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THE BROADCASTER

Official Journal of the Tennessee Negro Education Association

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Seventeenth Annual Session of the Tennessee Negro Education Association, April 6-8, 1938, A. and I. State College, Nashville.

A Message to all Negro Teachers in Tennessee

BY T. D. UPSHAW, Jr.

President of the Tennessee Negro Education Association

I address this short message to the approximate 2800 Negro teachers in the State of Tennessee, some of whom during the past vacation have been further preparing themselves to do a better job of teaching and administering to the thousands of our people and hundreds of communities that must look to our schools for leadership.

Never before in history has such a challenge to every Negro teacher been so evident as it is in Tennessee today. Throughout the South, Negro groups and organizations, interested in the welfare of the Negro are waging a Campaign to secure for Negro teachers and Negro schools, the just support and waking conditions as is afforded other racial groups. In Tennessee these same benefits can be secured for Negro teachers and Negro schools, not by legal fights and court hearings, but through united efforts of the Negro Teaching profession to, first, assume the proper professional attitude to merit these great benefits and to cooperate as a unit with the forces at work for the realization of Education's just support in Tennessee for all the people.

Tennessee Negro Educational facilities rank high in comparison with that of other Southern States, but is far from being ideal. Educational facilities in Tennessee for all the people is not ideal and this fact is not only realized by the Tennessee Educational Association (white), but this great organization has a determination to do something about it. In this great campaign to better the situation for Tennessee schools and teachers, they have unselfishly included all the people in its benefits, Negroes and whites alike. They are spending their time and thousands of dollars in this effort. They consider the Negro teacher as an important part of the profession, and the laws that have been enacted through their efforts have not in any way discriminated against the Negro teachers of Tennessee.

This fine spirit did not happen by accident, but through the foresight and interest of a few Negro Educational leaders in the State Teachers Association who projected

themselves in this campaign and supplied what meager funds were available to this effort.

Hundreds of Negro teachers whose salaries have been increased as high as \$45.00 on the month, by the enactment of the "Eight Point Program," have never realized how such came about. Many of these same fortunate teachers do not attend the Sectional Association Meeting, nor the State Association Meeting and do not pay the very small fee for membership in these very worthy organizations.

I wish to appeal to the same 2800 fellow Negro teachers in the state to give serious consideration to their organizations and to give them your whole support, that this important work might be continued.

In a few weeks East, Middle and West Tennessee Associations will meet in their respective sections. We are appealing to all teachers to attend these Meetings in their sections, pay their fees, and go there with open minds. We must lay aside all petty sectionalism and unite to bring benefits to the thousands of Negro Youths who look daily to us for enlightenment and guidance.

At your sectional Meetings you will be informed about the part of the "Eight Points" that is yet to be realized. You will also receive a copy of the "Nine Points" that Tennessee Educational Association will press for passage in our next Legislation. Read them until you have an understanding of them. Find what candidates for the State Legislation in your community are for the "Nine Points" and give them your support for office.

I repeat again that the Negro Teacher in Tennessee faces a challenge as never before in history. How will he meet this challenge? Will he or she close up in a shell of individuals and blame others for poor conditions among schools and with teachers? No, nothing of lasting value can be accomplished in this way.

Remember Benjamin Franklin's example of

(Continued on Page 6)

EDITORIAL PAGE

THE NINE-POINT EDUCATIONAL PROGRAM

Negro teachers in Tennessee half-heartedly supported the Eight-Point Educational Program, yet they reaped handsome results in the form of substantial salary increases and improved working conditions. The Eight Point Program was partially adopted and is serving a good purpose, but needs to be amended and extended.

The Tennessee Education Association is now sponsoring a Nine-Point Educational Program. Like the Eight-Point Program, it is written without regard to race and will apply alike to both white and Negro teachers.

Active support of the program is imperative. Help to create sentiment for the passage of the program. It means more adequate adjustment of elementary and high school teachers salaries, the guaranteeing of teachers salaries and contracts, provision for teachers' old age pensions, an adequate and fair general tenure law for teachers.

INTERRACIAL MONUMENT

A monument to inter-racial goodwill in Tennessee is to be erected on the campus of A. and I. State College. Teachers, friends of education and of humanity, are urged to contribute liberally to this cause.

The Central Committee, headed by Dr. R. T. Burt, of Clarksville, has been working earnestly on the campaign for the fall of 1938. Thanksgiving Day has been set for final reports from organizations, cities and counties. The goal is \$10,000. If the citizens of both racial groups will respond promptly to this worthy cause, the monument would be ready for unveiling during the summer of 1939.

Tennessee has set the example for the nation in interracial cooperation and achievement. A. and I. State College is the best expression of Interracial Goodwill in America. It is fitting and proper that such a memorial should be erected to the unsung heroes of both races that have worked together so unselfishly for racial amity. Likewise, it is appropriate that it should be located in Nashville at A. and I. State College.

Negro teachers in Tennessee are urged to rally to this worthy cause.

