

THE BROADCASTER

OFFICIAL JOURNAL OF THE
TENNESSEE NEGRO EDUCATION ASSOCIATION

Vol. XVI, No. 1

Nashville, Tennessee

September, 1943

IN THIS ISSUE

The Implication for Education Resulting from Minority Group Status—Hollis F. Price . . .	1
Suggestions for Improving the Program of Education for Negro Secondary Schools In Tennessee—George W. Gore, Jr.	5
News From the Field—Fayette, Henderson, Maury, Tipton and Williamson Counties . . .	9
New Educational Materials	12
Roster of Tennessee Negro Agricultural Extension Agents 1942-43	12
American Education Week	13
Jeanes Visiting Teachers	14
Book Review	15

THE IMPLICATIONS FOR EDUCATION RESULTING FROM MINORITY GROUP STATUS

By **HOLLIS F. PRICE**

President of LeMoyne College, Memphis

The topic I have selected for discussion is as important as it is difficult. Because of the fact that the education of Negroes is of more or less recent date compared to that of the white group, a large number of problems that have already been answered for the majority group have still to be answered for the minority.

The perplexity of the subject arises from a three-fold set of factors. In the first place, the matter of race is of the very warp and woof of our life here in the south, there is no escaping it at any turn. The mere fact that this problem is connected with every phase of our life in and of itself makes it a peculiarly complex one. Secondly, we all bring to this problem a set of preconceptions, basic assumptions and convictions that make it exceedingly

difficult to attack it objectively, and yet no other area of our common lives cries out more urgently for calm, dispassionate, objective treatment. Finally, the indelible stamp that I bear makes it difficult for me to achieve that objectivity I should desire, and the same condition in others makes it hard for them to weigh my words with dispassion. In the light of these factors, I beg your indulgence as I discuss this problem with what I hope is a degree of objectivity.

There are two different types of problems faced by the Negro. First, there are those which affect both white and Negro alike; secondly, there are those which affect the Negro because of his minority group status. A large number of the dilemmas faced by Negro education may not be due primarily to race, but may arise from sectional and regional problems of the area in which the colored population is relatively dense. The recently published NATIONAL SURVEY OF THE HIGHER EDUCATION OF NEGROES states the situation very clearly, "The States which require separate schools and colleges for Negroes are, for the most part, the States which are lowest in economic and educational indices for the total as well as the Negro population. Within these states are the lowest per capita wealth, the highest ratio of children to adults, the highest tenancy and illiteracy rates, and the lowest per capita school expenditure for white as well as for Negro children. This regional situation—with many variations, to be sure—constitutes the framework within which the southern Negro's life is set, and any educational study which ignores this regional setting thereby neglects an essential aspect of the Negro's environment."¹

Many of the problems faced by Negroes and Negro education in the south may not be in a fundamental sense racial in character, but

¹United States Office of Education, *National Survey of Higher Education of Negroes: Vol. 1, p. 10.*

may arise from the general economic and cultural poverty of the south as a whole. The solution to these difficulties will be found for neither race until there is a general improvement of the position of the south in relation to the rest of the country.

To say that a problem is not primarily a racial one is not to say that racial considerations do not play an important, if not an overriding part. Granted that the difficulties have basically economic origins, arising from the economic servitude of the south in general, does not give us the right to ignore or argue away obvious racial factors involved. The fact that the south is economically disadvantaged does not in and of itself justify gross inequities in educational opportunities. The fact that we do not have resources in the south to make adequate provision for the education of all our children, cannot justify neglect of some. Somehow it seems we must learn to share our lean as well as our fat, our lack of opportunities as well as our sectional advantages.

Because of our poverty here in the south we are going to need help in solving our educational problems. Everyone who writes anything about the south points out the need for federal aid for education. Many of us, however, handle the problem of federal aid somewhat gingerly, because we feel that federal aid may be the entering wedge for federal control. It is difficult to see how we can ever achieve democracy in America if public education should ever become federally controlled. How then could we prevent our schools from promoting the social philosophy and the economic point of view of government. This seems to me to be one of the first steps toward a fascist state. If, therefore, we believe that control of education on the state and local level best serves the interests of a democratic society, what are some of the things we should do to make that education more effective in promoting such a society?

I think we can all agree that we want better race relations in the south. We want cooperation, understanding and respect one of the other; we want an absence of pettiness, race hate and suspicion. We disagree when it comes to setting forth a bill of particulars as to how we can arrive at these goals.

I submit that, if we are to avoid conflict and misunderstanding, men of good will of both races must seek to promote racial harmony and understanding. There is no agency so well suited to promote this understanding as our

public school system. Racial understanding is not arrived at unilaterally, it is bilateral in nature. In general problems of race in our southern schools have been solved by ignoring their existence. This is an easy, and perhaps expedient solution, but it does not in the long run result in the improvement we all desire. I am fully aware of the knotty situation one faces in introducing courses concerning the Negro into the public schools. Courses can be offered, however, in Minority Groups, which would include some consideration of the Negro. An article appearing in the 1942-43 issue of *THE SOUTH TODAY* in discussing what our schools can do to promote understanding states, "Members of school boards can make magnificent contributions now to world peace and human understanding by putting into their school system books which will build appreciation and understanding, develop global attitudes of mind, stretch imaginations and loyalties to include the whole earth and its needs. Unit courses will have to be worked out; pamphlets written; new textbooks composed. And the Negro will have to be included in this world family we acquaint our children with."²

We cannot expect our children to have a sympathetic understanding of a global society unless we take steps to assure a more sympathetic understanding of the hopes, aspirations and achievements of our largest minority group. The Service Bureau of Intercultural Education of the International News believes, "That race relations in this country can be remedied by improving economic and educational conditions rather than by violent and revolutionary social changes, and that schools have their share of responsibility in the achievement of democratic relations between racial groups."³

The statement of this objective is comparatively easy; its implementation much more difficult. It is clear that the educational leaders of the state are, in the final analysis, responsible to the people of the state. Officials who seek to lead people away from certain basic traditions and points of view too often find that they have no one to lead. Again we find widely varying degrees of racial understanding within the state. For this reason, I am of the opinion that any program on the state level, other than a purely advisory one,

²*THE SOUTH TODAY*, Winter Issue, 1942-43 p. 39.

³*INTERNATIONAL EDUCATION NEWS*, January, 1943 p. 9.

might not be feasible. For instance, Memphis and Knoxville present quite different pictures in racial attitudes.

