

The Broadcaster

Official Journal

—of the—

Tennessee Negro Education Association



TWENTY-FIRST ANNUAL SESSION OF THE T. N. E. A., APRIL 22-24, 1943

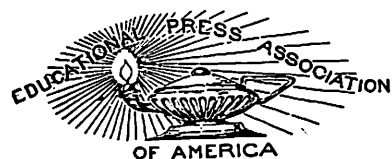
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THE BROADCASTER

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THE BROADCASTER

OFFICIAL JOURNAL OF THE TENNESSEE NEGRO EDUCATION ASSOCIATION

VOLUME XV SEPTEMBER, 1942 NUMBER 1

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Our Own Who's Who

Mrs. Virgie E. Mason is a teacher in Washington Junior High School, Nashville.

Mr. Wesley E. Scott is a teacher in the Memphis City School System.

TWENTY-FIRST ANNUAL SESSION OF THE TENNESSEE NEGRO EDUCATION ASSOCIATION.

TENNESSEE A. AND I. STATE COLLEGE, APRIL 22-24, 1943.

Planning for Social Education in the Elementary Child

By Virgie E. Mason

There are two main issues which I should like to present: first, what is social education? Second, what plans should we make for directing social education in elementary children to meet present and post-war conditions?

Progressive education is very much concerned with the all-round growth or balanced development of the child, physical, intellectual, social and emotional. Therefore, we should seek to establish and foster socially organized set-ups where children live, learn, give, take, share and contribute in an atmosphere so stimulating and yet having so little conscious effort they learn to meet, solve, and adjust themselves to present and future problems of life. We now realize that training for social adaptation is one of the most important aspects of education. It is generally conceded that the duty of the elementary school is to provide a general background of knowledges, skills, habits, attitudes, and appreciations which the world considers basic or fundamental in the life of all people.

Socialization rests upon exactly the same foundation as all other learning-conditioning, association and practice. In other words, the basis of socialization is habit and character. Social growth is the result of social functioning under a particular set of circumstances and it is progressive in nature. For this growth to be progressive the activity of the individual must be present and directed. The grave responsibility of making the atmosphere stimulating so that there may be progressive growth rests upon the ingenuity of the teacher as well as the ability to see world conditions and needs that the direction of social growth may fit world conditions.

Character is the deepest and most lasting result of the progressive activity that leads to social growth. Character is two-fold, inner and outer. People see the outward response but there are often covert reactions to situations that are never displayed openly.

How may one know if a child's social growth and character formation are developing normally or otherwise? By what standards can we judge these things in another?

It must be recognized first of all that normality is strictly a relative term. A person is normal if he is acting as other people act.

The crazy man when asked why he was in an insane asylum replied, "There are more

people like you than me." He was not wrong. Society has set certain standards and children who rebel against these despite proper direction form radicals, iconoclasts and anarchists.

There are four normal standards usually used as guides in social training. The first is called legal standard. It is the business of the teacher to direct the child to intelligently conform with all legal standards set up by the government under whose rule he claims citizenship. The second standard is the ethical. A person may be legally wrong but ethically right. A teacher's problem is to teach children that many cases arise where one may legally make a claim but ethically the finer judgment would be to forego this privilege. In the long run ethical standards are likely to be a greater stabilizing agency than the legal in social growth.

The third standard is the statistical. It is often stated in terms of the majority. More individual divergence is allowed in some types of conduct than in others but the majority of the people set the standard.

The fourth criteria of normal social functioning is the psychological. A person is normal if he acts as other people do, but some persons think they are self-sufficient. It is well to train children to have confidence in themselves but to view their actions and beliefs in the light of certain standards maintained by society.

As a child functions in social situations one of the things he develops is a collection of attitudes toward individual groups of individuals and institutions. Attitudes are important because they are closely allied to action and like the wish, attitude is often father to the deed. As a matter of fact, a child really learns his psychology not from a university professor but from the kindergarten and elementary teacher.

I should like here to give a brief summary on the first part of this discussion, What is Social Education?

1. Education is a many-sided process in which social growth and character formation are basic.
2. Socialization is partly a native and partly a learned series of responses.
3. Habits play an important part in both socialization and character formation.
4. The definition of social growth is in terms of progressive improvement, in

the case of character formation emphasizes the element of consistency.

5. Socialization seems to be a rather mysterious process and not a simple learning product because of its complexity.
6. Many behavior patterns of the young child which are not actually anti-social, at least require definite re-direction before the individual may be regarded as socialized.
7. Children's conduct is often especially remote from that of a socially mature adult.

I shall try now to suggest plans for directing social activities of children to meet the present and post-war needs along the four lines named previously: the legal, ethical, statistical and psychological. This subject can of course be touched only briefly here, but the teacher has the power to enlarge or change any program to meet various situations.

