it warm and sympathetic in the presence of the younger children.

My Philosophy of Life in the Teaching Profession: You will find in life about what you look for. If you look for the grouchy and the sob side of life, you will find it. If you look on the sunny happy side, if the sun is in the east and not in the west, you will find that too. Character of that kind

can be developed just as you develop your arm. A man trying to be a prize fighter can be a fighter by careful training. That is exactly the same law that operates in the spiritual world. The law of development is the law of use and if we want to develop that side of life, if we want to be happy at the age of 60, then the time to do that is at the age of 20 and there is no worry from sixty to eighty. But if your mouth turns down at the corners instead of up, then there is no power to keep you from becoming hard. That is the difference between a school teacher and a school ma'am. The corners of her mouth turn down and she wears a high collar and a black tie.

You can make yourself over. You can develop the habit of youth and joy and pleasure and brightness and sweetness, or you can take the opposite road. One of the finest ways to test the age of a teacher is to see how that person you work with brings you youth and has a tendency toward childhood. This is the best barometer of your chronological and spiritual age. Do you love to be with children, to hear them prattle and play and let it be music in your ears?

5. The older man is young when he assumes the attitude of a young man.

EXAMPLE: Dr. McMurray teaching a lesson that did not get over.

Dr. McMurray's philosophy:—"Don't get discouraged if every lesson does not go as well as you think it ought to go."

How did he do that? He did it by keeping an open mind, reading good books, talking with new people, by living in the sun. And when he came down to the sunset of life, he came with the conscious attitude of growing old gracefully and beautifully. Gray hairs don't mean a gray spirit. They mean the finer, sweeter, softer and more beautiful things of life.

With the sun time of life, it is a state of mind. It is not a matter of ripe cheeks and red lips, it is a temper of the will, a growth of the imagination, a vigor of the emotions. It is a flourish of the deep things of life. People grow old only by dissatisfaction and idleness. Years wrinkle the skin, but to me cynicism wrinkles the soul. Worry, doubt, distrust, fear and depression—these are the long, long years that wear the heart and turn the great spirit back to dust. Whether 70 or 17 there is in every human heart the love of youth, the keen challenge of adventure, the unquenched habit for what next, and the joy in the making of life. You are as young as your self-confidence, as old as your fears; as young as your hopes and as old as your despairs. In the inner places of your heart, there is a shimmering star so long as it receives messages of beauty, hope, joy, courage and power is not held from man and from the Infinite Friend—long are you young. When the fires are all down and the central places of your heart are covered with the snows of pessimism and the ices of cynicism, then are you old indeed, and may God have mercy on your soul.

ASSOCIATION REPORTS

The following are reports submitted by Departments and committees to the 1933 Annual Session.

Primary Department

Please accept following report of sectional meetings of the Primary Department of Middle Tennessee Teachers' Association and the Tennessee State Association of Teachers in Colored Schools:

The sessions, morning and afternoon were very largely attended, the room being filled to its capacity each session with a large number standing, keenly interested and anxious to hear entire program. A large delegation from Memphis and many teachers from other counties helped to make our meeting one of long remembrance.

The numbers on the program, very instructive and inspiring in the Modern Trend of Education, were most pleasing to their very appreciative audience.

Election of officers concluded program of afternoon session. By a unanimous vote of all members present, Mrs. Prudence G. Allison, chairman, Miss Myrtle Irene Woodfork, secretary, were re-elected for the ensuing year.

For T. S. A. T. C. S., Burt High School, Clarksville, Tenn., Mrs. H. L. Allison, chairman; Miss Myrtle I. Woodfork, Meigh Jr. High, Nashville, Tenn., secretary.

For Middle Tenn., Teachers' Association: Mrs. J. S. Bell, Napier School, Nashville, Tenn.; Chairman Miss Lucile Williams, Clarksville, secretary.

T. S. A. T. C. S. Officers 1934:

Mrs. H. L. Allison, Burt High School, Clarksville, chairman.

Miss M. I. Woodfork, Meigs Jr. High, Nashville, secretary.

