

# The Broadcaster

OFFICIAL JOURNAL

of the Tennessee State Association of Teachers In Colored Schools

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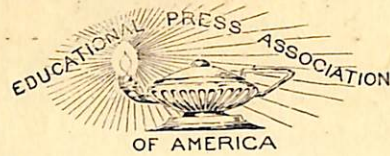
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FOURTEENTH ANNUAL SESSION, APRIL 9-11, 1936

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# THE BROADCASTER

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VOL. VIII. OCTOBER, 1935 No. 1

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# THE BROADCASTER

Vol. VIII. OCTOBER, 1935 No. 1

## THE ROLE OF THE MEDICAL COLLEGE IN HIGHER EDUCATION

By Dr. J. J. Mullooney, Meharry Medical College

The definition of the word role means the part of or the part assumed by a person or an institution and, undoubtedly, the medical college or medical education has a very important part to play in higher education. Anything that vitally concerns the welfare of the people should be the concern of all education. Undoubtedly medicine or the preservation of health is or should be one of the fundamental objectives of this meeting.

Medicine arose out of the primitive instinct of sympathy. It rose out of the desire of man to help his fellow human in sorrow, in need, in sickness. The instinct of sympathy is very closely associated with the most fundamental of all instincts, the instinct of self-preservation, which includes racial preservation. This instinct of sympathy is most highly developed in what we might call the maternal passion, and one of the best medical historians, Dr. Payne, has said, "The basis of medicine is sympathy, the desire to help others, and whatever is done to this end may be called medicine."

The first steps toward the crystallization of what we call medicine was taken by our ancestors of ages ago, that is by primitive man; probably upon seeing a fellow-being injured, or in accident, or bitten by the wild beast, and stirred by fear and by the instinct of self-preservation, in a very crude way, they helped or protected one of the tribe, and little by little, through the slow processes of trial and error these experiences of our very early ancestors crystallized into useful knowledge. Pliny suggests: "Primitive man picked up his earliest knowledge from the observation of certain practices in animals, such as the eating of certain grasses and herbs by dogs for use on themselves as emetics." And Celsus suggests: "Some of the sick on account of loathing abstained from food, and the disease in those that abstained from food was not so serious. Some ate while they had a fever, while a few ate little and those who ate little seemed to recover sooner. Some at the beginning of an illness used a full diet or

ate heartily, others ate sparingly and they observed that those that ate heartily became worse. These little acts occurring daily, and year after year, impressed the more careful and the more observing members of the race of men, and these, probably mentally at first, and for many years, noted what had best helped the sick and, in the process of time, some crudely, of course, wrote down what was best. In this way medicine took its rise from the experience of the recovery of some, of the death of others, distinguishing the hurtful from those things which were helpful."

No tribe or clan or society of men have yet been discovered, but what have shown some evidence of the existence of this instinct or of some sort of "Medicine Man," leading to the organization of what we now call the healing art. Wherever men are found this art has grown and developed and become a part of the fabric of the life of the people.

One of the very oldest evidences recorded in stone is a very extraordinary practice of Trephining. Neolithic skulls with disks of bone removed have been found in nearly all parts of the world. Broca suggests that "Trephining was done in those early days by scratching or scraping the bones of the skull with crude instruments made of stone." And our own beloved Osler says, "After millenniums of gradual upward progress, which can be traced in the records of the Stone Age, man and civilization spring forth, Minerva-like, complete, and highly developed in the Nile Valley. In this sheltered fertile spot, Neolithic man first raised himself above his kindred races of the Mediterranean basin, and, possibly, because of the accidental discovery of copper. Egypt "forged the instruments that raised civilization out of the slough of the Stone Age." Egypt became the center from which civilization spread to other peoples.

One department of Egyptian medicine reached a high stage of development—the Department of Hygiene. Cleanliness of the

dwellings, of the cities, and of the person was regulated in Egypt by law. And here we see the reaction growing out of that primitive instinct of sympathy already being moulded into law, that is laws governing the health of the people.

All along the way, during the slow but upward march of man, health and hygiene have played a very important role in the development and education of mankind.

But to be specific and practical, let us pass over the ups and downs of the slow processes by which the highly organized and, sometimes scientific, medicine of today has been produced, and let us try to answer the implied question in the title or subject that has been given to me.

Perhaps no one man in America ever did medical education more good, certainly no one medical man ever worked more energetically, more constantly, more intelligently to put medical education on a higher level than Dr. William Osler. No one man in medical education gave more of that which we call culture than William Osler. It was through his efforts and through the cooperation of his colleagues at Johns Hopkins Medical School that arrangements were made for the epoch making survey of medical education done by Abraham Flexner over two decades ago. Both Osler and Flexner gave a great impetus to the work of medical leaders in this country and Canada, who were trying to broaden and modernize the fundamental requirements of premedical education and it was their intelligent leadership that eventually led to the closing of many so-called medical schools and to the standardization of the minimum requirements of medical education.

Some medical leaders of today are claiming that this standardization or crystallization of premedical education and of the medical course itself have been carried too far. Be that as it may be, all I will say in passing, is that there is much to be said both for and against that statement.

