



The Broadcaster

Official Journal of the

TENNESSEE NEGRO EDUCATION ASSOCIATION

VOLUME XIV

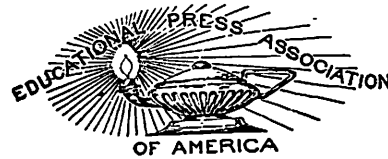
SEPTEMBER, 1941

NUMBER 1

THE BROADCASTER

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Official Journal of the Tennessee Negro Education Association



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VOLUME XIV SEPTEMBER, 1941 NUMBER 1

TENNESSEE EDUCATION ASSOCIATION

OFFICERS FOR 1941-42

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MRS. M. M. BROWN	A. & I. State College, Nashville	Treasurer
J. L. BUCKNER	Kortrecht Junior High School, Memphis	Parliamentarian

EXECUTIVE COMMITTEE

The President, the Executive Secretary—Ex-Officio

Joe A. Thomas, Chairman	Lawrenceburg
M. R. EPPSE (1943)	Nashville
T. R. HARTSFIELD (1942)	Milan
D. A. FORBES (1942)	Nashville
T. D. UPSHAW (1942)	East Chattanooga
R. B. BOND (1942)	Brownsville
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E. E. PITTS (1943)	Franklin

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Our Own Who's Who

Miss Harriette Cordelia Davis of Shelbyville has served as secretary to the Executive Secretary of the Association for the past two years.

Mrs. Corinne Hall-Springer is professor of Home Economics at A. and I. State College.

Mrs. Algee Curry-Outlaw is Jeanes Supervisor in Haywood County.

Mrs. L. Seet-Hampton is Jeanes Supervisor in Lauderdale County.

Twentieth Annual Session of the Tennessee Negro Education Association

A. AND I. STATE COLLEGE, APRIL 2-4, 1942

American Education Week 1941

GENERAL THEME

Education for a Strong America

DAILY TOPICS

Sunday, November 9:

Seeking World Order

Monday, November 10:

Building Physical Fitness

Tuesday, November 11:

Strengthening National Morale

Wednesday, November 12:

Improving Economic Well-being

Thursday, November 13:

Safeguarding School Support

Friday, November 14:

Learning the Ways of Democracy

Saturday, November 15:

Enriching Family Life

Sponsors of American Education Week

The National Education Association

The American Legion

The United States Office of Education

The National Congress of Parents and Teachers

Facts About American Education

THE POPULATION of the United States is 132 million. Of this population, over 30 million persons are enrolled in public schools and colleges:

In elementary schools 21,750,000

In high schools 7,200,000

In colleges and universities 1,400,000

There are one million teachers in the public schools.

The cost of public education is only ten cents a day to each person of voting age.

Enrollments in private and parochial schools are nearly 3,000,000.

Between July 1940 and July 1941 the vocational schools of the nation trained over a million defense workers in emergency programs in addition to the regular enrollments in vocational schools.

Other educational forces include the library, the radio, the press, correspondence education, forums, university extension services, the Civilian Conservation Corps, and other agencies.

A Study of the Tennessee Negro Education Association

By HARRIETTE CORDELIA DAVIS

Division of Business Education, A. and I. State College

INTRODUCTION

Increasingly important is becoming the services of educational associations to the public and those they serve.

To understand and appreciate what the Tennessee Negro Education Association is undertaking to do today, it has seemed necessary to review what the Association has done in preceding years.

For the past two years I have had the privilege of working with the Tennessee Negro Education Association during the year and at its annual meetings from the office of the Executive Secretary, Mr. George W. Gore, Jr., I became interested in the program of the Association and realized that if facts were assembled to show from whence the Association had come, probably more persons would be induced to join and serve the Association, thereby forming a more basic foundation upon which to build future programs.

This project, therefore, purposes to serve as a stimulus to all readers to the end that they will become more conscious of the part they can play to make this Association a more powerful force throughout the state and nation.

HISTORICAL BACKGROUND OF THE TENNESSEE NEGRO EDUCATION ASSOCIATION

The Tennessee Negro Education Association, formerly the Tennessee Association of Teachers in Colored Schools, was organized July 23, 1923, in Room 10 of the old Administration Building at A. and I. State College. It is basically a professional organization with membership open to persons who teach in Negro schools in Tennessee.

The Association is governed by a constitution adopted in July, 1928, which is given below. Thirteen amendments have been added to this constitution from time to time in accordance with the growing needs of the organization.

"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, Executive 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 the 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 at the 1937 session).

6. That the Executive Committee shall have the power to contact with the person holding his office on matters relating to the 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 at the 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 re-election 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 1937 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 1937 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).¹

The officers elected at the first meeting in July, 1923, were: President—Prof. A. M. Gilbert, Clarksville; Vice-President—Prof. C. L. McAlister, Chattanooga; Vice-President—Prof. M. L. Morrison, Dyersburg; Secretary—Prof. Calvin McKissack, Nashville; Treasurer—Prof. Richard S. Harris, Nashville.

The purposes of the Tennessee Negro Education Association in respect to the teachers of Negro pupils may be found in the above stated Constitution. "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."

From its beginning in 1923, the Association met annually in the middle of July. However, the 1931 session changed the dates of the annual meetings from the middle of July to the week-end just preceding Easter. In 1937 the Committee on Constitution made the following recommendations: That the annual membership dues of the Association be increased to \$1.00 per year beginning with the next fiscal year (1938). The purpose of this increase was to provide for the additional expenses to be incurred by the creation of the office of the Executive Secretary.

DIVISIONS OF THE TENNESSEE NEGRO EDUCATION ASSOCIATION

Because of geographic arrangement Tennessee lends itself to sub-division into three distinct parts which while forming an integral whole, divide among themselves in a degree. The State organization regards itself as a mother, a parent to them all and congratulates each of them upon their accomplishments from year to year. In the fall the East Tennessee Association of Teachers in Colored Schools meets in Knoxville or in Chattanooga, the Middle Tennessee Teachers Association in Nashville and the West Tennessee Teachers Congress in Memphis or Jackson.

The Tennessee Negro Education Association has had the pleasure of hearing many outstanding speakers at its annual meetings. A review of the key speakers at each meeting for the years 1930-40 is as follows:

1930: Dr. Sydney Hall of Peabody College principal speaker together with such notables as Dr. C. V. Roman, Hon. William Barr, Hon. Dudley S. Tanner, Dr. Thomas Elsa Jones and others.

1931: Dr. Ullin S. Leavell of George Peabody College.

1932: Dean Russell of Columbia University; Dr. R. L. Lyman of the University of Chicago; Mr. Walter B. Hill, Assistant Field Director of Education for the General Education Board and others.

1933: Dr. Joseph Romer, Director of Instruction, George Peabody College; Dr. Ambrose Caliver, United States Senior Specialist in Negro Education and Dr. Walter Cocking, State Commissioner of Education.

1934: Dr. Shelton Phelps, Dean of George Peabody College; Dr. Carter G. Woodson, Dr. A. L. Suhrie, Dean of the School of Education, New York University.

1935: Dr. Ullin S. Leavell, Professor of Education, George Peabody College and President R. R. Wright, Wilberforce University, Wilberforce, Ohio.

1936: Dr. Walter D. Cocking, State Commissioner of Education, and Dr. Rufus E. Clement of Atlanta University.

1937: Dr. Max Bond, general supervisor of Negro Training for the T.V.A.; Mr. W. E. Turner, state agent of Negro schools; Miss Dorothy Cadwalader, Trenton, New Jersey; Dr. Edgar B. Wesley, University of Minnesota.

