



*The* BROADCASTER

Volume 23

May, 1951

Number 8

# TENNESSEE AGRICULTURAL AND INDUSTRIAL STATE COLLEGE

*Summer Quarter, 1951*

First Term Registration—June 4 and 5  
Term Closes—July 11

Second Term Registration—July 12  
Term Closes—August 17

## FRESHMEN ARE URGED TO REGISTER IN JUNE

### Because

- There is offered a full freshman college program in each field. (Registration open June 4 through June 11.)
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- Students registering in June will be eligible to become members of the Air Force ROTC during the Summer Quarter.

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#### THIS MONTH'S COVER

"When dogwood blossoms come to Williamson County," would be our caption for this cameraman's view.

Spring has at last come to Tennessee, and we believe that most of us went more than halfway out to meet her. These dogwood blossoms which bedeck Williamson and the other 94 counties of our state greet passers-by along our many scenic roads.

May is the months of flowers, and in Tennessee May is a long, long month.

MAY, 1951

# The BROADCASTER



Dedicated to the advancement of  
education and good will.

VOLUME 23

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MRS. MABEL BELL CROOKS, Editor

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The articles herein printed are the expressions of the writers and not a statement of policy of the Association unless set by resolution.

# From Where We Stand

## PAGE FROM A TEACHER'S NOTEBOOK

THINGS to be done—

1) Go over in my mind the things that I should take into consideration before making final estimation of my children in terms of "pass" or "failure."

Have I considered their needs, their backgrounds, their capabilities, their preparation, or even their wishes in the teaching of my classes from day to day?

Have I been for them the friend, the confidant, who, while listening to their difficulties with sympathetic understanding, advises to the best of my ability a way to solve seemingly the most intricate problems?

Have I exemplified the best qualities of the best teacher I told myself last September I would be?

Have I participated in the whole program of my school in such a manner as to make working with me a pleasure?

Am I leaving my children to the mercy of a vicious grading system without regard for the "divine rights" of a child to progress in accordance with his own mental capabilities?

2) Make the summer count toward keeping myself a well-rounded, progressive, and happy individual.

—M. B. C.

## EXPERIENCE CAN BE DANGEROUS

EXPERIENCE can be dangerous—even deadly.

This may surprise you, but statistics compiled by The Travelers Insurance Companies show that more than 98 per cent of last year's fatal traffic accidents—35,500, compared with 31,800 in 1949—were caused by drivers with at least one year's experience.

Learning how to drive is relatively easy. The mechanics of driving become second nature soon after a student "solos." At this critical point, attitudes begin to take over. The super caution of the beginner is diluted by an ever-increasing confidence based on experience. And, with too many drivers, caution is ultimately replaced by indifference, carelessness.

The skill of experience can sometimes get you out of trouble on the highway. But the chances are your over-confidence, your indifference, got you into the trouble in the first place.

The moral is clear and urgent. Those of us who are experienced drivers must also be humble drivers.

One of the sorriest symbols of our times is America's automobile accident record.

—M. B. C.

## TO PRESIDENTS AND SECRETARIES OF NEGRO STATE ASSOCIATIONS

Dear Friends:

You probably have had word already from Dr. H. Councill Trenholm, Executive Secretary of the American Teachers Association, regarding the action of the Executive Committee of the National Education Association, in broadening the interpretation of the phrase "The State Teachers Association" as found in Article II, Section 2 of the NEA by-laws.

In states where the constitution and by-laws of "The State Teachers Association" does not permit all teachers to belong, hold office and vote, the Executive Committee's interpretation permits the State Negro Teacher Association to send delegates to the NEA Representative Assembly on the same basis as delegates are sent from "The State Teachers Association."

This, of course, makes it possible now for your state association to be affiliated with the National Education Association. If you need more information about possible affiliation, you should write directly to Mr. W. L. Christian, Director of our Division of Records here at the NEA headquarters.

The purpose of this letter is to express our pleasure that this new relationship will enable us to cooperate more effectively in behalf of all of the nation's teachers.

Whenever we can be of service to you, we hope that you will call upon us.

Most cordially yours,

CORMA MOWREY  
President

WILLARD E. GIVENS  
Executive Secretary

April 23, 1951.

# Geography

## If You Please!

OF course, I wanted to see the geography teacher! Anyone who could create the type of interest I had heard about certainly must be a "charmer." Remembering my own "partial immunity" to the subject when in elementary school, off I went to find her.

To my surprise, here was a soft-spoken, rather deliberate, unassuming individual working at a long table in front of a class of busy pupils who didn't even bother to look up as I entered the room. But, as I mentioned geography, several became interested in what was being said.

"This is a study period for this particular class," the teacher said pleasantly, "but if you care to see our fifth grade during a geography lesson the next period, we would be happy to have you come in." With this she gave me the room number.

### *The Radio, Movies, Excursions, Games, and Magazines Make This Subject "Come Alive" For Pupils in Dunbar School, Johnson City*

I found the teacher, pointer in hand, coming toward the room in which the geography class was to be held, and joined her. It was then I asked how she happened to become interested in geography (since I had learned that she desires to become a specialist in the subject).

"I just seemed to have found myself drawn toward it more by accident than in any other way. Now I feel that there's nothing like it!" Registering a deep warmth, she added, "Our children here have a great deal of interest and pride in the subject which, naturally, keeps me constantly trying out new devices and techniques in an effort to improve instruction and enrich their experiences."

#### The Class

"Children," she began as we entered the room, "we are going to do our lesson and then have

some time for our visitor to ask us questions if she should choose to do so."

Yes, the charm was there. Immediately there was a positive response, except in a few instances, but even these one or two pupils did not lag long.

There was the review. They were talking about sections of the United States, the states in these sections, their capitals, and natural resources. Maps here and there of the various sections, relief maps, etc., were all handled with a dexterity that gave one the feeling that they must have a genuine interest or the motivating force must be expertly directed.

All of these were outline maps. By sight most of the pupils called upon, as well as the volunteers, could discuss the questions unusually well.

As the period went on, an outline map of the whole United States was used, and only two students called upon and one of the volunteers found any difficulty at all discussing any state indicated.

It goes without saying, there were no questions on the lesson from the visitor! However, as the teacher and I left the room, I asked her how they did it. And then I wanted to know how she presented lessons on other sections of the world and what had been the response. Here is her story:

#### The First Day

"Our first day last September I introduced my pupils to their text, *The Americas*. We looked



"We began our study . . ."

at the maps and pictures and talked about how the Americas were discovered and settled. During the discussion I asked them whether they would like to see a movie telling us about the United States. (We had purchased a projector during the summer months.) Naturally the movie interested them.

#### Visual Aids

"A movie called 'King Cotton' was shown. There was much enthusiasm because Tennessee was highlighted in the picture. The different sections of Tennessee were outlined and the industries of each given.

"At our next class period, the pupils gave their impressions of the movie. Several had noticed, in particular, the shape of the map of Tennessee. They found it on the outline map and became interested in learning the shape of all the states' maps. It was discovered that the license plates of Tennessee were outlines of the state itself.

#### History and Research

"We began our study of the United States with the southern states. History of Tennessee became the center of interest. The children did research on this study. Some of them brought materials from home to share with others in the class. A magazine we discovered during the study was *The Children's Digest*. Here we found helpful articles each month.

