

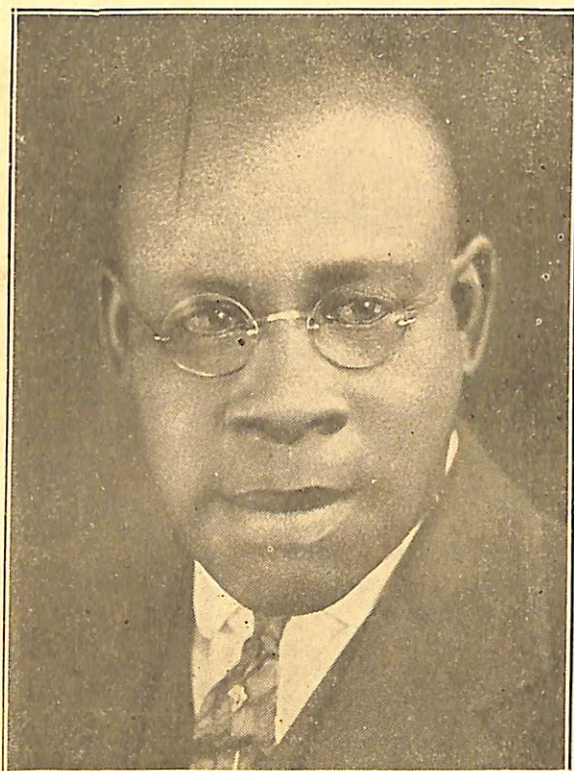
The Broadcaster

Official Journal of the Tennessee State Association of Teachers in Colored Schools

Vol. VI

Nashville, Tennessee, October, 1933

No. 1



PROF. R. H. NEVILLE

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THE BROADCASTER

Published in October, January, March, May.

Official Journal of the Tennessee State Association of Teachers in Colored Schools

Dedicated to the advancement of education and interracial goodwill.

EDITORIAL AND BUSINESS OFFICE

A. & I. State College Nashville, Tennessee G. W. Gore, Jr., Editor

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Tennessee State Association Of Teachers In Colored Schools

FINANCIAL REPORT FOR 1932-33

APRIL 15, 1933

RECEIPTS

Balance on Hand (March 28, 1932)	\$278.04
Advertisements in Broadcaster	12.00
Memberships (8) received prior to 1933 Session	40.50
Memberships (605) received at 1933 Session	302.50
	\$633.40

ACCOUNTS RECEIVABLE

Henry County—24 Memberships in Warrants—on deposit with Mr. P. L. Harned	\$ 12.00
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ACCOUNTS PAYABLE

National Baptist Publishing Board for Broadcasters for May 1932, October 1932, January 1933, March 1933	\$244.90
One Half expenses of Dr. Ambrose Caliver	35.00
Hemphill Press for one half of 1500 programs	25.00
P. O. Department for Mailing Broadcaster	15.00
Incidentals, cards	2.50
Clerical Service	5.00
Prizes for Declamatory Contest	5.00
Prizes for Declamatory Contest	8.50
Stamps and Stamped Envelopes	8.50
	\$344.40
BALANCE ON HAND	\$289.00

GEORGE W. GORE, JR., Executive Secretary.

THE HIGH SCHOOL DRAMA

By Miss Rosa Robinson, Instructor in English, Booker T. Washington High School, Memphis

The School Drama is sometimes taken to mean those school plays which are upon school life. This definition is surely too narrow. The School Drama is that dramatic activity which has a definite education aim; it includes both the writing and acting of plays. School Drama should contain edifying matter. There are seven conditions to be satisfied in a school play. They are movement, spontaneity, sociability, friendly emulation, distinct rules, good example, and relaxation of mind—1. Very seldom does the high school drama conform to all seven of these conditions. The school drama also aids in developing talent, initiative, and self-confidence.

There is evidence that modern educators are beginning to realize, as their predecessors did centuries ago, that representation by acting is perhaps the surest way to fix words or actions or moral examples in the memory. The word "drama," a derivative from Greek, really means action. The Greeks fully recognized the value of the drama—aesthetic, religious and educational. Both the play impulse and the expressive side of modern education indicate that more pedagogic value may be found in school dramatics than the average teacher discovers in them. Bernard Shaw says that the success of the theater is due to the arousal of interest, the captivating of attention, the raising of the sympathies, and the annihilation of selfishness; these surely are worthy aims, which the use of drama in our high schools may help to accomplish—1.

The school drama has passed through three states of development, which may be identified as follows:

- I. The Period of Independent Growth
- II. The Period of Competition and Defeat
- III. The Period of Dependence and Imitation—2

The twentieth century has witnessed the rapid development of what is known as the Little Theater Movement, and this movement has stimulated the professional stage both in America and England, so its influence has been felt in the American schools in the raising of dramatic standards, and in the edu-

cation of audiences satisfied to see a play by amateurs for the play's merits, even though the productions lacks professional finish.

A careful consideration of the best dramatic work now being done in many schools leads to the conclusion that here and there certain schools are no longer either dependent upon the professional drama or imitative of it, and leads to the suggestion that the fourth, or future, period of the school drama will find the schools themselves as a part of the Little Theater Movement supplementing the professional stage by the production of suitable plays not available in the regular theater. Such a destiny is not foreign either to the traditions of school drama, or to the educational purpose and function of schools.

In the course of time plays have been forbidden at many schools on the ground that they have interfered with the so-called proper work of the school. Modern audiences and modern conditions in the theaters make it impossible that the schools can, or should, ever return to the plays of the Chapel Royal and the Blackfriars. Where school drama has been felt superfluous and has failed of official support, it will be found that the pupils have continued to give contemporary adult plays, designed for adults, dealing with adult problems and situations—3.