The Southern States-Work Conference has suggested that there should be state advisory committees composed of members of both races to study the educational needs of Negroes. I should like to second this suggestion and also amend it to make provision for the appointment of county committees, whose purpose would be the promotion of racial understanding within the county, through the school system, in the light of the possible and feasible in each individual county. These committees could go far toward assisting local school authorities in arranging programs, lectures and other activities for use in the public schools that might assist in promoting a greater degree of interracial cooperation.

Modern education, especially in a democratic society, places great emphasis on the individual. We believe in the full and complete development of the individual within the limit of his abilities and capacities; we are opposed to squeezing everyone through identical educational wringers. If modern education rightly places emphasis upon the development of the individual, then we who are educators are duty bound to make this possible. In general I believe we can agree that in too many cases members of the majority group react to those of the minority group in the light of stereotyped conceptions. This tends to thwart and stultify the growth and flowering of human personality. The Negro child is too often full of fears, inhibitions and lacking in self-confidence. Human personality, in whatever skin it is clothed, is the most sacred thing with which we have to deal. We should not stultify or pervert it. Members of the majority group will continue to react in this stereotyped manner so long as they know little about the Negro, or what they know is largely his shortcomings. It would go a long way toward the improvement of general conditions for colored youth, if in some way white girls and boys could learn something of what Negroes have done, who the outstanding ones are in their community, state and nation. As indicated above such instruction might well be a section of a course in Minority Groups. The units of study might also well include some consideration of unfortunate conditions and possible remedies. In this manner we would be graduating boys and girls from our schools who would be sensitive to the plight of Negroes, and work

toward an improvement of conditions. Dr. Willard Lampe, Director of the School of Religion of the University of Iowa, writing in *SCHOOL AND SOCIETY* states the need for greater understanding when he says, "One deep cause of the lack of world order is that individuals do not act in this decent way toward each other, but in some narrow prejudiced way, judging them not by their intrinsic worth as human beings, but by some purely external standard of geography or race or wealth."⁴ Therefore, we are to develop a world point of view if we are to see beyond the immediate boundaries of our county, or state, or nation, we must all stretch our imaginations and broaden our viewpoint. No better start can be made than seeking to understand those with whom we live day by day.

A biographer of Colonel House in depicting the relationship between House and President Wilson, mentions the fact that Wilson was of the opinion that House had one of the keenest minds in America. The biographer on the other hand analyzed House as a man who could catch the slant of Wilson's thoughts before Wilson had clarified them for himself, and that House served largely to point up and bring into focus things the President was already thinking. This sort of thing happens much too often in race relations. Members of the minority group seek to anticipate and guess the trend of thinking of any member of the majority group with whom he happens to be speaking, and hastens to give expression to those thoughts. This makes for immediate pleasantries, and lack of friction, but fundamentally, it does not promote understanding. There is need for more honesty in expression of viewpoint. The first step toward agreement is a clear picture of what the situation is. There is a definite need for more discussion between men of good will, honest convictions and level headedness of the two races. Too much of our discussion now is in vacuo, designed to make the immediate situation pleasant, not to honestly get at the root of the problems involved. An advisory committee composed of men of both races could thresh out many problems that now go unconsidered.

One of the knottiest problems in the whole field of Negro education is concerned with what kind of education Negro youth should be given. If education is intended to meet life's

⁴*SCHOOL AND SOCIETY*—Apr. 10, 1943 p. 395.

needs, what sort of training would these boys and girls have? Negro employment in Tennessee, as in other states, is concentrated in low paid occupations; 31.3% in this state are engaged in agriculture and 32.9% in domestic service. If we fail to take account of this fact in our educational program, we may be giving our Negro youth a type of training that by and large fails to meet their needs. If we offer them a type of training that meets their needs we may be serving to freeze this group into the areas of limited opportunity. Putting it another way, shall we train Negro youth for jobs now open to them, or shall we also train them for jobs not now open? If we do the former we will be helping the Negro where he is, and also keeping him where he is; if we do the latter, we may be turning out from our schools frustrated boys and girls. This is a terrible dilemma.

Although I have stated this as an either or proposition, it is not necessarily that; it may be that the answer lied in doing both. The economic level of agriculture and domestic service can be raised only when we have increased the level of efficiency in these occupations. For this reason, it is especially important that work in vocational agriculture and Home Economics in our Negro schools be made top notch. At the same time we owe it to the future to encourage those Negro boys and girls who have the ability and are so inclined to enter those occupations not now open to them to any degree. It is the only fair and just thing to do in a democratic society. In this whole pattern of Negro education we need to see the picture as it is, while at the same time we work to bring it more into balance.

I urge the importance of extra-curricula activities in Negro schools. Because of the limited opportunity for self expression given the minority in community life, the school can go far toward the prevention of a feeling of futility and frustration by offering Negroes a chance or leadership and self-expression in school. Dr. Ambrose Caliver states the proposition very well in referring to extra-curricula activities in Negro schools, "This is of special significance to Negro students because of the circumscribed life which the minority have to live. Whatever advantages, extra-curricular activities may have for the white student, it may be safely averred that these advantages are doubled for the Negro student. It is of special importance, therefore, that greater interest be aroused in their possibilities as an

integral part of a personnel program in Negro colleges."⁵ The sense of belonging, the opportunity to lead, the ability to cooperate toward the achievement of a common aim is learned.—it is not instinctive in man. If we are to see the full bloom of personality in Negro youth, we should in some way offer these opportunities to them.

I agree with the Southern States-Work Conference when it states, "The problem of Negro education should not be basically a problem to be solved by legislation and court action. Rather, it is a problem which should be solved in terms of needs and justice. Any steps which are taken to correct inequalities and injustices should be planned in terms of sound objectives based on fundamental rights and needs and should not be followed merely as routine required as a result of legal action."⁶ After all a legal case is a type of warfare, according to rules,—it does not originate in good-will and sympathetic exchange of viewpoint. Personally, I am of the opinion that the establishment of graduate schools, as a result of legal action, will not in the long run promote Negro education. Too many of these graduate colleges are being imposed upon a weak undergraduate system.

The alternative to legal action is an honest, straight-forward attack, by all of us on our common problems. Let us reason together in mutual respect, see the area of agreement, and seek through exchange of opinion, study and education to enlarge that area into a broad democratic highway.

