

The
BROADCASTER

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MARCH
1945

The BROADCASTER

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PRE-EASTER CONVENTION CANCELED

In deference to the recommendations of the Office of Defense Transportation, the 1945 Convention of the Tennessee Negro Education Association, which was to have been held at A. and I. State College on March 29-31, has been officially canceled. Similar action was taken by the Tennessee Education Association.

During the Thanksgiving week end of 1944, the members of the Executive Committee had met and outlined a challenging program for the 1945 meeting. There was to be held an election of officers. But the officials of our government here ruled otherwise, and we are happy to cooperate with the total war effort.

To carry forward the business of the Association for 1945-46, the Executive Committee and the officers and representatives of city and county teacher groups will hold a conference in Nashville at A. and I. State College on Friday evening, March 30, and Saturday morning, March 31.

All Negro teachers in Tennessee are urged to send in their annual dues of one dollar (\$1.00) to the Executive Secretary by March 29.

SUMMARY OF THE MAIN PROVISIONS OF THE TEACHERS' RETIREMENT SYSTEM

The full details of the system are given in the text of the proposed legislative act. The following summary gives in brief form the main provisions.

DATE OF ESTABLISHMENT

July 1, 1945, is the date of establishment of the new system.

MEMBERSHIP OF SYSTEM

The membership of the system will be determined as follows:

1. All teachers of the state who are not in the service of an employer operating a local retirement fund will be eligible to become members of the system. The term "teacher" is used to include any person employed in the public schools as a teacher, helping teacher, librarian, principal, supervisor, superintendent of public schools, administrative officer of a department of education, president or dean in any educational institution supported in whole

ELKS' ORATORICAL CONTEST

The Elks' Lodge of Tennessee is offering one thousand dollars (\$1,000) in prizes to contestants in an oratorical contest open to all junior and senior high school students in Tennessee. The subjects are:

1. The Constitution and Slavery
2. The Constitution and Citizenship
3. Harriet Beecher Stowe and the Constitution
4. Frederick Douglas and the Constitution
5. Lincoln and the Constitution
6. John Marshall and the Constitution
7. The Negro and the Constitution
8. The New Deal and the Constitution
9. George Washington and the Constitution
10. The Constitution

The oration must not be more than ten minutes in length, and the participant must not be over nineteen years of age as of February, 1945. No reference to Tennessee should be made in the oration. All speeches should be prepared in typewritten form. For further information, write Professor Merle R. Eppse, A. and I. State College, Nashville 8, Tennessee.

or in part by and under the control of the state.

2. All persons who become teachers on or before the date of the establishment of the system and whose employers do not operate local retirement funds may elect whether they desire to become members of the system. Those who wish to receive credit for service rendered prior to the date of establishment of the system must join during the first year following such date.

3. All teachers who enter the service of the state after the establishment of the system and whose employers do not operate local retirement funds are required to become members of the state system as a condition of their employment.

ADMINISTRATION

The administration of the retirement system will be vested in a Board of Trustees of eight members composed as follows:

The State Commissioner of Education, ex-officio.

The State Treasurer, ex-officio.

Three teachers to be appointed by the governor.

Three citizens of the state not teachers nor state employees, to be appointed by the governor.

PROVISIONS FOR SAFEGUARDING THE SYSTEM AND INSURING ITS PERMANENCY

1. Definite restriction will be placed upon the investments to insure a conservative investment policy.

2. Provision will be made in the retirement act to provide that the combined contributions by state and teachers shall be adequate to cover the cost of the benefits proposed.

3. Provision will be included for guaranteeing the maintenance of proper reserves.

4. Provision will be included for periodic actuarial revaluations and investigations.

BENEFITS

The proposed system provides for the payment of retirement allowances to teachers retired on account of service or disability. It also provides for the return to the teacher of his contributions in the event of withdrawal before retirement, and the payment to his estate or designated beneficiary of his contributions in the event of his death before retirement. Salary or compensation in excess of \$2,500 per annum is limited to \$2,500 per annum for the purposes of the retirement system. Described in greater detail the benefits are as follows:

SERVICE RETIREMENT ALLOWANCE

Condition for Allowance

A retirement allowance will be payable upon request of any member who has attained age sixty. Retirement will be compulsory at age sixty-five unless the member is requested to remain in service after that age, in which case the compulsory retirement age may be extended to age seventy.