1939: Miss Nannie H. Burroughs as principal speaker, and Mr. W. T. B. Williams, Dean of Tuskegee.

1940: Dr. Ullin Leavell, George Peabody College, Dr. George Redd, Fisk University, Dr. M. J. Bent, Meharry Medical College, Dr. Howard H. Long, Assistant Superintendent of Schools, Washington, D. C., Dr. S. C. Garrison, President of George Peabody College.

The Tennessee Negro Education Association had a program for 1934-35 which may be summed up in the following ideas:

1. To study the needs of its members and their problems.

2. To make these findings known to the members and the public through its official publication, "The Broadcaster," and by conferences with the proper educational authorities;

3. To provide information about modern methods of teachers and teaching; to provide an organ for the expression of the opinion of its members;

4. To provide information about what is being done in education in the state and nation;

5. To construct a superior and more helpful program for the 1935 session.

¹The Broadcaster; September, 1940; Volume XIII; Number 1; page 17.

The Association, also, has a program for 1940-41. The Executive Committee of the Tennessee Education Association in session July, 1940, mapped out some fifteen points to form the basis for the statewide program for 1940-41. Previously, the following suggestions had been emphasized in an effort to make the Association prove of more service to its teachers: (1) joining the Association; (2) paying annual dues; (3) contributing articles or suggestions to the Broadcaster, informing the officials concerning problems in local areas which need correction or investigation; (4) making known the needs of Negro teachers; (5) attending and actively participating in the state teachers meetings. In order to realize these points to a certain degree, the following program was adopted 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 meeting, 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.

Dr. Rhey Boyd Parsons in his dissertation on "Teacher Education in Tennessee" makes the following comment concerning the Tennessee State Association of Teachers in Colored Schools:

"The present Tennessee State Association of Teachers in Colored Schools is an enterprising organization with a paid membership of about 1,000. The membership fee of 50 cents a year includes a subscription to the official publication, "The Broadcaster" which was first published in 1929 and is issued four times a year. About three hundred dollars a year is appropriated for the publication of the magazine and the rest of the income is spent on programs and necessary administrative expenses. The resourceful program committee usually succeeds in securing a number of capable speakers at little or no cost. The Association is undoubtedly providing an extraordinary service toward professionalizing teaching in the colored schools of Tennessee."²

Another account of the works of the Tennessee Negro Education Association is given by Floyd J. Calvin, Special feature writer of the Pittsburgh Courier under the caption "12,045 Teachers Recruited in Tennessee Association in 11 Years." In part the article states:

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

"The interracial angle of the Association's work was reflected in the March, 1933 issue of "The Broadcaster" which carried a large portrait of Dr. S. L. Smith, Southern Director

²Parsons, Rhey Boyd; *Teacher Education in Tennessee*; University of Chicago Press, 1935, p. 108.

of the Julius Rosenwald Fund, and an appreciation of his aid in helping finance and build more than 300 Rosenwald schools in this state, in a special article entitled "The Life Work of Dr. S. L. Smith in the Dual Educational System" by Mr. R. E. Clay, State Rosenwald School Agent."³

Membership figures and percentages for past ten years:

1930	525	18%
1931	666	23%
1932	855	28%
1933	637	22%
1934	877	29%
1935	771	26%
1936	890	30%
1937	1313	44%
1938	1066	36%
1939	1032	35%
1940	1237	42%

The above figures show the fluctuations in membership from year to year. May I call your attention to the fact that the highest percentage of teachers of the state were enrolled in 1937 when 44 per cent were enrolled. In 1940, 42 per cent of the Negro teachers of the state were enrolled which shows that we are again seeing a rise in membership figures.

A LIST OF THE CENTRAL THEMES OF THE TENNESSEE NEGRO EDUCATION ASSOCIATION FROM 1939-1940

1930: EDUCATION FOR LIFE

1931: THE ENRICHMENT OF THE CURRICULUM

1932: MODERN TRENDS IN EDUCATION

1933: THE IMPROVEMENT OF INSTRUCTION

1935: THE MODERN CHILD IN THE MODERN SCHOOL

1936: AN APPRAISAL OF NEGRO EDUCATION IN TENNESSEE

1937: EDUCATION AND VOCATIONAL GUIDANCE

1938: EDUCATION AND THE NEGRO CHILD

1939: A STUDY OF THE NEGRO CHILD

1940: FACING TENNESSEE'S PROBLEMS

1941: EDUCATION FOR LIVING

PRESIDENTS OF THE TENNESSEE NEGRO EDUCATION ASSOCIATION FROM 1923-1940

The presidents of the Association have been widely distributed from all parts of Tennessee as will be shown from the list given below.

1923-24—Prof. A. M. Gilbert, Principal Burt High School, Clarksville.

1924-25—Prof. A. M. Gilbert, Principal, Burt High School, Clarksville.

1925-26—Prof. C. J. Neal, Principal, City School, Memphis.

1926-27—Prof. C. L. McAlister, Principal, Howard High School, Chattanooga.

1927-28—Prof. M. L. Morrison, Principal, Bruce High School, Dyersburg.

1928-29—Prof. J. T. Bridgeforth, Principal, Pulaski, High School, Pulaski.

1929-30—Mrs. A. E. Fagala, Supervisor, Hamilton County, Chattanooga.

1930-31—Prof. J. A. Hayes, Principal, Manassas High School, Memphis.

1931-32—Prof. H. L. Allison, Principal, Burt High School, Clarksville.

1932-33—Prof. W. J. Davenport, Principal, Howard High School, Chattanooga.

1933-34—Prof. R. H. Neville, City School Principal, Memphis.

1934-35—Prof. S. G. Greene, Principal, Holloway High School, Murfreesboro.

1935-36—Prof. T. R. Davis, Principal, Austin High School, Knoxville.

1936-37—Prof. J. H. White, Supervising Principal, Hardeman County, Whiteville.

1937-38—Prof. J. H. White, Supervising Principal, Hardeman County, Whiteville.

1938-39—Prof. T. D. Upshaw, Principal, Booker T. Washington High School, East Chattanooga.

1939-40—Prof. George W. Brooks, Principal, Frazier High School, Covington.

1940-41—Prof. Joe A. Thomas, Principal, Lawrenceburg Colored School, Lawrenceburg.

1940-41—Miss Lucie Campbelle, Booker T. Washington High School, Memphis.

The Tennessee Negro Education Association has had only one woman president—Mrs. A. E. Fagala of Chattanooga. (Two including the present president for 1941-42). Only two persons have succeeded themselves in office as president for

³Calvin, Floyd J., *Pittsburgh Courier*, April 5, 1934.

two terms—Prof. A. M. Gilbert, Clarksville, 1923-24 and 1924-25; and Prof. J. H. White, Whiteville, 1936-37 and 1937-38. Five of the Association's presidents have come from Middle Tennessee, six from West Tennessee, and five from East Tennessee.

The 1929 session of the T.N.E.A. elected President W. J. Hale as permanent honorary president of the Association.

