

# The Broadcaster

Official Journal of the Tennessee State Association of Teachers in Colored Schools

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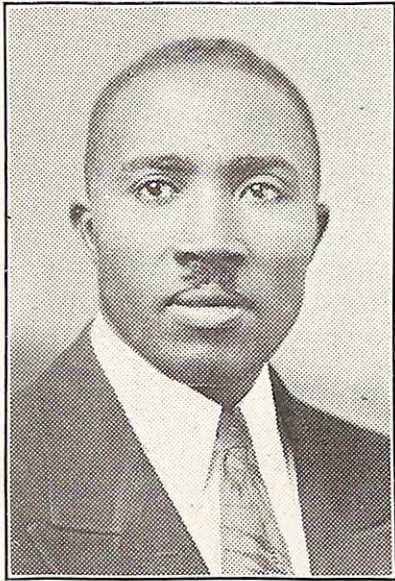
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## A CHALLENGE FROM OUR NEW PRESIDENT

By S. G. Greene, Principal of Holloway High School, Murfreesboro



PROF. S. G. GREENE

Principal of Holloway High School, Murfreesboro, President of the Association.

When I was asked to write a message to the teachers in the State, my first impulse was to refuse, for it is not so easy to write about the things that matter most.

There is of course a deal of fad and false, but, if I were to attempt to pick out the worst factor in the midst of many bad ones, I would say complete confusion of mind on the part of both educator and probably the public as to what education and what an educational system is supposed to aim at and how its various parts should be coordinated to attain the best results.

From every point of view it is apparent that the fundamental aim of the course of instruction is to make the great law of cooperation more vital, constant and effective, in the education of the child. This law will show how to bring into unity all the classes of the school and all the force of the community to accomplish the aim for which the school exists. We will be able to see that the law of cooperation includes not only the state, the school officials, the taxpayers, the parents, the teacher and the pupil, plus all the social, industrial and moral forces of the

community of which the teacher play a great part, but that through the course of study it reaches out far beyond them and includes all the knowledge and achievement of mankind, all the science, the literature, the art, the ideals of the race, all the factors of the civilization into which the child is born.

Amidst the infinite variety of moral and political subjects proper for public commendation, it is truly surprising that one of the most important and affecting should be so generally neglected. An encroachment on the smallest civil or political privilege till it shall extend over vast and distant regions, and violently agitate a whole continent. But the cause of humanity shall be basely violated, justice shall be wounded to the heart, and national honor deeply and lastingly polluted and not a breath or murmur shall arise to disturb the prevailing quiescence or to rouse the feelings of indignation against such general, extensive and complicated iniquity—To what cause, fellow teachers are we to impute this frigid silence, this torpid indifference, this cold inanimated conduct of the otherwise warm and generous Americans?—Why do we remain inactive amidst the groans of injured humanity, the shrill and distressing complaints of expiring justice and the keen remorse of polluted integrity...why do we not rise to assert the cause of education and the world to drive the fiend, injustice into remote and distant region, and to exterminate illiteracy from the face of the fair fields of America?

Fellow teachers, we have been at the mercy of cheap politicians long enough, we must blend our forces into this constructive organization, irrespective of section, and fight for what we want. Your problems are mine and my problems are yours. We teachers are engaged, not simply in training of the individual but in the formation of the proper social life. Every teacher should realize the dignity of his calling, that he is a social servant set apart for the maintenance of proper social order and the securing of the right social growth.

May we then suggest, in the name of the

(Continued on Page 52)

## ABSTRACT OF CONVENTION ADDRESS

By Carter G. Woodson, Director of the Association for the Study of Negro Life and History

I am not an orator. I remember reading that the great element in oratory is action and a man must do something to be a great orator. Old men speak of what they have done, young men of what they are doing, but only fools of what they expect to do. I am not sure that I should like to be classed as an historian. Being an historian is very painful because everybody generally goes to sleep when I speak on lines of history.

I must make an apology in speaking to my people and all people about the history of the Negro because we learn that he has no history. People who make history are not Negroes. The Negro has no history from the point of view of the educational system of which we are a part in America. The Negro has no history because he came from a monkey. I used to look at monkeys and when anyone came around, I examined his carefully because I had been taught the lesson that the Negro was like a monkey. The Negro was considered the missing link between man and the monkey. He has advanced a little farther away from the monkey showing some of the elements of the human being. For a long while, I had to satisfy myself with the missing link theory of man and the monkey. Man studied man more and brought the white man in the ethnology of our evolution. And so the white man was noticed to have straight hair and thin lips. He is said to have sprung from a monkey as evidenced by monkey hair and monkey lips. Some do not believe it. A boy in telling his sister about such a lesson in school was met with, "Well, I may have sprung from a monkey, but I certainly sprung farther than you." The jaw of the Negro and the forehead of the Negro certainly compare with that of the monkey. There must be some connection. Well, we are all from the monkey and we have to do the best we can with monkey tradition. All men descended from the monkey. They claim that a baby born with a grasp is so equipped that he may hold to trees. Nature left that there in spite of the fact that man is walking upright. In recent years they have not emphasized that so much.

We now have tests and measurements. Al-

though all men have a common origin, there is a difference in re-actions of men to life. In some places a different wage scale is advocated because the Negro is said to be inferior to the white man. He has no tradition, no background. The tests given in the army are not taken seriously. They are not taken under scientific conditions. We know, too, that after all, tests and measurements do not mean very much. There are many men who go through colleges and are bigger fools after finishing than before. Information may help develop mind, but without involution there is no evolution. Men who are well versed in science, ethnology and anthropology do not accept inferiority and superiority of races. When you hear a man advocating that you will know that he is a back number and you may laugh at him. His believers will in time laugh him to scorn. Science has shown this. You may take a Hottentot out of Africa and bring him into a cultural atmosphere and subject him to educational surroundings and influences and he would respond accordingly. There is no striking difference in persons excellent in one line and those excellent in other lines. We must note these things from the standpoint of history and science.

I pity the man who feels that God has been unkind to him and that He made the white face superior and the black face inferior. That Negro ought to die soon and go to hell. You can not be a Christian and believe that God would curse you with a black face. God gave you the color, take it and make the best of it. A real teacher of history would not last two weeks in Harvard, Yale or Columbia.

Dr. Edward Channing of Harvard said that as the Ethiopian cannot change his skin, so can the Negro not change his way. I reviewed his book and told him what I thought about it and when he died he left nothing for me in is will. Mr. Channing had seen Negroes undernourished and he had seen the Negroes in Massachusetts who thought that Harvard was not for them. Mr. Channing, in making his estimate was possibly influenced by that crowd. Some times the Negro goes North and brings the race problem up North, but the real things done in the North have



been done by Southern Negroes with the proper spirit. The race problem will be solved in the South, not in Harlem. Won't you take the thought to the Negro men and the white man and tell him of the story?

You remember that we speak sometimes of the Negro in Africa. We speak of the Phoenicians as having given up the alphabet and the message of civilization. We hear of the great conquering nation of Romans with their great civilization and government. We can find in Africa similar achievements of the Negro—not quoting Negroes, because Negroes have been taught not to believe one another. Our education is to believe what a white man says and do what a white man tells us to do. Those who disagree with this are called bad Negroes. I am a bad Negro. (contributions of the Negro are the making of iron, trial by jury). They tell me also that these African people were the first to give the world the idea of string instruments such as the mandolin, the lyre, the harp, in the heart of Africa. When you see them and hear the music and see and witness excellence in that line, remember that the Negroes were the first to start the thing because of the great soul of the Negro. I can take you to the southern part of Africa to the Bushman and the Hottentot, I can show you striking work in painting that would do credit to any art gallery in Europe. We know from history that the Hottentot knew much about chemistry and poisons. He made the best antidotes for the poisons.

When I walk through this country today seeing Doric, Ionic and Corinthian architecture, I think of the fact that this great and beautiful work came from the heart of the black people of Africa.

Columbus would not come to discover America with bringing the Negro along. When Balboa discovered the Pacific a Negro was there. When Ponce de Leon came to Florida looking for the Fountain of Youth, we find that the Negro came along. They saw that this country could not get along without the Negro. Why should the Negro be so ungrateful when they forced him to come—advocating the idea of the 49th State. You could not build a wall high enough to keep the white man out. We have made a great contribution, as much so as any other people on these shores. We gave labor and labor is as important as capital. The Negro made the contribution of labor in America. He laid the foundation for the building

of our civilization and the great social order in the Southland. He fought and was the first to shed his blood in defense of his country.

Do not think you are better, but as good—walk side by side with your white brother, think not that this country belongs to another, but to you, not as the country of the white man, but the country of all of us. Not as America of the white man, but "America the Beautiful."

#### CHALLENGE FROM OUR NEW PRESIDENT

(Continued from Page 50)

State Teachers' Association in Colored Schools, we pledge our devotion to America and American ideals of equal educational opportunity, of equal and exact justice to all.

Knowing that we are leaving to our boys and girls a heavy burden of debt, local, state, and national, and difficult problem of citizenship which we are unable to solve. Patriotism demands that we give them unstinted opportunity to prepare themselves to carry on. A great philanthropist, George Peabody, said education is the debt owed by the present to future generation. It is the debt eternal, which no self-respecting, progressive people may default, and the payment of which cannot, from the very nature of the case be postponed.

Our schools as all other public enterprises must practice all possible economy. They must not, however, be permitted to become less efficient or fail to make constant improvement.