A program of general citizenship training is invaluable to social growth and a few suggestions follow:

1. Learning the National Anthem and Negro National Anthem.
2. Learning American Creed, Salute to the Flag, Preamble of Constitution.
3. An understanding of the Bill of Rights, Branches of Government; 13th, 14th, 15th amendments.
4. Making scrapbook on Safety or Community Regulations.
5. Current Event period to discuss present war news.
6. Discussion on present government policies.
7. Radio Broadcasts by the President and noted news analysts.
8. Buying of Government Saving Stamps.
9. Collection of Waste Material for Government needs.
10. Organization of Clubs for worthwhile activities.

These and many other activities if properly directed form attitudes toward a social behavior that can meet any normal legal standard.

The directing of ethical attitudes is far more difficult than the other standards for it is hard to set any definite rule in all situations as to what is right and what is wrong. At present we are in a deathly world struggle. Men are being killed by the thousands every day. Yet children are taught on Sunday, "Thou shalt not kill." It is the difficult task of the teacher to portray the idea that some must die that others

in the future may know peace and security. Stories must be told of courageous Americans in the past who gave their lives that we may enjoy the blessings of today. A few examples are:

1. The courage of Christopher Columbus.
2. George Washington.
3. John Paul Jones.
4. Abraham Lincoln.
5. Susan B. Anthony.
6. John Brown.
7. Sojourner Truth.

The statistical standard is not always an ethical standard but it is the rule of the majority. In the past if a child's father was a Republican, the son became one. Today we must direct children to become aware of situations, but through habit to conform to the majority rule in so far as it meets with the direct guidance they have received. Here is given a splendid chance to direct attention to the rule of the people through a democratic form of government; to stress the idea not of individual gain or profit but to support ideas and activities of the majority of Americans.

The psychological standard when properly directed breaks down Superiority Complex and helps to overcome Inferiority Complex. In every group of children there are to be found a few leaders and many followers. In the organization of Knitting courses or First Aid groups many children want superior positions or they do not participate willingly. The great task is to direct their attitude toward complete cooperation for any worthwhile enterprise.

Our schools have one essential task. They play their part, a crucial part in the preparation of youth for effective participation in a society, which like the air we breathe is omnipresent and indispensable. It is no longer a static society: it is one characterized by ceaseless flux in all aspects of human living. In such an evolving situation, education is a lifelong process of adjustment continuing as long as one can learn from his own experience, can draw upon the experience of his contemporaries, or can explore the treasuries of accumulative culture. The schools as one factor of this educational process are simply institutions specialized for the task of helping youth to find the short cuts to the world's wisdom. They aid him to organize his experiences; to recognize relationships and natural sequences; to understand as much as he may, the behavior of his fellows in order that he may cooperate

or refuse to cooperate with them. Around such fundamental objectives are clustered the activities of the modern school system, both in its curricular and in its increasing important extra-curricular activities.

The following is taken from the General Aims of the Social Studies Course in the Public Schools of Ann Arbor, Michigan.

For the Elementary School the Aims are:

1. To provide experiences through which the child may grow in his power to interpret and understand the elementary problems of group life which are common to all.

2. To provide experiences for the child's continuous growth in the power to think clearly and independently in meeting the simpler problems of life.

3. To provide through experiences for the growth in such ideals, attitudes, standards and habits as will make participation in group life increasingly wholesome and rich for himself and for the group.

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EDUCATOGRAMS

The Eighteenth Yearbook of the Educational Press Association of America (June, 1942) lists seven accredited Negro educational journals. The Broadcaster heads the list. Other periodicals listed are *The Bulletin of the American Teachers Association*, *Journal of Negro Education*, *Louisiana Colored Teachers Journal*, *Our Na-*

tional Family (National Congress of Colored Parents and Teachers), *Quarterly Review of Higher Education Among Negroes*, and the *Virginia Teachers Bulletin*.

A planning committee, representing the several Negro professional teachers organizations of the United States, held a two-day session at the Madison Junior High School, Louisville, Ky., August 25-26. The meeting was held in lieu of the annual meeting of the American Teachers Association previously planned to meet at Langston University in Oklahoma.

In the *Journal of Negro Education* (July, 1942) Dr. F. D. Patterson, writing on "Negro Higher Education's Contribution to the War Effort from the Point of View of Agriculture," says "In Tennessee, with a comparatively small Negro farm population, the garden program in the 'Food for Freedom' effort records twenty-one thousand victory gardens. This represents a 90 per cent participation."

RANKING OF TENNESSEE COLLEGES

According to the August, 1942, issue of *The Crisis*, for 1941-42 there were 4,353 Negro college graduates. On the basis of enrollment, Tennessee colleges ranked as follows:

Second	Tennessee A. and I.	1583
Seventeenth	Lane College	650
Twenty-eighth	Fisk University	461
Thirty-ninth	LeMoyne College	344
Thirty-ninth	Meharry Medical College	344
Forty-second	Knoxville College	310

"Vegetables for Victory" was the slogan of the Fourth Annual County-wide Health Day Program in Haywood County, March 13, 1942. Mrs. Algee C. Outlaw, Jeanes Supervisor, served as mistress of ceremonies.