I have set forth in this paper what seem to me to be some of the crucial issues in Negro education. Furthermore, I have made several suggestions for the improvement of our situation. I want to make it plain that I hold no particular brief for the suggestions I have herein stated. The fundamentally important thing is that we all recognize some of the problems and that some attack be made on them. If we of the south, who have our disagreements can show how we can work together for the common good, what a blow we would strike against the forces of evil that now beset the world, what an example we would be to the

⁵United States Office of Education, Vocational Education and Guidance for Negroes, Bull. No. p. 11.

⁶Southern States-Work-Conference, Negro Education, Bulletin No. 6, p. 36.

world in showing that disagreement does not necessarily lead to warfare. The world sorely needs this lesson.

After all we are all more alike than we are different; all of us are interested in the greater glory of our state and nation. If this be true, I see no reason why in mutual respect, good fellowship and harmony we cannot work out the difficulties that hinder our progress to our own mutual satisfaction, and the greater achievement of the state and nation we all love.

SUGGESTIONS FOR IMPROVING THE PROGRAM OF EDUCATION FOR NEGRO SECONDARY SCHOOL TEACHERS IN TENNESSEE

By GEORGE W. GORE, JR.

Executive Secretary of the Tennessee Negro Education Association

Introductory Statement

This sub-committee of the Negro Committee to study "Post-War Secondary Curricula and Secondary Teacher Education" was assigned the following problem: "CAN OUR APPROVED TEACHER-TRAINING COLLEGES IMPROVE THE TEACHER-TRAINING PROGRAM BY ORGANIZING THEIR PROGRAMS ON THE GENERAL EDUCATION, CLOSELY RELATED SUBJECTS OR SOME OTHER PLAN?" For a shorter title the problem was re-stated as indicated above.

In an attempt to approach the problem with special reference to Negro high schools in Tennessee the following items seemed to be definitely involved: (1) the size of the high school, (2) the size of the teaching staff, (3) the nature of the high school curriculum, (4) the guidance program of the teacher education institution, (5) the instructional organization of the teacher education institution, (6) certification requirements and (7) possible revisions of the high school program of studies. These seven items, at least must be seriously considered in any realistic approach to the solution of the total problem.

The following sources of data have been used: (1) a questionnaire sent to each of the four teacher education colleges for Negro secondary school teachers in Tennessee, (2) pertinent literature in the field of teacher education, (3) publications of the Tennessee State Department of Education, (4) college catalogs of the four-year Negro colleges in Tennessee, and (5) experiences gained as executive secretary of the Tennessee Negro Education Association

and as Dean of A. and I. State College.

SIZE OF NEGRO HIGH SCHOOLS IN TENNESSEE

A cursory study of the 64 state approved senior and four-year Negro high schools in Tennessee for 1942 shows that two-thirds have less than 100 students. Table I is presented below to indicate the size of schools.

TABLE I

Size of Negro High Schools in Tennessee Enrollment	Number
0—99	41
100—199	16
200—299	1
300—399	1
400—499	1
500—599	1
600—699	0
700—799	1
800—899	0
900—999	1
1000 and over	1
Total	64

On the basis of published lists of the Tennessee State Department of Education, the size of Negro high schools in Tennessee in 1942 ranged from 22 to 1840. The minimum enrollment figure was 153. The minimum enrollment for the schools having less than 100 students was 58. Thus it is evident that Tennessee Negro high schools are small high schools which of necessity restricts the variety of their offerings and the size of their faculties. According to The Tennessee High School Manual "no senior high school shall be established and maintained with fewer than 75 pupils in average daily attendance." Only half of the Negro high schools in the state fall under this figure, which means that while they are allowed to exist they certainly operate under many very great handicaps.

THE TEACHING STAFF

In referring to the number of teachers in a senior high school, The High School Manual states "in every senior high school there shall be at least three teachers who shall devote all their time to the teaching of high school subjects." Three teachers, however, must spread themselves very thin if they are to offer 16 units that are required for graduation from approved high schools.

The minimum offerings of an approved high school are four units of English, two units of

Mathematics, one unit of American History, one unit of Science and for girls, one unit of Home Economics. Other units necessary to make the required number to sixteen are elective.

Newly employed teachers in small high schools are usually expected to teach several unrelated fields. Oftentimes the combination is the result of a re-alignment of subjects more in keeping with the wishes of older members of the teaching staff. Something needs to be done so that teaching positions will have a fairly constant grouping of subjects even in small high schools.

THE NATURE OF THE HIGH SCHOOL CURRICULUM

The traditional high school curriculum follows a liberal arts pattern although many of the county training schools do offer work in Agriculture and Home Economics. According to a study made by the Director of Certification the largest number of persons receiving high school certificates between September 1, 1941 and August 31, 1942 were certified in English, French, Biology, Chemistry, History, and Civics. The number of persons thus certified in this one-year period in most instances was greater than the number of teachers offering instruction in these subjects during the same period. When we take into consideration the added fact that only a small percentage of persons who were certified during the period were employed in these fields because only a few vacancies existed, it is obvious that the supply of teachers is far in excess of the demand. Perhaps the high school curriculum of the very near future will include a higher percentage of offerings from the following subjects which are listed in the 1942 manual but which are not generally taught. I refer to such subjects as the following: *Art*, with the following units or half-units: (1) creative design, (2) advertising design, (3) life drawing, (4) portrait and still life, (5) advanced design; *Commercial Subjects*, including (1) bookkeeping, (2) shorthand, (3) typewriting, (4) accounting, (5) commercial law, (6) office machines, (7) salesmanship, and (8) general business training; *Speech Arts*; *Spanish*; *Industrial Arts* which include the following: (1) auto mechanics, (2) cabinet making, (3) electricity, (4) metal work, (5) home mechanics, (6) machine shop, (7) mechanical drawing, (8) printing, (9) sheet metal work and (10) welding; *Health and Physical Education* and, where possible, ROTC.

GUIDANCE PROGRAM OF THE TEACHER EDUCATION INSTITUTIONS

A majority of secondary school teachers in Negro high schools in Tennessee are prepared at A. and I. State College, Fisk University, Knoxville College, Lane College and LeMoyne College. Judging from the applications made to the Division of Certification, much is to be desired in the guidance program for prospective secondary school teachers. For some reason or other there seems to be little correlation between the fields in which students prepare for teaching and the fields in which there is a demand for teachers. Perhaps the colleges are placing too much emphasis on English, French and Social Science. Perhaps they have recruited their own teaching staff in terms of a liberal arts pattern with little or no regard for the needs of the secondary schools. The reason that only a limited amount of work is offered in vocations may be due to the fact that such work is not emphasized in the teacher education institutions of the state. Negro colleges in Tennessee that have accepted as one of their objectives the training of secondary school teachers might well re-consider their programs in terms of present and future opportunities for placement of teachers. Perhaps there is need for more study in the field so that college counselors may have definite statistics to present to those whom they would advise.