In our democracy, all things, public health, material wealth, civic righteousness, spiritual culture, strength, and safety of race and nation, wait on education.

They increase and become sure as right education of all the people on all levels increase. They diminish and fail as education and the means thereof decreases. What shall we do? We must carry on for there is no defense or security for any of us except in the highest intelligence and development of all. If any where, there are efforts tending to curtail the fullest growth of the youth, let these efforts be turned into stimulating, encouraging and making lives the most useful and intelligent citizens. Efforts or means so invested, will pay a thousand per cent interest. These efforts will be twice blessed . . . . blessing him that gives and him that takes.

## THE STATUS OF ENGLISH INSTRUCTION IN THE NEGRO HIGH SCHOOLS OF TENNESSEE

By Miss Samuella Totty

Editor's Note: This paper is a portion of Miss Totty's Master's dissertation in English written, under the direction of Dr. L. D. Turner, at Fisk University in 1933 on the subject, "The Teaching of Literature in Twenty Negro High Schools of Tennessee."

This paper will discuss the status of English instruction in the Negro high schools of Tennessee under the following heads: (1) aim and scope of the study; (2) preparation and experience of the teachers; (3) physical equipment for the teaching of English; (4) the actual teaching of the various type forms; and (5) conclusions and recommendations.

#### Aim and Scope of the Study

The particular purpose of this study was to investigate and reveal the methods actually used in the teaching of literature in twenty Negro high schools of Tennessee. In collecting data for this study I visited twenty Negro high schools, traveling in different sections of Tennessee. This, of course, leads to the question: How were the schools selected? The schools were not selected because of personal acquaintance with the administrators, large enrollment, preparation of the principals and teachers, or accessibility of the schools, but according to the classification and location of the schools. That is, two or more schools were included from each section of the state and from each class, as given in the Graded List of schools approved by the State of Tennessee. Ten to fifteen schools were suggested at first as the number to be included in the survey; the number was increased to twenty, however, because some schools were not more than forty miles from those originally chosen and could easily be reached during one trip. This number also furnished a fairer sample, being about sixty per cent of the graded high school of Tennessee. The number of schools included from the different sections were as follows: 6 from West Tennessee; 3 from East Tennessee; and 12 from Middle Tennessee including 5 south of Nashville, 3 north of Nashville, and 4 in Nashville.

The high schools visited were as follows: Bruce, Dyersburg; Burt, Clarksville; College Hill, Columbia; Geeter, Whitehaven; Hollo-

way, Murfreesboro; Shelby County Training School, Lucy; Union, Gallatin; Bernard, McMinnville; Franklin Training School, Franklin; College Hill, Cleveland; Bransford, Springfield; Fayetteville, Fayetteville; the high school department of A. and I. State College, Nashville; The Tennessee Vocational School for Girls, Nashville; Austin, Knoxville; Booker T. Washington, Memphis; Howard, Chattanooga; Manassa, Memphis; Merry, Jackson; Pearl, Nashville; and Washington Junior, Nashville.

A uniform procedure was followed in all the schools visited. On arriving at the school, I was given a schedule of the classes. As only one day was spent in most of the schools, an attempt was made to select, in the large high schools, a different grade and a different teacher each period. Information was secured and copious notes were taken, stenographically, in each class on the following points: when the assignment was made; how the lesson was introduced, that is, whether it was connected with the preceding lesson by the teacher or by a student; the number of pupils in the class; the extent to which illustrative materials, such as pictures, graphs, and maps were used; in short, how the entire recitation was conducted. Interviews with the teachers were then secured. When only one teacher taught English, a vacant period was used for the interview. If the teacher had no vacant or study period—and this was true in ninety-five per cent of the schools visited—she was kind enough to remain after school hours. This, of course, was more frequently done in the large high schools when three and four teachers were interviewed the same afternoon and evening. There were 204 teachers in the schools visited, 49 of whom taught English. Of these 42 were interviewed. Questionnaires were used as a basis for the interview. These included questions relative to the full name of the teacher, age, training, experience, subjects taught, number of periods taught daily, number of classes and enrolment of each, when literature was taught, what were considered the aims in the teaching of literature, what type forms were taught, and what methods were used in teaching them, and the ex-



tent to which the library was used by pupils in covering reading assignments.

#### Preparation and Experience of Teachers

Of the 42 teachers interviewed 17 had the Bachelor of Science degree and 1 the Master of Arts degree. Of the 17, 7 had taken English as a major, 6 as a minor, and 4 neither as a major nor minor. Of the 42 teachers, 23 had the Bachelor of Arts degree, 12 of whom had had English as a major, 6 as a minor, and 4 neither as a major nor minor. Only 2 teachers did not have degrees.

The teaching experience of those who had had English as a major study ranged from 1 to 30 years, and of those who had had English as a minor, from 1 to 20 years. There was a range of from 3 to 7 classes of English a day taught by those who had had English as a major, and a range of from 1 to 6 classes of English a day taught by those who had had it as a minor.

Generalizing, there was a lack of a sufficient number of teachers in every school; hence, many teachers of English were also teachers of history, mathematics, economics, physical geography, home economics, biology, music, latin, manual training, and physical education; and some were librarians, disciplinarians, and secretaries—all with overloaded teaching schedules and additional duties. With these facts in mind, one will probably conclude, and rightly so, that most of these teachers were unprepared to teach the subjects assigned to them.

#### Physical Equipment for the Teaching of English

Whether or not teachers on the field or those in training will be able to execute to the fullest extent the rules governing the teaching of various type forms depends, to a great degree, upon the adequacy of facilities afforded in the schools for the teaching of English.

I observed 85 classes in the 20 schools visited, taking copious notes on recitations. The enrolment in the high schools ranged from 20 to 1,870 pupils with from 2 to 42 teachers provided for instructing these pupils in the various subjects offered. As a result, the enrollment of the classes in literature ranged from 3 to the astounding number of 71. The tendency in most cases was to limit a class enrollment to 35; in 46 of these 85 classes, however, there were over 35 pupils, 30 classes having from 41 to 71 pupils. To aid in adjusting the situation, classes had been divided; hence, one or two additional

classes were assigned to the already overloaded teachers. Sometimes the teaching day had been lengthened. Because of the large enrollment, or rather the inadequacy of the schools to provide proper facilities for the students enrolled, teachers generally attempted to teach one class of 40 pupils and to supervise (more frequently discipline) the study of 40 pupils seated in the rear of the classroom. In 2 schools, 2 classes of English were being taught at once—1st and 2nd year, and 3rd and 4th year—by the same teacher. Such a class room was constructed to accommodate 30 pupils comfortably; hence, 2 and 3 pupils sat in each single seat. In the larger schools, the auditorium and corridors were used for study halls. Since corridors were the study halls of the large schools, a number of the teachers were "floating," that is, had no home room and went to the classes rather than have the classes come to them. For this reason, no great amount of effort was shown as regards the use of illustrative material in teaching the different type forms.

One great difficulty in teaching was due to a lack of sufficient number of textbooks. Frequently in classes of 20 or 30 pupils only 4 or 5 textbooks were to be found. Because of this situation teachers found it necessary to increase the number of tests. The questions and answers in these were generally kept in the notebooks and, in some instances, constituted the only textbook possessed by the pupil.

Another great handicap to both teachers and pupils was the lack of adequate library facilities. Teachers supplied many of the reference books needed by the students. These books were kept on the teacher's desk or in a bookcase in the classroom. In 3 schools the bookcases in the different class rooms constituted the only library facilities which the school afforded. Of the 20 schools visited, 2 were fortunate in having the privilege of using the college and the public libraries respectively, the high school department of A. and I. State College having the privilege of using the college library in addition to a room of reserved books in the high school building, and the Howard High School at Chattanooga having on its ground floor the colored branch of the Public Library of that City. The library at Geeter High School, Whitehaven, Tennessee, of which Mr. Joseph Falls is principal, is supported by the Rosenwald Fund. This is a progressive school

and the library situation there is quite encouraging. The library at Austin High School, Knoxville, Tennessee, of which Mr. T. R. Davis is principal, was, at the time of the visit, the only high school library with a full-time librarian. The high school at Fayetteville, with Mr. Wm. Jackson as principal, was making rapid strides in this respect. Mr. Jackson had a collection of about 1,500 books which he was planning to catalogue. The number of books in the various libraries ranged from 268 to 6,548, including from 20 to over 800 books of literature of the non-fiction variety, and from 70 to over 2,000 books of fiction. A few of the schools were fortunate in having such standard sets of reference books as the *Britannica*, and the *New International Encyclopedias*. From 1 to 15 magazines were in 7 of the school libraries. Among the magazines were the "Literary Digest" and the "English Journal." In 8 of the school libraries, the Dewey Decimal system of classification was used; in 1, the Carnegie system; and in 1, the Harvard. In the other schools, books were found on the shelves—sometimes arranged in groups according to content, but more often found in a disorderly fashion. Only 2 of the schools had full-time librarians, and 2 had part-time librarians, 1 of whom spent 4 hours and the other only 1 hour in the library. In 9 of the other schools the English teacher or another teacher served from 1 to 4 periods a day as librarian and in 2 schools advanced students were assigned a period to supervise the library activities. Of the teachers serving as librarians, 5 were English teachers, 3 of whom spent 1 period a day in the library; 1, 2 periods; and 1, four periods. The books and magazines were kept in rooms of different sizes, all too small to accommodate adequately the material or the students who sought the use of the library. In 3 of the schools, a wooden block was used as a pass (teachers' permission to use the library). This was presented to the librarian for admission. In these instances, only 4 students from each classroom were permitted to use the library at the same time and no student could use the library more than 1 period a day. In the other schools little encouragement was given to the students to use the library, since the seating capacity averaged 15 students in a school with an enrolment of 300, and 60 in a school with an enrolment of 700. In 2 schools, students were allowed to draw

books of fiction from the library for 3 weeks; in 1, 2 weeks; in 5, 1 week; and in 1, 2 days. In the other schools, the books, if they could be found, were to be read only in the library. Considering these facts, it is evident that extensive reading was impossible.