But this we do know, their efforts led to expulsion of a great deal of quackery, commercialism, and downright dishonesty in the medical schools of those days. The Aegean stables of medicine of those days got a thorough cleansing. We also know that the desire for improvement on the part of the better educators in the medical schools, led also to considerable searching of hearts and to a re-

arrangement of courses and to the weeding out of a lot of "dry rot" in the colleges and universities which prepare youth for the medical schools. It led to the introduction of more science courses in the colleges. This demanded better laboratory equipment and better trained teachers in these science courses—especially, did it lead to a more thorough training of youth in the fundamental branches of science, such as Chemistry, Physics, and Biology.

New York State, because it is one of the oldest and because it is one of the most populous and one of the wealthiest states, through its well-known Board of Regents, took the lead in demanding that applicants to its medical schools should give evidence of having had training in these primary branches of science, and much credit should be given to this organization for its leadership and for its part in crystallizing into a few minimum requirements what the best minds in medical education still think are the absolute necessities for those who would seek to enter the ranks of the healing art or the profession of medicine as it is known today.

Meantime, the better medical schools themselves, through their own formal organization—the Association of the American Medical Colleges, aided also by the best elements of organized medicine, as represented by the Council on Medical Education and Hospitals of the American Medical Association, began an inspection and a reconstruction of the entrance requirements to medical schools and of the medical course. Today, largely through the cooperation of these two groups of medical educators, every youth who aspires to enter medicine knows almost exactly what are the minimum requirements or what certain definite branches of science, language, and art he must be grounded in before he can be approved or allowed to present himself to the legal and medical authorities of his state for a license to practice his art or profession. It would not be fair to burden you with the details of the requirements of the formal medical course, given in our medical schools, but you should know what are the requirements for those who seek entrance to our best medical schools. Here they are:

#### PRE-MEDICAL COLLEGE REQUIREMENTS

Beginning on January 1, 1918, the minimum

requirements for admission to acceptable medical schools, in addition to the high school work, is sixty semester hours of collegiate work, extending through two years of thirty-two weeks each, exclusive of holidays, in a college approved by the Council on Medical Education, of the A. M. A. The subjects included in the two years of college work should be in accordance with the following schedule:

#### SCHEDULE OF STUDENTS OF THE TWO-YEAR PRE-MEDICAL COLLEGE COURSES

All candidates for admission must have satisfactorily completed at least two years' work (60 semester hours) in a "Class One" literary college, or the equivalent, covering the following schedule of subjects:

**REQUIRED SUBJECTS: SEMESTER HOURS:**  
Chemistry, 8 hrs. Inorganic;

4 hrs. Organic Chemistry	12
Physics	8
Biology	8
(We do not accept Bacteriology or Physiology in lieu of Biology)	
English Composition and Literature	8
A minimum of one year of Latin, either high school or college Latin	8
A modern foreign language (German, French, Spanish)	8

Other elective subjects to make required total hours.

Subjects Strongly Urged to Make Up the Sixty Hours: Advanced zoology, psychology and logic, advanced mathematics, additional courses in chemistry, additional courses in physics.

Other Suggested Electives: English (additional), economics, history, sociology, political science, mathematics, Latin, Greek, drawing.

\*Sixty Semester Hours Required.

\*A semester hour is the credit value of sixteen weeks' work, consisting of one lecture or recitation period per week, each period to be not less than fifty minutes net, at least two hours of laboratory work to be considered as the equivalent of one lecture or recitation period.

No student is permitted to enter the College conditioned in any subject.

#### SUGGESTIONS REGARDING INDIVIDUAL SUBJECTS

(a) Chemistry—Twelve semester hours required, of which at least four semester hours must be organic chemistry, including four semester hours of laboratory work. In the interpretation of this rule, work in qualitative analysis may be counted as general inorganic chemistry. The remaining eight semester hours may consist of work in general chemistry or of work in analytic chemistry.

(b) Physics—Eight semester hours required, of which at least two must be laboratory work. It is urged that this course be preceded by a course in trigonometry.

(c) Biology—Eight semester hours required, of which four must consist of laboratory work. This requirement may be satisfied by a course of eight semester hours in either general biology or zoology or by courses of four semester hours each in zoology and botany, but not by botany alone.

(d) English Composition and Literature—The usual introductory college course of eight semester hours, or its equivalent, is required.

(e) Nonscience Subject—Of the sixty semester hours required as the measurement of two years of college work, at least eighteen, including the twelve semester hours of English, should be in the subjects other than the physical, chemical, or biological sciences.

(f) French or German—A reading knowledge of one of these languages is strongly urged. If the reading knowledge of one of these languages is obtained on the basis of high school work, the student is urged to take the other language in his college course.

(g) Preference will be given, other things being equal, to the applicant giving evidence of having most units in English Composition, Latin and Chemistry.

#### ATTITUDE TESTS

Students making application for entrance to the medical department must take the Scholastic Aptitude Test. This test is prepared by the Association of American Medical Colleges, and is given each year in literary colleges to students who wish to study medicine.

#### MEDICAL EDUCATORS IN AGREEMENT

It is not said boastfully, but it is said with no fear of fair contradiction that no other professional group has so clearly enunciated

what are the fundamental educational requirements as the medical group. Any student or any institution that sincerely desires to know how to prepare for the more technical medical course will find here a simple guide. Medical educators are almost unanimously agreed that these are absolute minimum requirements and that every student should have a thorough training in a good college in these subjects to make him a fairly competent physician or dentist.