INSTRUCTIONAL ORGANIZATION OF THE TEACHER EDUCATION INSTITUTIONS

Most of the liberal arts colleges of the state devote the first two years to general education and the last two years to an emphasis upon the teaching subjects and professional education. There is a difference of opinion among the persons responsible for the program of secondary education in the colleges as to whether there should be a horizontal or a vertical division between general education and teacher education. The one teachers college in the state more or less leans towards the idea of a vertical division in which part of the time in each of the four undergraduate years is devoted to professional education and to general education. Most of the colleges have a major-minor instructional set-up and prospective teachers for the secondary school qualify in terms of their major and minor fields. No institution as such specifically insists that the students should work in a definite field of concentration in which a series of closely related subjects would be the basis for gradua-

tion and subsequent certification. Several studies have been made with respect to this problem that recommend definite consideration on the subject matter combinations that are prevalent in a given state.¹ It is of interest to note that West Virginia has recommended a single curriculum for the preparation of both elementary and secondary teachers within a four-year college period.² In the latter program it is recommended that six semester hours be devoted to a course in human development; three semester hours in human adjustment; three in primary methods; three in integrated methods; six in directed teaching and six in education electives.

An especially valuable recommendation is that evolved by a joint committee of the Southern Association of Colleges and Secondary Schools and the Southern University conference.³ It recommends three basic courses in any school teachers. The first course is educational psychology, six semester hours; the second, the program of secondary education, six semester hours; and the third, observation and teaching in secondary schools, six semester hours. As outlined, these courses have the merit of an intensive approach to professional problems with unity of purpose rather than duplication of effort which usually grows out of having a multiplicity of courses.

CERTIFICATION REQUIREMENTS

In Tennessee certification requirements are such that in order to teach a subject it is necessary for one to have completed a curriculum, as in the case of vocational agriculture and home economics; or a major of 36 hours, as in the case of English; or a field of concentration 27 hours, as in the case of commercial subjects; or a minor 18 hours, as in the case of a foreign language. Most institutions encourage their prospective secondary school

teachers to so select their courses that they will qualify for certification in the largest number of subjects. Certification on the secondary school level is permanent. Hence, there is no legal requirement that a teacher grow in service or that a teacher be well qualified in the subjects which he instructs. Teacher training institutions have rather accepted the opportunity for low standards which these requirements make and have tried to supply teachers in keeping therewith, partly because it was the road of least resistance and partly because employing officers placed a high evaluation upon students who were "jacks of all trades." Unfortunately all certification regulations must be set up as minimum standards. Insistence upon high standards must come from perhaps employing officials.

POSSIBLE REVISIONS OF THE PROGRAM OF STUDIES

It is implied in the very nature of post-war planning that there will be revisions in the present program of secondary education. For the immediate future it seems likely that there will be more emphasis upon applied science and the vocations. Perhaps new courses will have to be added to the curriculum. The colleges must give some leadership in the matter of anticipating these new subjects and in preparing teachers for them.

SUMMARY

1. A majority of Negro high schools in Tennessee have less than 100 students.
2. The state regulations require a minimum daily attendance of 50 pupils for a school which receives a classification of B (for A the requirement is 100) and a minimum of three teachers.
3. All teachers must be certified in the subjects which they teach.
4. Teachers may be certified in a curriculum, or their major, usually 36 hours, or minors, usually 18 hours or in a minor field of concentration, usually 27 hours.
5. The demand for teachers who can be certified to teach three or four subjects tends to make secondary teacher education general rather than specific with respect to teaching fields.
6. Students pursuing teaching education courses tend to select as teaching subjects the well-established liberal arts fields or the fields which receive federal subsidies such as agriculture and home economics. Therefore, it is extremely difficult to secure teachers prepared to give the newer subjects.

¹Jackson, Reid E.: "A Basic Program for the Education of Negro Secondary School Teachers," *The Journal of Negro Education*, Vol. XI, No. 4, October, 1942, pp. 517-26.

²"West Virginia in Action," *The Newsletter* (of the Commission on Teacher Education of the American Council on Education), Vol. III, No. 8, May, 1943, pp. 3-5.

³Smithy, William R.: *Outline of the Three Basic Courses in Secondary Education*, The University Press, Sewanee, Tennessee.

7. There is need for the teacher education institutions to act up a definite policy of guidance so that prospective teachers may be prepared for those fields which are less crowded and for newer fields which are being added to the secondary school curriculum.

8. Most teacher education institutions in Tennessee devote the first two years to general education and the last two years to professional education.

9. Most prospective secondary school teachers in Tennessee are prepared for their work in institutions using a major-minor pattern.

10. All certification for secondary school teachers is permanent; hence, a person may teach for life both his major and his minor subjects.

11. Employing officials set a premium upon prospective teachers who are certified in many subjects irrespective as to their ability.

12. There is need for more study on the part of teacher education institutions so that the post-war needs of secondary schools may be anticipated and provided for.

RECOMMENDATIONS

1. That teacher education colleges be allowed to develop their programs to the best of their ability with either the horizontal or vertical approach provided they stress teaching as their goal and give adequate opportunity to professional education, observation and practice teaching.

2. That teacher education institutions work out a program of guidance in which they will make available to their students the present and future possibilities for employment in the various types of secondary school subjects.

3. That the State Department of Education suggest to superintendents logical subject matter combinations so that they will seek teachers who qualify for more or less related subject-matter combinations.

4. That the State Department of Education, superintendents, high school principals and the teacher colleges work together cooperatively in the revision of the secondary school program of studies so that their efforts may result in the securing of adequately prepared teachers for the post-war period. The present haphazard system cannot produce an adequate number of well-qualified teachers for boys and girls.

5. That the State Supervisor of Certification also be Supervisor of Teacher-Training and work as a coordinator between the teacher

preparing colleges and the secondary schools in order that there may be evolved a more satisfactory pattern of teacher education.

6. That teacher education curricula should be centered upon three distinct and interrelated objectives, namely: (1) general education (2) thorough mastery of fields to be taught (3) rich experiences in observation, participation and directed teaching.

7. That the curricula of the teacher education institutions should never be regarded as static. Life is characterized by constant change. An effective curriculum must ever change both in its written form and in its body of experiences that grow out of life itself. In any institution, the Committee on Curriculum Revision should be a standing one.