Wherever modern school drama has been unsuccessful it will be found that the once educational purpose of school plays has been overlooked. In such schools, which are still in the third, or imitative period, a play is now chosen solely for its entertainment qualities, and is hastily or slovenly produced at times of general hilarity before indulgent audiences of parents and friends. Often, especially in America, it is the rule, with rare exceptions, to fill in a gap in a mid-winter or commencement program with a play, and almost any play seems suitable. Hours of rehearsal are wasted in the memorizing of lines from *Battling Butler*, *Seven Keys to Baldpate*, *The Man from Home*, *Mary Goes First*, and similarly unsuitable plays. In both America and England, where the educational utility of a play is a factor in its selection, the modern drama justifies its existence as it could not otherwise do. But wherever any old thing will do, provid-

ing it be called a play, the result is inevitably, to quote Dean Colet's phrase, "but folysshe babelyng and losse of tyme."—1.

If the schools of today are to profit by the history of their own drama, they will present plays written for them, often by the schools themselves, and other plays of such a nature as to be beyond the scope of the ordinary theater. Such a program must not be interpreted as a suggestion that the schools limit themselves to what are in some quarters scornfully called classics. There is perhaps already too much unintelligent murdering of Shakespeare and Sheridan in particular, and too universal a falling back upon stodgy antiquities in the name of art and education. "I have heard that there are school masters who think Shakespeare the only permissible author for the school stage; I have seen fourteen year old Henry Fifths and although I have avoided nine year old Lears, I was once asked to cast a particularly blushing youth of fifteen as Caliban. Such performances are anything but educational, they are anarchaic, and the only interest for the audience lies in seeing just how long the younger Jones boy can keep going without prompting, or in wondering whether you are the only person noticing that Brown's tights are beginning to split."—1

Regarding the selection of plays for high school students, some very interesting information was obtained by the Drama League Survey. In the review of the High School Survey Committee Mr. R. C. Hunter of Ohio Wesleyan University made the following report: In the high schools that were surveyed each correspondent was asked to list by years over a period of six years the titles of all plays produced within that time. It was hoped thus to determine not only the quality of the plays produced but also whether any general improvement during the six years was evident. The results were most illuminating if somewhat discouraging. For the purpose of analysis the schools reporting were divided into five groups according to enrollment. Then the titles submitted were divided into five classifications, as follows: (1) plays by obscure or unknown authors; (2) Broadway successes, etc.; (3) standard modern plays; (4) classics; and (5) adaptations. It was found that 86 per cent of all plays produced belonged to the first two classes; that is to say, only 14 per cent of the

dramatic offering of the schools had recognized standing as literature. It was further observed that out of every ten plays produced six were by "obscure or unknown authors," whose writing was largely hack work in turning out cheap material for entertainment masquerading as plays, in order to supply a known demand but bearing no relation either to the educational process or to an intelligent understanding of the theater and the drama. While these plays were used by all groups they were most often produced by the very small schools in which eight out of every ten plays were of this type. Only in the largest schools (those enrolling more than a thousand students) were classics and standard modern plays used with any considerable frequency, about a third of the plays which they produced being drawn from these classifications. Out of a total of 2,200 titles submitted, only about 460 were one-act plays although a few stated that they had produced one-act plays but failed to specify titles. These were confined almost entirely to the larger schools. A special study of Shakespearean productions showed a total of 45 performances of which 30 were given in the largest schools.

There are three major causes for the relatively low general standard in the choice of plays.—1

In the first place, there is felt to be a lamentable dearth of comprehensive and reliable bibliographies of plays. The catalogs of publishing houses are often very detailed in setting forth the story of the play, its professional record, and its great virtues as a play for amateur use. But concerning its objectionable features and its limitations for certain groups they are usually silent. It is no criticism of the publishers, whose business it is to sell plays, to record this lack of discrimination in their descriptions. But in the interest of economy and of a higher general standard in play selection it is quite important that some interested organization shall go to the trouble and expense of preparing such a bibliography. In addition to the data ordinarily furnished by the commercial catalog, it should supply the following information regarding the plays listed: number of changes of set required; staging difficulties and the possibility of their being eliminated; cost or difficulty of costuming, if a costume play whether or not the

proper costuming would be difficult or expensive; lighting difficulties, especially effects requiring dimmers; kind of play, whether a "star" play or one in which many would have good acting opportunities; the presence of parts requiring special or unusual ability; literary value; and the presence of objectionable features, their nature, and the possibility of elimination of objectionable features.

In the second place the desire of the producing group or of the school officials to use the play as a means of making money for some worthy but quite ulterior purpose results in the selection of inferior plays. The choice is usually made and the play produces with a view of raising money for some external purpose as a class memorial, books for library, stage scenery, free lunches for students who are unable to buy lunches, beautifying campus, etc. Such a choice lowers the standards in the selection and production of school plays.

The situation is not surprising and is quite analagous to that which obtains in the professional theater, on the average, where musical comedy, the revue, and the lighter and less substantial farce and farce-comedy play to much greater patronage than does the play of more serious import and of greater literary and artistic significance.

Of course the remedy for such a condition is obvious, though very difficult to realize. Only as educators are able to take the play production enterprise seriously and to realize the damage which may result in the prostitution of an art form for commercial ends, will the dramatic director be relieved of the necessity of filling the empty coffers of the athletic association or of paying for the banquet which the juniors must give to the seniors. So great have been the recent advances in the philosophy of education and so distinctive and far-reaching have been the contributions, cultural and artistic within the past few years of the non-professional theater, that convergence of these influences is bound in the near future to bring about a decided change.—1

A third problem and a very troublesome one is that of royalty. While a \$25.00 royalty for a play doubtless prevents many from using it because of the commercial motive, there can be little doubt that there are many schools which would pay royalty if only they could be assured that they would come out

even financially. Any general increase in the smaller schools must wait upon some adjustment of present royalty quotations as applied to these groups.

Two urgent needs are found in the problem of production; (1) for more and better trained teachers; and (2) for a development of the material aids to effective production.