Amount of Allowance

On service retirement a member will re-

*Regular interest means interest at the rate of three per cent per annum compounded annually or at such other rate as may be set by the board. All figures were prepared on a three per cent basis.

ceive a retirement allowance which shall consist of:

1. A teacher annuity provided by the member's contributions made at the rate of five per cent of his salary and accumulated with regular interest;* and

2. A state annuity provided by the state's contributions equal to the annuity which the member's contributions with interest will provide at age sixty; and

3. If the member has credit for prior service, an additional state annuity provided by the contributions of the state equal to the annuity which would have been provided at age sixty by twice the contributions which the member would have made during prior service for which credit is allowed had the system been in operation and had the member contributed thereunder. Credit will be allowed for all except the first five years of such prior service.

DISABILITY RETIREMENT ALLOWANCE

Conditions for Allowance

A disability retirement allowance will be payable to a member who becomes totally and permanently incapacitated for duty before reaching age sixty and who has had ten or more years of creditable service.

Amount of Allowance

On retirement for disability a member will receive a retirement allowance which shall consist of:

1. A teacher annuity provided by the member's contributions made at the rate of five per cent of his salary accumulated with regular interest, and

2. A state annuity equal to seventy-five per cent of the state annuity which the state would have provided if the member had continued in service to age sixty without further change in compensation.

Return of Contributions

Upon the withdrawal of a member without a retirement benefit, his accumulated contributions shall be returned to him. Upon the death of a member before retirement his accumulated contributions shall be paid to his estate or to his designated beneficiary.

Special Privileges at Retirement

In lieu of the full retirement allowance, any member may elect at retirement to re-

ceive a reduced retirement allowance equal in value to the full allowance, with the provision that:

Option 1. In case of his death before his teacher annuity payments have equaled the amount of his contributions with interest at the time of his retirement, the balance shall be paid to his estate or to a designated beneficiary; or

Option 2. At the death of the retired member the amount of his allowance shall be continued throughout the life of such other person as he shall have designated at the time of his retirement; or

Option 3. At the death of the retired member one-half of the amount of his allowance shall be continued throughout the life of such other person as he shall have designated at the time of his retirement.

CONTRIBUTIONS

By Members

Teachers will contribute five per cent of their salaries.

By State

The state will make contributions sufficient to match the annuities provided at age sixty by teachers' contributions and to provide the state annuities payable upon disability. The state will also make contributions to cover the cost of benefits granted present teachers for their service prior to the establishment of the system.

The contribution on account of membership service, or the "normal contribution," for the first biennium will be 3.56 per cent of the pay roll.

The contribution on account of past service, or the "accrued liability" contribution, will average 4.18 per cent of the pay roll. The accrued liability contribution will be discontinued in about thirty years.

The total contribution payable by the state will, therefore, be 7.74 per cent of pay roll.

READING DIFFICULTY AND PERSONALITY ORGANIZATION

By EDITH GANN, *Principal*, Camden Street Elementary School, Newark, New Jersey

Publication date, March 15, 1945. Price, \$2.00. Pages, xii+152. Binding: sewed, stiff paper.

Reading is an essential skill; those who have difficulty in reading are under a heavy handicap.

There have been many approaches to the problem of reading difficulties, but most of them have concentrated on particular symptoms instead of getting at the root of the trouble. It is Dr. Gann's thesis that reading disabilities are a part of total personality and that they cannot be studied apart from a child's personality adjustment and his attitude toward the reading experience.

Using experimental groups of retarded readers and control groups of average and superior readers, all relatively alike in ability and schooling, the author administers various personality and interest tests. Her analysis of the results has important implications for the teaching of reading and seems to indicate that one duty of a good teacher is to build up the emotional security of her laggard readers.

Contents

- I. Reading Disabilities
 - II. Causative and Associated Factors Involved in Reading Disability
 - III. Reading Difficulty—A Function of the Personality—Organization—An Hypothesis—A Problem
 - IV. Exploring the Hypothesis—The Experimental Plan
 - V. The results and interpretations—Quantity and Quality
 - VI. Summary and Conclusions—Demonstration of the Hypothesis—Further Considerations
- Bibliography

WHAT IS A MINORITY?

