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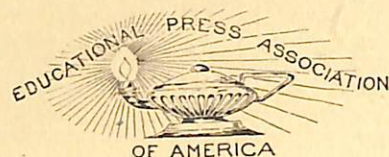
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THE TEACHER'S CHALLENGE

By Prof. J. L. Seets, President, West Tennessee Educational Congress

Believing as we do that the profession of teaching is a calling second to none in its significance to mankind, the agency most responsible for social betterment and for fuller, richer, better lives, we believe only those fully capable of understanding and assuming the responsibilities of such social servants, only those who have a vision of what a heaven on earth would mean and the faith to believe that with their help the brotherhood of man would become more of a realization,—only those can truly say with genuine feeling, "My teaching is my life; through it I find my greatest satisfaction, joy and happiness." Only those should enter into this profession, the members of which should always be "Prophets of the true God and ushers in of the true kingdom of God."

We believe this kingdom of God, to which Dewey referred in his educational creed, represents a state of society, a dimly visioned ideal now, but in the years to come, a possibility. A real necessity of ethical and social progress is ever to reach and keep pace with that of a more material nature. Such a society would so manage itself and its environment that each individual free to enter into experiences prompted by his worthy drives and desires would develop his personality to the limit of his capacity, provided that such development would not interfere with the welfare and happiness of the group or any other member of the society. In such a society, the welfare of the group as a whole would receive first consideration, but the group would recognize that its progress would demand the greatest possible individual growth and so arrange for it.

All things that concern the public welfare must be thought through together by the various members of the profession. It cannot be the exclusive work of the experts; all must cooperate in the mutual education, mutually supporting each other in our endeavors.

In two directions must we work, the one to build up the profession from the viewpoint of organization; the other to build up the individual members. Organizations such as this we shall need to speak suitably for us before other groups, particularly as our mem-

bers face opposition of a traditional nature when attempting to do their duty. The public mind needs educating as to what open-minded study means; our progress here should be widely gradual, but advance we must continually make. Organization is necessary. We must also build up ourselves individually, for the work at hand is, at the bottom to be done by intelligent individuals, and yet we will not get intelligent teachers, nor will they have the adequate encouragement and opportunity except as we all become socially intelligent and socially disposed together. The profession must take itself in hand. To re-educate ourselves to the new vision is our first great step.

Recent surveys with which you are no doubt familiar indicate that the average Negro teacher keeps school for wages rather than teaches school as a service for which she draws a salary. A survey by the National Congress on Fundamentals of Education for Negroes states:

- (1) The ultimate educational objective and ideal includes homelife, vocation, citizenship, health, and character; the following interpretation of these objectives seem logical—equal economic opportunity and social justice for all which will make possible the realization and maintenance of home and family life in keeping with American ideals and standards. Adequate provision for professional and vocational education and guidance; full participation in all phases of life with the highest ideals and practices of good citizenship; adequate provision for wholesome recreational activities and training for the better use of leisure time; healthful living and working conditions and adequate health service and health education together with the ability and disposition to wise choices in the life situation, should receive the thoughtful consideration of every leader.
- (2) The immediate educational objectives and ideals are: Availability of edu-

cation, teacher and teaching, financial support, and administration; selecting, training, compensation and working condition of teachers in keeping with the highest standards of leadership, in recognition of the outstanding importance in the education of Negro children and in the leadership of Negro life, and the acceptance of the responsibility by all teachers of Negro youth to teach the fundamental principles underlying economic and social order including also a larger participation in the administration and control of schools by intelligent representatives of the people served, and curriculum differentiation and adaptation based on individual needs rather than the race.

- (3) The Survey further shows that the average expenditure for every pupil throughout the nation for 1930 was \$99; the expenditure for the white children in the South was \$44.31, less than half the national average. The expenditure for Negro children at this same time was \$12.57, only about one-fourth that of southern white children and about one-eighth that of the average pupil in the nation as a whole. Children of the three million Negroes of the deep South have less than one-fifteenth the opportunity for education of the average American child.

Negro public schools in eleven southern states for which records are available, received in 1930 a total of \$23,461,959, while the white people in the same states received \$216,713,221. It would require the expenditure of an additional \$39,688,000 to bring the expenditure per pupil in the Negro schools up to the average for the white schools in these eleven states.

In thirteen southern states during the past thirty years the annual salaries for Negro teachers ranged from \$106 to \$423, while the salaries of white teachers ranged from \$162 to \$901; and the average salary of the Negro teacher is now only forty-seven per cent of what the white teacher receives. In 1931 the figures showed that in a certain rural section of the South, the annual average expenditure per white child of school age for salaries was \$28, while that for the Negroes was \$4.