Medical educators do not, of course, say that these minimum requirements are all that the applicant needs, in fact, all agree that the more the applicant is versed in all the cultural subjects, in all the arts, above and beyond these minimum requirements, the better physician he will make. Perhaps the two outstanding proofs of this statement that American Medicine has produced, are Dr. Oliver Wendell Holmes and Sir William Osler, and these are no mere isolated cases, there are thousands of others.

The role of the medical college in higher education may perhaps be briefly stated thus:

**FIRST.** The pressure brought by medical schools for better trained men not only men better trained in the sciences but also in the arts, particularly in English Literature.

**SECOND.** The stimulation of the colleges themselves to assist the medical group in their fight against disease... i. e. the appeal of scientific medicine.

**THIRD.** The pressure of self-preservation, every teacher and every officer in our literary colleges engaged in preparing youth for medicine, knows that it is of vital interest to themselves and to their children that the medical colleges shall thoroughly train our physicians. For the better they are trained, the better will be their chances for long life and for freedom from the train of misery that follows in the wake of disease and unsanitary conditions.

It was a very sane and a very practical man, not the much maligned "Professor" or brain-truster who is reported to have uttered this gem of wisdom—"I KNOW OF ONLY TWO ENDURING HUMAN NEEDS—THE TRAINING OF YOUTH AND THE CARE OF THE SICK,"—these are words of wisdom from that great benefactor of all education—George Peabody.

According to this George Peabody—yardstick, our good medical colleges are doubly

blessed—they train youth, and with their hospitals, they care for the sick.

## Report of Jeanes Supervisor, Madison County

By Mrs. F. A. Dobbins, Jackson

In keeping with instructions from State Commissioner of Education Walter D. Cocking, the Unit System of Instruction for rural schools was made a part of the State Educational Program. The carrying out of this program was fully explained in a special course of instruction for Jeanes Supervisors at A. and I. State College. In order to carry out this program of work with the teachers of the county, a plan was worked out with the County Superintendent to outline this unit system of work with the teachers in a ONE DAY INSTITUTE. Very definite instructions for working out the unit were given to each teacher. I used for illustration a unit that I had worked out under the supervision of a special teacher in the special course given at A. and I. State College. Each teacher was instructed to select a unit with her students, using some subject with the students that was familiar. In carrying out the ONE DAY INSTITUTE as planned with the Superintendent special speakers were selected to discuss each phase of the program. The State program of work was discussed by State Agent W. E. Turner; R. E. Clay, State Rosenwald Agent; W. J. Hale, Jr., Department of Rural Education A. and I. State College; T. D. Upshaw and W. A. Davis of the Department of Extension A. and I. State College. Miss S. T. Northcott of the Special School at Fisk University, further discussed the selection and making of the unit. The teachers were given a list of companies from whom they could secure free materials.

After the work was well under way school tours were organized so that the students might secure more information for building their unit. The close of the term found the teachers well started in their unit. All creditable work done in the schools was placed on exhibit at the Madison County Fair held at Jackson in September. The teachers who did not understand were in this way given an opportunity to profit by the success of others.

### Demonstration Schools

Just before the opening of the schools for the Fall term the teachers were again called into a One Day Institute. After discussing the progress made with the units selected by the teachers during the last two months of school, it was decided to select a number of schools to serve as demonstration schools for the benefit of the teachers on the system. Teachers who would be willing to make special effort to make their schools such model schools or demonstration schools were asked to volunteer. All available equipment and free literature were secured for these schools. A definite program was given each school to carry out. Frequent visits were made to these schools in an effort to have these schools to become model schools for the county. Teachers from the other schools were encouraged to visit these demonstration schools so as to strengthen them in their own school program.

### Teacher's Library

From discussion during the One Day Institute conducted just before the re-opening of schools it was brought out that the teachers did not have sufficient library facilities to give them the best information for carrying out the program of work, therefore, the teachers decided to purchase for themselves a library suited to their own use. Through the cooperation of Superintendent Kit Parker a library was purchased by the teachers at a cost of \$46.00, that covered the subjects in the county program of work. The library was placed in the office of the Jeanes Supervisor so as to be available at all times. The teachers were permitted to draw out and keep any book for a week and then return it to the library for the use of other teachers. Teachers were asked to have a reading corner or library in each room for the students in the room. Sixty such libraries were established by teachers who purchased or in other ways secured books for their own school library. Orange crates and other crude materials were used to make book cases for these libraries.

### TERA Canning

After the close of the summer term of school I began my visits to the homes of the parents in the different communities. In visiting these homes I found a large quantity

of vegetables and fruits on hand ready to be canned, but no money with which to purchase jars for canning. I then took the matter to the office of the TERA already established at Jackson and asked that canning centers be established in the different communities. Centers were established in eleven communities. Aside from these centers I assisted in the supervision of demonstrations conducted each day in communities not reached by the canning centers. A total of approximately 40,000 tin cans were filled at the Centers and canning demonstrations combined. Our county program made at the beginning of the year called for All-Year Gardens for every farm home. These gardens were responsible for the abundance of vegetables to be canned. The TERA canning project was late in being established and those who were in position to do so purchased glass jars for their home canning. The reports from community clubs at the end of the canning season showed that more than 78,000 glass jars had been filled. This amount does not give a complete report since a number of communities have not reported.