GRADUATE STUDY

Approximately 400 young Tennessee Negro men and women receive the bachelor's degree annually at colleges and universities. A large majority of the group are graduated from the seven Negro colleges of the state. Although they are bona fide Tennesseans, they are denied the right to attend the University of Tennessee. No graduate or professional instruction is made available to them at a Negro state school.

The 1937 General Assembly attempted a solution to the problem by (a) establishing scholarships to cover the differential between the cost of attending the University of Tennessee and the nearest institution which admits Negroes to graduate and professional courses (b) deducting \$2,500 per year from the appropriation of A. and I. State College to cover cost of such scholarships.

The result has been that few Negroes have been able to take advantage of the proposed aid because (a) the limitation of aid to a differential based purely upon monetary consideration is inadequate (b) the right of the student to choose the best school is denied because he must choose the nearest school. West Virginia, Missouri and Kentucky have scholarship provisions for Negro students to do graduate work, but without limitation as to the institution chosen. The amount granted is based on the expense incurred by the student up to a fixed maximum.

Another objectionable feature of the Tennessee law is that it penalizes the Negro State College by deducting the scholarship fund from its annual appropriation. A. and I. State College has not denied Negro students the right to pursue graduate work. It is ready and willing to offer such work. In fact, the General Assembly authorized a program of studies leading to the master's degree, subject to the approval of the State Board.

It is to be hoped that the 1938 General Assembly will study the problem carefully and work out a most equitable and satisfactory solution.

The Tennessee Chapter of the New Farmers of America tied for first place with the Virginia Chapter in competition at the national meeting in Savannah, Ga.

Post-Elementary Education for Negroes in Tennessee

By GEORGE W. GORE, Jr.

Introductory Statement

Tennessee, with 2,616,556 people, ranks sixteenth in population. Its 477,646 Negroes gives it tenth place in Negro population. Negroes comprised 18.3 per cent of the total population in 1930. Of this number, 49.7 per cent were located in the rural districts.

In the 95 counties of the state, there are seven counties in the mountains of East Tennessee with no Negro resident population; two adjacent counties in West Tennessee in which the Negro population is 73 per cent (Fayette) and 66.1 per cent (Haywood), respectively, of the total population; nine other counties with a Negro population between 25 and 50 per cent of the total population. As a state, Tennessee is largely rural, although there is a distinctly urban trend. According to the 1930 census, 65.7 per cent of the total population is rural.

Colleges and Professional Schools

Tennessee ranks high in the higher education of Negroes because of the national reputation and the size of its leading institutions. As early as 1865, two institutions—Fisk University and Central Tennessee College—were established in Nashville. Today, each of three grand divisions of the state has at least two institutions of higher education situated at a point convenient to its Negro population. The eight accredited institutions are Knoxville College, located in Knoxville; Morristown Junior College, located in Morristown; Swift Memorial Junior College, located in Rogersville; Fisk University, Meharry Medical College and Agricultural and Industrial State College, located in Nashville; Lane College, located in Jackson; LeMoyné College, located in Memphis. Tennessee is unique in that it has the only unattached medical college for Negroes in the nation—Meharry Medical College. Fisk University maintains a graduate school, is recognized by the Association of American Colleges and Secondary Schools and was the first college for Negro youth to be fully accredited by the Association of Colleges and Secondary Schools. Meharry is accredited by the American Medical Association; Agricultural and In-

dustrial State College, by the American Association of Teachers Colleges; Fisk University, Knoxville. Lane and LeMoyné, by the Association of Colleges and Secondary Schools. Credits from all of these institutions are accepted for teacher certification purposes by the Tennessee State Department of Education, as are credits earned at Morristown College and Swift Memorial College.

Availability of Secondary Education

During 1936-37, only 14,669 Negro boys and girls were enrolled in secondary schools in Tennessee, although there were 40,233 Negro boys and girls between the ages of 14 and 18 years. Of the fifty four-year high schools of the State, 15 received the highest state classification and, of this number, only 8 were on the approved list of the Southern Association.

Many counties with a significant Negro population have no Negro four-year high schools. Only 42 out of 88 counties with a Negro population offer four-year high school education to Negroes, although the state educational laws make one four-year high school in each county mandatory. In practice this means, in a large number of instances, a high school for only white boys and girls.

The Teaching Staff

The first serious attention given to the education of Negro teachers in Tennessee was in the authorization of Agricultural and Industrial State Normal (since changed to College in 1925) by the Tennessee General Assembly in 1909. The revision of state educational laws in 1925 definitely set up a program of state certification based upon professional education. High school teachers were required to have at least two years of college education. In May, 1937, the certification laws were further amended so as to require the bachelor's degree with training in special fields for certification as a high school teacher.

College teachers have been constantly upgraded by means of fellowships and scholarships given by the General Education Board and the Rosenwald Fund. Minimum requirements of accrediting agencies have compelled Negroes to require that instruct-

ors possess at least a master's degree or its equivalent. Many of the institutions boast of faculties that contain a high percentage of persons possessing the doctorate or its equivalent.