#### The Actual Teaching of the Various Type Forms

Because of the unusually small supply of textbooks in the various classes, more lectures and reports were necessary than would ordinarily be required. The lack of adequate library facilities, however, limited the number of sources available that would furnish material for reports. The teachers, aware of these inadequate facilities, had devised tests with the hope partially of offsetting this difficulty. It was thought that these tests would cause definite desirable impressions to become lasting with the pupils. Various forms of tests were used. Such objective tests were given as matching, completion, multiple choice, and the true-false test. These were given more or less as ten-minute quizzes, written lessons, and two-week or three-week tests. Of great interest to most of you, I believe, will be the methods actually used in teaching the various type forms. The type forms of literature taught were: (1) biography and autobiography; (2) poetry; (3) prose fiction including both short stories and novels; (4) the essay; and (5) the drama.

##### 1. Biography and Autobiography

In the twenty high schools here treated, there was little variation in the four grades as regards the extent of required reading in the biography and the autobiography and the methods of presenting these forms. In the ninth grade the place of birth, parentage, and the period in which the biographee lived were mentioned. His education, the influences on his writings, and the characteristics of his works were noted. The relation existing between the biographee and his contemporaries was ascertained, and his last years were considered. Discussions in the tenth, eleventh, and twelfth grades included the giving of similar information. Thus, it may be said that in the teaching of the biography and the autobiography, in the high schools investigated, the purpose and practice were to show the relation of the author to the period in which he lived, the influences affecting his achievements, and the type of work which he produced.

## 2. Poetry.

On the whole, the twenty schools visited, the practice was to give the students an appreciation for the poetry. Attention was given to the form and the content, including the moral and the author's message. And to strengthen the meaning given to the work, attention was given to the life of the author. Teachers and the students, who were good readers, read and reread poems for expression and appreciation. Considerable memory work was also given in connection with the teaching of poetry.

## 3. Prose Fiction, including both Short Stories and Novels.

Certain points were considered in the study of both the short story and the novel, and discussions revealed the title, author's life, style and structure employed by the author, the setting, local color, plot development, character studies, and the interest which the production held for an individual. As a rule, the short story was read and discussed in detail in class; whereas the novel was read out of class and reports were written on it. Sometimes these were read in class and notes were taken. At other times, they were passed in to the teacher in fulfillment of the reading requirement. The novel was almost always to be found in the school library and was the student's choice with the teacher's approval.

## 4. The Essay.

Essays were taught, in seventy-five per cent of the cases studied, only in the eleventh and twelfth grades, rather than throughout the four years. They were studied for enjoyment, for the moral lessons which had very practical applications, and in order that pupils might learn the sources of familiar proverbs. In all instances, the interest of the pupils were considered relative to the choice of an essay for detailed class study. In addition, some pupils were permitted to read other essays according to their tastes and to report on them to the class. In connection with the study of essays, addresses were memorized and delivered before the class or in the school auditorium.

## 5. The Drama.

In five of the schools, a dramatic club was organized which presented plays written by the pupils or the teacher, or selected from a list of popular authors. As a general rule, teachers chose or suggested that dramatic material which was adapted to the interests

and abilities of students. In the study of the drama, special reports were brought in by the students in connection with the discussion of the dramatist's life and period. The reading of the acts by the pupils, each taking the part of one of the characters in the play, was effectively done. Plot development, character portrayal, and central thought were discussed. A summary was given and certain passages were memorized and dramatized.

## Conclusions and Recommendations

Certain theorists in the field of education maintain that "practice is still far from consonant with widely accepted theory." This study furnishes confirmatory evidence that present social needs are not being recognized sufficiently nor are the interests of high schools pupils considered as widely as they should be in regard to literary material to be used for study. Evidence points to the fact that a number of schools are devoting an undue proportion of time to analytical studies for the type forms, and are using far too little material based upon the interests and experience of the pupils. There is a growing tendency, however, on the part of many teachers to give place to this sort of material because they realize that it is necessary in order to insure the interest of the pupil. Teachers are attempting to reorganize the curriculum in order to extend in many directions the interests of the pupils gained from reading. Inadequate library facilities, however, have interfered with their plans of reorganization, and meager classroom accommodations have made the proper approach to, and appreciation of, literature exceedingly difficult.

Considering the circumstances surrounding instruction in literature in these twenty high schools, the teachers are to be commended upon the sort of work they are doing. One handicap, however, that many of them experience is being called upon to teach subjects other than their speciality. Teachers in these twenty high schools of Tennessee, as in many other states, are not thoroughly enough prepared to teach the different subjects which they are assigned. Very little attention has been given to their major fields and to the effect their teaching these subjects will have upon the pupils. Apparently, no consideration has been given to the importance of health safeguards; for teachers are overloaded with crowded classes, daily teaching periods, and a great many additional

burdens that have no bearing on their speciality.

It is clearly evident that most Negro high schools are still without adequate library facilities; hence, extensive reading is impossible. There is, however, as compared with the past, an increase in subscriptions to magazines, as well as an increase in the reading of periodical literature in those schools whose libraries are fairly well organized.

An immediate curriculum revision is impossible, and even if it were possible, teachers would be unprepared and school facilities inadequate to meet the requirements of the new situation. This is due, perhaps, to the lack of adequately prescribed professional courses in the teacher-training institutions and liberal arts colleges from which these teachers have graduated. These institutions face the demands of a situation which calls for the preparation of teachers to do well the things exacted by a great majority of representative schools throughout the state and

country as well. These institutions must help interpret the demands to the schools, keeping in mind that from the schools come some of the momentum toward necessary curriculum revision; hence, they must base their professional course upon a knowledge of what constitutes prevailing best practice. Persons preparing to be teachers or administrators should be required to complete satisfactorily the requirements of the professional courses carefully and especially planned for their respective major fields. Teachers and principals already employed should be given a limited time in which to meet these requirements.

This study should cause attention to be directed toward certain values to be derived from the teaching of literature; should be influential both in leading to a reorganization of the present course of study in literature, and in providing adequate school facilities which affect the teaching of literature; and should be suggestive of methods of teaching which will help teachers to realize in a more desirable way the value of each type form.

## AN ADDRESS OF WELCOME

By Commissioner Walter D. Cocking to Tennessee State Association of Teachers in Colored Schools, March 29, 1934

It is a pleasure for me to be here to extend to you my greetings at this, your annual meeting time. Gathered in the city of Nashville tonight, tomorrow and Saturday, there will be from seven to eight thousand school teachers from all over the state. I have been wondering for the last two or three days as to what direction those deliberations of the next two or three days will take. I have been wondering about the purpose of coming to Nashville. What do we hope to do? Is it a release from the routine of our duties or are there more serious purposes?

I will ask you to think with me about some of the problems that confront us. We hear no little about the 'new deal' and I am not sure that I know about what it is. May be this is why it is so called. I do know that things are changing in this country, that things we did not dream of a few months ago are coming into being and with striking rapidity. What does it mean to us who teach? Sometimes we grow weary when it is held out to us and to our students that

in our hands are the destinies of nations, but it is true that we do have the opportunity to shape the realm in which we work. Are you asking yourselves as to how you are discharging your obligation to bring a better day in the community and for the people for whom you work? I feel baffled, I would like for some Moses to come and to show us the clear path.

I am going tonight, in the few minutes I shall take, to try to call your attention to the field of education which during the past, we have thought and done little about—adult education. I go to that field tonight in talking with you because with your people, it is a sad, pressing problem and, to my notion, an opportunity to do a striking piece of public service for public welfare.

I saw in the office of Mr. Floyd Reeves, a map depicting the illiteracy situation in the United States in three colors—white, brown and black. White showed those areas of literacy to be 95 per cent plus, the brown area showed it not so high, but where these is a large degree of literacy. Black depicts

portions of our country where illiteracy reigns supreme. My eyes involuntarily go to that section of the map which marks Tennessee and it is rather black, denoting that our state has a very large amount of illiteracy. This winter, thirty-three adults have been, since October, in classes in this state and a majority have been learning to read and write and figure. I have been getting a number of letters from people, white and colored, stating, "I am writing my first letter to thank you for the opportunity to read and write."

