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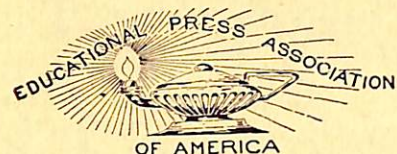
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SEPTEMBER, 1948

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## HISTORY TEACHERS MUST LOOK FORWARD

By PROFESSOR MERL R. EPPSE

Director of Division of History and Geography and Professor of History  
Tennessee A. & I. State College, Nashville, Tennessee

Did you ever hear a student say, "I hate that old dry stuff," or "Why do I have to study those dates and names which mean nothing to me," or better still, "This is the class where I feel like going to sleep." If you have, you are right at the threshold of the danger signals which are telling you as a teacher of history that you had better check-up on your history teaching and better yet, you had better find out if your objectives of teaching are clicking with the present atomic age.

Too long we have, as most of us think, got to be strung along in a frame-work of old habits of bad practices. These may be found in our concept of what history is all about; they may show up in the course of study; they may be on many pages of the text we are trying to use; and furthermore, our philosophy of history or better still, our whole concept of the purpose of the Educational Process may be ready to be reworked and brought up-to-date in the light of new happenings.

Lip service has been given to patri-otism, and our acts and behavior atti-tudes, have been of the most rabid form of totalitarianism. Love for country has been publically pronounced by many, and yet when it comes to functioning, we find ourselves one of the leaders of a subtle sabotage. The sin of omission is more destructive to our teaching of History than the sin of commission. Just recently the city school board of Nashville, Ten-nessee, voted and announced a twelfth year course on Democracy for the city schools. The statement from the board says that "twelve years of continuous in-struction in the rights and responsibilities of Democracy was put into the course of study of Nashville Public Schools by a unanimous vote of the board of educa-tion." Further it said that "There should be an organized effort in our schools to develop in children a zeal for democracy, and to awaken teachers to their respon-sibility in making pupils intellectually and emotionally aware of the individual and collective rights, privileges and oppor-tunities which our Democracy offers and guarantees."

It is interesting to note that the board is to select a teacher, appoint a commit-tee, and make a program which will begin with the first grade and go through to the twelfth grade. Does this mean that for over one-hundred and fifty years, the public schools have been off-side in this important task? Does it mean that those who are in charge now, know what to

look for, what to select, and what to teach, more than others, who do not come with the realm of the board's influence?

Teachers have not been critical of what has been done, and yet the end product. The student has not demonstrated that he has either the essential emotional atti-tude or the moral courage to stand up and be counted as an American. So few of our citizens go all out for American Democracy. They are very critical of every effort to bring a true Democratic process to the tender minds of Americans.

We have too many reservations. These reservations fall into many categories: Economic, Religious, Political, Civic and Cultural, etc. The teacher of history will never be able to do a real job of in-culcating the basic principles of our American Democracy until he gets a clear indisputable, concept of our way of life, without any reservations.

The Formal Education Process must be linked up with the total community life. All of the agencies and people in charge of such agencies, must open up and service all of the people all of the time. There is no such thing as dividing love for country, love for home, love for man and then at the same time, go back to the Medieval Period, or to some foreign country, and show how different groups, have been divided on these things. We all are Americans or the antagonistic war will continue.

It is a cardinal principle of the Educa-tional process that the inculcation of new ideas makes for new behavior actions. How a teacher can expect for the opposite to happen is so inconceivable, that it becomes repugnant to the American way of life.

Why a teacher of history could not lead their pupils into Democratic living is in-conceivable. Why any other teacher could not live and teach democracy is beyond dispute, and yet we still debate the issue. I think it goes back to the underlying philosophy of the Nashville Board of Edu-cation pronouncement. It must be that most of us have found out that it is much easier to talk about a truth than to live it.

Have you ever studied "The Story of the Springfield Plan?" If you have not—it would be a good starting point for you to find out what to teach, how to live and act, and what the Democratic living situa-tion means. Have you read Doctor W. K. McCharen's "Improving the Quality of Living—A Study of Community Schools in the South?" If you have not, I urge

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you to read it so that you may get a glimpse of what is going on Democratically about you. It would be most revealing to you to read, "Teaching High School History and Social Studies for Citizenship Training," by Charles C. Peters, visiting Professor of Education, University of Miami, Florida. Here he relates the techniques and procedures in the Miami experiment in Democratic, action-centered education.

Dr. Earl J. McGrath, State University of Iowa, writes a revealing article in the American Association of University Professors Bulletin, Winter, 1947, Volume 33, number 4, on "What Should Teachers of History Teach?" He says, "I shall attempt an analysis of the results which in my opinion the study of history should produce in the case of the high school and college student who at least will pursue one or two courses in the field. He must be made aware of the historical origin of our political and social institutions and the jeopardy in which they now stand, or we may all be denied the pleasures of advanced specialized study and research. The objectives of History as expressed by Dr. McGrath are: 'The development of habits of intellectual workmanship; that is the ability to think. The student should learn to reason with a high degree of precision, reliability, and certainty about a vast range of phenomena, especially in the realm where human purpose, ambition, love, and hate are involved. (Second)—'All disciplines should inculcate a willingness to examine new ideas and modify accepted beliefs, but this responsibility rests especially upon the social sciences, and history in particular, because it is concerned with human beings and their relationships; a third objective is 'A study of the peoples and the institutions of other lands and other times should increase the students' tolerance of ways of life different from his own. Teachers of history should acquaint students with the origin and devel-

opment of our social and political institutions and arouse a warm enthusiasm for, and a devotion to, our National ideals. The student should be brought to understand the origin and the evolution of the system of values which form the basis of our democratic way of life. By a study of the Historical origins of such concepts as 'the dignity and worth of the individual, freedom of expression and self-determination, and their gradual embodiment in institutional form, the student ought to become aware of the difference between our pattern of life and others which rest on a quite different conception of the individual and his relationship to the state.'

"Teachers should have a responsibility to arouse deep-seated convictions about Democratic values and to inspire a moral commitment to developing a philosophy of life and standards of conduct by which he can govern his own life and appraise that of others."

In the light of the above objectives stated and the techniques and procedures listed, the History teacher must look forward to helping develop a zealous democratic society in which the learner who does the doing, learns the teaching.

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## THE PROBLEMS FACING THE TEACHER IN THE MINIMUM ESSENTIALS PROGRAM OF TENNESSEE; OR, THE OUT-LOOK OF THE "NEW LOOK" IN EDUCATION\*

M. L. Morrison, Jr., Principal, Bruce High School, Dyersburg

These are the best of times; these are the worst of times; these are the fastest times; these are the slowest times; it should be an age of wisdom, we have made it an age of folly; it should be an era of belief, we have made it an era of incredulity; it is a time for peace, we have made it a time of war; it is a time for fellowship and universal brotherhood, we have made it a time of intolerance and prejudice; it should be the spring of

hope, we have made it the winter of despair. These are disturbed times. These are fearful times. Indeed we may say with the cynics of the ages: "These are the times that try men's souls."