The Tennessee Negro Education Association entrusted its leadership for the year 1940-41 to the following officers:

President	Joe A. Thomas
Lawrenceburg Colored School, Lawrenceburg	
Honorary President	W. J. Hale
A. and I. State College, Nashville	
First Vice-President	C. C. Bond
Montgomery High School, Lexington	
Second Vice President	William H. Holt
Clinton Colored School, Clinton	
Third Vice-President	M. L. Morrison, Jr.
Bruce High School, Dyersburg	
Executive Secretary	George W. Gore, Jr.
A. and I. State College, Nashville	
Assistant Secretary	Mrs. Johnnie Baker
Supervisor, Giles County, Pulaski	
Recording Secretary	Mrs. L. S. Hampton
Supervisor, Lauderdale County, Ripley	
Assistant Recording Secretary	Mrs. Carrie Denny
Supervisor, Henderson and Chester Counties, Henderson	
Treasurer	Mrs. M. M. Brown
A. and I. State College, Nashville	
Parliamentarian	J. L. Buckner
Kortrecht Junior High School, Memphis	

EXECUTIVE COMMITTEE

The President, Honorary President, the Executive Secretary—Ex Officio—

George W. Brooks, Chairman	Covington
M. R. Eppse (1941)	Nashville
J. H. White (1941)	Whiteville
S. C. Greene (1941)	Murfreesboro
O. L. Armour (1941)	Colliersville
D. A. Forbes (1942)	Nashville
T. D. Upshaw (1942)	East Chattanooga
R. B. Bond (1942)	Brownsville
T. R. Hartsfield (1942)	Milan

1941 CONVENTION COMMITTEES

The various standing committees for the Annual State Teachers Association to be held in April, 1941 are:

Ballot Box:

Prof. Robert Morris, Chairman; Prof. M. L. Morrison; Prof. E. Casey; Prof. W. E. Nash; Prof. F.

E. Thomas; Prof. J. S. Mebane.

Recommendations:

Mrs. Johnnie Baker Thomas, Chairman; Prof. Roy Roddy; Prof. A. Robinson; Prof. John Baird; Mrs. Zenobia Skinner; Prof. S. L. Hall.

Legislation:

Prof. Roy Roddy, Chairman; Mrs. Myrtle Reed; Miss E. Glanton; Prof. J. W. Beard; Prof. C. A. Key.

Resolutions:

Prof. R. H. Neville, Chairman; Dr. Bates; Prof. H. C. Griffith; Prof. J. W. Beard; Prof. C. A. Key.

Findings:

Prof. Geo. W. Brooks, Chairman; Prof. Monroe D. Senter; Miss Picola Smith; Prof. R. B. Bond; Prof. C. C. Bond.

Necrology:

Miss Lucie Campbell, Chairman; Prof. T. D. Upshaw; Mrs. Robye Overton Harris; Prof. T. Bailey Cobb; Prof. A. M. Gilbert; Prof. Percy Brown.

Constitution:

Prof. Roy Roddy, Chairman; Prof. J. H. White; Miss G. A. Flint; Mrs. Johnnie Baker Thomas; Miss Ernestine Jackson.

Statistics:

Prof. M. R. Eppse, Chairman; Prof. T. R. Hartsfield; Prof. H. M. Jarrett; Prof. W. C. Hargrave; Mrs. G. W. Clem; Prof. S. G. Greene; Prof. J. L. Seets; Prof. A. J. Payne; Prof. Albert M. Howell.

PUBLICATIONS OF THE TENNESSEE NEGRO EDUCATION ASSOCIATION

As a means of keeping and holding the attention and interest of the Association members throughout the state during the year, a quarterly publication is published in September, December, March and June. This official journal of the Tennessee Negro Education Association is "The Broadcaster," dedicated to the advancement of education and interracial goodwill.

The editor is Mr. George W. Gore, Jr; assistant editors are Mr. Merl R. Eppse, Mrs. Alma Dunn-Jones and Mr. J. H. White.

Predecessors of the Broadcaster were: "The Teachers Bulletin." (1923-24) and "The Bulletin," (1927-28).

The first issue of the Broadcaster came off press August 25, 1928, and was available to teachers upon payment of 50 cents membership fee to the Association. Single copies, 15 cents. Later when membership fee was raised, single copies were 25 cents.

The first issue was a 4 page "8 x 11" sheet. Beginning with Volume II, Number I, the Broadcaster changed in external form from that of a miniature newspaper to that of a magazine numbered consecutively for each scholastic year. The Broadcaster includes articles of general educational interest, news accounts of local school and county events, interesting photographs of school houses and classes that tell of progress, reports of unusually fine work of teachers, principals, supervisors and agricultural workers. Outstanding conferences and their dates are kept before the membership through "The Broadcaster." Yearly revised lists are published of agricultural extension agents, Jeanes Visiting Teachers, County and City Superintendents, Trade and Industrial teachers.

The Association has delegated a separate fund to convey the expenses incurred in gathering materials, publishing, and distributing the Broadcaster. The Editor may draw on this Fund by submitting requests in writing to the Executive Secretary. The editor is responsible for the distribution of each issue to the membership. Each issue of the Broadcaster contains constructive articles contributed by outstanding persons in the fields of education. Teachers particularly talented in a subject or field may be requested to submit an article of interest to be published in "The Broadcaster."

The Broadcaster is issued from the office of the Executive Secretary to members of the Association, to philanthropic boards, to the State Board of Education, to county and city superintendents, to other educational associations both state and national, to libraries, and other periodicals.

Annually the four issues for that year are bound into a single volume and one volume of the four issues is placed in the Library at A. and I. State College and one in the office of the editor.

The Yearbooks of the American Educational Press Association have listed THE BROADCASTER as one of the outstanding Negro educational journals since 1930.

A SUMMARY OF THE FINANCIAL REPORTS OF THE TENNESSEE NEGRO EDUCATION ASSOCIATION FOR THE LAST 10 YEARS

The Tennessee Negro Education Association receives its income primarily from annual membership dues into the Association.

⁴Broadcaster, The; Vol. III; No. 1; Sept. 1930;
⁵Ibid; Vol. IV; No. 2; November, 1931; p. 32.

For the year 1932:⁶

In 1937 the Association adopted a budget plan whereby the following percentages are to be used in figuring disbursements:

Broadcaster	50%
Traveling Secretary	10%
Reserve Fund	10%
Worthy Projects	10%
President	5%
Executive Secretary	5%
Delegate to A. T. A.	5%
Executive Committee	5%

The Broadcaster Fund is used in the publication of the four issues of the magazine, including the gathering of material, printing, clerical work, and mailing.

The Traveling Secretary Fund is drawn on when sending delegates to the different regional meetings held for teachers.

The Reserve Fund covers a definite percent of the total gross receipts which are placed on reserve as a sinking fund.

Worthy Projects includes donations to such undertakings as the State Spelling Contest, and New Farmers of America.

The President's Fund takes care of the expenses incurred by the president in officially representing the Association.

Delegate to the American Teachers Association Fund covers the expense of sending a representative for the Association to this meeting.

Executive Committee Fund covers the expense created by committeemen in attending the different meetings of the Executive Committee when the Association is out of session.

A Summary of the receipts and disbursements, together with a showing of the balance carried over from year to year, is given below for the years 1930-1940.