We hope that this opportunity shall continue until the last blot of illiteracy shall be moved from our state. The classroom teachers of our state can, if they are willing, remove from Tennessee the blot of illiteracy. It will mean adding to your burdens and duties, but it is also a challenge and when the job is done, you will have the satisfaction of knowing that you have helped. How splendid it would be, if teachers would promise themselves that by 1940 there will be no illiteracy, that every individual should have had by that time, the opportunity to learn to read, write and to figure. Then, it would be a better state in which to live, if that should come to pass. It is not a theory, it is a practical consideration. We teachers can do it if we will. The colored teachers of this state can, will and must help to do this. When we have cured illiteracy, we have not cured the problem of adult education. All of us will need to continue to go to school as long as we live. Our social order is changing so rapidly, events are moving so fast that it is an effort for the best of us to keep pace to the changing times. Most people desire to do right, most desire, I believe, to be helpful to themselves and friends. To do that, however, it is required that we must continue to learn and adapt ourselves. I have an old professor who often said, "He who ceases to be better, ceases to be good. There is no such thing as static goodness; one must continue to develop." If we know all there is to know tonight, by the time tomorrow rolls around, there would have been unloosed upon the world a new continuous body of knowledge. We must take account and determine how that affects our lives as we continue to be that good citizen. I am asking if the school teachers of this state can not be leaders in urging others to go to school, to train themselves in some lines for which training was denied them when in

school. To be specific, I should like to see next year established over this state a public forum using every school house in this state as a centre for meetings from time to time at which the good people of the neighborhood should meet and discuss some events of importance and concern to them. Give them a chance to state points of fact and by swapping information, get understanding and become better citizens because of the discussion. If that can happen next year and in years to come, we shall certainly develop a better citizenry. It is well for us to meet with our fellow and to develop points of view, individual understanding and appreciations which we have not had before. This is a suggestion which does not require money or the formation of administrative machinery. All that is necessary is to lay plans, get a few suggestions, spread the word around. Have a good first meeting which you will direct and then propose to continue. I believe it is a proposition that will sweep the state like wild fire. The people will be more interested in the schools and teachers will have better schools and better conditions because of having the interest of the community.

We have the fundamental question in the field of education of how to train those friends of ours in communities who have been working in a line and who cannot now get work in that line. People who were formerly at work and successful but who today cannot get work in that line to do at all. Either, they will become helpless wards or somebody will have to help them find some new work that they can do and to train them. This particularly applies to men between 18 and 25. You know that the young man is not wanted on the farms, in plants and shops as he was once wanted. I believe and suggest that we school teachers propose a program which will give these young people an opportunity to be good citizens. There will probably need to be a different school, maybe a place to develop hobbies and different interests, maybe the old singing school, debating societies and other such interests which have passed out of our present life.

I have endeavored to picture to you the responsibility which I believe to be yours in providing and developing in our community an educational opportunity for the older

(Continued on page 70)

## EDUCATION FOR A NEW DEAL

### EDITORIAL

**The 1934 Session:** In many ways the twelfth annual session of the Tennessee State Association of Teachers in Colored Schools was the best of the series. The attendance exceeded the five hundred mark. Nearly 1,000 of the 3,000 teachers in Negro public schools of Tennessee were enrolled as active members. In general assemblies were stimulating and challenging.

Dr. Walter D. Cocking, state Commissioner of Education, suggested that "There will probably need be a different school, maybe a place to develop hobbies and different interests, maybe the old singing school, debating societies and other such interests which have passed out of our present life."

Dr. Shelton Phelps, dean of George Peabody College for Teachers, prophesied that the next few years will see a demand for more teachers than ever before, and that these teachers will have more permanent tenure, larger remuneration and professional preparation superior in quality and quantity to that of the past decade.

Dr. Carter G. Woodson sounded the keynote of racial pride, racial respect and appreciation of the contribution to civilization of its progenitors. He suggested that the present mis-education of the American Negro should be replaced by a recognition of the Negroes' background and participation in world events.

Dr. A. L. Suhrie, dean of the School of Education, New York University, stressed the need for an abiding faith in the work of the teacher, a love for the job regardless of locality or equipment. He declared that the present challenge is but the forerunner of a better tomorrow.

Dr. Lance Jones of Oxford University appraised the work of Negro educational institution as he has seen it in his tours through the South.

The departmental sessions were a combination of the theory of education experts and the presentation and discussion of problems by the classroom teachers. Officials from the Department of Education pointed the way to improve in the year just ahead. Facts and figures and the interpretations thereof were most helpful.

**The Tennessee Educational Commission:** The thorough going study of the Tennessee Educational Commission is one that is of especial interest to our teachers at this time. What will be the status of the Negro school and its teachers in the new order of things? Have the interests of our schools been carefully studied and suggestions made in keeping with those for other schools in the country? What of the possibilities of federal aid for city and county education? If such is obtained, will it be so disbursed that Negro pupils will share in it proportionately?

A committee was authorized to act as a liaison group between the Association and the Tennessee Educational Commission and the State Department of Education. This committee is expected to make studies of the present status and needs for Negro schools in Tennessee and to advise with those in authority in regard to their findings.

**The Broadcaster:** The Broadcaster is in its sixth year. It has weathered the period of experimentation. On August 25, 1928, it was entered as second class matter at the Post Office at Nashville, Tennessee, under the Act of March 3, 1879. For the past four years it has been listed by the yearbook of the Educational Press Association of America as a first-class educational journal. Beginning with this issue the editorial staff has been expanded to include representatives of all phases of our members in all sections of the state. The clerical system has been revised so as to guarantee each member a copy of each of the four issues of the publication.

**The Outlook:** The Association has a program for 1934-35. It plans to study the needs of its members and their pupils; to make these findings known to the members and the public through its official publication, The Broadcaster, and by conference with the proper educational authorities; to provide information about modern methods of teaching, about what is being done in education in the state and nation to provide an organ for the expression of the opinion of its members; to construct a superior and more helpful program for the 1935 session.

G. W. G.

## DEPARTMENTAL REPORTS

## High School and English Section

The High School and English Sections of the Tennessee State Association of Teachers in Colored Schools met jointly. Miss Lucy Campbell, chairman of the English section, and Professor T. R. Davis, chairman of the High School section presided alternately and the two programs were closely related.

Miss Samuella Totty, Bachelor of Arts of Tennessee Agricultural and Industrial State College and Master of Arts of Fisk University, spoke on High School English, and told in detail about the survey which she made of the teaching of literature in more than twenty Negro high schools of Tennessee. While Miss Totty found overcrowded classes, the need of better selection of subject matter, over-loaded teachers, inadequate library facilities and other deficiencies, she discovered in the teaching of English in the high schools many praiseworthy features. She presented the survey in the form of a thesis to Fisk University in part fulfillment of the requirement for the Master's degree.

Professor J. W. Bell, teacher of English in Booker T. Washington High School, Memphis, spoke on the "Technique of Teaching Formal English and English literature." His discussion was illuminating. Professor R. R. Vance, Supervisor of High Schools of the State spoke on the "Tennessee Educational Commission in Relation to the High Schools." He pointed out the necessity of the teachers, themselves, aiding the important cause of education in the State by urging the members of the legislature to support the definite and well-planned program which the commission will present.

Miss Zelma Redmond, teacher of English in Tennessee Agricultural and Industrial State College, presented a brief discussion on the "Project Method in the Teaching of English."

On Saturday morning Mr. W. E. Turner who acted as proxy for Dr. A. D. Mueller, first expressed regrets for the absence of Dr. Mueller, after which he delivered the address prepared by Dr. Mueller. This address "The High School of Tomorrow" was well received by all present.

The high points of the address were:

1. A goal necessary for successful teaching.
2. High school must meet the needs and ability of the individuals.

3. The high school will develop the youth along the lines for which he is best suited so that he will be able to live better.

4. New curriculum will be much more comprehensive than tradition curriculum.

5. The high school will teach science not to produce scientists but for worthy home membership.

6. New methods of teaching will provide for rapid advancement of students.

7. New type of teachers will be the foremost citizen of the community.

8. The high school of tomorrow will be so arranged and organized as to be able to take care of all youth.

9. The high school of tomorrow will be the intellectual and social center of the community.

The group was very grateful to Dr. A. D. Mueller and Mr. Turner for the very interesting and inspiring address.

Miss Velma J. Ribbins, Memphis, discussed the question of "What Value is True Knowledge of Grammar in Modern Experience?" Miss Ribbins mentioned in her address that every assignment is an English assignment. She also stressed that English is necessary for expression and ability to interpret a situation. English is of great value. It teaches an individual to think. The entire address was greatly enjoyed by all present.

The session voted that the officers of both groups be retained for another year.

Respectfully submitted,

Miss Lucy Campbell, Chr. English Section  
T. R. Davis, Chr. High School Section  
A. Clay Bronaugh, Secretary.

## HOME ECONOMICS SECTION

The meeting of the Home Economics Section with Miss M. E. Richards presiding was opened with the following subject. "Teaching of Clothing in Schools of Tennessee," by Mrs. A. E. Brown, Pearl High School, Nashville.

Miss Pearl Haley, Supervisor of Home Economics in City Schools, Chattanooga, led the discussion, "Home Economics, Home Making." The following points were brought out:

- (1) Household Arts
- (2) The making of Home Economics
- (3) Difference between Home Making and Home Economics.

(4) Setting up house-keeping

(5) Child Care

(6) Personal experience being the outstanding problem in Home Making

Miss M. P. Wilson, associate professor of Home Economics, George Peabody College for Teachers, Nashville, led the discussion, "Home Economics is at the Center of the New Deal."

The high points of this discussion were:

- (1) Responsibilities in the lunch room
- (2) Health program
- (3) Home Economic Clubs
- (4) Giving personal guidance
- (5) Home crafts

Friday, March 30, 1934—Miss M. E. Richards Presiding

The following subject, "Teaching Foods by A State Course of Study," was led by Miss Nora Turner, Green School, Knoxville.