We as members of the TNEA have come up from the sunless valley of strife, discord and hate, and have assembled upon this acropolis of learning in order that we may fellowship; that we may recuperate from past expended

energy and effort; that we may renew our strength and courage for the coming fray. We have deserted the plains of sorrow, we have abandoned the activities of our busy work-a-day-world to assemble at the summit of Mt. Olympia in the sunlight of mutual understanding, to seek council; to reason together; to pool our thoughts, ideals, and experiences in an effort to discover solutions to pertinent and persistent problems that have faced us, that will continue to face us as we leave this atmosphere of learning and fellowship and resume our places as comrades in the ranks of a busy interdependent, interrelated world. May we leave this conclave as individuals inspired, as instructors inspired to render a bigger, better, more bounteous service in developing and guiding the boys and girls of Tennessee into those wholesome channels of endeavor that are conducive to a more abundant life.

I congratulate you loyal members of TNEA for your progressive outlook; for your professional interest; for your earnestness of purpose in assembling here despite the expenditure of time, effort, and finance. I congratulate you because you have learned that in order to be a knowing-teacher, you must be a going-teacher. And a going-teacher will make a growing-teacher. For no teacher can see the necessity of going until she knows. It is sad but true that there are those in our ranks and files that do not know enough to know that going is necessary. But knowledge, and knowledge alone determines our itinerary. So, as we know, we will go; as we go, we will grow; and as we grow, we will glow. I am sure that as you leave this convention you will be stimulated and electrified to the extent that you will indeed be glowing teachers, for you will be inspired. I am sure, too, that you came to inspire, as well as to be inspired. "For he who would carry away the riches of the Indies must bring it with him." What you carry away from this meeting will depend in a large measure upon what you brought here with you."

In 1947 the Legislature of Tennessee under the direction of Governor Jim McCord, and Commissioner Burgin E. Dossett, formulated a multiple program for the purpose of activating and developing the school systems of Tennessee. Long established conventional lines of demarcation existing between elementary and secondary schools were to be removed. The entire educational structure was to be razed and rebuilt from the ground up. Plans for the construction and blue prints of the structure were drawn up in the light of new fact-finding evidence, in view of a new philosophy of education. A philosophy that had as its prime pur-

pose the discovery and satisfaction of the needs of the boys and girls of Tennessee. A philosophy that considered school not as a mere preparation for life, but considered school to be an atmosphere or environment wherein real living went on. A philosophy that proposed to stimulate the child to do critical thinking thereby better equipping him to cope with the complex problems of contemporary life. A philosophy calling for a school wherein the child gained originality by originating; where he became more creative by creating; where he acquired greater skill in planning by more active participation in pupil-teacher-planning. Such a program called for a vast expenditure of time, effort, and finance. First our legislature had to be sold on the program. In order to sell the program to the legislature, the voting public had to be sold the program. Too much cannot be said of the work of Dr. Andy Holt, Executive Secretary of the TEA for his round-the-clock program of publicizing the destitute conditions of the schools of Tennessee; for his skill in lobbying; for his utilization of the facilities of radio, journalism, and platform in his effort to convince the taxpayers of Tennessee of this "must-program." Too much cannot be said of the skill and ingenuity of Dr. George W. Gore, our efficient Executive Secretary of the TNEA for his skill in harnessing up the welfare of the Negro schools and Negro teachers with those of the TEA to the extent that the program emerged not as a plan for the development of white schools or Negro schools but came forth as a program designed for the development and improvement of the schools of Tennessee.

In considering the subject at hand, "The Problems Facing the Teachers in the Minimum Essentials Program of Tennessee," I sincerely wish that I could conscientiously confine my remarks to something of a pleasant or inspiring nature but duty dictates otherwise. In a crisis duty dictates that we tell an individual or group not what they want to hear, but what they ought to hear. Duty dictates that one must be oftentimes as "harsh as truth and as uncompromising as justice." Therefore the purpose of this address is not to work you up to the extent that your emotions are at fever pitch, but to wake you up to the extent that we become more conscious of problems facing the Tennessee teacher.

In treating the subject, the minimum essentials program, I would like to divide the program into four phases or episodes. During the first phase of the program, which came immediately after the legislature of 1947 passed the program, we heard little talk of anything but the \$300 minimum increase in salary to be granted



to each teacher in Tennessee. The theme song of the Tennessee teacher seemed to be: "A three hundred dollar increase in salary. Ain't that good news?" Very little thought or discussion was given to the reason the sponsors of the program said the \$300 was given. Very little consideration was given by teachers of the implications of the new program. In plain everyday English it meant that the taxpayers had at last awakened to the fact that their children were not receiving the desired type of training in our schools (a fact evidenced by finding of World War II) and they realized that more money must be appropriated to provide the type of instruction that their children were entitled to receive. Let us not kid ourselves into thinking that the raise was given because they felt we were worth more than we were getting, they gave it in order that they might have the right to expect the type of training they deemed desirable for their children. The taxpayers of Tennessee are awake, they are no fools, and don't you be fooled. This new program is no Louisiana hayride. There just "ain't" no Santa Claus.

#### The Second Phase

The second phase of the program came with some discussion and attention being given to the attendance laws of Tennessee. The spirit and attitude of the teacher again seemed to be reflected in the statement: The new attendance laws have been extended to compel pupils to attend school until 17 years of age. Only 5 unexcused absences a year. No more threats of schools closing due to poor enrollment and poor attendance. "Ain't that good news?" Some teachers rejoiced because it was said that the new law would make more pupils go to school. Was that the chief purpose of the law, to make more pupils go to school? A review of the statistic used by Dr. Holt concerning the status of the Tennessee teacher, in his fight to promote the new program, should convince some of us that the program was designed to make the teacher go to school too. For a verification of this statement one has but to consult the files of the department of certification of teachers and note the vast number of teachers' permits issued. In the matter of an attendance law solving our problems, can the teacher hide behind an attendance law? If our schools were the type of institutions they were supposed to be; if they were providing the type of training in real life like situations as they are supposed to provide, would it be such a great problem to hold our pupils in school until graduation? Is it not a frightful evidence of failure on the part of the school when a pupil sitting in class is merely awaiting the coming of

his 17th year as his day of liberation? Could it be that at this early age the pupil realizes the inability of the school to help him solve his problem?

#### The Third Phase

Up to the present time too little has been said about plans or proposals for spending wisely the money appropriated for teaching materials; improved library facilities; audio-visual aids; cumulative records, etc. One of the outstanding principals of the state complained or rather stated to me that though he had an excellent assortment of audio-visual aids, and had finance on hand to order films for the teachers in their various departments, that he experienced much difficulty in getting teachers to order films and materials for their class despite the fact that finance was provided. Another progressive principal informed me that he had earmarked \$500 as an appropriation or budget for one teacher of a department in his school. She made a requisition for only \$7.00 worth of material. Is it that we don't want the material, don't need it, don't know where to get it, or don't know what to do with it after we get it? Or, does the use of the material require a greater expenditure of time, effort, and ingenuity than we are willing to give. The officials of Tennessee realizing that the type of program they were wanting, called for a wide variety of supplies and materials appropriated thousands of dollars to make available this material. A few sticks of colored chalk, or a few sheets of construction paper will not suffice to meet the needs of the new program. A nickel's worth will not foot the bill.

