

# The Broadcaster

*Official Journal*

*of the*

TENNESSEE NEGRO EDUCATION ASSOCIATION



*Nineteenth Annual Session of the Tennessee Negro Education Association*

A. AND I. STATE COLLEGE, APRIL 10-12, 1941

*September, 1940*

VOLUME XIII

NUMBER 1

# THE BROADCASTER

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SEPTEMBER, 1940

NUMBER 1

## TENNESSEE EDUCATION ASSOCIATION

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Vol. XIII

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Nineteenth Annual Session of the Tennessee Negro Education Association

A. AND I. STATE COLLEGE, APRIL 10-12, 1941

## American Education Week, 1940

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General Theme: Education for the Common Defense

—:—:—

Sunday, November 10—Enriching Spiritual Life  
 Monday, November 11—Strengthening Civic Loyalties  
 Tuesday, November 12—Financing Public Education  
 Wednesday, November 13—Developing Human Resources  
 Thursday, November 14—Safeguarding Natural Resources  
 Friday, November 15—Perpetuating Individual Liberties  
 Saturday, November 16—Building Economic Security

—:—:—

### How Schools Develop Human Resources

1. Schools Develop minds and bodies
2. Schools Search Out and Develop Individual Talents
3. Schools Seek to Provide Universal Educational Opportunity.
4. Schools Provide Guidance on Life Problems.
5. Schools Prepare for Home and Family Life..
6. Schools Seek to Develop Good Character.
7. Dedicated to the Improvement of Human Resources.

—:—:—

Let every school system plan a comprehensive American Education Week Program that the people may know what the schools are doing, and can do, for the common defense.

## The Program for Standardization of Tennessee Elementary Schools

By Mr. Dudley S. Tanner, State Agent, Division of Negro Education

In the school year 1937-38 the State Board of Education began its program of standardization of elementary schools.

This program consists of two parts, namely, the approval of elementary schools and the classification of approved elementary schools.

In order for a school to be approved it is necessary for the County Superintendent, the Jeanes teacher and the principal of the school to send in the application for approval duly signed by these three school officials. If the thirteen questions in this application are satisfactorily answered the school is approved by the State Board of Education. Only those eighth grade pupils graduating from an approved school can secure certificates entitling them to enter a state approved high school without an examination.

To be classified as an "A", "B", or "C" Class school, such school must send in an application for approval and be approved. It must also send in an application for classification. Before an approved school making application for classification can be classified it must be inspected by persons designated by the Commissioner of Education, after written application has been made by the school officials mentioned in connection with the application for approval. Those approved schools satisfactorily meeting the 70 points required for Class "C" are entitled to that classification. Those approved schools satisfactorily meeting the 80 points required for Class "B" are entitled to that classification. Those approved schools satisfactorily meeting the 90 points required for Class "A" are entitled to that classification.

There are 100 points on the score card by which the school is rated. These points have to do with the following: School grounds, water supply, equipment and outbuildings, school-house, classrooms, equipment and instructional supplies, library service, the teacher, enrollment, attendance, attitude of pupils, teaching load, records and reports, community meetings, salary, supervision, instructional program, teaching procedure.

In 1937-38 there were 18 schools classified in 10 counties in Tennessee. One of these schools was Class "B"; 17 of these schools were Class "C."

In 1938-39 there were 153 schools classified in 56 counties in Tennessee. The following three schools were Class "A" schools:

County	School	Principal
Hamilton	Booker T. Washington	T. D. Upshaw, Jr.
Hardeman	Allen-White	J. H. White
Roane	Rockwood	J. B. Olinger

The Rockwood School had been a Class "B" school the year before.

There were 21 class "B" schools. Seven of these had been Class "C" schools the year before.

There were 129 Class "C" schools.

In 1939-40 there were 127 schools classified in 67 counties in Tennessee. The following were Class "A" schools:

County	School	Principal
Bedford	County Training School	S. W. Harris
Hamilton	Booker T. Washington	T. D. Upshaw, Jr.
Hardeman	Allen-White	J. H. White
Jefferson	Nelson-Merry	N. A. Crippens
Roane	Rockwood	J. B. Olinger

Three of these schools were Class "A" schools in 1938-39. The Bedford County Training School, in a fine new building, was first classified this year. The Nelson-Merry School was Class "C" in 1937-38. It was Class "B" in 1938-39.

There were 45 Class "B" schools. Twenty of them were Class "B" schools in 1938-39. Eighteen of them were Class "C" schools in 1938-39. Seven of them had not been classified before 1939-40.

There were 167 Class "C" schools in 1939-40.

In order to bring about this marked improvement in the standardization of elementary schools in Tennessee during the three year period many people contributed time, money and interest. Those who have had a large part in this contribution are pupils, patrons, teachers, principals, Jeanes Teachers, Superintendents, Boards of Education, Parent-Teacher Associations, Teacher Training institutions and others.

Beginning with the current year many improvements have been made in the standardization program. It is hoped that those responsible for carrying out the program will put renewed effort into making much better schools for the boys and girls of Tennessee.

STATE COLLEGE  
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 FEB 1941

## Interracial Outlook in Tennessee, 1940

By Dr. John D. Freeman, Executive Secretary  
Tennessee Baptist Convention

Time moves steadily onward and with each turn of the earth about its orbit there come changes of tremendous moment. If one had been able a year ago to foretell the cataclysmic changes that have occurred during the past twelve months, he would have been ridiculed as a visionary whose mind had been unsettled by brooding. As we gather here today, it seems that the last vestiges of human freedom are to be scrapped and that the world is to witness the inexplicable social phenomenon of nations made marvelously rich and great during a century and a half of comparative freedom turning en masse to place their necks once more under the yoke of autocratic slavery.

When one asks "Why this strange movement?" he finds but one answer; "The masses have been led to hate the classes, hence are willing to follow blindly while ambitious 'Herr Hitlers' use them for the purpose of destroying conditions that are wrong, never letting them see beyond the destruction to what must inevitably be their lot when the ballot, the only weapon they can effectively use, has been supplanted by the iron rule of a dictator.

The antipathy of one class for another has been the greatest single obstacle in the way of social progress. It has made possible more misery and strife, and resulted in the destruction of more property than any other force which has plagued mankind. Can it ever be overcome? Will the day come when social conditions will have been adjusted so as to remove the barriers which divide us into various castes? There is little evidence about us from which to draw hope that the questions may ever have a ringing affirmative answer. It is in the face of such conditions that the true believer finds his anchorage in the prophecies of the Bible which declares dogmatically that there is meaning to the travail of the creation and that the groanings of human society will not continue forever.