The second topic "Modern Trends in Supervision" was discussed by Miss Lawrence Patterson, Supervisor Shelby County, Memphis. Both discussions were highly commended.

Saturday, March 31, 1934—Miss M. E. Richards, Presiding

The following officers were elected:

Miss M. E. Richards, A. & I. State College, State Chairman.

Miss L. V. Patterson, Memphis, Secretary.  
Miss Irene H. Patton, Chattanooga, Editor East Tennessee.

Miss Clara Greenlow, Clarksville, Editor Middle Tennessee.

Miss Ethelyn Hunter, Dyersburg, Editor West Tennessee.

Miss Nora Turner, Knoxville, Program Committee, East

Miss Beatrice Irvine, Nashville, Program Committee, Middle.

Mrs. A. M. Dobbins, Jackson, Program Committee, West.

## INTERMEDIATE SECTION

March 29, 1934.

The Intermediate Section was opened by Miss Laura Averitte of the Agricultural and Industrial College. The following program was rendered:

Address—"The Value of Speech in the Schools" was given.

Reading—Mrs. Ruby Krider, director of the Department of Speech, Grove High School, Paris, Tennessee.

Mrs. I. M. Dean opened the meeting on

Friday. Greetings were extended. New principals and teachers were introduced.

Superintendent W. O. Inman, Superintendent of Public Instruction, Paris, Tennessee was introduced by Professor W. R. Garrett. The subject of his address was "What Three Things To Stress in School." The speaker emphasized these points: (1) Respect for law and order. (2) A high regard for good citizenship. (3) High regard for work.

Mrs. I. M. Dean, Memphis, opened the meeting on Saturday. The speaker for the morning session, Miss Martha Parks was introduced by Mrs. Martha Brown of the Agricultural and Industrial College, Nashville, Tennessee. Subject, "Libraries in Elementary Schools."

At the close of the regular session officers for the ensuing year were elected.

James Chunn, Chattanooga, Chairman.

Mrs. Daisy Stevens, Secretary.

## PRINCIPALS' SECTION

The Principals' section of the Tennessee State Association of Teachers in session at the Agricultural College, March 29-31 was attended by fifty-five of the Principals of the State.

Professor W. A. Lynk, principal of the Melrose School, Memphis, presided over the meeting.

In addressing the body, Mr. W. E. Turner, State Agent for Negro Schools, stressed the importance of such traits that might distinguish an individual in the teaching profession.

Mr. W. W. Sanders, Executive Secretary of the National Association, spoke of the perfecting of a Principal's Organization that would prove beneficial to the National Association.

Mr. Lewis Gregory made an address on "World Peace." An address by Professor Kurtys Clay, Principal of the Sparta High School on the Educational, Economic, Civic and Social Condition of the Negro in White County brought out the results that could be accomplished through definite efforts made in a community.

Professor W. J. Davenport, Principal of the Howard High School, Chattanooga, Tennessee made an interesting address on "Education in a New Deal."

The meeting proved profitable and interesting.



Professor W. A. Lynk and Mrs. Mamie Walton were re-elected for another year.

Mrs. Mamie F. Fletcher, Secretary.

#### SUPERVISORS' SECTION

The Supervisors' section met Thursday, Mar. 29, 3:00 p. m., Mrs. S. L. Smith, Columbia led the discussion on "Duties of a Jeans Teacher." The following points were given as suggestive duties:

1. To stimulate and assist local rural communities to assume their obligation in the education of Negro children.
2. To solicit and maintain cooperation of local white people in a program of educational development of Negroes.
3. Teaching and supervising elementary and industrial work.
4. Supervision of regular academic instruction as:

1. Method.
2. School room management.
3. Lesson Planning and outlines.
4. Teachers professional meetings.
5. Improvement of health and sanitary conditions in homes and schools.
6. Stimulating and assisting teachers to adapt their educational work to the needs of the pupil and the community.
7. To initiate the necessary educational changes by actual demonstration in cooperation with the teacher and pupil rather than by talks and memoranda.

Friday, 30, 1934

The topics for discussion were

"Rural School Problems and How they may be Solved"—led by Mrs. Fannie Dobbins. Some of the greatest problems were:

1. Books.
2. Attendance.
3. Cooperation of parents in the interest of the children.

The method used in solving these problems was the organization of Parent Teachers Association, Women's Clubs and clubs for interested teachers.

"Cooperation A Vital Thing in Supervision," was discussed by Mrs. Susie B. Ferrar, Clarksville. Suggestions were made to obtain interest of parents, teachers and school officials by keeping or making direct contact.

An interesting talk was made by Mr. Dudley Tanner, State Agent. The speaker emphasized the duties of the Jeanes teacher and

expressed his desire to improve the instruction in the elementary schools.

Saturday morning's session was in the form of a Round Table discussion led by Dr. Lance Jones, Oxford University, England.

After the discussion the following officers were elected: Mrs. S. L. Smith, Chairman; Mrs. G. A. Cash, Secretary.

P. E. Smith, Chairman.

#### DEPARTMENT OF RURAL EDUCATION

Throughout the meeting of the Rural section the aims, objectives and outcome of Rural Education were emphasized.

A very interesting and helpful program was rendered in which Miss Lavinia Putman of Alamo discussed the "Teaching of Reading in Elementary Grades," and gave some concrete illustrations of types of materials to be used in the teaching of reading throughout the elementary school.

Miss M. B. Jones, R. N. of the Agricultural and Industrial College, demonstrated with a group of children the proper correlation of subjects in the elementary grades showing how the creative ability of the child may be stimulated and guided towards purposeful activity, and at the same time emphasizing Health Education.

At the close of the discussion the following officers were elected: B. J. Hall, Gallatin, president; R. D. Smith, Portland, vice president; J. H. Randles, Hendersonville, secretary.

#### TENNESSEE STATE TEACHERS' ASSOCIATION HISTORY SECTION

March 29, 1934

Prof. Merl R. Eppse, Presiding

The History section of the Tennessee State Teachers' Association met in the Industrial Building, room 301, on the Tennessee A. & I. State College campus, March 29, 1934 at 2:00 p. m., to 4:30 p. m. After very brief remarks, Prof. Eppse introduced the speaker of the evening, Mr. Nathaniel Williams of the Booker T. Washington High School, Memphis. Mr. Williams spoke on the subject, "How to Make History Real in High School," the major points of which follow:

##### How To Make History Real in High School

In the introductory remarks it was stated that the first requisite to teaching was to realize the importance of the subject as a vital part of the high school curriculum.

In the next place the preparation of the teacher is essential and this preparation includes obtaining an adequate conception of the subject.

DEFINITION: "History is a subject that comprehends all of man's life in the process of growth," this growth being promulgated through the following phases of life: Political, economical, ethical, religious, intellectual, social and physical. To teach history from one point of view, simply means that the six other points are being neglected, hence the result is a one-sided picture.

Here the subject was attacked from three standpoints, or by asking three questions. WHO? WHAT? and HOW?

#### I. WHO?

The question arises, "To whom am I to teach history?" The answer is "To the high school boys and girls." With this in mind, we must realize that the high school students are in between manhood and boyhood, womanhood and girlhood, hence the teacher must remember the psychological traits of these students whose imagination is very keen during this period. Therefore, the teacher should appeal to these imaginative traits in planning the work for the students.

#### II. WHAT?

The actual facts are the things that must be considered in answering the WHAT question. However, when presented to the students in a serious manner, it seems that their interest in the subject begins to lag. History can be made interesting if a bit of dramatization is introduced, but along with the dramatization the teacher must "Sell the subject to the student."

#### III. HOW?

The teacher must impress upon the children the value of the subject being taught. This, of course, brings up an idea of objectives:

- (a) Why study history?
- (b) Fit the objectives to the students by making examples concrete.

#### EXAMPLE:

##### Reconstruction Period in United States History

Introduce the subject by asking questions that would invoke interest enough for the student to search for facts pertaining to the period itself.

Question: "I suppose there are some jim-

crow statutes held in many states. Is it because of prejudice or is it based on some historical background?"

In order to answer this question, the student must search the records of past events, for it is there that he will find the answer. In this way the student can see that it is necessary to study history in order to understand the present-day situation with which he is confronted.

"History is a hammer to knock open the doors to other subjects in other fields." In history there are three facts to bear in mind, they are (1) knowledge; (2) skills and (3) attitudes. The teacher should place the most emphasis on whichever fact that needs the most development in her classes. For example, in Memphis the people do not believe so much in their own schools. The general attitude toward the schools is poor, and in such case in the teaching of history the greatest emphasis should be placed on the development of better attitudes. We might use the following list of suggestions in making history real in high school:

1. Use of antiques—rocks, diaries, bullets and copies of the Declaration of Independence and other great documents which can be bought at very reasonable prices.

2. Pictures—Show the students pictures of outstanding periods and noted historical scenes.

3. Personal History—In many families elements to the background of history can be bound. In some families there may be old persons who were once slaves, and it would be interesting to have the students of such families make reports before the class of some things done in the period of slavery as told by these former slaves. This will inspire other students to try to find similar elements in their own family.

SUMMARY: The basis of "Making History Real in High School" depends upon the teacher being adequately prepared, and having the proper conception of what he is teaching; giving attention to the psychological development of the students being taught and planning the work accordingly; putting the proper emphasis where it belongs in order to meet the local conditions.