By RUTH TAYLOR

A hundred years ago a great man wrote: "What is a minority? The chosen heroes of this earth have been in a minority. There is not a social, political, or religious privilege that you enjoy today that was not bought for you by the blood and tears and patient suffering of the minority. It is the minority that have stood in the van of every moral conflict and achieved all that is noble in the history of the world."

There are none of us whose fathers have not at some time been members of a minority, though it may have been of nationality or faith; or, as in the case of the Pilgrim fathers among the Indians, of color.

No group was always the majority—whether it be of race, religion, or class.

And yet too often we forget our own backgrounds and turn on the smaller groups, making them suffer in turn. Whether we do it thoughtlessly or intentionally, makes no difference. We make others suffer.

Inconsistent humans—yes, we admit it. But more than that, it is impractical, too. Surely during the centuries we should have acquired some sense.

What makes a minority? *It is smallness in quantity, not smallness in quality. There is nothing permanent about a minority. There is nothing permanent in anything that can grow.*

Personally, I think terms like minority

and majority ought to be abolished. In a democracy they just plain aren't fair. Men are not superior or inferior, majority or minority, by reason of the accident of birth, by reason of race, creed, class, or color. Those are inferior who do not do their best for the common good, who think of self first. Those are superior who have the best heart, who can do their best for all men.

The only true minority is one comprised of men able to lead, willing to sacrifice themselves for the responsibilities of leadership, selfless enough to lead all people to the right. This is a minority of honor. Let's stop all this chatter about minority groups and join the minority of those who follow the gleam and who stand in the van of progress.

THE CONTINUING CRISIS IN THE SCHOOLS

One teacher in seven is new to his position in 1944-45. One in ten is holding an emergency certificate. One in five is paid less than \$1,200 for the year's work. This situation is fundamentally a result of two major causes—low teachers' salaries and the war emergency. The latter must be met as best we can, placing the winning of the war first. But teachers' salaries and some of the effects of the emergency must be met immediately through state and national legislative action and the decisions of state and local boards of education.

Inadequate salaries—The outlook for 1944-45 is that 197,000 teachers (twenty in every one hundred) will be paid less than \$1,200; 28,000 (three in every one hundred), less than \$600. More than half will be paid less than the \$2,000 minimum paid to federal government professional employees.

Teacher turnover—Nearly fifteen per cent (127,000 teachers) will be new to their positions for 1944-45. As was true in 1942-43 and in 1943-44, the greatest amount of shifting is in the middle west, south, and a few New England states—the areas characterized by large proportions of low-salaried positions.

Gains and losses in number of teachers, 1944-45—Teacher turnover does not measure the number of persons leaving teaching, since many so-called "new" teachers have shifted from other school systems. In 1943-44, about 29,000 teachers entered the mili-

tary forces; this year (June, 1944-May, 1945), these expected losses are estimated at 5,000. Apparently in 1943-44 the profession lost 25,000 to war industries and similar nonteaching employment; in 1944-45, this loss may amount to 15,000. The total number leaving the profession because of these or other reasons such as nonteaching employment, marriage, and old-age retirement, may be expected to reach not less than 60,000 for 1944-45. To fill this gap about 78,000 emergency certificates will be issued, an increase of 20,000 over the number issued in 1943-44. Even by letting down standards to this extent, there were an estimated 10,000 vacancies for which teachers were being sought in October, 1944.

Enrolments in teacher education—Preliminary reports in October, 1944, from 141 teachers colleges and normal schools show a total enrolment fifty-three per cent below 1941-42. This shows no improvement over 1942-43, when enrolments were fifty-one per cent below 1941-42, sixty per cent below 1940-41.

Since December, 1941—In 1941-42, the public elementary and secondary schools employed 926,890 teachers; this number has declined by 58,000. Since Pearl Harbor about 280,000 teachers have left the profession—more than one-fourth—because of military and related wartime services, another fourth to war industries and other emergency employment, the remainder be-

cause of other reasons such as marriage, old-age retirement, and death. Where in 1941-42 about one in 200 teachers was employed on a temporary certificate, in 1944-45 nearly one in ten has a substandard emergency certificate.