I stood the other day on the brow of the Cumberland Plateau and saw a giant steam shovel scooping up tons of rock and dirt and dropping them over the cliff. A few days before I saw a machine that can move across fields of new-mown hay, picking up the alfalfa and baling it at the rate of two bales per minute with only four men to carry on the operation. I have watched a machine in a publishing house take paper in

at one end and turn out at the other beautifully bound magazines, doing it so rapidly that one could not count them. These mechanical marvels are everywhere, underground, in the air and on the ground. They do the work formerly done by countless thousands of men and women.

I never look at one of them that I do not have an impulse to shake my fist at their creators and owners and at myself, and cry, "Is it possible that we who can draw upon our creative powers for such things cannot from the same source produce a social system that will meet the needs of its day and keep the masses from becoming rebellious paupers? Are we so completely lopsided in our mental and spiritual development that we can only devise machinery which robs men of a livelihood? Are we forever to go on shoving machinery ahead of men and witnessing as a result social upheavals like that which is now rocking the world? And, while the incentives for hope are weak and few, my heart answers back, "No, we must not! We will not!"

That there are others who feel as I do about it is attested by the fact that such groups as the Interracial Commission have been set up and are struggling to utilize some of man's creative power to the end that conditions which bring about class and racial antagonisms may be removed, that the causes which result in dividing mankind into such widely separated groups may be destroyed, and that the conflicts which have gone on so long among the various groups may be ended. We know from the records of the past that no form of social control heretofore tried will do it; hence we must not be caught off guard in this day of upheavals and allow our people to be brought under slavery to the form of social control that held the human family in its power during all the ages of the past, until the Renaissance brought to light fragments of history which revealed the glory of a few small nations of the past that had had some form of democratic government, and unlocked to the masses the inspiring concepts which the lowly Nazarene gave the world, chief of which is that the individual human being is the chief factor in society, and that each one is possessed of a soul which can and will manifest its worth and Godlikeness when given a chance in an atmosphere of social and religious freedom.

The Interracial Commission is one of the

many agencies that can spring up in such an atmosphere. It has not accomplished all that its members have hoped. Their dreams have not, however, all been blasted. While we would not be presumptuous enough to claim credit for all advances made, we do humbly claim to have had a worthy part in them. We rejoice in the growing resentment of our people against mob violence. We point with pride to the increasing sense of brotherhood between Whites and Negroes, with its corresponding steady growth of a willingness of the majority group to allow others to enjoy the privileges which our constitution is supposed to guarantee to all who live under our flag.

We find pleasure in seeing the steady growth in the trend toward recognition of individual worth wherever it may be found, and appreciation for human values under whatever color they may manifest themselves. We feel that we have had some small part in bringing about a closer and less restrained relationship between the forces that shape the thoughts of our land and determine the course of future events more than do any others, namely; the system of public instruction and our religion. We know that, in spite of the racial trends in some quarters, there is developing a fine spirit of unity and harmony between the two dominant races of the South. Let us pledge ourselves anew to support and propagate the ideals of our body and to do everything in our power to destroy the influence of the ambitious and unprincipled demagogues who, to gain the mastery over our souls, would keep aflame class hatreds and thus destroy the ends we so surely are attaining.

The greatest contribution of the Interracial Commission and its kindred bodies is that made through their members as they live and move among their fellows. If we were to be judged by the numbers who attend our annual meetings, or by the number who are interested enough in our work to pay the small pittance toward the expenses of the movement, we would be con-

sidered very insignificant indeed. But when the spirit generated here and there and kept alive during the year by personal contacts and correspondence is considered, one may well be proud of his membership. Our greatest ministry is that known today as "infiltration." We carry our message with us and deliver it in person wherever an opportunity arises. We seize every opportunity for decrying littleness and narrowness. We champion the cause of the underprivileged and defend minority groups. We magnify the virtues of each class instead of distorting their weaknesses and vice. We hold up our heroes as examples for all to emulate, whether they be of one group or another. We hold that there is something significant in the fact that two great creative geniuses of the Negro race, Booker T. Washington and George Washington Carver, bear the name of the Father of our country True Americans, white as well as Negroes are proud to honor the great and outstanding heroes of the prize ring, clean, sober, decent Gene Tunney and Joe Louis.

All right thinking people rejoice together over every forward step that can be taken in this age of unrest; and it is no little task to which the Interracial Commission has joined other groups in performing—that of hastening the day when all who live under our flag will be united into a great national family among whom love and charity will be the predominant virtues, who will honor justice and hate injustice, and who will never open their ears and minds to the seductive promises of alien agitators who, for their own sordid ends, would scrap our form of government and rob our people of the inspiring and ennobling exercise of drawing themselves together through processes that destroy no holdings, heal instead of opening festering sores on the body politic, and provide conditions whereunder the individual genius of whatever class or race may not only unfold himself but do it with the worthy aim of being a noble servant of his day stirring his soul.

## The 1940 Sessions of the American Teachers Association

As Reported by G. W. Brooks, Frazier High School, Covington

The A. T. A. as you perhaps know met this year in three of the leading cities of the state of Arkansas; namely, Pine Bluff, Little Rock and Hot Springs. The meeting began Tuesday, July 23rd, and closed Friday, July 26th.

The meeting was very well attended and represented by delegates from the several states.

The discussions and general meeting on a whole were very interesting, instructional and inspirational in as much as they dealt primarily with our present problems and the formulation of what might be our future program.

The spirit of the meeting as a whole was far advanced from what it was last year in the World's Play Ground City, in New Jersey. The host institutions in the three cities made it so

unusually pleasant for all who attended the meetings that it was indeed a pleasure to be there.

Great honors and praise were given the Executive Secretary, Pres. H. Councill Trenholm, of Alabama State Teachers College, for his faithful and diligent service in not only bringing the organization from under a financial obligation of approximately \$3,000, but leaving on hand about \$703.00 with which to begin the next year. Through his hard work, attitude and method of approach, and with the cooperation of all others concerned, the organization is now well on the way to do a great job for the teachers of this country as well as those whom they serve.

Tennessee was well represented from the point of affiliated organizations. The Tennessee Negro Educational Association, the West Tennessee Association and the East Tennessee Association, paid their affiliation fee of \$25 each, which fee gave each organization the right to send one official delegate. Each state is permitted one delegate for every twenty-five paid up members, and the delegates are the only ones who have any vote or voice in the business of the organization. The States that have the most recognition in the meetings, are naturally those States that have the most invested in paid up membership fees. Tennessee had only twenty-three against some States that had four, five and six hundred paid members.