If one assumes the democratic principle of

equal opportunity for all children, it would appear that we think that it takes seven times as much to teach a white child as a Negro. As Booker Washington used to say, "It's too great a compliment to the Negro to suppose that he can learn seven times as easily as his neighbor."

The value of school plant and equipment for each white pupil in the South is \$157 and for each Negro pupil \$37; and yet, in spite of these facts, Negro leaders are afraid to advocate justice; losing sight of this. What shall we teach?

A Survey by the Tennessee Educational Commission shows:

- (a) The depopulation of rural counties also presents a challenge to the educational forces, a challenge to provide a program of education highly flavored with rural content, rural philosophy, and rural literature. Only by the presentation of such a program can the children of rural Tennessee be made aware of the vast potentialities of rural life.
- (b) Death rate of children under one month per one thousand—whites 36.3, Negroes 50.9. Under one year—whites 63.5, Negroes 99.4. Under five years—whites 15.7, Negroes 23.7. While the birth rate for all whites—19 per thousand with a death rate of 9.2 per thousand; all Negroes birth rate 16, with a death rate of 15.7.
- (c) Illiterates among whites 5.4 per thousand; Negroes 14.9 per thousands.
- (d) Educational results as measured by standardized tests: In the colored elementary schools one year of educational progress is attained in every four years. Classification of colored high school seniors on normal achievement for white high school pupils would place them in the first year high school in mathematics and below first year high school in all other subjects.
- (e) Negro children have a more limited opportunity for choice of activity, therefore have fewer ambitions. This condition might be improved and the two schools brought on a parity. Through the enrichment of curriculum activities of the Negro child, the

improvement of his home environment through adult education and economic stabilization as well as the improvement of the method employed by the teachers of the Negro pupils. These facts, assembled by authorities, fall before every Negro teacher like "Pearls cast before swine" but to be trampled beneath our feet.

Four problems naturally face us for solution:

1. How can the educational program be adjusted so as to care for the peculiar needs of our people? What can we do?
2. Should the program of health education offered in the colored schools differ from the one offered in the white schools?
3. Why are pupils in the colored elementary and high schools so much below white pupils generally in educational results?
4. Why the difference in Negro and White teachers' salaries?

If the teachers in attendance at this Congress are willing to be professionally minded and profoundly think through these problems with a view of some kind of a solution, I personally feel that it is good for us to be here.

What then is the remedy for these weaknesses if so they may be called; namely:

- (a) High rate of illiteracy
- (b) High death rate
- (c) Retarded children
- (d) Differences in school term as to races
- (e) Differences in teachers salaries
- (f) Differences in amount of money appropriated for buildings, grounds and equipment.

My answer is organization:

- (a) Not the kind that plans only for an annual meeting to determine who the officers shall be; nor the type which spends all of their time, energy, and money, trying to save time, energy, and money; not the type which each year learns more and more about less and less (as may be applied to parliamentary laws and constitutions, etc.); not even the type that within its circle forms clans who must monopolize all of the time in a general session attempting to see who is the greatest in the Kingdom of Heaven, or

lose the common touch of his high pressure clansman.

- (b) But rather the type of organization that, first, places a price on genuine leadership, and recognizes a potential leader when he or she comes forth; courageously pushing that leader forward with the support of the followers. A leader with a vision as to the aims of education, similar to that described by Charters who said, "The objectives of our educational institutions are the product of three factors—social needs, student interests, and institutional facilities. An institution has no valid reason for existence if it does not contribute to a more effective society. For this purpose public schools are supported by the State, which holds that more or better doctors, teachers or citizens should be trained for social service. The support is based upon the assumption that the state will profit by a citizenry that is literate and intelligent upon general matters of social concern, and efficient in performing technical services for the citizens of the state."

Teachers are looked on as leaders, every teacher should have a following and if she has not it would be well for her to examine herself. When pupils under the supervision of a teacher fail the teacher is a failure. If teachers would study one-half as much as they require their pupils to study there would be no failures. Society is interested in conduct, not how much grammar, geography, arithmetic, as such one knows; and the taxpayer is asking the schoolmaster to show him the effects of subject matter on the social and economic life of the people. What is your answer? Increase in crime, death rate, prejudice, or superstition. Driving through a certain community a few days ago some white children yelled at me with these words, "Black nigger stop!" I reflected a moment and immediately placed the responsibility on the ones who had them in training. Shortly after this incident I was in a meeting of Negro supervisors of Extra Curricular Activities when I heard one of the group say, "The students of a certain school chased our team and coach out of town after we had defeated them in a game. A bit of reflection on my part placed the responsibility for this beastly

act at the hands of those who were training the children.