In the first three mentioned phases of the program three problems seem to have asserted themselves. First, in the failure of teachers to see the implications of greater effort, more efficient service as requirements of the new program rather than regarding the \$300 as a type of bonus to improve the welfare of the teacher. A failure to realize that improved salary implied improved services. Second: the feeling on the part of many teachers that the compulsory attendance law would serve as a panacea for poor attendance. The holding power of the school always has, and always will, depend upon the interest and efficiency of the teacher; the type of curricula prescribed to better fit the child to live in his environment. Third: the lack of interest in, or knowledge of how and where to get materials and supplies to vitalize the training and development of the child. We now come to the fourth and final phase of the program. The phase wherein lies the most persistent, perplexing problems. A phase that calls for a reevaluation of our philosophies

and practices; a greater perspective of the purpose and principles of education. The phase that calls for a psychological rather than a logical arrangement of subject matter; that necessitates more modern methods and greater efficiency of effort. The phase that demands a more improved, more intelligent instructor with more of the "know-how" in the scientific training of boys and girls. The phase that calls for teachers with greater aptitude, better attitudes, and keener senses of appreciation. Teachers with an insatiable urge to serve; teachers who have felt the call to teach.

That is the type of teacher the taxpayers saw the need of to staff the schools created by the new program. For such a teacher the \$300 was given; for such a teacher the \$470 is proposed.

In considering the problems that face the teacher in the new program let us isolate a few of more apparent ones for a few minutes consideration:

#### 1. The lack of a definite purpose

There is a frightful lack of efficiency on the part of schools which is evidenced by the fact that after 12 years of training the child does not know for what he has been fitted and the school is in no position to tell him, or point out the road he should follow in reaching the fuller, more abundant life.

#### 2. Inefficiency and lack of ability

Teachers must exonerate themselves of Bernard Shaw's acidulous aphorism that "those who can, do. Those who can't, teach." It has been said further that those who cannot teach, teach others to teach.

#### 3. The problem of hesitancy to change

In the field of education we have trusted too much to luck in training and developing our youth. We have allowed our youth to flounder about helplessly in the slough of despond while we have been feebly trying to extricate him by the trial and error method. We have been truly blind leaders of the blind.

Sure I believe in luck. I believe in luck provided you add vitamin P which will result in *pluck*. Some would call it courage; some would call it grit; some would call it intestinal fortitude; some would call it plain guts, no matter what you may call it, teachers in a large measure need that something to attempt a change. Did you know that every worthwhile change that has been made by man has been made in the face of opposition, criticism, and ridicule of the so-called intelligentsia?

Examples:

- a. Christ—His new philosophy
- b. Socrates—His effort to discover the truth
- c. Galileo—His theory of the revolution of the heavenly bodies

d. Luther—His thesis on the corruption of the church

e. Columbus—His theory of navigation

It is man's nature to hesitate to change. Jefferson makes mention of this fact in his Declaration of Independence. Christ realized this in making the statement: "You cannot put new wine in old bottles." Ford realized this when he wanted an unbreakable glass. Old scientists knew too many reasons why it couldn't be done even to make the attempt. Did you know that everything that has been done has been accomplished by so-called fools? "Someone said that it couldn't be done, but the darn fool didn't know that it couldn't be done and he went ahead and did it. Oftimes it requires courage that approaches the borderline of insanity or folly to achieve what men call—

#### 4. Lack of Vitamin P

##### A. Lack of Adequate Personnel

1. The rank and file of the teaching profession is crowded with a group of disinterested, uninspired, untrained, ill-trained, and untrainable individuals who entered the field for selfish motives—to make a living, or to use the profession as a stepping stone to another vocation.

2. Some teachers have not felt an inner urge, or call to teach, as has been the case with some ministers. Such a teacher lacks an interest in her pupils; lacks an interest in the profession; and lacks an interest in her own personal improvement and development.

##### 3. Higher standards are required of other professions

The only requirements for occupying (remember I said occupying, not filling) a teaching position is to finish college with 27 hours of education. Nay, two years college, or better still, apply for a permit. Such a practice encourages individuals with poor aptitudes, improper attitudes, and meager abilities to enter the field.

##### B. Lack of Professional Outlook

Do you look upon your vocation as a profession, or as a job? The answer to that question in a large measure determines the type of work that one may expect. It is relatively easy to measure the effectiveness of a job, but a profession is more intricate, more difficult to measure. Oftimes we must depend upon the conscience of the practitioner of the profession for evaluation. With the teacher as with the quack practitioner, it is possible to patch the patient up temporarily, but it is only a matter of storing up greater trouble and more complex problems to be confronted at a later date.

##### 1. What earmarks of the profession do you have?

a. Vocabulary and Phraseology—One cannot hear members of other professions, i.e., doctors, lawyers, or musicians converse even a few minutes without ascer-



taining their profession from the fluent use of scientific terms and phraseology peculiar to their profession.

b. Environment of the Home—Can one tell from the environment of your home whether or not you are a teacher? What type of periodicals, books, magazines or other current literature would one discover upon your reading shelves to point out that you are a member of the teaching profession?

c. Lack of a Comprehensive Plan or Programme—

1. Teachers need a yearly plan, a monthly plan, a weekly plan, and even a daily plan to assure efficiency and economy of effort.

2. There is a need of cooperative planning among teachers to secure definite objectives and to draw up a more systematic, comprehensive program for the child's development.

D. Lack of Understanding of Child Psychology

1. Knowledge of emotional needs of the pupil

a. Satisfaction and success

b. Attention

c. Feeling of belonging

d. Ownership—something all his own, something that he can boss.

2. Knowledge of child's behavior patterns.

a. What makes them react as they do under certain situations

b. What makes them tick?

5. The problem of Training and Preparation of the Teacher

Candidates of the teaching profession are oftentimes forced to take courses that are poorly presented, ill adapted to the inherent needs of the teacher, and which have little, if any, relation to the development of the child and which have no significance as to life and its implications. More extensive courses such as child psychology, history of education, mental and emotional hygiene should be *must* courses in the training and development of the child.

6. Problem of Experience and On the Job Training

Neophytes should be required to take two or three years internship—as with other professions—in an efficient school system under the surveillance and guidance of a competent and experienced teacher.

7. Deficiencies in functional learning and rudimentary essentials

There is a frightful lack of efficiency evidenced on the part of schools when pupils are allowed to progress through 12 years of training and yet are handicapped by reading defects and rudimentary deficiencies. (A general practitioner of medicine would have at least had the foresight to analyze the symptoms and ap-

pointed him out to a specialist for a more specialized treatment.

8. Problems of Curriculum Building

There is too much blind imitation by small high schools of large high schools in drawing up their curricula. There is also too much emulation of teaching methods used by instructors in college.

#### The Outlook of the "New Look"

1. "It is not new. There is nothing new under the sun."