Following the address given by Mr. Williams, the open forum discussion was led by Mr. Thomas Myers of the Williamson County Training School, Franklin. In the discussion



the greatest interest was centered on how to correlate a study of the Negro with other subjects, and to bring it in connection with the study of history. The History section then adjourned willing to wait further discussion on Negro History and its correlation by Dr. Carter G. Woodson in the next day's meeting.

Nat Williams, Chairman.  
Lois H. Daniel, Secretary

#### TENNESSEE STATE TEACHERS' ASSOCIATION HISTORY SECTION

March 30, 1934

Prof. Merl R. Eppse, Presiding

The History Section of the Tennessee State Teachers' Association assembled in the Women's Building, room 200 south, on the Tennessee A. & I. State College campus, March 30, 1934, at 2:00 p. m., to 4:30 p. m. Mr. Julian Belle of the Booker T. Washington High School, Memphis, was asked to take charge of the meeting, and after a few remarks, he introduced Dr. Carter G. Woodson, director of the Association for the Study of Negro Life and History, the speaker of the evening.

#### Plans for the Study of the Negro

"The problem of the study of the Negro has arisen through the reception of letters coming from persons who would like to take up a study of the Negro and from persons in search of information along various lines pertaining to the Negro. We do not take history now with the idea of loading our minds down with facts, for history is an effort to interpret the past in terms of the present, and to interpret the present in terms of the past we attempt to interpret it by what man has attempted, felt and accomplished. You do not see much history in what I am writing right now, because you are concerned more about facts and I am concerned more about the interpretation of facts.

**HISTORY CLUBS:** "What are you going to study when you have the club organized? In the study of history you cannot set off the history of any particular people and say that that is American history. So take up the study of the Negro from a world point of view.

**BIOGRAPHY:** "The Biography method should be used down in the lower grades.

Every teacher ought to teach Negro history. You must start with little stories taken from African life. Let the children start out by identifying the pictures of famous Negroes, and making a sentence about each" Example, show the child the picture of Booker T. Washington, and when he identifies the picture he should give a "sentence biography," as "Booker T. Washington was a great educator."

**TEXTBOOKS:** "When it comes to the 8th grade, it is well to introduce a textbook. Jessie Fauset's "For Freedom" is a charming story that could be used about this grade. In the history of the United States the Negro is omitted, and when you teach the background of the Negro you are teaching the background of your race. When you teach Negro History you are doing the same thing which the white man does for his own race. You are using the same method he is using. In teaching boys and girls of men of distinction, they will become inspired to higher ideals. What we have done was to try to connect the history of the Negro with world movements."

Here Dr. Woodson gave remarks showing how the Negro had really been outstanding in the development of civilization, taking up the following points:

1. Physical features of Africa.
2. Stone Age in Africa.
3. Metal Age in Africa.
  - (a) Africans were the first people to use iron.
4. Domestication of animals.
  - (a) Africans were the first to domesticate the sheep, goat and cow.
5. Language.
  - (a) Said to be the richest language in the world.
6. Science and Art.
  - (a) The Africans knew about chemistry. They knew how to mix a substance so poisonous that when a person was pierced by an arrow dipped in this substance, death followed almost instantly. They also knew how to mix an antidote for such poison.

The following references were suggested as a partial list of supplementary reading to a study of the Negro:

#### BOOKS ABOUT THE NEGRO WRITTEN BY WHITE PEOPLE

Author	Title
Lady Laguard	Timbuctoo, the Mysterious Tropic Dependence
Leo Froebenious (German)	Voice of Africa
Mericus Delifas	Negroes of Africa
Edward W. Blyden,	Islam, Christianity and Negro
Edward W. Blyden,	African Institutions
M. Molema,	The Bantu
Caseley Hayford	Native Gold-Coast Institutions
Caseley Hayford	Ethiopian Unbound
Jessie Fauset	For Freedom

\*Handbook for study of Negroes to be published soon by Association For Study of Negro Life and Literature.

In the forum following Dr. Woodson's address, the essence of the discussion can be seen in remarks of his own.

"The Negro has not put his case before the world. The white man thinks that we are out of the picture. I feel that I am doing a big thing when I can get the Negro to see his own background and the white man to also study it."

Nat Williams, Chairman.  
Lois H. Daniels, Secretary.

#### HISTORY SECTION

March 31, 1934

Prof. Merl R. Eppse, Presiding

The History Section of the Tennessee State Teachers' Association Assembled in the Women's Building, room 300 south, on the Tennessee A. & I. State College campus, March 31, 1934, at 9:00 to 10:00 a. m., for the purpose of compiling reports of the meeting and for laying plans for next year's work. **Recommendations of the History Section of the Tennessee State Teachers' Association for 1934-1935**

It was suggested that:

I. We form a clearing house for the compilation of helpful methods for the teaching of history, and the same be distributed to the teachers of history through the history section reporter.

II. We make a roster of all teachers of history in the state and sometimes prior to the next State Teachers' meeting, send each of these persons a personal appeal to attend the state meeting, bringing with them problems pertaining to their history work, and

also methods of solving problems in history.

III. A short biography of some outstanding Negro be written by some member of the history group and published in the BROADCASTER monthly.

**THEME:** It was decided that the theme for the program for next year be HOW TO TEACH HISTORY IN THE ELEMENTARY SCHOOL, which shall be discussed in the two regular meetings of the History Section of the State Association. It was also decided that the History Section through Mr. Eppse, chairman of the Program Committee, secure the best possible speakers for the meeting.

The following officers were then elected for the ensuing year:

#### CHAIRMAN

Mr. Nathaniel Williams  
Booker T. Washington High School  
Memphis, Tennessee.

Summer: 721 Scott Avenue  
Memphis, Tennessee

#### ASST. CHAIRMAN

Mrs. Rachel Patillo  
Nashville, Tennessee

#### SECRETARY

Miss Lois H. Daniel  
Box 225  
Alamo, Tennessee

Summer: 1105 Glade Street  
Columbia, Tennessee

#### ASST. SECRETARY

Miss Mary Hawkiss  
76 Wharf Avenue  
Nashville, Tennessee

#### HISTORY SECTION

##### REPORTER

Mr. Julian Belle  
Booker T. Washington High School  
Memphis, Tennessee

Summer: 6153 Michigan Avenue  
Chicago, Illinois

#### CHAIRMAN OF PROGRAM COMMITTEE

Prof. Merl R. Eppse  
Tennessee A. & I. State College  
Nashville, Tennessee  
Miss Ellaree Roberts  
1100 Commerce Street  
Clarksville, Tennessee

The meeting then adjourned, and Mr. Williams gave a verbal report of the History Section of the Association.

Nat Williams, Chairman.  
Lois H. Daniel, Secretary.



## REPORT OF COMMITTEES

### COMMITTEE ON FINDINGS

From the meeting of the Middle Tennessee and State Teachers' Association, we have gleaned that a more definite, practical and systematic school program must be followed. This program can only be magnified and made effective through efficient teachers. A more practical theory has been advanced to meet the needs of school boys and girls at present.

In the general assemblies of this meeting we discovered from the addresses of such thoughtful and ever working men as Professor E. W. Benton, Supervisor of Nashville Public Schools, Professor J. H. Neville's, President of the State Teachers' Association, and Professor I. H. Hampton, President of the Middle Tennessee Teachers' Association, the importance and necessity of the coordination of fundamentals and modern trends of training, for the youth. The urge to discover whether we are born teachers of people attempting to augment the field. The strength, the intelligence and victories of unity to be realized as the preserver of our Teachers' Association and panacea for the retarded growth in the Negro citizenry.

The association and its best session this year. The departmental meetings have become more and more the vital organs of the association. The speaker in these departments have brought to our mind's door the importance of knowing everything possible about something. The freedom of speech has planted a desire to be just as practical as theoretical. A better understanding of a New Deal and a place for education in the Deal.

The program committee is to be complimented especially for its excellent selection of Dr. Carter G. Woodson as its speaker since history is a basis for the progress or destruction of a race. There is no doubt as to the history of the Negro, when we avail ourselves the opportunity to read material compiled by such an able and efficient person.

The annual session at date is conducive to greater attendance, interest and convenience.

Signed

J. L. Seets, Chairman  
W. M. Davenport  
R. E. Clay  
Mrs. Helen Casey  
Mrs. U. L. Knox

(Adopted)

### COMMITTEE ON NECROLOGY

We the committee on Necrology make the following report: We find that the following teachers have passed to their reward since our last state meeting.

Mrs. Carrie B. Donaldson, Principal of Florida Street School, Memphis; Miss Maggie Jackson, Teacher in Florida Street School, Memphis; Professor A. J. Collins, Principal of East Jackson School, Jackson; Mr. M. L. Jones, Teacher of Carnes School, Memphis; Mr. J. J. Litter, Teacher in La Rose School, Memphis; Professor J. W. Anderson, Manual Training Supervisor, Nashville; Miss Bessie Clark, Teacher in Melrose School, Memphis.

We recommend that we spend a few minutes in silent prayer, after which someone in the convention be called up to lead the prayer in remembrance of our beloved Co-workers.

Professor W. A. Lynk, Chairman.  
Mrs. Prudence Allison  
Professor S. H. Johnson  
Professor Alonzo Love  
Miss Annie C. Cargill

(Adopted with the addition of the names of Professor J. T. Swann, Booker Washington School, Hamilton County, Professor G. W. Thomas, Main Street, Chattanooga, Mrs. Lydia Shield, Montgomery County and Mrs. O. V. Ferguson, Dunbar School McLemore Co.)