Finally, as teachers we must quit soft-soaping the people for the softer we make the soap the stronger we must put in the lie. Children should be started in education where their experiences have affected them. And they, as well as their parents, must know the truth. We are responsible to the State for teaching them the truth, whether it's the difference in salaries of Negro and White teachers, length of school term for Negro and White, or "Thou Shalt Not Steal." One noted writer has said, "The only things that I have learned lastingly are those things which I learned through experiences and which were so vital and interesting to me that I did not know I was learning them."

A professionally-minded teacher is the cry of the present. She no longer stands as police over a group of children with an air of indoctrination, but with that radiant personality like Jesus, serves as a guide to the pupil growth; and questions of vital interest to the life and happiness of the people, if she does not know, she must find out. For you cannot teach what you do not know. Our present standard for evaluating pupils' ability must receive more consideration and study; we must ask ourselves the question when we are grading pupils—What is the difference in 74.3% and 75% or 95% and 98%? What effect have such methods of evaluation upon society? Recently an educator remarked that it was somewhat embarrassing for one in his position to be the father of an adolescent boy of superior ability who was, however, so auditory-minded he could not pass a good written examination at school. Yet this boy was

thoroughly informed, and if subjected to an oral examination over his general knowledge could acquit himself with honor. The present changes in social-economic living demand that a teacher see beyond the four walls of a classroom and reach for materials of instruction that may not be readily attainable by the children from textbooks. Even to the observance of the herding of Negroes to vote for what they never get, we must teach our people that there is little to be gained from selling his vote which is his birthright.

Economic advancement is not an end in itself. Successful democracy rests wholly upon the moral and spiritual quality of its people. Our growth in spiritual achievement must keep pace with our growth in physical accomplishments. Material prosperity and moral progress must march together if we would make Tennessee that commonwealth so gradually conceived by its first settlers. And then Tennessee to match the expectation of its people must have constant regard for those human values that give dignity and nobility to life—generosity of impulse, cultivation of mind, willingness to sacrifice, and spaciousness of spirit. These are the qualities whereby Tennessee, growing bigger and richer and more powerful, may become Tennessee, the great and noble. A people or a government to which these values are not real because they are not tangible is in peril, and will ever remain in peril.

"So, in these days of doubts and fears, of social and economic changes. Your challenge and mine is: Faith, Hope and Courage in Great Principles that cannot fail."

Editorial

AN APPRAISAL OF EDUCATIONAL OPPORTUNITIES FOR NEGROES IN TENNESSEE

The fourteenth annual session of the Tennessee State Association of Teachers in Colored Schools has chosen to consider the educational opportunities for Negroes in Tennessee. In a sense the session will be a self-analysis. It will give the group of educators concerned a chance to check up on the potentialities inherent in their positions as well as to ascertain what other factors have, should or could contribute to making a more adequate educational program.

In population, Tennessee stands tenth in the total number of Negro citizens. There are approximately one-half million Negroes in the state. There are ———educables between 6 and 18 years of age. The number of teachers employed to instruct this group is about 2800. The average salary for teachers is about \$55 per month for eight months. At the lower limit there are teachers who receive \$25 per month—some of them possessing the bachelor's degree. The average elementary school teacher has finished one year of post-high school work; the average high school teacher has a college degree.

What kind of education do citizens of Tennessee need? Do the Negro citizens need a different kind or degree of education? How much is the program of education dependent on state and city or county officials? How much on the initiative and industry of Negro teachers? What are the obligations of Negro parents and citizens to the education of Negro boys and girls? What are the obligations of Negro boys and girls with respect to their own education?

Is the type of elementary and secondary education provided to Negro boys and girls in local counties on a par with the type of higher education afforded Negroes in the state? Is the program of the elementary and secondary school of value to the needs, vocational and life, of Negro boys and girls in 1936?? Are Negro teachers conscious of the changing interpretation of education in the last five years and certainly since they (the teachers) finished their school days?

Functional education today considers the following as the significant problem areas and subordinates the subjects to the interpretation and understanding necessary for their solution. Briefly stated these are: (1) adjustment to and cooperation with others; (2) adjustment to and control of the natural environment; (3) achievement and maintenance of physical and mental health; (4) creation, interpretation and appreciation of art and beauty; (5) raising the standard of living; (6) achievement of economic security; (7) acquisition and transmission of the social heritage; (8) achieving of guiding principles and ultimate values.

Traditional subjects are but means to ends. They should not be allowed to prevent the child from getting an education. The newer approaches to teaching such as the progressive education movement, the activity program, the child-centered school, all attempt to recognize the ultimate purposes of education for the child.