"By doing outlines of the southern states, the majority of the children can now name all of the states from the outline map. While we studied, I used a large outline map and gave small hec-

(Continued on page 122)

## Education Misses the Point . . .

By Montraville I. Claiborne

IN this the final in the series of articles on understanding children, the writer shall discuss understanding children as a means of accomplishing the primary function of education.

The concepts that behavior is caused; that a child is neither good nor bad, rather than his behavior may be desirable or undesirable; that the behavior of any child represents ways the child has learned to satisfy his needs; and that teachers, instead of blaming children for undesirable behavior, should help children to discover desirable behavior for satisfying their needs; represent to many teachers functions that are either beyond the realm of the school or that are contrary to the primary function of the school.

### How Can Teachers Meet Needs?

Other teachers who accept the above concepts as falling within the realm of the function of the school and as conforming to the primary function of the school, seriously ask, "How can we, under the conditions which we teach (crowded classroom, limited equipment, etc.), give attention to need-satisfaction and helping children discover desirable behavior for satisfying needs?"

Whether a teacher's philosophy of education is such that she conceives of the primary function of the school as being to guide the growth and development of children, or as being to "teach" basic school subjects in such a manner that the children shall acquire certain basic skills and knowledge, an understanding of children—an acceptance of the above concepts—makes easier the task of accomplishing that function.

### Learning, No Passive Process

However learning may be conceived or defined, it is not a passive process; it is an active process involving activity on the part of the learner. However, all activity, all behavior, on the part of

any individual is carried out in an effort to satisfy a need. Thus, if the skills or the materials which the teacher wishes the child to learn do not satisfy a felt need of the child, the child neither willingly nor actively participates in the learning process. In other words, if children feel a need for the things teachers wish them to learn, children will willingly, even anxiously, participate in the learning activity.



This is neither spurious reasoning nor a dogmatic statement from the field of psychology. Whether the thing to be learned is some physical act or skill involving overt activity, or is a problem to be solved by mental activity, the learning involves the active participation of the learner. The statement "the teacher cannot learn for the pupil" is literally true. The role of the teacher in pupil-learning is to guide the learning activities so that they shall be economical and shall lead to a correct solution of the problem.

### Need-Satisfaction Motivates

It is likewise true that the need-satisfaction obtained from the learning furnishes the motivation necessary to initiate and sustain the learning activity. If the learning itself does not satisfy a need felt by the child, or if the learning activities do not satisfy a need, they will be unpleasant, boring, and burdensome, and the child will resist participation in the learning activities. Learning

activities that do not result in need-satisfaction become frustrating and are resisted by the child.

Probably much of the difficulty encountered by teachers in getting pupils to actively participate in learning activities results from the fact that the pupils do not feel a need for the material assigned to be learned. Teachers pay too little attention to motivation or rely on fear of failure, low grades, punishment, ridicule, and other negative methods of motivation; or they assume that a pupil should recognize the value or the need of learning whatever is included in the course of study or is assigned by the teacher. Even though everything assigned by teachers and everything in the course of study may at some future time be of value to every pupil and actually be needed by every pupil, such long-range needs are futile motivators to public school pupils because they do not satisfy the presently felt needs of the pupils. Presently felt needs manifest themselves within the individual by producing a "drive," an urge to engage in some type of activity to satisfy the need; or, if the individual experiences difficulty in satisfying the need, frustration will result and the individual will experience a feeling of tension and seek some type of behavior to relieve the tension. It is this inner urge or drive that initiates and sustains activity. Thus if pupils feel a need for the things to be learned, the problem of motivation will be solved, and the teacher's role becomes that of guiding the pupils into learning activities that will satisfy the need.

### Relate Learning to Need

Obviously, the most direct method of utilizing need-satisfac-

*Pupils who are experiencing serious frustration in satisfying the social needs of security, acceptance, recognition, etc., are sure to direct their behavior towards relieving the tension felt as a result of failure to satisfy such needs.*

tion as a means of promoting learning in the classroom is to relate the learning activities to the everyday needs of the pupils, rather than to teach subject matter as isolated textbook material separate from the everyday experiences of children. The subject matter in language arts, mathematics, the social sciences, and other subject matter areas can, and should be, related directly to the everyday needs of the child in such a manner that the material to be learned will satisfy needs encountered by children in everyday living.

### Learning Is Pleasant

There are other methods of utilizing need-satisfaction as a means of promoting learning in the classroom. Learning itself is a pleasant activity because it is so satisfying; it bolsters the ego and satisfies the need for mastery. The teacher may stimulate sufficient curiosity or interest in the subject matter to be learned that the learning itself becomes the goal. Both children and adults engage in many learning activities in everyday life out of curiosity or interest. We solve mechanical puzzles, crossword puzzles, examine things, explore places, look up information, and engage in other learning activities out of curiosity or interest. The learning is satisfying because it satisfies the need for mastery and other social needs.

### Other Considerations

There are other considerations which deserve to be mentioned. One is the fact that feeling a need and being motivated cannot overcome a lack of ability to learn the thing desired, or a lack of ability to accomplish the desired goal. Teachers should be aware of limitations in the ability of each pupil due to immaturity or to an innate

lack of mental capacity, and should guard against assigning learning activities that are beyond the abilities of the pupil.

Another fact which deserves to be mentioned is that all individuals usually direct their attention and their behavior towards satisfying the need which is most acute at any given time. Thus pupils who are experiencing serious frustration in satisfying the social needs of security, acceptance, recognition, etc., are sure to direct their behavior towards relieving the tension felt as a result of failure to satisfy such needs. In such cases the teacher may utilize learning and other school activities as means by which such pupils may satisfy their social needs.

### Behavior Patterns Set Early

Finally, teachers should be aware of the fact that by the time children enter school they have already acquired, and shall continue to acquire, patterns of behavior—called behavior mechanisms—for satisfying their needs or for overcoming frustration. If these patterns of behavior are undesirable in that they relieve the tension without satisfying the basic need, the child is likely to use the same undesirable patterns of behavior in response to classroom learning situations. Thus it is important that teachers shall understand the children with whom they work; understand the needs they are experiencing difficulty in satisfying; and understand the patterns of behavior, desirable or undesirable, the pupils have learned to use in their effort to overcome frustration and satisfy their needs.

By such an understanding, teachers shall be able to utilize need-satisfaction as a means of accomplishing the primary function of the school.

A Group of Supervisors



Upper (left to right): Mrs. Fannie A. Dobbins, Madison County; Mrs. Carrie M. Denney, Davidson County. Lower (left to right): Mrs. Carrie B. Seets, Gibson County; Mrs. Algee C. Outlaw, Haywood County.

EACH of these Jeanes Supervisors is an energetic force in her community. Along with Dr. Eunice S. Matthew, of the State Department of Education staff, they attended the 1951 meeting of the Association for Supervision and Curriculum Development held in Detroit, Michigan. During that meeting Mrs. Seets participated in the group on "Improving Materials of Instruction"; Mrs. Outlaw in "Using What We Know About Children"; Mrs. Denney in "Curriculum Design"; and Mrs. Dobbins in "Developing Leadership Among All Staff Members."

Mrs. Dobbins continues to receive congratulations upon having received the Achievement Award for her community activities in Jackson and Madison County. This award carries with it the title of Woman of the Year. The citation is sponsored by Theta Iota Chapter of Omega Psi Phi Fraternity through a citizens committee. The committee makes a survey before announcing its selection. This is the first time a woman has been selected.

