

Mrs. Martha Brown

The Broadcaster  
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# The Broadcaster

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# THE BROADCASTER

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# THE BROADCASTER

VOL. X.

OCTOBER, 1937

No. 1

## Greater Schools and Homes

(The Heritage of the P. T. A.)

By Mrs. Marie Burgette Johnson

While collecting old magazines for an annual Parent-Teacher rummage sale, a few days ago, I came across an odd number of "Liberty" and was about to toss it aside, when the vivid cover caught my attention. It was the January number and the illustrator had presented the age-old combination of Father Time with his portentous scythe and the chubby figure of the infant New Year. The two figures were familiar. There was an arresting expression of the face of the New Year child very different from the usual cherubic serenity we have generally seen on his baby face. There was a look of frightened wonder on the little face as he recoiled from the smouldering World which Father Time was leaving him as with a sardonic smile he quitted the scene. The smoke and flame of many war spots struck terror to the young child as he gazed so helpless in the face of this terrifying Heritage and, tho the artist seemed attempting to treat facetiously the fact that Old Time was leaving the little New Year with a dangerous toy on its hands, I could not but be struck with the tragic Truth that the child of today is facing a tremendous responsibility in this Civilization which we are leaving him.

Fortunately, for that Civilization, there are, as there have always been, those adults who have foreseen many of these problems and have no intention of slipping out of the picture and leaving the young inheritors to their fate. There are those who realize, now as never before, that all the forces for good in the world must rally together to plan for the future of these children by arming them with all the weapons which their combined efforts can conceive that they may face their error of their day with Fortitude and Confidence.

These great souls have seen that the three

greatest centers for Child training are the Home, the School and the Church. They face realistically the threat of that other center, the Street, which they must be ever vigilant to counteract and thru the work of the Parent Teacher Organization in the schools a complete program has been developed to meet the needs of parents as well as the children in every sort of community.

In Tennessee we have had for a number of years numerous little groups which centered about the schoolhouse and called themselves "Mothers' Clubs" or "Community Clubs" and even "Parent-Teacher" clubs. They have had a variety of programs and the meetings have been conducted in various ways, ranging from the style of a "Missionary Society" to the more ritualistic nature of the secret order. Simple and irregular as some of these little organizations may now seem they form the nucleus for what promises to become the strongest and most worth while group of men and women united for the welfare of the Children of the State. It is these small groups which sprang out of the great need in the various communities which we hope to organize and bring into full participation of the program and materials available in the National Organization of Parents and Teachers.

The first Questions which we are asked is, "What is this National Congress of Parents and Teachers and why should we join it?"

This great National Organization now composed of Parents and Teachers and thousands of "Patrons" who have no children of their own but are interested in the Welfare of their communities started out Forty years ago as a Mothers Congress. A group of earnest women realized at that early date the urgent necessity for a closer study of

child development and a better understanding of the mental as well as physical needs of the children of their day. Babies were born and died so rapidly their presence in the world was scarcely recorded. Many Children were blind, or deaf and dumb and many were afflicted in other ways which made them fit only for institutional care. These women realized that a program for Children was needed which would embrace all races and creeds and this program must give a chance for all the mothers in the country to come together and study these problems and work out this program for the betterment of all children.

The object of the Association was, from the first, to promote the welfare of children by developing better homes, better schools, better churches and better neighborhoods; and to do this by bringing into closer relation all persons interested in seeing happier children.

We, who have become part of this program, are urging all of our parents' clubs to join the National Congress for three definite reasons. First of all, we get for ourselves and our organizations the full advantage of the excellent program worked out over this period of forty years. The National Congress has gotten out much literature which will help us in our program. Millions of leaflets, posters and pamphlets have been distributed to different units and, by glancing through the list of publications, we can find materials exactly suited to our needs which can be obtained for one or two cents.

The second reason why we should join the National Congress is that it links us more closely to the white Parents and Teachers in our vicinity. The knowledge that we are operating under the same rules and relations with the same objects in view for our children will secure for us the interest and aid of the best white citizens of our community. Since they were organized a little ahead of us, they are always willing to give us the advantage of their experiences. And it has come with a pleasant surprise to many of our local presidents and teachers that neighbors, whom they have known for years, take new interest in their school and children when they learn that we have a real Parent-Teacher organization following the national program. Most of our good white friends like to teach us things and good speakers

come willingly to help us plan the program for a better Negro community.

The third reason is the old and fundamental one, that in "Union there is strength," and by joining together in county, district and state meetings, we can share our experiences with others and pool our resources by organizing to solve our problems. Such a coming together gives us inspiration and courage to carry on in our small corner with the knowledge that others are meeting similar problems and working them out with no greater resources than we have, but with greater skill and intelligence because of study which they have been able to give to these situations.

The next question which naturally comes to us from those who see the value of this organization is: "How do we organize our local groups and join this great national movement?"