While the director of the dramatics is usually a member of the faculty, in a large number of cases he or she has had no real preparation for producing plays effectively. In the larger school, the direction usually falls to a member of the English or Public Speaking department who in most cases has had some special training. In the smaller schools, however, the superintendent or principal, or any teacher whose schedule permits and who is not afraid of work, is often called upon to direct the play. Although frequently in the large school and occasionally in the small school there is an abundance of effective, purposeful, and artistic work being done, but there is no escape from the conclusion that the great and fundamental need of the high school drama today is the trained director, who is not only technically equipped for the effective production of plays but who has, in addition, a cultural background of understanding of the drama and the theater and some positive and constructive ideal of their proper relationship to the processes of education.

Of only slightly less importance is the great need for a development of the material aids to production. Small, poorly equipped stages and auditoriums entirely unsuited to dramatic production serve to hamper the director at every turn and usury his creative energies in the over-coming of limitations which might otherwise have been devoted to the production. Many schools use stages and auditoriums which, at best, can be classed as "fair" and others "poor." Other schools use auditoriums not their own, many of which are poorly equipped.

Another important phase of high school drama is the relation of dramatics to the curriculum. Mr. Hunter in his review of the report of the High School Survey said that in most schools the dramatic work is either wholly or chiefly outside the regular program of studies. Only in the largest schools are there any considerable number of credit courses, devoted chiefly to dramatic work, and in the schools of all sizes there seems

to be some disposition to give at least partial credit to dramatics.

There is a widespread feeling that dramatics should receive regular school credit when it can be definitely organized within the school curriculum, either independently or as a part of other courses. Those who oppose the granting of credit fear that incorporation into classes will tend to constrict the dramatic activity and rob it of much of its spontaneity and joy.

Apropos of this criticism, the credit arrangement worked out by Mr. Robert Wunsch in the Asheville, N. C. High School, presents an interesting solution. Dramatics is one of a number of subjects on a so-called "free" list from which three units are required for graduation. Regular class and shop work are offered but the student is left to decide just what and how much he desires to do. The instructor does not hold him to formal class routine but judges his accomplishment and awards the amount and quality of credit accordingly. The important thing, of course is that the student is relieved of as much formal work as is possible and given every opportunity to do, under competent supervision, whatever creative work he is impelled to undertake. While this plan may not work under all conditions, it is an interesting example of how one school has found it possible to give credit without sacrificing the freedom necessary to artistic creation.—1

As the importance of this work is more generally recognized, the more secure will be its academic position. With its increasing respectability will come a new interest on the part of educators and a more accurate determination of its credit status.

The college must aid in the building of better drama in the high schools. It should continue to train directors. It should give them not alone a technical training in production, but also a sound basic appreciation of the relationship of the drama and the theater at their best to the enlargement and enrichment of life, to that developing sympathy and understanding which is the basis of true culture. The college can render no more signal service to the cause of good drama in the high schools than to train such leaders.

Perhaps the next most valuable service which the college can render is to assist in the selection of worthy plays. This may be

done through the type of discriminate bibliography which has already been mentioned, through direct advice in response to individual inquiries, and particularly through the establishment of loan libraries of good plays which may be sent out for free examination.

In the third place, the college may do much to improve the standard of production in the high schools. The touring of worthy college troupes to small towns sets a direct example and fosters a spirit of emulation. Some state colleges in particular already play an important part in sending out representative players and plays to small communities and those plays are beneficial to the audience both for enjoyment and food for the intellect. Often college directors may send out to nearby communities experienced student assistants to advise with the local director or to take actual charge of productions. The rental of costumes, draperies, settings, and lighting equipment is often a great assistance to struggling school groups. Simple manuals on productions are proving very valuable to many untrained directors. And, finally, the play production contest, in which schools may have the opportunity to compare productions and thus learn from each other may, if properly organized and conducted, prove, too, of great value.

Though it must be admitted that at the present time much of the dramatic work in our high schools is lacking in artistic purpose and fails to respond to the cultural ends of education, it is nevertheless true that in many cases exceptionally fine work is being done. To increase the amount of such work and thus to bring the high school drama into closer harmony with the general educational program, the college must adopt and maintain high standards in its own dramatic work and must furnish the means, both human and material, for the maintenance of similar standards in our high schools.

In conclusion it may be said that although there are many arguments against high school drama, the arguments in favor of it outweigh by far the arguments against it and by persistent effort on the part of those interested in high school drama it will obtain its rightful place in the school.

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"The Tennessee Congress Of Parents And Teachers, Inc."

By Mrs. Thurman Smith

It has been said, The welfare of this world and decent happiness among all people everywhere are the paramount problems today—and this problem is not going to be marked out through the jingling of money standards or through wars, hatred or selfish living but this great problem before us must be solved through thinkers. I would like to see Rodin's great creation "The Thinker" set up in every city in every land to keep ever before that this business of thinking is the salvation of us all." It is also a privilege to her to present your Parent Teacher work. The subject assigned is What benefits to the local group is derived by affiliation with State and National Congress of Parents and Teachers."

This organization which covers such a vast scope of activity and thought is now functioning in 49 state branches including District of Columbia and Hawaii. It is outstanding in child welfare work and with this one subject as a common band between us, we hope it will not only draw us closer to our fellowman but place us on a higher plane of living.

It has been said, There is one thing upon which the whole world can agree and that is the worth of our child. We are proud of the fact that America is committed to that ideal that every child shall have a fair chance in life regardless of race, creed or language.