What Tennessee needs most, in my opinion, is not so many affiliated organizations, but paid up members, so that the representatives of this great State can have not only more voice on the floor, but more power in the ballot box to help formulate the program and control the activities of the organization.

The meeting next year will convene at West Virginia State College, with Miss Mary L. Williams, of Charleston, West Virginia, as president of the Association.

Prof. Joe A. Thomas, of Tennessee, is Regional Vice President for Region 4, which includes the following States: Indiana, Kentucky, Ohio, West Virginia, and Tennessee. The next Regional meeting will be held in Knoxville, Tennessee, April 5, 1941.

Dr. George W. Gore, Jr., was chairman of the Department of State Association Officers and conducted very interesting and worthwhile discussions pertaining to State Organizations led by Presidents, Vice Presidents, Secretaries and other State officers, while Mrs. F. A. Sanders,

headed the Department of Elementary Education, a field in which she is very well versed.

The official representative of Tennessee were: Dr. G. W. Gore, Jr., executive secretary of the State Association; G. W. Brooks, retiring president; Miss Fannie C. Clay, president East Tennessee Association and Prof. R. B. Bond, retiring president of the West Tennessee Association.

The theme of the meeting was: "Improving the Education of Negroes Through the Co-Ordinated Utilization of all our Resources."

There is indeed a great need for a strong American Teachers Association, from which much good can come. I urge the teachers of the State to become members of the A. T. A. and help make it what it should be in as much as it is our organization.

As Reported by George W. Gore, Jr.  
A. and I. State College, Nashville

#### BACKGROUND STATEMENT

The American Teachers (formerly known as the National Association of Teacher's in Colored Schools) was organized in Nashville, Tennessee, under the leadership of President J. R. E. Lee. Since its beginning, three other meetings have been held in Tennessee—one at Chattanooga in 1912 and two in Nashville, 1916 and 1927. Two Tennesseans have served as President of the Association—Prof. W. H. Singleton, of Chattanooga, 1917; President W. J. Hale, A. and I. State College, Nashville, 1928.

Lack of adequate support and failure to keep the organization from becoming heavily in debt have plagued its existence. In 1927, President W. J. Hale rallied the teachers of Tennessee to the extent that over 500 paid the annual membership fee and the Association left Nashville free of indebtedness. Since that time, Tennesseans have not had an active part in the affairs of the Association, although the State Association has sent delegates regularly for the past ten years and has paid annually the affiliation fee for several years.

Official representatives of the Tennessee Association have been vocal in their criticisms of the internal organization and management of the National Association. They have questioned the wisdom of confining the program to a small group of persons; the policy of paying officials salaries which kept the association in debt; the failure of the Association to publish its periodical; inconsistencies in determining the state quotas for the delegate assembly; placing too much emphasis on politics and elections and too little

emphasis on the problems of Negro education.

During 1939-40, the officials of the Tennessee Negro Education Association were assured by officials of the American Teachers Association that reform and revision of the program were under way. As a result, the 1940 session of the T. N. E. A. voted to again pay the \$25 state affiliation fee and to send two officials delegates. Response on the part of individual teachers, however, was meager. Only 23 teachers from Tennessee paid the annual fee of \$1.00 prior to July 19, 1940.

According to the Constitution of the A. T. A. Tennessee, therefore, was entitled to a maximum of 7 votes in the delegate assembly. Three of the votes were assigned to life members, three votes were assigned to one official delegate of the East Tennessee Association, one official of the West Tennessee Association and one official of the State Association, because each association paid a \$25 state affiliation fee, and one vote was assigned to a delegate representing the state as a whole because each state is entitled to 1 vote for each 25 individual members or major fraction thereof. In reality, at the Pine Bluff meeting Tennessee had 4 votes. Those holding these votes were: Miss Fannie Clay (East Tennessee Association), Mr. C. C. Bond (West Tennessee Congress), Mr. George Brooks (Tennessee Negro Education Association), and Dean G. W. Gore, Jr. (state delegate-at-large).

#### Notable Achievements

The Association adopted a challenging set of resolutions, urged the integration of all Negro professional educational organizations into one strong national body, and laid plans for a more constructive and business-like association program.

Among the chief resolutions adopted by the association were the following: (1) Acceptance of its part of the challenge to save American Democracy; (2) opposition to any plan for compulsory universal military training which is not based upon actual needs or which discriminates against any person on account of race, color or creed; (3) opposition to any compulsory labor training program which would remove the control of civic and vocational education from the regularly established federal, state and local agencies of education; (4) disapproval of the failure to include Negroes in the total economic, cultural, social, educational and political American picture; (5) recognition of the necessity for a nationally organized lobby with headquarters in Washington, D.C., whose chief business will

be to work for the advancement and progress of Negroes in America; (6) reaffirmation of its belief that every Negro child in this nation, like other children, is entitled to well-rounded educational experience.

The integration of Negro professional educational organizations was seriously considered by the Department of College Education, the Conference of State Association Officers, and the general assembly.

Constructive suggestions were made whereby greater articulation and correlation of efforts may be made between state and national organizations. The N. E. A. pattern of organization and cooperation of national and state associations was presented for further study and deliberation.

After a period of 36 years of financial difficulties and lack of active support, the Association was able to report that all outstanding bills had been paid and \$700 remained in the treasury for 1940-41. State affiliation fees were received from all but one of the states having a dual system of public education. Credit for the success of the Association for 1939-40 was attributed to the untiring efforts of President H. C. Trenholm, who served as executive secretary without compensation. Other officials active in the Association's program were Carrington L. Davis, Baltimore, Maryland, president of the association for 1939-40, and Dr. Howard H. Long, Washington, D. C., treasurer. The newly elected president, Miss Mary L. Williams, Charleston, West Virginia, had successfully served as vice-president-at-large.

Approximately 600 administrators and teachers, in addition to local students and educators, attended the sessions. Business of the association was conducted by a delegate assembly, the executive committee and the trustee board. The Friday morning session was held at Dunbar Junior College, in Little Rock. The final session was held at Hot Springs, Arkansas, Friday night.

Social and recreational features included a reception by Arkansas A. M. and N. College, a dance by the Pan-Hellenic group at Pine Bluff, an open-air party by the Arkansas Teachers Association, a dance at Hot Springs, and a sight-seeing tour and picnic at Lakeview, Arkansas.