### National Negro Health Week

At the beginning of the year 33 community clubs were organized in cooperation with the Extension Service Program as outlined by the County Agent. In each club a health program for the year was outlined. This program called for the carrying out of the National Negro Health Week program, March 31st to April 7th. A health chairman was selected by each club to carry out the program as outlined. During health week more than 2,100 children were examined through the co-operation of the physicians and dentists of the city and the Department of Rural Education at Lane College led by Dr. Mattie E. Coleman as chairman for the College and for the County at large. Cemeteries were improved, roads leading to churches and schools were improved, also physical examinations for adults were held in 12 communities already reported. Other communities will report later. This program continued into and became a part of our regular Better Homes program for the county. In this program one new home was builded, 40 homes were re-modeled, hundreds of homes were screened, homes and

at houses were white-washed or painted. Rubbish was removed from homes and breeding places of flies were destroyed under the leadership of the local chairmen. Completed reports are yet to come in to this office.

#### State School and Grounds Beautification Contest

Eighteen schools of the county entered into the State School and Grounds Beautification Contest started by State Commissioner of Education Walter D. Cocking. Eleven of these eighteen schools made outstanding improvements in schools and school grounds. Eight of the eleven schools had their grounds planted with shrubbery and evergreens under the supervision of Davis & Sons, Landscape and Nursery Specialists of Jackson. The shrubbery and evergreens for these eight schools cost a total of \$292.50. New rooms were added to the Blair's Chapel and the Cedar School, a two-room school was builded at Cool Springs. At Walnut Grove the people donated an old lodge hall and the County Superintendent had it re-modeled into a three-room school. Total improvements to schools and grounds, equipment, libraries, shrubbery, materials, school sites and miscellaneous activities with the money raised and furnished by the people themselves either in cash or labor amounted to a total of \$3696.98. In the St. John community two miles of road serving the school and church was graveled through the influence of the Squire and one of the leaders of the community.

#### County Federation of Women and Girls' Clubs

In order to further the work as planned for the county, the County Federation of Women and Girls' Clubs was organized. The organization was composed of the president secretary and treasurer of the Women and Girls' Club in each community, 33 in number. This organization meets monthly on the first Saturday at 11 o'clock. All programs of community and county-wide interest are worked out through this organization.

#### County Educational Day

Educational Day for Madison County was held at the C. M. E. Publishing House, Jackson, Tenn., March 30th. At this time 48 students representing 12 schools received

certificates of graduation from the 8th grade. One of the main features of the day was the exhibit of units completed by the teachers of the county schools. An inspection of the work done on these units gave evidence of the interest taken by the county teachers and students in this new form of class room instruction added to the State course of instruction. The speakers for the day were W. E. Turner, State Agent; R. E. Clay, State Kosenwald Agent; T. D. Upshaw, Rural Extension Service, A. and I. State College. The address to the class of 48 was delivered by Mr. Neville, principal of the white people's division of schools at Bémis and by Superintendent Kit Parker of Madison County.

#### Adult Library

As a result of discussions conducted at a meeting of the County Federation of Women's Clubs meeting jointly with representatives of all girls' clubs, it was decided to establish a library for adults to be accessible to all club members from all clubs of the county. A definite sum of money, not less than 50c and whatever amount more that will be necessary to cover the initial purchase of books, will be paid by each club from its treasure. The books for this library will be selected by the Specialist from the University of Tennessee. The entire club program is being carried out in co-operation with the Home Demonstration Department of the Extension Service represented by the local Home Demonstration agent.

## The National Youth Administration

### I. Organization

#### A. National.

1.—A National Youth Administration shall be established, by executive order of the President, under the Works Progress Administration.

The National Youth Administration shall be headed by a national advisory committee, appointed by the President; the committee to consist of representatives of labor, business, agriculture, education and youth.

The administration, which is to be the administrative body, shall be administered by

an executive committee and an executive director.

#### B. State

1.—State youth divisions shall be established in each state.

#### II. Scope

This program shall be designed to encompass all persons who are no longer in regular attendance upon full time school, and who are not regularly engaged in remunerative employment, between the ages of sixteen and twenty-five years of age.

#### III. Parts

A. Employment and apprenticeship. Employers in all types of industries including agriculture, commerce, transportation, building and construction, and utility services shall be asked to accept youths as apprentices under arrangements to be worked out with the state committee on apprentice training.

#### B. Job training and job placement.

1.—It shall be the work of the state and local committee to develop job training and job placement for youth. Provision for job training shall be developed in every youth division center, after satisfactory arrangements have been worked out with organized labor.

C. Work (work relief). Work relief shall be provided for youths in connection with the various projects of the work program. This shall be limited to unemployed youths in families that are certified for relief. This work shall be adjusted as to hours, rates and wages so as to enable them to earn \$15 per month. This is to be in addition to work given to the head of the relief family.

1.—Particular stress should be laid upon the building and the use of recreational and community centers which, depending upon local conditions and the energy, ability and enthusiasm of local youth groups, can be anything, from an old fashioned "swimming hole" to a complete center including all types of athletic facilities, community houses, library, classrooms, etc. In most communities these recreational and community centers can be made self liquidating. Substantially all of the direct labor in the creation of these centers shall be performed by youths themselves, working as apprentices under the direction of skilled mechanics.

2.—Census—A national census of the status of all youths in the United States between

the ages of sixteen and twenty-five is to be taken, using competent youths within that age group to carry on the work. This should be coordinated with the unemployment census.

