

The Broadcaster

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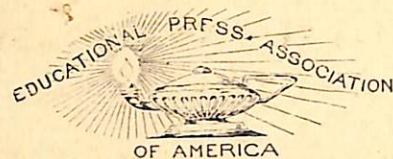
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THE BROADCASTER

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MAY-JUNE, 1935

NO. 4

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ANNUAL ADDRESS OF PRESIDENT S. G. GREENE

Mr. Chairman, Ladies and Gentlemen:

It is my duty under the constitution of this organization to transmit to this assembly information concerning the education of Negroes in the State and of the South, and to commend for its consideration necessary and expedient measures.

The chief influence affecting the States of the Union during the past year has been the continued world-wide economic disturbance. Our national concern has been to meet the emergencies it has created for us and to lay the foundations for recovery on the doorstep of every one.

If we lift our vision beyond these immediate emergencies we find fundamental National gains even amid depression. In meeting the problems of this difficult period, we have witnessed a remarkable development of the sense of cooperation in the community.

For the first time in the history of our major economic depression there has been a notable absence of public disorder and industrial conflict.

Above all there is an enlargement of social and spiritual responsibility among the people. The strains and stresses upon business have resulted in closer applications in saner policies, and in better methods. Public improvements have been carried out on a larger scale than ever in normal times.

The country is richer in physical property, in newly discovered resources, and in productive capacity than ever before. There has been constant gain in knowledge and in education; there has been continuous advance in science and invention; there has been distinct gain in public health. Business depression has been recurrent in the life of our country, and these depression are but transitory. The nation emerges from each of them with increased strength and virility because of the enlightenment they bring, the readjustments and the larger understanding of the realities and obligations of life and work which come from them.

In a democracy education holds the most

promising potential solution of the social and economic problem for peaceful, gradual, intelligent evolution toward the goals which we must set up for the preservation of the ideals and the happiness of our citizenship.

As yet all too small a percentage of the Negro children of our country, especially in its rural sections, enjoy adequate facilities for the education which is America's goal for every child. We have neither schools enough to properly accommodate the children who should be in attendance, nor educational offerings of the quality and variety adapted to their needs. How to meet these fundamental requirements adequately, and the ramifications into which consideration of their varied aspects takes us, are the problems to which this conference will devote its attention.

The major objective of every normal American should be: a wholesome and happy home life; a suitable vocation which affords a respectable livelihood; the ability and opportunity to participate effectively in the cultural life that surrounds him; leisure time adequate for recreational purposes, and ability to use it wisely; a healthful body and a clear, vigorous mind, well articulated to each other; and an integrated personality which harmoniously adjusts itself to society in terms of the highest possible ideals.

It is the hope that our society may be so reconstructed and coordinated that these objectives, set forth by the National Conference on Negro Education, will be attainable.

In times of stress we need to come back frequently to the essentials of American educational philosophy. We need to remind ourselves and the public that our democracy is based upon complete educational opportunities for all children and that good teaching is an indispensable element in such an opportunity.

Facts Concerning Negro Education.

Let us consider some of the facts con-

cerning Negro Education in the Southern States.

There are approximately one million Negro children of school age out of school. In 1930 there were two hundred and thirty counties having heavy Negro population which had no high school facilities at all for Negroes, and one hundred ninety-five other counties had no four-year high schools; nearly a third of all the high schools that are available are far removed from the homes of their pupils. The area which the average Negro high school serves is approximately thirty square miles, with no transportation. A large percentage of Negro schools have enrollments greatly in excess of their capacity. The actual demand for Negro teachers is greater than the apparent demand. Calculated on the basis of equalization of educational opportunity, an additional thirty thousand Negro public school teachers are needed. The percentage of schools having adequately equipped science laboratories and other special rooms is small.

Libraries for Negro schools are still in a premature state. Less than twenty per cent of all colored elementary schools have central libraries. All libraries are small. Less than thirty per cent of colored High schools have annual budgets for libraries. Less than twenty per cent of the four-year high schools have more than one thousand volumes, none more than one thousand five hundred. The libraries that are of any note have been built up through strenuous efforts on the part of the local school unit and foreign funds.

Schools as a whole for colored children are lacking in richness for curriculum and extra-curriculum offerings.

Teachers and Teaching

School administration is not an end in itself, but rather a means of providing a wholesome environment and effective instruction for children. Good administration seeks to plan, guide and coordinate the entire school system so that the outcome will be of maximum value to the pupils and to society in general. Of the many specific factors which contribute to the success of the school, probably the most influential are the character and status of its class-room teachers.

Sound educational administration, therefore, must give major attention to the nature and needs of the teaching staff. It cannot treat its teachers as if they were unskilled laborers working by the hour or by the day in a wholly impersonal relationship with their employers. Wise administration will denote careful study to the principles and practices involved in recruiting and continuously improving a high-grade teaching personnel. Therefore, we believe Negro teachers should be selected strictly on the basis of merit as in keeping with the highest standards of professional growth and leadership in the education of Negro children and in the leadership of Negro life, and the acceptance of the responsibility by all teachers of Negro youth to teach the fundamental principles and issues underlying our economic and social order. School authority should develop certification requirements in line with the progressive needs of the public schools. In many states a dual system of certification exists which permits the holding of certificates by Negro teachers with less training than is required of white teachers. This is not the rule in Tennessee.

In 1930 more than one-fifth of the Negro elementary teachers had not progressed beyond four years of high school education; three-fourths had not gone beyond the accepted minimum standard of two years of college work, and forty-four per cent had not reached that standard.

The day has passed in American education when it was necessary to try to prove that one year of traveling beyond the high school was an insufficient amount of training for teachers. No important recommendation or proposal regarding training requirements for teaching has been made within the last ten years which contemplated a minimum training of less than two years beyond the high school for elementary teachers and four years for high school teachers.

There are those who, for selfish reason, want entrance into teaching made easy. They regard it as their "right" to become teachers or to have their relatives and friends become teachers. There is no right in the matter except the right acquired by paying the price of competency. The state has rights, and the child has rights—and one of the undoubted rights of the state—in this

case acting for the community and the child as well as for itself—is to say what kind of teachers it wants in its schools. This is one of its inherent rights, one of the rights which no individual may infringe. The school does not exist to furnish jobs for anybody.

Financial Support

The problem of financial support is indicated by the following facts:

In eleven Southern states in 1930 the average educational expenditure for each Negro pupil enrolled was \$15.57. The per cent of public school funds received by Negroes tends to be in inverse ratio to the per cent of population. The 7.2 per cent population in one state received 5.6 per cent of all school funds, while the 50.2 per cent Negro population in another state received 10 per cent of the school funds. The average investment for school plant and equipment in the Southern states for each Negro pupil in 1930 was thirty-seven dollars.