The 1936 program has in its possibilities for a new birth in our educational emphasis. If in some degree the Negro boy and girl are emancipated by the new points of view which allow them to learn to do better those things which they must do, to live better and more completely, then the Easter-tide in Nashville will not have been spent in vain.

SOME PUZZLING PROBLEMS

By Henry Allen Laine

Some things, I just can't understand,
In spite of all my efforts.

Try as I may,
From day to day,
Some baffling circumstance,
Obscures my view; cuts off my light,
And leaves me in the darkness;
My problems are no nearer solved,
And I've made no advance.

First Problem: I can't understand,
Why one race hates another,
When of one blood, God made us all,
Each race, and color, and creed,
And gave to all the "Golden Rule,"
To govern "Race Relations,"
And sits in judgment on us all
For word, and thought, and deed.

Next Problem: I can't understand,
 Why so-called Christian nations
 Should ever go to bloody war
 To settle their disputes
 And maim and slay
 Each other. They
 Could round some council table,
 Their problems solve like Christian men,
 Instead of snarling brutes.

Note Problem Three: Now, here's a man,
 Whose wealth runs seven figures;
 If he should live a hundred years,
 His wealth he could not spend;

 Yet still, he slaves
 And stints, and saves,
 No time for rest or pleasure,
 And knows full well his time is short,
 And drawing near the end.

To save me, I can't understand,
 A grasping miser's motive
 Who hungry goes,
 In shabby clothes,
 Whose God is shining gold;
 Who turns a deaf ear to the poor,
 The helpless and the needy,
 Bent down, a "muck rake" in his hand,
 From youth, till he is old.

I'll thank some one, who'll solve for me
 The Fifth, my final problem;
 For I've exhausted all my store,
 Of knowledge, small, at best,
 Which I have gathered through the years,
 By study and experience,
 And I have long solution sought
 And failed, in final test;

Now, here's a man, upright and true,
 An honor to his country;
 Whose generous hands always outstretched
 To help the folk in need;
 Whose life, in his community,
 Stands out, a good example
 To those, who, in his footsteps walk,
 Of every race and creed.

Yet, at the noontide of his life,
 In fullness of his powers,
 Snatched, without warning from his place
 Among his fellow men!
 While all around are other men,
 To lace his shoes, unworthy;
 Oft living long,
 Robust and strong,
 Some fourscore years and ten.

These Problems Five, I've studied long;
 And have found no solutions;
 And any one shall have my thanks
 Who'll solve them all for me;
 And him, I'll ever class
 As my profound instructor
 And in my mind will ever hold
 In grateful memory.

A RESUME OF THE EAST TENNESSEE ASSOCIATION OF TEACHERS

By M. D. Senter, President

The twenty-third annual meeting of the East Tennessee Association of Teachers was held in Knoxville, October 30, 31, and November 1, 1935. 355 teachers, representing the entire eastern section of the state, registered in the Association. This was the largest registration during the history of the organization.

The general theme for the meeting was "Educational Guidance for a New Day."

The organization consisted of twelve special departments, in which every practical phase of the public teacher's duty, in guiding the child in his educational career, was given discussion. Each department had its own organization, which included a general chairman, secretary and six division leaders. Among the many accomplishments, were the organizing of the adult education department and the promotion of the parents and teachers' section. These two departments have great opportunity for expansion.

In addition to special speakers for the different departments, there were prominent speakers of the general sessions to which meetings the public was invited. Among the speakers for the general sessions were Mr. Max Bond of the Tennessee Valley Authority; Dr. R. R. Wright, President of Wilberforce University; Dr. D. B. Johnson, Dean of the University of Minnesota; Dr. W. P. Dearing, President of Teachers College, Oakland City, Indiana; Dr. W. D. Shultz of the Tennessee Valley Authority and Dr. Charles Wesley of Howard University. Each speaker was a master in his speech.

Dr. Ambrose Caliver, specialist in Negro Education, could not be present but sent for publication in our program, the four functions of a teacher in guiding a pupil for the

changing social order. They are: 1. "To supply the children with accurate and essential information concerning the six fundamentals adopted by the National Conference on Fundamental Problems in the Education of Negroes, namely, homelife, vocations, citizenship, recreation, health and character; 2. To assist pupils in developing the habits of inquiry and observation; 3. To emphasize the social thinking about themselves and their environment.

In the final business session the following officers were elected: President, Mr. J. I. Seals; Vice President, Mr. J. B. Watson; Recording Secretary, Mr. D. W. Roberts; Corresponding Secretary, Miss Margaret Singleton; Treasurer, Mr. L. R. Cansler.

A liberal education may be had at a very slight cost of time and money. Well-filled tho the day be with appointed tasks, to make the best possible use of your one or of your ten talents, rest not satisfied with this professional training, but try to get the education, if not of a scholar, at least of a gentleman. Before going to sleep read for half an hour, and in the morning have a book open on your dressing table. You will be surprised to find how much can be accomplished in the course of a year.—Sir William Osler.