The Thirteenth Annual Convention of the Tennessee Association New Farmers of America State College, March 26-29. Gold keys were held its three-day union at Tennessee A. and I. awarded to President W. J. Hale, Mr. R. E. Clay and Dr. J. E. Walker for their contribution to Agriculture in Tennessee. Dr. Walter S. Davis served as master of ceremonies.

Education for Present and Post-War Conditions, A Challenge to Teachers of Language and Literature

By Wesley E. Scott

My task at this moment affords me an opportunity and an obligation to discuss a very vital subject which, I think, is very far-reaching in its import in our national life. Today, we are hearing a great deal about democratic living and the American way of life in contrast with other ways of living in other lands. It is up to us as English teachers to interpret the real significance of the terms to our pupils to the end that they will seek to preserve a culture that is good and lasting.

Although the statement of Basic Aims of Instruction in English recently produced by the National Council of Teachers of English obviously as important for times of war as for times of peace, it seems wise, in view of the present emergency, to select for particular emphasis at the moment, certain aspects of the program which have special significance for the current scene.

As teachers of English, we recognize that we have a specific contribution to make toward winning the war and insuring the victory of democratic ideals. There are several ways in which we can help our young people in the class room.

Through reading and discussion, we can help them to sense what it is that America is fighting for by developing an understanding of democratic ideals, and by stimulating devotion to them. We are assuming that these ideals include a respect for the dignity and worth of the individual, and a broad sensibility to human beings, and to their needs and aspirations.

We, also, assume that these are concerned with the basic principles of the Bill of Rights, such as freedom of speech, freedom of person and of religion, the press, the right of assembly and of petition, equality before the law, the privilege of trial by jury, and the right to vote.

As teachers of literature, we are conscious of the fact that America's fight for democratic principles is but one part of mankind's long struggle for freedom. For that reason we wish to utilize materials which present that struggle as revealed at Thermopylae, in the Magna Charta, in the French Revolution, in Russia, in South America and in other lands and times as well as our own nation and in our own era. By such a presentation, we may hope to achieve that

perspective without which the individual finds himself overwhelmed emotionally and intellectually in the current disaster.

We should conceive it as a part of our obligation to stress international goodwill as a major tenet of democracy, stimulating a knowledge of, and a respect for the cultures of all nations, that will share with America in the establishment of peace. By so doing we shall hope to avoid the danger's of the present crisis such as a glorification of war per se, hatred of the common people of other racial groups, distrust of minority groups in the United States and an attitude of blind patriotism which leads to selfishness, self-sufficiency and separatism after the war is over. Substitution of positive attitudes of mutual understanding can be accomplished through the right choice of materials for reading, and through wise guidance in topics for discussion.

As teachers of English, we can develop those skills essential to participation in democratic life; (1) through classroom practice in group thinking and decision; (2) through teaching techniques of public and panel discussion, and (3) through emphasis upon the need for precision and honesty in the use of language in reading and reporting and in the expression of ideas in speech and writing.

In this connection, we recognize the unique importance of the newspaper, the magazine, the radio, the motion picture and will assist boys and girls in the discriminating use of them.

In the teaching of English, we are in a position to promote national unity (1) through the democratic integration of diverse cultural groups, (2) through recognition of each one's unique contribution to our national culture, and (3) the emphasis upon the contribution which America has made to each of them.

As English teachers, we should seek to promote through the study of literature a sense of unity among the various sections of our country and among the various social and economic groups represented in our national life. In classes in both literature and expression, it is important that we help young people to understand the function of criticism in war-time and the seeming contradiction between the necessity for taking orders in an emer-

gency and the assumption of critical attitudes basic to training for the peace.

The teaching of English in war-time will concern itself with the needs of the individual for social and personal adjustment. It will promote that power of language requisite to securing, weighing, and exchanging ideas as well as to connotation and exact denotation of words, which is powerful in establishing attitudes.

In the expressional phase of English, discussion of personal and social problems contingent upon the present war will be encouraged and problems of mental hygiene kept constantly in mind. Among these is the personal adjustment of individual boys and girls to the tension in family life due to anxiety about the war. Attitudes of fortitude can be engendered through reading and discussion and emotional preparation for the shocks of war may be promoted to the end that a long view of the problems confronting the present in an effort to preserve sanity and perspective, to seeing the present conflict in relation to past events.

As teachers of English, we should provide as many rich and varied experiences as possible in language and in reading outlines, and maintaining a clear understanding of issues for young people.

The English teacher should help students to war against hasty generalization, help him to nurture the questioning mind, to weigh words, to consider their source and to understand why they have been uttered. And most of all, the English teacher must help them to express themselves clearly, convincingly and with faith in his own potentialities that students in a democracy may have.

We must give our students solace, escape, a desire to create in words and action a world worthy of a literary heritage; a Goethe, a Shakespeare.

More than ever, now, we need to help the student to hold fast to what is wholesome, normal, human and kindly, to curb passion instead of inciting it.

To accomplish all of these aims becomes a great task for the English teacher of today. May we be faithful to the trust.