BIBLIOGRAPHY

- Bagley, W. C.: "What Education is Learning from the War," *The Educational Forum*, November, 1942, pp. 5-12.
- "Certification of Tennessee Teachers" (Abridged), *The Tennessee Educational Bulletin*, February, 1942.
- Criteria for Teacher Education*, Association of Colleges and Universities of the State of New York, State Department of Education, Albany, N. Y.
- Evenden, E. S.: "Teacher Education in a Democracy at War," *The American Council on Education*.
- Evenden, E. S. and Buuts, R. F.: *Columbia University Cooperative Program for the Pre-Service Education of Teachers*, Bureau of Publications, Teachers College, Columbia University.
- Gore, Jr., George W.: *The In-Service Professional Improvement of Negro Public School Teachers in Tennessee*, Bureau of Publications, Teachers College, Columbia University.
- Jackson, Reid E.: "A Basic Program for the Education of Negro Secondary School Teachers," *The Journal of Negro Education*, Vol. XI, No. 4, October, 1942, pp. 517-26.
- Malmberg, C. F.: "Teaching Combinations in High Schools," *Review of Educational Research*, June, 1937, pp. 284-7.
- National Survey of the Education of Teachers*, Vol. III, "Teacher Education Curricula," U.S. Office of Education, Bulletin 1933, No. 10, Government Printing Office, Washington, D. C.
- National Survey of the Education of Teachers*, Vol. V., "Special Studies," U. S. Office of

Education, Bulletin 1933, No. 10, Government Printing Office, Washington, D.C.

"New College for the Education of Teachers," *Teacher College Bulletin*, December, 1932.

Report of the Tennessee Educational Commission, Part II, "Recommendations Affecting Public Education in Tennessee," Tennessee Educational Commission, Nashville, Tennessee.

Smithy, William R.: *Outline of the Three Basic Courses in Secondary Education*, The University Press, Sewanee, Tennessee.

"Standards of Accreditation of Teacher-Training Institutions," *The Tennessee Educational Bulletin*, March, 1935.

Tennessee Department of Education, *High School Manual*, Laws and Regulations, Program of Studies for High Schools, 1942.

"West Virginia in Action," *The Newsletter* (of the Commission on Teacher Education of the American Council on Education), Vol. III, No. 8, May, 1943, pp. 3-5.

NEWS FROM THE FIELD

FAYETTE COUNTY

The Elementary Schools opened their doors July 19, 1943 for the school year 1943-44. Our first campaign was a "Clean up" campaign because we realize that to do a good job one must work in clean buildings. And cleanliness is one of the first steps toward healthful living. The first two days of the first week were set aside as "Clean up" days and it was expected that teachers and pupils clean their buildings and grounds.

We are making a great effort to improve the health of the girls and boys in Fayette County. Since this is true we are stressing more than ever the Nutrition and Physical Education Programs. Our first units of work are going to be on some phase of Health emphasizing proper foods, rest and recreation.

In our various clubs we are canning, drying and preserving all the foods possible so we will not only have enough food for ourselves but to help feed our Armies as well.

The teachers and pupils are being encouraged to buy more "Stamps and Bonds" than ever before. We have decided not to do just our share but to do more than our share in this great movement.

We as teachers in Fayette County have always responded to what ever call the Red Cross

makes, we pledge our full support to this organization and to every other War Program we are called upon to work in, "We Are All Out For Victory!"

Whatever we can do to promote the welfare of the Tennessee Teachers Association we are ready and willing to do it.

Mrs. Cottrell L. Young,
Jeanes Visiting Teacher

—VV—

HENDERSON COUNTY

This year in Henderson County we shall have as our main interest as always, the child and his workshop, the classroom. We shall strive to make our classrooms more attractive, our teaching procedures more interesting, our curriculum more varied, so that to the child learning will be an enjoyable growth. Below are listed our aims for the year.

1. Certain subjects will be stressed more than ever; as health and physical fitness, science, civics, conservation and any others which will make the child a better citizen.

2. Last year we took part in several war efforts, as buying stamps, collecting scrap materials, joining the Junior Red Cross etc. We shall continue these activities, and add new ones to the list.

3. Through the efforts of our Smith-Hughes agriculture and home economics teachers, the children will be made more conscious of their part in raising food for victory. Projects in food production will be started and supervised. Also care of clothing, household furniture and machinery will be taught.

4. Through our organization, the Henderson County Teachers Association, we shall offer our teachers an opportunity to come together in discussion groups, exchange ideas and material, listen to speakers who are authorities in their fields, visit other schools and observe, and to take part in other activities which will tend to improve them professionally.

5. Realizing that only an attractive physical surrounding is conducive to learning, we are trying this year to improve our school buildings and grounds by planting flowers, building walks, painting and by making any inexpensive repairs that will be in keeping with the curtailment of building plans this year.

6. All communities which have no P.T.A. or which have a poorly functioning one will be asked to sponsor a working organization. Through these we intend to foster better re-

relationship between the school and home, and encourage parent participation in school affairs. Also through our P.T.A.'s we plan to carry to the people a Red Cross class in nutrition, and from time to time, lectures on current topics.

7. In keeping with the Second War Loan Drive in September, we shall conduct through the P.T.A. a war bond and stamp sale. These sales will be carried on in each community as transportation does not permit coming together in one central place. Programs will be given by the schools in each community to help spur on the sales.

—Frances McGuire Taylor, Jeanes Supervisor

MAURY COUNTY

Maury County was well organized for the National emergency. We felt the need of County wide organization in which the teachers took the lead. Pupils bought stamps regularly each week until four schools were able to purchase \$25 war bonds for their schools. The teachers made pledges at the beginning of the school year. These pledges were fulfilled during the school year. The citizens of the County were cooperative in the bond drive. At the close of the school year \$20,000 had been collected in cash.

Food for Victory: This part of our program has received much attention. More than a thousand victory gardens were planted. 502 families took part in the Home Food Supply program.

The County provided a vegetable garden containing several acres. The teachers with their pupils can gather vegetables for canning to help out in the hot lunch program.

We are in the midst of our canning season and the pupils of Maury County will be sure of one hot meal in our schools.

Two Red Cross Home Nursing Classes were held last year.

We have a class making surgical dressings twice weekly. More than forty women meet at the center to carry this work on.

A pre-school conference will be held at College Hill High School, August 20 and 21. Several subjects of interest to elementary teachers will be discussed and revisions of state bulletins will be reviewed.