### COMMITTEE ON RESOLUTIONS

Whereas it has come to our attention that one of the youngest county school superintendents in the State, Honorable Enoch L. Mitchell, Fayette County, with the county board of Education of that county has so remarkably improved the school system in that county through lengthened term, better teachers and improved facilities. Be it resolved that this State Teachers' Convention take cognizance of that progress and extend to Superintendent Mitchell and the County Board of Education of Fayette County a warm commendation for their laudable work.

Whereas we believe that a knowledge of any group's past is necessary and indispensable to the proper evaluation of its place in society.

And whereas the Negro of this country has contributed bountifully to the making of this

country in field and shop, and on the field of battle, in the arts and sciences, in industry and in the domestic service.

And whereas we appreciate that a knowledge of the deeds of valor, courage, insight, accomplishments and achievements in all of the realms of activity is essential to that self-respect which gives point, assurance and optimism important in the battle of life.

Be it therefore resolved that the Colored teachers of this great State highly appraise the fine work of the association for the study of Negro life and history and its Director, Dr. Carter G. Woodson.

Be it further resolved that we as the educators of our people cooperate with this organization that we observe Negro History Week February 11th through the 17th.

Be it further resolved that we importune Superintendents of Education and Boards of Education to cooperate in the advancement of this work as a vital part of a people's education.

Whereas we are American citizens and are keenly sensitive of our country's welfare and are deeply affected by its progress:

Resolved, therefore, that we reaffirm our loyalty in and fealty to the governor in his efforts to relieve us of the grip of depression and unemployment, and restore us to stability and growth.

Whereas we believe it to be both right and equitable that teachers with the same qualification should receive the same compensation.

And whereas we believe that this is in keeping with the letter and the spirit of the general recovery program of the present national leadership:

Be it therefore resolved that we deplore wage disparities and discriminations and urge that where these exist that the authorities rectify the matter by adhering to the statutes and fairness.

Be it further resolved that five hundred copies of these resolutions be printed and that a number of copies be provided each county or city Superintendent of Education and others concerned.

Whereas the State Teachers Association in Colored Schools take imperial pride in the development and progress of The Agricultural Industrial State Teachers College and whereas we note with pride its wonderful expansion as evidenced in its life.

Be it therefore resolved that we express our faith, and confidence in the leadership of its president, Mr. W. J. Hale and organi-

zation and pledge our utmost cooperation.

Whereas the National Association of Teachers in Colored Schools is doing a most laudable and needed work for the professional welfare of our teachers in this county.

And whereas there is undeniable value indefinitely organized and integrated effort;

And whereas we have had here during this meeting the advice and association of its Executive Secretary, Mr. W. W. Sanders.

Be it therefore resolved that we highly indorse this organization's work and pledge it our fullest cooperation.

Be it further resolved that this indorsement take this form of activity that each individual pay his membership of one (\$1.00) dollar, which gives membership in both the State Teachers' Association, and the National Teachers' Association in Colored Schools.

Respectfully submitted,  
Committee on Resolutions

Dewitt T. Alcorn, Chairman  
T. J. Johnson, Secretary.  
J. L. Buckner  
Mrs. S. L. Smith  
S. H. Johnson

(Report adopted and referred to the Findings' Committee.)

### COMMITTEE ON RECOMMENDATIONS

The following recommendations were presented:

First, it is recommended that this body send an official letter of commendation and thanks to Dr. Walter D. Cocking, Commissioner of Education, Mr. W. E. Turner, High School Supervisor, Mr. Dudley E. Tanner, State Agent for Negro Schools, and to the members of the State Board of Education, in consideration of their liberal attitude, and sympathetic action towards the development of the education of the Negro citizens of the State of Tennessee.

Second, it is recommended that this body send a letter of appreciation to President W. J. Hale, re-affirming our recognition of his position as the most notable educational statesman of our day and race; commending him on the outstanding achievement he has wrought in the building of this great institution, the Agricultural and Industrial College; and further pledging ourselves to sustain and forward those broad policies which he will outline for the future.

Third, it is also recommended that the Tennessee State Association of Teachers in Colored Schools pay a membership fee of twenty-



five (\$25.00) dollars to the National Association of Teachers in Colored Schools for the year of 1934.

Fourth, it is recommended that the Tennessee State Teachers' Association arrange its program so as to confine its activities solely to its own previously defined state-wide interests.

Fifth, it is further recommended that greater provisions be made for the participation in the program of this association on the part of the large number of teachers engaged as instructors in the Colored colleges of the state.

Respectfully submitted,

Committee on Recommendations,

J. A. Hayes, Chairman.

N. D. Williams, Secretary.

Julian Bell

W. E. Nash

Mrs. Frankie Pierce

(Adopted with the addition of the name of Mr. A. A. Vance.)

Respectfully submitted,

H. L. Allison, Chairman.

Miss Picola E. Smith, Secretary.

M. R. Eppse

Mrs. A. E. Fagala

J. W. Bell

Miss Lucy Campbell

T. R. Davis.

(Adopted with the amendment that delegates to the National Association of Teachers in Colored Schools be elected from the floor. The resultant election was: delegates, J. L. Buckner, Memphis, and Mrs. Helen Casey, Memphis; alternates, R. H. Neville, Memphis, and W. J. Davenport, Chattanooga. In addition M. L. Morrison of Dyersburg was added as a delegate on his own expense also alternates made delegates on own expense.)

#### COMMITTEE ON CONSTITUTION

Having checked the constitution adopted by this association we were led to believe that the law adopted there was sufficient for the control of said organization.

Respectfully submitted,

Committee on Constitution

S. G. Green, Chairman

L. R. Davis

Miss Lawrence Patterson

Mrs. Ivella Dean

(Adopted)

#### COMMITTEE ON NOMINATIONS

March 31, 1934

We, the members of the Nominating Com-

mittee wish to make the following recommendations for officers of the Tennessee Association of Teachers in Colored Schools.

For President—Professor S. G. Greene, Principal of Holloway High School, Murfreesboro, Tennessee.

First Vice President—Professor T. R. Davis, Principal, Austin High School, Knoxville, Tennessee.

Second Vice President—Professor J. W. Beele, Booker T. Washington High School, Memphis, Tennessee.

Third Vice President—Miss Picola E. Smith, Jeanes Supervisor, Rutherford County.

Executive Secretary—Professor George W. Gore, Jr., Director of Instruction, State Teachers' College, Nashville, Tennessee.

Assistant Executive Secretary—Professor J. L. Seets, Principal Webb High School, McKenzie, Tennessee.

Recording Secretary—Mrs. Mary L. Murphy, of the faculty of Magnolia School, Memphis, Tennessee.

Assistant Recording Secretary—Mrs. U. L. Knox, of the faculty of College Hill High School, Cleveland, Tennessee.

Treasurer—Mrs. Martha M. Brown, State Teachers' College, Nashville, Tennessee.

For members of the Executive Committee: Professor R. H. Neville, Chairman, Memphis; President W. J. Hale, Ex-Officio, Nashville; Professor W. J. Davenport, Chattanooga; Professor R. J. Roddy, Lucy; Professor Merle R. Eppse, Nashville; Professor George Thompson, Mt. Pleasant; Mrs. A. E. Fagala, Chattanooga; Professor George W. Gore, Secretary, Nashville; Professor J. L. Seets, Assistant Secretary, McKenzie.

For delegates to the National Association of Teachers in Colored Schools; Professor J. L. Buckner, Memphis; Professor R. H. Neville, Alternate; Professor W. J. Davenport, Chattanooga; and Professor H. L. Allison, Clarksville, Alternate.

### Educatorgram

The State Federation of Colored Women's Clubs will hold their annual meeting with the Marechal Neil Federation club of Mt. Pleasant, June 27, 28, 29, 30. Mrs. Frankie Pierce, principal of the Colored Girls Vocational School, Nashville is president; Miss Marie Baker of 90 West Illinois Avenue, Memphis, is secretary.

## 12,045 TEACHERS RECRUITED IN TENNESSEE ASSOCIATION IN 11 YEARS

By Floyd J. Calvin, Special Feature Writer

A recruited membership of 12,045 in the Tennessee State Association of Teachers in Colored Schools since its reorganization on July 23, 1923, the maintenance of county organizations in 36 of 85 counties having an appreciable Negro population, and the publication of "The Broadcaster," a quarterly journal "dedicated to the advancement of education and interracial goodwill," is the inspiring record of the organized Negro teachers of Tennessee.

The State organization, affiliated with the National Association of Teachers in Colored Schools, brings outstanding educators of both races to the State and to the city of Nashville on the occasion of each annual meeting, held the week preceding Easter.

The State of Tennessee, geographically divided into three parts, also has three subordinate regional organizations: the West Tennessee, East Tennessee and Middle Tennessee Teachers' Associations, which are loosely affiliated with the State-wide organization. Annual meetings of the State group have been held jointly with the Middle Tennessee group for the past two years.