For the year 1930: ⁴	
Receipts	571.18
Disbursements	450.97
Balance on Hand	120.21
For the year 1931: ⁵	
Receipts	527.71
	527.71

Disbursements	208.67	For the year 1938: ¹¹	
Accounts Payable	158.30	Receipts	1,305.80
Balance on Hand	160.74		
Receipts	649.87		1,305.80
	649.87	As of the year 1939:	
		Receipts	1,569.89
For the year 1933: ⁷			1,569.89
Receipts	633.40	Disbursements	94.04
	633.40	Accounts Payable	317.10
		Balance on Hand	211.66
For the year 1934*			
Receipts	629.00		22.80
	629.00	Disbursements	179.86
		Accounts Payable	409.00
		Balance on Hand	283.80
For the year 1935: ⁸		Disbursements	191.91
Receipts	699.83	Accounts Payable	601.10
	699.83	Balance on Hand	512.89
Disbursements	40.96		1,305.80
Accounts Payable	308.42	Disbursements	857.46
Balance on Hand	300.51	Balance on Hand	712.23
	49.87		1,569.89
Accounts Payable	344.40		
Balance on Hand	289.00	For the year 1940:	
	633.40	Receipts	2,245.44
Accounts Payable	345.52		2,245.44
Broadcaster Fund	151.93	Disbursements	918.06
General Treasury	131.55	Balance on Hand	1,327.38
	629.00		2,245.44
Disbursements	124.35		
Accounts Payable	432.68		
Balance on Hand	142.80		
Receipts	699.83		
	622.80		
	622.80		
For the year 1937: ¹⁰			
Receipts	972.66		
	972.66		

RECOMMENDATIONS

The writer wishes to make the following recommendations:

I. That the Association make clear to the general public that the object of the Association is to work for the best interest of schools throughout the state, rather than for the teachers..

II. The necessity of tactful leadership on the part of administrative officers, if the Association is to attain objectives set up for it.

III. To create an organic connection between the Tennessee Negro Education Association and the

⁶Ibid; Vol. IV, No. 4, May 1932, p. 68.

⁷Ibid; Vol. VI, No. 1, October 1938, p. 2.

⁸Ibid; Vol. VIII, No. 1, October 1935, p. 12.

For the year 1936:⁹

⁹Ibid; Vol. VIII, No. 4, May 1936, p. 3 of cover.

¹⁰Ibid; Vol. IX, No. 4, May 1937, p. 49.

¹¹Ibid; Vol. X, No. 4, May 1938, p. 50.

other educational organizations in the state. Teachers seem to be somewhat enthused over the meetings of their county and regional Associations, but do not attend the state association with such enthusiasm.

IV. Setting up of a vocational guidance program aimed to help young high school boys and girls discover their skills, develop them, and evaluate their success in putting these skills into practice.

J. C. Ballard in an article entitled "Tennessee Needs a Guidance Program" states that the proper agency for formulating an adequate guidance programme for the Negro boys and girls of Tennessee should be the Tennessee Negro Education Association. There are several reasons for this. First, this is the official organization of some three thousand Negro teachers in the State. Second, the Tennessee Negro Education Association can arouse opinion in favor of an adequate guidance programme more quickly than any other group, for they come into contact with the parents more frequently than any other person or group of persons.¹²

V. The Establishment of a Tennessee Negro Education Association Placement Bureau for Teachers. This service is deemed desirable in view of the fact that during the past year numerous teachers looking for positions and several administrators seeking teachers have called upon the executive secretary for assistance.

VI. That the Jeanes Supervisors, school principals and teachers show more interest in the publication of the Broadcaster by contributing articles concerning happenings in their respective communities.

VII. That a more complete record be kept of yearly membership.

SUMMARY

Now that we have before us the plan along which the Tennessee Negro Education Associa-

¹²Ballard, J. C.; "Tennessee Needs a Guidance Programme; "Broadcaster, The"; Volume XIII; No. 2; December 1940; p. 24.

tion has grown, we should better appreciate the present work of the Association.

We can conclude that there is a very urgent need to induce a higher percentage of teachers of Negro students to become interested in the Association and give more active support to the work of the Association. The highest percentage of enrollment has been 44% in 1937. Last year, 1939, there was an enrollment percentage of 42% This percentage can be raised without using force from the office of the different county and city superintendents. School principals and Jeanes Supervisors are very influential leaders in a community and can to a great extent steer the thinking of their teachers.

The Tennessee Negro Education Association cannot grow financially until it first grows in membership. As shown by the financial statements for the years 1930-40, the main source of income is from membership fees. The present use of the budget plan, although it has not been in practice but three years, will do much to systematically keep the disbursements of the Association in balance.

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Building a Pattern for Wholesome Living

By CORINNE H. SPRINGER

Life is the happiest gift of God and the human body is the best of nature's handiwork. The design of life may be beautiful or it may be otherwise. Every individual must contribute to the welfare of humanity and to the utmost of his ability. Each person deserves the maximum amount of

happiness attained through wholesome, dynamic constructive living. A life worth while, happens not by chance, but is brought about through the medium of the building of a pattern for wholesome living. It must be a vital pattern built day by day—a pattern that makes mother proud of

her son—proud of her daughter—a pattern that spreads happiness, fidelity, kindness and inspiration everywhere—truly, a pattern built for wholesome living.

A pattern is but a plan, either in the making or already made. It serves as a model or a sample representing the individual at his best. The design of any pattern may be well planned and executed, or it may be confusing, offensive, awkward or inharmonious. Before the time of Aristotle and even to our present day, man has ever been faced with the same fundamental truths of wholesome living, the core of which, be it ever so old, may be focussed on one significant citation, "Do unto others as you would have them do unto you." The bare precept of this principle is not enough. It must be practiced, not merely preached. Its practice means the building step by step and day by day, a pattern of life, a way of living, to make this life's pattern, all that it should be.

The question being asked today is, what sort of pattern are you building? Does it bear the earmarks of conceit, selfishness, hatred or other inconsistencies? Or, is it a pattern which calls for vital and productive activity, an attractive pattern of friendliness and kindness, sincerity, courage, loyalty to truth and faith in yourself and in your fellowmen? As all of the days of tomorrow and your children's tomorrow, are depending on today, and on each day of life, what then, are some things, one must do in order to make each day count toward the fulfillment of desirable standards?

The first prerequisite is that of building desirable character traits, actions based on those fundamentals that will stand the test of time, that will forever remain true. What then does it take to build anything, for example, the building of a house? A house must conform to certain standards of safety, of hygiene and health, standards of comfort and convenience, of beauty and all other factors which bring about the fulfillment of the purposes for which the home was intended. A house cannot meet desirable standards unless it has a definite and a complete plan. Not a fragile inconsistent plan that cuts the corners short leaving off important details, but a precise plan that meets the needs of the family and one that may be followed religiously consistently and with precision. So in life, its plan, too, must be accurate, followed religiously, consistently and with precision.

The wood work in the building of a house must be soaked in creosote or other chemicals to make

it termite proof or to make it impervious to the attack of insects, as these bore into the timber causing that timber to sag and sway and finally crumble. So is life. Its plan must be made impervious to the evils which attack it and carry human souls to the depths of destruction.

The plumbing or the pipes which carry the water into or through the household must be copper instead of iron, as iron will rust and finally wear away, while copper pipes will not rust and will wear for a life time. So is life. Be loyal to the great truths and ideals of humanity as these will last for an eternity and will not fade or rust away.

The foundation of the house must be firm and its masonry must be of stone or concrete or brick, the mortar of which must not be filled with sand or other substitutes but the adherence to the genuine compound. The same is true in life, as finally, there are no short cuts, there are no substitutes. Chaos and confusion may be avoided by using no substitutes for actual work, but pay like a thoroughbred the price for worthwhile achievement, by building on a firm foundation day by day, through constructive effort, a wholesome and deserving pattern of life.

Even the building of a successful cake calls for a plan, a pattern or a recipe with correct materials, blended accurately and step by step. Inaccurate measurements or incorrect procedures in mixing may produce a heavy or sad cake. Too prolonged beating of the eggs or over baking may produce a dry or unpalatable cake. The same qualities that make a cake a failure also, make life a failure. Being inaccurate or over conscientious in the pattern of living brings with it the penalties and sufferings involved.