During 1936-37, there were 532 Negro teachers in high schools. The number of teachers in collegiate institutions was approximately 200 persons. Only in the two junior colleges were both college and high school students enrolled in institutions classified as collegiate.

The average monthly salaries of Negro high school teachers as given in the 1937 Report of the Tennessee State Department of Education were as follows: County schools, men, \$83.79; Women, \$68.43; city schools, men, \$106.13; women, \$84.53. These salaries were approximately 60 per cent of the average monthly salaries of the white high school teachers.

The latest report of the Tennessee State Department of Education indicates that 90 per cent of Negro high school teachers hold at least the bachelor's degree.

Educational Program of Institutions

A majority of the secondary schools for Negroes in Tennessee are in small towns. Curricula offerings are primarily vocational with emphasis on agriculture for boys and home economics for girls. Several have worked out definite programs of guidance and work for their students. In two specific instances, high school principals maintain employment bureau as a part of the school program. Some schools maintain day nurseries as a part of the home economics department. Approximately forty per cent of the graduates enter college for one or more quarters of work. The chief reason for college attendance has been to secure low grade elementary teachers' certificates. (The state educational laws of 1937 abolished all types of certificates based on less than two years of college training.)

College entrance requirements still play an important role in the courses offered in all high schools. The comparatively small enrollment in a large majority of the high schools makes adequate diversification of curricula offerings impracticable.

Three colleges offer extension classes for teachers in local county seats. While the courses are primarily for teachers in-service, they are sometimes pursued by local high

school graduate with previous college attendance. There is, at the present time, no definite program to reach students of outstanding ability who drop their formal training at the completion of high school.

Four colleges conduct special contests and conferences to discover special abilities and interests of high school students. Fisk University conducts a musical festival for high school students; LeMoyné College has an inter-scholastic contest; Lane College has a series of contests and conferences for high school students; A. and I. State College conducts a symposium in which contests are held in art, music, dramatics, history, home economics, secretarial commerce, scholarship and athletics.

Practically all colleges give their entering students a series of tests to ascertain their intellectual, social, academic and physical capacities and abilities. Results of these tests serve as the basis for guidance in subsequent college and life work.

Significant Problems

Agriculture, personal service, work in manufacturing, railroad service, work as chauffeurs, truck and tractor drivers are fields in which large number of Negroes are employed. The correlation between the offerings in high school and colleges and the occupations in which Negroes are engaged is still low, although vocational courses in high schools and the State College point toward preparation for agriculture, home economics and trades. A fuller recognition of the implications of the present economic situation for the program of education is needed. Education for a large number of high school boys and girls must, of necessity, be training and development to enable them to do better that which they will do anyway.

With a large number of poorly prepared teachers, there is need for constructive and progressive supervision of instruction. There were only 28 Jeanes Supervisors in 1936-37 for the Negro teaching population of 2,957.

Negro high schools lack needed personnel and adequately trained teachers to do a first-rate teaching job. Interrupted school terms tend to reduce the time available for concerted intellectual effort and attainment. Exploitation of children for labor in agriculture tends to reduce the time actually

spent in classrooms. Salaries paid to teachers are far from being commensurate with training and the type of work to be done. The result of these high school deficiencies is that the typical college freshman cannot measure up to the norms set for such students on standardized achievement tests.

Negro colleges of the state lack adequate funds for community programs, for adult education and for needed research. Heavy teaching loads tend to discourage, if not prevent, creative work on the part of the college faculties. Only one institution has funds for research and experimentation.

The increase in the number of college graduates in the past five years has created a demand for graduate and professional education at public expense. Graduate work leading to the master's degree and professional work in medicine, dentistry and nurse-training are available to Negro students in Tennessee only in private institutions. Suits have been filed by Tennessee Negro students to secure admission to graduate and professional work at the University of Tennessee. To date, the General Assembly has provided scholarships for such

THE NINE-POINT EDUCATIONAL PROGRAM

Proposed by The Tennessee Education Association, 601-2 Cotton States Building, Nashville

- I. That all present impoundments on state school funds be removed and that they be protected against similar impoundments in the future.
- II. That the state increase its annual appropriations for elementary schools \$500,000.
- III. That the state increase its annual appropriations for high schools \$800,000.
- IV. That the minimum salary for teachers in Tennessee be not less than \$60.00 per month.
- V. That the state increase its annual appropriations for transportation, consolidation and supervision \$300,000.

qualified, bona fide Tennessee students to do advanced work at the nearest institution that admits Negroes. The maximum sum that can be granted to a student in any one year is \$105.30. The law proposes "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." More satisfactory legislation is expected during 1939.

A MESSAGE TO ALL NEGRO TEACHERS IN TENNESSEE

(Continued from Page 2)

united effort for strength. Principals, talk with your teachers and other principals and teachers. We have only a few weeks before our Fall Meetings. Attend these Meetings and pay your fees and encourage others to do the same. Let's cooperate to make these Meetings 100 per cent and by such efforts secure the benefits of united efforts in making Tennessee Educational standards higher for all the people.