Let us seek to make immediate progress along the following lines:

1. Revision of state aid programs to provide additional state financial support.
2. Use of part of state surpluses to pay war emergency bonuses to all teachers.
3. Adoption of (or improvement of) state minimum-salary laws.
4. Setting aside of part of state surpluses for postwar educational plans and school building programs so as to avoid drains upon regular school revenues.
5. Revision and improvement of local salary schedules.
6. Federal aid (as provided by S. 181; H. R. 1296) to equalize educational opportunity, to adjust teachers' salaries to living costs, and to supplement the states' efforts along the foregoing lines.

Only through teaching can the long campaign for human progress be won. Let us with every ounce of strength wage World War II on to victory. At the same time let us man the battle stations of education. Only men and women of ability and long vision can do the work of the school—the making of citizens who are wise enough and brave enough to establish and maintain a dynamic world order without war—*N. E. A. Research Division, N. E. A. Journal, February, 1945.*

THE TRUE TEACHER

By CARRIE M. DENNEY
Supervisor of Davidson County

Every true teacher wants to be worthy of his great trust. It may truly be said that "echoes of teachers roll from soul to soul and grow forever and forever." His influence is immortal. It extends not only to those he comes in immediate contact with, but beyond them to thousands whom they in turn will influence.

If a teacher is the kind of person who does what the crowd does, has no mind or standard of his own, he cannot develop a desirable personality.

By personality is meant the sum total of all that we are—body, mind, spirit, and character. The health of the body and mental health are very closely related. When the bodily machine fails to function, especially the nervous system, we know it is not well nourished or in some way disturbed. Here we find more or less a change in one's personality. Dr. W. H. Burnham states that fatigue opens the door to all forms of disintegration. The tired child is likely to be dull, slow, irritable, naughty. The weary workman is inefficient, blunders, and has many accidents. The weary audience is inattentive, wriggles, squirms, and whispers. This is true whether the group of listeners be in the classroom or the crowd in an auditorium. Special care should be taken to avoid overfatigue, since the aim of hygiene is to develop power of attention and the ability to resist fatigue.

The spirit of the school is largely a reflection of the teacher's spirit. As the teacher, so is the school. When you find yourself peevish, faultfinding, fretful, gloomy, irritable, inclined to anger over trifles, it is very essential that you analyze your own motives and test your characteristic attitude and spirit. If one does not recognize the power of her own personality in molding the personality of others, and along with that power the necessity for making her own personality worthy of applying it to teaching, she has failed to realize the greatest value in life.

You cannot be your best by drawing up in your shell like a turtle. You were made to be friendly and to cooperate intelligently with mankind. It is intelligent cooperation that lifts man above the lower forms of life.

A wholesome personality is at home in the presence of all kinds of people—rich and poor, ignorant and learned, young and old. In meeting people easily there are several matters which might seem unimportant but which are in reality are of the utmost importance. When you are introduced to a person, let the eyes meet in a friendly smile. The eye is the most unchanging physical factor in personality and therefore the best to observe closely and to remember people by. Eyes that fail to meet yours squarely leaves an impression

of weakness. Likewise an indifferent handshake may mar an otherwise excellent impression. A friendly, warm handclasp with the eyes meeting squarely in mutual confidence and a kindly word spoken with sincerity are outward signs of character and personality.

TEN OUTSTANDING EDUCATIONAL EVENTS OF 1944

1. Approval by Congress of the G. I. Bill of Rights, with its far-reaching provisions for the education of veterans.
2. Thorough, intensive, and intelligent work by the Army and Navy in providing learning opportunities for men in uniform both in the United States and overseas, especially the work of the Army Forces Institute.

3. Recognition, at last, that schools need more money to do an effective job—as evidenced by President Roosevelt's statement (before the White House Conference on rural education) that the federal government must provide aid to schools where needed; increases in state aid to schools by Ohio and California; and proposals to do the same in Virginia, South Carolina, New York State, and others.

4. Success of the back-to-school drive, launched by the Office of Education and the U. S. Children's Bureau with nothing more potent than publicity—but which stemmed a dangerous tide of children away from the classroom to jobs.

5. Publication of "Education for All American Youth" by the Educational Policies Commission, which demonstrated that American educators have both vision and a plan for better youth education.

6. Demand by educators for more frequency modulation channels for school use and their well-conducted battle before the Federal Communications Commission to obtain those channels.