#### Conclusions and Recommendations

As an official representative of the Tennessee Negro Education Association, I desire to close this report with the following statements:

1. The American Teachers Association is entering a new era of achievement and deserves the support of Negro teachers throughout the nation.

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2. Tennessee teachers need to become more professionally-minded. They should be active members of their local, sectional, state and national teachers associations. Such memberships would cost approximately \$4.00 per year but would pay a dividend in professional contacts, educational literature, and even in benefits to be derived from salary increases, tenure and retirement laws.

3. If Tennessee teachers desire national recognition they must first pay the cost of membership and then qualify for recognition by the present regulations or by new ones which they can effect.

4. Tennessee teachers must familiarize themselves with the Constitution of the American

Teachers Association. For example, Article II, Section 2 states that the Executive Secretary determines the number of delegates a state is entitled to have at the annual meeting on the basis of its memberships ninety days prior to the meeting.

5. More Negro teachers in Tennessee should become life members of the A. T. A. Perhaps, the sectional associations might prefer to give one of their members a life membership (with the right to vote in all delegate assemblies for life) instead of paying a \$25.00 annual affiliation fee for the right to send one delegate who will be allowed one vote in the delegate assembly for only one session.

### Educatograms

The Mid-State Colored Fair was held at Murfreesboro, September 4-7. Officials of the Fair included Mr. H. E. Starnes, President; Dr. Jas. R. Patterson, Secretary; Prof. S. G. Greene, Superintendent of grounds. The 1939 Tennessee General Assembly voted an appropriation of \$3,000 per year for the promotion and encouragement of the enterprise. Other Negro fairs in Tennessee include Gallatin, August 29-31; Lexington, September 9-14; Jackson, September 18-19; Tri-State Fair, Memphis, October 3-5; Clarksville, October 4-5; Huntingdon, October 9-12.

The *Tennessee Teacher* for May, 1940 contains many significant articles and news notes. An editorial comment entitled "Figures Talk" gives comparative educational statistics for Tennessee and the average for the United States. In listing fifty recent books that interpret "The South Old and New," there is included Du Bois' *Black Folks: Then and Now*, Woodson's *The Miseducation of the Negro*, and Washington's *Up From Slavery*. In an article on "Booker T. Washington, an American Honored" the writer favorably comments on the Booker T. Washington stamp celebration at Tuskegee on April 7. In part he says "Negro America is proud of this recognition—all America rejoices with her—in an united effort to realize a true democracy. The story of his life could serve to inspire any boy or girl, man or woman of any race . . ."

Mr. Paul A. Gore has accepted an appointment as principal of Wallace-Smith High School, Sparta, Tennessee. During the summer of 1940 he did graduate work at Purdue University, La Fayette, Indiana.

### TENNESSEE SCHOOL FOR NEGRO RURAL WORKERS

A conference for Negro Rural Workers was held at A. and I. State College, July 10-13, under the direction of the U. S. Department of Agriculture in cooperation with agricultural and rural life agencies in Tennessee.

What's it all about? Why have a National Agricultural Program? What are all such programs doing to our democracy, to our farms and homes, to the young folks? What about the land and the people—are they both "running out"? Or have we the material and the brains and the energy to set things right on the farm? What can Negro leaders themselves contribute toward understanding these problems?

These and other problems were discussed in the School by the 125 persons in attendance. Speakers on the program were: Morris B. Storer, of the Bureau of Agricultural Economics, U. S. Department of Agriculture, who is cooperating with W. E. Turner, State Director of Division of Negro Education, State Department of Education in organizing the Nashville Schools; Harry Roberts, Department of Sociology, Virginia State College for Negroes; James A. Atkins, WPA, Washington, D.C.; Ralph Borsodi, School of Living, New York City; Walter Chivers, Department of Sociology, Morehouse College, Atlanta; and Felix J. Underwood, Mississippi State Board of Health.

### HISTORY AND SOCIAL STUDIES DIVISION

The History and Social Science Group held its Departmental Meeting in chapel, Friday, March 22, 1940, at three to five o'clock, Mr.

Merl R. Eppse presiding.

Topic of discussion—"Facing Tennessee's Problems as it Relates to History and Social Studies."

The following were discussion leaders:

Mr. Sydney Harris, Shelbyville  
Mr. John Patterson, Springfield  
Rev. Jerome Wright, Nashville  
Miss Margaret Nevels, Jackson  
Miss Helen Thomas, Nashville  
Miss Katherine Johnson, Nashville  
Mr. William Butler, A. and I. State College  
Mr. Henry Gordon, A. and I. State College  
Dr. Haywood, Morristown College

Conclusion of Findings:

1. Most of the Negroes' problems are due to poor economic conditions, lack of racial pride, lack of racial cooperation and self respect.

2. Ways of solving these problems:

- (a) A better program of vocational guidance
- (b) Teach the Negro an appreciation of fine arts.
- (c) Add more vocational training to curriculum
- (d) Acquaint the Negro with the achievements of the race.

Mr. Merl R. Eppse, Chairman

### SALARY ADJUSTMENTS FOR 1940-41

Elementary teachers in all county schools in Tennessee must accept from \$2 to \$3 per month less than the basic salary schedule for the 1940-41 school year, but will receive better wages than were paid a year ago, according to Commissioner of Education B. O. Duggan.

Under the revised schedule, the salary scale will be based on the experience rating. Teachers with less than two years of college training will receive \$2 less than the schedule and all with two or more years of such training will receive \$3 less than the schedule.

There will be no reduction in the salaries of the teachers receiving less than \$50 per month. Likewise beginning teachers will receive \$5 less than the basal schedule for beginners.

The new schedule does not affect the school finances of the counties, which are required to meet their parts of the salary schedule whether the state meets the full scale or not.

Neither will the schedule affect the increase in teachers in many counties where school attendance is greatly increased, it was announced.

The bonus for principals of schools is not affected by the state department's order.

High school teachers are not involved in the adjustments.

### 1940 REGIONAL MEETINGS OF ASSOCIATIONS FOR NEGRO TEACHERS IN TENNESSEE

East Tennessee Association of Teachers  
Dates: October 31-November 2  
Place: Austin High School, Knoxville  
Theme: Character Education: A Vital Agency in the Public Schools.

Principal Speaker: Dr. Rayford W. Logan, Department of History, Howard University.  
Officials: Miss Fannie C. Clay, President; Mr. Monroe D. Senter, executive secretary.