In the building of a dress, which must have a pattern or plan, the homemaker or the manufacturer must not violate the principles of uniformity, balance, harmony, rhythm, serviceability and other important factors which make a garment serve its purpose well, so must each individual serve well his purpose in life, a life full of thrift and willingness and the ability to work, and to work courteously, intensely, sincerely, honestly, faithfully, because it is through work ultimately that real service is rendered. True happiness is achieved only through the fulfillment of a need a real service rendered. Some important questions each individual should ask himself are: Do I have a purpose in life, an honest sincere fruitful purpose and how well will I serve my purpose? Will I be a sinking ship, or a ship without a rudder or a guide, content to drift any way the wind may blow, or does my ship have a rudder or

an aim to carry me safely to my destination no matter how or when the wind may blow.

A plan needs to be studied and introspected or looked into carefully and evaluated painstakingly. So does each individual need to study and evaluate himself. Albert Edward Wiggam, in *Exploring Your Mind*, says, "Your success or failure, your ability to get along with others, your capacity to adjust your work in the office or factory, your popularity or unpopularity, and many other things that affect your life and happiness are wrapped up to a large extent in the answer you make to these two questions: Am I judging myself correctly? and am I passing fair and just judgments on other people?" This statement is highly significant as one's success depends on his ability to turn the mirror on himself. Looking at one's self through rose colored glasses or into a rose colored mirror may enhance the picture or present a beautiful picture but not a truthful picture. What one wants is an accurate view of himself in all of its truthfulness, a view that shows whether certain character traits are there, the fundamental qualities that either make or break a man. Dr. Robert S. Woodworth, in *Adjustment and Mastery*, says, "But science must seek the truth without bias. The scientist must be hard-headed and objective. Can a man be that way when he is studying himself?" The challenge of this statement should focus one's attention on his inability to study himself because of his selfishness, vanity or conceit or other qualities that bring about failure. Its significance may be summed up in the familiar quotation, "To thine ownself be true then thou can be false to no man. The degree to which one succeeds or fails is the degree to which he faces the truth, the truth about himself and the truths of wholesome living, and wholesome living calls for a plan or a pattern. Albert Edward Wiggam says, "People do not fail because of lack of intelligence. Fundamentally, they fail because they lack the traits of industry, willpower, perseverance and many invaluable traits of sound character." Five essentials for success are: *Mentality, physique, emotional control, will power, social intelligence.*

How then shall these essentials for success be woven into life's pattern these important essentials of, mentality, physique, emotional control, will power, and social intelligence? In consideration of mentality for success, mentality not only means innate endowment of brains or thinking faculties, but more important than mere mentality is the question of, how well one uses to the utmost his mental faculties. Man innately is a lazy animal, inclined to follow the path of least re-

sistance, to find the easiest way out, to cut the corners short. The only way to keep a mind active is to use it and to use it to its fullest capacity. Let your head serve for something other than just a mere hat-rack.

The second of these five essentials, physique, does not mean a giant or a football star or a heavyweight champion, but it means a sound healthy body; a will to be well, as the exercise of will power stimulates to activity every organ of the body. Such factors as air and exercise, adequate bathing and clothing, temperate habits, food to meet the nutritional needs of the body, good cheer and a wholesome attitude toward life, all make one robust and healthy. To be robust and healthy with habits of good posture means a good physique, and a good physique paralleled with good health contribute to success.

The third of these essentials for success, emotional control, is very necessary in life's pattern for wholesome living. Emerson, says, "There is no beautifier of complexion or form, or behavior, like the wish to scatter joy and not pain around us." "Remember to speak the good but leave the ill unsaid;" "The unkind word left unspoken will never be regretted." "Never give place for a moment of anger, worry or gloom or to thinking or speaking ill of others. Cultivate friendship. Be broad-minded and generous in your estimate of people whom you do not like, if there be any such. Don't wait for the stranger to shake hands; offer yours first. In conversation seek the best in others, and give the best you have in yourself."

The fourth of these essentials for success is will power, the main factor that distinguishes one man from another, the higher animal from the lower animal. "Two men of equal intelligence do the same sort of work. One of them likes it and succeeds, the other dislikes it and fails. What is the difference?" It is true that society is based largely on the existence of unlike individuals, however, the degree to which one succeeds is the degree to which he has the will power and the determination to either master the job or to adjust himself to it. Some years ago Stuart Sherman in addressing a large assembly of people, said to them, "If you don't like your job better than any job on earth, well why don't you, what is the matter with you?" The will power to succeed means the will power to see a job through.

The fifth and last of these essentials for success is social intelligence, that quality that seems innate in some individuals and must be cultivated in other individuals. Just as the farmer plants seed for growth, cultivation and harvesting and

digs up the weeds or roots of destruction and uselessness, so does the individual plant the seeds of kindness, courtesy and love toward all. He in turn, digs up the roots of selfishness, greed and other undesirable qualities. So, in the building of this pattern for wholesome living, here are some of the most vital seeds to be planted and cultivated to make one socially intelligent. Charity begins at home. So do good manners. Plant the seeds of good manners. That boy or girl who cannot be thoughtful of mother or father or other members of the household is not worthy of appropriate conduct in public. Respect for the rights of others begins in the home. A greeting with spirit and warmth, a courteous "thank you," an act of thoughtfulness of others, a pleasant disposition with wholesome attitudes and ideals and many other traits of good breeding need to be initiated through the home and through the school and practiced all of the way through life's journey. A good motto to follow is: "It is better to be beaten in right than to succeed in wrong. Have principles of right by which to live, and then live by them." "Do right, though the heavens may seem to fall."

Social intelligence at its best may be summed up in the following poem by Horation Bonar:

THOU MUST BE TRUE

Thou must be true thyself,

If thou the truth wouldst teach!

Thy soul must overflow, if thou

Another's soul wouldst reach;

It needs the overflow of heart

To give the lips full speech.

Think truly, and thy thoughts

Shall the world's famine feed;

Speak truly, and each word of thine

Shall be a fruitful seed;

Live truly, and thy life shall be

A great and noble creed.

The Reverend Victor Obenhaus, says that life may be divided into three main epochs: The receiving age including infancy and middle childhood when the child receives every thing from the parents, the child giving little or nothing in return. The child receives shelter, food, clothing and all of the material and human resources that may be heaped upon him by the parents. In the second epoch of life comes the period of adolescence and youth, when the child reaches that age where he wishes to be approved by the group; that social approval stage or better expressed, that, "How am I doing" age.

The third epoch of life is that period of energy expenditure, the time in every man's life when

he must give rather than receive, he must achieve, he must expend himself. The degree to which any man achieves, is the degree to which he expends himself. The challenge to all of us today is, "Expend yourself. Expend yourself by building a vital worthwhile pattern of life, a beautiful, serviceable pattern, attained only through wholesome living. The greatest gift of God is life. What are you going to do with your life? Will you cast your life as chaff before the wind, or will you use to the utmost this treasured life which the Almighty gave you to make the world a better place in which to live? Which will you do?

Will you build a worthy pattern in life or will it be a worthless pattern? Will your pattern in life be worthy to emulation? The challenge rests with you. What are you going to do about it? What sort of pattern for wholesome living will you build?

HOME

By Algee C. Outlaw

We, the Jeanes Teachers of Tennessee, dedicate this program to the homes of America. To all homes wherever they may be on mountain, plain or Sea, in this vast land of ours, the Americas.

An enduring social world can be built only when good men and women join together in an uplifting program for the good of humanity. A nation can become great only as individuals or groups of individuals and states cooperate in fashioning a democracy in which righteousness, integrity, education, personality, government, homes, conservation, industry, and cooperation find their highest expression.