7. Widening, broadening, and heightening the concept of vocational education as evidenced by the new interest in vocational technical training for subprofessional workers and the demand for establishment of area vocational schools to serve rural communities (proposed by the George-Dondero Bill, S. 1946).

8. The brave and well-fought fight by the U. S. Office of Education for a real nation-wide school lunch program, directed by schools, aimed at better health and improved diet of children—and not at disposing or marketing farm commodities.

9. Adoption of the five-year program by the National Education Association, designed to unify and strengthen the teaching profession.

10. Efforts to strengthen the respect and understanding which citizens of North and South American continents should have for each other, and witnessed by the establishment of a joint Canada-United States Committee on Education, and publication of one of the most searching surveys of teaching materials dealing with Latin America—two pioneer projects by the American Council on Education.—*Edpress Newsletter, January 15, 1945.*

A PROGRAM FOR THE EDUCATION OF RETURNING VETERANS PROVISIONS OF THE LAW

The following is a brief digest of the main provisions of Public Law 346, Title 2. Many important details and provisions are necessarily omitted:

Eligibility

Any man or woman, discharged, or released under conditions other than dishonorable, who has served ninety days or more in active military or naval service since September 16, 1940, exclusive of time spent in the service academies or special college training programs of the Army or Navy, whose education was interfered with by entrance into the service, or who desires a retraining or refresher course, is eligible. Interference is presumed for all veterans who were not over twenty-five on entering the service.

Aid Provided

Educational.—A refresher or retraining course limited to one year or its equivalent in part-time study; or one year of education or training which, upon satisfactory completion, may be extended to equal the veterans' length of service (exclusive of ninety days and of special service courses as defined above) but not to exceed a total of four years. Provision is made for voca-

tional and educational guidance at the discretion of the Veterans Administration.

Financial.—Subsistence allowances are provided, while in school, of fifty dollars a month to veterans without dependents, or seventy-five dollars a month with dependents, including one month's leave with pay per calendar year. This implies but does not require a continuance of the accelerated program with eleven months of education in each calendar year.

The institution providing the training is allowed its usual tuition fee, including laboratory, library, health, infirmary, books, supplies, and other necessary expenses, exclusive of travel and living expenses, not to exceed \$500 for the ordinary school year. If there is no established tuition fee, or if such fee is inadequate, the Administrator of Veterans' Affairs is authorized to set a fair compensation rate for such services.

Opportunity is also provided for a program of part-time work and part-time education with such lesser tuition fees and subsistence allowance as the administrator may determine. No tuition fee is allowed for apprentice training on the job.

A CONSISTENT WAR SAVINGS PROGRAM

By RUTH WOOD

The War Savings Program is one of learning leading to action and can be summed up in the words: Learn what we are fighting for. Save, serve, conserve—save through war savings; serve in the war effort; conserve the nation's resources.

Share—share both knowledge and enthusiasm with family, friends, and community.

Students must understand the reasons behind the "War Savings Program" and the importance of their participation in making it a success.

The most important points in making the War Savings Program a success are to have a working committee or group to direct and assume full responsibility of the whole program.

1. Have regular sales days or every day if possible to establish the thrift habit.
2. Arrange some means of getting the stamps every day.
3. Report weekly sales on bulletin board.
4. Have a variety or change of activities

Conditions

The course must be selected not later than two years after the date of discharge or the termination of the war (whichever is later) and must be completed within seven years of the end of the war. The veteran may select any course, at any institution included in lists to be prepared by the appropriate state agencies or approved by the Administrator of Veterans' Affairs, for which the institution will accept him.

Administration

The law will be administered by the Veterans Administration through its fifty-two regional offices. The administrator has requested governors of the various states to supply lists of qualified institutions but may approve additional ones. It is the intent of the law that, wherever possible, existing educational resources are to be utilized. No supervision or control of existing educational institutions is permitted under this bill except such as is already provided under previous laws.

to keep up enthusiasm. Many suggestions may be found in the *Schools at War* magazine published quarterly and obtained from the Educational Section, War Finance Division, Treasury Department, Washington, D. C.

As we see it, the Schools at War Program in the Second District Junior High School of Chattanooga has been a success, and I shall give you a brief outline of the activities and the students' reaction toward the War Savings Program.