2. Some women have always worn the "new look" and will continue to wear it no matter what the style or fad. Likewise some teachers have always used progressive methods. Christ, Socrates, Confucius, and Dewey were some of them.

3. What is in a name? The new look like new educational methods is merely a new name for the same thing. The antique dress of grandma, the long sweeping skirt with its staves and bustles has been glorified by modern dress designers under the name "The new look," the Ballerina, or the Gibson Girl. Whereas in modern methods in education we come forth with such terminologies as the Winnetka Plan, Dalton Contract, Block System, Core-Curriculum, Experience Curriculum, Child-Centered School, and the 4-Period Day. (I often wonder if we are not more concerned with the methods we are going to use than with the richness of the material we have to offer.)

4. Some women have merely added a few inches of odd material to the old garment, or, let out the hem, and then claim to have the new look. Some teachers add a few minutes more to the old schedule and go on hearing lessons in the same old manner, claiming to be using the block-system.

#### What Is the Outlook?

We as teachers must be on the lookout for school officials will be on the lookout for the new teacher to serve the new program. And what are the characteristics of this new type of teacher?

1. Teachers who will provide and surround pupils with a rich environment, and who will guide them in effective living. In connection with their living, opportunities will come for the teaching of fundamental skills in reading, writing, and numbers. Geography, history and science will also be encompassed as needed. Children under these environmental conditions become original through originating, and creative through creating.

2. Teachers who are more interested in children than subjects to the extent that schools become laboratories of life vitalized by reality.

3. The new type program demands a teacher who is thoroughly trained, who is wise beyond the bounds of the common wisdom of teachers. A teacher who

is emancipated from the influence of organized curricula, textbooks, methods and devices now widely taught in our teacher's colleges and normal schools.

4. Teachers who consider the new program a philosophy rather than a technique; a spirit rather than a tangible organization for learning; an experiment rather than an accepted practice.

5. Teachers who assume the attitude that he is to be a director of learning rather than a hearer of lessons or a dispenser of knowledge, and that he set up learning conditions as favorable as possible within a given subject and proceed by attention of the laws of learning, i.e., set, exercise, effect, to secure economy of learning.

#### What Can the Colleges Do?

Down through the ages people have been asking the question of who is to blame for the deficiencies existing in our schools? Pupils come out of colleges as misfits, as so-called square pegs in round holes. There has always been a series of buck passing for the inefficiency of our schools and our pupils. The college blames the high school; the high school blames the elementary school; the elementary blames the kindergarten; the kindergarten blames the nursery; the nursery blames the homes; the home begins the series all over again by blaming the school. There has always been the tendency for the one higher up to blame the one just under them. I do not propose to take sides or blame any one of the institutions in this matter. However I would like to propose what I call a \$64 question. Are colleges failing because of inefficient elementary and secondary schools, or, are elementary and secondary schools failing because of inefficient methods and practices used in college to train teachers who are to staff these elementary and secondary schools? Another pertinent question: Are colleges training and equipping the new type instructor that will be needed to develop this new type of program, or are they expected to come forth like Topsy who "Just Grewed."

Since graduates and products of colleges emulate and imitate colleges in formulating their curricula content, since they copy the methods of college professors in instructing their classes, it might be advisable for colleges to utilize some of the methods their graduates are expected to use when they secure jobs in these elementary and high schools. That there have been great deficiencies in the school systems need no proof. World War II proved that beyond all reasonable doubt. That there is a loose screw in this complex machinery called our educational system has been pointed out time and time again by experts and even

the lowly layman of the streets. It may appear to the listener that the speaker is trying to do some buck passing by laying the burden of the blame at the door of the colleges. May I assure you with all of the professional sincerity possible that this is far from my intention. That there is a need of reform of our methods and practices; reorganization of our curricula; and a revamping of our programs and purposes need no discussion. Just where the weakness lies, I will not venture to say, I have not the experience or wisdom to say. However, there was an occasion when a teacher, a master teacher, saw the necessity of reform and He went into the temple and "looked over all things." Personally, I claim that as my privilege, for that is what I propose to do. I think that we all would do well to make the same proposal. It may be a case where fools rush in where angels fear to tread but in my meager search for truth I claim that privilege, I accept that responsibility. In considering the problem of the teacher and the relation of the colleges to this problem this question confronts me: Could it be that the lecture-quiz-study-examination method with its great emphasis upon fact learning be wrong? Such practices are condemned in elementary and high school, can they be condoned in college? If so, upon what grounds?

Since state colleges and normal schools—who have as their chief function the training of teachers to staff our schools—and since they cannot refuse to admit even some of the undersirables, does it not seem reasonable, even urgent, that they turn to their internal organization? That the college make a critical inventory of its methods, materials and curricula to find out how to educate more adequately the thousands who use the right guaranteed by democracy to pursue a degree with all of the rights, privileges and immunities pertaining thereto?

Some colleges seem to place more emphasis upon ability to remember facts gained second hand from some textbook than it does upon ability and disposition to do. The acid test of any institution is not what people know, but how do they behave, and what do they do? Such criteria as richness of personal life, breath of interest in worthwhile things, activities in directions good for the individual and society—these are the real test of the educated.

There seems to be a trend toward mass instruction. Colleges measure their efficiency and progress in terms of size of classes and number composing student body. This mass production method tends



to destroy pupil-teacher relationships. Pupils become a number rather than a name.

The question of poor assignment in college needs some consideration. "Take the next ten pages," have long been in disrepute in high school. Not so in college. The hard boiled college professor is quite the vogue in college.

(Incident of the hard-working girl and the hard boiled professor)

Some types of college teachers:

1. The time consumer—He prides himself upon making pupils work. He gives out long reading lists. Requires 5 hours preparation for a two hour course.

2. The hazy type—Yells write something as class passes out of the door. Class never knows what he wants, neither does he.

3. The hard-boiled guy—He is a time hog. He scolds and is very sarcastic in his manner. Nobody can get an A in his course.

4. The easy mark—He is a good fellow. He is so good that he is about good for nothing. Pupils slight his work because they can get away with it.

5. The high brow—He is cold and distant. He is unaware of his class or the individual student. He is highly polished and talks in exalted fashion over the heads of his confused listeners. His assignments are as unimpressive, uninteresting, inhuman as himself.

6. The kidder—He is generally a young instructor fresh out of undergraduate school. Life to him is a joke. Students bluff him and he bluffs them.

7. The human being—He is more interested in students than books. He adjusts his assignments to the students and makes a fair demand upon their time. He gives them a part in planning the work to be done and is interested in their ideas rather than in results in terms of marks and credits. His students are happy and become original thinkers, sometimes scholars.

8. The master teacher—This individual is a genius. He is a personality. Few colleges can boast of him on their faculty but when they can the college becomes a center of learning. His pupils sit enthralled as he talks. They love the subject and love the man. Whatever tech-

niques he uses are right for he is a master student of nature as well as of his subject. He knows to strike steel to the wheel of endeavor and from his class come forth writers, engineers, physicians, lawyers, educators, and artists. He is the greatest doctor of all for he knows what teaching means. His predecessors were Socrates, Confucius, Christ, and perhaps in modern times Elliot and Dewey.