M. T. T. A. Officers, 1934:

Mrs. J. S. Bell, Napier School, Nashville, chairman.

Miss Lucile Williams, Clarksville, secretary.

Respectfully submitted,
Miss Myrtle Irene Woodfork, secretary

Intermediate Section

State Intermediate Section met in the auditorium of Pearl High School at 2:45 p. m., by chairman Mary Will Dortch.

After opening song and prayer, the minutes of last session of 1932 were read and adopted.

The chairman after making a few timely remarks, introduced Mrs. Thermon Smith of the State Parent Teachers' Association of Pulaski, Tenn.

Her address was full of thought giving information concerning "The Value of a State Wide Parent-Teachers' Association.

The next speaker, Mrs. W. J. Smith, librarian of Grove High School, Paris, Tenn., spoke on the subject, "The Value of a Libiarian in High Schools."

She gave us a statistical report of the increase of libraries in the South through educational funds, and many reasons why children need good well selected books.

Both speakers were given a rising vote of thanks.

The election of officers was held which resulted as follows:

Miss Mary Will Dortch, chairman.

Mrs. Idella M. Dean, elected secretary.

Respectfully submitted,
Miss M. W. Dortch, Chrm.
Mrs. I. M. Dean, Sec.

Report on Principal's Section

J. L Seets, Presiding

(a) It is very gratifying to note an increased interest on the part of the principals in their sectional or departmental meeting as evidenced by an increased attendance.

(b) The discussions of the morning and afternoon sessions revealed the fact that considerable improvement had been made in instruction this year, in line with the theme of the association "The Improvement of Instruction."

(c) Officers 1933-34: President or Chairman, J. H. Link, chairman; W. E. Nash, Asst. Chr.; Miss Walden, Sec.

Guest Speaker: Remarks by Dr. Smith, head of educational Dept. Fisk University.

Committee on Recommendations

1.—We sincerely recommend:

(a) That efforts be made by the Executive Committee to provide for a specialist in Administration and Supervision for the Principal's Section of the State Teachers' Association. Adopted.

(b) That the major activities of the Association's Annual meet be so arranged in our program that individual teachers who may be interested in one or more of the activities attended said meeting. Adopted.

Motion before house.

Departmental meetings to precede general meeting. Action of house leave to executive committee and recommendation committee.

W. E. Nash, R. E. Clay, J. L. Seets, secretary.

Report on National, State And Local Legislation In Regard To Education

This committee examined constitutions of those states that have undergone a re-organization of their educational code within recent years as is found in state surveys and surveys by the General Educational Board, State and County Educational Reorganization revising their expenditure and illiteracy.

I. We found that Tennessee's investment in elementary and high school property of all kinds is less than $13.00 per capita of the total population. This is about one half of what Tennessee pays annually for war in times of depression and peace.

II. The total expenditure, except capital outlay in Tennessee for public education on all levels were approximately $23,600,000 of which approximately $22,300,000 were from state, county and city funds. This was $8.50 per capita.

III. Of all taxes, direct and indirect, paid by the people of Tennessee, to the Federal Government, to the State, Counties and Cities, approximately $15.00 out of every $100.00 go for schools: $12.90 for elementary and high schools; $2.10 for all higher education. Of this $2.10 approximately 59 cents is for Teacher's Colleges, the normal schools, the Polytechnicque Insitutes and the A. and I. State College, of this 59 cents approximately 40 cents is for the Teacher Training Schools.

In the light of what some of the other states pay and Tennessee's high per cent of illiteracy, we believe that Tennessee is paying less than half the amount she should pay.

A. Tennessee now ranks 40th in per cent of illiteracy of total population: 87,406 native whites and 58,054 native blacks.

Our 145,460 illiterates of both races, spaced five feet apart, would made a double column seventy miles long, two-thirds across the state, marching with banners of darkness, ignorance, weakness, helplessness and despair. Yet there are those who say that we have an over-supply of teachers and all the "Teacher Training Colleges" ought to be closed for five years. We may have an oversupply of men and women in the teaching profession, but not an over supply of adequately prepared teachers.