The rapid growth of equalization funds is a hopeful sign to those interested in equal opportunities for all children. However, these funds have been provided and distributed under such diverse plans and circumstances that it is almost impossible to determine the amount going to Negro schools. In many cases the expenditure of these funds has increased the inequality instead of diminishing it. Funds which are or may be made available for public education in the South should be so distributed as to guarantee there will be no discrimination in the use of such funds between the children of different races.

I feel that this should be done because of our intelligent interest in children, but if we have to put it on a self-interest basis, then it should be done for the preservation of the best that is in the ideals of this country, because we can have no part of the population beaten down and expect the rest of the country not to feel the effects from the big groups that are underprivileged. That is so of our groups of Negro people and it is so of our underprivileged groups of white people. It lowers the standard of living. Wherever the standard of education is low, the standard of living is low, and it is for the preservation of the white people as well

as our own that the whole country live up to the ideals and to the intentions which brought the forefathers to their country.

I know what the facts are today in this country, and you know them. I know that in many communities people have been so destitute that they have not been able to keep up schools and pay teachers and do the things that should be done for the children of this generation. I think the Federal Government is trying to help in every way that it can in the crisis; but I think we have to go father back than the present crisis and realize that even before the depression, there were people in this country who did not understand that not giving equal opportunity to all children for education was really a menace.

I hope the day of selfishness is over, and the day of really working together has come. We must learn to work together—all of us—regardless of race or creed or color; we must wipe out, wherever we find it, any feeling that grows up for intolerance, of belief that any one group can go ahead alone. We go ahead together, or we go down together.

Administration

Schools and colleges for Negroes have generally failed to adjust their requirements in terms of the background of students; to adapt their program to student's varying needs and capacities; and to fully develop the capacities of their best students.

It is expected as Negroes advance in education, in social development, and in understanding the principles and practices of public administration, they should be permitted to participate in the organization, administration and control of their schools. This is a necessary factor in the improvement of their citizenship and in the development of character.

Thus far, Ladies and Gentlemen, we have attempted to say that "Equal economic opportunity and political and social justice for all, which will make possible the realization and maintenance of home and family life in keeping with American ideals and standards, is depended upon education."

That type of education which will guarantee full participation in all phases of life in accordance with the highest ideals and practices of good citizenship.

If the right type of education is to be

taught, the right teacher must be selected, trained, compensated, kept in service, and in working conditions in keeping with the highest standard of professional growth and leadership.

To this end we will recommend for your endorsement the Commission Report that, if accepted by the general assembly will place Tennessee in the fore-ranks toward providing educational facilities and trained teachers for all groups.

If our support is to mean anything to the report, our bargaining power must be strengthened, and there is only one way to strengthen our bargaining power, and that is to strengthen our Association. How may we strengthen our Association?

1. The abolition of the Nomination Committee and the nominating of officers from the floor, the night of the opening session.

2. Abolition of the sectional idea of President and let the best man run for office.

3. Strict observance of that part of our Constitution which provides that the General Assembly consist of the three affiliated units: All the other teachers of the State in Colored Schools.

- (1) East Tennessee Teachers Association.
- (2) Middle Tennessee Teachers Association.
- (3) West Tennessee Teachers Association.

The meetings of these three units in the

Fall will constitute the meeting of the State Teachers Association in Colored Schools.

4. The meeting of the Representative Assembly, composed of delegates from all the local Associations, and teachers of the State, convening annually in Nashville, will perform all the business and administrative functions of the General Session.

5. That a fee of one dollar (\$1.00) or some said amount worked out by the Executive Board be paid into each Sectional Association and half of this amount be allowed to the State Teachers Association, which will entitle that teacher to full membership of the General Assembly.

These considerations which I have discussed with you will place the control of the Association in your hands. Whether you vote as I think you should or not, I will abide by your decision and continue to serve public education to the best of my ability.

As your President, I have given the best that was in me and have always striven to do the right thing.

I appreciate more than I can ever put into words the honor you have conferred upon me and the confidence you have placed in me.

I believe in your honesty and integrity, and I know that in all your acts you will sincerely try to promote the welfare of Public education wherever you teach, or whatever you do.

"THE OPPORTUNITY OF THE DENOMINATIONAL COLLEGES IN THE PRESENT AMERICAN SCENE."

By PRESIDENT J. F. LANE

Mr. President and my friends:

It is a genuine pleasure for me to bring to the president, teachers and students of the A. & I. State College greetings from teachers, students and officers of Lane College on this gladsome occasion. We felicitate and rejoice with you on the great success that this college has had in the construction and erection of these beautiful buildings that adorn this campus. This physical plant indicates interest, sacrifice and labor on the part of someone here. These buildings and grounds are not the product of the imagination and

day dreams of visionary people; but they are the fruits of the far sighted men who are largely responsible for them. Young men and young women, before discarding the past remember that others of the previous generation have labored, and you have entered into their labors.

But the material progress of this college is not the true measure of its success. During the 23 years of its existence the greatest achievement of this college has not been the material, and cannot be measured by its physical plant, it matters not how great this is.

The intellectual, spiritual, social, and moral influences have been far reaching.

Let us remember that we are living in a highly materialistic age, and if our colleges—those supported by public taxation, or by private agencies, such as the churches of philanthropists, do not place proper emphasis on the intellectual, moral and social values, we will lose much of that which is most valuable in life and in the world.

This leads me up to a consideration of the subject, about which I have been asked to speak for a few minutes this morning, viz: "The Opportunity of the Denominational Colleges in the Present American Scene." I am taking the liberty of changing the subject making it read, "Some Few of the Opportunities of the Colleges Today." Remember what I shall say regarding the opportunity of denominational colleges may be applied with equal propriety to our State College.

I venture the statement here this morning that the un-organized and ignorant element of our America citizenry is rapidly losing its status in life and in the world today as never before. Colored people as a whole belong to laboring or industrial group. The Government's social security program cannot reach this element for the good reason that the laws, rules and regulations are made to help groups, and not individuals.

Colored people belong to church, secret orders of societies and lodges, and the government cannot legislate to help these organizations. Take for an illustration what has been done for laboring men. In all the codes and legislations, labor unions have been recognized. As a result, larger wage, shorter hours, more favorable conditions under which to work, a greater recognition of the rights of the laboring man have been secured.

Colored people belong as a rule to the laboring class; but they are not members of the labor union and for that reason do not enjoy the advantages and emoluments bestowed by the Government.

Being ignorant, unskilled and unorganized constitutes a most serious situation before us today. I am not a prophet nor the son of a prophet, but I venture the assertion that unless something takes place very soon to arrest American organized economic life, or to give economic relief to this class of the poor, unorganized and helpless, the plight of the American Negro will be far worse than that of the peasants of Europe, or the peons of

Asia Minor and Northern Africa. It will certainly be worse than his condition immediately after the Civil War.

Our colleges should never lose the opportunity of pointing out the way by which we can overcome this weakness; to teach people the advantages of organization; to learn something; to learn to think aright; to learn to be somebody.