For the benefit of those who are familiar with Parent-Teacher work may we discuss briefly some of the phases of this great organization before taking up the subject as-

signed. In 1897 there was a period, we are told, of depressions somewhat similar to this we have been experiencing for the past few years. The crime wave was sweeping our nation. At the same time lived Mrs. Theodore Birney, a great heroine, though she was small of stature, frail in body and at that time financially embarrassed. She was a great lover of her fellowman especially the youth of the land. When she knew the crime wave was sweeping the nation and the cry was for money to build jails, reformatories and places of confinement for the offenders of the law, she was greatly troubled. She pondered long on the question and at last decided to lend a helping hand. She decided it would be far better to prevent crime by educating the youth with these funds and help to make clean, law abiding men and women for future citizenship rather than to spend money to protect the offenders of the law. To reach the child she realized she would have to go into the homes and first reach the mothers. So she called a small group of mothers for her meeting. She had the vision and with her enthusiasm she was able to pass it on to these others and the work has grown with the years. So February seventeenth, eighteen hundred ninety-seven the birthday of this great movement known as National Congress of Mothers saw itself as the forerunner of the National Congress of Parents and Teachers. In one of the addresses to her group she said, "To cure is the voice of the past, to prevent the divine whisper of today, oh Mothers may this whisper grow louder and louder until it becomes the shout of this nation at the close of this century. May we always put the child first, making all else secondary, then we will have a new creation and experience a new day. Then she said, "I want the world for an organization and its membership the population of the earth." If this dear little pioneer worker who blazed the trail for us to follow could have lifted the curtain of time how gratified she would have been to have seen how nearly her dream had come true. In 1924 the name was changed from National Congress of Mothers to National Congress of Parents and Teachers. No greater movement has been fostered in the field of education during the past 36 years as has this great movement, it has held steadfast to its high ideals and become one of the most effective agencies for the pro-

motion of all child activities. There are one and a half million splendid men and women banded together in membership to work and serve the child.

The National Congress program carried out through the national, state and local groups may be briefly stated, the object is to promote child welfare in home, school, church and community—to raise the home standard. This last mentioned is a very important step and one much needed. There has been a drifting away from home responsibilities for the past few years. Mothers have been heard to say, "I simply can't do one thing with Mary or Johnny, they are terrible,—oh, well—they will soon start to school and the teacher can straighten them out." Not realizing the most important time of a child's life in character building is from birth until school age. Then when they are in school 81 per cent of the child's time is out of the school room. So much depends on mothers—for more adequate laws for the protection of women and children. For a better understanding between parents and teachers that they may co-operate more intelligently in the training of the child. The purpose is to give every child splendid health, that is a sound body, alert mind, and strong character, helping to make American citizens capable of perpetuating the best that has been developed in our national life.

We find seven objectives of education: Health and Safety, worthy home membership, master of tools and technics of learning citizenship and world good will, vocational and economic affectiveness, wise use of leisure time and ethical character have been a part of the Congress platform since 1927. Each year the National convention's theme brings the challenge of the present need of the state and her branches for the major emphasis of the year. For instance 1931 emphasis was placed on the children's character as formulated by the White house conference in which we find 19 principles to be used as self-imposed commandments—

President Hoover said these were for every child, regardless of race, color or situation wherever they live under the American flag. The theme for this year at Seattle in May, will be "A Child's Opportunity in his own Community." This theme grew out of the recent call in Washington for a national conference on the crisis in education. There were great leaders in the business, indus-

trial and agricultural world there conferring with educators and Parent-Teachers. They sought to maintain the essentials in education for children. The National Congress of Parents and Teachers always has student loans, scholarships and other forms of student aid in its program.

The summer round up is a major health project—in 1931 76,027 preschool children were examined and more than 35,000 defects were corrected before entering school.

We find that congress publications are the working tools of this organization. Success in parent-teacher work depends upon knowledge and understanding. Through these fundamental ideals of the organization are kept ever before its workers. Each local unit receives its portions of free literature, such as hand books, project program making, etc. Tennessee Parent Teacher is the state magazine and Child Welfare the National.

Now hoping each of you have a clear understanding of this great work we will return to our subject. What benefits to the local are derived from affiliation with state and national Congress of Parents and Teachers. Why belong to the State and National is a question often heard. (Then use this printed material I am enclosing for the remainder of talk.)

WHY BELONG TO THE STATE AND NATIONAL?

It comes from members seeking information and sometimes from those in membership when they are failing to keep step with parent-teacher progress. There are many answers to this question: "no local association is a Parent Teacher organization without being affiliated with State and National. We are simply improvement clubs, mothers' clubs, or community clubs, instead" but in the main we belong for courage, safety, ease, quick results, and economy.

Courage—It is inspiring to have even a small share in a great national movement which is playing an important part in modern education. No local association can come into its own until it has experienced the exhilaration which comes from joining with more than twenty thousand other similar associations in the child welfare drama of the twentieth century. ¶ There is courage in the thought that if we unite with a million and a half other parents and teachers in wanting and in working for good things for the

children of our homes, our communities, our state, and our nation, we are likely to get them. Without courage we can do little to set in motion a great wave of right thinking about children and their education. When great legions pledge themselves to a nation-wide campaign, there is no thought of going on alone, but always with others of stout heart and clear brain.

Safety—The mortality curve on the local parent-teacher chart indicates that going alone—either in or out of Congress membership—is unsafe. Several years ago eight associations were started in a large and prosperous town. The six which decided they would try it alone have faded away. The two Congress units are alive and progressing. ¶ Safety from provincialism of thought and action is assured when contacts with broad state and national ideals are kept clearly in the foreground. And be it remembered that provincialism is not confined to the smaller towns. It is rampant everywhere. The association, for instance, which cares little about the health of children outside of its own community, needs to get into the Summer Round Up to appreciate the good which will come to its own children—as well as to others—when all over the country people are working for boys and girls who shall be 100 percent perfect when they enter school.

Ease—The old pioneer Congress days are over—the days when the path was being made. Now the blazed trail has developed into a road with sign posts and arrows, and for the open highway we thank three generations of consecrated, loyal leaders and followers. At present a local group may easily learn the best methods of forming and carrying on an association, and receive direction in studying and meeting its problems. Through state and national chairmen and its cooperating organizations the Congress taps all the most important child welfare sources in the country. Even the humblest individual member may receive help through this carefully planned organization.

Quick Results—Experience is a slow teacher. In these rapid transit times no one can afford to disregard the experience of others if he wishes to get quick results. He will use the organization and the information already at hand and waste no time "muddling through." The Congress not only introduces its members to the best roads, but starts

them moving in the direction to which the sign board points.