Mrs. Denney was recently inducted into Kappa Delta Pi, national honorary society in education.

*. . . When the Child's Needs Go Unsatisfied*

"AT home, how do you know when visitors are at your door, Charles?" I asked one morning as we were talking about a picture one of my first graders had brought for my scrap book.

"They ring the door bell!" came Charles' eager reply. He wanted to be the one who could tell us all about his picture.

That statement was the spark I needed, I suppose. For sometime I had been toying with the idea; now I could see it might work.

Science, of course, is no requirement of our first grade, but I had always believed that it could be brought into our work and taught along with the regular subjects.

All the way home I kept thinking of "Ringing the door bell!"

#### Dry Cell Battery

The next morning a dry cell battery, a door bell with button lay casually on a shelf of one of our improvised cabinets (made from orange crates). Conveniently in our pictures we got around to our story of the day before, and as we talked again about visitors and our door bells I asked Charles to put the battery, bell, and button on the table around which we were seated. Immediately, the group pounced upon them as most of them recognized the button. Some had heard the word battery. Yes, the bell rang. From this point we talked about why the bell rang when we

## Ringing the Door Bell

By Lucy Jones Davis  
Teacher, Dunbar School at Johnson City

pressed the button, and how it rang.

Soon we were discussing the dry cell battery, bell, and button like physicists (on the first-grade level). Even after months the battery never fails to intrigue them. They are permitted to tinker with, explore, take apart, and reassemble the bell—they do reassemble it.

One day another teacher came into the room and saw Melvin tinkering with the bell, holding the wires end to end so that the bell would ring. "What are you doing, Melvin?" she inquired. As quick as a flash came his reply, "Making contact."

From that day, I believe, my confidence in what I was doing started growing.

#### Rocks, Shells, and Birds

Rocks are found in abundance here in our section, so our children are familiar with them. I placed one in a conspicuous place in the classroom one day. Jerry, the most adventuresome in our room saw it, became curious to know how it happened to be there,

and asked, "What are you going to do with it, Mrs. Davis?" From this incident developed many language situations. We now have a rock collection from a nearby creek bed, the hills, and other places. The children have learned flint and all about how it is used to make fire. They strike pieces together to get the distinctive odor. Indian and scout stories helped.

While gathering rocks from the creek bed, several of them found snail shells. Here was the cue to teach them the habitat of shell animals. From this developed a collection of shells of various sizes, shapes, and colors.

Birds of several species are our daily school-ground visitors. These give rise to discussions of birds, their foods, covering, and habits. We now have a collection of birds' nests. Frequently we take a few moments to listen to the birds sing.

#### Seeds

On an excursion near school we found several pieces of glass from a discarded window sash. Each

*The story of a first-grade teacher who got the idea that her pupils could be taught physics, zoology, botany, even geology. She is making the idea work, and the children like what they are learning.*

piece was divided, and between each two halves we put seeds on wet blotters, the glass was tied together, and stored on the end in containers of water about a half inch deep. Soon roots began growing downward, the leaves began growing upward. The children liked this.

#### Magnets and Prisms

No two days pass without some child bringing me something of scientific interest. I show my appreciation by putting each item to some use whenever possible.

One day a boy brought a magnet to school. This became the center of interest for some time. Later several magnets were placed where the children could handle them. Soon they discovered things that could and could not be picked up by a magnet, and we talked about them.

After a rain we saw a rainbow and admired and talked about it. Prisms were then placed where the children could tinker with them in the sun and see the colors again. We also "discovered" that we could see the colors through the water in our fish bowl.

#### Science in A, B, C's

We have an A-B-C book which deals specifically with amphibians, land animals, and fowls. The habitats, foods, coverings, and some of the characteristics of each have been discussed. The pages were detached and used as a border above the board. They are taken down at regular intervals and put back in order that they will not become "stale." In our animal collection there are also a few papier mache ones.

Among other specimens brought to class are: a spider's pouch of eggs, which we are saving; a crow, bones, lodestone, creek fish, hinges, and wheels.

#### Scrapbook and Charts

Along with the activities given here, all of us have been collecting science pictures. These are temporarily clipped in a huge scrapbook and classified. Our Superintendent is interested and he is to send us a file for them.

From each experiment including a study of the thermometer, the sun, the wind (and other forces of nature), reading charts, dictated by the class, were made

when interest was at its zenith. They are near the science collection.

#### Our Science Card File

For personal use I have made a science card file. On each card the book and pages where material on the title of the card may be found, suggested activities, songs, etc. This is a time-saver.

#### What Are the Outcomes?

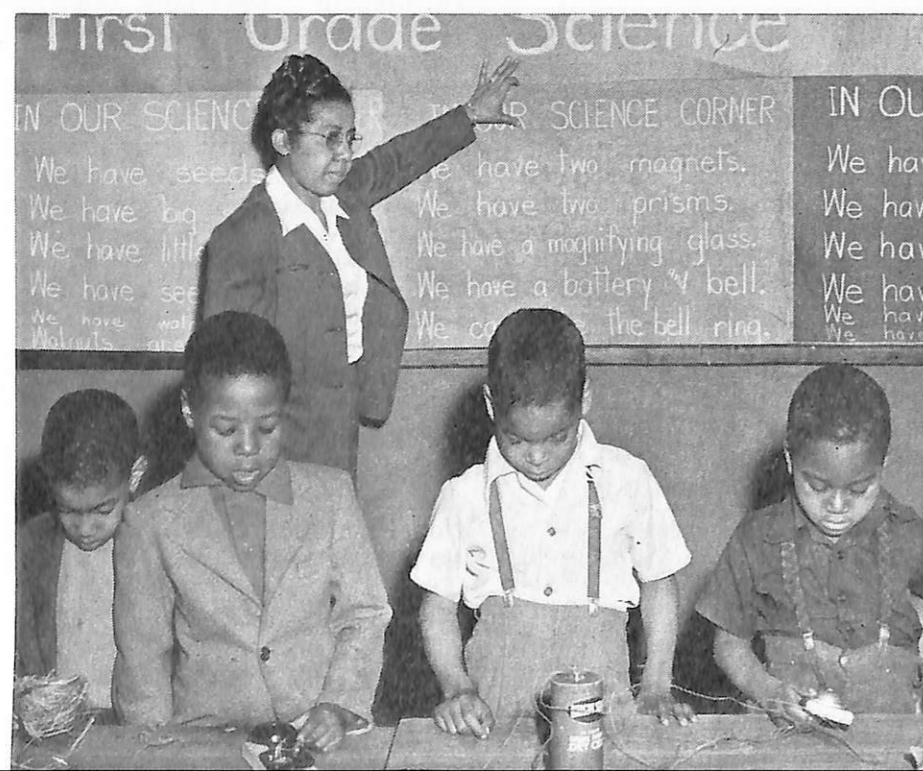
These activities have involved opportunities for science study, reading, writing, art, numbers, stories and music. New words have been added to the pupil's vocabularies and their lives have been enriched.

I am eagerly looking forward to many interesting experiences with the children in studying ants, bees, plants, flowers, tadpoles, etc., as the spring gets warmer. I plan to help them make slides of their specimens on onion skin paper or etched glass to be shown on our projector.