#### D. Education.

1.—High School aid for boys and girls who are unable to attend high schools for want of money for carfare, lunch and incidentals. Authority to be given to provide for the attendance upon public or non-profits-making schools of high school grade, for youth in families which are eligible for any form of state or federal relief or work relief, who are sixteen years of age or over, at \$6 per month average.

2.—College Aid.—Extension of college aid now given to high school graduates who are unemployed and unable to attend college without an opportunity to earn some money through part-time work. Authority to be given to provide for the attendance at college by qualified persons on a work relief basis at \$15 per month average. Allotment of work relief jobs to a college is now based on 12 per cent of the total enrollment of the college as of October 15, 1934.

3.—Postgraduate aid for college graduates who are unable to find any employment and are unable to continue with graduate work at college unless they are given the opportunity to earn some money through part-time work. Authority is given to provide for post-graduate work by qualified persons on a work relief basis.

#### 4.—Training for public service.

#### IV. Cost Estimates

The job training program which is expected to provide for approximately 150,000 youths; the work relief program which would provide for approximately the same number; high school aid which would include some 100,000 youths; college, aid for needy students which would take in about 120,000 young men and women; the postgraduate program, which is intended to care for a selected group of several thousand, all would cost approximately \$50,000,000 during the next year.

(Editor's Note: School officials who desire more information about the NYA should write direct to Dr. Ambrose Caliver, specialist in Negro Education, U. S. Office of Education, Washington, D. C.)

**Editorial****GRADUATE WORK AT A. & I.**

The Sixty-ninth General Assembly laid the foundation for another milestone in the educational program in Tennessee when it authorized the State Board of Education to establish a program of studies leading to the M. A. degree at A. and I. State College. Tennessee, therefore, becomes the first of the states which maintain a separate system of schools to make possible graduate work for Negro students at the state's expense.

With \$200,000 available for additional library and laboratory facilities the State College will be in a position to begin such work in the near future, probably during the 1936 Summer Session. Already a program of internal upgrading is in process in the College. President Hale has built a great educational plant and is in process of building an even greater educational program of education which will affect every Negro boy and girl in the state.

A. and I. State College has consistently stood out for the preparation of teachers and vocational workers. It has majored in preparing elementary teachers—yea, even rural teachers. It has not gone off after the false gods of liberal arts and so-called cultural education. It has always remained the College of the people with a program for the masses.

Especially significant is the fact that the legislative Act grew out of the united efforts of the Negro public school teachers of Tennessee. Resolutions and petitions by supervisors, principals and teachers, endorsed by superintendents and school boards, found a responsive legislature eager to make available more and better educational opportunities for the half million citizens of color, by qualified teachers and administrators who know and believe in the traditions and the people of the Sixteen American State.

**THE N. A. T. C. S.**

The 1935 meeting of the N. A. T. C. S. in session at Florida A. and M. College, Tallahassee, July 30—August 2, definitely faced the problems incident to the education, guidance and placement of the Negro child in a changing, depressed, survival-of-the-

fittest type of society. Mere methodology was subordinated to a consideration of how to make education vital and meaningful in a world of economic values. Due recognition was taken of occupational opportunities as a major requisite in a functioning program of educational and vocational guidance.

Practically all states which maintain a dual system of public education were represented. College presidents and primary teachers together walked and talked and dined while grappling with the problems basic to the welfare of Negro youth. At least 10 G-men were there to give inspiration and information on where and for what federal aid can be secured.

A more militant and progressive attitude was in evidence on the part of those in charge of the Association's affairs. A more constructive program will draw a larger clientele and justify the Association's existence. Under the leadership of Dr. Rufus E. Clement then is yet the opportunity for the Association to be to our group what the National Education Association is to teachers generally.

Tennessee was represented at the Association by a delegation of six which took part in the delegate assembly, on convention committees, in departmental discussions.

**Presidents of the Tennessee State Association of Teachers in Colored Schools**

- 1923-24—A. M. Gilbert, Principal Burt High School, Clarksville  
 1924-25—A. M. Gilbert, Principal, Burt High School, Clarksville.  
 1925-26—C. J. Neal, Principal, City School, Memphis (now deceased)  
 1926-27—C. L. McAlister, Principal, Howard High School, Chattanooga.  
 1927-28—M. L. Morrison, Principal, Bruce High School, Dyersburg  
 1928-29—J. T. Bridgeforth, Principal, Pulaski Colored High School, Pulaski  
 1929-30—Mrs. A. E. Fagala, Supervisor, Hamilton County, Chattanooga  
 1930-31—J. Ashton Hayes, Principal, Manassas High School, Memphis  
 1931-32—H. L. Allison, Principal, Burt High School, Clarksville

- 1932-33—W. J. Davenport, Principal, Howard High School, Chattanooga  
 1933-34—R. H. Neville, Principal, Greenwood School, Memphis  
 1934-35—S. G. Greene, Principal, Holloway High School, Murfreesboro  
 1935-36—T. R. Davis, Principal, Austin High School, Knoxville

**Congratulations to the Palmetto State Principals**

SCHOOL WORK, an educational quarterly published by the department of principals of the Palmetto (South Carolina) State Teachers Association has just come to our attention. Volume 1, No. 2 bears the date June, 1935. The periodical is of a very high type both as to typography, general make-up and material. The issue contains 56 pages and cover. Mr. W. Augustine Perry is the editor. Contributions include leading educators of both racial groups.