AMERICAN EDUCATION WEEK 1942

November 8 through November 14

Theme: Education for Free Men

Sunday, November 8—Renewing Our Faith.

Monday, November 9—Serving Wartime Needs.

Tuesday, November 10—Building Strong

Wednesday, November 11—Developing Loyal Citizens.

Thursday, November 12—Cultivating Knowledge and Skills.

Friday, November 13—Establishing Sturdy Character.

Saturday, November 14—Strengthening Morale for Victory.

American Education Week is sponsored jointly by the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers.

According to the Sixteenth Census of the United States (1940) Negroes numbered 12,865, 518, an increase of 974,375, or 8.2 per cent over the number enumerated in 1930. In Tennessee the total number of Negroes is given as 508,736 out a total state population of 2,915,841.

The Third Southern Conference for Human Welfare was held at Memorial Auditorium in Nashville, April 19-21, 1942. The Thomas Jefferson award was awarded to President Graham of the University of North Carolina and Mrs. Mary Bethune of the National Youth Administration for outstanding contribution to human welfare in the South. Paul Robeson was guest soloist.

Report of the Division of Negro Education

The Division of Negro Education represents the State Department of Education and cooperates with the other divisions of the Department in promoting their objectives in the Negro schools of the state. The Division serves as a coordinating agency to governmental departments—federal and state—which have programs or services best promoted through the schools. The Division has a duty to see that services rendered in the program of education for Negroes meet the needs of the people for whom they are designed, and that the money spent on such a program produces the desired results both from the standpoint of the state and the community directly affected.

During the fiscal year 25 Jeanes Supervising Teachers were employed in 29 counties. Jeanes Teachers perform their work under the authority of the County Superintendent and County Board of Education. In general the major aspects of their work are: (A) Classroom supervision. (B) Promotion of industrial work in the elementary schools. (C) Promotion of community activities by connecting the school with the home and community needs of the people. In performing their work last year the twenty-five Jeanes Teachers worked in 702 schools, in which 1,313 teachers were employed. They made a total of 5,627 visits to schools and 4,012 visits to homes. In order to supplement public money, the Jeanes Teachers helped raise in the school communities \$12,579.00 for new school buildings, \$11,126.82 for school equipment, \$3,081.26 for schoolhouse repair, \$2,443.30 for school libraries and \$6,306.89 for miscellaneous purposes, or a total of \$35,537.27. In the counties employing Jeanes Teachers twenty-one rural schoolhouses were constructed at a cost of \$18,933.00. In these same counties 257 rural schools were repaired at a cost of \$15,832.91.

Jeanes Teachers cooperate with the University of Tennessee extension workers in those counties where Negro extension workers are employed. They work more effectively in those counties having the services of health units. Twenty-two out of the twenty-nine counties in which Jeanes Teachers were employed last year had such units. Excellent results were obtained from work with 627 local P.T.A. organizations, which are affiliated with the colored state organization. In those counties where service organizations in health, farm and home life are not available, the Jeanes Teacher gives

the best personal service of which she is capable and also attempts to enlist help from whatever source it may be had.

Salaries for the twenty-five Jeanes Teachers last year amounted to \$25,264.36. The counties paid \$15,544.36, the State paid \$6,920.00 and the Southern Education Foundation paid \$2,800. Jeanes Teachers helped raise in the counties in which they worked \$35,537.27, which was \$10,272.91 more than the total amount spent on salaries for them. The Jeanes Teacher, the high school principal and the vocational teacher are the unifying forces of the Negro school community. The Division of Negro Education has promoted the work of Jeanes Teachers and supervised it in cooperation with counties.

Phenomenal growth of the high schools for Negroes in Tennessee is evidenced by the fact that in 1925 there was but one approved Negro high school in the state, whereas last year there was a total of 81 approved high schools. Of these, 64 were four-year high schools and 17 junior high schools. It has been the duty of the Division to promote the establishment of these high schools. During the last few years there has been a decided change in quantity and quality of curriculum. Additional courses have been added and the quality of the instruction has been progressively improved.

In selected high schools of the state, intensive work has been done by the Division in cooperation with the counties in which they are located. In these special schools, community directed programs have been organized. Industrial trades courses have been expanded, farm boys have been trained, service courses in Home Economics and in Home Making were organized.

The Division organized and conducted throughout the State twenty "One-Day-In-School" meetings for adults, home makers, garden growers, teachers and children in Negro communities. These "One-Day-In-School" gatherings bring together the people of the community to discuss, under the direction of experts, the farm and home problems of the community. In connection with these "One-Day-In-School" gatherings the "Better Homes Movement in Tennessee" has been promoted. This movement has for its objective better homes and better living conditions to the urban and rural districts of the state.

Last year a considerable portion of time of the members of the Division was devoted to the promotion of Tennessee's Home Food Supply Program. We organized and directed twelve regional professional teachers' meetings involving the in-service training of more than ninety per cent of the teachers of the state.

A teacher placement bureau was conducted to assist superintendents in locating suitable Negro teachers for their schools and to help Negro teachers find jobs which they can properly fill. In this connection, hundreds of teachers were interviewed and personal data cards assembled. This service was used widely by superintendents and by Negro teachers.