The National Congress of Parents and Teachers set forth among its first principles that membership should always be open to all groups with no restriction of race, religion, profession, culture or social casts. As nearly as possible, this principle has been religiously adhered to, and wherever there are schools of mixed children the organization is mixed. My first experience in a Parent-Teacher association was in a mixed school of suburban New York. In our unit there were parents of eight different national groups! Having just come of a Chicago school system, it happened that I knew more about the general educational scheme than most of these parents of foreign birth. It became my duty with other American-born mothers, to help these others to understand the customs and methods of our American system. This condition prevails in most of our northern cities. Many Negro women hold office in the Parent-Teacher associations of the white schools. It is only in the South, where the school systems are separated by law, that separate organization becomes imperative, and thus our communities are divided into separate but parallel units of organization. We have separate city, state and national organizations in the South. The National Congress of Colored Parents and Teachers was established in May, 1926 and there are now branches in 19 Southern states. An advisory relationship with the National Congress of Parents and Teachers has been maintained, and they help in every way by providing

literature, speaking at meetings, and keeping in touch with the local communities. We, in Tennessee, have a State Council of Colored Parents and Teachers and it is through this state organization that we join the national.

When the local unit, which is the term used for club or group, decides to become a member of the National Congress, a meeting is called and ten cents is sent to the state treasury for each member in the unit. A Unit cannot be formed with less than ten members, and the money for these members is sent to the state treasury with a letter giving the name of the school, teachers and officers of the unit. Mrs. Bertha Estes, of 206 Meadow Street, Jackson, Tennessee, is at present the treasurer for the Tennessee Congress of Colored Parents and Teachers. When she receives your money, she will send your application to Mrs. B. B. Smith, 1904 College Street, Knoxville, Tennessee, who will make a record of your membership and a package of materials will be sent to you by the president, Mrs. C. W. Cansler, 1805 Brandau Avenue, Knoxville, Tennessee. In this package, you will find all of the literature necessary for your organization. There will be special books on the rural school P. T. A. with a complete program for the year. When this literature is studied closely by the teachers and officers, they will find the answer to most of the problems that have been troubling them in their organizations.

When there are ten of these units organized and affiliating with the state work, they can then form a county or city council. This council may meet once a month, or once every two months, as they wish. Delegates from each local unit may come together for study and mutual help. Frequently, the P. T. A. groups meets at the same time that the teachers are meeting, and by coming together and talking together, there is established greater understanding and appreciation.

The P. T. A. is primarily an organization for parent education. By learning more about all children, many parents come to realize simple truths about their own which before seemed hard to understand. There is no light which can compare to that on a mother's face

when she hears another mother describe antics in her child which the first mother was beginning to think were peculiar to her own.

So, too, a teacher cannot properly understand the reactions of a child in the school-room until she knows some of the basic problems of the child's home life. Organized parent-teacher work helps parents to come to one another, rather than at one another when crises are pending in the life of the child. The recognition that the two most important forces of his life are organized for his welfare gives to the growing child a respect and confidence in both which strengthen his faith in the truths which both seek to instill.

Nearly two million parents are organized today about these fundamental principles, and the values of their joint experiences, achievements and aspirations are ours for the taking. In Tennessee, the whole state Educational System is back of the P. T. A. program, and, in this month's Tennessee's Parent-Teacher Magazine, is a complete list of all the white organization by county and district. In just a short time, we expect to have our Negro work so well organized that we shall be able to list on every line a parallel organization in the colored schools. To this end, we ask the cooperation and consecration of all persons interested in giving to young Negro children the full joy of American citizenship.

"The Tennessee Parent-Teacher," Arlington, Tenn. Price 25c per year.

To quote Mr. Douglas Mallock:  
 We need great souls to make great schools  
 Or all our walls are laid in vain.  
 Youth asks for reasons, not for rules,  
 There is more than Latin to make plain.  
 The road of life lies just ahead,  
 And here is youth just at the dawn;  
 The road of life is here to tread—  
 We need great souls to lead youth on.

We need great hearts to make great souls,  
 To speak the truth through voice and pen.  
 Not doubting cynics, shouting fools,  
 But noble women and clean men.  
 We must have teachers who will teach,  
 Both Law and Justice, Right and Rules.  
 However high our roofs may reach,  
 We need great souls to make great schools.

## School Aid Program of the National Youth Administration 1937-1938

### A. ELEMENTARY AND HIGH SCHOOL STUDENTS

#### Type of Aid Available

(1) The National Youth Administration makes funds available for payment to students in high schools and elementary schools for part-time work performed on prescribed types of activities during the school year. Students may earn as much as \$6 a month while in regular attendance at the school.

The actual amount which individual students may earn and the hourly rates of pay are determined by the school authorities.

#### Institutions Which Are Eligible to Participate

(1) All institutions of less than college grade, both publicly and privately controlled (including parochial schools) are eligible to participate in the program, provided they are non-profit making in character and tax-exempt.

(2) If you are not sure that the institution you wish to attend comes under this classification, consult the public school superintendent in the county, city or other school district in which you reside.

#### Students Who Are Eligible to Participate in the Program

(1) Employment on the School Aid Program may be given only to students who need such employment in order to enter and or remain in school. The need of students is to be determined by the school authorities, in consultation with outside agencies if necessary.

(2) Students must have reached their sixteenth birthday, but not have attained their twenty-fifth birthday.

(3) Students must be able to pass in at least three-fourths of their scholastic work.

(4) Students attending night schools and part-time schools are eligible to receive school aid, provided they carry at least three-fourths of the courses normally carried by regular day students.