Stella H. Smith, Supervisor

TIPTON COUNTY

Theme—

"Help the child out of the primary grades through better attendance and classroom teaching".

Objectives—

1. To stimulate early growth in school interest and advance education.
2. To increase the number in the other grades level.
3. To develop a stronger foundation in the three R's.

Ways and Means—

A. School Organization To Stimulate Better Attendance

1. P.T.A. study courses
2. Church, home and school surveys.
3. Better home programs
4. Pupil council movements
 - a. First Aid, Red Cross, Clubs and Stamp Clubs

5. Nutrition

- a. Hot lunches, lectures, school gardens, scrap books and food units, canning

6. Establishing one's self in the community

- a. Visiting each home in the community and visiting the churches, clubs and other social gatherings.

7. Organize the daily school program to the children

- a. Divide the school work in proportion to the number of children and not the grades
- b. Emphasize the master subjects
- c. Plan a definite schedule and post it where it can be seen.

8. Organize a faculty meeting

- a. Discuss school problems and adjustments
- b. Plan the school program together
- c. Social contact

9. Keeping definite reports

- a. A check on all the absentees and the reasons
- b. Send to the home a statement to the parents of the children a record of the absentees
- c. Keep a wall chart of the number of days present and number not present.
- d. Mail to the Superintendent a card of the number absent and present.

B. Better Classroom Teaching and Activities

1. Instructional materials—

- a. Text books, Libraries, Magazines, workbooks, Native materials
 - b. Charts, pictures, games and objects
 - c. Reading centers and play rooms
 - d. Musical instruments, bands, songs and games
 - e. Art of making and using things that are valuable
2. Emphasizing the skill subjects
- a. Reading, arithmetic, spelling, language and handwriting.

—Kathaleen M. Belks, Supervisor

WILLIAMSON COUNTY

Suggestions For Improving The State Teachers Association:

1. Have every teacher realize, and know the importance of entire Tennessee being organized into one large educational body or group.
2. Everybody should each year pay their annual dues, and form the habit of reading contents of each issue of the Broadcaster. Because in every issue will be found helpful information and suggestions for improving our work as leaders and teachers of the nation.
3. Instead of finding faults about the Association and grumbling about being asked to pay \$1.00 annually for the Broadcaster, Let's Smile our way through this year, and conclude "To study ways and means of improving the T. N. E. A. and remember that it cannot function without finance."

MY 1943 AND 1944 PLAN OF WORK IN WILLIAMSON COUNTY AS A COUNTY WIDE HELPER

"To develop and sponsor a workshop in health, diet and nutrition in rural communities of Williamson County."

The major purposes of this workshop are:

1. To provide principals, teachers, P. T. A. Workers, Better Home and Garden Club Workers, Students, educators, and all farm families opportunities for working out plans for making respective schools and communities render more direct service for stimulating favorable attitudes toward healthful living.
2. To demonstrate techniques in the operation of the workshop that might be used with elementary and high school pupils, as well as community club workers and

adults in making our schools ministers to the needs of each respective community.

3. Find the major elements of the individual and group plans, combining proposed programs, bringing together materials that may be useful in programs for the improvement of standards of living with factors involved in making healthful homes, and to encourage desires for beautiful surroundings.
4. The 42 Williamson County teachers, principals, patrons, students, and other agencies and individuals, who attend this Workshop will select not less than five specific problems from among these which they will bring from their respective communities, and these problems will become the basis of our work.

Problems To Be Involved

1. To develop a planned program for conducting a Workshop in Health, Diet, and Nutrition in rural communities of Williamson County by securing cooperation of Jeanes teachers, elementary teachers, principals, ministers, P.T.A. officials, key farmers, farm women, State workers, and representatives of other agencies and other organizations.
2. How to obtain better wholesome family and parent teacher relationship. Give prompt consideration of specific guidance, and make surveys of Williamson County in order to reach unserved areas, and to find out existing conditions with which rural people are confronted.
3. Health and Sanitation; Adequate supply of food for families, and food for victory, thrift, upkeep and repair of the homes, schools and equipment, and continuous purchasing of War Bonds and Stamps.
4. (a) A thorough understanding of how to develop a program of wholesome recreation in which each member of the family participates.
(b) To develop a functional program for periodic family councils.
(c) To set up and practice a suitable family code of ethics.
5. What is the nature of a functional curriculum based on community needs? The value of the workshop will be enhanced by visits to community homes, neighboring counties, assembly programs, by sharing of consultants from and participating in other workshops by observation in other demonstration schools and by participation in plays, recreational, and religious programs. Unusually worth while experiences will be

presented by Parent-Teacher discussions, Better Home and Garden Club Workers from various rural communities. They will come into the workshop to exchange ideas with principals, teachers, supervisors, agriculturists, and other agencies regarding school and community problems of health, which effect children and all human beings directly and indirectly.

THE PLAN OF ORGANIZATION AND WORK WILL FOLLOW EDUCATION PRINCIPLES OF THE WORKSHOP PLAN IN THAT:

1. Students will participate in planning the program, and free and informal exchange of ideals will be encouraged. Students will work individually, and in groups.
2. Group or class discussions will be a part of the day's work and various committees will work on group problems. Adequate recognition must be given to education as a democratic process in which the home, the school, and the community contribute to the total pattern.
3. If our program is successful, certain responsibilities will be placed upon all persons in the community each according to his interests and abilities, with due recognition to those qualified and willing to follow.
4. The relationship of those participating in the program must be that of a cooperative cooperation will grow out of a careful enterprise. The determination of the areas of survey of needs and conditions in each local situation.
5. All resources—human, material, and institutional must be selected in accordance with their usefulness in solving common problems.
6. Many opportunities shall be provided for activities in which pupils, teachers, and adults may participate cooperatively.
7. The effectiveness of the program will be determined by changed attitudes, improved relationships, higher standards of living, and acceptable modes of conduct. Provisions must be made for the constant evaluations of the process as well as the outcomes.
8. Leadership will be wisely chosen from lay and professional groups. Common sense, integrity, cooperative qualities, knowledge of people, resourcefulness, personal fitness, and in some instances, experience will characterize the leaders. Steering committees will make constant evaluation and sug-

gestions for the improvement of work.
—Mrs. Eva Myers Lee, Jeanes Worker

The most important factor in the improvement of the curriculum is the improvement of the teacher himself. Unless the teacher is expanding his interests, deepening his insights, and modifying his views, little real improvement in the curriculum of the child may be expected. A program of curriculum development, therefore, must be concerned with the rounded and continuous growth of teachers as individuals.