The Division acts as the agent for philanthropic organizations interested in various programs of Negro education in the state. The General Education Board made contributions toward the payment of salaries and expenses of members of the Division of Negro Education and provided subsidies for Negro colleges which, in turn, issued scholarships to individual teachers recommended by this Division. The General Education Board contributed a liberal sum of money to the Whiteville School project to further the erection and equipping of a vocational building. Because of the gift of the General Education Board, private philanthropists gave an amount equal to that contributed by the General Education Board. All this money is being spent under the supervision of this Division.

The money contributed by the Southern Education Foundation for the employment of Jeanes Supervising Teachers in the state is administered by the State Department.

Although the Rosenwald Foundation has discontinued aid on Negro school buildings, it is still contributing money towards libraries selected by the Fund. In addition, the Rosenwald Fund offers scholarships to outstanding white and Negro scholars planning to live and work in the South.

This Division has worked under the direction of the State Board of Education on the problem of providing equal opportunity for Negro students in the field of higher education. The General Assembly of 1941 passed an act which placed the responsibility of providing educational opportunity for Negroes equal to that

provided for whites at the University of Tennessee in the State Board of Education. The Director of the Division was designated to work under the direction of Commissioner of Education and the State Board of Education to carry out the provisions of the law. In doing this, he is to act as Coordinator between the Board of Trustees of the University of Tennessee and the State Board of Education. Another duty of the Coordinator is to direct the scholarship aid program for Negro citizens set up by the State Board of Education under provisions of Chapter 43, Public Acts of 1941.

One of the problems that has engaged the attention of the Division during the past year has been that of providing schools for children in isolated areas, on both an elementary and a high school level. This problem has been especially vexing in the case of the high school. Many counties of the state have a small Negro population. The small number of Negro pupils makes it impossible to establish a Negro high school in many counties. This problem has been solved in some areas by counties entering into contractual relationships with each other so that high school facilities could be provided in one county for several surrounding counties. In other cases counties have entered contractual relationships with private schools in the areas to offer high school training for them.

The Division has worked with various agencies in the field of interracial cooperation. Statistics and other data in the State Department of Education have been made available to interracial bodies asking for such information. Members of the Division also serve on committees of Boy Scout Movements, the P.T.A. and other organizations.

The Division of Negro Education is happy to report that there is at least an eight months school term for all Negro schools in the State of Tennessee except in Haywood County, and a nine months school term for all four-year high schools. In 85 of the 95 counties of the state there is a single salary schedule for elementary school teachers.

State of Tennessee: Annual Report of the Department of Education, June 30, 1941, Part I, p.p. 52-56

Departmental Reports

(Continued from June, 1942, Issue)

The Agricultural Department met in a two-hour session Friday, April 3, 1942, in the Industrial Arts Building, A. and I. State College Campus. The subject for discussion was "Utilizing the F.S.A. Program in Vocational Agriculture Program."

Guest Speaker: Mr. Lewis Jones, Director of F. S. A. Training Program, Fisk University, Nashville, Tennessee.

Discussion: Led by Mr. G. S. Rivers, Rural Rehabilitation Supervisor, Denmark Project; Prof. J. L. Seets, Principal and Agriculturist, Webb High School, McKenzie, Tennessee.

Newly elected officers were: Dr. W. S. Davis, Chairman; James Lemons, Secretary.

The department recommends that the proceedings of the meeting of April 3 be printed in *The Broadcaster* with Mr. Jones and Mr. Rivers' addresses included.

HOME ECONOMICS

The Home Economics Departmental Meeting of the Tennessee Negro Educational Association, was held Friday, April 3, at 8 A.M., in W 200 with Miss Bessie Walton as chairman.

Miss Mary Lyle Wilson, Foods Editor of the Nashville Banner, was guest speaker. She presented recipes and suggestions for wise consumption of food during wartime. Original copies of recipes were passed among the group present. A panel discussion was held at 9 A.M. with five teachers from various sections of the state on the committee. The theme of the discussion was, "Materials Available for Public Use Pertaining to Consumer Economics." A wide range of materials were presented in an interesting manner.

The afternoon session began at 1 P.M., with Mrs. C. H. Springer of the University of Cincinnati, as the guest speaker. She gave a most interesting talk on "The Part the Home Economist Must Play in the War." The meeting adjourned at 4:30 P.M.

LANGUAGE AND LITERATURE

The program of this section of the Tennessee Education Association was presented in two parts.

During the first hour the program was composed of a panel discussion: "English for Present and Post-War Conditions." Those participating were:

Mrs. Mildred Hale Freeman, Pearl Senior High School, Nashville.

Mr. W. E. Scott, Booker T. Washington High School, Memphis, Tennessee.

Mrs. A. I. Williams, Shelby County Training School, Lucy, Tennessee.

The consensus of opinion was that among the most vital factors in the teaching and reading of literature were the following:

1. To appraise and evaluate.
2. To supply individual and national protection.
3. To supply a working philosophy for everyday living.