Another way by which our colleges can help in this day is by teaching and preaching the doctrine of loyalty to our race ideals. I insist that this does not mean the preaching and doctrine of hatred, but rather love to others and a greater respect for our own selves, for our own interest and well being. Hatred has never gotten anyone anywhere. Love has given us everything in this old world that is worth having. As underprivileged people, we have suffered beyond expression for the want of true leaders—men and women who would permit their right arm to be burned off inch by inch if necessary, rather than prove traitorous to their race or their race's highest interest and welfare. We have suffered long enough by having leaders who are willing to sell us out for some personal advantage or gain—for a mess of pottage.

The third way the colleges can help is by seeing to it that sound scholarship is encouraged and insist upon it as one of the direct means of leading to right thinking. In these days and times, when there is so much crookedness in our thinking processes, when a lie is dressed up and paraded in our newspapers as a truth, we need to emphasize in our schools, colleges, and universities, as never before the beauty of truth, that our young people may have proper respect for it, and be willing to worship and follow it wherever it leads.

There is a great improvement that has been made in our denominational schools everywhere that I wish to note here. I am happy to say that these schools do not attempt to proselyte their students. Those narrow bigoted highly denominationalized schools, intolerant in their religious attitudes have closed their doors never to open again, and thank God on the campi of all our colleges emphasis is now placed on Christianity and not denominationalism and religious creeds. This changed attitude has greatly reduced, if not eliminated the much talked about atheism, infidelity and skepticism among students.

I hold, my friends, that in these days and times the ideals and the standards of the Christian church are not too high for the youth of today. We hear a great deal about the revolt of flaming youth against the moral code that young people have gone socially wild, if not mad; that they are pleasure seekers, and good timers; that they are giving more attention to the cultivation of their heels than their heads; but my experience with them through the years has led them to believe that the allegations are not true. Youth needs sane leadership and proper social direction as incentives to right living. To furnish this leadership is one of the most rare and most sacred opportunities today.

A study of the social, political, and religious, conditions of society reveals some conditions that our colleges should seek to correct. As already pointed out, the plight of the American Negro today is a sad one. On the farm, in the learned professions, in trades, in business, he lies prostrate at the feet

of the nation today. Now, what can schools, especially the college do to help him? A great many of our colleges for the want of proper support cannot help, cannot do what they want to do, and those that are able to help are not permitted to do what they would like to do. This is no indictment against our college administrators, not a bit of it; I am only stating a well known fact. Everyone of our schools, privately supported or publicly supported, high schools, or colleges, I repeat everyone is seeking and making a supreme effort to meet the approval of somebody else's ideas, notions, and not having as its supreme desire the meeting of the real economic, intellectual, social and spiritual needs of our people.

The very same thing very largely obtained with our colleges for white people.

Do not misunderstand me. Our colleges are doing something, and what they are doing is precious: but the question is "Are we doing what we can do," "Are we doing enough?"

"THE IMPORTANCE OF THE ABILITY TO THINK—PROBLEM FOR THE SCHOOL"

By Prof. J. L. Seets, Principal Carroll County Training School, McKenzie

"Pupils of the public schools today know nothing; they can't add correctly, they can't spell, write legibly, read with an expression or understanding, or use the mother tongue without the most common errors. Besides that they can't think!" One wonders if, outside of this may be all right. Two billion dollars annually for public education in the U. S. and such a product.

We often hear this sorry plaint from parent, press, and pulpit.

I wonder if adults fair any better when it comes to, perhaps, the most serious phase of this indictment, that of not being able to think.

"Do Adults Think"

The following citations may throw some light on this inquiry:

Charles Driscollin: February issue 1929 of "The World and All" said, "Every day it is becoming easier to live and prosper without thinking." "Thinking is the hardest work there is, which is the probable reason why so few engage in it." Henry Ford from "My Philosophy of Industry" 1929. Thomas Edison: "The capacity of the human brain is

tremendous, but people put it to no use. They live sedentary mental lives."

As we look today at the hatred, the suspicion, the bitterness that covers the world, we realize that at the bottom of it lies the lack of good thinking . . . what we need today, if we are to preserve the fundamental notions and ideals that have made civilization possible, is the leadership of men who can think, and think straight, and think whole" . . .

President Eliot of Harvard had this to say a few years ago: "Must Americans Educated or uneducated . . . except the men well trained for the medical, the artistic, or the scientific professions, cannot see or hear straight, make an accurate record of what they have just seen or heard, remember exactly, . . . or draw a just limited inference from premises. . . ."

Such an indictment of the deficiency of our citizenry in general, in the gentle "Art of Thinking," would obviously imply that our schools were profiting us little. If we grant for the time being, the import of the charge, surely it cannot be said that our children are

deficient in the art when we greet them on their first day at school.

Do Children Think?

Matthew 11:25—"Thou hast hid these things from the wise and prudent, and hast revealed them unto babes"—

Examples Children thoughts:

1. 1 year 10½ mo. old asked to point to button on father's shirt—Did so then touching the next button below said, "boff," striking instance of early idea of number or "more than" learned when being given "both" hands to assist her in jumping down steps.

2. 2 years 6 mo.—Mother: "Run along sonny, run along time is flying." Sonny going to the window and looking out: "I don't see time flying."

3. 3 years 6 mo.—Is today tomorrow mother? "No, to-day is today." "Well but last night before I went to bed you said we'd go to Golden Gate Park to-morrow. When I woke up you said we'd go to-day, so to-day must be to-morrow." Thought.

4. Betty and Mollie—4 and 6 years respectively:

B.—"Say what is the sky?"

M.—"Why, the sky is nothing."

B.—"What's nothing?"

M.—"Why, silly, nothing is something which ain't."

That the child's mind is inherently more logical than the mind of the adult is a fact observable and provable by any one. That we allow it to remain a fact is the most terrifying indictment of our educational system.

The most characteristic features of this array of children's thinking are:

1. Children think seriously when the origin of the problem is close to them, and

2. Such thinking to them is as important as the adult's thinking is to him.

It therefore appears that the capable teacher in the progressive subject-matter-activity public school has an opportunity to cultivate and develop such native and intrinsic traits in children as will contribute to a better adult citizenry.

DEPARTMENTAL REPORTS

Primary Section

Room A306, Administration Bldg.—Mrs. Prudence G. Allison, Burt High School, Clarksville, Tenn., presiding. Mrs. M. Woodfork Thompson, Secretary.

Theme: "The Unit of Work As a New Approach To The Solution of Instructional Problem."

Participants on the program, as per copy of general program of said meeting, closely adhered to the theme in their respective renditions of permanent value to all teachers in the Primary Department.

An average number of 50 teachers reported and enjoyed each number on program in Primary Section.

Election of officers for ensuing year 1935-36:

By unanimous vote of all members present Mrs. Prudence G. Allison of Burt High School, Clarksville was re-elected chairman 1935-36

Mrs. M. Woodfork Thompson of Meigs Jr. High School, Nashville was re-elected secretary 1935-36.