(5) Students attending summer schools are not eligible for school aid.

#### How to Make Application

If you desire employment on the School Aid Program of the National Youth Administration, you should make application directly to

the principal of the school which you wish to attend, on a form, STUDENT APPLICATION—SCHOOL AID, which will be provided by the school.

### B. UNDERGRADUATE COLLEGE STUDENTS

#### Type of Aid Available

(1) The National Youth Administration makes funds available for payment to students in institutions of collegiate standing for part-time work performed on prescribed types of activities during the academic year. Students may earn as much as \$20.00 in a month while in regular attendance at the college, but on the average earnings will not exceed \$15.00 per student per month.

The actual amount which individual students may earn, and the hourly rates of pay are determined by the college authorities.

(2) The National Youth Administration does not grant scholarships or loans.

#### Institutions Which are Eligible to Participate

(1) All institutions of collegiate grade, both publicly and privately controlled, are eligible to participate in the program provided they are non-profit-making in character and tax-exempt.

(2) If you are not sure that the institution you wish to attend comes under this classification, consult your State Youth Director.

#### Students Who are Eligible to Participate in the Program

(1) Employment on the Student Aid Program may be given only to students who need such employment in order to enter and or remain in school. The need of students is to be determined by the college authorities, in consultation with outside agencies if necessary.

(2) Such students must have reached their sixteenth birthday but not have attained their twenty-fifth birthday.

(3) They must carry a scholastic program equivalent to at least three-fourths the normal full-time program in the college attended and must be qualified to do and to continue to do good scholastic work while receiving aid.

(4) Students attending summer schools are not eligible for student aid.

#### How to Make Application

(1) If you desire employment on the Student Aid Program of the National Youth Administration you should make application to the president of the institution which you wish to attend, on a form, STUDENT APPLICATION—COLLEGE AND GRADUATE AID, which will be provided by the school.

(2) In the event that the college of your first choice is unable to provide you with a college aid job, because its quota is filled, you should consult your State Youth Director who may be able to suggest other colleges which have not yet filled their quotas. In order to secure a college aid job it is not necessary that you attend a college in the state in which you reside.

### C. GRADUATE STUDENTS

#### Type of Aid Available

(1) The National Youth Administration makes funds available for payment to graduate students in institutions of university standing for part-time work performed on prescribed types of work. They may earn as much as \$40 in a month while in regular attendance at the institution, but on the average earnings will not exceed \$30 per graduate per month. The actual amount which individual students may earn and the hourly rates of pay are determined by the university authorities.

(2) Negro graduate students who cannot be assisted under a given institution's quota for graduate aid may apply, through the institution they wish to attend, for assistance from a special Negro Graduate Aid Fund which has been set up on a national basis by the Washington office of the National Youth Administration.

(3) The National Youth Administration does not grant scholarships or loans.

#### Institutions Which Are Eligible to Participate

(1) All institutions, both publicly and privately controlled, of a university character, which offer work beyond the Bachelor's degree, are eligible to participate in the program, provided they are non-profit making in character and tax-exempt.

(2) If you are not sure that the institution you wish to attend comes under this classification, consult your State Youth Director.

#### Students Who Are Eligible to Participate in the Program

(1) Employment on the Student Aid Program may be given only to students who need

such employment in order to enter and remain in school. The need of students is to be determined by the university authorities, in consultation with outside agencies if necessary.

(2) Such students must have reached their sixteenth birthday, but not have attained their twenty-fifth birthday.

(3) They must have completed the requirements for a standard Bachelor's Degree and must be qualified to do and to continue to do good scholastic work while receiving aid.

(4) Students must carry a scholastic program equivalent to at least three-fourths the normal full-time program in the institution attended.

(5) Students attending summer schools are not eligible for student aid.

#### How to Make Application

(1) If you desire employment on the Student Aid Program of the National Youth Administration you should make application to the president of the institution which you wish to attend, on a form, STUDENT APPLICATION—COLLEGE AND GRADUATE AID, which will be provided by the school.

(2) In the event that the university of your first choice is unable to provide you with a graduate aid job because its quota is filled, you should consult your State Youth Director who may be able to suggest other schools which have not yet filled their quotas. In order to secure a graduate aid job it is not necessary that you attend a university in the state in which you reside.

## Educatograms

Prof. M. R. Eppse, head of the Division of Social Studies and professor of History at A. and I. State College, has just issued a "Guide to the Study of the Negro in American History." He will release a new textbook for colleges and high schools early in the winter.

Prof. J. H. White represented the Association at the annual meeting of the N. A. T. C. S. (now American Teachers' Association) at Philadelphia, July 27-30. He attended a conference of Jeanes Supervisors at Hampton Institute in July and pursued graduate courses in Education at Columbia University during summer.

## EDITORIAL PAGE

### A Quarter Century of Progress

The week of November 21, A. and I. State College at Nashville, will celebrate its twenty-fifth anniversary. An elaborate program is being prepared. There will be a symposium on higher education, class reunions, dedication of an athletic field, a review of significant milestones in the evolution of the youngest state institution for Negro youth.

In a nutshell, the meaning of this institution is three-fold (1) it presents proof positive that Negro leadership in higher education can be constructive and successful without being subservient or vacillating (2) it represents the best expression of interracial goodwill in America, being a monument to the faith of Southern taxpayers in the possibilities of higher education for Negroes (3) it has stood for functional education in which a trained mind directs a skilled hand for the "forgotten man."