Our youth should read, read, read. Science may facilitate the use of the senses in acquiring knowledge—thru motion pictures and the radio. But I do not believe there will supplant the surest process of instruction—reading. While science may improve ease and pleasure in life, it can never replace the will to learn as an instrument of culture.—Charles W. Eliot.

A CHALLENGE TO OUR GROUP

We are calling attention to the State Teachers meeting to be held in April at A. and I. State College. Having reason to believe that there is a large number of supervisors and teachers of Home Economics, I am motivated by the desire to see more of them in attendance at our annual meetings. I think that we as a group doing the most important work in the field of education should be very anxious to see improvements in all phases of our department. I say the most important group because we are training the

youth for better living in the home and in the community.

So we should manifest this desire on our part by attendance in large numbers on the occasion of our annual meetings. I have observed in my experience that these meetings are very sparsely attended by the Home Economics group. This statement cannot be denied when taken in comparison with the attendance at the meetings by members of other groups. We have problems to be discussed and conclusions to be arrived at. To my mind, this can be better done by meeting together and exchanging ideas and learning about these problems and what the other fellow thinks about them, and so I am urging that at the next meeting of the Association, April 9-11, 1936, the members of our group will attend in large numbers.

—(Mrs.) M. C. Harris, Chairman
 Home Economics Section

Educatograms

OKLAHOMA SOLONS VOTE SCHOLARSHIPS

Oklahoma City, Okla., Dec. 13—A bill providing for the payment of a maximum of \$250 per school year to colored students in the state of Oklahoma, who are not able to secure college and graduate courses in the schools provided by the state, has been passed by the Oklahoma legislature. Oklahoma, by this action, joins Maryland, West Virginia and Missouri in providing out of state tuition. A preliminary examination of the Oklahoma law seems to indicate that it is the most generous of the four. The Maryland law has been called very inadequate; the Missouri law is better than nothing, but provides little more than assistance; the West Virginia law is the oldest one of the four and has been functioning fairly well, although its provision are not absolutely adequate.

"The teacher, like other men, is an inheritor of the wisdom of mankind; yet more properly upon him than on others falls the burden of examining his inheritance: it is a great store, but he must turn it over with his own hands, he must find out what is there, he must devote himself to patient research.....That is his first duty. It is not

only duty; for part, at least, of what he discovers, he must bring to the knowledge of other men.....And if he is to rise to the height of his calling he must do more than this; his researches have provided him with material, but his treatment must be, sometimes, creative; what he has won by laborious investigation he must make to live afresh; he must be no mere showman but an artists.....

—E. T. Campagnac in the Introduction to the 1917 Edition of "Ludus Literarius" by John Brinsley.

TEACHERS PLAN DRIVE ON HEALTH AND EDUCATION

Charleston, W. Va., Dec. 19—"Education and Health" is the theme for the Atlanta meeting of the National Association of Teachers in Colored Schools to be held July 28-31, 1936. The Executive Committee of the Association met in Charleston, W. Va., December 7th, with Rufus E. Clement, president; Garnet C. Wilkinson, H. A. Haynes, R. B. Atwood, W. D. Miller, Miss Mary L. Williams, G. W. Whiting, Lee A. Toney, and Wm. W. Sanders present, and outlined the program for the meeting. Representatives of the U. S. Government, insurance companies, health organizations, recreational associations, medical associations, hospitals and classroom teachers will discuss the question of health and education. The committee decided to make a strenuous membership campaign beginning immediately, so as to secure funds for the promotion of definite objectives. Among the persons to be invited to appear on the program are: Dr. A. L. Jackson, Provident Hospital, Chicago; Dean Numa P. G. Adams, Howard University Medical School, Washington; Dr. Charles Cater, Atlanta Life Insurance Company; Dr. Clyde Donnell, N. C. Mutual Life Insurance Company; Dr. Dublin

of the Metropolitan Life Insurance Company, N. Y.; Sergeant General Cummings, U. S. Public Health Service; Honorable Rex Tugwell, U. S. Resettlement; Secretary H. A. Wallace; W. A. Alexander; Secretary Harold Ickes; Dr. Dibble of Tuskegee Hospital; Dr. W. H. Ward, U. S. Veterans Hospital, Tuskegee, Alabama.