West Tennessee Congress  
Dates: November 14-16.  
Place: Lane College, Jackson.  
Officials: Mr. C. C. Bond, president; Mr. Joseph Stevens, coordinating secretary.

Middle Tennessee Teachers Association  
Dates: October 24-26.  
Place: Pearl High School, Nashville.  
Theme: Schools Serving the Community.  
Principal Speaker: Dr. Mordecai Johnson, Howard University, Washington, D.C.  
Officials: Mr. Sydney Harris, president; Mr. Joseph Petway, executive secretary.

### TENNESSEE EDUCATION ASSOCIATION

601-603 Cotton States Building  
Nashville  
July 24, 1940

Mr. George W. Gore, Executive Secretary,  
Tennessee Negro Education Association  
A. and I. State College  
Nashville, Tennessee

Dear Dean:

At its meeting last week the Administrative Council voted unanimously to allow Negro teachers to subscribe for *The Tennessee Teacher* at the special rate of \$0.50 per year. Only a few Negro teachers took advantage of this special rate last year, but I hope that more of them will subscribe this year. Our association receives no financial aid from these subscriptions, but I feel that this is a means of keeping our Negro teachers informed concerning the work of the Tennessee Education Association.

I hope you will pass this information along to Negro teachers in the state.

With best wishes and kindest regards, I am

Sincerely yours,

A. D. HOLT  
Secretary-Treasurer

## Notes from the Field

### CROCKETT COUNTY

#### Perplexing Queries

During the closing period of the past school term, the teachers were asking the following:

1. Do you think I shall be re-elected?
2. Do you think I shall be placed at the same school?
3. How has my work compared with that of the other teachers?

Question number one was the least important so far as the schools are concerned, but was asked by almost every teacher.

Question number two was asked by fifty percent of the teachers.

Number three, being the most important and capable of serving to answer the other two, was asked by only one of the teachers. Every child of any one school should have the privilege of being taught as effectively as any child in any other school and this cannot be done where there exists vast differences in the work of the teachers in the several school. We must naturally believe this because we believe in Democracy.

It seems a bit inconsistent to encourage the pupils in their friendly scholarship rivalry and to nullify the same in the professional duties of the teachers and school officials. This latter is often the common practice because of the nasty attitude of a certain envious group of teachers.

The county Supervisors' records should be a reliable source of any information relative to contrasting the work of the teachers of the county schools. The nature of the Supervisor's work naturally lends its self to a comparison of the work done in the schools by the different pupils and teachers.

In order to make accurate and honest comparisons and to classify the Principals and Teachers according to their work, the Supervisor must not have favorites to the extent of exhibiting partiality, must supervise closely, must agree with the teachers upon some definite program of work, must keep accurate records and must let each year of work stand alone.

The following point system is a feeble attempt at classifying the work of the Principals and Teachers for our schools during 1939-40.

Criteria	Points
158 days of service (no lost days) .....	10
Cooperation in state program .....	20
Cooperation in county program .....	20
Increased average daily attendance .....	20

Improvements on buildings and grounds .....	20
Active Parent-Teacher Association .....	15
Community work (of Teacher) .....	15
School funds raised .....	15
Pupil's educational achievement .....	20
Keeping school records .....	20
Personality .....	10
Honors won (by pupils) in state and county .....	10
Professional improvements .....	15
Extra-curricula activities .....	20
Highest possible score .....	230

All those Principals and Teachers who earned points below 145 were not selected to appear in the superior group.

The value in points of each criterion was determined by its importance to our schools.

—H. L. Pembleton, Supervisor

### DAVIDSON COUNTY

My work for the past year has been very pleasant and enjoyable. My teachers have availed themselves of the opportunity for improvement by professional reading, study groups, and many have attended the summer session at A. and I. State College. Among those who have merited special mention for outstanding work are:

*Federal School*  
Health Poster—Miss Bertha Storey

*Briersville School*

Commended for excellent work by Mr. D. S.

Tanner and Mr. W. E. Turner, State Agents

—Mrs. Lella B. Miller

*Goodlettsville School—Primary Department*

Commended for excellent work by Mr. D. E.

Tanner and Mr. W. E. Turner, State Agents

—Miss Annie Mitchell, Principal; Miss Carrie Davidson, Teacher

A new addition is being built to the Haynes School of which Mr. Clinton Derricks is principal. This school will later be known as the Haynes High School and will be quite an improvement to the County System. The excellent free bus service for school children that is being instituted will make this school more easily accessible to the high school students of Davidson County.

—Mrs. Georgia Cash-Frierson, Supervisor

### FAYETTE COUNTY

The Fayette County elementary schools opened Monday morning July 29, 1940. One hundred ten teachers and approximately 4525 school children answered the roll call.

The teachers and patrons are working to make greater improvements in their school this year and to have better and bigger P.T.A.'s. Our slogan is, "To Lead," and let those who can, "Follow."

—Miss Cattrell L. Collier, Jeanes Supervisor

### MADISON COUNTY

For the new term we make our bow to the public with our Annual Institute Meeting for the year 1940-41.

Because of the increased demands from the State Department of Education, as well as, the various County demands there is much to be done. We are proud to state some of the outstanding accomplishments for the year 1939-40. Two new schools were built, Goodrich and Marshall; two new rooms were added to Bascum; two schools qualified for "B" rating (New Deal and Bemis). The addition of shrubbery, playground equipment, instructional materials, together with the schools classified were some of the accomplishments.

We hope that with the far-seeing wisdom of our teachers and patrons much more can be done. We are endeavoring each year to make Madison County better and believe that according to the law of habit, as we practice we will "Hit the mark" more easily each year. The Supervisor undertakes the "Institute" as an educative venture, hoping that by bringing experts to the teachers a better understanding will be had. We firmly believe that in these perilous, times, in these times when education is much needed, our young folk must be lead aright. There is no better way of defending America than by training the youth. It is up to the teacher to do a good job, with the earnest hope that not only Madison County teachers will catch the spirit, but that teachers throughout Tennessee will do their bit to make a better boy and girl for the community, State and country.

Several of our teachers studied this summer. A large number traveled extensively. The Jeanes teacher studied at Hampton Institute. A number of the Jeanes teachers motored to New York, Atlantic City, Philadelphia and Baltimore. They were able to see many historic places in Virginia. —Mrs. F. A. Dobbins, Jeanes Supervisor

### RUTHERFORD COUNTY

The first meeting for Rutherford County teachers was held August 17, 9:30 a.m., Holloway High School. "Art in the Elementary Schools" was the discussion for both groups. These dis-

cussions were led by Mrs. S. M. Howse in Group I, and Mrs. M. B. Witherspoon in Group II, followed by a round table discussion. At the close of the hour, members of Group I planned to bring materials for the September meeting for actual work during a demonstration which will be given by Mrs. M. W. Smith.