As the cornerstone of the Tennessee system of public education for Negroes in plant, in curriculum, in educational rating, in faculty personnel, in student body and in spirit, it stands out preeminently.

#### American Education Week

The week of November 7-13 is one of opportunity for teachers. It is American Education Week and affords seven days in which educators may state their case to their constituents. The central theme in education is our National Life. The safety of our American way of living depends upon our public schools. It is up to the teachers as trustees of the future to state the cause of education in the strongest possible terms. To do less is to prove unworthy of a sacred trust.

#### The Eight-Point Program

As a result of cooperative effort on the part of the teachers of the state the General Assembly for 1937 made significant revisions in the educational laws of the state. Counties and cities desiring to receive state subsidies are required to accept definite regulations as to the length of school terms and teachers'

salaries. Even teachers in the larger cities must qualify for certificates if their local unit is to enjoy state aid. A uniform system of certification and salary is being put into operation. Teachers with adequate professional preparation are to be given more adequate compensation. Entrants into the profession must invest a minimum of at least two years to secure a professional elementary certificate. While the new order of things is working hardships on many conscientious and experienced teachers, such is the price of progress in our profession. The test of the justice of any innovation in the public school system is not whether it will inconvenience some teachers, but rather whether it will give the boys and girls a better educational opportunity. After all, the school was not made for the teacher, but for the child. The Tennessee State Association of Teachers in Colored Schools is happy to have had a part in the constructive fight successfully led by the Tennessee Education Association under the leadership of State Commissioner of Education, Mr. W. A. Bass.

#### Secondary Education in Tennessee

On the whole the recently released list of State approved High Schools for Negroes is encouraging. As compared with the 1936 list, there are two new schools in class A and the loss of one school from this class. Six new schools are listed in class B. One school was dropped from class B to class C. Three new city schools were approved. Seven new junior high schools were listed. Only one school was dropped from this class. The two schools listed as "in transition" last year gained classification, one in class C and one in class B. Two schools in class C last year were completely dropped from the approved list.

#### The National Educational Outlook Among Negroes

A new educational periodical has been launched in Washington, D. C., with an out-

standing board of editors and consultants. Its purpose is to present a constructive picture of what is current in education at all levels and in all sections of the country. The initial issue is dated September 1937. Of especial interest to Tennesseans is the picture of the new Pearl High School in Nashville. Progressive educators will find this pocket-sized publication a valuable addition to their professional reading.

#### The Negro History Bulletin

A unique and valuable periodical for use in public schools is *The Negro History Bulletin*, issued monthly by the Association for the Study of Negro Life and History. It is designed to promote the study of the Negro among children by simplifying what is made too difficult for the young reader in most books on the Negro now available.

### "Education and National Life" American Education Week Theme

"Now is the time," typed the young teacher slowly.

"For every good teacher to come to the aid of American Education Week," her friend completed the sentence quickly.

American Education Week will be observed this year from Sunday, November 7, through Saturday, November 13. Its theme this year is an inspiring one, "Education and Our National Life," and the program is built around two special observances of nation-wide interest. One day is set aside especially for the Horace Mann Centennial, and another is devoted to "Schools and the Constitution," in connection with the Constitutional Sesquicentennial, which will be in progress at that time.

American Education Week is a time when, if every teacher does his part, the thoughts of the entire country turn toward its schools, toward a better understanding of the schools and their problems, toward a more complete comprehension of what the schools are doing and are trying to do.

The observance of this week is sponsored nationally by the National Education Association in cooperation with the United States Office of Education and the American Legion. It is not a closed corporation, however. There

is plenty of opportunity for any group friendly to education to have a share in this observance, and to promote the objectives of the week.

Few people will, however, do anything about it unless the individual teacher does his part. On the individual teacher, the faculty of each school, the local teacher organization, and the local school officials rests the responsibility for seeing that American Education Week comes to life in their community. State and national groups can offer many helps, but they cannot do the work. That work is easier, however, because other teachers all over the country will be doing the same thing, while the public, the newspapers, other organizations will be aware of the national movement and will be willing to assist.

But in the long run, it does come back to the individual teacher, and to the local community. Will you do your share?

The complete set of themes for the week are as follows:

Sunday, November 7—Can We Educate for Peace?

Monday, November 8—Buying Educational Service

Tuesday, November 9—The Horace Mann Centennial

Wednesday, November 10—Our American Youth Problem

Thursday, November 11—Schools and the Constitution

Friday, November 12—School Open House Day

Saturday, November 13—Lifelong Learning

Numerous suggestions, programs, materials, posters and other aids can be secured, by the American Education Week-minded, from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

### The 1937 Session of the National Association of Teachers in Colored Schools

The thirty-fourth annual session of the National Association of Teachers in Colored Schools met in Philadelphia, Pa., July 27-30, 1937. Approximately 600 educators were in attendance. The conference theme was: Meeting the Needs of the Individual, Speci-

fically, Individual Differences as Related to the Gifted, Talented, Handicapped: (1) What they are and their significance (2) How to determine them (3) How to meet the needs. Sessions were held in Philadelphia High School for Girls auditorium.