There is now employed in the public schools of the state more than 19,000 teachers; 15,733 in the elementary schools, only 5,300—just a little more than one-third, have had less than one year above high school and 1,770 have had less than four years of high school education. If the standards of educational requirements were fixed rigidly at the minimum of two years above high school, there would immediately be a shortage of more than 10,000 teachers which would require 12 years to supply this shortage at the rate in which Teachers Colleges are turning out certified teachers for the profession. With these facts before us despite the depression and all necessary economies—let us work together, for:

(1) An annual term of eight months or more for all elementary schools.

(2) An annual term of nine months for all high schools.

(3) For such salaries and such promptness and regularity of payment as will attract and hold in the schools competent teachers, fully prepared, irrespective of race or grade in which they serve; since in the last analysis, the improvement of the school must depend on the fitness and improvement of the teacher.

(4) Higher standards of preparation for the teachers, to the end that money, time and energy may be used to the best advantage.

(a) All new teachers in elementary schools should have not less than two years above high school with professional training, including such well directed practice teaching as will insure reasonable success in the first year as a teacher.

(b) All new teachers in high schools should have, at least, the bachelors degree with professional training.

(c) Adequate supervision, salaries for County Superintendents, commensurate with the duties and responsibilities of the office.

(d) Such support of all teacher training colleges and other higher institutions as will enable them to prepare a sufficient number of teachers for the lower schools, and to supply the needs of the state for men and women of sound scholarship, professional knowledge and technical skill.

(e) Adequate support of all agencies of the schools on all levels, to the end that opportunities for education should not be less at this time than they would be in normal times.

(f) The determination of how much shall be spent for the support of public schools is a responsibility which rests upon the entire community and not upon the school authority. This information must be carried to the people of the community by the teacher.

(g) We believe that the problem of education has grown to be national in its scope and because of such, we advocate the national—State Unit working in connection with the County Unit—state plan, that justice and equal opportunity may be given to all students within the school age limit.

(h) We believe that the United States Senior Specialist in Negro Education should have the hearty support of all Negro teachers.

Committee: Prof. W. E. Nash, Prof. John Dillingham, S. G. Greene, chairman.

Minutes of Tenn. Athletic Asso. of the State Teachers' Association of Colored Schools, 1933

The Tennessee Athletic Association in Colored Schools was called to order by Mr. Benjamin at 4:15 p. m., April 14, 1933 in Room 203 Women's Building, A. and I. State College, Nashville, Tenn. The need of put-

ting the organization to work in order that it might function better was of most importance. Mr. Benjamin yeilded the chair to Mr. Upshaw, the Standing President.

The Acting Secretary read copies of the proposed constitution for the approval of the body. Section 13 was discussed by the body.

A motion was carried that Article 12 be retained in the constitution.

A motion was carried that the schools in the Association be classed as A and B. Class A to include all schools that comply with Article 12 of the constitution; Class B is to include all schools that do not comply with Article (12) except that all participants in athletics in these schools must be regularly enrolled in school.

It was moved that the age limit for participants be 21 years. This motion was amended, making the age limit 25 years. The amendment was carried. It was then moved and seconded that there be no age limit. This motion took precedence over the former, and was passed.

It was moved that the officials for state tournaments would be selected with the utmost care and be paid by the Association. This motion was carried.

It was also moved and carried that any team violating the State Constitution is to be boycotted by the members of the Association, and will not be played by any member of the Association under penalty of a similar boycott.

The following officers were elected to constitute the Executive Committee for the coming year:

President, T. D. Upshaw, A. and I. State College.

Vice President, East Tennessee, J. H. Gaither, Jefferson City.

Vice President, Middle Tennessee, R. H. Trice, Clarksville.

Vice President, West Tennessee, J. Belle, Memphis.

Secretary, E. A. Benjamin, A. and I. State College.

Treasurer, S. G. Greene, Murfreesboro.

Honorary Members, R. E. Clay, A. and I. State College; W. J. Hale, Jr., A. and I. State College.