It was found that functional reading challenges the accuracy and purpose of what the child reads and makes the child keenly aware of the adequacy and inadequacy of the amount of information for the topic under consideration.

During the second hour two papers were read:

1. Mrs. Mildred H. Freeman, "Effective English—a factor in developing the Morale," unit method employing lectures, activity periods, tours, movies, victrolas, research. Materials produced, "Books Just for You"—poetry, "Good Citizen"—original play, "Brown Buddies"—original play, "Our Library"—scrapbook.

2. Mr. Wesley E. Scott, "Education for Present and Post-War Conditions, a challenge to Teachers of Language and Literature."

Among those visiting teachers attending this meeting were:

1. Mrs. Nell B. Moody, Bethlehem Center Nursery School, Nashville, Tennessee.

2. Mrs. Amanda B. Banks, Bethlehem Center Nursery School, Nashville, Tennessee.

3. Mrs. A. I. Williams, Shelby County Training School, Lucy, Tennessee.

4. Mrs. Mildred H. Freeman, Pearl Senior High School, Nashville, Tennessee.

5. Mr. Wesley E. Scott, Booker T. Washington High School, Memphis, Tennessee; Chairman of two Junior High and two High Schools.

6. Miss Maurie Watkins, Lauderdale County Training School, Ripley, Tennessee.

7. Mrs. Fairamber Shoffner, Lauderdale Coun-

ty Training School, Ripley, Tennessee.

—Miss Zelma L. Redmond, *Chairman*
Officers for next year—Miss Zelma Redmond,
Chairman; Mrs. Mildred H. Freeman, *Secretary*.

PRIMARY

Mrs. Prudence G. Allison, *President*
Burt High School, Clarksville
Mrs. M. Woodfork-Thompson, *Secretary*
Meigs Junior High School, Nashville
Friday, April 11, 3-5 P.M.

1. Guest Speaker: Miss Anna McCorkie, Department of Education, Austin-Peay Normal, Clarksville.

2. "A Study of Transportation in Nashville"—Second Grade Unit, Mrs. O. H. Davenport, Head Annex, Nashville, Tennessee.

3. Series No. 2 of "Drawing in Primary Grades"—Miss Frances Thompson, Art Department, A. and I. State College.

Ninety-five (95) teachers interested in teaching of pupils in Primary Grades were the recipients of valuable information obtained from above program.

The election of officers for ensuing year was held at the close of session Friday. After expressing gratitude to the teachers for their very splendid cooperation throughout their tenure of office, Mrs. Allison and Miss Thompson declared their chairs vacant. Mrs. L. M. Averitte held the election. By unanimous vote, Mrs. Prudence Allison and Miss Thompson were re-elected.

PRINCIPALS

The Principals' section of this Association, having met on Friday afternoon, April 3, and Saturday morning, April 4, and having sincerely felt that some additional program or project is needed to aid in the revitalization of the Association's interest in such a program on the part of the average classroom teacher, begs leave to submit for your consideration the following proposal:

In view of the fact that many other democratic organizations with problems and membership similar to those of the Tennessee Negro Education Association have found it practical to create a Legislative Assembly with limited membership drawn from their own membership rolls and to empower such an assembly to act for the welfare of the entire group, and in view of the further fact that such Assemblies have materially lessened the amount of time

spent on purely legislative problems, thus leaving more time for sectional and general meetings of a professional nature, we do hereby recommend for the consideration of this body that the Executive Committee be empowered to study the problem of a delegated Assembly from all angles and to report their findings and recommendations to the Tennessee Negro Education Association at its next regular meeting.

Although no attempt has been made to work out a detailed plan of organization it may be well to point out a few definite points in support of the general idea.

1. Representation in the proposed assembly of delegates should be based on the total number of Negro teachers actively employed in each county.

2. For each ten teachers or fractional part thereof in paid-up membership with the Tennessee Negro Education Association, one delegate be allowed.

3. The county unit to be represented, must have a minimum of 75 per cent of the active teachers in that county as paid members.

4. All state membership fees must be forwarded to the Executive Secretary of the Association at least thirty days prior to the date of the State Meeting.

5. The Assembly of delegates shall be the legislative body of the Association and shall meet annually on the Thursday evening and Friday morning immediately preceding Easter Sunday.

Other points may be offered in support of the general idea, but the foregoing are perhaps sufficient to demonstrate the possibilities inherent therein.

In conclusion, then, may we summarize by saying that the principals' section recommends the idea of an assembly of Delegates to the Tennessee Negro Education and to its Executive Committee for consideration during the ensuing twelve months for the following reasons:

1. It will increase the membership and add to the working efficiency and power of the organization.

2. An assembly of delegates will provide a greater opportunity for professional growth.

3. It will provide more time and opportunity for individual participation in sectional and general meetings by the average classroom teacher.