The home and the Sabbath are the two oldest institutions established by God. When the home breaks down civilization suffers. "A nation never rises above the level of its homes." The neglect of discipline in the home leads, inevitably to disrespect for law elsewhere. Modern inventions and improvements have added to the conveniences and comforts of the home, but they have also robbed the home of much of its sanctity and privacy. The automobile, the movie, the radio are frequently competitors of wholesome home life. "It takes a heap o'living in a house t' make it a home."

HOME

It takes a heap o'living in a house to make it home,

A heap of sun an' shadder, an ye sometimes have
t' room

Afore ye really 'preciate the things ye lef' behind,

An' hunger fer 'em somehow, with 'em allus on yer mind.

It don't make any difference how rich ye get t' be

How much your chairs and tables cost, how great yer luxury:

It ain't home t' ye, though it be the palace of a king,

Until somehow yer soul is sort o'wrapped round everything

Home ain't a place that gold can buy or get up in a minute;

Afore its' home there's got t' be a heap o' living in it

Within the walls ther's got to be some babies born and then

Right there ye've got t' bring 'em up t' women wouldn't part

And gradjerly, as times goes on ye find ye good and men;

With anything they ever used—they've grown into your heart.

The old high chairs, the play things too, the little shoes they wore

Ye hoard; an if ye' could ye'd keep the thumb-marks on the door.

Ye've got to weep t' make it home, Ye've got t' sit an' sigh

An' watch beside a loved one's bed, an' know that Death is nigh;

An' in the stillness o' the night t' see Death's angel come

An' close the eyes o' her that smiled an' leave her sweet voice dumb

For these are scenes that grip the heart, and when yer tears are dried;

Ye find the home is dearer that it as an sanctified

An' tuggin at ye alays are the pleasant memories O' her that was an' is no more—ye can't escape from these.

Ye've got to sing and dance for years, ye've got to roam and play

An' learn t' love the things ye have by usin' em each and every day;

Even the roses round the porch must blossom year by year

Afore they 'come a part o' ye, suggestin' some-one dear

Who used t' love 'em long ago, and trained 'em just t' run

The way they do so's they would get the early

mornin' sun,

Ye've got to love each brick an' stone from cellar up t' dome;

It takes a heap o' livin in a house t' make it home.

EDGAR A. GUEST

Lord of Hosts, open our eyes that we may see that the forces that are with us are greater than they that are with the enemies of righteousness. Give us understanding hearts to discern the high goal thou hast set before us; grant unto us grace and wisdom to keep thy precepts and to follow their counsel in building a Nation. AMEN.

A series of rural conferences were held at Allen-White High School, Whiteville, during July with the following as consultants: Mr. W. E. Turner, Mr. Dudley S. Tanner, Mr. J. H. White, Mr. R. E. Clay and Mr. Will Hale, Jr.

COLLEGE ENROLLMENT

TENNESSEE NEGRO INSTITUTIONS, 1940-41 INSTITUTION

Institution	Enrollment	Graduates
A. and I. State College	1358	191
Lane College	636	49
Fisk University	477	79
LeMoyné College	444	55
Knoxville College	288	50

—THE CRISIS, AUGUST 1941

THE PAST, PRESENT, AND FUTURE ASPECTS OF THE

BETTER HOMES MOVEMENT IN TENNESSEE

By Mrs. L. Seet-Hampton

The Better Homes Movement was primarily developed to meet peace-time needs; for improving the economic status of farmers and the diet of farm families.

The necessity of preparing for the defense of this country has given new meaning and significance to the movement and the activities of the Jeanes Teachers throughout the Southland.

The momentum for Better Homes in Tennessee owes its development to the vision of President W. J. Hale, who has been the power behind the great dynamo, the A. and I. State College, which is not only electrifying the State of Tennessee, but the whole United States.

To the wisdom and tact of Daddy (Rosenwald) E. Clay, has been added that of Mesdames W. J. Hale and R. T. Burt, in providing diversified programs to meet the needs of the homemakers in the most remote sections of the state.

We are grateful to the sponsor and co-sponsors of the:

1. Live-at-Home and Food Supply program, viz: Governor Prentice Cooper, Mr. C. C. Flannery, Commissioner of Agriculture, and the South's leading newspaper, *The Commercial Appeal*.

2. The Home Demonstrators and the Jeanes Teachers.

3. Teachers, ministers, and homemakers.

Since nutrition is the rose of the National Defense Program, we are especially grateful and indebted for the unconscious influences and services rendered by the home economics teachers of the state and by Mrs. J. E. Elliott, who has served as dining room matron and dietitian of A. and I. State College for more than a score of years. We feel that they have made a definite contribution in helping to make physically fit our sons for the Selective Draft Service.

How well this movement shall manifest the qualities just set forth, depends upon how well the deeper life within is nourished.

The real problem is to build characters, not structures; to train pupils to know; to help women to do; to inspire Negroes to be.

We must cooperate and work with all agencies to bring about better conditions for health and sanitation. There is need for hot lunches in our elementary schools. There is need for NYA aid in the most remote sections of the state. Efforts should be made to help to establish and maintain defense workshops for young men. These are the tasks, traits and principles to which we humbly rededicate ourselves in a day like this. Thus the Better Homes movement has for its theme for 1941-42 "Building Homes for the National Defense."

The builders sentiment is expressed in this poem:

We are building for a better day,
Under guard of higher power.
He who guides our thoughts, while we work
and pray
Each day and every hour.
In a sense we are like soldiers too,
As we toil from sun til sun,
To make civilization for better or new,
For those who after us come.

Let us build these homes sturdy and strong
For those who shall pass this way
By courage, and faith, love and no wrong
For the sake of a better day.

PROGRAMS OF TENNESSEE SECTIONAL TEACHERS ASSOCIATION

EAST TENNESSEE ASSOCIATION OF TEACHERS

Twenty-ninth Annual Session, Chattanooga, October 23-25, 1941.

Central Theme—"Education, An Aid to National Defense."

Sessions held at Joseph E. Smith School and Howard High School.

Guest speakers include President John R. C. Cotten, Knoxville College, President W. J. Hale, A. and I. State College, Mr. W. E. Turner, State Director of Negro Education, Mr. James A. Atkins, U. S. Specialist in Adult Education, Prof. W. A. Robinson, Atlanta University, Dr. George N. Redd, Fisk University, Dr. C. H. Hamilton, LeMoyné College.

Officers of the Association are: President, J. L. Jenkins, Chattanooga; Vice-President, J. R. Sheeler, Athens; Recording Secretary, Mrs. Alma J. Gordon, Chattanooga; Executive Secretary, Monroe D. Senter, Knoxville; Treasurer, L. Rex Cansler, Knoxville; members of the Executive Committee, J. C. Chun, Soddy, Miss Fannie C. Clay, Knoxville, and C. M. James, Knoxville.

MIDDLE TENNESSEE COLORED TEACHERS ASSOCIATION

Nashville, October 23-25, 1941.

Central Theme—"Education for National Defense."

Sessions held at Pearl High School.

Guest speaker Bishop R. R. Wright, Jr., President Bishop of the A.M.E. Church for Kentucky and Tennessee.

Recreational feature: Tour of Educational centers.

Officers of the Association are: President, Mrs. H. J. Pannell; Vice-President, R. T. Butler; Secretary, Isaiah Suggs; Assistant Secretary, Mrs. B. S. Williams; Treasurer, Miss F. M. Banks.