- VI. That the present law be revised so that library funds not used in one county may be distributed to others and that special school districts may be allowed to participate in the funds.
 - VII. That the state increase its annual appropriations for its institutions of higher learning \$300,000.
 - VIII. That the state appropriate \$100,000 per year for teachers' old age pensions.
 - IX. That an adequate and fair general tenure law for teachers be enacted.
- This program will be presented to the Seventy-first General Assembly of Tennessee for enactment into law.
- The Tennessee Education Association does not presume to prescribe the sources of revenue from which state school funds shall be derived. It does, however, endorse an amendment to the state constitution which will permit a fundamental revision of the State's present system of taxation.

The Work of the Agriculture Service With the Negroes In Tennessee

By BESSIE L. WALTON

Assistant State Agent in Negro Work

The month of March 1936, the Agriculture Extension Work for Negroes underwent a change which resulted in the expansion of the work with agents and counties. Prior to this time there were only four men and four women representing the Extension Work. One woman in West, one in Middle, one in Upper and Lower East Tennessee each. There were four men in West Tennessee, the thickly populated part of our State. Each woman agent worked in four or more counties and the men were working only one county, because of the heavily populated counties in which they were placed.

Madison, Haywood, Fayette and Shelby Counties had men agents in West Tennessee. Madison, Haywood, Hardeman and Fayette had only one woman agent for the four counties combined. She spent a week in each county during the month. The same arrangement was applied in the other parts of the State where the women were located.

After the reorganization 4 women were added to the force with one Assistant State Agent in Negro Work and 5 men with one Assistant State Agent in Negro Work. This increased the number to 10 men and 9 women, a total of 19 in all, or an increase of 11 workers over the 8 previously representing the Service.

Tipton and Hardeman Counties have for their first time a farm and home agent in demonstration work and the same counties mentioned above have either one or both agents in the county. In other words there are six counties in West Tennessee with county home agents working with the county agents. Fayette County has two county agents in Negro work. Plans are being made to place home agents in the other three counties before the expansion of counties is made, or new counties given agents.

In Middle Tennessee Montgomery, Giles, Williamson and Davidson Counties have both demonstration agents in the counties;

in East Tennessee two home agents represent the Service. In the Chattanooga District, because of the sparsely population of our people, a bit of territory is covered by the agent in the five counties in which she works. There are seven counties in the Knoxville District with the work. The agent works from one to four communities in them according to the demands or the population. This appears to be hard, but the people are being reached and actual good being done for the few people in the farming section of East Tennessee.

Projects:

After the first enrollment was made under the new set-up in 1936, there were representing the 17 counties 10,135 farmers. Two thousand farm homes made changes which were definitely results of the demonstration program. 1,198 homes reported having made some changes where the people were not enrolled as demonstration club members.

With the girls there were 148 clubs organized with an enrollment of 2,385 and 2,227 of the girls completed the projects undertaken as clothing, gardening, canning, home improvement, poultry and health. Actual demonstrations and results of the first year's work could be seen throughout the counties.

For the women in the 17 counties there were 115 clubs organized with an enrollment of 2,251. These women also carried out the same projects as the girls, but on a higher base. By this I mean the girls were limited but the women carried the projects as outlined by our State Specialists. These projects for 1936 were improved greatly; canning, interior improvement of the home, including kitchen and bedroom and the year-round garden.

As a result of the garden project there were 402 year-round gardens at the end of the year 1936. This was a great improvement over the past years, when it would have been hard to have found 50 people

with more than three vegetables in the garden the year round. These year-round gardens included five more vegetables.

There were 144 mattresses made and re-modeled, 421 pounds of American cheese made as a result of milk on the farm, and 254 of these people had poultry flock with 12 or more hens. The cans of vegetables, meats and fruits numbered 33,251. This is a partial report of the projects for the first year of Agriculture Extension Work with the Negroes under the new set-up. 1937

In 1937 after the new workers had become familiar with the program a vast improvement was made over the first year which would naturally be expected. There were 3,076 girls enrolled with 151 clubs, with the women there were 2,278 enrolled with 128 clubs. The same projects were carried as in the past year with an increase in actual demonstrations and improvement in results. 1938

In 1938 the enrollment in the women's clubs slightly decreased; we account for this by some changes made as new agents coming into the service. But the projects being completed show an increase in number, consequently the results that we expect even though the enrollment is not as great, is satisfactory.

Fairs

There were six county fairs held in 1936 and seven in 1937; in Madison, Haywood, Shelby, Tipton, Montgomery, Giles and Hardeman. These fairs consisted of a complete DISPLAY of farm and home products grown as a result of the extension program. The improvement of the material and quality was easily seen. State Aid was given to many of the counties and others will receive it this year. Community fairs were held in all of the counties as it is one of the requirements that the people have a chance to see the display of the extension work each year.