Economy—Can it be worth from ten to twenty-five cents, a year, per number, to help in forming a nation-wide combine to protect and educate children? Almost every family spends from ten to twenty-five cents a day for that which is either harmful or useless. Movies, candy, tobacco, cosmetics, fur coats, and automobiles will stand at the top of the budget, and child welfare at the bottom, until we can get some clear thinking about real economy, and until we can sense the needs of the future as vividly as our present desire for luxury and amusement. ¶ Until very recently the United States was the only country to have a great national organization of parents and teachers. And in no country is the average citizen showing so much progress in studying and meeting the needs of children as in the United States. Isn't it worthwhile to support an organization which has stimulated much of this interest, both here and abroad? ¶ The parent-teacher association which is not a part of the National Congress of Parents and Teachers is like a man in the dark without a lantern. He knows where he is, but nobody else does. And he can't see ahead.—Martha S. Mason. From Child Welfare, the National Parent-Teacher Magazine, June, 1930.

Administrative Objectives In Secondary Education

By Prof. T. R. Davis, principal of Austin High School, Knoxville

(Editor's Note: The objectives listed below were especially commended by Supt. Clark of the Knoxville Public Schools and copies sent to all principals in his system. They are reproduced here for the benefit of teachers and principals throughout the state.)

Notice: The objectives indicated below have been selected for special emphasis during the year. This does not imply that the other objectives of the work should be neglected but that decisive advantage accrues through concentration.

1. Revision of the Austin High School Curriculums

a. Study present curriculums in relation to

(Continued on page 11)

EDITORIAL

THE TEACHER IN THE NEW DEAL

The teacher today occupies a peculiar position. As an individual, he is being called upon to make rapid and oftentimes revolutionary changes in his mode of living and in his with national progress, join in the war thinking daily.

As a member society, he must cooperate against depression and cheerfully go forward under the NRA program although its codes provide not minimum wage for him. As a teacher of children, he must be able to interpret the spirit back of the present economic program into terms that will capture the imagination of the child and through the child the parent to the end that a united America will intelligently follow the lead of our nation's chief executive.

Life today demands strong hearts, strong minds, strong loyalty. The teacher has borne much of the blunt of the depression—in salary cuts, in larger classroom and community duties, in sharing a reduced income with kinsmen in the army of the unemployed.

Surely more children will be in school during 1933-34 than in 1932-33 because of the Child Labor provision of the NRA codes. Just what effect it will have on the Negro child is yet a rooted question, especially as the typical Negro child in Tennessee is a rural child in agricultural areas.

Federal funds are being sought and looked forward to as the way out. Thus it seems highly possible that in the near future a real new deal will take place in American education to the end that a federal equalization fund will do for the less wealthy states what the State of Tennessee has attempted for its counties.

CORRESPONDENCE

Honorable George W. Gore, Jr.,
Executive Secretary,
Tennessee A. and I. State College,
Nashville, Tennessee,
My dear Sir:

Your letter of June 13 has been received with which you enclosed a resolution adopted by the Tennessee State Association of Teachers in Colored Schools at its annual meeting in April, 1933.

I shall take pleasure in forwarding your letter to the Bureau of Education.

With kind regards and best wishes, I am
Very sincerely yours,

KENNETH McKELLAR

United States Senate
Committee on Military Affairs
June 15, 1933.

Mr. George W. Gore, Jr.,
Nashville, Tenn.

Dear Sir:

I have your letter of the 13th, with enclosure commending the service of Commissioner William J. Cooper, and other officers of the government, and especially that of Dr. Ambrose Caliver, with reference to Negro Education.

It is indeed heartening to receive such communications as this, and I greatly appreciate your thoughtfulness in sending me the resolution.

With all good wishes, hoping you will feel free to call on me whenever I can be of service, I am,

Very truly,

N. L. BACHMAN.

WEST TENNESSEE EDUCATIONAL CONGRESS

The West Tennessee Educational Congress will hold its annual reunion in Memphis, November 16-18, at Booker T. Washington High School. Prof. F. E. Jeffries, principal of Howard County Training School, Brownsville, is president and Prof. J. L. Buckner, principal in the Memphis city school system, is executive secretary.

EAST TENNESSEE ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

The East Tennessee Association of Teachers in Colored Schools will hold its annual reunion in Knoxville, October 26-28th, at Austin High School. Prof. T. R. Davis, principal of Austin High School, Knoxville, is president; Miss A. L. Pickett of Austin High, is the corresponding secretary.

ADMINISTRATIVE OBJECTIVES IN SECONDARY EDUCATION

(Continued from Page 9)

the needs of the pupils and the community.

b. Present Austin curriculums in comparison with standard high school curriculums.

c. Study articulation with city elementary schools and correlation of courses.

d. Readjustment of "Groups of Courses" or the curriculums.

e. Revision of "Program of Studies Austin High School, Knoxville, Tennessee," 1928, including statements on rules, regulations, extra-curricula instructional activities, marking system, etc.

2. Improvement of Attendance

a. Stress home room's effort making for attendance; provide competition among home room groups and post winning home room or give a party, or extra play period.

b. Emphasize merit of individual pupils' excellent attendance.

c. Mention attendance to parents at Open House; send mimeograph letter, first of year, to parents, and use a means of acquainting community with value of children's attendance at school, e. g., Ministerial Alliance and Press.

d. We are making our home room period, which is first period in morning, more attractive, partly for the purpose of stimulating attendance.

e. An improved extra-curricula instructional activities program as an improvement in instruction throughout the school—and both of these improvements we plan—will make for better attendance.

Measurement:

a. Compare attendance records of six weeks periods of previous year with current periods.