WEST TENNESSEE EDUCATIONAL CONGRESS

Jackson, Tennessee, November 13-15, 1941.

Central Theme: The Unfinished Business of Education."

Sessions held at Lane College

Guest Speakers include: Dr. Sue Powell, Memphis; Mr. A. D. Holt, Nashville; Prof. W. C. McClannahan, Covington; Pres. W. J. Hale, Nashville; Mr. Bruce Overton, Nashville; Miss Shellie T. Northcutt, Washington; Mr. W. E. Turner, Nashville; Mrs. Carrie B. Pembrook, Jackson; Mr. Z. D. Adkins, Milan; Mr. Dudley Tanner, Nashville; Mr. W. H. Williamson, Nashville; Mr. R. E. Clay, Nashville.

Recreational Feature: Dance at the Tennessee National Guard Armory.

Officers of the Association: President, J. L. Seets; Vice-President, F. D. Fant; Second Vice-President, M. L. Morrison, Jr.; Recording Secretary, Floyd Campbell; Treasurer, Mrs. F. M. Dobbins; Executive Secretary, Joseph H. Stevens.

TENNESSEANS AT AMERICAN TEACHERS ASSOCIATION

The Tennessee Negro Education Association was represented at the 38th Annual Meeting of the American Teachers Association in session at West Virginia State College, Institute, West Virginia, July 29-August 1, 1941, by Miss Lucie Campbelle, Memphis, President of the Association; Mrs. L. Seets-Hampton, Ripley, Recording Secretary; Mr. Joe A. Thomas, Lawrenceburg, Chairman of the Executive Committee; and Dean G. W. Gore, Jr., Nashville, Executive Secretary. Other Tennesseans in attendance were: George Brooks, Covington; J. L. Jenkins, Chattanooga; Monroe D. Senter, Knoxville; Mrs. Phinetta Baker Bragg, Nashville; Dr. Charles S. Johnson, Nashville; Mrs. Charles S. Johnson, Nashville; Miss Mattie S. Smith, Memphis; Mrs. Joe A. Thomas, Lawrenceburg; W. A. Lynk, Memphis; J. L. Buckner, Memphis; Miss Edna House, Memphis; Miss Helen E. Price, Memphis; Miss Laura Harris, Memphis; Miss Sara Brown, Memphis; R. B. Bond, Brownsville; and Prof. D. K. Cherry, Knoxville.

Prof. D. K. Cherry of Knoxville College was elected as vice-president of the Fourth Regional to succeed Prof. Joe A. Thomas of Lawrenceburg.

FORWARD TO SCHOOL AGAIN

Public education is not only the hope, protection, flower, basis, child, father, linchpin, triumph, masterpiece crowning achievement and other oratorical terms of a democracy, but it is its main activity. There are more teachers in the United States than soldiers, including all the current selectees; 100,000 more school buildings than factories; more colleges than broadcasting stations; and more pupils than automobiles. Only in ex-

penditures does education lag behind other activities.

Estimates of the U. S. Office of Education for the school year of 1941-42 follow. A small drop in elementary pupils, approximately the same figure for secondary schools, and a very slight increase in college enrollments uncertain because of defense conditions is shown over 1940:

Approximate number of elementary pupils:

Public	18,482,000
Private	2,225,000
Total	20,707,000

Approximate number of high school pupils (4 years):

Public	6,834,000
Private	500,000
Total	7,334,000

Kindergarten enrollment:

Public	625,000
Private	40,000
Total	665,000

Elementary school teachers:

Public	625,000
Private	75,000
Total	700,000

High school teachers:

Public	315,000
Private	35,000
Total	350,000

Enrollment of all institutions of higher education

Public night schools	1,450,000
Public night schools	1,400,000
Part-time and continuation schools	450,000

(First printing. Total copies 10,000)

EDUCATION for the COMMON DEFENSE

What Does America Have To Defend?

A spiritual heritage, the most precious gift from our forefathers.

A people's government, conceived by heroic men determined to be free.

A great people, over 132 million souls of many races and creeds.

A vast wealth, found in our natural resources from sea to sea.

A hopeful future, to leave to our children and to generations unborn.

What Is Education for the Common Defense?

It is individual, helping each person make the most of his talents.

It is universal, seeking to educate all the chil-

dren and all the people.

It is practical, helping prepare people to earn a good living.

It is civic, preparing individuals to be wise and loyal citizens.

It is spiritual, recognizing the eternal dignity of human personality.

Tennessee Education Association
601-603 Cotton States Building
Nashville, Tennessee

Dean Geo. W. Gore, Jr.
A. and I. State Normal School
Nashville, Tennessee.

Dear Dean Gore:

At its meeting on July 14 the Administrative Council of the Tennessee Education Association decided to offer a year's subscription to THE TENNESSEE TEACHER to all colored teachers of the state at a special rate of 50 cents. As you may know, our regular subscription rate is \$1.00 per year.

Will you please give this action of the Council as wide publicity as possible among Negro teachers of the state? We would like to have all subscriptions in our hands by September 15, so that our Negro subscribers will receive the first issue of the magazine during the coming school year. With best wishes and kindest regards, I am

Sincerely yours,

A. D. Holt
Secretary-Treasurer.

Educatograms

RUTHERFORD COUNTY ACTIVITIES

Monday, July 21, and September 1, 1941, were the first days of school for Rutherford County children. Eager footsteps turned toward schoolrooms all over the entire country. Many of these children entered new schools and schoolrooms to begin their first year's experience under the guidance of a personality unknown to them. The great question is, how can we as teachers welcome and interest this group of individuals who have come to us?

A stimulating school environment and an effective teacher personality are a valuable means of integrating a child into a new situation. However, the responsibility of the teacher towards each individual is larger than that. With the mod-

ern curriculum based on the needs and interests of the children in a specific group, the teachers need definite information about them early in the beginning of school.

Social responses can be best determined through observation of the child in a group. Determination of the varied interests of each child, early in the school year, is one of the most difficult and most necessary responsibilities of the teacher who desires to use "interest" as a basis of true learning.

For these and other reasons, the teachers of Rutherford County have continued their "In-Service Teacher Training" group meetings for this school year. The dates for organization and planning of the year's work were July 25, August 1, 8, and 15. An outline of work will be given in the December issue of The Broadcaster.

New buildings have been completed in the following communities: Locke, Cemetery, Little Hope and Shiloh. Dedication exercises for the later will be held Friday, September 26, 1:00 o'clock Central Standard time, with Messrs. Tanner and Clay, State Department representatives. Music will be furnished by the Smyrna School Chorus.

The County P.T.A. Council will conduct its first meeting of the year, Saturday, September 20, 10:00 a.m., Holloway High School. Slogan, "Every parent a member of a Parent Teacher Association." General Theme: "Improvement of Physical and Mental Health of all School Children." Miss Picola E. Smith, Jeanes Supervisor.

LAUDERDALE COUNTY

Two big problems are challenging us for a solution this term, they are:

1. How to interest the public in our schools.
2. The causes and remedials for pupil failures.

We adopted as our "Pep Poem," "If you can't go over or under, go round."

Excerpt:

If you come to a place that you can't get through,

Or over, or under, the thing to do,

Is to find a way round the impassable all,
Not say, you'll go your way or not at all,
You can always set your sails to the place you're going,

If you'll set your sails as the wind is blowing,

If the mountains are high, go round the valley,

If the streets are blocked, go up some alley,

If the parlor car's filled,

Don't scorn a freight,
If the front door is closed,
Go in the side gate.

To reach your goal, this advice is sound,
If you can't go over, or under, go round.