AMERICAN TEACHERS ASSOCIATION IN SESSION AT TUSKEGEE

At Tuskegee Institute, where the Association was born in 1904, the American Teachers Association (formerly the N.A.T.C.S.) held its thirty-fifth annual session July 26-

Farmers Institute

Once each year in the 3 sections of the State the Negroes have a chance to visit the Experiment Station, in Jackson, Columbia, and Knoxville, Tennessee. We have a chance to tour the farm and inspect the demonstrations and get the same information that is given the other race. 1937 was the first year for one held in Knoxville at the University of Tennessee. Around 3000 people were present in Knoxville in July 1937 and almost twice that number in 1938. The program consisted of demonstrations and lectures, in keeping with the slogan, "Better Homes on Better Farms" in each institute.

Short Course

Annually a district short course and camp is held in West Tennessee for 4-H Club members. There were 225 in 1937 and 208 in 1938. The housing condition necessitated a limitation for the 6 counties in 1938. One or more leaders assist the agents from each county with the delegation.

Those with the best records in club work are allowed to attend. The club members complete projects as running water in the home and food demonstrations, etc., at the short course. Other districts hold picnics for the entertainment of clubs.

The Agriculture Extension Work among Negroes in the State of Tennessee is making a great effort to improve the homes, farms, health and The Live-At-Home problem in general.

With the interest and the unselfish efforts of Negro Extension Agents the homes and farms over the State are being visited, special work given according to need and we are trying to reach the masses rather than a select group of well qualified farmers. With the 4-H Club members, we strive to make the Best Better and with the adults we strive for Better Homes on Better Farms.

29. Constructive addresses by Negro governmental officials were features of the meeting. Mr. Carrington L. Davis, of Baltimore, was elected as president to succeed Mr. Alphonso Heningburg of North Carolina College for Negroes, at Durham.

Significant items of the session included:

reports concerning salary equalization fights in Maryland, Virginia and Florida; a request to the National Youth Administration, asking that the age limit for Negroes receiving NYA assistance be raised from 24 to 35 years; the coalition of the A.T.A. with the National Educational Outlook Among Negroes to the end that the Outlook becomes the official organ of the Association; the selection of Atlantic City, New Jersey, as the 1938 meeting place.

Tennesseans in attendance included Mr. George Clem, president of the East Tennessee Association of Teachers in Colored Schools; Mr. J. B. Olinger, who served on the Auditing Committee; Dean Hardy Liston, who served on the Resolutions Committee.

A STATE INSTITUTION FOR NEGRO BOYS

By B. Cortez Tipton

Bonny Oaks Industrial School, Chattanooga

It was with pleasure that I accepted an invitation to attend a gathering of Negro leaders at the State Training and Agricultural School for Colored Boys, Pikeville, Tenn., last May 15. I had long looked forward to this opportunity, not for the novelty of seeing over 250 Negro boys confined, but for the purpose of searching for a future for such a group and suggesting initial measures necessary in the molding of such a future. In writing this I am acting on the request in the invitation "to inspect the school and to feel free to offer any suggestion for its improvement."

We determine the constructive work of any institution by the type of product it turns out, or that it is able to present. Pikeville has not been able to make a very favorable release to our communities, or was it able to make such a presentation at the "commencement program" which was made up, exclusively, of talent and speakers from other institutions. May 15.

We should not like to feel the atmosphere of a custodial or penal situation while visiting our State institution. This atmosphere was evidenced by the handling of the inmates. The non-trusties were cooped up in a pen which had every appearance of a provision for swine. We found this atmosphere

to be further evidenced by regimentation of the inmates, who are forced to march in lines and are prohibited from speaking at meals. These thoughtless methods, in addition to breeding the hardened criminal, tend to sap every spark of ambition from the prospective reformer. One whose thoughts have been so cramped and whose liberties have been so rudely limited could not possibly be turned back to society with a feeling that he is capable of occupying the highest place therein.

We saw no evidence of a clinic and no facilities for administering sympathetic treatment to any physical defect. Many of our inmates are driven to their present condition because of the lack of such attention in their homes and communities. This being true, it should be the aim of every correctional institution to provide facilities for the correction of the physical, as well as the mental and moral qualities.

We saw no evidence of a State school curriculum, with qualified teachers to teach it. Here we are given the impression that the philosophy of those in charge must be, "Life waits for you while you are here. Progress is not essential. Your cultural level is very safe to remain lowered."

We saw no special emphasis placed on personal grooming. All the inmates wore new overalls and shirts. For this reason we could not determine the extent of laundry service offered the institution. Some of the boys' hair had been nipped with scissors. Others had not been cut. To me this seems to be an opportunity to encourage the study of barbering, which would be very inexpensive and which would be the promotion of a definite trade. At the same time, the sanitation and appearance of the inmates would be improved. The bed clothing was also new. For this reason, we could not say to what extent beds were kept sanitary. However, we did get a report from the Planning Body that they are not sanitary; neither are their methods of handling food.