For an added feature in the general assembly, "Bread," a one-act play was presented by a group of teachers, under the direction of Miss E. R. Moore.

To improve classroom instruction, the schools of Rutherford County have been organized into four districts—known as "In-Service Teacher Training Groups." These groups meet one Friday of each month, 1:00 p.m., to discuss teaching procedures and problems relating to the immediate communities.

During the first meetings which were held, discussions were as follows:

1. A Point of View.
2. Some causes of Teacher Failures.
3. The Curriculum and Its Aim.
4. How to Select Curriculum Experiences.

For the month ending September 13th, the following problems are being studied and will be discussed.

1. "Ability Grouping."
2. "Dealing with the Adolescence."
3. Social Activities for Rural Communities.

Each teacher will present to the group the development of the "Center of Interest" to date of meeting which was done by pupils of the schools. Also plans by which this work was done.

Meeting dates and places are:

August 23, Bethel School

August 30, Halls' School

September 5, Dillard School

September 13, Lascassor School

—Miss Picola Smith, Supervisor

### WILLIAMSON COUNTY

The teachers of Williamson County are very busy now getting ready for the Colored State Fair, which will be at Murfreesboro from Sept. 4 to Sept. 7. Every year the Jeanes Supervisor along with her teachers exhibit from the various schools, showing how to economize. The main objects of the Williamson County Schools' Exhibits are to show the use of discarded articles. Schools open September 2 and Friday, September 6, all teachers and their children will be given a day off to attend the Fair.

The first teachers meeting will be held August 31. —Mrs. Eva Myers Lee, Supervisor

## Editorials

### THE TENNESSEE NEGRO EDUCATION ASSOCIATION

What is it? A professional organization affording membership to persons who teach in Negro schools in Tennessee.

When was it organized? July, 1923.

What are its purposes? "To develop a greater spirit of friendship and fraternity among those working for a common cause, to draw ourselves together in social feeling and intercourse, to discuss methods of teaching and courses of study, to promote the cause and elevate the standard of education to the end that the noble ideals embodied in Tennessee's educational creed may be made a reality."

When does it meet? Annually the Thursday, Friday and Saturday preceding Easter Sunday.

How is the business of the Association conducted? The final authority for action rests with the Association in annual meeting. When the Association is out of session the officers have delegated authority subject to the approval of the Executive Committee elected by the Association.

What is the present membership of the Association? The membership for 1939-40 was 1237 or 42% of the total teaching population in Negro public schools of the state.

What is the annual membership fee? \$1.00 per year, which entitles the member to vote at the annual session, and if present to a souvenir badge; a year's subscription to the *Broadcaster*, the official journal; special subscription rates for the *TENNESSEE TEACHER*.

What are some achievements of the Association? (1) Created an esprit de corp among Negro teachers; (2) made contributions to methods of teaching through departmental programs; (3) made contributions to inspiration and information made contributions to teachers through general sessions; (4) assisted the High School Symposium; (5) assisted the state-wide spelling contest; (6) made financial contributions to the New Farmers of America, the Association for the Study of Negro Life and History and the American Teachers Association; (7) cooperated with the administration and faculty of A. and I. State College in efforts to improve public education for Negroes in Tennessee; (8) since 1928 has published an educational periodical which is accredited by the Educational Press Association of America and which contains a comprehensive record of the manifold activities of the Association and its members; (9) cooperated

with the State Department of Education and its Division of Negro Education; (10) cooperated with the Tennessee Education Association in its celebrated eight-point and other programs; (11) assisted in research studies of Negro education in Tennessee; (12) contributed to total educational program of the state and nation by sending its representatives to local, county and district educational meetings, as well as, national educational meetings.

What is the Program for 1940-41?

1. To cooperate with the Tennessee Educational Association in its legislative program for 1940-41, which includes a salary schedule, state aid for transportation and consolidation of schools, state appropriation for school libraries, a state tenure and retirement plan and favoring federal aid for public education.

2. To cooperate with the State Department of Education in a program of in-service improvement of Negro teachers which will include professional teachers meetings, scholarships for further study, the circulation of professional materials and the provision of facilities for curriculum laboratories.

3. To cooperate with the State College and the other Colleges for Negroes engaged in the professional education of teachers to the end that they may make their instructions more realistic by providing pre-service and in-service teachers with facilities for practice teaching, for demonstration teaching and for experimentation in educational procedures.

4. To urge the General Assembly of Tennessee to make adequate provision for Negroes to enjoy the benefits of graduate and professional study.

5. To serve as "a watchman on the wall" in defending the rights of Negro teachers against those whose unprofessional attitudes would prevent Negro teachers from achieving that standard of professional attainment necessary to instruct and inspire Negro boys and girls.

6. To provoke thought by furnishing a forum (*The Broadcaster*) in which problems of schools for Negroes may be reported, discussed and, scientifically studied.

7. To cooperate with local, county, sectional and national professional organizations for teachers so as to coordinate the efforts of the Association with those of similar associations.

8. To work wholeheartedly for the program of national defense, for today the Negro stands

forth with his fellow citizens in defense of democracy.

—G.W.G.

### PROFESSIONALIZING NEGRO TEACHERS IN TENNESSEE

Any program for the professional improvement of Negro teachers in Tennessee must be based on certain definite assumptions. The following are suggestive:

1. American education has been inspired by the ideal of equality of opportunity, and the American school has been conceived as an instrument whereby original inequality of fortune and endowment may be neutralized.

2. The persons who are selected to give instruction in American schools should be chosen because of their ability to do an outstanding teaching job. In determining who should teach in a given school situation the best available teacher should be chosen. Every effort should be made to secure professionally educated applicants who possess special aptitude to impart knowledge, to inspire pupils and to make constructive contributions to the local community.

3. Persons selected as teachers should be expected to grow on the job, so that their years of experience may become community assets. Regardless as to how much pre-service education a teacher brings to a given job, it is to be expected that he will progressively improve and grow in knowledge and understanding of the local community, the pupils and the relationship between those taught and national and international conditions.

4. Teachers thus selected and prepared to grow in service should be given adequate financial remuneration to enable them to maintain a standard of living commensurate with a position of social leadership. Salaries above a subsistence wage both aid and encourage teachers to continue their professional education and community service. Tenure and retirement provisions should be provided for those teachers whose services are regarded as valuable. Those teachers not so regarded should be dismissed.