Respectfully submitted,

Mrs. Prudence G. Allison, Chairman
Mrs. M. Woodfork Thompson, Sec.

Home Economics Section

Thursday, April 18—At 2:30 P. M. a very inspiring talk was given by Mrs. M. C. Harris, Home Economics teacher at Washington Junior High School, Nashville. The talk was followed by questions and discussion. General Theme of Meeting: "Diet for Children from Two to Adolescence."

Friday, April 19—At 2:30, remarks were made by Miss Gresham, Miss Greenlaw, Miss Hunter and others followed by a talk by Mrs. C. H. Springer on "The Successful Home Economics Teacher."

Saturday, April 20—Round table discussion was held by Mrs. Pope of Murfreesboro. General theme: Clothing. Election of officers followed. Mrs. M. C. Harris, Washington Jr. High School was elected Chairman. Mrs. C. H. Springer, Dept. of Home Economics, A. & I. State College was elected Secretary.

English Section

Miss Lucy Campbell, Chairman
Miss Allie Kinley, Secretary
April 18

The Department of English of the Tennessee State Association for Teachers in Colored Schools met this P. M. at 2:30 in room 307 of the Administration Building under the directorship of Miss L. E. Campbell of Memphis, Tennessee.

Since the speakers, Mr. La Rue and Mr. Hartsfield were absent, the discussion of the topic, "The Teaching of Dramatics in Literature" was led by Miss Campbell, who emphasized that:

1. Dramatics may successfully be taught in any grade.

2. The three essentials in successfully teaching dramatics are (1) to give the child the historical setting, (2) to assign the right part to the right person, and (3) to emphasize expression. Under expression, the fact was brought out that one must completely lose himself before he may become a successful actor, orator or public speaker.

The student body next gave their reactions to the topic. The first person to speak was Mrs. Dunn, who said that dramatics help us to freely express ourselves. Miss Redmond said that the dramatic method is one of the best methods to motivate the interest of the child in other subjects. Mr. Nilon gave the following facts: (1) the cast always works better in the plays that its members select; (2) competition plays an important part in the selection of the cast; (3) the best cure for stage fright is to continually appear before the public. Mr. Senter of Austin High School showed the correlation between the dramatics department and the other departments of high school.

The enrollment was twenty-eight.

The adjournment was at 4 p. m. with the expectation of a larger attendance on the following day.

April 19

The Department of English of the Tennessee State Association for Teachers of Colored Schools continued its session on Friday, April 19, 1935, in room 307 of the Administration building at 2:30 p. m.

Miss Zelma L. Redmond led the discussion of the topic, "Motivating the Teaching of English." Her speech was outlined on the blackboard in the following way:

- I. Literary club means English class.
- II. All students participate in each project.
- III. Students serve as judges in selecting the best.

- A. Letters.
- B. Articles
- C. Briefs.
- D. Short stories.

IV. At least two classes a week are considered club meetings.

V. Other class periods are preparatory to meetings.

VI. Group projects include whole class.

Miss Redmond beautifully illustrated her speech by relating the history of the Literati Club. The students in this club were taught to write compositions, all types of letters, essays, short stories, and briefs in the club. She brought out Dewey's philosophy, "We learn to do by doing."

The other speakers, Miss Beckett and Mr. Brown, were absent.

After Mrs. L. E. Campbell, the chairman, made a few remarks, the following offices were filled for the year 1935-1936

- Mrs. L. E. Campbell—Chairman.
Miss Z. L. Redmond—Associate Chr.
Miss Eura Blanton—Secretary.
Miss Carrie E. Reef—Asst. Secretary.
Miss Allie M. Kinley—Corresponding Secretary.

High School Section

Friday, April 19, 1935

The meeting of the High School Department was opened at 2:30 p. m. in Room 305.

Prof. W. J. Davenport, Howard High School, Chattanooga, presided.

Miss Ruth Parmenter, Fisk University, Nashville, gave an excellent talk on "Character Education." The vital emphasis was instructional activities. She styled the main basis of character is habit formation, and gave the two general divisions of Character:

- First—Biological theory
- Second—Environmental theory.

The environmental theory was advocated and clearly outlined in the high schools which was the following:

I. Physical Conditions—The class room is one of the strongest influences that exists in every school. The class room is the essential of good environment. The vital points are:

- a. Cleanliness
- b. Beauty
- c. Order

- d. System
- II. Atmospheric Environments. Personality in the teacher and pupil make up the atmosphere.

I. Things to Create the Atmosphere.

- a. Personality
- b. Friend
- c. Kindness
- d. Sympathy
- e. Good Manners
- f. Reliability

II. Instructive Activities. "Routine of work."

- a. Schedule—budgeting of time.
- b. Schedule plan, a definite plan and the work systematically carried out.

IV. Teacher's Attitude.

The attitude the teacher takes.

- a. Be frank in answering questions.
- b. Attitude of improvement
- c. Attitude of possibilities
Teach them to love and appreciate good literature.

d. The love of our country. America is the land of opportunity.

- e. Budget—as to how to spend our money.

- f. Regard rights of others property
Learn to converse. She ended her talk by saying a poem: Title "The High Soul Climbs The Highway" "The Low Soul Climbs The Low."

Mr. W. E. Turner, State Agent, Department of Education styled as a general theme: Children should be give a chance to practice by doing. He further stated a boy or girl should be taught to live the best possible way. The main objective—The Negro boys and girls should have some opportunity.

Miss Emma O. Brown, Austin High School, Knoxville, gave a helpful reading on a Program of Guidance for High School girls:

The general theme:—The dean of girls should furnish the value of good morals and social standing. The Dean should be sincere and enthusiastic counsellor.

The dean is a guide as:

- a. A friend
- b. Understanding
- c. should possess strong character, personality, disposition, age, social spirit, administrative ability, and special training if possible, real interest, personal appearance, education, and social standing and the ability to cooperate with

other teachers.

The meeting was adjourned for the day at 4:30 p. m.

Saturday, April 20, 1935

The meeting of the High School Department was opened at 9:00 o'clock in Room A 305.

Mr. M. D. Senter, Austin High School, Knoxville, presided. Prayer by (Mrs.) M. A. Caruthers. Miss Zelma Watson, A. & I. State College presented an excellent lecture on "Special Projects in High School Teaching." The vital values were the following:

Different types of the Projects:

1. Bulletin Board
2. Field Trips
3. Note Books
4. Scrap Books
5. Term Papers
6. Poster
7. Library Free Material

I. Making of bulletin boards:

Essential Material:
Card board, size frame
Arrangements,
Neatness

Beauty—attractive

What to put on bulletin

- a. Current topics for the week
- b. Cuttings, akin to subjects taught.

II. Field Trip.

The field trip transplant a child in the field of life.

Visit Postoffice.

The pupil should be guided by the teacher.