The meeting adjourned at 6 p. m.

Julian Belle, acting secretary. 4-14-'33.

Educatograms

The second annual Educational Conference of Missouri was held at Lincoln University, Friday and Saturday, April 21, 22. The general theme was "The Re-examination of Objectives in Education," with reference to secondary and higher education. Miss Rebecca Davis, formerly of Jackson, Tennessee, State Inspector of Missouri Negro Schools, was a speaker at sectional meetings.

Dr. Walter Cocking, acting Commissioner of Education, will deliver the Commencement Address at Tennessee A. and I. State College, Friday, June 2. A class of ninety-six candidates for the B. S. degree will be presented by President W. J. Hale.

The annual report of the General Education Board for 1931-32 shows that $1,416,293 was appropriated for Negro institutions and to the promotion of programs of advancement, which included endowment donations, appropriations for buildings, and grounds, fellowships and salaries for Negro teachers. Tennessee schools included in the appropriation were: A. and I. State College, Fisk University, Lane College, Meharry Medical College, LeMoyne College.

By popular vote the Mocking Bird has been selected as the official state bird of Tennessee

Alabama Teachers Elect J. F. Drake President

Montgomery.—J. F. Drake, president of the Alabama A. and M. institute, was elected president of the Alabama Teachers association at the fifty-first annual session held here last week. H. Council Trenholm, the retiring president, has served in that capacity for two years, the constitutional limit.

Other officers elected were Miss Cora Howard, vice president; E. J. Oliver, treasurer; A. D. Shores, recording secretary; Miss Mabel Moore, financial secretary; E. Z. Mathews, recreational secretary; J. H. Gilchrist, statistical secretary; H. D. Davidson, chaplain; C. T. Mabry and Noah Willis, auditors.

"....the first requisite of a teacher is knowledge of the subject matter. If he has intellect enough to learn the subject matter, he will find some way to get that knowledge to his pupils. Without a knowledge of the subject, all the methods in the world will be as sounding brass and tinkling cymbal": I do not minimize the value of methods, but unless we are careful we may be led far astray from being a real teacher." Dr. William Harold Payne.

The Acting Commissioner Of Education Speaks

Approximately 45 per cent of the public school teachers of Tennessee have less than one year of college training. A trained teacher is an essential to an efficient educational program. The teachers colleges of Tennessee have the opportunity to perform a tremendous service to the boys and girls of this state in the preparation of teachers who are qualified to really train the youth of the land.

In times of crises it is important that the difficulties of the moment do not cloud our vision for the future. If possible, it is more important now for the teachers colleges to continue their work than ever before.—Walter D. Cocking, in The Peabody Reflector and Alumni News, February, 1933.

President W. J. Hale has been appointed as an official delegate of the National Education Association to represent the organization at the Fifth Biennial Conference of the World Federation of Educational Associations, in Dublin, Ireland, July 29, to August 4. As evidence of his appointment, President Hale received an official credential card bearing the official gold seal of the N. E. A. signed by J. W. Crabtree, Secretary and Joseph Rosier, President of the National Education Association.

Such signal honor has been bestowed upon the head of the Tennessee State institution in recognition of his achievements in building up a two million dollar plant, which has recently merited national accreditment, of his receiving the Harmon Gold Award in education, of his services as president of the National Association of Teachers in Colored Schools, of his service in the N. E. A. on the Committee on Negro Education.

Down With College Grades—Hutchins

In what was designated on the program as an address of welcome, Robert M. Hutchins today dsconcerted 300 members of the American Association of Collegiate Registrars at the Stevens Hotel with a frank statement that the functions of their jobs are becoming less and less essential.

The University of Chicago president said: "I am a heretic on admission requirements. If I had my way, I would admit any student who could read and write and was recommended by a reputable person.

"The only utility for grades in the University of Chicago is for transfer purposes, as an accomodation to other institutions not as enlightened as we are. Probably within the next few years other universities will follow our lead and the necessity of grading will disappear altogether."

He predicted that "if some means of measuring intelligence other than the adding machine can be discovered," the strictly clerical aspects of the registrar's work will disappear.