The sixth annual Office of Education radio program on the education of Negroes was broadcast on November 14, from 2:00 to 2:45 P. M., Eastern Standard Time and from 3:00 to 3:45 P. M. Central Standard Time, as a feature of the celebration of American Education Week. This year's program was a memorial to the contributions to education made by Dr. Booker T. Washington, and was sent from Atlanta, Georgia, over a nation-wide hookup through the facilities of the Columbia Broadcasting System. Introductory remarks were made by the U. S. Commissioner of Education, Dr. John W. Studebaker. The main address was given by Dr. Fred Douglass Patterson, the newly elected president of Tuskegee Institute, and music was supplied by the Tuskegee acappella choir. Also, the National Association of Teachers in Colored Schools was represented on the program. Dr. Ambrose Caliver, specialist in the education of Negroes, acted as master of ceremonies.

THE DISSATISFIED TEACHER

The typical dissatisfied teacher is young, unmarried, and irreligious; but she likes children and finds her work interesting. She is occasionally forced by her job to violate her conscience.

These are some of the conclusions reached by Robert Hoppock of the National Occupational Conference from three years of research on the extent and causes of occupational discontent. Complete details are reported in *Job Satisfaction*, recently published by Harpers.

OCCUPATIONAL INDEX

The National Occupational Conference inaugurates a New Service to Educational Institutions, Libraries, Employment Agencies, etc.

A NEW SERVICE, providing a guide to current literature describing occupational opportunities, requirements, and trends, begins today with the appearance of the *Occupational Index*, prepared and published by the National Occupational Conference, 551 Fifth Avenue, New York. The Conference is a research organization supported by the Carnegie Corporation.

Through correspondence with 500 industrial organizations, professional associations, and research workers, and through examination of 100 magazines and all new books, the Conference will compile each month an annotated and classified bibliography of occupational information useful for purposes in vocational guidance and vocational education. This will be published in periodical form and distributed monthly to subscribers. A special grant from the Carnegie Corporation enables NBC to offer the service at a subscription of five dollars a year.

ROSENWALD FUND MAKES APPROPRIATION FOR RURAL SCHOOL LIBRARIES

"The eager demand for books from impoverished Negro school districts in the rural South has resulted in the Julius Rosenwald Fund's setting aside an appropriation for 200 new 'miniature' libraries in addition to 300 already sent out," said Edwin R. Embree, president of the Fund. Delivery of the new allotment of books will be under way within a few days.

The libraries, which consist of thirty-three volumes, include such titles as "Mother Goose," Henry Gilbert's "Robin Hood," and Rudyard Kipling's "Jungle Book." They are meant for elementary schools—in fact, for children who rarely have seen books at all. Profusely illustrated, they were selected by officials of the fund and Jessie Gay Van Cleave, head of the children's division of the American Library Association. The choice was made after reading about 250 volumes.

Active in Work

"The Julius Rosenwald Fund has been instrumental in placing high school, elementary school, and supplementary libraries in institutions of the South for some years," President Embree said. "These were accepted slowly because the communities who needed them were too poor to raise their share of the expense. But the miniature libraries cost only \$36 a piece and include a specially made set of shelves and a set of library supplies. Of the total cost, the fund contributes one-third, the state one-third and the community a third.

"The first books were sent out shortly before the first of the year, and all were gone within a month. Committees which had been unable to scrap together as much as \$25 or \$50 were able to gather the smaller sum by means of pie suppers, fiddler's contests, or local subscriptions."

Review

"NEGRO INTELLIGENCE AND SELECTIVE MIGRATION"

By Otto Klineberg. \$1.25 66 pp New York: Columbia University Press., Feb. 11, 1935

The world has long looked at the Negro "through the eyes of human sentiments or dividends." Men have invented all sorts of arguments based on estimates of physical phenomena as conceived by phrenology and physiognomy, using signs and symbols to describe every part of the man—from the heel to the skull—to prove the mental and moral inferiority of the Negro. There have been a few to enlarge upon this "inferiority" of the Negro and since the days of the army intelligence-testing program a very large amount of material has been collected which deals with the question of his intelligence. These summaries make it clear that Negroes rank below whites in almost all studies made with intelligence tests.

An analysis of these results shows, however, that 'the amount of difference between the two groups varies very considerably from one part of the country to another.' To be specific, northern Negroes do very much better in the tests than Negroes in the South, and approximate much more closely the records made by the whites with whom they are compared.

Very few studies made since the War have

been directly concerned with the comparison of scores made by Negroes in different parts of the country. A large number of tests have been given by a number of inquiries and the average I Q for all the northern groups is 86.3; for the southern groups, 79.6. A more detailed analysis shows that "while the Whites in Nashville definitely and reliably surpassed the scores made by the Negroes, the difference in favor of the Whites of Chicago was not nearly so marked, and in New York none of the differences between Whites and Negroes was reliable." The results give definite indication, therefore, of a marked difference between Northern and Southern Negroes, as well as of a clear tendency for Northern Negroes—at least in New York—to approach very closely the results obtained by the Whites.