General sessions were held daily at 9 a. m., and 8 p. m. Departmental Sessions were held daily at 2 p. m. Special professional, social and recreational features were provided such as luncheons, motor trips to Philadelphia schools, a sight-seeing trip, a trip to the State Teachers College at Cheney and a trip to Atlantic City, N. J.

Mrs. Willa Carter Burch of Washington, D. C., presided at the general sessions. She was assisted in the administrative affairs of the Association by Mr. W. W. Sanders, executive secretary.

#### Significant Phases of the Meeting

(1) The Association adopted a report which changed the official name of the organization to American Teachers Association.

(2) In cooperation with the NAACP the Association had the Fletcher-Wagner-Black Educative Bill so amended as to assure equitable distribution of school funds to Negroes in Southern States and secured equalization of salaries for Negro and white teachers in one county in Maryland.

(3) Especial emphasis was placed on educational opportunity for handicapped pupils. A special department was erected to work continuously on this problem.

(4) Among the new departments established were the education of teachers and music education.

(5) Mr. Alphonse Heningburg of Tuskegee Institute was elected president for 1937-38, and Tuskegee Institute, Tuskegee, Ala., was chosen for the meeting, August 26-29, 1938.

(6) Tennessee was represented by six persons: Pres. and Mrs. W. J. Hale, Prof. J. L. Seets, Prof. J. L. Buckner, Prof. J. H. White and Dean G. W. Gore, Jr.

(7) Because of the small number of paid memberships from Tennessee, only two members of the Tennessee delegation were eligible to seats in the Delegate Assembly. Pres. W. J. Hale by virtue of a life membership, and Prof. J. H. White, President of the Tennessee State Association of Teachers in Colored Schools.

(8) Dean G. W. Gore, Jr., served as a member of the panel in the Department of College Education on "The College Curriculum

as an Instrumentality for Seeing the Needs of Negro Students," and as a member of the Committee on Time and Place.

Respectfully yours,

J. H. White, President

G. W. Gore, Jr., Executive Secretary  
Official Delegates to the N. A. T. C. S.

## A. and I. State College To Celebrate Twenty-Fifth Anniversary Week of Nov. 21

Tennessee A. and I. State College will celebrate its twenty-fifth anniversary with a series of public programs to include class reunions, educational conferences, an assemblage of outstanding educators representing the federal and state governments, educational institutions and philanthropic boards, the week of November 21.

The ceremonies will begin with the Thanksgiving Services in the College Auditorium on Sunday, November 21, include the dedication of the new athletic field house and stadium on Thanksgiving Day and conclude with a Symposium on Higher Education.

In honor of the occasion the following are significant items: (1) a record breaking student body of over 1,000 (2) a new athletic stadium costing approximately \$200,000 (3) the installation of a \$10,000 Kilgen pipe organ in the College Auditorium (4) the completion of a rock garden with two mirror lakes and appropriate planting on the Southwest campus at a cost of \$10,000 (5) the renovation of the President's Home and residence halls by WPA (6) the completion of a rock fence and system of roadways throughout the campus (7) installation of stage curtains and accessories in College Auditorium and in the Little Theatre.

In 1912 the institution was worth about \$100,000; today it is valued at over \$3,000,000. The college is second largest institution in the nation for Negro youth. It is accredited by and a member of the American Association of Teachers Colleges, and its graduates are accepted for advanced degrees in such institutions as Columbia University, University of Cincinnati, Ohio State University, Cornell University, Iowa State University.

Alumni and former students from all over the United States are expected to return for the celebration.

## Tennessee Graduates Aid For Negro Students

Applications for graduate aid for bona fide Negro residents of Tennessee are being considered by a committee composed of Mrs. Ferdinand Powell of Johnson City, Supt. Ernest C. Ball of Memphis and Dr. Doak Campbell of Nashville, in keeping with the recent action of the General Assembly. Under the provisions of the Act, recipients must attend the nearest institution offering the subject they intend to study. The scholarship will amount to \$20.50 as a minimum and \$105.30 as a maximum. The amounts are designed to make up the difference between the amount paid by white students at the University of Tennessee and the amount a Negro will have to pay to obtain the courses at another school. Commissioner W. A. Bass, War Memorial Building, Nashville, receives all formal applications for such scholarship aid.

## Pearl High School Moves Into New Quarters

Principal Galloway and Augmented Faculty Initiate New Year

Historic Pearl High School, alma mater of hundreds of valued Nashville citizens, has moved into the spacious new quarters at Seventeenth Avenue, North, and Jo Johnston. The new building, simple though classic in design, is a modern structure of three stories commanding a pleasing view of Watkins Park. It contains twenty-nine academic classrooms and six industrial rooms. Built on the court plan, it is well lighted on every side. Among its modern features is the absence of a basement. The structure is fireproof, with corridors and stairways of terrazzo.

On the first floor are the offices of the principal and assistant principal, and several classrooms. On the second floor are found English, French and mathematics recitation rooms. Here are located also the cafeteria, modern equipment of which is being installed, and a spacious library, to be furnished in the near future. On the third floor are found a little theatre, sound-proof music rooms, science laboratories, and the domestic science

and art departments. In the west wing are located the manual arts department and the combined auditorium and gymnasium. Sanitary rest rooms are found on each floor. Modern electric fixtures throughout the building add to its attractiveness and assure adequate lighting facilities.