**Educatograms**

Dr. William E. B. DuBois, professor of Sociology, Atlanta University, has received a grant-in-aid of research for 1935-36 by the Social Service Research council of New York City to enable him to collect data for a history of the Negro troops in the World War.

Dr. Williard W. Beatty (1935 Association speaker, April 19) has resigned as superintendent of the Bronxville, New York schools to devote his time to a more general field of education. He is president of the Progressive Education Association.

"THE EDUCATION OF NEGRO LEADERS" is the title of an article in School and Society (July 27, 1935) by Prof. Henry W. Greene of West Virginia State College. Collecting his data from reputable biographical dictionaries, Greene analyses the 150 persons who appear on the composite list and finds that they possess 127 bachelor's degrees, 104 master's degrees, 33 doctoral degrees, 87 professional degrees, 10 no degrees. He concludes that "If the academic degree is an adequate measure for judging the quality and amount of formal higher

education.....then it can be said that the representation of this study for the most part are well trained American citizens."

THE CRISIS educational statistics for 1934-35 places Tennessee A. and I. State College second among the colleges for Negro youth with 1,128 students and 107 graduates. William Anthony Fowlkes of Union City was the ranking student.

**Committee on Resolutions of the Fourth Annual High School Principals And Teachers Conference**

June 28, 1935

To the State Board of Education, Commissioner Walter D. Cocking, Supervisors and Agents of the Department of Education, State of Tennessee:

We, the principals and teachers in the Negro high schools and communities of the State, in fourth annual conference, wish you to know of our appreciation, thought and wishes in connection with the educational welfare of our people; for this reason, we address the following resolutions and document to you for your kind and generous consideration.

1. We do greatly appreciate the Department's call and direction of this annual conference and would have you to know that we have been immeasurably benefited through the choice selection of speakers, the helpful method of group discussion and the fine spirit and excellent ability of the leadership in the person of Mr. W. E. Turner, Mr. D. O. Tanner and Mr. R. E. Clay.

2. We note with interest your appreciation of the value of supervision of the schools throughout our State and call your attention to the additional advantage which would result from having Negroes to assist more with studying, advising and supervising Negro education and schools of our State.

3. As a part of the much desired elevation of our State and from a place toward the bottom of the list of state education in the United States, we ask that the establishment of four-year high schools for Negroes

be extended wherever the population and number of pupils warrant.

4. We wish to express our appreciation of the fact that, more and more, the Tennessee A. and I. State College is becoming the acknowledged clearing house for state educational activities among Negroes. We find this to be of special value.

5. Again, we wish you to know that we appreciate keenly the significance and great worth of the Tennessee A. and I. State College to our people and the State of Tennessee: (a) The physical plant is commanding and quite adequate; (b) the curriculum is effective, lends itself to carrying the work of the school to the people in the communities, and tends toward meeting the needs of our people; (c) President W. J. Hale and the faculty, because of their experience, preparation, and achievement, are of very high calibre; (d) and the College is doing a decisive good through the many well trained graduates and efficient workers and teachers sent out in to the communities of the State.

We wish you to know further that we appreciate the fact that this significant and outstanding effort in education, the Tennessee A. and I. State College, has been made possible by our State and we express our thanks and gratitude to you for this great educational institution.

6. We wish to mention further that the requirements, which the State is gradually demanding of the principals and teachers by way of having advanced training, are making it necessary that the State provide a means for Negroes doing graduate work for Master's degrees, and we call attention to the fact that this advanced work could be efficiently, economically, and conveniently done in the Tennessee A. and I. State College.

We believe the Tennessee A. and I. State College should bear a similar relation to the Negroes of the State as the University of Tennessee does to the white people of the State; we believe that, in the matter for providing graduate school training for the Negroes of the State, our State which has had the interest, the good will, and the good judgment to build an institution, as our present outstanding School, will also recognize the strategic value and immediate necessity of establishing graduate study for Masters'

degrees in Tennessee A. and I. State College; especially, are we of the opinion that, since the institution offers excellent and extensive courses, as a teachers' college, work for the Master's degree in Education and one or two other fields could reasonably be begun; this we request of you and have implicit confidence in your doing.

7. Finally, we request that adult education, which is growing so rapidly today, be extended in a greater degree to the Negroes of the State and that, under the T. E. R. A. and federal government projects in the New Deal the Negroes of Tennessee be given increased opportunity to share in the supervision, direction and carrying on of the work, made possible by these agencies, here in the State.

Respectfully submitted,  
T. R. Davis, Knoxville, Chairman  
J. L. Seets, McKenzie  
W. E. Nash, Athens  
S. G. Greene, Murfreesboro  
Mrs. A. M. Dobbins, Jackson  
Miss Ernestine Jackson, Jefferson City  
H. L. Allison, Clarksville  
M. L. Morrison, Dyersburg  
Miss M. Bynum, Memphis  
Miss A. E. Fagala, Chattanooga  
W. J. Davenport, Chattanooga  
Lehman Wells, Tipton County  
S. H. Johnson, Ripley  
Guy Hoffman, Shelby County.