3. Improvement of Instruction in General

a. Have teachers use "unit plan" to greater extent.

b. Increase time of supervision of instruction by principal to at least 50 percent of the time he is in school; at present, he gives around 25 percent.

c. Stimulate collateral reading in connection with courses by close supervision of work of teachers in their making assignments.

d. Have faculty study supervised study, and by second six weeks make what we agree upon a requirement of each teacher; a system of providing books in the study hall, among other things, grows out of such faculty study.

e. Make the whole child more the center of our efforts in instruction; have the principal make this clear, at the beginning of the year, through faculty talks, incidentally assigning teachers to reading on this principle, and through literature, quoted in principal's bulletin.

f. Stimulate greater activity on part of the departments.

g. Give six weeks course of How to Study, by McNelly, to 9th B; use study period of a teacher and pupils for this course.

Measurement:

a. If practical, i. e., if can provide the money with which to purchase standard tests, give tests as pupils enter upon study of subjects and give tests at end of courses; compare with national norm or with results of similar tests in Knoxville High School. Have associated with the principal in the testing program a teacher.

b. Check in library the number of assignments to collateral reading made by the teachers.

4. Improvement of Instruction in English

a. Use Burleson's Grammar in addition to other first year high school texts.

b. By giving diagnostic tests and then employing instruction to remedy.

c. Plan giving a greater number of standard tests and making comparison.

d. Extra-curricular instructional activities relating to English work, coordinated more with English work.

e. Plan organized effort in oral expression in auditorium, while one-half of the clubs meet.

f. Reorganize the courses in English by end of the school year.

g. Would like to have special classes for those who do not pass satisfactory 1-B and 1-A English; pupils to carry the Special English as extra subject; pupils discovered in any class in school and recommended by teachers to take the Special English. Missing the 8th grade, as our pupils do, does the greatest and most significant harm in that English is cut short.

Measurement:

a. Tests and comparisons.

5. Improvement of Effort in Character Education

a. Make a study of character education through literature and what other schools of Knoxville are doing.

b. Make activities list of character education in our own school.

c. Make a set-up of detail and definite effort.

6. Public Relations

a. Open House, first of year.

b. Arrange school entertainments, exhibits, demonstrations, plays and annual operetta so as to be distributed through year better.

c. Have teachers to become "public relations conscious" and understand that there is a definite school effort known as public relations which includes, chiefly, informing the community all along of its school. Then, encourage teachers to talk on school when appropriate.

e. In absence of school paper, which we do not have on account of economic conditions, use East Tennessee News several times during year as project for student effort in Journalism and as agency in public relations.

f. Renew publishing of school annual, The Echo.

g. Plan making an effort toward having a school band; public subscription aid from school board.

Measurement:

a. Appraisal of work of school by public opinion.

7. Professional Growth

a. Each teacher to take at least one professional magazine.

b. Principal to take at least two.

c. More emphasis placed this year on membership in educational associations, especially the N. E. A. and the N. A. T. C. S.

d. Each teacher to have a late or "new" book in each subject he or she teaches; the principal plans getting a number of new books in Methods of Teaching in the several subjects.

What Do The New Initials Mean?

(Condensed from the September, 1933 issue of School Life)

The Law On It

*Each of the 10 new Government agencies described in this article is built on a law passed by Congress. History, civics, and current events classes will find the laws helpful

in understanding the New Deal. Any of the laws listed can be obtained through your congressman.

Strange new initials are getting into the newspapers. Do you know what they stand for? Can you name the 10 new Federal Agencies whose long names have shrunk to initial letters? Do you know the purpose of each of these 10 weapons Congress has given to the President to wage the recovery campaign? Every principal and every teacher will be eager to have pupils understand the details of the New Deal in American government. But the facts can't be found in textbooks. Not yet. The aid of the 10 agencies is to prime the pump of national prosperity by spreading employment, by expanding credit, by trying new methods of Nationwide cooperation on common problems.

NRA

National Industrial Recovery Administration (Public Act 67, 73d Cong.) Gen. Hugh S. Johnson, Administrator.

Purpose: To draft treaties (codes) that substitute team play for unbridled competition in business.

TVA

Tennessee Valley Authority (Public Act 17, 83d Cong.) Dr. Arthur E. Morgan, chairman. Washington office, Temporary Building F. The Tennessee Valley Authority, of which two Morgans, prominent educators both, are directors (Arthur E., president of Antioch College, and Harcourt A., president University of Tennessee) along with David E. Lilienthal, of Wisconsin, is empowered to make "such surveys, general plans, studies, experiments, and demonstrations as may be necessary and suitable to aid the proper use, conservation, and development of the natural resources of the Tennessee River drainage Basin."

AAA

Agricultural Adjustment Administration (Public Act 10, 73d Cong.) In charge, Henry A. Wallace, Secretary of Agriculture. Administrator, George N. Peek.

Purpose: To increase the farmer's share of the national income.

PWA

Federal Emergency Administration of Public Works (Public Act 67, 73d Cong.) Admin-

istrator: Harold L. Ickes, Secretary of the Interior.

Purpose: To foster employment by advancing \$3,300,000,000 for public works: Roads, naval vessels, bridges, low-cost housing projects, schools, etc.

CCC

The Emergency Conservation Work Program (which directs the Civilian Conservation Corps). (Public Act 5, 73d Cong.) Robert Fechner, Director, Temporary Building No 2, Nineteenth and D. Streets.

Purpose: To give employment to 300,000 young men by hiring them on reforestation, soil erosion, flood control, and similar projects. and in National Park development.

FCOT

Federal Coordinator of Transportation (Public Act 68, 73d Cong.) Joseph B. Eastman, Commerce Building. Now the Federal Government is again taking a hand in the administration of railroads through the Federal Coordinator who is empowered to eliminate needless competition of rail lines and to enforce other economies.

FERA

Federal Emergency Relief Administration (Public Act 15, 73d Cong.) Harry L. Hopkins, administrator, Walker-Johnson Building. The National Government began in August 1932 to aid States by advancing money through the RFC. Now, through FERA, the Government is making outright grants from a \$500,000,000 fund.