The Essentials:

Courtesy
Appearance
Department

III. The note book.

The objective of note book, it teaches him to be a good secretary.

IV. Scrap books.

The scrap book clipping should give date, name of paper, where published, and issue of paper.

V. Term Papers.

The meeting adjourned at 10:30.

Election of Officers:

Miss C. M. Browne, Murfreesboro, 314 E. State Street, Chairman.

Miss Mattie A. Caruthers, Lawrenceburg, R. 3, Box 66, re-elected Secretary for the year 1936.

The election of officers of Tennessee State Association of Teachers in Colored Schools for the year 1936.

Chairman, Miss C. M. Brown, 314 E. State Street, Murfreesboro, Tenn.

Secretary, (Mrs.) Mattie A. Caruthers, Route 3, Box 66, Lawrenceburg, Tenn. (re-elected).

Supervisor's Section

Thursday, April 18, 1935

2:30 P. M.

The meeting opened by Chairman, Mrs. S. L. Smith.

Theme:—"Improvement of Class-room Instruction."

"The Parent, Child and Home Work," was timely discussed by Mrs. Ollie M. Love. Comments were made by Messrs Tanner and Clay, advocating the importance and much needed cooperation of the parent and the child with Home Work.

Resume of work done in Rutherford, McNairy, Henry Counties was given by Misses Crawford and Smith.

April 19, meeting opened with Instruction of Miss Simmons by chairman—

The following points from members of group were marked considerations for music instructors—

1. Appreciation of Music.
2. Creating an interest in Music
3. Relaxation and enjoyment of Music
4. Making use of Leisure Time.
5. Self-Expression.

The speaker's most important point to be considered was

1. Child's Voice.

Posture and breathing were considerations in voice culture. Address was closed with answering of questions pertaining to music.

A second address was made by Mrs. M. M. Burns, Librarian of State College, who gave the history of the Beginning of "Library Work."

Essentials of good Librarian—

1. Good story teller
2. A real Psychologist

Some rules and regulations regarding a Community Library were given as—

1. Buy books to fit the needs of the community.
2. Make the Library attractive with pictures, clean walls, room, etc.

3. Classify books.
4. Bulletin boards made attractive to the season.
5. Study people in community.
6. Ventilation a very VITAL thing, yet often neglected.

A very interesting and inspiring report was made on number of schools supervised and progress made was given by Mr. Lee Thomas, State Elementary School Supervisor.

Tentative score cards and data pertaining to same, were issued to the group in that said members and communities could see the necessity for a definite and workable plan to improve conditions of schools.

A report was made by Mr. Carney, Supt. of Montgomery County of progress made by use of the said Scoring card system.

April 20, 9:00 A. M.

A round table discussion led by Mr. Tanner, Agent of Negro Schools:—

Discussions on

1. Circulating Libraries
2. Beautification Contest.
3. Demonstration Schools.

Flower Gardens and exhibit for Better Homes Meeting by Mr. Clay.

Plans announced for Jeanes Teacher's Meeting for last two weeks in June.

Officers Elected for 1936—

Mrs. E. A. Fagala—Chairman
Miss Earnestine Jackson—Sec'y.

Respectfully submitted,

Mrs. S. L. Smith, Chairman.
Lula E. Smith, Acting Sec'y

Intermediate Section.

The Intermediate Section opened its meeting Thursday afternoon, April 18, 1935 with Mr. J. C. Chunn presiding. Prof. C. H. Bruce of A. & I. State College was presented His subject was "Modern Mathematics for the Modern Child." Prof. Bruce discussed the teaching of the four principles of arithmetic, addition, subtraction, multiplication, division in a modern way.

In addition the use of the one hundred combinations was shown. Adding of long columns of figures was done by the casting out nines system. In the fourth grade children are taught to check both ways. The foundation of this system should be laid in this grade.

The Austrian Method was shown as the best method for teaching subtraction.

The placing of units under units was brought out in the teaching of multiplication. It was shown that it didn't matter which figure was multiplied first if the numbers were placed in the correct place. The casting out nine system was used to check the problems.

The teaching of division was made simple by writing the four steps on the board and training the children to follow them.

This discussion of modern methods was very helpful to each one.

Mrs. M. M. Brown, librarian at A. & I., was presented to the group. Her subject was "Modern Books for Intermediate Grades." Mrs. Brown showed how the teacher in the classroom and librarian may work together and help the child to enlarge his reading very much. Some of the books recommended for the child's use were Compton's Encyclopedia, World Book, World Almanac and Lincoln's Library.

Adjournment

The Intermediate Section opened its meeting Friday afternoon, April 19, 1935 with Mr. J. C. Chunn presiding. Mr. Chunn presented some of the units of work that were done in his school. He displayed work books on Busy Work, Talking, Vacation and the months. This work showed the activities of his student group.

Mrs. Davis of Murfreesboro discussed her method of teaching Negro History in her school.

Mr. A. Washington of Rutherford County told how he has been able to aid his pupils in winning county honors.

The principal speaker for the afternoon was Mrs. Eula Johnson, Supervisor of Hamilton County. Mrs. Johnson's subject was "The Reading Program in the Intermediate Grades." Mrs. Johnson pointed out the following things:

Reading is the most important tool. It must meet the needs of the child. One may not be able to travel extensively but he can read about the places he cannot visit. Reading enables one to be able to discuss current topics well. Reading furnishes profitable use of leisure. The average person reads about ninety minutes daily.

The child should have material suited to his ability. This causes the child to maintain his self-respect. Before new material is presented each new word should be known to the child. If a set of books is to be bought

it is better to buy different ones than all alike. The teacher should stimulate interest then give something for this stimulation. Some books suggested were: Interest and Ability in Reading—Gates; Reading in the Elementary Grades—McKee; Twenty-fourth Yearbook.

Mrs. Jones, who accompanied Mrs. Johnson was introduced. She made interesting remarks.

Adjournment.

The Intermediate Section convened Saturday morning, April 20, 1935 with Mr. J. C. Chunn, presiding. A report of the previous meetings was made.

A general discussion of "What a Child Should Read" was held. This discussion was very lively. Officers for the following year were appointed:

President—Mr. J. C. Chunn, 611 E. 9th St., Apt. 8, Chattanooga.

Vice-President—Mr. Petway, 832 Joseph Ave., Nashville.

Vice-President—Miss Elizabeth Jenkins, 899 Woodlawn, Memphis.

Secretary—Mrs. Davis, 320 So. Academy, Murfreesboro.

Adjournment.

J. C. Chunn, President.

Elizabeth Jenkins, Acting Sec'y.

PRINCIPALS

Thursday's Session

Meeting opened on scheduled time with Prof. W. A. Lynk presiding. Topic: "Supervision and Administration of the Elementary School," led by students of the Senior class of A. and I. State College.

General Discussion: Prof. Morrison, Nevils, Henry and others.