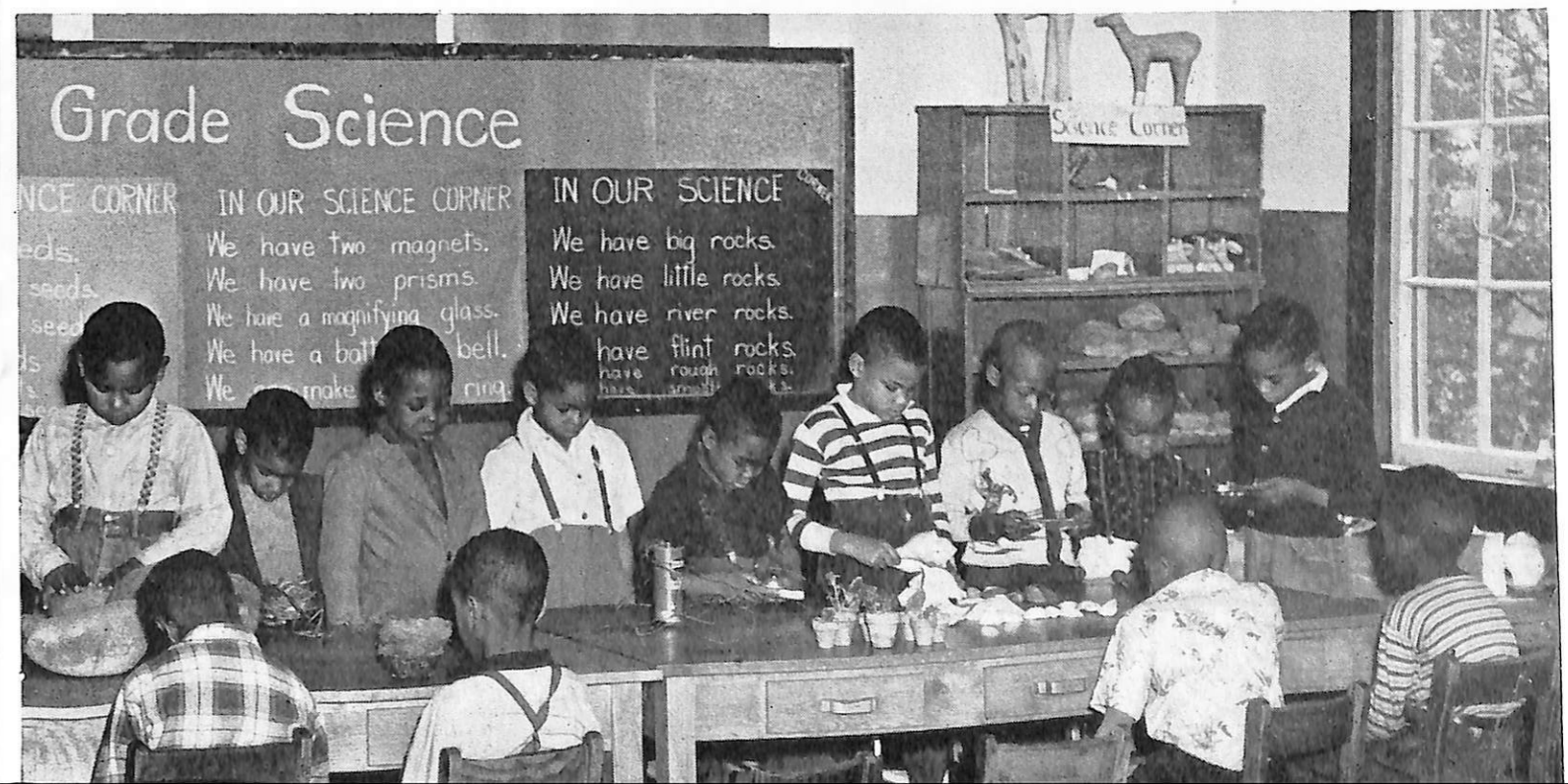
Perhaps I should apologize to the science teacher. Perhaps the scientist would laughingly brush off our activities. Whatever the reactions, we are having some delightful experiences in these several areas of science at our grade level.

Science is all about us. It is fun. Frankly, it's exciting. Who knows what seeds are being planted in the minds of these our citizens of tomorrow?

Mrs. Davis with a group of her first graders. Here we see many of the things with which they work. Note the battery and bell with button. Mrs. Davis is an energetic teacher with a scintillating personality. She is now studying beyond her master's degree at Teachers College, Columbia University.



First graders doing the things they like best to do in the "Science Corner."





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## Recently Dedicated Providence School

Davidson County

1. A view of the exterior of Providence.
2. The auditorium-cafeteria, with the kitchen on the left.
3. A first grade group preparing a farm scene on their sand table. (Left to right) Charles Ward, Mattie Brown, Miss Davidson, teacher; Principal Thomas; Phillip Pratt, and H. C. Maxwell.
- 4, 5. The clinic which adjoins the principal's office and the corridor looking east.
6. Platform guests at the recent dedicatory exercises. (Left to right) Mr. Lindsey, Rev. Gaines, Henry Cartwright, T. Clinton Derrick, Principal, Haynes High; Mrs. Joseph A. Thomas, Mrs. C. M. Denney, Mrs. Alice Height, Rev. H. C. Maxwell, Rev. J. E. Turner, Mr. Blackwell, Principal Thomas, Com-

missioner of Education J. A. Barksdale, County Superintendent J. E. Moss, Judge Beverly C. Briley, Mrs. J. E. Moss, Mrs. Washington, and Mrs. Clara W. White. Governor Browning had left the service when this photograph was made.

7. Providence teachers (left to right): Mrs. Stella G. Dixon, Miss Carrie M. Davidson, Mrs. Willie B. Hill, Mrs. Morena Harrison, Principal Joseph A. Thomas, Mrs. Clara W. White, Mrs. Iola H. Moore, Mrs. Margaret L. Hall, and A. Vester Hill, Sr.

8. Working in groups, these fourth graders do many interesting and helpful things. Mrs. Harrison, the teacher, looks on.

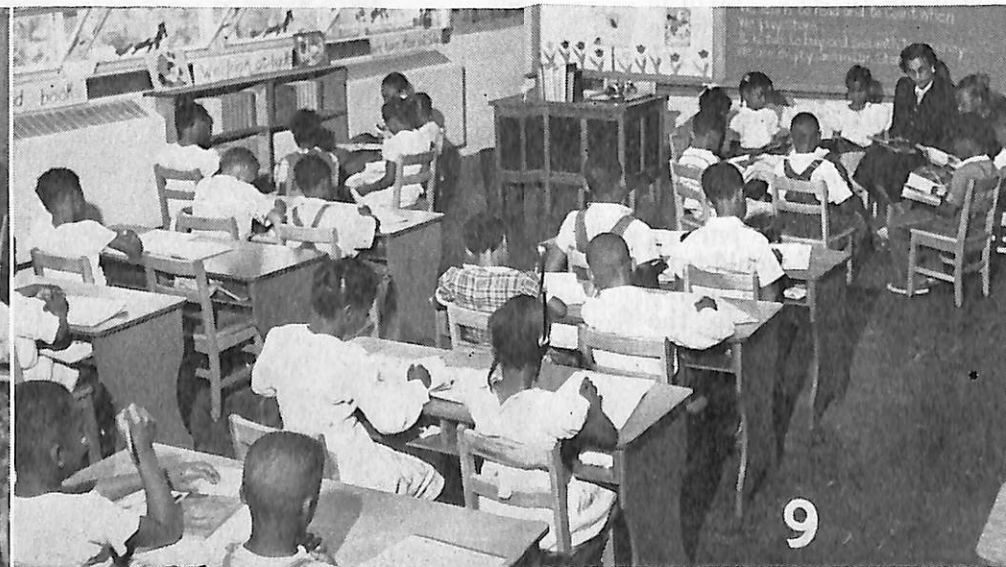
9. Second graders at work. Mrs. Hall hears about "the visit to the city."