Under the direction of Principal J. A. Galloway, assisted by the augmented high school faculty, the work of the new year has been initiated.

The following members constitute the faculty:

Prof. J. A. Galloway, Principal.

#### ENGLISH:

Mrs. L. G. Benton  
Mrs. M. M. Drake  
Mrs. M. D. Ellington  
Miss Ruth L. Jones  
Miss R. W. Sumlin

#### LATIN:

Miss Lena T. Jackson  
Mrs. S. J. Cochran  
Mrs. L. D. Becket

#### FRENCH:

Mrs. A. L. Williams  
Miss Callisto Bell

#### MATHEMATICS:

Mr. R. A. Ewing  
Mr. H. M. Holloway  
Mrs. Z. I. Page  
Mrs. M. H. Keemer  
Mr. Joseph K. Petway

#### HISTORY:

Mr. T. A. Frierson  
Miss E. L. Haynes  
Mrs. M. H. Freeman  
Miss Helen Work

#### SCIENCE:

Mr. R. H. Harris  
Mr. J. I. Wright  
Mr. N. S. Holiday  
Mrs. H. J. Pannell  
Miss L. P. Sneed

#### MUSIC:

Mrs. A. E. Clarke  
Miss M. A. Battle

#### COMMERCE:

Miss B. M. Scales  
Miss S. R. Galloway

#### PENMANSHIP:

Mr. F. J. Myles

#### DOMESTIC SCIENCE AND ART:

Mrs. Juanita May  
Mrs. Evelyn C. Brown

## MANUAL ARTS:

Mr. H. Harrison

## PHYSICAL EDUCATION:

Miss L. D. Young

Mr. W. Gupton

## SECRETARY TO PRINCIPAL:

Miss E. Josephine Howard

## The National Educational Outlook

### 1. What It Is

The National Educational Outlook Among Negroes is a monthly, 32 page magazine of convenient pocket-size, devoted to the advancement of education among Negroes.

### 2. Is It Needed?

The rapid progress in the field of education, and the general lack of knowledge on the part of Negro school people of the fine work being done by others in the same field, and the need of translating scientific research into practical and usable terms for the average teacher and administrator, have caused thousands of school people and patrons to feel and express the need for a monthly organ of the character of The National Educational Outlook Among Negroes. The present development in the education of Negroes makes the publication of this journal most opportune.

### 3. Whom Will It Serve?

The National Educational Outlook Among Negroes is designed to serve ALL who are interested in the advancement of education among Negroes. Teachers on all educational levels, and in all sections, administrators of schools and colleges, and public and private school officials. Also, it will contain features of interest to patrons and children.

### 4. What Is Its Purpose?

The purpose of The National Educational Outlook Among Negroes is to: (1) stimulate and promote the advancement of education among Negroes; (2) diffuse information concerning good practices and new developments in education among Negroes; (3) relate the best educational theory to the practical needs of Negroes; (4) serve as a ready source of information concerning recent happenings and developments in the field of education; (5) serve as a practical aid and integrating agency for those who wish to make education function better in the life of the race; (6) serve as a medium of expression for those who have questions and answers

concerning education in general and the education of Negroes in particular, and for those who have ideas and suggestions for the solution of educational problems; and (7) preserve as a permanent record some of the experiences of those who have served the cause of education, and some of the significant contributions in this field.

### 5. What Does It Cost?

The subscription rate of The National Educational Outlook Among Negroes is ONLY \$1.00 a year, or 15 cents a copy. This low rate puts the journal in reach of everyone. No other magazine offers so much for so little.

### 6. Where Will It Be Published?

The National Educational Outlook Among Negroes will be published at 1210 Lamont Street, N. W., in Washington, D. C. Thus, at the National capital, it will be in the center of things and in direct and immediate touch with events of national significance.

### 7. When Will It Be Published?

The National Educational Outlook Among Negroes will be issued monthly, for ten months a year, beginning September, 1937.

### SPECIAL HOLIDAYS AND SPECIAL DAYS

**Francis E. Willard Day.** October 23. A day devoted to a suitable program to the end that the children of the state may be taught the link of interference. Write the State Department of Education for a copy of the suggested program.

**Columbus Day.** October 12. A day in commemoration of the hardships, courage and eventual triumph of Christopher Columbus in discovering America.

**Birthday of Theodore Roosevelt.** October 27. Material for commemorating the Roosevelt Anniversary may be obtained from the Roosevelt Home, Women's Roosevelt Memorial Association, 28 East Twentieth St., New York City.

**United States Constitution Sesquicentennial.** September 17, 1937 to April 30, 1939. A period commemorating the one hundred and fiftieth anniversary of the signing and ratification of the Constitution of the United States.

**American Education Week.** November 7-13. Complete outline is given elsewhere in this issue.

**Book Week.** November 14-20. The theme chosen for the observance of the Book Week this year is "Reading, the Magic Highway to Adventure."