RFC

Reconstruction Finance Corporation (Public Act 2, 72d Cong. and subsequent legislation) Jesse H. Jones, chairman, 1825 H. Street.

Purpose: To provide emergency financing facilities for financial institutions, to aid in financing agriculture, commerce, and industry.

FFCA

Federal Farm Credit Administration (Public Act 75, 73d Cong.) Henry Morgenthau, Jr., governor, 1300 E. Street.

Purpose: To unify the activities of various Government loan agencies created to help farmers who have been struggling against 12 years of decreasing prices of products with consequent decreasing value of land.

HOLC

Home Owners' Loan Corporation (Public Act 43, 73d Cong.) William F. Stevenson, chairman, Commerce Building.

Purpose: This agency has been created to do for the city home owner what the Federal Farm Credit Administration was created to do for the farm owner—save him from losing his property through foreclosure of mortgages

Echoes From The Louisville Meeting Of The National Association Of Teachers In Colored Schools

The National Advisory Committee on the Education of Negroes in session at Louisville, Kentucky at the meeting of the National Association of Teachers in Colored Schools reported the following findings and conclusions:

(1) In General, the preparation of Negro elementary teachers in 1930-31 was far below standard: (2) about 22 per cent had not progressed beyond the fourth year of high school; (3) 56 percent ranged between high school education and the accepted minimum standard of two years of college (nearly half had not reached that standard); (4) only 22 percent had more than two years of college; (5) in two States more than 50 percent of the Negro elementary teachers had not advanced beyond high school as compared with a corresponding percentage of less than 7 for white elementary teachers in the same State; (6) the medium annual salary of Negro elementary teachers was only \$548, and ranged as low as \$304 in one State.

Some recommendations based on other findings of the Survey were: (1) Teacher-preparing institutions for Negroes should raise their entrance requirements; (2) they should inaugurate definite programs of student personnel research and administration; (3) less variation should exist in the curricula policies and practices of Negro institutions; (4) special attention should be given to the selection and preparation of rural teachers; (5) rural teaching should be made more attractive to Negro teachers with high qualifications; (6) the dual certification system for white and colored teachers should be discontinued and Negro teachers should be certified and allowed to teach only those subjects for which they have had special preparations, and (7) high school facilities should be extended and improved in order to provide better prepared applicants to the teacher-preparing institutions.

Findings And Recommendations Conference On Education And Race Relations

George Peabody College for Teachers, Nashville, Tennessee, August 3, 4, 1933

Your Committee on Findings submits the following statement as representing the combined judgment of those attending this Conference, in reference to the question of "Education for Citizenship in a Bi-racial Civilization."

1. Since the fate of a nation is determined by the character of its citizenship, and training for citizenship of the highest order is the main purpose of the American public school, good schools must be provided for the children of all people, irrespective of race, color or other condition of life, if the nation is to attain its greatest possibilities.

2. By "good schools" is meant schools with strong men and women of noble purpose as teachers, well trained for their work, with adequate buildings and equipment and term of sufficient length to give every child a chance to develop its powers of soul, mind and body.

3. Injustice, whether legal, industrial, educational, or otherwise, to any person, however poor and helpless he may be, places a penalty upon all the people, since there is a kind of eternal justice that cannot and will not be denied.

4. Since pride of race is one of the most powerful incentives to noble effort, the good deeds of individual Negroes and the contributions to civilization of the race as a whole should be taught in every school for Negroes. A book giving a faithful account of the contribution of the American Negro the life of our country should be prepared under proper guidance for use in all our schools.

5. There should be taught in both white and colored schools those things that will build up in the lives of the people of both races such a knowledge of the factors involved in a bi-racial civilization and such mutual understanding as will promote good will, fair play and a spirit of cooperation that will enable us to work together as one for a safer, a saner, and a more fruitful civilization.

As a first step in that direction we recommend that each State Department of Educa-

tion make a careful study of the public school textbooks in use in that state, with a view to such eliminations and additions as may be necessary to the above end. The details of this study should be arranged and the results correlated by a committee of this Conference.

6. Substantial improvement has been made during the last decade in educational facilities for both white and Negro children, the improvement being more marked in some states than others. Every state should have a definite program of education for children of all races.

7. The State Superintendents of Education, with their staffs, are urged to take immediate necessary steps, in cooperation with their higher institutions of learning and other educational and social agencies of their respective states, to put into effect the suggestions outlined in these findings.

8. It is strongly recommended that this Conference be made an annual affair at Peabody College.

Respectfully submitted,

W. F. Bond, Chairman, Mississippi

Jno. W. Abercrombie, Alabama

Nolen M. Irby, Arkansas.

W. S. Cawthon, Florida

J. W. Dixon, Georgia

T. H. Harris, Louisiana

N. C. Newbold, North Carolina

D. L. Lewis, South Carolina

L. A. Woods, Texas

—Committee.

Report Of The Resolutions Committee Of The Tennessee State Association Of Teachers In Colored Schools

(Abstract Form)

1. A resolution requesting President W. J. Hale to represent the Association at the World Federation of Education Association in Dublin, Ireland, July 29 to August 4, 1933, with a request on behalf of the Tennessee Association that the National Association of Teachers in Colored Schools elect him as a delegate. (Adopted)

2. A resolution to the President of the United States, Secretary of the Interior, United States Commissioner of Education,

Senators and Representatives from Tennessee expressing appreciation of the great service of our fellow citizen, Dr. Ambrose Caliver, United States Senior Specialist in Negro Education. (Adopted)

3. A resolution in regard to the development of the Tennessee Valley. (Tabled)

4. A resolution protesting the attitude of the German Government toward Jews. (Tabled)

5. A resolution commending the defense of the Scottsboro boys of Decatur. (Adopted)

6. A resolution approving and endorsing the work of the Tennessee State Welfare Department, supported by the Spelman Fund with Mr. J. H. Robinson as supervisor. (Adopted)

7. A resolution recommending the appointment of Professor G. R. Bridgeforth to a position in the federal government as special assistant to Secretary of Agriculture. (Adopted)