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# Tennessee Negro Principals Organize

By George W. Brooks  
Principal, Burt High School, Clarksville

FOR a number of years the Negro principals of Tennessee have discussed the wisdom and possibility of a state organization. They have dreamed of its birth and visualized its operation to meet certain needs.

On Friday night, April 13, this dream became a reality when 16 high school principals, one assistant principal, and one vocational agriculture teacher met at Haynes High School, Nashville, and set in motion this organization.

As an out-growth of suggestions made in the principal's Section of the 1951 Annual Session of the TNEA, J. L. Seets, Chairman of that Section, sent letters inviting more than one hundred principals of the state to meet on

the night of April 13 for the purpose of organizing. Not more than 40 replied. Of this number, only 16 came.

### Officers Elected

It was suggested and finally voted that only three officers would be elected at this meeting and the constitution committee would consider and recommend other offices to be filled.

The following officers were elected this year: J. L. Seets, President; J. K. Petway, Secretary; W. J. Davenport, Treasurer.

### Principals Present

Principals present for the first meeting: C. D. Stamps, Tullahoma; Thomas A. Clark, Car-

thage; J. K. Petway, Nashville; V. O. Dobbins, Kingsport; G. A. Turner, Lewisburg.

C. C. Bond, Lexington; J. L. Seets, McKenzie; W. J. Davenport, Chattanooga; T. D. Upshaw, East Chattanooga; Henderson, Martin; A. L. Robinson, Lexington; J. L. Lewis, Pulaski.

S. W. Harris, Shelbyville; Carl Seets, Whiteville; S. F. Dobbins, Elizabethton; E. Shelton, Clarksville; James Bryant, Lebanon; George W. Brooks, Clarksville.

Principal T. Clinton Derricks of Haynes welcomed the guests. The organizational dinner given the group by the school set the stage for the meeting and was an inspiration itself. Students and staff assisted.

While only 16 principals were present, telegrams were sent by many others expressing regrets that they could not be present and pledging support to the organization.



Haywood County Principals at Their Meeting in Brownsville

First row, seated (left to right): Mrs. I. Y. Bowers, Mrs. N. B. Walker, Mrs. E. M. Anthony, Miss Velma Floyd, Mrs. Johnnie Reed, Mrs. Piccola Reed, Mrs. B. H. Bond, Mrs. E. W. Burton, Mrs. L. E. Howard, Mr. Outlaw, Mr. Crippens, Mrs. Outlaw, Mrs. Lela Kohlheim, Mrs. C. L. Gause, Mrs. Esther Maclin, Mrs. Larue Cleaves, Mrs. Wilma Jones, Mrs. Willette Beard, Mrs. E. O. Boyd. Second row, standing (left to right): Mrs. K. G. Merriwether, Mrs. M. B. Green, Mrs. N. B. Lyons, Miss Thelma Jones, Mrs. M. T. Burris, Miss R. E. Lambert, Mrs. M. J. Willis, Miss J. B. Ingram, Miss Sudie Ingram, Mrs. V. O. Young, Miss H. A. Houston, Mrs. Fannie Maclin, Mrs. E. O. Perkins, Mrs. N. H. Rice, Mrs. A. E. Jones, Miss C. Y. Russell, Mrs. Melvin Taylor, Mrs. O. K. Sweet, Mrs. Hester Boyd, Mrs. V. M. Powell, Mrs. W. B. Carr, Mrs. C. E. Moses. Third row, standing (left to right): N. G. Hill, O. C. Outlaw, John Kohlheim, N. O. Bond, R. B. Bond, W. L. Fouse, Melvin Taylor, W. A. Gause, Aubrey Young, Melvin Taylor, Walter B. Jones.

## Gallatin Separates Elementary and High Schools

FOR the first time Gallatin now has an elementary school separate from the high school. With the new organization, and under the leadership of the new principal, B. J. Hall, Union Elementary School, has become one of the few departmentalized elementary schools. Teachers in charge are: Principal Hall; Miss Edna Mae Scott and Mrs. Alice Smith, Tennessee State; Miss Deotha Malone, A.B., Fisk; and Mrs. Cynthia Martin, B.S.; Mrs. Johnnie Gray, B.S., and Mrs. Callie B. McKissack, A.B., all of Tennessee State.

One teacher, Mrs. Florida Mae Odom, B.S., Tennessee State, has been added to the staff.

### P-TA Already Active

Union Elementary School very quickly organized its P-TA. Fifty parents and patrons attended the first meeting. The proceeds of the financial drive launched at this meeting will be used to equip the school.

Other projects underway include remodeling and equipping the cafeteria, equipment of the playground, a home economics department, recreation rooms for



Principal B. J. Hall, of Gallatin's Union Elementary School, says, "As our improvements come, we are hopeful that they will continue to foster better relationships between pupils and teachers. Our school is a pleasant place in which to work and study, and we want to keep it so."

boys and girls, and a teachers' lounge.

### "Code" System

What is known as the "Code System" has been introduced in Union School emphasizing courtesy, citizenship, care of school property, cleanliness, spiritual guidance, recreational activities, and safety. Each teacher serves as consultant for one of the "codes."

## GEOGRAPHY!

(Continued from page 115)

tographed ones to the children. As each group of states was studied, we colored them different colors.

"It was easy to motivate interest in other phases of geography after the children learned to like maps. Rivers, mountains, plateaus and all physical parts became easy for them.

### Word Study and Games

"The children made little dictionaries and studied new words. They played games that gave the words meaning to them. Words like latitude and longitude were made real to them by studying the globe and discussing why there are different climates in different parts of the world.

"Longitude was learned by having one child play the part of the sun and another play the part of the earth. The 'earth' would turn slowly so that only a part of his body would be exposed to the 'sun' at a given time. He would walk around the 'sun' so that the direct sun rays shone on him at certain positions. Following this, text-explanation and text-definition were given.

(Continued on page 125)



Department of Education staff was the guest speaker. Mrs. Algee C. Outlaw, Haywood County Jeanes Supervisor, introduced him.

"Suggested Functions of the Haywood County Principals' Association" was the general theme from which Mr. Crippens urged his hearers to (1) pre-examine their problems, (2) check what they have been doing, (3) find out what they would like to do, and then (4) institute an improvement program.

In addition to Haywood principals, there were present representative principals from Fayette, Lauderdale, Crockett, Madison, and Tipton Counties. The photograph here shows the group of more than 50 attending.



# Crockett County Celebrates "Clay Day"

By Pansy Graham  
Jeanes Supervisor

*Honoring one who has given 33 years of service to the schools of Tennessee.*



(Upper) The camera caught a typical pose of State Developer of Negro Education R. E. Clay (right) as he responded to the ovation given him April 12 at Bells Elementary School, during Crockett County's first annual "Clay Day." (Left) E. D. Brown, Principal of Bells School, who was master of ceremonies.