5. Through its function as a professional certification agency, the state should definitely control and stimulate the growth of teachers in service. Teacher education of necessity is a continuous process. Therefore, the state should keep a form of control over the teacher's professional career. This control can best be exercised by granting no permanent certificates and by renewing certificates granted after a review

of documentary evidence of growth in service.

6. Teacher education institutions, local supervisory officials, and state educational officials should work cooperatively to maintain a thorough-going system of teacher education, both pre-service and in-service. In addition to attention to the preparation of teachers for regular classroom duties, attention should be given to all phases of community life and to the utilization of the local community as the basis for materials of instruction.

7. A dual system of education is mandatory in certain states. Legally such a system implies separation but not inequality of educational opportunity. Thus Negro teachers should be required to measure up to the same standards as other teachers. Likewise, they should receive the same remuneration as white teachers of equivalent training and experience.

8. While a record of educational achievement under unfavorable conditions is a good recommendation for those who receive and administer educational facilities, yet the right to enjoy the benefits of democratic education should not be based primarily upon such a premise. To impose such a requirement on Negro teachers is to place a definite handicap on the program of Negro education. When Negro teachers meet the stated requirement for teaching positions, that should be regarded as *prima facie* evidence of the right to receive equal pay for equal work until such time as the results disprove the validity of such an assumption.

9. Finally, the ability of teachers to grow in service is largely conditioned by the interplay of their environment and their philosophy of education. Much depends upon their personal integrity and industry. While much can be accomplished by external aid such as scholarships and opportunity to study and travel, more can be accomplished by the internal urge to achieve in spite of handicaps.

—G.W.G.

### WHAT MEN WANT

We know what men want. They want more of the gains that are achieved through science, more of the comforts of life, more freedom for growth and recreation, greater security in their employment and old age, protection against the ravages of disease, the right to educate their children. Through centuries there has been an unending struggle to obtain these blessings. It is not strange that men should now feel that they are almost, if not quite, within their grasp.



The accumulation of knowledge and the wonders that have, even in our generation, been wrought by its practical application inevitably engender a sense of power and accomplishment. Belief in a new freedom follows naturally, manifesting itself in every line of endeavor. Leaders—whether in politics, social welfare, literature, music, art, education, religion—express themselves with a daring and dash which attract attention at once. And unnumbered men and women, urged on by their desire to secure a more abundant life, follow their leaders with a trust that is terrifying. Education is supposed to train us in independence of thought and to instill in men greater poise and independence in thinking. Freedom is undoubtedly one of the chief goals of life but not its only one. In conjunction with it one is supposed also to learn the lessons of duty and responsibility. Freedom without an impelling sense of responsibility is license, and responsibility with no respect for the welfare of others is stagnation. Human progress ensues only when there is a proper regard for both freedom and responsibility.

—Lotus Delta Coffman

## Book Reviews

*STUDIES OF THE NEGRO YOUTH SURVEY*  
of the  
*AMERICAN COUNCIL ON EDUCATION*  
Washington, D.C.

*IN A MINOR KEY: Negro Youth in Story and Fact.* By Ira DeA. Reid. This preliminary volume in the series brings together in compact and readily accessible form much basic and general information now available about Negro youth in this country.

*CHILDREN OF BONDAGE: The Personality Development of Negro Youth in the Urban South.* By Allison Davis and John Dollard. Contains an important description of the staff's method of personality analysis, a report on the principal social controls operative in New Orleans and Natchez, and the data and analysis on eight representative cases selected from the more than two hundred interviewed.

*NEGRO YOUTH AT THE CROSSWAYS: Their Personality Development in the Middle States.* By E. Franklin Frazier. Against a background summary of Negro "border states culture" drawn from existing reports and newly secured com-

munity data, the inter-racial experience of 268 Negro young people are analyzed.

*GROWING UP IN THE BLACK BELT: Negro Youth in the Rural South.* By Charles S. Johnson. Based upon interview material secured through a statistical sampling of communities, neighborhoods, families, and individuals in six southern rural counties.

*COLOR AND HUMAN NATURE: Negro Personality Development in a Northern City.* By W. Lloyd Warner, Buford H. Junker and Walter A. Adams. A systematic analysis of the socio-racial factors that affect the adjustment of Negro youth in a northern metropolis.

*COLOR, CLASS AND PERSONALITY.* (Tentative title.) By Robert L. Sutherland. The final volume in the series, summarizing the findings of the field studies and stating their implications for educational and social planning.

Besides the above reports four lesser studies have been conducted in other communities to provide a means of checking the findings of the main project—in the *Harlem Community of New York City*, by E. Franklin Frazier; *Galesburg, Illinois*, by F. Howell Atwood; *Greensboro, North Carolina*, by Donald Wyatt; and *Atlanta, Georgia*, by Joseph A. Pierce assisted by the local NYA. These may be made available in mimeographed form.

*JOURNAL OF NEGRO EDUCATION. A Critical Survey of the Negro Adolescent and His Education.* The Yearbook Number IX, July 1940. Bureau of Educational Research. Howard University, Washington, D.C. \$2.00

"This issue of the *Journal* constitutes the ninth in a series of yearbook numbers devoted specifically to the task of presenting at least once a year a rather comprehensive study of some particular aspect or problem in the education of Negroes. This ninth Yearbook is devoted to a critical survey of secondary education for Negroes." It is divided into three parts: (1) The Negro Adolescent: His Problems and His Needs; (2) Non-school agencies for the Education of Negro Youth; (3) The Negro Secondary School. In a summary appraised of the volume Dr. Harold R. Douglass, Director, College of Education, University of Colorado, says "Not only will the volume prove of great value to students and teachers of sociology and educators for Negroes but for students and teachers of these fields generally. It has as yet few peers in the literature of youth and youth problems."