These results are exceedingly important, for on their interpretation probably depends the final decision as to whether there are fundamental differences between Whites and Negroes in the ability to solve the problems presented by test of intelligence.

Two explanations have been suggested. One is the marked differences between the environmental opportunities of Northern and Southern Negroes—differences in expenditures for schooling, in extra-curricular activities, in the chance to acquire an education in the wider sense. It is quite generally admitted at the present time that most, if not all, intelligence tests are at least in part dependent upon educational and cultural background and that these differences in environmental opportunities might easily account for the superiority of Northern Negroes.

On the other hand, it has been argued that in migrations of Negroes from South to North definite selective factors have been at work causing the more intelligent stocks to leave and the less intelligent to remain behind. In that case the Negroes now in the North would not represent an average group obtaining high scores because of the better environment, but a group that was superior to start with.

The problem in the study which furnished the basis for this book was "to determine whether or not there has been a selective migration of Negroes from South to North, and whether such a selection can account for the observed differences." It is then a problem of selective migration with which this monograph is concerned.

Mr. Klineberg is a member of the faculty of Columbia University and the investigations furnishing the materials for this thesis include studies made under his direction by candidates for the degree of Master of Arts in the Department of Psychology. The book is very well documented and proceeds to attack the problem with this approach: "In Chapter I he states his problem; in Chapter II he reviews briefly the more important social and economic factors which have probably entered into Negro migrations in this country; in Chapter III his problem is to see how the school records of the immigrants before they migrated compared with the records of those who remained in the South; in Chapters IV, V. and VI, he attempts to discover whether the admittedly superior northern environment has any effect in raising the intelligence-test scores of southern born Negro children—these chapters show the results from three types of tests: group, individual and performance, respectively; in Chapter VII he makes a comparison of city and county children by means of intelligence tests; in Chapter VIII, after expressing the opinion that few if any of the psychologists today consider that the tests measure native endowment altogether apart from the influence of training and background, the author directs himself to the problem of not whether training has an effect, but rather how great that effect can be.

In Chapter IX, the author reviews his findings feels there can be no reasonable doubt as to the conclusion of this study. As far as the results go, they show quite definitely "that the superiority of the Northern over the Southern Negroes, and the tendency of the Northern Negroes to approximate the scores of Whites, are due to factors in the environment, and not to selective migration." Some other conclusions are:

There is no evidence whatever in favor of selective migration.

Length of residence in a favorable environment plays an important part in the intellectual level of the Negro children.

Even in these better environmental conditions Negro children do not on the average quite reach the white norms. Since the environment of the New York Negro child is by no means the same as that of the white, except perhaps as far as schooling is concerned, this result does not prove that the Negro is incapable of reaching the white

level. Negro communities even in the North represent more or less isolated self-sufficient groups; their background and their ways of life are not at all the same as those of the larger group of which in other respects they form a part. "The final and crucial comparison could only be made in a society in which the Negro lived on terms of complete equality with the Whites, and where he suf-

fered not the slightest social, economic, or educational handicap." The author feels the best place to approximate this type of society is Brazil or Martinique and hopes that material from these regions may be forthcoming in the near future. Such a study would indeed be a worthwhile supplement to this already valuable monograph.

Reviewed by Zelma M. Watson.

Graded List of State Approved Colored Public Four-Year County High Schools 1935

Name of County and School	Postoffice	Name of Principal	Number of Teachers	Average Daily Att.	Grade
BEDFORD:					
McAdams High School	Shelbyville	S. W. Harris	3	44	B
BRADLEY:					
College Hill High School	Cleveland	U. Lloyd Knox.....	4	65	B
CARROLL:					
*Webb High School	McKenzie	J. L. Seets	5	106	A
COCKE:					
Tanner Training School	Newport	R. C. Martin	3	26	C
CROCKETT:					
Alamo High School	Alamo	E. N. Koonce	4	41	C
DYER:					
*Bruce High School	Dyersburg	M. L. Morrison.....	10	145	A
FAYETTE:					
County Training School	Somerville	W. P. Ware	6	114	B
FRANKLIN:					
Townsend Training School....	Winchester	L. W. Johnson.....	3	64	C
GIBSON:					
County Training School	Milan	T. R. Hartsfield	4	83	B
Trenton Rosenwald High School..	Trenton	E. L. Watson	4	76	C
HARDEMAN:					
Allen-White High School	Whiteville	J. H. White	7	74	B
HAWKINS:					
*Swift Memorial Jr. College....	Rogersville	W. C. Hargrave	7	52	B
HAYWOOD:					
County Training School	Brownsville	F. E. Jeffries	5	101	B
HENDERSON:					
Montgomery High School.....	Lexington	A. E. Gray	4	53	C
HENRY:					
Central High School.....	Paris	T. R. Wilson	4	116	B
JEFFERSON:					
Nelson Merry High School..	Jefferson City	A. D. Gaither	4	57	B