(Middle) Mr. Clay receives the congratulations of Mr. Robins upon his deserving and faithful service to Crockett County. To the left of Mr. Clay is County Superintendent R. E. Black. Others (left) Principle Brown and N. E. Koonce.

(Bottom) Some of the participants on the "Clay Day" program (left to right): Principal Brown, Mrs. Pansy Graham, Crockett County Supervisor; Mr. Clay, Mrs. Tempye Bishop, Mrs. Carrie B. Seets, Mrs. Fannie A. Dobbins, Miss Maggie Moore, Mrs. Algee Outlaw, John H. Lewis, Mr. Koonce, and Mrs. S. B. Gibbs.

Persons appearing on the program not shown were: Mrs. Josie Clemmons, Mrs. Alberta Bonds, Rev. G. W. Logan, A. E. Woodson, and Mrs. M. B. Woods, who presented the many handsome gifts to Mr. Clay.

**T**HE first annual "Clay Day" celebration in Crockett County, April 12, attracted hundreds of parents, school patrons, and friends of R. E. Clay, State Developer of Negro Education. Held at Bells School, Bells, of which E. D. Brown is principal, it was one of "the biggest celebrations in the history of the county," a member of the program committee remarked.

### How Idea Originated

The idea originated from "Open House Day" last year in Crockett County schools when Mr. Clay, W. V. Harper, Coordinator of College Extension of Tennessee State, and Mrs. Tempye Bishop, Dyer County Supervisor, were guests of the schools. In welcoming the guests to his school, Antioch Principal T. E. Ragan said, "To us this day is R. E. Clay Day." Here was a good idea; "Open House Day" would become "R. E. Clay Day." (Mr. Ragan is now in the armed forces.) Therefore, "because of his long and faithful service as a developer of Negro schools in Crockett County, and for the full confidence, respect, and admiration we have for him, we, the teachers, children, patrons, with the approval of Superintendent R. E. Black, have set aside this day, the second Thursday in April, to be known annually in Crockett County as Clay Day."

### In School Work 33 Years

Having been trained under Booker T. Washington, Mr. Clay, a native of Bristol, Tennessee, was selected Rosenwald Building Agent for the state in 1918, and later joined the State Department of Education staff. From the point of service, he is the oldest member of that staff.

The teachers of the state join with Crockett County in congratulating Mr. Clay upon his 33 years of continuous meritorious service to the schools of Tennessee.

# How Does Your Garden Grow?

### How Does Your Garden Grow?

**A**RE you getting the most from your garden? If not, why not follow these helpful practices?

### Garden Planning

As most vegetables do not produce over a long period, several different plantings of each vegetable are generally made, necessitating careful planning to secure maximum returns.

In arranging rows in spring, it is usually wise to plant several rows side by side with crops that finish up at about the same time, so that all these rows may be prepared for later crops on the same day. Some of the vegetables that can be planted near each other for this purpose are:

### Plant Rotation

Group 1—Lettuce, radishes, onions for use green, mustard, spring turnips for greens, early English peas, hardy spinach. (Finished by June 1.)

Group 2—Early white potatoes, first bunch beans, later English peas, early cabbage, earliest sweet corn, onions for dry use, spring turnips for roots. (Finished by July 1.)

Group 3—Later bunch beans, bunch butter beans, beets, carrots, all early cabbage, first cucumbers, summer squash, earliest field peas, early tomatoes. (Finished by August 1.)

In planning what to grow in the spaces left by these groups of vegetables, it is important to choose only crops that are either all mature by winter or that can all be left over winter. If you planted a row of kale or collards in June or July, and used beans or field peas for the other rows, you would have a single row to be saved over winter. This would make fall turning of the garden very inconvenient.

Also, in planning garden rows it is important to remember that families do not use a great deal of some of the vegetables that cannot be canned. A single long row might have in it all the family needs of lettuce and radishes, and there might even be several different plantings of either of these in the same row. You might like to have turnip or

mustard greens for a long time in spring, but both plants go to seed quickly in warm weather. Therefore, unless you are going to can these, be careful to plant only as much as the family can eat during two or three weeks.

### Time Table

Here are some follow-up plans that work:

By Fred E. Westbrooks  
and  
M. F. Spaulding  
Division of Agriculture  
Tennessee State College

(1) After the early spring crops that finish June 1, set late tomatoes for canning. (2) After those finished by July 1, plant second crop white potatoes in July or early August. (3) Early tomatoes harvested in June, plant early field peas at once, with turnips on the same ground in August or September. This could be done with English peas or very early cabbage as first crop. (4) Early potatoes left in ground until needed for table use, corn or garden soybeans planted between potato rows in June. (5) Field peas in all vacant space after July 1. (6) Turnips or mustard on land in winter, turned under in May for second crop potatoes, peas, or any crop planted after July 1. (7) Radishes, carrots, cabbage plants and onions can be grown in the same garden rows with newly set strawberry plants, which are spaced 3 feet apart.

### Jobs to Be Done in May

(1) When English peas, radishes, lettuce, mustard, turnips are finished, fertilize and turn a



place for part of the late garden. Keep it worked every week. (2) Plant snap beans, butter beans, beets, carrots, sweet potatoes, corn, egg plant, pepper, tomato slips, and okra. (3) Plant cucumbers, cantaloups, watermelons, squash. (4) Fight insects twice a week or oftener. This is the month when pests get ahead of some gardeners.

### Jobs to Be Done in June

(1) Plant kale or collards for winter greens, in a place that need not be turned before spring. Turn more land for late garden, including white potatoes. Keep it worked every week until planted in July or August. (2) Plant more snap beans, field peas, corn, bush butter beans, tomato plants, and okra. (3) See if there is a place to spread straw or grass around tomatoes, peppers, egg plants that should bear until frost. (4) Keep the weeds out.

## GEOGRAPHY!

(Continued from page 122)

### Other Sections Studied

"Other parts of North America were studied with just as much enthusiasm as the United States. We traveled in Canada, Mexico, Labrador, Newfoundland and Alaska.

Sergeant Preston and his dog, King, of the radio helped us to visualize Alaska, especially the area around the Yukon. We went to hear a lecturer from Alaska. He had his dog, a real husky, with him.

"At present we are studying South America. The discussion has turned to latitude again as we study that the seasons are the exact opposite of ours. Some children have chosen to take one country and study its history and other things about it. Also they have planned to make a booklet of all the information learned, after the unit is over.

"It is my hope that through the interest gained and the history studied in geography this year there will be a carryover for formal history study next year.

"The geography period is the shortest period of the day,' my pupils say. I agree."



# NEA'S New Two-Association Ruling

WHEN the National Education Association met last summer in St. Louis, the NEA-ATA Joint Committee discussed at length the question of how states in southern areas were able to show statistically more than 100 per cent participation in NEA, and were thereby able to have increased delegations.

Obviously a state where there are two state teachers associations, and it had been the policy of NEA to recognize only one state association—yet both associations were sending in NEA memberships—it was possible for such a state to show a 100 per cent plus membership participation and reserve the right to name all of the delegates to the NEA.

Inasmuch as membership controls the number of delegates a state may send to the national convention, and the state association recognized by the NEA enjoys the power of naming all the delegates, much consideration was given the matter.