Respectfully submitted,
Mr. J. L. Seets, *Chairman*
Mr. William H. Fort, *Secretary*

Committee Reports

(Continued from June 1, 1942 Issue)

RECOMMENDATIONS

We the committee on recommendations beg to offer the following:

1. That a letter of appreciation be sent the President and faculty for the hospitality during the 1942 session of the State Teachers Meeting.

2. That a definite time limit be given each speaker appearing on the program, and that meetings open and close on time.

3. That a mailing list be made up from the 1942 registrations and that the teachers paying their dues be sent the *Broadcaster* directly to their address.

4. That only one principal speaker be used for each general session.

5. That teachers cooperate one hundred per cent with the Home Food Supply Program, State Nutrition Program and the Better Homes Movement.

a. By encouraging each child to have at least a one-row garden.

b. That plans be made to serve each child at least one hot dish each school day next year.

6. That all persons appearing on the program be notified at least a month before the date of the State Meeting so they can make adequate preparation.

7. That we renew our efforts to the teaching of the boys and girls that come to us daily for guidance.

8. That we rededicate our lives in these crucial times that America may have Unity—Action—Victory.

9. That our Association so budget its accounts in order that we may be able to buy at this session three hundred dollars (300.00) worth of Defense Bonds.

10. That a committee be appointed to investigate and arrange some form of blanket insurance for those of us who would desire same.

11. That another committee be appointed on scholarships and awards to be given to worthy students of the state.

12. That this Association go down on record as petitioning the proper authorities to put graduate work at A. and I. this spring.

13. That we thank those sections of our grand old state that have conformed to the act of the government in equalizing salaries and

pray that God will hasten the day when all sections will do so.

Faithfully submitted for your consideration by the Recommendations Committee:

Mrs. Johnnie B. Thomas, *Chairman*
Mrs. Mary R. Hardy
Miss Lucie E. Campbell
Mr. C. C. Bond
Mr. Rufus R. Hawkins
Prof. D. K. Cherry
Mrs. Glyndon Flynt-Greer, *Secretary*

RECOMMENDATIONS FROM THE PRINCIPALS SECTION

May we suggest to the executive secretary that Mr. L. F. Palmer, of Huntington High School, New Port News, Virginia, be invited as one of the guest speakers and to appear in the principals' division at our next meeting. The Principals' Section recommends to this body that this Association send telegrams to President Roosevelt, Senator McKellar, Senator Stewart, Mr. Paul McNutt, Mr. Aubry Williams and copies of the same to Mr. Bruce Overton, to the effect that the NYA program has been inestimable good in our school system and that we hereby petition you for continued support to this worthy project in the high schools within our state.

NOTE: This telegram should be sent by the President of the organization naming the total teaching force.

Mr. J. L. Seets, *Chairman*
Mr. William H. Fort, *Secretary*

LEGISLATION COMMITTEE

The Legislation Committee recommends that this Association go on record to give whole-hearted endorsement to the legislative program of the Tennessee Education Association and that a copy of this action be sent to the Secretary of that Association.

Respectfully yours,
T. D. Upshaw, Jr.
Joseph Stevens
Blair T. Hunt
H. L. Allison

Book Reviews

MR. GEORGE'S JOINT

375 p.p., New York, E. P. Dutton and Co., \$2.50.

Elizabeth Lee Wheaton, like many other southern whites believes that if a white novelist, writing about Negroes or a Negro novelist writing about his own people expects to receive recognition from a southern foundation, he must depict the lowest level of Negro life. Because of this pitiable, yet, certain impetus, Mrs. Wheaton wrote *Mr. George's Joint* and for this plotless, despicable bizarre story, she was awarded the Thomas Jefferson Southern Award.

The novel depicts George Hall, as well as his jealous, quarrelsome wife, Annie, shiftlessly existing in any location that will provide a suitable place for a cheap "jinte," where George can be "lord and master" and have time for his escapades with the "coffee and cream-colored gals."

George and Annie were not discouraged over their being chased out of Galveston with only \$1.20 in their possession. Annie's mother, Lilac, had a hut in a nearby fast growing city, where George felt sure that he could get enough money to open his own place. After the Hall children were temporarily given to an ex-convict, Mary Lou, George and Annie left for "Texas City" where George worked and from money saved opened his "jinte."

The Joint became quite successful according to the opinions of George's friends and relatives who moved in with the Halls so fast that George was forced to rent an old dilapidated building across the street from the Joint. This building was used as a combination rooming house for laborers, a home for his aged father, several hostesses, and Annie's shiftless son, Freddie. It was Freddie's imposed presence upon George that caused much trouble in the Hall family. Life around the "jinte" was one of beer drinking, gambling and sex. It was finally raided and once again George moved on to another city for a new location, but this time Annie is in the hospital and as usual the children are left behind with temporary parents.

Mrs. Wheaton fails to reach a climax in this sordid story of Negro life, but instead she has over-used dialect to describe a repetition of disgusting and violent acts which are as prevalent among poor whites as among poor Negroes, the cause of which is economic rather than racial.