"Not ancient halls and ivy-mantled towers,  
Not spacious pleasure counts,  
And lofty temples of athletic fame,  
Not fashion, nor heroism  
Of wealthy patronage and rich estate;  
No, none of these can crown  
A school with light and make it truly great.  
But masters, strong and wist,  
Who teach because they love the teacher's  
test,

And find their richest prize  
In eyes that open and in minds that ask;  
Any boys, with hearts aglow  
To try their youthful vigour on their work,  
Eager to learn and grow,  
And quick to hate a coward or a shirk  
There constitute a school,—  
A vital forge of weapons keen and bright.  
When living sword and tool  
Are tempered for true toil or noble fight."

—Van Dyke.

## A Textbook on Religious Education

MAKING RELIGIOUS EDUCATION EFFECTIVE by John Dillingham. The Association Press, New York, 1935, 203 pages, \$1.50

(A Review in the June 30th issue of the Montgomery Advertiser)

John Dillingham, the Negro author of this book, has conceived and written a volume that promises to become the "blue-back speller" for church workers and teachers whose training in religious education is limited.

The book is written "for the purpose of providing, in simple language, the latest findings in the field of religious education, for ministers and church workers whose training in the field of religious education is limited. It also aims to present a clear picture of the situation confronted by the church in the modern world, and to suggest the type of educational program needed by the church in facing present day conditions."

As a textbook for beginners, and the teacher of beginners, it largely fulfills the purpose. The tremendous responsibilities of the church are clearly presented, timely suggestions are given for meeting present-day problems, and means are offered for putting the suggestions into effect, because of the last fact, the book is of more than ordinary merit.

Dillingham, director of religious activities at Tennessee State College, Nashville, and at present a visitor at the Alabama State Teachers' College here, says that religion is a primary element in life and adds that the "fundamental test of one's religious outlook is whether or not one believes that life is worthwhile."

The irreligious, he says, find life to be "a long headache on a noisy street," while the religious believes in a best way to live and that "it is best to live the best way."

The author finds the home to be the most important institution in society for the development of religious motives and sentiments. He deplores, however, the tendency to send children to church to "be taught religion," while such influences are lacking in the home itself.

To guide the younger people in the "ways

of Christ," he suggest a workable plan of graded worship by church departments. Its benefits are the guidance of children under controlled conditions, the providing of opportunities to participate in services which they can understand and appreciate, and the inculcation of true religious zeal through drills and instructions with "opportunities for expressions in word and deed of the attitudes developed in worship."

Dillingham, in addition, urges employment of midweek activities to further religious education and makes a plea for improved leadership in all fields pertaining to religious growth.

The volume is rare in that it not only offers suggestions, but tells in clear, direct manner, how to use them to the utmost advantage—R. H.

## Constitution as Adopted by the Association in Annual Session In Nashville, July, 1928

CONSTITUTION AND BY-LAWS  
(With 1935 Amendments)

### Preamble

We, the Teachers in the Colored Schools of the State of Tennessee, in order to develop a greater spirit of friendship and fraternity among those working for a common cause, to draw ourselves together in social feeling and intercourse, to discuss methods of teaching and courses of study, to promote the cause and elevate the standard of education to the end that the noble ideals embodied in Tennessee's educational creed may be made a reality, do hereby bind ourselves under the following provisions:

### ARTICLE I.—Name

This organization shall be called the Tennessee State Association of Teachers in Colored Schools.

### ARTICLE II.—Membership

Section 1. This organization shall be composed of two classes of members; namely, active and honorary.

Section 2. Any colored person who is a teacher, school officer, or friend of education may become an active member by payment of annual dues prescribed by the Association at its last preceding convention.

Section 3. Any person may become an hon-

orary member provided that a two-thirds majority of the active members present in a convention so elects him.

#### ARTICLE III.—Officers

Section 1. The officers of the Association shall be a President, First, Second, and Third Vice-Presidents, Secretary-Treasurer, Recording Secretary and an Executive Committee composed of seven active members.

Section 2. The duty of the President and Vice-Presidents, First, Second and Third, Secretary-Treasurer, Recording Secretary and the assistants shall be such as are ordinarily performed by such officers of similar organizations.

Section 3. The standing committees will be: committee on statistics and legislation.

Section 4. The term of Office of President shall be one year.

#### ARTICLE IV.—Executive Committee

Section 1. The President of the State College for Negroes shall be ex-officio member of the Executive Committee. Said Committee shall serve for a term of two years provided that beginning with 1928 three members shall be elected for a period of one year and three for a period of two years and that thereafter three and four members shall be elected in alternate years for two-year terms.

The President and the Executive Secretary shall be members of the Executive Committee. (Revised at 1935 Session).

Section 2. The Executive Committee in conference with president shall have charge of the business matters of the Association, shall audit the accounts, revise the proceedings for publication, fix the time of annual meeting, prepare a program of exercise and perform such other duties as usually belong to such a committee.

Section 3. Committee on statistics and legislation shall have as its duty the collecting of statistics and data for educational needs of the State and the fostering and promoting of legislation necessary and desirable for advancement of education.

#### BY-LAWS

1. The regular meeting shall be held annually in Nashville at such times as shall be designated by the Executive Committee except otherwise provided by the convention of the preceding year.

2. The voting strength of body shall be all members enrolled.

3. A two-thirds majority of the voting strength of members present shall be required to amend the constitution.

4. Nominations shall be made from the floor on the night of the opening session and an election commission of five members of the Association, appointed by the President prior to the nomination of officers, shall set up a ballot box and provide ballots to duly qualified voters at designated hours through Saturday at 10 A. M. (Revised at 1935 session).