—Hollis L. Caswell, Jeanes Supervisor

NEW EDUCATIONAL MATERIALS

Recordings for Classroom and Discussion Groups. Part One, How to Use Recordings, Part Two, Study Outlines. New Tools for Learning, 7 West Sixteenth Street, New York 11, New York. 15 cents, 24 pp.

Third Annual Edition of Educator's Guide to Free Films. Educators Progress League, Randolph, Wisconsin.

War, Babies, and the Future. Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City. 10 cents. 32 pp.

Teachers Enjoy the Arts. Faulkner, R. N. and Davis, Helen E. American Council on Education, Washington, D. C. 50 cents. 57 pp.

Education and the People's Place. Educational Policies Commission. National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C. 10 cents, 59 pp.

The School and the Changing Pattern of Country Life. Report of the Southern Rural Life Conference. Copies may be secured without cost from J. E. Brewton, Executive Secretary, Southern Rural Life Council, George Peabody College for Teachers, Nashville 4, Tennessee. 100 pp.

Implications of the War Effort for the Schools. Southern States Work-Conference on School Administrative Problems. "Improving Education in the Southern States," Bulletin No. 4, 1942. 99 pp.

ROSTER OF TENNESSEE NEGRO AGRICULTURAL EXTENSION AGENTS 1942-43

STATE AGENTS

W. H. Williamson, Assistant State Agent in County Agent Work, Nashville.

Bessie Walton, Assistant State Agent in Home Demonstration Work, Nashville.

COUNTY AGENTS

District I

- McAdams Sloan, Fayette, Somerville.
- E. R. Shockley, Hardeman, Bolivar.
- Emma Persons*, Hardeman, Bolivar.
- F. E. Jeffries, Haywood, Brownsville.
- Larue Cleaves*, Haywood, Brownsville.
- A. M. Dobbins, Madison, Jackson.
- R. H. Brown, Shelby, Lucy.
- C. D. Haley, Tipton, Covington.
- Alice E. Cottrell*, Tipton, Covington.

District II

- G. W. Senter, Three Counties, Nashville.
- Katie Grisham*, Three Counties, Nashville.
- M. O. Maxwell, Giles, Pulaski.
- Katherine Z. Morris*, Giles, Pulaski.
- John R. Branham, Montgomery, Clarksville.
- Margaret F. Harlan*, Montgomery, Clarksville.

District III

Mary Woods*, East Tennessee Counties, Chattanooga.

District IV

Minnie Harris*, East Tennessee Counties, Knoxville.

*Home Demonstration Work.

THE PROGRAM FOR 1943

General Theme

EDUCATION FOR VICTORY

Daily Topics

- Sunday, November 7: Education for World Understanding
- Monday, November 8: Education for Work
- Tuesday, November 9: Education for the Air Age
- Wednesday, November 10: Education To Win and Secure the Peace
- Thursday, November 11: Education for Wartime Citizenship
- Friday, November 12: Meeting the Emergency in Education
- Saturday, November 13: Education for Sound Health

NATIONAL SPONSORS OF AMERICAN EDUCATION WEEK

- The National Education Association
- The American Legion
- The U. S. Office of Education
- The National Congress of Parents and Teachers

AMERICAN EDUCATION WEEK 1943

<p><i>Education for Victory</i> NOVEMBER 7-13</p>		<p><i>Education for World Understanding</i> SUNDAY, NOVEMBER 7</p>
<p><i>Education for Work</i> MONDAY, NOVEMBER 8</p>	<p><i>Education for the Air Age</i> TUESDAY, NOVEMBER 9</p>	<p><i>Education To Win and Secure the Peace</i> WEDNESDAY, NOVEMBER 10</p>
<p><i>Education for Wartime Citizenship</i> THURSDAY, NOVEMBER 11</p>	<p><i>Meeting the Emergency in Education</i> FRIDAY, NOVEMBER 12</p>	<p><i>Education for Sound Health</i> SATURDAY, NOVEMBER 13</p>

JEANES VISITING TEACHERS 1943-44

County	Teacher	Address
Bedford-Marshall (M)	Mrs. Glyndon F. Greer	R-3 Box 146, Shelbyville, Tenn.
Carroll (W)	Mrs. Blanche P. Ransom	Box 307, Huntingdon, Tenn.
Chester-McNairy (W)	Mrs. Mildred Davis	111 Church Street, Henderson, Tenn.
Crockett (W)	Mrs. Pansy Graham	Alamo, Tennessee.
Davidson (M)	Mrs. Carrie M. Denney	1406 Jackson Street, Nashville, Tenn.
Dickson-Cheatham (M)	Miss Evelyn Hill	107 Rickert Avenue, Dickson, Tenn.
Fayette (W)	Mrs. Cottrell C. Young	P. O. Box 91, Somerville, Tenn.
Gibson (W)	Mrs. Carrie B. Seat	301 Huntingdon Street, Trenton, Tenn.
Giles (M)	Mrs. Johnie Thomas	50 East Flower St., Pulaski, Tenn.
Hamilton (E)	Mr. T. D. Upshaw, Jr.	Booker T. Washington High School East Chattanooga, Tenn.
Hardeman (W)	Mr. J. H. White	Allen-White High School, Whiteville, Tenn.
Haywood (W)	Mrs. Algee C. Outlaw	711 E. Jefferson St., Brownsville, Tenn.
Henderson (W)	Mrs. Frances M. Taylor	P. O. Box 166, Lexington, Tenn.
Henry (W)	Mrs. Optress Broach	P. O. Box 466, Paris, Tenn.
Knox-Jefferson (E)	Miss Ernestine Jackson	1 P. O. Box 1054, Knoxville, Tenn. 2 General Delivery, Jefferson City, Tenn.
Lauderdale (W)	Miss LaVera Seets	130 Barbee Street, Ripley, Tenn.
Lincoln (M)	Miss Tommie Briggs	R-2 Fayetteville, Tennessee.
Madison (W)	Mrs. Fannie Dobbins	723 North Hays St., Jackson, Tenn.
Mauzy (M)	Mrs. Stella H. Smith	403 East 8th St., Columbia, Tenn.
Montgomery (M)	Mrs. Katherine L. Allen	R-3 Woodlawn, Tenn.
Robertson (M)	Mrs. Katy B. Burns	Adams Jr. High School, Adams, Tenn.
Rutherford (M)	Mr. Robert T. Butler	420 East State St., Murfreesboro, Tenn.
Shelby (W)	Mrs. Pearl C. Nichols	188 South Parkway West, Memphis, Tenn.
Sumner (M)	Mrs. Evelyn Hall	Tompkins Street, Gallatin, Tennessee.
Tipton (W)	Mrs. Kathaleen M. Beeks	Box 562, Covington, Tennessee.
Weakley-Obion (W)	Mrs. Alberta Bond	421 Taylor Street, Union City, Tennessee.
Williamson (M)	Mrs. Eva Myers Lee	Thompson's Station, Tennessee.
Wilson (M)	Mrs. Cordelia Norris	Box 85, Lebanon, Tennessee.