8. A resolution pledging our fealty and sincere loyalty to President Roosevelt and the present administration. (Adopted)

9. A resolution to the Commissioner of Education and State Board of Education calling attention to the fact that certain irregularities exist in the making of contracts between Negro teachers and superintendents (Passed on to Committee on Legislation)

10. A resolution commending President W. J. Hale and his able faculty for making comfortable and enjoyable the stay of the eleventh annual meeting of the Association. (Adopted)

11. A resolution recommending Prof. Dewitt Alcorn as an envoy and minister to Morocco, Liberia. (Adopted)

Respectfully submitted,

M. L. Morrison, Chairman

DeWitt Alcorn, Secretary

Mrs. Lydia O'Neal

Tennessee State Begins Year With Modern Plant

Tennessee A. and I State College began its twenty-second academic session on Monday, October 2, with prospects for an excellent year's work.

A building program begun during 1932-33 will be completed in March, 1934, and will place the institution in the foremost rank among colleges for Negro youth with respect to campus, buildings and modern equipment.

During 1933, the Industrial Arts Building erected at a cost of over \$150,000, and the Women's Building, erected at a cost of \$250,000, were formally opened for use. The combination Administration, Auditorium and Health Building now in course of erection will cost over \$300,000. A special feature of the building is a modern, regulation-size swimming pool.

The course of study is especially stressing the preparation of elementary teachers on a four-year program leading to the B. S. degree. Special consideration is being given to the work of primary schools, rural schools, elementary school teachers, supervisors and principals. Emphasis will be placed on observation, practice teaching and internships as a part of the practical work of the department of education, in keeping with the requirements of the American Association of Teachers Colleges of which the institution is a member.

MINUTES OF THE HIGH SCHOOL SECTION, APRIL, 1933.

Prof. T. R. Davis of Knoxville was the presiding officer at the morning session of the High School Section. Prof. H. L. Allison of Clarksville presided at the afternoon session.

Inasmuch as there were no secretaries functioning I shall try to give you a brief idea of what transpired.

At the morning session we were favored with addresses by Hon. W. A. Bass, Supervisor of High Schools; Hon. W. E. Turner, Assistant State Agent, and Dr. Ambrose Caliver of the U. S. Dept. of Education.

The theme "Improvement of Instruction" was approached from different angles by each of the speakers. Mr. Bass spoke of the qualifications of the high school teacher, putting especial stress upon the possession of high moral standards. Mr. Turner called attention to the details of class management that would make for improvement of instruction. Dr. Caliver presented statistics in the form of graphs showing the trends of attendance, scholarship, and other effects of a progressive high school program. He also pointed out in a most impressive manner the need for a more equal distribution of secondary education among the sexes. He showed that real progress could not be made by educating the girls only, and allowing the boys to drop out of school.

The afternoon session was equally interesting. The principal speakers at this time were Prof. Henry, and Prof. J. W. Bell of Manassas High School in Memphis.

Prof. Henry made a very interesting black-board lecture on the "Improvement of the Assignment" in which he outlined the time, place, and method of making differences between good and bad assignments.

Prof. Bell favored us with an excellent discussion on the "Teaching of English in High Schools." He showed how the pupils could be led, step by step, into a worthwhile acquaintance with the leading lights of the literary world. In his usual masterly way he ably discussed the various phases of appreciation for the ideals, ideas, technique, and mechanics of the literature of the past, and contemporary writers.

The discussions were enlivened to such a degree by the observations of those present, especially Mrs. Benton, of Pearl High School, and Miss Lucia Campbell of Booker Washington High School, both former pupils of Prof. Bell, that the adjournment was being considered when someone present observed that the elections had not been held. Whereupon the officers present were re-elected for the ensuing year.

Both sessions were participated in by members of both Associations.

Educators

APPALACHIAN INTERRACIAL LEAGUE

The Appalachian District of the Inter-racial League held its annual meeting at Langston High School in Johnson City with Hon. J. E. Brading as presiding officer. More than

three hundred persons, representing both races, were present. Five colleges had representatives at the meeting. Among the speakers were: Prof. R. G. Bigelow, Johnson City; Hon. J. D. Burton, Oakdale; Mr. R. E. Clay, Bristol; Dr. O. W. Sherrill, Johnson City; Prof. T. K. Borders, Johnson City; Prof. William Boyd, Morristown; Dean G. W. Gore, Jr., Nashville; Dr. C. E. Tucker, Rogersville; Prof. F. J. Henry, Nashville. The conference theme was "NEW AVENUES OF EMPLOYMENT." The same officers that served for 1932-33 were re-elected: Dr. J. P. McConnell, East Radford, Va., chairman; and Dr. J. N. Hilman, Emory, Va., and J. E. Brading, Johnson City, Vice-chairmen. Abingdon, Va. was chosen for the 1934 meeting place.

HIGH SCHOOL COURSE IN JOURNALISM

Austin High School, Knoxville, perhaps has the distinction of being the only Tennessee secondary school offering a year course in journalism as a part of its work in the department of English. Prof. Arthur Greenway is the instructor in charge and has a class of thirty-three pupils for 1933-34.

CHOOSING A CAREER

School and college administrators who are interested in helping students to choose their careers more wisely, and who wish information to assist them in planning programs of vocational guidance, may get such information without charge from the National Occupational Conference, 522 Fifth Avenue, New York City.

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For information write,

W. J. HALE, President.

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EXECUTIVE COMMITTEE

- W. J. Davenport, Chairman (1934) Chattanooga
- Pres. W. J. Hale (Ex-officio) Nashville
- Merle R. Eppse (1934) Nashville
- Mrs. A. E. Fagala (1935) Chattanooga
- R. E. Clay (1935) Bristol
- J. L. Buckner (1935) Memphis
- Alonzo Love (1934) Memphis
- R. J. Roddy (1934) Memphis
- J. T. Bridgeforth (1934) Pulaski