The question might well be asked, why this bold outright criticism of college curricula and methods? For the sake of emphasis, I would like to repeat that the materials, methods, and subject matter offered in secondary and elementary school is greatly influenced by the methods and materials used in college. Teachers are more or less prone to imitate the practices and principles used by their instructors in college. Since college instructors will be so greatly emulated and imitated by their students when they enter the educational field, college instructors might afford a pattern of principles and practices adapted for use in secondary and elementary school. Another pertinent question comes to the fore: Can colleges utilize methods used in secondary and elementary school? That perhaps is a question for unlimited debate, but since the student personnel of the college is made up of products of the secondary school it could afford no greater problem than the one that exists at present, that is, students entering ill prepared to do the expected of them.

Teachers, the picture seems dark, but beyond this darkness there appears a ray of hope. A hope based upon a broader outlook of education as to its functions and possibilities. A hope founded upon a more professionalized philosophy by teachers. A hope coupled with persistence of purpose, economy of effort, and a faith in a bigger, better, more well-rounded program for the future development of the boys and girls of Tennessee. Teachers, yours is a noble calling; yours is an exalted calling; yours is a romantic calling; yours is a thrilling calling. I commend you. I congratulate you. I am proud to be affiliated with you.

\*President's Annual Address, March, 1948.

## TENNESSEE AND ITS PHYSICALLY HANDICAPPED

As a result of the survey made by the State Department of Education in 1946, it was discovered that there were more than 19,000 physically handicapped and crippled children. At least 2,083 children below age of 20, were blind or partially sighted, 2,498 deaf or hard of hearing, over 1,000 with severe speech defects, and more than 10,000 with crip-

pled handicaps. These children were not adequately provided for as far as education is concerned. Commissioner Burgin E. Dossett emphasized the point that these children could no longer be ignored. Governor Jim McCord and the Legislature met the challenge, and made provisions for the training of these young children.

The purposes of this program are: to

provide annually appropriation and facilities for the crippled and handicapped children throughout the State; to provide special needs for the handicapped in regular classes in public schools; to provide educational opportunities for children who are homebound because of physical handicaps; and to provide educational opportunities for children in hospital centers. Public education now applies to all children who are capable of profiting by instruction even to a limited extent.

In accordance with these fundamental beliefs the program of Special Education for physically handicapped children has been established. By physically handicapped child means any child who can learn whose bodily functions are so impaired that he cannot profit by regular school class instruction. This does not include those children eligible for the State institutions for the Deaf and Blind.

The children eligible for this service are the crippled, rheumatic heart and cardiac heart condition, cerebral palsy, tuberculosis, cleft palate, speech defect, hard of hearing, partial sighted, etc. In other words any child who cannot profit with safety in the regular class of the normal child, and who cannot properly care for himself without assistance. Where there is any doubt as to whether the child can learn or not the child should be taught at least three months under close supervision. The children should be from 6 to 21 years of age, in grades 1 through 12. It is recognized that the local superintendent shall be responsible for this program. He will act upon recommendations of the nurse, physician or Health Department.

The program for cripples in the hospital centers had been under the State Department of Health until July 1st, 1947, at which time the State Department of Education accepted the responsibility. Under this program teachers are employed by the State to provide educational opportunities for all hospital students. This instruction helps to sustain interest in school, helps to prevent regression and retardation, as well as being of therapeutic value in occupying the child's time with something worthwhile. If the child is unable to attend the local school upon leaving the hospital he is reported to the superintendent for homebound instruction.

There are two types of homebound programs: temporary programs and permanent programs. For the temporary homebound child, the teacher in home and the teacher in school to which the child will return should plan the child's program together. If an out of school child is temporary homebound, the period of hometeaching should be devoted to needs

and forecasting the child's vocational future. The permanently homebound child needs an educational program suited to his development, ability and interest for living satisfying home life, and possibly becoming partially, if not totally self-supporting.

For homebound instruction the child is to be taught by a certified teacher who loves children. She should be physically fit, socially well-adjusted, psychologically sound, understanding, sympathetic, but not to the point of self-pity for herself or toward the child. She should be a person who is able not only to meet the child on his level of mental, physical, social ability, but one who can meet the parents on their level of ability in understanding and thought. There is a need of understanding of the family and home conditions as they relate to the needs of the physically handicapped child. Because of this responsibility the teachers should be selected with care.

The local Board of Education is responsible for employing these teachers. The instruction for ten children shall be considered as basis for a full time teaching position. One child taught the teacher will receive one-tenth of a full salary plus travel expenses to and from the child's home on a county-wide basis. Any public school teacher may teach two of these children in addition to her regular position. The child is to receive three hours of instruction a week for nine months of twenty days each month. If the child's needs have been met he is to be eligible for promotion. Supplies and equipment will be furnished with these children same as other children, as far as practicable. Any special equipment as crutches, bed tables, chairs, etc., will require the cooperation of all agencies participating in the treatment and care of these children.

Many children with physical handicaps do not get to the hospitals, therefore knowing the child and finding him becomes a problem. Efforts have been made this year to secure the cooperation of parents, teachers and citizens in locating all the children confined at home. We have contacted directly or indirectly the Negro parents, and teachers representing 32 counties supervised by the Jeanes teachers and 15 counties without Jeanes supervision. The basis for selecting these counties was the report of the 1946 census. All the counties in which physically handicapped children were reported were selected, and as many as possible were contacted. There has been no final check as to the number of children located and served. However, the program was initiated in most of the counties contacted, and in several of the large



cities throughout the state. In two of these counties the teachers employed for the Negro children are white. The supervisors of six counties have reported the children being taught in their county. To date 50 children representing 18 different types of physical handicaps have been reported. It is interesting to note that the greater percentage of these children are victims of rheumatic fever, infantile paralysis, spastic, and severe speech defects respectively. 25 children in the public schools have been serviced through the Sight Conservation Clinic. The number reported benefiting from the program of Special Education may seem very small but it has been very encouraging to note the spirit and enthusiasm with which the parent, teachers, and public at large have received the information. When the census report of 1948 shall have been summarized, we hope to have a true picture as to the number of children in the state being served and who are to be served in the future.

More and more we realize the need for an adequate program for the physically handicapped. The daily papers, radio, magazines are constantly giving information relative to the education of exceptional children, and the types of service rendered them. We see the need of more

specialists to work in diagnostic clinics, sight conservation classes, speech and hearing correction classes in our public schools. The challenge is ours. As educators we have a unique responsibility to encourage persons to make preparation to help these children. Not only do we need teachers who assume the attitude of cheerfulness and sympathy but teachers with wisdom and understanding which will enable them to stimulate the child to work and grow into the development of his better self.

It is true that the State Department of Education has provided for consultants whose chief duties are to assist local supervisors and teachers in determining the educational problems, and to help them work out solutions for these children with physical handicaps. Consultants within themselves are not enough. Every agency of the community, as well as individuals must contribute to this cause, not only in funds but in intelligent understanding. This is a joint enterprise if every child is to receive the benefit of the new program. What will we do to help these children to grow into self-respecting, self-supporting and happy citizens?