## TNEA Standing Committee

Appointed by President Joe Thomas for  
1940-41

### Committee on Legislation:

R. J. Roddy, Lucy—Chairman  
Mrs. Fannie Dobbins, Jackson  
Mrs. Johnnie Baker, Pulaski  
Miss Picola Smith, Murfreesboro  
Mrs. Evelyn Hall, Gallatin  
S. H. Johnson, Ripley  
Miss Lucy Campbell, Memphis

### Committee on Statistics:

S. C. Greens, Murfreesboro—Chairman  
R. H. Neville, Memphis  
Miss Algee Currie, Brownsville  
Mrs. Stella Smith, Columbia  
Mrs. C. M. Demsey, Lexington  
Miss Ernestine Jackson, Knoxville  
H. L. Pempleton, Alamo  
Mrs. Marie Rogers, Memphis  
T. D. Upshaw, E. Chattanooga

## Constitution of the Tennessee Negro Educational Association

(Adopted July, 1928)

We, the Teachers in the Colored Schools of the State of Tennessee, in order to develop a greater spirit of friendship and fraternity among those working for a common cause, to draw ourselves together in social feeling and intercourse, to discuss methods of teaching and courses of study, to promote the cause and elevate the standard of education to the end that the noble ideals embodied in Tennessee's educational creed may be made a reality, do hereby bind ourselves under the following provisions:

### Article I.—Name

This organization shall be called the Tennessee State Association of Teachers in Colored Schools. The name was changed to Tennessee Negro Education Association, April, 1938.

### Article II.—Membership

Section 1.—This organization shall be composed of two classes of members, namely, active and honorary.

Section 2.—Any colored person who is a teacher, school officer, or friend of education may become an active member by payment of annual dues prescribed by the Association at its last preceding convention.

Section 3.—Any person may become an honorary member provided that a two-thirds majority of the active members present in a convention so elects him.

### Article III.—Officers

Section 1.—The officers of the Association shall be a President, First, Second and Third Vice-Presidents, Secretary-Treasurer, Recording Secretary and an Executive Committee composed of seven active members.

Section 2.—The duty of the President and Vice-President, First, Second and Third, Execu-

tive Secretary, Recording Secretary and the assistants shall be such as are ordinarily performed by such officers of similar organizations..

Section 3.—The standing committees will be: committee on statistics and legislation. .

Section 4.—The term of Office of President shall be one year.

### Article IV.—Executive Committee

Section 1.—The President of the State College for Negroes shall be ex-officio member of the Executive Committee. Said Committee shall serve for a term of two years provided that beginning with 1928 three members shall be elected for a period of one year and three be elected for a period of two years and that thereafter three and four members shall be elected in alternate years for two year terms.

Section 2.—The Executive Committee in conference with president shall have charge of the business matters of the Association, shall audit the accounts, fix the time and annual meeting, prepare a program of exercise and perform such other duties as usually belong to such a committee.

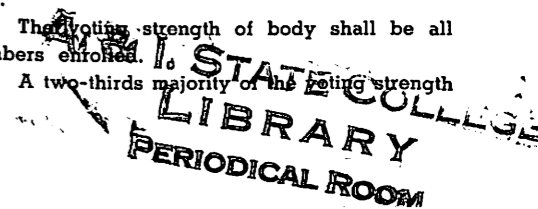
Section 3.—Committee on statistics and legislation shall have as its duty the collecting of statistics and data for educational needs of the State and the fostering and promoting of legislation necessary and desirable for advancement of education.

### By-Laws

1. The regular meeting shall be held annually in Nashville at such time as shall be designated by the Executive Committee, except otherwise provided by the convention of the preceding year.

2. The voting strength of body shall be all members enrolled.

3. A two-thirds majority of the voting strength



of members present shall be required to amend the Constitution.

4. Nominations shall be made from the floor on the night of the opening session and an election commission of five members of the Association, appointed by the President prior to the nomination of officers, shall set up a ballot box and provide ballots to duly qualified voters at designated hours through Saturday at 10 a.m. (Revised at 1935 session).

5. In all other matters the Association shall be governed by Robert's Parliamentary Laws and usages.

#### *Amendments*

1. The retiring president shall automatically become chairman of the Executive Committee and shall serve for a period of one year (Adopted at the 1932 session).

2. A president may succeed himself for one year. (Adopted at the 1935 session).

3. The retiring president shall automatically become the first delegate to the National Association of Teachers in Colored Schools. (Adopted 1935 session).

4. The president and the Executive Secretary shall be members of the Executive Committee. (Adopted 1935 session).

5. That the duties of the Executive Secretary shall be to devote full or part-time to the work of the Association in carrying out the purposes, and promoting the interests of the Association; to work in cooperation with other persons and agencies devoted to the cause of Education among the members of the Race; and to perform such other duties as may be delegated to this office by the General Assembly of the Association and by the Executive Committee. (Adopted 1937 session).

6. That the Executive Committee shall have the power to contact with the person holding this office on matters relating to salary and expenses of carrying out the duties imposed upon the officers; that the said Executive Committee shall also have the power to elect this office annually. (Adopted 1937 session).

7. The voting strength of the body shall be all members present, enrolled and properly registered. (Adopted 1937 session).

8. That the office, and name of every candidate for office shall appear on the ballot. (Adopted 1937 session).

9. That in the event of the reelection of the president, the Executive Committee shall have the power to elect its own chairman for that particular year, and to choose a member

to fill the vacancy thus created. (Adopted 1937 session).

10. That a Parliamentarian shall be elected for a term of one year by the General Assembly. (Adopted 1939 session).

11. That a Field Secretary shall be elected by the Executive Committee, whose duties shall be to contact individual teachers and teachers' organizations, county, city, sectional, and regional, with expenses paid by the State Teachers Association, for the purpose of encouraging and stimulating participation in the State meeting, and formulating plans to perfect a better program for departmental meetings. (Adopted 1939 session).

12. That a budget system be adopted on a percentage basis and that the executive committee prepare and submit said budget to the general body for the approval of this body and to be reported by the executive committee Thursday in the first session of the association in order that all teachers may have ample time to think about it before the final adoption in the business session on Saturday or the last business session of the association. (Adopted 1940 session).

13. That a definite percent of the total gross receipts to be earmarked as a sinking fund. (Adopted 1940 session).

#### *One-fourth of the Nation Goes to School*

Basic in all that America is and hopes to be is its gigantic school system embracing nearly 12,000 distinct school districts, maintaining over 266,000 separate schools and colleges, giving training to infants of two and oldsters of eighty, including in its roster of pupils and teachers a quarter of our entire population. Each September sees the annual return to full-time school activities.

Aside from special defense activities, the normal procedures form a major part of national life in the war emergency. President Roosevelt, for this reason, issued during August the following warning and appeal: "We must have well-educated and intelligent citizens who have sound judgment in dealing with the difficult problems of today. We must also have scientists, engineers, economists, and other people with specialized knowledge to plan and to build for national defense as well as for social and economic progress. Young people should be advised that it is their patriotic duty to continue the normal course of their education unless and until they are called, so that they will be well prepared for the greatest usefulness to their country."