During the third war loan drive, when everyone was being called on to do his share in the war effort, a discussion came up in the home room of the eighth grade on "What can I do to aid in the war effort?" The many answers to this question were: save paper, save fats, save tin cans, and buy war stamps. Since the keynote of this drive was "Figure it out yourself," each student was asked to work out with his parents each week. This was reported and recorded by the sponsor of this home

room the next day. The following Monday, the day set aside for buying stamps, this group purchased fourteen dollars worth of war stamps. The group then decided, with the permission of the faculty and principal, to conduct the sale of stamps in the whole school.

A stamp booth was made in the manual training department, and the sponsoring group decorated it and began selling stamps daily.

A booster was selected from each home room to boost the stamp sales and purchase them each day from the stamp booth.

Our sales increased until by the first of November ninety-five per cent of the students were buying war stamps.

It was then we thought of earning the "Schools at War Flag." We were told that we could get a flag with ninety per cent participation, but the boosters said, "No, let us buy a jeep." We secured a poster of the jeep with the parts in blue print and the cutouts to be placed over the parts as they were purchased. The boosters carried the news to their various home rooms and told them we wanted to purchase this jeep by December 1.

The following week at the activity period a bond and stamp rally was held in the school auditorium. The boosters, fourteen of them, were ready with their pencils and paper to receive pledges from their home rooms. After a pep program of patriotic songs and readings, the pledges were announced. In less than thirty-five minutes,

the students and teachers had pledged \$762 in bonds and stamps. By December 1 we had bought \$1,757.60 in bonds and stamps, more than \$500 above the cost of the jeep.

On December 8, 1944, in a special assembly with special guests from the post at Fort Oglethorpe, the American Legion, and the city at large, our Schools at War Flag was presented to us. Since that time the students have averaged more than fifty dollars per week in war savings stamps and bonds.

The boosters club meets each Tuesday to plan new activities for keeping our sales up ninety per cent. Our activity for a recent week was a poster showing the safe landing of a flyer because our sales remain ninety per cent and above. Anything less than ninety per cent would leave him in the air. The next week's activity was to prove that one plus one plus one equaled four.

Our record to date shows that:

Seven students have purchased \$25 bonds.

Eleven students have filled their books for \$25 bonds.

Two students have purchased \$50 bonds.

The students have sold to their parents, friends, and neighbors: ten \$25 bonds, ten \$50 bonds, and four \$100 bonds.

We are proud of our record; and although it does not compete with the records of many other schools, we are striving daily to do our bit in the war effort through consistent saving.

NEGRO HOME ECONOMICS TEACHERS IN TENNESSEE—1944-1945 EAST TENNESSEE

Campbell

Flora K. Alexander, La Follette Colored High School, La Follette.

Cocke

Mrs. Hazel R. Albritton, Tanner High School, Newport.

Greene

Home Economics Teacher, George Clem School, Greeneville.

Hamblen

Home Economics Teacher, Morristown Normal, Morristown.

Hamilton

Mrs. Willa B. Gaston, Washington Colored School, Chattanooga; *Mrs. O'Teele Alfred, Howard High School, Chattanooga; *Mrs. Sallie Bynes, Howard High School, Chattanooga; Mrs. Marie White, Calvin Donaldson Junior High School, Chattanooga; Mrs. Gladys Lane, East Fifth Street Junior High School, Chattanooga; Mrs. Maude Heard, East Fifth Street Junior High School, Chattanooga; Mrs. Ola M. Murphey, Orchard Knob Junior High School, Chattanooga; Mrs. Monyette Haslerig, Second District Junior High School, Chattanooga; Mrs.

Mabel Heard, Second District Junior High School, Chattanooga.

Hawkins

Mrs. Effie L. Wilson, Swift Memorial School, Rogersville.

Jefferson

Mrs. Ottis C. Holley, Nelson-Merry School Jefferson City.

Knox

Emma F. Chairs, Austin School, Knoxville; Leo F. Chilton, Austin School, Knoxville; Mrs. Rowena Hodges, Austin School, Knoxville; Leola Barton, Beardsley School, Knoxville; Alexine Page, Beardsley School, Knoxville.