Friday's Session

Principals' Section

Prof. W. A. Lynk, Chairman

Principals present: Prof. J. W. Falls, S. H. Johnson, S. G. Green, M. L. Morrison, Mrs. U. L. Knox, W. E. Nash, E. W. Benton, Alonzo Love, M. A. Dabney, A. C. Peoples, A. J. Payne, S. L. Ferguson, J. L. Buckner, G. E. Hoffman, F. J. Myles, A. F. Bishop, W. B. Brassar, Mrs. Ethel G. Rutledge, R. H. Neville, L. C. Sharp, Mrs. Marjorie R. Harden, Mrs. Nora O. Bate, T. R. Wilson and J. L. Seets.

The following topics were presented by the chairman and discussed by the following principals: Magnifying the Rural Schools—Prof. J. W. Falls, very scholarly though stimulating and pointed. The Principal as a guide and advisor in Discipline—Mrs. W. L. Knox, a practical paper and well delivered. What is new in Education?—Prof. W. E. Nash. Open Forum:—discussed by several principals. Results—Principals somewhat divided in opinion, no general group agreement as to just what is new in Education. Motion prevailed that the achievements of Prof. J. W. Falls as a school man and his discussion in this meeting be published in the Broadcaster. Motion prevailed to publish the contents of the paper read by Mrs. U. L. Knox. Remarks by Prof. E. W. Benton and President W. J. Hale. J. L. Seets, Secretary.

Saturday Morning Session

Presiding Officer, Prof. Lynk

I. Discussion no. one:

(a) The Importance of the ability to think—a problem of the Public School—Prof. J. L. Seets.

REPORTS OF COMMITTEES

FINDINGS

The Findings Committee makes the following report:

1st. For some reason, the attendance upon the Association has not, in our thinking, been in keeping with the important work which is the vital concern of the teachers, in promoting and directing the education of the youth and the people of the state.

We make this observation, not out of a spirit merely to criticize, but, we believe it is the consensus of opinion, that a meeting, so significant at a time like this, should be attended more largely by ourselves and our fellow teachers of the state.

2nd. As a remedy, we recommend referring the matter of attendance to the Executive Committee, which might meet in the early part of the fiscal year to consider this and other problems of the Association.

We note that the President of the Association, Mr. S. G. Greene, in his annual address, among other important things, called attention to the new and progressive type of

General Discussion Problems:

1. Do Adults think?
 - (a) Adults think but little
 - (b) Children think seriously when the origin of the problem is close to them.
 - (c) Such thinking to children is as important as the adult's thinking is to him.

Election of Officers.

Motion prevailed to re-elect Prof. Lynk as presiding officer of the Division of Principals. Motion prevailed to elect Prof. J. L. Seets secretary of the Division of Principals.

Suggestion carried:—to get a list of all Principals' addresses and have them published in the Broadcaster.

Most logical date for Principal's Conference agreed on as the last week of the first 6 weeks of Summer Session at A. and I. State College.

State Teachers' Association, the Representative assembly type, with delegates from the various Sectional Associations of the State. He also mentioned the new procedure of electing officers, by nomination from the floor and the elimination of the sectional idea. He further recommended an increased sectional membership fee.

3rd. We note further that the type of program and the character of speakers, have been of exceptionally high calibre, also the subjects and discussions of speakers, dealt particularly with the present modern trends in education for new and changing social order.

We especially call attention to the emphasis placed by several speakers upon the new philosophy of education, in offering instruction to the needs of the individuals, by providing liberal adaptation of the subject matter, making possible the activities program which stimulates interest in the people, to be better fitted for an enjoyable livelihood and gives greater opportunity for stimulating creative ability.

Respectfully submitted,
 PROF. T. R. DAVIS, Chairman.
 PROF. ALONZO SEETS.
 PROF. ALONZA LANE.
 PROF. N. WILLIAMS.
 P. E. SMITH, Sec'y.

NECROLOGY

We the Committee on Necrology beg leave to make the following report on members of the Tennessee State Association of Teachers in Colored Schools, who have passed to the great beyond since last year.

The following:

Prof. J. W. House, Chattanooga.
 Miss Pearl H. Ford, College Hill H. S.,
 Cleveland, Tenn.
 Miss Westelle Burns, Merry School,
 Nashville, Tenn.
 Miss Laura J. Scott, Bruce H. S.,
 Dyersburg, Tenn.
 Mrs. Amanda Hampton, Nashville, Tenn.
 Miss Gladys Franklin, Klondike School,
 Memphis, Tenn.
 Miss Florence Hobert, Klondike School,
 Memphis, Tenn.
 Prof. C. J. Neal, Principal, Carries
 School.
 Miss Hattie Scruggs, Florida.

May they rest in peace with Thee.

Members:

Miss Lucy Campbell, Chr.
 Mrs. F. A. Sanders.
 Mrs. E. A. Davis, Sec'y.
 Prof. R. G. Johnson, Act. Char.

RESOLUTIONS

We submit the following resolutions as members of the Tennessee State Association of Teachers in Colored Schools.

Education is the most nearly universal concern of the State and Nation today. It touches every phase of human activity in every department of endeavor. In this broad sense the welfare of the State depends upon the education of the individuals which make up the social group. The social order of today depends most largely upon the schools.

We believe that the most urgent challenge to our state today is to produce more stable social conditions. This challenge for a better social order is made directly to the teachers of the state. In order to meet this chal-

lenge there must be a more thorough preparation on the part of the teachers and a more adequate program of education provided by the state administration of educational affairs.

We believe that education is an adjustment for the making of which the high responsibility rests upon the teacher. It is the teacher's responsibility to adjust the child to himself, to his fellowman, and to his God, and thus prepare him for the new social order.

We believe in the cultural aspects of vocational training and in the vocational aspects of cultural training. Since the objectives of education can be realized only through the performance of concrete specific activities, we believe that ample provision should be made for the industrial and vocational training of all the children in all of the schools of the state. To this end we are especially hopeful that a greater interest may be taken in the industrial training of the boys and girls in the colored schools of the state. In this way education in our schools can be made practically and vigorously effective.

We believe that the perpetuation of democratic ideals demands that democracy in education which provides, not necessarily, an identity of opportunity, but an equality of opportunity.

We commend Dr. Cocking and the state department of education for the very high ground they have taken in regard to the educational program for all of the children of the State.

We congratulate and felicitate President W. J. Hale and his efficient faculty for the signal progress of A. & I. State College which ranks high among the best colleges of the Nation. We take this occasion to express our sincere thanks for the very admirable manner in which they have entertained this thirteenth annual session of Teachers in Colored Schools of Tennessee.

We commend Professor S. G. Greene for his leadership and excellent service rendered as president of this association. He has wrought a good work and engendered a spirit of cooperation by his personal visits to the Teachers Associations of East, Middle, and West Tennessee.