My only praise for Mrs. Wheaton's book will come when southern whites who read it will be

aroused out of their lethargy and use this "knowledge" as a challenge toward rehabilitation rather than referring to it as a true picture of life among southern Negroes. Real accomplishment will come when all southern leaders use their pens, their voices, their energy, and their influence toward correcting existing social and economic evils that are prevalent among the low income group of both races. Then, when this is done, overcrowded tenements will be replaced with sanitary houses, "jintes" will become wholesome recreational centers, and Negroes will be given a fair opportunity in labor in order to establish permanent homes instead of having to roam from one city to another seeking a livelihood.

If one is able to see far enough and seek enough maybe he can interpret the real meaning of *Mr. George's Joint* to be an exposure of the deplorable conditions of the southern Negro. In this event we can probably "justify" the Thomas Jefferson Southern Award which it received.

—Rachel Patillo

COLOR, CLASS, AND PERSONALITY. By Robert L. Sutherland. 1942. 135 pages, illustrated. \$1.25, cloth; 75 cents, paper. Washington, D.C. American Council on Education, 744 Jackson Place.

The American Negro problem is a complex of the problems of 12,000,000 individuals—black brown, and light yellow, rich and poor, good and bad—who do not form a homogeneous group deserving only the white man's sympathy, contempt, or assistance.

And the problems of the American Negroes must be solved if the nation is to achieve the unity necessary to the present war effort, says *Color, Class, and Personality*, summary volume to the Negro Youth Survey of the American Youth Commission.

"In our democracy all persons are expected to accept civic responsibility and are presumed to have equal opportunity to rise to positions of importance in national life. Equal opportunity, personal liberty, and a society that is classless, casteless and without barrier to individual success through personal merit—these are glittering terms in a democracy, spoken freely from the platform and over the microphone," the report continues.

Dr. Sutherland believes that all or some of the following things should be done:

1. All private and public welfare organizations—health, mental health, social, political, educational, occupational—which are dealing with youth problems should include on their planning staffs and in their service organizations, trained persons who know the implications of these problems for Negro youth.

2. Regional Negro youth conferences, institutes, or seminars should be held at convenient locations throughout the country as work sessions for representatives of all youth agencies and all types of social planning commissions.

3. Specialized institutes dealing with particular questions of employment, housing, education, and health of Negro youth should be called to provide still more detailed information to those private and public leaders who are planning for certain needs of Negro youth.

4. In-service training of a more thorough-going nature than the institutes or conferences just recommended should be provided for those staff members of private and public agencies who are responsible for work with Negro youth.

5. Schools of social work, teacher training, and government service should recognize the critical problems of Negro youth by providing special courses of instruction as a part of the regular curriculum for all of their students, and advanced work should be given for those who wish to specialize in Negro youth work.

Popular ways of presenting facts about Negro youth should be devised.

KEEP THEM FLYING

Keep them flying over the land and sea
So that we may soon read of a U. S. Victory
The attack on Pearl Harbor was sure an upset
The Japs are gaining, but where will they get.

They have taken Singapore, it's sad to relate
But we will gain it back, at a later date,
The U. S. A. army we must surely equip
With the best of guns, planes, and ships.

Our camps are training grounds with guns
Where they are used to drill American sons.
Our navy is made up of men you bet
Who will never forget the Pearl Harbor upset.

From your wages each week save, more
For bonds, and stamps, to put ships ashore,
To bring back peace to our home land
Defend your country, by doing all you can.

To every man, woman, and child alive

America depends on you to back the drive
For victory, and a world peace too,
Will surely be gained if you are true.

So, Americans, do all you can for the Red
Cross.

We must share the burdens and the loss.
For together we will win; divided we fall
So keep them flying to freedom, for all!

TO THE BOYS IN CAMP

Dedicated to the boys at Camp Forrest

To the sons of millions of mothers
Who are striving to protect their home,
Remember her love and faith in you,
Whether you are sent to Berlin or Rome!

Uncle Sam has called you for service
And now while in camp you train
Remember you are protecting "Old Glory"
And victorious she must ever remain!

You must live or die for your country
And until the victory is won,
The boy from the East and the West
Must live or die by his gun!

So stand up, Son, and be a man
Tho the days be dark and long,
You must be brave and true
Trusting God to right the wrong!

For God made the earth and heaven
And God made mankind too.
He knew that man would fight
For he knew what sin would do!

So buck up, Son, and face the call
On right and honor we stand
Be true to God and country
For our future is in God's hand!

—By William Hurd, Junior

TELEGRAM TO NATIONAL LEADERS

The Tennessee Negro Education Association, with an active membership of 2,000 teachers, realizing that the program of the National Youth Administration has been of incalculable worth to the High Schools of the State of Tennessee, herewith endorses in full the program as now in force and urges your full support in the fight to have it retained. To terminate the program in accordance with the proposed bill would seriously curtail the services of our high schools to the underprivileged boys and girls, and in time would likewise hamper the program as now in force throughout the colleges.

Your reaction to our appeal will be most eagerly awaited.

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FOR INFORMATION AND CATALOGUE WRITE—

W. J. HALE, *President*