Officers of the Tennessee State Association are well distributed over the State, thus keeping alive the interest of professional cooperative action in all three regions. R. H. Neville, Greenwood school, Memphis, is president; W. J. Hale, A. and I. State College, Nashville, honorary president; S. G. Green, Holloway High School, Murfreesboro, first vice president; W. E. Nash, Cook High School, Athens, second vice president; Mr. Helen Casey, Jeanes supervisor, Memphis, third vice president; G. W. Gore, Jr., A. and I. State College, Nashville, executive secretary; J. L. Seets, Carroll County Training School, McKenzie, assistant secretary; Mrs. Mary L. Murphy, Magnolia school, Memphis, recording secretary; Mrs. U. L. Knox, College Hill High School, Cleveland, assistant recording secretary; Mrs. F. A. Sanders, A. and I. State College, Nashville, treasurer.

Published quarterly since '29, "The Broadcaster," of which Prof. Gore, executive secretary, is editor, has done much to raise the professional standing and interest of the teachers of the State. In 1930 it was officially

accredited by the Educational Press Association of America, a distinction held by only four other Negro educational publications. The office of publication is at the A. and I. State College, where Editor Gore is dean of instruction.

The current issue of "The Broadcaster" carries special articles on "Secretarial Commerce in Tennessee," by Mrs. Hattie E. Hale, of A. and I. State College; "Tests and Measurements as Aids in the Improvement of Instruction," by Mr. Gore; "The Enriched Senior High School English Curriculum," by Miss Ruth Arter, Cook County Training School, Athens; "The Crisis in Education," by M. W. Boyd, Morristown Normal and Industrial College, and "A Physical Education Program For the High School," by J. A. Matthews, Austin High School, Knoxville.

An indication of Dean Gore's efficiency as secretary and editor is shown by his having bound in volume form all issues of "The Broadcaster" since its inception six years ago. These copies, which give a quarter to quarter picture of educational history in Tennessee in the making in the era of its greatest expansion, are available for reference to students in teacher-training courses at State College.

The interracial angle of the association's work was reflected in the March, 1933 issue of "The Broadcaster," which carried a large portrait of Dr. S. L. Smith, Southern director of the Julius Rosenwald Fund, and an appreciation of his aid in helping finance and build more than 300 Rosenwald schools in this State, in a special article by R. E. Clay, State Rosenwald school agent, entitled "The Life Work of Dr. S. L. Smith in the Dual Educational System." The article quoted President Hale of State College as evaluating Dr. Smith's contribution to improved educational facilities for Negroes in the following epigram: "The colored people of the Southland could not have reached the present educational and civic status of achievements had it not been for the sane, wise and efficient cooperative leadership of Dr. S. L. Smith, whose well balanced judgment, concerning the best elements of both races has brought better standards of racial adjustment to all."

—The Pittsburgh Courier, April 5.



## AN ADDRESS OF WELCOME

(Continued from Page 58)

people of your community, first, the class which to this time has been denied an educational opportunity, the illiterate. I have tried to lay before you this plan that within the next four years we may remove illiteracy. I am drawing to your attention the possibility of establishing in each community where there is a school house, a type of

adult education through which we can develop in all people better and more service. The problem of the young man and young woman 18 to 25 years of age in wanting for employment, necessitates that the schools provide some kind of continuing education. This is not a problem of race or section of state. It is a problem to all sections of Tennessee. I should like to see these things done and discuss these problems and lay plans by which next year we may begin an early attack on the solution.

## A DIGEST OF EDUCATIONAL ARTICLES

By Zelma Redmond, Instructor in English, A. and I. State College

An article with the title, A Dynamic Program for the Profession, is published in the April, 1934 issue of the Journal of the National Educational Association. It is well worth reading. The high points of the report follow:

1. "That immediate efforts be made to define more definitely the policies that should guide the state organization in their future activity and cooperative effort.
2. That all organized educational effort should recognize the authority of the state and local community in determining and controlling educational practices in the administration of public education.
3. That there should be renewed efforts to adjust the teacher's load, to restore teacher's salaries, and to establish tenure regulation and retirement allowances on a sound basis in all the states.
4. That a thorough study should be made in all the states with the view of determining the new economic and social condition, and that the schools should seek definitely and quickly the adaptation of the schools to the new conditions.
5. That there should be worked out in more or less detail the policies and plans for bringing the school life more into keeping with the occupational life of the people.
6. That there should be a closer cooperation between public schools and colleges in their efforts to secure appropriations in the states

The Effect of Radio Musical Accompaniment on Accomplishment in School Work by Claire Zure and Evelyn Smith is issued in April, 1934 Educational Method—a Journal of Progressive Public Schools. Will the radio play an important role in American education? A summary of the study follows:

1. "There was no significant difference in results of tests taken normally and those accompanied by jazz instrumental music.
2. There was a marked restlessness and physical movement among chil-

and that private schools and colleges should be encouraged to align themselves in organized effort with the state and national organizations.

7. That plans should be formulated for a more widespread system of education for adults in keeping with the rapidly increasing leisure among our people.
8. That all teacher groups should be encouraged to study social and economic trends of these times and adjust their teaching and thinking accordingly.
9. That the National Education Association should be regarded by the state and local association as the clearing-house or national service agency for information and research.
10. That in the present social and economic conditions the state and local organizations develop lines of constructive work for the improvement of education in the several states."

dren during the first of the testing with music. This decreased as they became accustomed to the music.

3. The children were more restless in the periods following the testing with music than following normal testing.
4. About a third of the children thought it harder to work with music, 40 per cent thought it easier, and the rest were indifferent.
5. About 60 per cent of the children prefer to read at home with music and about 40 per cent prefer to do arithmetic at home with music; while 80 per cent say they have the radio on at home while they are working.
6. Many children said talking in a program disturbed them.
7. There was no measurable advantage in musical accompaniment, therefore there seems to be no reason to encourage the use of radio.
8. There was a decided increase with music of such negative habits as lip reading, audible reading, and counting on fingers in arithmetic.
9. Musical accompaniment doesn't seem to have as detrimental an effect on work as many parents fear. Therefore, its presence should probably depend on the judgment of the parent as to the reactions of the individual child."

In the April, 1934 issue of the Teachers College Record is an article, New Standards for High Schools, written by Thomas H. Briggs, professor of education—Teachers College. In commenting on the new standards Professor Briggs says:

1. "Schools by and large need some check-up to insure that their energies are rightly directed, and unless the evaluation is made by impartial agencies the public can have no assurance that its money is wisely spent and its children are properly educated.
2. One kind of standard measures adequately in terms of objectives, the competence of a school to do the

work for which it is established and maintained.

3. Objectives of secondary education, soundly based, clearly enunciated, and definitely directive, are precisely what we do not have.
4. Before we can propose satisfactory standards we must far more definitely than we have done before agree on what we want secondary schools to produce. If we do not at first decide what we want the institution to produce, how can we plan its procedure, either in general or in detail, and how can we evaluate its success?
5. Reform we do need in secondary education. Civilization has again marched ahead while most of the schools are still two, three, or more stations behind. But change is not necessarily progress; and safe and wise progress is not possible until we are orientated, until we have decided in what direction we wish to go."

An Investigation of The Reading Habits, Interests and Achievements of Negro Male Adults, an interesting article, by G. T. Wiggins is published in the April, 1934 issue of The Quarterly Journal. A brief description of the investigation follows:

## Purpose

"The specific purpose of the report is to present the results of a scientific study made to determine the reading habits, interests, and achievements of a selected group of Negro male adults in Chicago.

The motives which prompted this study may be described briefly as follows:

- (1) To find out how well Negro male adults read orally and silently.
- (2) To determine the amount and kind of reading that is done, the type of books, magazines and newspapers preferred, and the effect of education on the amount and character of the reading that is done.
- (3) To discover the motives and influences which stimulate interest in reading among Negro male adults.



## America Must Choose

By Henry A. Wallace, Secretary of  
Agriculture.

AMERICA MUST CHOOSE is the third of a series of World Affairs pamphlets, published by the Foreign Policy Association and the World Peace Foundation. In this penetrating study of the economic situation, the Secretary of Agriculture declares that America must choose "the advantage and disadvantages of nationalism, of world trade, and of a planned middle course." If such a pamphlet had been written by a member of the President's cabinet five years ago it would have been sufficient cause for his resignation. As a matter of fact, in AMERICA MUST CHOOSE, one finds a spirit and tone that is definitely antagonistic to the rugged individualism which the "defenders" of the American society emphasized as the corner stone of our government.

Secretary Wallace is realistic in the facing of the present situation by pointing out that the action taken under the A.A.A. or the N.R.A. or any other of the emergency Acts does not constitute a fundamental plan for American agriculture. It is startling to discover the number of alleged intelligent Americans who do not realize this. The

heart of the "economic traffic jam" which America faces today is expressed by Secretary Wallace in the following words:

"It is mean and niggardly in a land so wide and rich as this one, and many others, to stem the currents of production and to deflect the things all men desire into channels so limited, for a privileged few. It is bad management. Perhaps we can evolve in this country an economy that deals in potentialities instead of in denial. Perhaps in time we shall be able safely to unleash the productive capacities of all our industries, including agriculture, and turn out for the widest distribution imaginable the kind of goods which Americans, and people throughout the world in general, so achingly desire."

The Secretary of Agriculture admits in his conclusion that he leans toward the international solution of the dilemma which America faces. He has an open mind on the problem and appeals for courage in facing the situation realistically.

Nevertheless, the trend of events indicate that we are nearer the goal of "changing the system" now, than we were four years ago. When a member of the President's cabinet is permitted to say that "until we can cast out fear from the base of our structure we shall never be free of it at the top," one has assurance that we are "On our Way." —J. D.

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**SECOND TERM REGISTRATION, JULY 14, 1934**

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