In as much as the teaching of Physical Education is required in all schools by the State Department of Education and realizing that this requirement is not being adequately carried out because of the lack of sufficient

physical equipment and further realizing the great value and importance of physical education in the development of health among the youth of our schools; we the members of the Athletic Division of the State Association of Teachers in Colored Schools to petition the State Board and the various county and city boards of Education in the acquirement of better Physical equipment for the teaching of Physical Education in all the schools.

In order that this equipment might be assured, we ask you to join us in recommending to each above named Board of Education that the first day's pay of each colored teacher in this state each year be exacted for the purpose of carrying on a Physical Education program in a satisfactory way for Negroes.

J. W. Bell, Chairman.
(Adopted)

CONSTITUTION AND BY-LAWS

We, your Committee on Constitution and By-Laws beg to make the following report:

That Article 3, Section 4 be amended to read as follows:

That the sectional idea of presidency be abolished and the President be selected that will represent the three grand divisions of the State.

That an election Commission to be appointed by the President prior to the nomination of officers consisting of five members of the association.

The abolition of the nomination committee and nominating of officers from the floor the night of the opening session and ballots be used to vote on said officers, and that ballot box be set up, and members of the association will be allowed to cast their ballots through Saturday, 10 A. M.

That the By-Laws be amended so that the retiring President shall automatically become the first delegate to the National Association of Teachers in Colored Schools. The Committee further recommends that the Executive Committee be expanded to include the President and the Executive Secretary in addition to its personnel as now constituted.

That a president may succeed himself for one year.

April 20, 1935

COMMITTEE:

W. J. Davenport, Chr.
J. L. Buckner
Geo. Thompson

Newton S. Holliday
J. A. Hayes.
(Adopted)

REPORT OF THE RECORDING SECRETARY

The Tennessee State Association of Teachers in Colored Schools assembled in general session at 11:30 A. M. with the President, Professor S. G. Green, presiding. Prayer was offered by Professor J. W. Bell of Memphis.

The president called for the report of the delegates to the National Teachers' Association. Professor Allison and Professor J. L. Bucker made reports respectively. Reports received.

- Committees reported as follows: Supervisors by Mrs. Smith. Adopted.
- Committee on Resolutions by Professor Bell. First part adopted. Second part, a resolution from the athletic department after some discussion, the first section was adopted, the second section stricken out.
- Committee on Legislation and Statistics by Professor T. R. Davis, report adopted.
- Committee on Findings by Mrs. S. L. Smith, report adopted.
- Committee on Constitution and By-Laws by Professor J. W. Harper, report adopted.
- Executive Committee by Dean Gore, report adopted.

The president called upon the presidents of East Tennessee and West Tennessee Associations to make remarks. Professor Senter of East Tennessee and Professor J. L. Seets of West Tennessee made remarks respectively.

Report of the Executive Secretary, Dean G. W. Gore, report adopted.

It was moved and seconded that the Executive secretary be paid \$15.00 for his service. The Executive Secretary refused to accept any compensation for his service.

A committee was appointed to work out a financial plan whereby three Sectional Meetings be encouraged to collect the State Association Dues at their respective meetings. Committee: West Tennessee, Professor L. C. Sharp and Professor J. L. Seets; Middle Tennessee, Professor W. M. Jackson, and Dean G. W. Gore; East Tennessee, Professor Monroe Senter.

President W. J. Hale made an inspirational address.

The president of the Middle Tennessee Association made remarks.

The committee on Necrology reported, report adopted.

The Committee on Nominations made their report, report adopted. (See Report). Delegates to the National Teachers Association, Professor S. G. Green and Dean G. W. Gore. Alternates: Professor White and Mrs. U. L. Knox.

It was moved, seconded and carried that all persons attending the National Association be delegates.

Installation of Officers.
Adjournment.

—Mrs. Mary L. Murphy.

DEPARTMENTAL OFFICERS
English

Chairman—Miss Lucy E. Campbelle, Memphis
Secretary—Miss Eura Blanton

High School

Chairman—Mrs. C. M. Brown, Murfreesboro

Secretary—Miss Mattie A. Caruthers, Lawrenceburg

Home Economics

Chairman—Mrs. M. C. Harris, Nashville
Secretary—Mrs. C. H. Springer, Nashville

Intermediate

Chairman—Mr. J. C. Chunn, Chattanooga
Secretary—Mrs. W. S. Davis, Murfreesboro

Primary

Chairman—Mrs. Prudence G. Allison, Clarksville
Secretary—Mrs. M. Woodfork Thompson, Nashville

Principals

Chairman—Mr. W. A. Lynk, Memphis
Secretary—Mr. J. L. Seets, McKenzie

Supervisors

Chairman—Mrs. E. A. Fagala, Chattanooga
Secretary—Miss Ernestine Jackson, Knoxville.

REPORT OF COMMITTEE ON LEGISLATION
AN DSTATISTICS

Summary Tennessee School Statistics Scholastic Year Ending June 30, 1934-1

	WHITE		COLORED		TOTAL
	No.	Pct.	No.	Pct.	
GENERAL 3					
POPULATION 1930	2,138,619	81.7	477,646	18.3	2,616,265
Illiterates, native, white and colored-4.....	87,025	54.	75,251	46.	162,276
Scholastic population (6-18)	484,406	85.	86,861	15.	571,267
Enrollment, total for state	539,498	82.	115,809	18.	655,307
Average daily attendance, total for state	419,626	82.	91,834	18.	507,360
Enrollment and Attendance in Elementary Schools					
Enrollment in elementary schools, county and city	461,933	81.	105,058	19.	566,991
Enrollment per teacher in elementary schools, county and city	35.5	...	42.	...	...
Average daily attendance in elementary schools, county and city	353,334	81.	82,926	19.	436,260
Length of term in days, elementary school, county, lowest and highest, 1933	130,180	...	98,177	...	...
Length of terms in days, elementary schools, city, lowest and highest, 1933	151,187	...	114,187	...	...
Pupils completing elementary courses, county and city	26,662	85.	4,690	15.	31,312
Enrollment and Attendance in High School					
Enrollment in high schools, county and city	77,565	88.	10,751	12.	88,316
Enrollment per teacher in high schools, county and city .....	.25	...	.30	...	...
Average daily attendance in high schools, county and city	66,292	88.	8,808	12.	75,100
Pupils completing four-year high schools, county and city-5	10,535	86.	1,667	14.	12,202
Number of Schools					
One-teacher elementary schools, county and city	2,250	65.	737	35.	2,987
Two-teacher elementary schools, county and city	1,540	87.	226	13.	1,766
Three-or-more-teacher elementary schools, county and city	1,211	87.	187	13.	1,398
Four-year high schools, total for state	362	89.	45	11.	407