## Graded List of State Approved Colored Public Four-year County High Schools—1937

Name of County and School	Post Office	Name of Principal	No. of Teachers	Ave. Daily Attend.	Grade
<b>LEDFORD:</b> County Training School	Shelbyville	S. W. Harris	3	52	B
<b>BRADLEY:</b> College Hill High School	Cleveland	U. Lloyd Knox	5	79	B
<b>CARROLL:</b> Webb High School	McKenzie	J. L. Seets	5	105	A
<b>CHESTER:</b> Chester Co. Training School	Henderson	J. A. Vincent	4	62	C
<b>COCKE:</b> Tanner Training School	Newport	M. L. Miller	3	32	C
<b>COFFEE:</b> Davidson Academy	Tullahoma	C. D. Stamps	4	49	C
<b>CROCKETT:</b> Central High School	Alamo	E. N. Koonce	4	54	B
<b>DICKSON:</b> Hampton High School	Dickson	A. J. Hardy	4	45	B
<b>FAYETTE:</b> County Training School	Somerville	W. P. Ware	6	143	A
<b>FRANKLIN:</b> Townsend Training School	Winchester	A. E. Gray	4	59	C
<b>GIBSON:</b> County Training School	Milan	T. R. Hartsfield	5	76	B
<b>STIGALL:</b> Stigall High School	Humboldt	L. R. Jeffries	4	78	B
<b>TRENTON:</b> Trenton Rosenwald High School	Trenton	R. Oliver Johnson	4	77	B
<b>GILES:</b> Bridgeforth High School	Pulaski	J. T. Bridgeforth	3	59	B
<b>HAMBLEN:</b> Morristown Nor. & Ind. College	Morristown	M. W. Boyd	9	53	B
<b>HAMILTON:</b> Booker T. Washington Hi. School	Chattanooga	T. D. Upshaw, Jr.	5	64	B
<b>HARDEMAN:</b> Allen-White High School	Whiteville	J. H. White	7	101	A
<b>HAWKINS:</b> Swift Memorial Jr. College	Rogersville	W. C. Hargrave	8	67	B
<b>HAYWOOD:</b> County Training School	Brownsville	R. B. Bond	6	116	A
<b>HENDERSON:</b> Montgomery High School	Lexington	C. C. Bond	4	50	B
<b>HENRY:</b> Central High School	Paris	T. R. Wilson	5	142	A
<b>JEFFERSON:</b> Nelson Merry High School	Jefferson City	A. D. Gaither	4	67	C
<b>LAUDEDALE:</b> County Training School	Ripley	S. H. Johnson	5	91	B
<b>LINCOLN:</b> County Colored High School	Fayetteville	William Jackson	3	55	B
<b>McMINN:</b> J. L. Cook High School	Athens	W. E. Nash	5	75	B
<b>MARION:</b> McReynolds High School	So. Pittsburg	Kurtys L. Clay	5	108	A
<b>MARSHALL:</b> Lewisburg Colored High School	Lewisburg	Jacob B. Jones	3	46	B
<b>MAURY:</b> Clarke Training School	Mt. Pleasant	G. A. Thompson	3	69	B
<b>CLARKE:</b> College Hill High School	Columbia	J. Thomas Caruthers	4	111	B
<b>MONTGOMERY:</b> Burt High School	Clarksville	H. L. Allison	8	194	A
<b>RUTHERFORD:</b> Holloway High School	Murfreeboro	S. G. Greene	5	103	A
<b>SHELBY:</b> Barrett's Chapel High School	Arlington	G. E. Hoffman	5	72	B
<b>COUNTY:</b> County Training School	Lucy	R. J. Roddy	7	146	A
<b>GEETER:</b> Geeter High School	Whitehaven	Joseph W. Falls	8	139	A
<b>SUMNER:</b> Union High School	Gallatin	J. N. Rucker	6	98	B
<b>TIPTON:</b> Frazier High School	Covington	L. V. Wells	4	67	C
<b>GALLOR:</b> Gallor Industrial School	Mason	G. A. Stams	5	54	B
<b>WARREN:</b> Bernard High School	McMinnville	J. E. Wood	3	44	B
<b>WASHINGTON:</b> Langston High School	Johnson City	J. Neil Armstrong	8	86	B
<b>WHITE:</b> Wallace-Smith High School	Sparta	E. E. Pitts	3	42	B
<b>WILLIAMSON:</b> Franklin Training School	Franklin	I. H. Hampton	6	65	B
<b>WILSON:</b> County Colored High School	Lebanon	H. M. Jarrett	4	65	B

## State Approved City High Schools—Four-year

Name of County and School	Post Office	Name of Principal	Number of Teachers	Average Daily Attendance
<b>HAMILTON:</b> Howard High School	Chattanooga	W. J. Davenport	20	459
<b>KNOX:</b> Austin High School	Knoxville	T. R. Davis	24	466
<b>SHELBY:</b> Booker T. Washington Hi. School	Memphis	Blair T. Hunt	40	1690
<b>MANASSAS:</b> Manassas High School	Memphis	J. A. Hayes	21 1/2	777
<b>SULLIVAN:</b> John F. Slater High School	Bristol	P. E. Butler	3	45

## State Approved Colored Junior High Schools

Form I. (Grades 9 and 10)