Roberta O. Peddy, Consultant  
Physically Handicapped Children  
A. & I. State College

## TWENTY-SEVENTH MEETING OF THE REPRESENTATIVE ASSEMBLY OF THE NATIONAL EDUCATION ASSOCIATION, CLEVELAND, OHIO

By Nannie G. Rucker, Murfreesboro

More than 2,700 delegates to the National Education Association met in Cleveland, Ohio, July 5-9, 1948. Representatives were present from every state in the union and from about twenty-three war devastated areas. The major objectives of the Assembly were to consider our part in the education of children and youth, to develop a unified profession—local, state, and national—and to plan the education's part in the future of our country and the world.

The goals set forth were higher standards for teachers and administrators, smaller class sizes, salaries adequate to attract and keep competent teachers, and better housing for schools.

Business sessions were held each morning from 9:00 a.m. to 12:00 noon. Discussion groups were held each afternoon from 1:45 to 3:30 p.m. State delegation meetings were held each day from 3:45 to 5:00 p.m. General assemblies were held each night at 8:00 p.m. with Mr. Glenn E. Snow, president, presiding.

Among the many interesting discussion group workshops was the one held by the Joint Committee of National Education

Association and American Teachers Association in the Public Auditorium Club, Room A, South Wing, in the form of a panel. The topic for discussion was "The Achievements of the A.T.A. and the N.E.A. in working together for the promotion of the best interests of all the children and of the professional welfare of all the teachers."

Those taking part in the panel were Miss Ruth M. Williams, chairman, NEA-ATA Joint Committee; Mr. I. R. Amerine, member, Joint Committee; Mr. Joseph Beak, principal, high school, Greenville, South Carolina; Dr. John Brodhead, president, ATA; Dr. George W. Gore, Jr., vice president, ATA; Mr. C. A. Hicks, Assistant Supervisor of Negro Education, State Department of Education, Little Rock, Arkansas; Dr. Jane E. Hunter, head, Phyllis Wheatley Center, Cleveland, Ohio; Mr. J. Rupert Picott, executive secretary, Virginia Teachers Association, Richmond, Virginia; Mr. Walter N. Ridley, member, Joint Committee; Dr. H. C. Trenholm, secretary, Joint Committee; Mr. J. C. Wiley, Jr., Darlington, South Carolina; Miss Mary Williams, member, Joint Com-

mittee. Dr. Gore in the panel lauded the work of both NEA and ATA. He told of the many achievements and many victories that we had won through pioneering educators and struggles for recognition in our national organization. Dr. Gore summarized the panel as follows:

The NEA is concerned with the education and well-being of all the children. To promote their well-being it carries on cooperative relationships with various national organizations having similar concern. One of these is the American Teachers Association, the organization of Negro teachers of America. An increasing number of Negro teachers are members of the NEA, and many of them carry membership in both organizations.

The Joint Committee is especially anxious to attain full integration of Negro teachers into the work of the NEA. They see this as a part of their function of stimulating cooperation between NEA and ATA through the recommendation of action and programs to facilitate accomplishments of their own goals.

From a number of states joint attack on common problems, through joint committees or other means, is reported at both state and local levels. Many encouraging things are happening that are little known because constructive incidents and programs are usually less dramatic and newsworthy than conflict situations.

With regards to its future program, the Joint Committee recommends:

1. That continued efforts be made by State Associations to develop ways and means of working at the state and local levels for the best interests of all children and all teachers.

2. That the Joint Committee seek to further stimulate the formation of joint state committees for work on problems of common professional interest.

Dr. Gore was appointed by the Tennessee State Delegation group to summarize the Joint Committee discussion in the caucus meeting July 7, at 3:30 p.m.

Chief among the topics discussed were:

1. Achieving Effective Unification of Local, State and National Education Associations.
2. National Council on Teacher Retirement.
3. Professional Ethics.
4. School Finance—Local, State, Federal.
5. Staffing the Public Schools with Competent and Well Prepared Teachers.
6. Making the School Effective in Improving Community Life.
7. Promoting through the Public Schools an Understanding of International Problems.
8. Tax Education and School Finance.

9. The Teacher's Part in Helping to Prevent a Third World War.

10. The Role of the Public Schools in the Development of Moral and Spiritual Values.

11. International Relations.

12. National Commission for the Defense of Democracy through Education.

13. National Commission on Teacher Education and Professional Standards.

14. Improving Inter-Group Living through Public Elementary, Secondary and Adult Education.

15. The Responsibility of Professional Education Organizations for the Improvement of Teaching.

16. Teaching Citizenship and Developing Zeal for Democracy.

During the General Assembly sessions, principal addresses were made as follows: First General Assembly—President Glenn E. Snow, president, Dixie Junior College, St. George, Utah—"Developing Leadership;" Second General Assembly—Mrs. Vera M. Butler, associate professor of education, Connecticut College, New London—"Now Is the Hour;" Third General Assembly—The Honorable Elbert D. Thomas, United States Senator from Utah, representing the Democratic Party, and the Honorable Wayne Morse, United States Senator from Oregon, representing the Republican Party; the fourth and final general session—Dr. Robert H. Montgomery, graduate professor of economics, University of Texas, Austin—"Education's Place in Today's World."

Departmental meetings were held for only one day because of restricted housing facilities. The following departments held meetings: American Industrial Arts Association, Theme: Problems and Leadership Program for 1948-49; Association for Supervision and Curriculum Development, Theme: Toward Better Teaching; Audio-Visual Instruction, Classroom Teachers; Dean of Women; Elementary School Principals; the New Look in Elementary Education; Home Economics; Kindergarten; Primary Education; Lip Reading; Music Education; National Art Education; National Association of Journalism Directors; National Association for School Secretaries; National Council of Social Studies; National Science Association; Secondary Teachers; Speech Association of America; United Business Education Association.

Under each department many interesting topics were enthusiastically discussed.

The Resolutions Committee recommended a bachelor's degree as the minimum qualification for all teachers with an in-service educational requirement for additional work toward a master's degree or its equivalent; a halt to the issuance



of emergency teaching certificates; reciprocity between states in such matters as certification and retirement; minimum salaries with adequate annual increments "which recognize the services and responsibilities of the teacher and compensate for thorough professional training, extended graduate study and years of experience."

The Constitution was so amended that dues of an active member shall be \$5 per year, effective beginning 1948-49, or \$150 for a life membership. Those who pay annual dues of \$5 effective beginning 1948-49 shall be entitled to receive *The Journal*. Those who pay \$10 shall be entitled to receive in addition to *The Journal*, the Research Bulletin and the Volume of Proceedings.

A report of the testimony in support of Senate Bill S-472 for Federal Aid to Education was made to the Tennessee Delegation by Mrs. Nannie G. Rucker of Murfreesboro.

American Legion National Commander James F. O'Neil told the general assembly that "The American Legion stands four-square behind proposed legislation to extend federal financial support to schools."