MIDDLE TENNESSEE

Coffee

Home Economics Teacher, Davidson Academy, Tullahoma.

Davidson

*Lucille Robinson, Haynes Colored High School, Route 3, Nashville; *Ellen Tapp, Pearl Senior High School, Nashville; *Lillian A. Dunn, Pearl Senior High School, Nashville; Nancy Carr, Cameron High School, Nashville; Mrs. M. M. Stinett, Cameron High School, Nashville; Emma Goodall, Meigs High School, Nashville; Mrs. D. P. Crowder, Washington High School, Nashville; Mrs. M. C. Harris, Washington High School, Nashville; Mary Ethel Galloway, Washington High School, Nashville.

Franklin

Home Economics Teacher, Townsend Training School, Winchester.

Giles

Home Economics Teacher, Bridgeforth High School, Pulaski.

Lincoln

*Carolyn Beard, Fayetteville Colored High School, Fayetteville.

Carroll

*Sleita Hyder, Webb Colored High School, McKenzie.

McMinn

Home Economics Teacher, J. L. Cook High School, Athens.

Marion

*Inez Northcutt, McReynolds School, South Pittsburg.

Rhea

Zepheree Jackson, Rhea Colored High School, Dayton.

Roane

Mrs. John Powell, Rockwood Colored High School, Rockwood.

Washington

*Mary Elizabeth Hale, Langston High School, Johnson City.

Marshall

Home Economics Teacher, Lewisburg Colored High School, Lewisburg.

Maury

*Mattie Mosley, Clarke Training School, Mount Pleasant.

Montgomery

*Clara Greenlaw, Burt High School, Clarksville.

Robertson

*Etha Campbell, Bransford High School, Springfield.

Rutherford

Home Economics Teacher, Holloway High School, Murfreesboro.

Sumner

Home Economics Teacher, Union High School, Gallatin.

Williamson

*Margaret L. Gillum, Franklin Training School, Franklin.

Wilson

*Verta Ree Mosley, Lebanon Colored High School, Lebanon.

WEST TENNESSEE

Chester

*Chrystine Lytle, Chester County Training School, Henderson.

Crockett

*Ida V. Pillow, Alamo Colored High School, Alamo.

Dyer

*Mrs. Ethelwyn H. Johnson, Bruce Colored High School, Dyersburg.

Fayette

*Emma Lee Wiley, Fayette County Training School, Somerville.

Gibson

Home Economics Teacher, Gibson County Training School, Milan; Home Economics Teacher, Stigall High School, Humboldt; Home Economics Teacher, Trenton Colored High School, Trenton.

Hardeman

*Marie C. White, Allen-White High School, Whiteville; *Myrtle Robertson, Allen-White High School, Whiteville; *Frances Miller, Bolivar Industrial School, Bolivar.

Hardin

Marietta Moore, Dunbar High School, Savannah.

Haywood

*Georgia Pillow, Haywood County Training School, Brownsville; *Mrs. Larue C. Outlaw, Douglas Chapel High School, Stanton.

Henderson

*Mrs. Bellina K. Watkins, Montgomery Colored High School, Lexington.

*Teachers carrying Vocational Programs.

Henry

*Mildred Hudson, Paris Colored High School, Paris.

Lauderdale

*Mrs. Ada D. Nelson, Lauderdale County Training School, Ripley.

McNairy

*Mrs. Muriel Wilson, Selmer Colored School, Selmer.

Madison

*Mrs. Esther Payne, Denmark High School, Denmark; Ora Ellington, Merry High School, Jackson.

Shelby

*Mrs. Aline Lofties, Barrets Chapel School, Arlington; *Carolyn Edwards, Geeter High School, Box 1237, Whitehaven; *Mildred Davis, Geeter High School, Box 1237, Whitehaven; *Eddie Pinson, Shelby County Training School, Lucy; *Pearl Wade, Hamilton High School, Memphis; *Minnie Mae Conerway, Manassas Junior High School, Memphis; *Jewel Strong, Melrose Junior High School, Memphis; *Mrs. Hattie Lawrence, B. T. Washington High School, Memphis.

Tipton

*Alberta Gaines, Gailor Industrial School, Mason; *Juanita Thomas, Tipton County Training School, Covington.

Weakley

*LaVerne Epps, Weakley County Training School, Martin.