Name of County and School	Post Office	Name of Principal	Number of Teachers	Average Daily Attendance
<b>DAVIDSON:</b> Haynes Junior High School	Nashville	Clinton Derricks	2	46
<b>DECATUR:</b> Decatur County Training School	Decaturville	George W. Brooks	1 1/2	15
<b>HARDEMAN:</b> Bolivar Industrial School	Bolivar	Lorenzo Miller	2 1/2	47
<b>HICKMAN:</b> O. H. Bernard High School	Centerville	M. L. Dabney	1	12
<b>MENAIRY:</b> Selmer High School	Selmer	E. W. Ragan	1	15
<b>MONROE:</b> Highpoint High School	Sweetwater	J. H. Brown	1	17
<b>OBION:</b> St. Fulton Rosenwald Hi. School	Fulton, Ky.	J. J. Bills	1 1/2	19
<b>RHEA:</b> Dayton High School	Dayton	Lexine Weeks	1	22
<b>ROANE:</b> Rockwood Colored High School	Rockwood	J. B. Olinger	1	16
<b>ROBERTSON:</b> Adams High School	Adams	Lillian P. Thomas	1	11
<b>SMITH:</b> Carthage High School	Carthage	John H. Baird	1 1/2	23
<b>WEAKLEY:</b> Weakley County Training School	Martin	F. M. Dickey	1 1/2	26

## Junior Colored High Schools

Form II. (Grades 7, 8, and 9)

Name of County and School	Post Office	Name of Principal	Number of Teachers	Average Daily Attendance
<b>DAVIDSON:</b> Cameron High School	Nashville	H. J. Johnson	6	369
<b>MOORE:</b> Moore High School	Nashville	T. B. Hardiman	6	172
<b>HAMILTON:</b> East Fifth St. High School	Chattanooga	T. W. Henderson	17	365
Archard Knob High School	Chattanooga	H. F. Taliaferro	11	246
Second District High School	Chattanooga	G. A. Key	14	300

### DIRECTORY OF STATE DEPARTMENT OF EDUCATION

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### THE TENNESSEE TEACHER

Secretary A. D. Holt of the Tennessee Education Association has announced that members of the Tennessee State Association of Teachers in Colored Schools may subscribe to *The Tennessee Teacher*, official publication of the Tennessee Education Asso-

ciation, for the reduced price of seventy-five cents per year. Application for subscriptions may be made through the office of Dean G. W. Gore, Jr., A. and I. State College.

### PROF. J. W. BELL PASSES TO GREAT REWARD

Prof. J. W. Bell, instructor in Booker T. Washington High School, Memphis, passed away during September, following a short illness. In addition to serving for many years as a vice-president and executive committee member of the State Association, he was identified with public education in Kentucky and at Roger Williams University in Nashville.

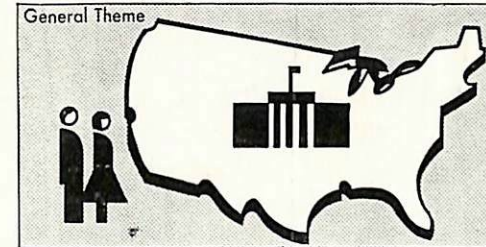
### TENNESSEE SECTIONAL EDUCATIONAL MEETINGS

East Tennessee Association of Teachers in Colored Schools—Howard High School, Chattanooga,—Prof. J. L. Olinger, President—October 28-30, 1937.

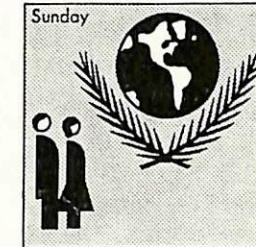
Middle Tennessee Teachers Association—Pearl High School, Nashville—Prof. H. L. Allison, President—October 28-30, 1937.

West Tennessee Teachers Congress—Booker T. Washington High School, Memphis—Prof. Lorenzo Miller, President—October 21-23, 1937.

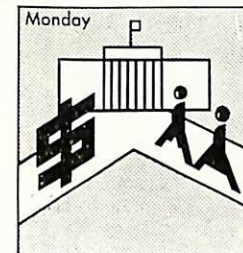
## AMERICAN EDUCATION WEEK—NOVEMBER 7-13, 1937



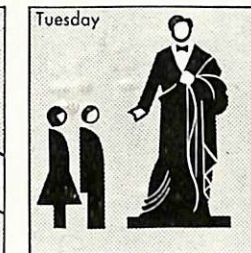
Education and our National Life



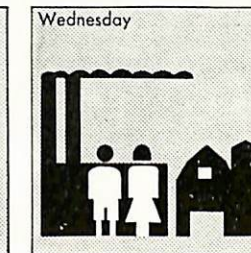
Can we educate for Peace?



Buying Educational Service



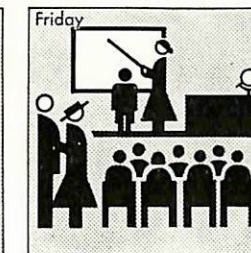
Horace Mann Centennial



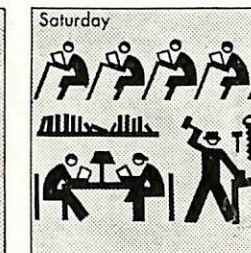
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## TENNESSEE STATE ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

### Sixteenth Annual Session

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April 14-16, 1938



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