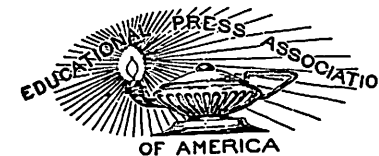
(M) Middle Tennessee
(E) East Tennessee
(W) West Tennessee

28 Jeanes Visiting Teachers
33 Counties

THE BROADCASTER

Published in September, December, March, June

Official Journal of the
Tennessee Negro Education Association



MEMBER OF
EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Dedicated to the advancement of education and
interracial goodwill.

Editorial and Business Office, A. & I. State College,
Nashville, 8, Tennessee

Membership and The Broadcaster, one dollar
per year. Single copies twenty-five cents. Adver-
tising rates furnished on application.

Entered as second-class matter, August 25, 1928,
at the Post Office at Nashville, Tennessee under
the Act of March 3, 1879.

VOL. XVI SEPTEMBER, 1943 NO. 1

TENNESSEE NEGRO EDUCATION ASSOCIATION
OFFICERS FOR 1942-43

MISS LUCIE CAMPBELL, Memphis
President

W. J. HALE, Nashville
Honorary President

M. L. MORRISON, JR., Dyersburg
First Vice-President

E. E. PITTS, Franklin
Second Vice-President

W. E. NASH, Athens
Third Vice-President

G. W. GORE, JR., Nashville
Executive Secretary

MRS. EVA MYERS LEE, Franklin
Assistant Secretary

MRS. L. SEETS HAMPTON, Ripley
Recording Secretary

MRS. PICOLA SMITH-MORROW, Murfreesboro
Assistant Recording Secretary

MRS. M. M. BROWN, Nashville
Treasurer

EXECUTIVE COMMITTEE

JOE A. THOMAS, Lawrenceburg, Chm. (1944)
MISS LUCIE CAMPBELL, Memphis, (ex-officio)
G. W. GORE, JR., Nashville (ex-officio)
W. J. HALE, Nashville, (ex-officio)
M. R. EPPSE, Nashville, (1943)
J. H. WHITE, Whiteville (1943)
S. W. HARRIS, Shelbyville, (1943)
E. E. PITTS, Franklin (1943)
J. L. SEETS, McKenzie, (1944)
T. D. UPSHAW, E. Chattanooga (1944)
D. A. FORBES, Nashville (1944)
R. B. BOND, Brownsville, (1943)

BOOK REVIEW

Art in the Elementary Grades (A Manual for Teachers) by Frances E. Thompson. State Department of Education, Division of Negro Education, Nashville, Tennessee, 118 pp. \$1.50.

John Keats wrote "A thing of beauty is a joy forever." If we as a nation are to appreciate fully the beauties of life and thus have perennial joy, there is need for a greater emphasis on art in the elementary grades. With such an emphasis America may truly become "America the Beautiful" in reality as well as in song. Much of contemporary America is beautiful. However, much of the beauty is lost upon unappreciative eyes and hearts and minds.

Too many teachers in elementary schools are lacking in an appreciation of art and the ways by which art may be made more meaningful in the lives of the boys and girls whom they teach. The present emergency is placing great emphasis upon making use of materials at hand. Folk art is now valuable as a morale builder and as a stimulus to thrift. Beauty is not a luxury but a necessity. It need not be expensive in money or in "points." To achieve beauty is to reap dividends from work well done with appreciation for symmetry and the eternal fitness of things.

Miss Thompson is well fitted to serve as an interpreter of art to teachers of children. She has served with distinction as a teacher of art education in a state teachers college. Her professional education has been enriched by sustained periods of study at the Massachusetts School of Art, Boston University and Harvard University. Just before Hitler's hordes moved in, she spent a year as a Julius Rosenwald Fellow studying folk art at Charles University in Prague, Czechoslovakia.

The manual is fortunate with respect to its sponsorship, being published by the Tennessee State Department of Education and distributed free of charge to Tennessee schools. The foreword bears the signatures of B. O. Duggan, State Commissioner of Education; R. Lee Thomas, Supervisor, Division of Elementary Schools; W. E. Turner, Director, Division of Negro Education.

In her introduction, the author stresses the practical phases of the manual when she says "It is hoped that the material here will serve all teachers who can use it and especially those teachers who have the good fortune to work near the great out-of-doors where so much good material for art teaching is easily found." Sections devoted to Motivating the Job, School Art

Projected into Community Life, the Art Program, all serve to place the teaching of art in its proper perspective as a folk activity well within the scope and power of elementary school children even in rural schools.

The program of work is presented on two levels—the first level for grades one through four and the second level for children who have mastered the exercises in the first level regardless of the grade.

The material is well presented with simple and understandable directions. Appropriate illustrations are given on practically every page. In the opinion of the reviewer these illustrations are one of the major contributions of the manual. In the words of the author "The methods developed are not the only ones capable of providing results, there are others, however, these have proved successful in classroom teaching over a considerable period of time."

It is to be hoped that the present edition will soon be exhausted and that a subsequent edi-

tion may be issued in printed, rather than in planographed, form.

Finally, the manual itself is a good illustration of the gospel which it preaches. In format and in presentation it is a work of art.

—G.W.G.

TENNESSEE EDUCATIONAL ASSOCIATION
1943 FALL SESSION

Middle Tennessee Teacher Association—
October 22-23 Pearl High School, Nashville,
Theme: "Present and Post-war Planning."

East Tennessee Association of Teacher in
Colored Schools, October 28-30—Chattanooga.

West Tennessee Teacher Congress—Novem-
ber 11-13—Lane College, Jackson. Theme: "Pre-
sent and Post-war Curricula."

*Keep up Morale on the Home Front by at-
tending your Sectional Association Meeting this
Fall.*