The NEA sent telegrams to President Harry S. Truman and Governor Thomas E. Dewey inviting them to present to the nation's teachers their views on federal aid (without federal control) to assist the states in financing public elementary

and public secondary schools. No reply was received from Governor Dewey. President Truman wired the convention: "... I have consistently advocated federal aid to education and included 300 million dollars for this purpose in my latest budget ... It is my earnest hope that the federal government will soon accept its proper role in this crucial field."

Continued assistance in educational reconstruction of war-devastated countries was pledged by the NEA, which raised more than \$274,000 for such aid last year.

Miss Mable Studebaker, biology teacher in Strong Vincent High School, Erie, Pennsylvania, and a former president of the Department of Classroom Teachers, was elected to the NEA presidency.

Dr. A. D. Holt, executive secretary-treasurer, TEA, Joint NEA-American Legion Committee, member, Executive Committee, National Association of Secretaries of State Educations, Nashville, Tennessee was elected first vice president of the NEA.

Although fourteen states have more teachers than Tennessee, only five states have a higher NEA membership than Tennessee. For 1947-48 Tennessee registered 84% in NEA memberships.

About 40 Negroes from various states were in attendance. Four were from Tennessee: Dean G. W. Gore, Jr., Nashville; Mrs. Nannie G. Rucker, Murfreesboro; Mrs. F. M. Dobbins, Jackson; Mr. M. D. Merriwether, Jackson.

## REGULATIONS GOVERNING EXEMPTION OF COLLEGE STUDENTS FOR DRAFT

To College and University Presidents  
Subject: Exemption of College Students from New Draft Law

Questions that have reached us, concerning the application of the Selective Service Act of 1948 to college and university students, prompt us to disseminate the text of the pertinent paragraphs. At the moment, the bill, as passed by the Congress, is on the President's desk awaiting his signature. The paragraphs noted below are taken from the text as printed in the *Conference Report* (to accompany S. 2655) on the Selective Service Act of 1948, House of Representatives Report No. 2438, 80th Congress, 2nd Session, Pages 9-10, and 25, Title I, Section 6, Paragraph (i), Sub-paragraphs (1), (2), and Section 20.

"(i) (1) Any person who, while satisfactorily pursuing a full-time course of instruction at a high school or similar institution of learning, is ordered to report for induction under this title prior to his graduation from such school or institution, shall, upon the facts being presented to the local board, have his induction under this title postponed (A)

until the time of his graduation therefrom, or (B) until he attains the twentieth anniversary of his birth, or (C) until he ceases satisfactorily to pursue such course of instruction, whichever is the earliest. The induction of any such person shall not be postponed under this paragraph beyond the date so determined.

"(2) Any person who, while satisfactorily pursuing a full-time course of instruction at a college, university, or similar institution of learning, is ordered to report for induction under this title, shall, upon the facts being presented to the local board, have his induction under this title postponed (A) until the end of such academic year or (B) until he ceases satisfactorily to pursue such course of instruction, whichever is the earlier. Nothing in this paragraph shall be deemed to preclude the President from providing, by regulations prescribed under subsection (h) of this section, for the deferment from training and services of any category, or categories of students for such periods of time as he may deem appropriate."

"Sec. 20. This title shall become effective immediately; except that unless the President, or the Congress by concurrent resolution, declares a national emergency after the date of enactment of this Act, no person shall be inducted or ordered into active service without his consent under this title within ninety days after the date of its enactment."

We trust that these quotations will be of assistance to you and your staff members in answering questions of students about their status under selective service.

/s/ John Dale Russell, Director  
Division of Higher Education

## DELEGATE ASSEMBLY

The Constitution of the Tennessee Negro Education Association was amended at the 1948 session so that beginning of the 1949 session the business of the assembly will be transacted by the delegate assembly. The amendment which becomes number 13 to be placed in the present Constitution reads as follows:

13. That the business of the Association when in annual convention assembled by transacted by a Delegate Assembly which should be organized as follows:

- A. That the representation and delegate assembly shall be based on a local teaching unit. The local teaching unit is an organized group of public school teachers or private school teachers working toward a common purpose.
- B. That for every twenty or fractional

part thereof paid in memberships for each local unit to the State organization, shall be entitled to one representative to the State Organization. However, no fractional part will be considered unless it represents 100% membership.

- C. That where a local unit has less than twenty teaching positions that unit will be entitled to one delegate providing that all members of the unit are financial with the State organization. That all expenses incurred by the attendance of a representative to the delegate assembly shall be borne by the local unit or organization.

- D. That dues in determining the number of delegates shall be of the current year and must be in the office of the Executive Secretary of November 1st of the current year; and that the Executive Secretary in turn shall certify to the local unit the number of bonafide delegates to the delegate assembly by December 1st of that current year, so that the voting strength of the organization will be delegates to the delegate assembly. based on the number of bonafide (Adopted 1948 session.)

Respectfully submitted,  
J. L. Seets, Chairman  
R. T. Butler  
J. B. Olinger  
Mrs. F. A. Dobbins  
I. D. Upshaw  
Mrs. Algee C. Outlaw  
Mrs. Katie B. Burns

## PEPSI COLA SCHOLARSHIPS FOR HIGH SCHOOL

Two new types of award were authorized for this year and will be continued in the 1948-49 program, by the Pepsi-Cola Scholarship Board, 532 Emerson St., Palo Alto, Calif.

*Honorary Scholarships* were given to 26 students whose scores on the final supervised aptitude test placed them first or second in their state, but whose parents state that they were able to send them to college without outside financial assistance. The Board feels that the objectives of the program can best be met by awarding the paying of Four-Year College Scholarships to students who cannot attend the college of their choice without help, but that, on the other hand, a student who is fortunate enough to be able to attend college without financial help should not be deprived of the honor and recognition of being one of the top two in his state. The Honorary Scholarship, it is hoped, will be the solution to this dilemma. In states where an Honorary Scholarship is awarded to one of the two high-scoring students, the next highest

student with financial need is awarded the regular scholarship. At least two paying scholarships are awarded in each state.

*Certificates of Distinguished Performance* which carry no financial award, were sent to the 3,730 students who scored among the highest ten per cent throughout the country on the preliminary selection test and who did not win other awards. These pupils, along with our other winners, should be the most promising college material in the nation. The number of certificates varied from one state to another. In New York state, for example, 692 pupils from 297 schools won these certificates. In a few states, none were awarded. Next year, in response to requests from colleges, winners of these certificates will be listed with other award winners in the printed report which goes to all colleges in the country. In this way we believe able students will be encouraged to find ways of continuing their education, and colleges will be made aware of superior pupils who should go



to college. So far as is known, no other national report of this scope is available.

Awards made to runners-up for the scholarships in each state have been called by a variety of names since the scholarship program was started in 1945. The first year, when the award was purely honorary and carried with it no fifty-dollar prize, it was called Honorable Mention; the next two years, Certificates of Merit, and this year College Entrance Award. Next year, the name is to be changed again, to College Entrance Prize, and we hope this name will be permanent. *Comments and suggestions are invited.* This year, 575 of these awards were made. It is anticipated that over 90 per cent of this group will go to college. Their achievement is called to the attention of all colleges. Many of them receive scholarships directly from colleges.