LAUDERDALE:

County Training School Ripley S. H. Johnson 5 83 B

LINCOLN:

County High School Fayetteville William Jackson 4 46 C

McMINN:

J. L. Cook High School Athens W. E. Nash 5 81 B

MARION:

McReynolds High School...S. Pittsburgh A. C. Peoples 4 99 B

MAURY:

Clarke Training School.....Mt. Pleasant G. A. Thompson 3 64 C

College Hill High School.....Columbia R. G. Johnson 4 96 C

MONTGOMERY:

*Burt High School Clarksville H. L. Allison 8 175 A

RUTHERFORD:

*Holloway High School Murfreesboro S. G. Greene 5 112 B

SHELBY:

Barrett Chapel High School....Arlington G. E. Hoffman 4 68 B

County Training School Lucy R. J. Roddy 6 128 A

Geeter High School Whitehaven Joseph W. Falls 8 158 A

SUMNER:

Union High School Gallatin J. W. Rucker 6 83 B

TIPTON:

Frazier High School.....Covington L. V. Wells 4 64 C

Hoffman-St. Mary Indus. Inst....Mason G. A. Stams 4 66 B

WARREN:

Bernard High School McMinnville J. E. Wood 3 56 B

WASHINGTON:

Langston High School Johnson City T. K. Borders 7 75 B

WILLIAMSON:

Franklin Training School Franklin I. H. Hampton 6 69 C

WILSON:

County High School Lebanon Mrs. Bessie Gibbs ... 3 68 C

STATE APPROVED FOUR-YEAR PRIVATE AND CITY HIGH SCHOOLS

Name of County and School	Postoffice	Name of Principal	Number of Teachers	Number Enrolled
HAMBLETON:				
*Morristown Normal and Industrial College	Morristown	Miller W. Boyd	10	76
HAMILTON:				
*Howard High School	Chattanooga	W. J. Davenport	20	595

*Accredited by Southern Association of Colleges and Secondary Schools.

Tentative Outline of Fourteenth Annual Session of the Tennessee State Association of Teachers In Colored Schools

DATE AND PLACE: April 9-11, 1936, A. and I. State College

GENERAL THEME: An Appraisal of Negro Education in Tennessee

SCHEDULE OF EVENTS

Thursday, April 9

7:00 P. M.—Musical Program (Pearl High School or Davidson County Schools)

8:00 P. M.—General Business Session: Nomination of officers, appointment of committees, Addresses of Welcome and Response.

8:30 P. M.—Addresses by Dr. Walter D. Cocking, State Commissioner of Education and the President's Annual Address

10:00 P. M.—Reception and Dance.

Friday, April 10

8:30 A. M.—Musical Program (group to be selected).

9:00 A. M.—General Session: Panel Discussion (each speaker limited to 20 minutes)—“The Present Status of Negro Education in Tennessee.” (a) In the Rural Schools—Prof. J. H. White, Allen-White High School, Whiteville; (b) In Elementary Schools—Mrs. F. A. Sanders, A. and I. State College; (c) In High Schools—Prof. J. L. Seets, Webb High School, McKenzie; (d) In Colleges—Dean H. C. Hamilton, LeMoyné College, Memphis. General Discussion.

2:00 P. M.—Departmental Meetings I.

6:30 P. M.—Banquet session in College Cafeteria (plates 50c each). “Financial Support of Education of Negroes in Tennessee”—Dr. U. W. Leavell, George Peabody College. “The National Outlook in Negro Education,”—speaker Dean Rufus E. Clement, Louisville Municipal College, President of the N. A. T. C. S. “The Outlook In Tennessee”—President W. J. Hale, A. and I. State College.

9:00 P. M.—Reception and Dance.

Saturday, April 11

8:30 A. M.—Musical Program (group to be selected).

9:00 A. M.—Departmental Sessions II.

10:30 A. M.—“Next Steps in Negro Education in Tennessee,” a panel discussion by representatives of (a) Rural Schools, Prof. T. D. Upshaw; (b) Elementary Schools, Prof. Alonzo Love; (c) High Schools, Mr. W. E. Turner; (d) Colleges, Dr. Charles Johnson, Fisk University. General Discussion.

12:30 P. M.—Final Business Session.

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Registration Dates

SPRING QUARTER—March 14, 1936.

SUMMER QUARTER—June 6, 1936.

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