We saw a very poorly selected staff of white guards. These guards have absolutely no knowledge of the true significance of their positions. They like to drive; to march. They make generous use of their profanity when the least thing goes wrong. The writer chanced to be the victim of some of this pro-

fanity. This staff should be replaced with a competent staff of Negro men who will try to understand and sympathize with the most acute problems of delinquency, and whose characters and speech would gradually find places in the hearts of these future Negro citizens of America.

We heard this remark of the superintendent at the commencement program. He very boastfully stated that he had never seen a boys' reform school before he was appointed to Pikeville. This, to my mind, is a very poor method of selecting one who is to be responsible for thousands of our future citizens, whose characters are in need of scientific adjustment. The superintendent further boasted of saving the state \$21,000 during the first year of his two year allowance. The general appearance of the physical plant, the lack of cultural development, the shortage of workers (notwithstanding the necessity of their being qualified Negro workers) and the lack of recreational facilities, move me to say that the time for discussing how much the State had been saved was seriously out of order. Instead of this, we would like to have heard some problem cases of the campus that had been remedied. We would like to have seen demonstrated the manual arts, other crafts, and various types of talents that had been developed. Such a demonstration would have been more along the line of a commencement.

We noticed the artificial manner in which the staff members were attending to their duties. This might be expected in any instance where non-Negroes are placed in the supervision of Negroes.

We have been informed that a certain Negro minister served the school several months without pay, as spiritual adviser. The minister has been quoted as saying "for the love of the work and the service I could be to my people, I did this work." This minister is to be commended for his courage to do such a missionary act, but I would like to suggest that Negroes are not financially prepared, as a general rule, to attend to the vital necessities of our State school as voluntary missionaries, while the non-Negroes handle huge budgets and receive high salaries as their compensation for political participation.

The Planning Body has suggested a \$646,000 building program for Pikeville. In my opinion, it would not be good judgment to

have such a program carried out on the school's present sight, for the following reasons:

(1) Pikeville is too far away from a city of any size that could provide social contacts and interests. There should be constant contacts with such agencies that would create friendly rivalries, community projects, etc; that would cause the inmates to lose sight of their shortcoming in their quest for higher things.

(2) Pikeville is surrounded by an uneducated group of non-Negroes that look upon the institution as a coop for an "inferior group" of an "inferior race."

(2) Pikeville is being made the victim of economy of the State in its present location, rather than a savior of unfortunate human souls.

Rid appropriations of the private greed, the private aims, the private desires for revenge by venal politicians and you will rid State institutions of the old man of the sea who hangs heavily upon thier shoulders, dragging them down into the mud and slime of disrepute when otherwise they might be crusading along a vital battlefield of cultural development.

Finally, the heads of the State Educational Association for Negroes are to be commended for their thoughtfulness in choosing the Tennessee State Training and Agricultural School as one of their chief projects for the year. To them and to the members of this great association we would charge that it is shameful that we who comprise society are, in the last analysis, responsible for this condition. We have let greed become paramount. We have let the renegade politician entrench himself in heavily populated areas of poverty and ignorance, there to trade alleged gratuities for votes. We have let power concentrate into hands which do not deserve it. Our battle, therefore, is to rescue and bring into our possession the things which rightfully belong to us. It is not an easy task. It is one for crusaders; one for persons who are willing to give freely of themselves in the battle against crime and demoralization among our Negro youth.

(Editor's Note:—The ideas expressed in this article are those of the writer. While The Broadcaster does not assume responsibility for them, it is vitally interested in the problem herein discussed.)

EDUCATOGRAMS

TENNESSEANS ENROLLED IN ATLANTA UNIVERSITY SUMMER SCHOOL

Tennessee was represented by the following teachers at the Atlanta University Summer Session: Mr. George W. Clem, principal, Greenville College High School, Greenville; Mr. R. B. Bond, principal, Haywood County Training School, Brownsville; Mr. T. D. Upshaw, principal, Booker T. Washington High School, Chattanooga; Mr. T. R. Hartsfield, principal, Gibson County Training School, Milan. Each of these persons was the recipient of a grant from the General Education Board.

The members of the Tennessee committee worked out an activity unit on the high school level, entitled "Forty Million Slaves Working For Us." The unit is based upon the work of the Tennessee Valley Authority, and takes into consideration the problem of conservation and utilization of natural resources.

TENNESSEE NYA AID

For 1938-39, the State of Tennessee has been allotted \$216,377 for school aid and \$212,964 for college and graduate aid, or a total of \$429,341 from the NYA. The student aid program is limited to boys and girls between the ages of 16 and 24, inclusive. Character and the ability to maintain a satisfactory scholastic record are taken into consideration, as well as the element of need.