Program for 1948-49 will be similar in most respects to that of this year. The preliminary selection test will be given in participating schools on Wednesday,

November 17, 1948, starting at any hour before 10 a.m. that fits the schedule of the school and continuing, as before, for exactly two hours. Each senior class may elect up to seven per cent of its members to take the test (the increase from five to seven per cent has been made in response to requests from many schools). Detailed announcements and school registration cards will be sent to all schools about October first. Closing date for registration will be October 22. Reports on standing of all students representing the school on the preliminary test will be sent to each participating school in January. Announcements of winners of at least 119 Four-Year College Scholarships, probably 20 to 30 Honorary Scholarships, 550 to 600 College Entrance Prizes, and four to five thousand Certificates of Distinguished Performance will be made early in March, in time for the colleges to make full use of the results of the program in selecting students both for admission and for scholarships.

## BIOGRAPHICAL SKETCH OF PRESIDENT OF TENNESSEE NEGRO EDUCATION ASSOCIATION, 1948-49

**Merl R. Eppse, B.A., M.A.**

Director, Division of History and Geography, and Professor of History, Tennessee A. & I. State College, Nashville, Tenn.; former dean, Swift Memorial College, Rogersville, Tenn.; teacher, Bunker Hill School, Long, Ohio; chief clerk, Inspection Div.; Depot Quartermaster's Corps, Fort Jay, Governor's Island, N. Y.; postal clerk, Columbus Post Office, Columbus, Ohio; special clerk, State Bank, Brownsville Br., Brooklyn, N. Y.; Valedictorian, Palestine High School, Palestine, Ohio; attended Wilberforce University, Wilberforce, Ohio; attended New York University, New York, N. Y.; attended Tennessee A. & I. State College, Nashville, Tenn.; attended Kent School of Law, Nashville, Tenn.; graduated, B.A., Drake University, Des Moines, Iowa; graduated, M.A., Columbia University, New York; Fellow of the Harmon Foundation; Fellow of the General Education Board; member, National Education Association; Life member and State Director of the American Teachers Association; President, Tennessee Negro Education Association; Member of the Advisory Board, National Council of the Social Science Studies; Secretary-Treasurer, Association of Social Science Teachers; Member of the Executive Committee, Disciples of Christ Historical Society; Member, National Association of Authors and Journalists; State Educational Director I.B.P.O. Elks of the World; Member, Disciples of Christ Church; Kappa Alpha Psi Fraternity; Author, three widely used and

state adopted books—*The Negro, too, in American History; A Guide to the Study of the Negro in American History; An Elementary History of America, Including the Contributions of the Negro Race.*

## Educatograms

### American Council on Education

The Thirty-First Annual Meeting of the American Council on Education was held at Palmer House in Chicago, May 7-8. The ATA was represented by Dr. H. C. Trenholm (Ala.), Executive Secretary, and Dr. George W. Gore, Jr., (Tenn.), Vice-President. The Conference considered relationships between schools and colleges, aid to European schools, financing education, international relationships of young people and freedom of communication on local, national and international levels.

### School Teachers Should Have \$2,400 Per Year Minimum

Federal aid is the only means by which the salary of school teachers can be brought into line quickly. Our education system is no stronger than the teachers who carry on its vital work and they must be paid adequately for the responsibility they bear. The average age of teachers in Tennessee last year was considerably below the national average which in itself is a shameful testimony to this basic weakness in our education program.

Wages for beginning school teachers with BA degrees must be raised from the present minimum of \$1,530 per year to \$2,400 per year. The problem is an economic one and we must attract young men and women to this profession by paying them adequately. Enrollments have fallen off drastically in our normal schools and teaching colleges. It is a wonder that so many loyal and able teachers remain when they are paid less in some instances than domestics and day laborers. The salary of more experienced teachers and those with special qualifications should be raised in proportion.

HR 2188 calls for appropriations of Federal funds to assist the states in financing their educational programs in public elementary and secondary schools.

The constitution of the United States

guarantees equal opportunity to all of our people. We are failing to provide that equal opportunity to the school children of America. The first step towards this problem's solution is to establish a reasonable level of compensation for school teachers.

## DIVISIONAL TEACHERS ASSOCIATIONS HOLD 1948 FALL SESSION

Middle Tennessee Teachers Association—October 21-23, Pearl High School, Nashville

East Tennessee Teachers Association—October 28-30, Chattanooga, Tennessee

West Tennessee Educational Congress—November 18-20, Lane College, Jackson

## MEET OUR NEW OFFICERS

At the 1948 session of the Tennessee Negro Education Association most of the officers were reelected, however, in some instances new officers were chosen and former officers were advanced to new positions. In this issue we are featuring pictures of officers who were not featured in the March issue of the 1948 BROADCASTER.

Mr. M. R. Eppse—Newly elected President of the Assembly, Nashville

Mr. J. K. Petway—Second Vice-Presi-

dent, Principal of Meigs School, Nashville

Mr. Alex Carney—Third Vice-President, Chattanooga City Schools

Mr. J. L. Buckner—Parliamentarian, Principal at Memphis

Mr. T. D. Upshaw—Newly elected to the Executive Committee, for two terms

Mrs. F. A. Sanders—Newly elected to the Executive Committee for two terms



**MERL R. EPPSE**  
A. and I. State College  
President



**JOSEPH PETWAY**  
Meigs Jr. High School  
Executive Committee  
1948-50

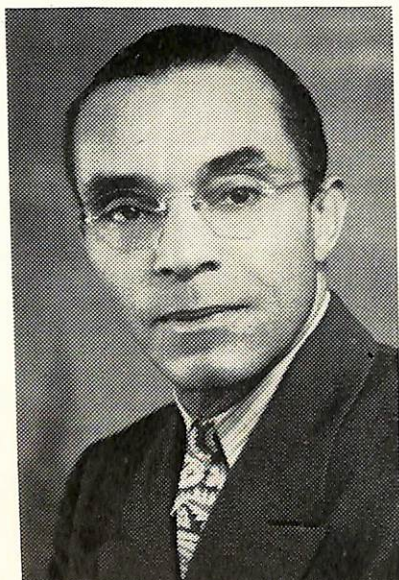




**MRS. F. A. SANDERS**  
A. and I. State College  
Executive Committee  
1948-50



**ALEX CARNEY**  
Chattanooga  
Executive Committee  
1948-50



**J. L. BUCKNER**  
Memphis  
Parliamentarian



**T. D. UPSHAW**  
Executive Committee  
1948-50

**American Education Week**  
November 7-13, 1948

**General Theme**

Strengthening the Foundations of Freedom

**Daily Topics**

Sunday, November 7—Learning to Live Together

Monday, November 8—Improving the Educational Program

Tuesday, November 9—Securing Qualified Teachers

Wednesday, November 10—Providing Adequate Finance

Thursday, November 11—Safeguarding Our America

Friday, November 12—Promoting Health and Safety

Saturday, November 13—Developing Worthy Family Life

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National Congress of Parents and Teachers

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