Other speakers were Dean Albert J. Harno of the college of law, University of Illinois; Dean C. E. Friley of Iowa State College, and Dr. K. P. R. Neville, University of Western Ontario. April 10, 1933.

Educational Leadership

The Eleventh Yearbook of the Department of Superintendence of the N. E. A., Washington, D. C., February, 1933, $2.00.

This volume comes from press at a time when the very foundations of education seem about to topple. The foreword begins with a quotation from Suzzallo: "Every democratic citizen's life is a chain of moments in some of which he initiates and leads and in some of which he appreciates and follows."

The committee which prepared the volume presents this challenge: What progress will leadership of American education be able to show at the end of the next decade? Will the present depression leave its distinctive mark on the leadership of the next few years. Or, will our educational leaders, through their vision, their prespective, and their enthusiasm rise above the present social and economic hardships to social progress.

Progressively the book treats of a philosophy of leadership, of the dynamic character of society, of the development of future and vision in American education, of the characteristics and qualities of leadership in the superintendency in large and small systems, in rural and urban systems, in state departments, of pre-service training for educational leadership, of research and educational progress.

Especially significant is the selection of Great American Educational Leaders among whom are listed Booker T. Washington, William T. Harris, Thomas H. Gallaudet, Horace Mann, Emma Hart Willard, Henry Barnard, Francis W. Parker, James M. Greenwood, William H. Maxwell, Charles W. Eloit.

Principals, supervisors and educational leaders of all types should carefully read this volume and if possible add it to their personal collection.

College Commencement Data For Tennessee

A. AND I. STATE COLLEGE—NASHVILLE

May 28: Baccalaureate Services
June 2: Twenty-first Commencement Exercises
Candidates for Graduation: 97 Bachelors of Science
Summer Session: June 5—August 25

FISK UNIVERSITY—NASHVILLE

June 11: Baccalaureate Services
June 14: Commencement Exercises
Candidates for Graduation: 70 Bachelors of Arts; 23 Masters of Arts; 2 Bachelors of Music
Summer Session: June 16—August 18.

KNOXVILLE COLLEGE—KNOXVILLE

May 28: Baccalaureate Services
May 30: Commencement Exercises
Candidates for Graduation: 27 Bachelors of Arts; 19 Bachelors of Science
Summer Session: June 12—July 21.

LE MOYNE COLLEGE—MEMPHIS

May 28: Baccalaureate Services
May 30: Commencement Exercises
Candidates for Graduation: 16 Bachelors of Arts; 6 Bachelors of Science
Summer Session: June 12—September 1.

MEHARRY MEDICAL COLLEGE—NASHVILLE

May 21: Baccalaureate Services
May 25: Fifty-seventh Commencement Exercises
Candidates for Graduation: 38 Doctors of Medicine; 11 Doctors of Dental Surgery; 9 Graduates in Pharmacy; 24 Graduate Nurses; 2 Graduates in Dental Hygiene.

LANE COLLEGE—JACKSON

June 4: Baccalaureate Services
June 7: Commencement Exercises
Candidates for graduation: 17 Bachelors of Arts; 13 Bachelors of Science
Summer School beginning June 12.

THE TEACHER

Lord, who am I to teach the way
To little children day by day,
So prone myself to go astray!

I teach them **knowledge**, but I know
How faint they flicker and how low
The candles of my knowledge glow.

I teach them **power** to will and do,
But only now to learn anew
My own great weakness through and through.

I teach them **love** for all mankind
And all God's creatures, but I find
My love comes lagging far behind.

Lord, if their guide I still must be,
Oh let the little children see
The teacher leaning hard on Thee.

—Leslie Pinckney Hill.

TENNESSEE STATE ASSOCIATION

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Merle R. Eppse (1934) .....Nashville
Mrs. A. E. Fagala (1935) ..... Chattanooga
R. E. Clay (1935) ..... Bristol
J. L. Buckner (1935) ..... Memphis
Alonzo Love (1934) ..... Memphis
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