COLLEGIATE ENROLLMENT DATA

Negro colleges in Tennessee, according to the 1938 Educational issue of *The Crisis* (August), the five senior colleges ranked as follows with respect to enrollment and number of graduates:

Institution	Students	No. Grads
A. & I. State College	1,286	165
Lane College	760	53
Fisk University	481	46*
LeMoyne College	432	44
Knoxville College	296	31

* In addition to this number, 18 master's degrees were granted.

TEACHING: A MAN'S JOB

The March issue of *Phi Delta Kappa* contains an article with the caption—"Teaching:

A Man's Job." It urges intelligent, ambitious young men to seriously consider teaching as a life's career. The article concludes with this pertinent paragraph:

"To the young man for whom life holds more of a challenge than material success; for whom success is to be measured in terms of his contributions to human welfare; in whom there is a burning desire to be of service to the youth of today and the citizenship of tomorrow; and in whom there is no urge to be a leader among men, the teaching profession offers great opportunities. This young man will step forward out of the crowd and say, "This is my job—it is a man's job."

WEST TENNESSEE TEACHERS CONGRESS

The West Tennessee Teachers Congress, will convene this year at Merry High School, Jackson, Tennessee.

Registration fee will be 50c for each teacher as usual. Hope every teacher of West Tennessee, will be present and register.

Officers for the year are as follows:

G. W. Brooks, president, Decaturville.

Mrs. Mattie R. Doggett, 1st vice president, Memphis.

Mrs. Fannie A. Dobbins, 2nd vice president, Jackson.

W. P. Ware, 3rd vice president, Somerville.

Floyd Campbell, recording Secretary, Memphis.

C. Irvin, financial secretary, Memphis.

E. L. Crittenden, treasurer, Memphis.

Mrs. J. E. B. Fort, principal of Peebles School, Nashville, died at her home during August.

Dr. Edward L. Turner is the new president of Meharry Medical College, succeeding Dr. J. J. Mallowney. Other administrative changes include the appointment of Dr. M. J. Bent, associate dean of the School of Medicine; Dr. D. H. Turpin, dean of the School of Dentistry; Miss Hulda M. Lyttle, dean of the school of Nursing.

Dr. George E. Loder is the new principal of Gailor Industrial School, Mason.

"EDUCATION FOR TOMORROW'S AMERICA"—AMERICAN EDUCATION WEEK THEME

"Education for Tomorrow's America" is the theme for American Education Week which will be observed November 6-12. Every school in America will want to present today's education to the citizens in its locality in order to demonstrate how it is designed for tomorrow's America.

The daily topics suggested by the National Education Association are:

Sunday Nov. 6—Achieving the Golden Rule

Monday, Nov. 7—Developing Strong Bodies and Able Minds

Tuesday, Nov. 8—Mastering Skills and Knowledge

Wednesday, Nov. 9—Attaining Values and Standards

Thursday, Nov. 10—Accepting New Civic Responsibilities

Friday, Nov. 11—Holding Fast to Our Ideals of Freedom

Saturday, Nov. 12—Gaining Security for All.

Although 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, its success in each community depends upon the people who are entrusted with education there. Teachers, superintendents, teacher organizations, boards of education, and children in the schools are the ones who can effectively interpret to the lay public what is going on in the schools.

"Let the products of the school speak for themselves" remarked a teacher this summer in discussing the interpretation of schools to the public. A good product is the first requisite in any public relations program but it may go unseen and unappreciated if no organized attempt at interpretation is made.

You, as an educator, can make a vital contribution to the cause of education if you will begin now to plan your part in Ameri-

can Education Week. Each one shouldering his own responsibilities means that 893,347 teacher ideas and loyalties will be applied to this program.

Helpful suggestions, programs, and other materials can be ordered from the National Education Association, 1201 Sixteenth Street, N. W. Washington, D. C.

Dean Halbert Harvill of Austn Peay Normal School, Clarksville, has been appointed to fill the unexpired term of Mr. J. M. Smith, as State Commissioner of Education. Mr. Smith resigned the office of Commissioner to accept the presidency of the Tennessee Polytechnic Institute at Cookeville.

Prof. M. H. Griffin has been appointed as principal of the West Kentucky Vocational School for Negroes (formerly West Kentucky State College) at Paducah, Ky. He is a graduate of A. and I. State College and has been connected with Alabama State Teachers College and the Vocational High School at Lexington, Ky.

A special course for high school principals was conducted at the Fisk University Summer School by Dr. Horace Mann Bond.

Prof. J. H. White, supervising principal of Hardeman County, was president of the Negro Education Club at Columbia University during the 1938 Summer Session. He presided over a special assembly period in memory of the late Dr. James Weldon Johnson, professor of Creative Literature, Fisk University.

Mr. R. E. Clay, State Building Developer, delivered the keynote address at the annual meeting of the National Negro Business League in Houston, Texas, in August.

Among the outstanding intra-state gridiron contest of 1938 will be the Thanksgiving Day classic at the Tennessee State Bowl in Nashville when Lane College of Jackson clashes with A. and I. State College, November 24.