We have chosen as our "Center of Interest," CONSERVATION. A proposed code of ethics with a self-realization test has been accepted for an experimentation.

We are 68 strong and have voted 100% for affiliation and cooperation with the Regional, District, State and American Teacher's Associations.

Canning, mattress making, playground equipment with supervised play have been our dominant interest for the summer term.

Johnson-Annex under the efficient principalship of Prof. W. S. Taylor, has first place in the canning project with a record of 2500 cans for hot lunches.

Johnson school, a two-teacher school under the principalship of Prof. Joseph H. Taylor, has first place in playground equipment. Mt. Pleasant school, a two-teacher school, with Mrs. Florence A. Nelson, as principal, has added a new classroom and lunchroom.

Palmer-Turner P.T.A. is operating two school buses.

Our county-wide activities for the year are:

1. Fair—October 17-18, Lauderdale County Training School.
2. Jeanes Day, November 11th, Lauderdale County Training School.
3. Regional Teachers' Meeting, January 1942.
4. Farmers' Conference, March.
5. County Spelling Contest, March.
6. 8th Grade Graduation Day, April.
7. Soft Ball Tournament, September 6th, Durhamville School.

Cotton is King and reigns supreme in our county; hence we have six to eight weeks for the Harvest Break, during which time we are to take an educational trip and conduct a two-day workshop for teachers only.

L. Seet-Hampton, Jeanes Teacher
Albert Lockard, President,
Lauderdale County Teachers' Assoc.

MADISON COUNTY

"THE WORKSHOP"

A most successful "Workshop" was carried on at Lane College for two days, under the super-

vision of Mrs. F. A. Dobbins, County Supervisor and Jeanes Worker.

The instructional problem was launched when the teachers of the County and surrounding territory were given new methods of teaching with actual demonstrations. The keynote of which the experienced and the un-experienced were shown how subjects could be correlated and grades combined.

The 1940-41 session of Madison County rural schools was very successful; every school enjoyed the Hot Lunch Project. Eleven schools got the State rating. Already there are signs that the 1941-42 term will be the banner term; starting with 90 teachers, the Supervisor is busy assisting and suggesting plans that will aid each teacher.

The group meetings are very interesting with teachers contributing ideas, plans, devices, etc., that are used to create a greater love for a school, home, community, and the nation. National Defense is on the lips of every teacher, child, and patron.

The "Workshop" enjoyed the remarks of Mr. Turner, Mr. Clay, and Mr. Hale. All in all the first "Workshop" of Madison County was a success.

DAVIDSON COUNTY

Davidson County has adopted as its slogan for 1941-42 two mottoes: "May each year be happier than the last." —Charles Dickens, and "The secret of happiness is not in doing what one likes, but in liking what one has to do."—Barrie.

Among the projects being considered are:

1. To promote the same school activities in a new and interesting way.
2. To have friends by being a friend.
3. To consider the community's welfare as a personal responsibility.
4. To make Field Day a real time of spiritual unification of the county.
5. To increase the dissemination of health facts thereby increasing the number of health awards.
6. To never let a Special Day pass without some short program to call attention to it.
7. To continue to secure libraries for pupils and to seek library facilities for teachers.
8. To make teachers' meetings more of a professional work-shop.
9. To boost the P.T.A.

10. To study more in detail recreational activities suitable for presentation to pupils in their free time.

11. To eliminate pupil failures in the first grade by really teaching reading.

12. To conserve the school time by having no wasted moments on unnecessary details or long drawn-out details.

13. To teach the seventh grade girls the various stitches, etc., used in sewing.

14. To encourage each boy to make something in a list of articles presented each month.

15. To have 8th grade girls make apron-slip-dress by April.

16. To begin all projects early enough to prevent rush at end of year.

Mrs. G. Cash-Frierson,
Jeanes Supervisor
Davidson County

The National Negro Business League held its annual session at LeMoyne College, Memphis, August 27-29. The central theme was "Education and Negro Business."

The Disciples of Christ held their twenty-fifth annual national convention in a great Silver Jubilee Celebration, August 19-25, at A. and I. State College.

Fisk University has announced a special school for ministers to be conducted each Thursday during 1941-42. The following courses will be offered: The Ministers' Present Day Use of the Bible; Modern Day Problems in Religion; Administration of the Local Church; and the Church and the Community.

Miss Lucie Campbell, President of the T.N.E. A., directed the chorus of 500 voices at the annual meeting of the National Baptist Convention, Cleveland, Ohio, September 9 to 14.

WILLIAMSON COUNTY SCHOOLS

The rockbeds of success are "Cooperation." Through the strenuous efforts of our patrons, teachers, leaders and powerful officials things have come to us like a colorful sunset, or a golden

night sky, and these are what make life so full of richness and happiness.

Nathaniel Hawthorne said, "Happiness in this world comes incidentally, and not by knowing, but by doing."

The time is past in the county of Williamson, when you hear people say, "We do not know each other."

The Jeanes worker, and other co-workers are sponsoring thruout entire Williamson County in the various schools and churches programs such as:

"Get Acquainted Socials," "Festivals," "Community Picnics" and "Stunt Programs," "Tea's" and "Fashion Revue's," "Musicals and Band Concerts," "Panel Discussions," "Professional Group Meetings," "P.T.A. Councils," "Luncheons," "Banquets" and "County Wide Activity Programs."

In several of the schools this term, new kitchens are being built, and W.P.A. cooks are being employed, so that each day at the noon hour, every school child will be blessed by having served to them a well balanced hot meal.

—Mrs. Eva Myers Lee
Jeanes Supervisor
Williamson County

SUMNER COUNTY

The Sumner County Teachers Association met Wednesday, August 22, 1941, and considered plans to install an Elementary Circulating Library for the county. The patrons, teachers and students were elated on the annexation and renovation of the Sumner County High School.

A calander of work for the year was outlined.

—Mrs. Evelyn P. Hall,
Jeanes Supervisor

Don't Fail
to
Attend Your Sectional
Teachers' Association
Meeting

State Board of Education

Governor Prentice Cooper, Member Ex-Officio

Commissioner B. O. Duggan, Chairman

Supt. Ernest C. Ball, Memphis

Judge W. R. Landrum, Trenton

Dr. C. Y. Clarke, Mt. Pleasant

Mrs. William Riley Stone, Bristol

Mr. Lawrence Taylor, Jackson

Dr. S. C. Garrison, Nashville

Mrs. Ferdinand Powell, Johnson City

Mr. Edward Maupin, Shelbyville

Mr. S. Bartow Strang, Chattanooga

Miss Maude Holman, Executive Secretary, Nashville.

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Division of High Schools

R. R. Vance, Supervisor

Division of Jackson Law Library

Miss Lucille Myers, Librarian

Division of Rural School Libraries

Miss Martha Parks, Supervisor

Division of Schoolhouse Planning and Transportation

H. C. Headen, Director

W. B. Shoulders, Supervisor of Transportation

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G. E. Freeman, Director of Vocational Education and State Supervisor of Vocational Agriculture

Miss Margaret Browder, Supervisor, Home Economics

W. A. Seeley, Supervisor, Trade and Industrial Education

A. D. Albright, Supv., Distributive Education.

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~~and Administrators~~

REGISTRATION DATES, 1941-42

FALL QUARTER MONDAY, SEPTEMBER 22, 1941
WINTER QUARTER SATURDAY, DECEMBER 20, 1941
SPRING QUARTER THURSDAY, MARCH 19, 1942

FOR INFORMATION AND CATALOGUE WRITE—

W. J. HALE, *President*