On April 6, the Executive Committee of the NEA issued a statement giving an interpretation, sponsored by the NEA-ATA Committee permitting the affiliation of a second state teachers association.

### President Gore's Interpretation

In a recent communication to Executive Secretary George W. Brooks, Dr. George W. Gore, ATA President, stated that under the NEA Executive Committee's revised ruling, Negro state associations may now secure affiliate membership and have representation on the following bases:

"1. The State Association must apply for membership and pay the \$10.00 annual fee.

"2. The association will be entitled to one delegate for each 100 NEA members up to the first 500 and one additional delegate for each additional 500 members.

"3. The Executive Secretary has the obligation of certifying to Dr. Givens of the NEA the names of the Negro delegates from his State.

"4. The Negro State Executive Secretary also has the obligation of informing Dr. Givens of the approximate number of Negro NEA members in his State.

"Under this arrangement the TNEA may certify its own delegates without regard to the white association. Local delegates may be certified through their own representation direct to the NEA office without regard to either TEA or the NEA."

### Basis of NEA Action

The action of the NEA in recognizing affiliate associations certainly gives to Negro members of the NEA in the southern areas opportunity for greater participation in national affairs of education as sponsored by NEA.

### "A Transitional Expedient"

"Already the NEA affiliated education association in Delaware and Missouri accept Negro teachers into their bodies, and the Arkansas Education Association has extended a merger offer to the Arkansas Teachers Association," explained Moss H. Kendrix of the NEA staff. "It was against this trend that the ATA asks that its recommendation be considered only a transitional expedient," Mr. Kendrix said.

Dear Mabel:

Just received your November issue of the BROADCASTER, and want you to know right now what a splendid job I think you are doing on that publication.

I was immensely impressed with the cover and the inside text you chose to accompany it. However, I think I was most impressed with your work as a reporter. Thoroughly enjoyed your story based on the interview with Mr. Ridley.

Do hope to keep on hearing from you, through columns of the magazine, as a reporter as well as editor. I'm sure most of your readers will feel the same way.

May you enjoy continued success in your work.

Very truly yours,

BERNELL WINN  
Editorial Assistant  
(Utah Educational Review,  
Salt Lake City)

From one staff writer to another, your kind letter is especially encouraging.

About 75 percent of last year's automobile accidents involved passenger cars.

You are almost three times as likely to be killed in an automobile accident between seven and eight in the evening as you are between seven and eight in the morning.

Very truly yours,

WILLIAM H. FORT  
Principal  
(Ford Greene, Nashville)

## Our Readers Can Write--These Do

Dear Mabel:

Your December, 1950, issue is an especially good one. The best article in it, too, to my way of thinking, is your "About a Nutcracker." I sure enjoyed it!

Sincerely,

MILDRED SANDISON FENNER  
Managing Editor  
(NEA Journal, Washington, D. C.)

Thank you again!

Starting with a beautiful cover and an open, well-laid-out Table of Contents page, the entire issue is an example of good journalism.

Sincerely, and with kind regards,

H. B. BOWELL  
Managing Editor  
The KANSAS TEACHER  
(Topeka, Kansas)

Many, many thanks.

Dear G. W.:

I just want to tell you how much I think THE BROADCASTER has improved. You are putting out a real publication, and I know it will continue to improve as time goes on.

If we can be of service to you at any time, please feel free to call on us.

Sincerely,

F. E. BASS  
Executive Secretary-Treasurer  
(TEA, Nashville)

The TEA has certainly helped us in many ways, and we are grateful.

Dear Mrs. Crooks:

Just a note to congratulate you on your excellent November issue of THE BROADCASTER.

Dear Mrs. Crooks:

We are deeply grateful for the publicity given our school in the October, 1950, issue of the BROADCASTER. To have a scene from Ford Greene depicted on the cover of this journal is a high honor indeed, and we hope that our program of work justifies this consideration.

I also wish to commend you on the Bulletin itself. The news items, pictures, and releases are exceptionally good, and we are confident that the future of the BROADCASTER is in good hands.

If we can be of any assistance to you throughout the years, do not hesitate to call upon us.

Very truly yours,

WILLIAM H. FORT  
Principal  
(Ford Greene, Nashville)

## Interesting Items

People and Places  
Happenings Over the State

### At Bristol

Mrs. Elizabeth Guthrie Houston, A.B. Bennett College, fourth and fifth grade teacher at Slater High School here, who has charge of music and also assists Principal C. G. Greene, found time to write a playlet. This playlet, "Follow the Instructions," appeared in the January, 1951, issue of *The Grade Teacher*.

### Workshops at State

Work Conference on the Functions of Subject Matter Fields in the Public School Curriculum will be held at Tennessee A. and I. State College beginning June 4 and ending June 23. It is being sponsored jointly by the State Department of Education and the college as a part of the continuous state-wide effort to improve the quality of instruction in the public schools.

Beginning June 25 and ending July 6, the Instructional Leadership Conference will also be held at State College. This conference is a part of the continuous state-wide effort to assist principals, their school staffs, and related school and community leaders to further their efforts toward improving the calibre of learning experiences provided by the schools for our children.

Outstanding leaders will make up the personnels of the conferences.

### Reporting to Parents Studied by Eastport School

By Louise Kimbrough

For the current year Eastport School has conducted an in-service training program around Reporting to Parents. The unique part of this program has been the fact that the parents were studying the problem right along with the teachers.

The major objective of such a program was to develop a closer relationship between the parents and teachers of the Eastport community. These discussions were held at the regular faculty meetings and at the monthly P-TA meetings. J. H. Hardy, the principal, began the series by discussing the present report card.

He pointed out the advantages of this instrument for personalizing education and guiding pupils. He explained the present grading system. Mrs. M. Bacote, the chairman, led a panel on Some Outcomes of Home-School Cooperation. Other topics and their leaders were:

The Values of Home and School Cooperation, Mrs. F. Pasley; Some Ways of Working Together, Miss M. Netherland; Report Cards Used in Other Counties, Mrs. L. P. Gudger; Working with Parents in Groups, Mrs. E. Hardy; Improvement Through Cooperative Action, Mrs. L. Kimbrough.

To close the activity, a committee of parents and teachers formulated plans for cooperative action to improve our present system of reporting to parents. This was accepted as the major professional problem for next year.



### Field Day at Montgomery High

"Little American's Album Views" left some memories with the more than eight hundred parents, teachers, and friends who packed the auditorium of the Montgomery High School here in Lexington. The occasion was the Annual Field Day, April 20, sponsored by the Henderson County Teachers Association. Mrs. Mary F. Stone, Jeanes Supervisor, was easily the moving figure of the activities, along with Principal C. C. Bond of Montgomery High.

Schools taking part were: Coopers Grove, Montgomery, Pritchard, Pleasant Hill, Holly Springs, Timberlake, Dry, Joyner's Grove, Park Meal, and Luray, with more than 200 children from grades one through eight.

The program was made up of skits around the theme "America." All skits were original, having been written in some instances by the children themselves

with some help from their teachers, and in some instances by teacher groups. Mrs. Mary F. Stone, Supervisor, wrote three of them.

In the presentation of visitors by Principal C. C. Bond, many sections of the state were represented, in addition to the more than 75 citizens of Lexington and Henderson County, who were special guests of the school.

Awards were made by the teachers association to the three citizens winning the top places in the community improvement project.