5. In all other matters the Association shall be governed by Robert's Parliamentary Laws and usage.

#### AMENDMENTS

1. The retiring president shall automatically become chairman of the Executive Committee and shall serve for a period of one year. (Adopted at the 1932 session).

2. A president may succeed himself for one year. (Adopted at 1935 session).

3. The retiring president shall automatically become the first delegate to the National Association of Teachers in Colored Schools. (Adopted 1935 session).

#### STANDING COMMITTEE ON STATISTICS AND LEGISLATION

J. W. Bell, Chairman ..... Memphis  
W. J. Davenport ..... Chattanooga  
H. L. Allison ..... Clarksville  
J. L. Seets ..... McKenzie  
Mrs. F. A. Sanders ..... Nashville  
J. H. White ..... Whiteville  
Alonzo Love ..... Memphis

#### The January Issue

goes to press about December 15. All copy intended for this issue should reach the editor before that date. Kindly report the names of any members who do not receive THE BROADCASTER regularly and copies will be mailed to them promptly.

## REPORT OF THE EXECUTIVE SECRETARY

APRIL 20, 1935

#### RECEIPTS

Balance on hand, March 31, 1934 .....	\$283.43
Advertisements in Broadcaster .....	9.00
Membership fees (771) .....	385.50
Badges, 219 @ 10c each .....	21.90
<b>TOTAL, .....</b>	<b>\$699.83</b>

#### DISBURSEMENTS

April 14, 1934—Symposium Oratorical Contest Prize .....	\$ 8.50
June 6, 1934—Mrs. F. Blooah, Mailing Broadcasters and clerical service .....	7.50
July 7, 1934—Mr. J. L. Buckner, delegate to N. A. T. C. S. in Baltimore .....	30.88
Mr. H. L. Allison, delegates to N. A. T. C. S. in Baltimore .....	30.88
July 26, 1934—Telegram from New York City .....	.60
1934—N. A. T. C. S. Dues .....	25.00
December 3, 1934—Broadcaster deposit .....	2.00
January 8, 1935—Broadcaster deposit .....	2.00
March 1, 1935—Miss D. M. Bridgeforth, Mailing Broadcasters .....	3.00
Citizens Bank, tax on checks .....	.24
March 15, 1935—Mr. R. E. Clay for Third High School Symposium Oratorical Contest .....	8.50
Returned Broadcasters 40 @ 2c .....	.80
April 15, 1935—Card Index Files and Cards .....	.55
April 17, 1935—4 Stencils @ 20c .....	.80
Mailing Nashville Broadcasters—80 @ 2c .....	1.60
April 15, 1935—Broadcaster deposit .....	1.50
<b>TOTAL .....</b>	<b>\$124.35</b>

#### ACCOUNTS PAYABLE

Feb. 25, 1935—Bond Sanders Paper Co., 2000 envelopes to mail Broadcaster .....	\$ 11.20
April 17, 1935—Bond Sanders Paper Co., 2000 sheets program paper .....	4.50
April 18, 1935—Expenses of President S. G. Greene to Executive Committee meeting and meetings of East and West Tennessee Teachers' Associations .....	11.14
Expenses of Prof. J. L. Buckner to attend meeting of Executive Committee .....	7.91
Expenses of Prof. G. A. Thompson to attend the Executive Committee meeting .....	3.00
Expenses of Prof. W. J. Davenport to attend the Executive Committee meeting .....	4.98
Expenses of Prof. R. H. Neville to attend the Executive Committee meeting .....	14.30
Expenses of Mrs. A. Fagala to attend the Executive Committee meeting .....	4.98
St. Louis Button Company, 500 badges @ 6c (plus postage) .....	30.35
National Baptist Publishing Board, THE BROADCASTER (5 issues) .....	295.70
Prof. T. R. Davis, Telegrams, postage, etc. ....	7.12
Miss M. E. Lyles, Clerical Services .....	7.50
Membership Fee to National Association of Teachers in Colored Schools .....	25.00
Educational Press Association .....	5.00
<b>TOTAL .....</b>	<b>\$432.68</b>
Total Receipts .....	\$699.83
Total disbursements and accounts payable .....	557.03

\$142.80

Respectfully submitted,  
GEORGE W. GORE, Executive Secretary.



## KNOXVILLE COLLEGE

Knoxville, Tenn.

Knoxville College is recognized as an "A" class college by our own State Board of Education, the North Carolina State Board of Education, the American Medical Association, and other agencies. Full credit is given for work in all departments toward teachers' certificates.

Splendid Location. High Standards. Reasonable Expense. Catalogue and other literature will be sent free upon request.

Address

**THE PRESIDENT**

Knoxville College

Knoxville, Tenn.

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## TENNESSEE A. & I. STATE COLLEGE NASHVILLE

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ACADEMIC YEAR 1935-36

FALL QUARTER REGISTRATION

September 30, 1935

WINTER QUARTER—December 21, 1935.

SPRING QUARTER—March 14, 1936.

SUMMER QUARTER—June 6, 1936.

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Courses lead to teacher's certificates, the renewal of teacher's certificates and to credits toward the B. S. degree.

For Information or Catalog write,  
W. J. HALE, President