Three-year high schools, total for state	11	79.	3	21.	14
Two-year high schools, total for state	172	88.	24	12.	196
<i>Number of Teachers</i>					
Teachers, total for state	16,311	85.	2,858	15.	19,169
Teachers in elementary schools, county and city	13,223	85.	2,500	15.	15,723
Teachers in high schools, county and city	3,088	90.	358	10.	3,466
<i>Preparation of Teachers</i>					
College graduates teaching in elementary schools, county and city	2,188	87.	434	13.	2,622
College graduates teaching in high schools, county-6	2,280	93.	167	7.	2,447
Teachers with three years of college in elementary schools, county and city	1,149	85.	209	15.	1,353
Teachers with three years or college in high school, county	86	89.	11	11.	97
Teachers with two years of college in elementary schools, county and city	3,401	86.	652	14.	4,053
Teachers with two years of college in high schools, county	84	91.	8	9.	92
Teachers with one year of college, elementary schools, county and city	4,796	88.	646	12.	5,442
One year of college, high schools, county	7	87.	1	13.	8
High School graduates in elementary schools, county and city	1,265	78.	364	22.	1,629
High School graduates in high schools, county	3	100.	0	0.	3
Less than high school graduates in elementary schools, county and city	424	68.	195	32.	619
Principals with Bachelor's degrees in four-year high schools of three teachers	84.8	...	66.7	...	...
Principals with Bachelor's degrees in four-year high schools of four to seven teachers ..	90.4	...	...	...	...
Principals with Bachelor's degrees in four-year high schools of eight or more teachers ..	95.	...	100	...	...
Principals with Master's degrees in four-year high schools of eight or more teachers	44.4	...	50	...	...
Teachers with Bachelor's degrees in four-year high schools of three teachers	88.	...	100.	...	...
Teachers with Bachelor's degrees in four-year high schools of eight or more teachers	100.	...	100.	...	...
<i>Annual Salaries of Teachers</i>					
Annual salary of men in city elementary schools, minimum, 1933 (8)	\$ 180.00		\$ 216.00		
Annual salary of men in city elementary schools, average 1933	887.50		650.00		
Annual salary of men in city elementary schools, maximum, 1933	2,690.00		1,620.00		
Annual salary of women in city elementary schools, minimum, 1933	140.00		220.00		
Annual salary of women in city elementary schools, average 1933	704.16		483.33		
Annual salary of women in city elementary schools, maximum 1933	1,224.00		1,485.00		
Average annual salary of teachers in four-year high schools, 1934	853.00		652.00		
<i>Libraries</i>					
Schools having libraries, elementary schools, county and city-7	2,562	87.	378	13.	2,904
Schools having no libraries, elementary county and city	2,302	77.	692	23.	2,994
Books in libraries, total for elementary schools, county and city	433,223	91.	41,485	9.	474,708
Books per pupil, elementary schools, county ..	.96	...	...	.37	...
Books per pupil, elementary schools, city .....	.44	...	...	.35	...
<i>Investment in Property</i>					
Investment in property of high schools, county and city-9	\$20,229,973		\$1,442,834		21,652,857
Per pupil investment in property of high schools, county and city	\$260.81		\$132.35		

Committee on Legislation and Statistics:

T. R. Davis, Chairman
W. J. Davenport, J. L. Seets
H. L. Allison, F. A. Sanders
J. H. White, Alonzo Love.

- 1 Chiefly from the Annual Report of the Department of Education.
- 2 Percent of total of white and colored; not per cent of total white or of total colored respectively.
- 3 Fifteen Census of the United States, Population, 1930.
- 4 Figures for calculation from Report of the Tennessee Education Commission, Part I, 1934, Page 32.
- 5 Number of graduates of city high school not given in the report; this has been calculated from the number of pupils reported as in the fourth year less the number of calculated failures.
- 6 Training of teachers in city high school not given in annual report on the Department of Education.
- 7 Libraries in high schools are not given in annual report.
- 8 Report of the Tennessee Educational Commission, Part I, 1934, Page 97; remainder of statistics also from this report except where noted.
- 9 Annual Report of the Department of Education.

A MESSAGE FROM OUR PRESIDENT

Professor T. R. Davis, Principal of Austin High School, Knoxville

No person will dispute the assertion that the Ship of State of the American people still sails in the midst of storm. This is true with regard to every pursuit of our national life, with the teaching profession conspicuously no exception. In this impending experience, there is no need of field glasses to see about us the alert, numerous and insistent efforts on the part of the several interests of the nation in behalf of their causes. This is imperative for, in a tempestuous time, all caution is to be taken for sailing successfully in storm. A state association of teachers, an integral part of a great and significant group in the life of the nation, will certainly be no less vigilant and active. Anything other than this would constitute not mere negligence of self but downright betrayal of trust.

Regardless of how strong and successful our Tennessee State Association of Teachers in Colored Schools has been up to this time, endeavor toward strengthening our organization in several ways would not be amiss. A membership of three hundred is not enough out of three thousand colored teachers in the State. The boards of education and the county and city superintendents may be ready and willing now, more than ever, to cooperate in encouraging the teachers of every section of the State to become members of the association. The value of a larger membership is evident. There will be available more ample funds to facilitate cause, numbers to press plea and inspiration to accomplish greater good.

Our association might try, to some extent, the study of research type of annual meeting. The meetings of the National Educational Association, its departmental conferences and the National Conference on the Fundamental problems in the Education of Negroes are impressive examples of this type. Groups with leaders are assigned pertinent problems for study over a period of time, cooperative and expert thinking is brought to bear, questions in discussion groups before the association meets and during the session are raised and consummate reaction is formulated and expressed. We might at least attempt getting away, some-

what, from the old type of annual meeting with persons speaking at length and meticulously on subjects particularly interesting to the speakers alone.

While we should strive to keep pace with the trends in our work as to methods, procedures, standards, aims and objectives and philosophy, we would like to know also more about the support of education of the Negro in our state and the southland. We should approach cooperatively the question of the relation of the education of the Negro in the State to his opportunities and welfare. A study and planned consideration of fields of interest and problems of this character, as well as the splendid technique of the new type of annual meeting, would probably lend to the strengthening of the association.

Moreover, there are indefinable values which might be effected as offerings of the annual meeting. We need, now and then, a refreshed appreciation of the import and implications of our opportunities, responsibilities and duties as teachers. The peak, for instance, of our last meeting was reached when President W. J. Hale, in a modest manner, told of abounding achievement accomplished against odds and not only, gave hope and cheer to many, but also, stimulated the spirit to strive successfully on. The sincerity, quiet eloquence and dignity of the message brought the inspiring touch and tone for which we had unconsciously longed up to this time in our annual gathering. We would be profited by more of this. We need, too, a rebaptism, at our state teachers association, with the beneficent influence of the nobility of our purpose and the high spirituality of the sacredness of our task. A report of a committee on necrology of teachers made in haste is a vivid illustration of the absence of values of this character.

It is highly possible that something can be done toward making our association more effective for our good and our cause. While we have done exceedingly well, the point is that we might do better. Extreme caution must be exercised and considerable activity put forth, in this period of stress and strain, in caring for education, a duty which by us is inescapable.

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