TENNESSEE STATE APPROVED COLORED PUBLIC FOUR-YEAR HIGH SCHOOLS—1938

A. COUNTY HIGH SCHOOLS

NAME OF COUNTY AND SCHOOL	POSTOFFICE	NAME OF PRINCIPAL	GRADE
BEDFORD: County Training School	Shelbyville	S W Harris	B
BRADLEY: College Hill High School	Cleveland	U Lloyd Knox	B
CAMPBELL: LaFollette Colored School	LaFollette	S A Cain	C
CARROLL: Webb High School	McKenzie	L Seets	C
CHESTER: Chester County Training School	Henderson	LeRoy Cunningham	Dropped
COCKE: Tanner Training School	Newport	M L Miller	B
COFFEE: Davidson Academy	Tullahoma	C D Stamps	C
CROCKETT: Central High School	Alamo	E D Brown	B
DICKSON: Hampton High School	Dickson	A J Hardy	B
DYER: Bruce High School	Dyersburg	M L Morrison	B

NAME OF COUNTY AND SCHOOL	POSTOFFICE	NAME OF PRINCIPAL	GRADE
FAYETTE: County Training School	Somerville	W P Ware	A
FRANKLIN: Townsend Training School	Winchester	A E Gray	B
GIBSON: County Training School	Milan	T R Hartsfield	B
Stigall High School	Humboldt	L R Jeffries	B
Trenton Rosenwald High School	Trenton	R Oliver Johnson	B
GILES: Bridgeforth High School	Pulaski	J T Bridgeforth	B
GREENE: Greenville College	Greenville	G W Clem	B
HAMBLEN: Morristown Nor. & Ind. College	Morristown	M W Boyd	B
HAMILTON: Booker T. Washington High School	Chattanooga	T D Upshaw, Jr	B
HARDEMAN: Allen-White High School	Whiteville	J H White	A
HARDIN: Dunbar High School	Savannah	Oliver Freeman, Jr	C
HAWKINS: Swift Memorial Jr. College	Rogersville	W C Hargrave	B
HAYWOOD: County Training School	Brownsville	R B Bond	A
HENDERSON: Montgomery High School	Lexington	C C Bond	B
HENRY: Central High School	Paris	T R Wilson	A
JEFFERSON: Nelson Merry High School	Jefferson City	N A Crippens	B
LAUDERDALE: County Training School	Ripley	S H Johnson	A
LINCOLN: County Colored High School	Fayetteville	William Jackson	B
McMINN: J. L. Cook High School	Athens	W E Nash	B
MADISON: Golden High School	Denmark	G L Gilmore	B
MARION: McReynolds High School	South Pittsburg	Kurtys L Clay	A
MARSHALL: Lewisburg Colored High School	Lewisburg	Jacob B Jones	B
MAURY: Clarke Training School	Mt. Pleasant	G A Thompson	B
College Hill High School	Columbia	J T Caruthers	B
MONTGOMERY: Burt High School	Clarksville	H L Allison	A
PUTNAM: Dunbar High School	Cookeville	L L Rowe	C
RUTHERFORD: Holloway High School	Murfreesboro	S G Greene	A
SHELBY: Barrett's Chapel High School	Arlington	G E Hoffman	B
County Training School	Lucy	R J Roddy	A
Geeter High School	Whitehaven	Joseph W Falls	A
SUMNER: Union High School	Gallatin	J N Rucker	B
TIPTON: Frazier High School	Covington	L V Wells	B
Gallor Industrial School	Mason	G A Stams	B
WARREN: Bernard High School	McMinnville	J E Wood	B
WASHINGTON: Langston High School	Johnson City	J Neil Armstrong	B
WHITE: Wallace-Smith High School	Sparta	E E Pitts	B
WILLIAMSON: Franklin Training School	Franklin	I H Hampton	B
WILSON: County Colored High School	Lebanon	H M Jarrett	B

B. CITY HIGH SCHOOLS

DAVIDSON: Pearl High School	Nashville	J A Galloway
HAMILTON: Howard High School	Chattanooga	W J Davenport
KNOX: Austin High School	Knoxville	T R Davis
MADISON: Merry High School	Jackson	A J Payne
ROBERTSON: Bransford High School	Springfield	A M Gilbert
SHELBY: Booker T. Washington High School	Memphis	Blair T Hunt
Manassas High School	Memphis	J A Hayes
SULLIVAN: John F. Slater High School	Bristol	R E Butler

KNOXVILLE COLLEGE

Knoxville, Tenn.

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Address

THE PRESIDENT

Knoxville College

Knoxville, Tenn.

TENNESSEE A. & I. STATE COLLEGE

NASHVILLE

REGISTRATION DATES

1938-39

FALL QUARTER	Thursday, September 29, 1938
WINTER QUARTER	Thursday, December 22, 1938
SPRING QUARTER	Thursday, March 16, 1939
SUMMER QUARTER	Monday, June 5, 1939

For information and catalogue write

W. J. HALE, President