Mrs. Mary F. Stone, Supervising Teacher, and Mrs. M. P. Bond were directors. Mrs. Evelyn Williams and Mrs. Nettie Dixon were accompanists.

The afternoon was given over to competitive sports and field activities directed by A. L. Robinson and assisted by S. W. Beasley and Mrs. Margie Williams.

### Davidson County

At the dedication of modern Providence School on Nolensville Road in Davidson County, it was Governor Gordon Browning who formally turned over the building to Principal Joseph A. Thomas in an impressive ceremony at the school May 6.

Providence is the newest of the schools for Negroes in Davidson County. Completed shortly after the present school year began, it is a consolidation of several schools in southern Davidson County—Brentwood, Woodbine, Providence, Antioch, Rough Rock, Mt. Pisgah, Olive Branch, Thompson Lane, and Franklin Road. It is said to have cost nearly \$250,000 and contains nine teaching stations, library, clinic, offices, and auditorium-cafeteria. The auditorium-cafeteria is one of the most scientifically equipped areas of its kind in the county, we are told. The kitchen equipment alone is reputed to have cost approximately \$10,000.

Providence is located on a beautiful hill seven miles from Nashville overlooking the surrounding countryside. It has nine teachers and an enrollment of 313.

# TENNESSEE NEGRO EDUCATION ASSOCIATION

FINANCIAL REPORT OF  
EXECUTIVE SECRETARY AND TREASURER

March 15, 1951—March 10, 1951

Total Receipts	\$15,273.20
Total Disbursements	9,245.49
<b>Balance on Hand March 10, 1951</b>	<b>\$ 6,027.71</b>
<i>Additional Assets</i>	
American National Bank	\$ 861.75
U. S. War Bonds (Maturity value)	1,700.00
	<b>\$ 2,561.75</b>

## BUDGET FOR 1951-1952

Item:	Per Cent 1950-1951	Proposed % 1951-1952	Estimated amt. For 1951-1952
Convention Expense	8	8	\$ 800.00
Broadcaster	32	32	3,200.00
President's office	5	5	500.00
Executive Secretary	10	10	1,000.00
Professional Association	2.5	2.5	250.00
Office Expenses and Supplies	5	5	500.00
Worthy Projects	2	2	200.00
Executive Committee	4	4	400.00
Assistant Secretary and Editor of Broadcaster	24	24	2,400.00*
Official Travel	5	5	500.00
Reserve Fund	2.5	2.5	250.00
<b>Total</b>	<b>100</b>	<b>100</b>	<b>\$10,000.00</b>

\*\$1,500 guaranteed from Kellogg Foundation for 1951-1952.

# PEN POINTS

*Dear Readers:*

Since most people like letters, we are closing our twenty-third volume of THE BROADCASTER with this one to you.

This has been a most unique and pleasurable year for us. Our work has been challenging and at times somewhat perplexing, but despite all of our shortcomings, there have been eight issues of the journal.

Whatever you have thought of the journal, and many of you have expressed your opinions, you, the teachers, the educational workers, and the friends of the children of Tennessee and TNEA, have made it possible. Your contributions, in whatever manner they came, have meant much to the official staff of TNEA, and especially to THE BROADCASTER. For all of your efforts we are deeply grateful.

Of course, we are planning now to make next year as much better as you would have it. (This is saying a lot!)

Thank you sincerely.



P.S.: Don't forget to have a pleasant summer—and get some much-needed rest!

The output of the American economy will value \$285 billion a year at the end of 1951.

**THE BROADCASTER**

## Academic Credit Opportunities for Administrators and Teachers

JULY 2 - JULY 14

Fisk University

*Eighth Institute of Race Relations*

Charles S. Johnson  
Director

*Lectures Panel Discussions Clinics*

PURPOSE: Orientation and training for community leadership and action in the field of human relations; new techniques and methods for combating discrimination and segregation.

*Clinics*

Intergroup Education Law and Social Action

Labor and Industry

Church and Race Mass Media

Community Organization

CREDIT (Optional): Three semester hours on undergraduate or graduate degree.

COST: Room, Board and Tuition for the two weeks \$80.00.

*Scholarships*

Scholarships covering a part of the fees are available.

*For Further Information Write*

Grace C. Jones  
Race Relations Department  
Fisk University  
Nashville 8, Tennessee

*Workshop on Economic Education*

*Sponsored by*

Joint Council on Economic Education

Institute of Race Relations

Fisk University

Adam S. Arnold

Assistant Professor of Economics and

Business Administration

Workshop Director

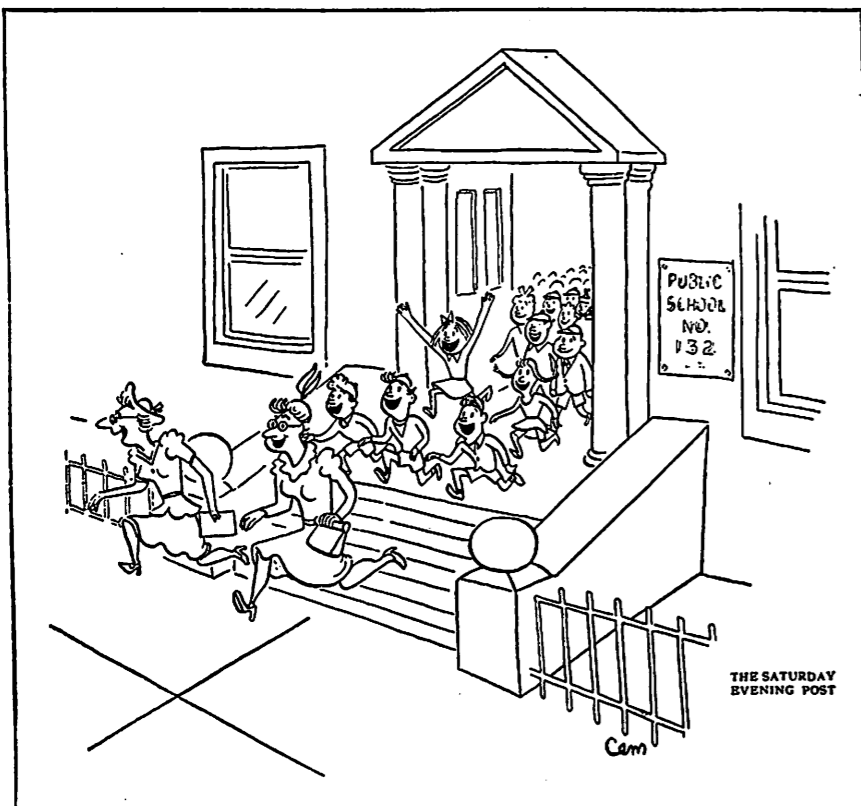
*Workshop Plan*

A limited number of members will be selected for the two-week intensive study of the nation's economy and socio-economic problems, with an emphasis upon social studies in secondary schools.

Local participants selected will be awarded scholarships covering all expenses including tuition for credit. Out-of-town members are eligible for the same type of scholarship with an additional allowance of \$25 toward the \$50 cost of room and board.

CREDIT (Optional): Three Semester Hours.

Tuition for Credit: \$25.00



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*American Teachers  
Association*



THE FORTY-EIGHTH ANNUAL  
SESSION

*at*

HAMPTON INSTITUTE, HAMPTON, VA.

July 29-31, 1951