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# TEXAS STANDARD



Prof. O. J. Baker  
Prairie View University  
Prairie View Texas

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THIRD GRADE CLASS IN ART

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COLORED TEACHERS STATE ASSOCIATION OF TEXAS



THE TEXAS STANDARD

Vol. 22 MAY-JUNE, 1948 No. 3

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Editor

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Editorial Comments

FEDERAL AID BILL LOOKS FAVORABLE

Federal aid to education is standing out in front during the past few months. The pro and con of Federal aid to education has been debated session after session during the past years, but never before has the realization of this bill looked as promising to us as it does now.

On March 23, Senator Wherry moved that the senate begin consideration of S472. After six senators spoke in succession in favor of immediate consideration, the roll was called and the Senate voted 53 to 21 to begin the debate.

Those who oppose federal aid base their opposition on the assumption that federal aid would lead to federal control and infringe on state rights. Each of these make good issues for debate, even though they are not sound enough to off-set the desirable features of federal aid to education. It is a fact that wherever money is given by individuals, groups, and organizations, cities, states, or nations for any purpose they reserve the right to say how it should be allotted and to whom it should be allotted. If a fair and unprejudiced plan for administering federal aid is passed, this will mean the reducing to a minimum the educational inequalities that now exist in states that are less able to meet their educational responsibilities.

The fact that an individual who receives at least a minimum basic education is an asset to his community, state, and nation prove the value found in federal aid to education. During the last World War almost a third of the Negroes who were rejected for military service was rejected for lack of schooling. The National Education Association, which is sponsoring legislation to provide federal aid to schools in needy states, summarized scores of Army general classification tests, given to all World War II inductees and found racial and regional inequalities existing in educational opportunities. Although there were more than twenty times as many whites as Negroes to score above the average in the Southwestern area, this did not mean that every state in that area is poor in wealth or in need of federal aid in order to provide educational opportunities. Some of the Southwestern states are rich in taxed national resources that have markets throughout the nation and abroad.

Our future security as a nation depends on our ability as a people to eliminate wherever possible inequalities and inadequacies that now exist in public schools.

## State Supervision of School Libraries

In September, 1947, a grant by the General Education Board supplemented by Prairie View A. & M. College made possible library supervision for Negro public schools in Texas. Such work is characterized by its duty to serve as helper in fostering the general education program. It includes many and varied activities which may be grouped, however, under these general heads:

1. Interpreting the place of the library in the total school program.
2. Improving school library services.
3. Encouraging the establishment of library services where they do not exist.

The first few months of supervisory work were spent in an effort to obtain knowledge of conditions and personnel in the libraries of State accredited schools not accredited by the Southern Association as well as those on the Southern Association list. This information is being used as a basis for the fashioning of the year's program in supervision. Questionnaires were sent to schools not visited by the Supervisor.

Thirteen of the sixteen Negro schools listed in Bulletin Number 476 as being Southern Association Schools returned school library reports. Of these thirteen high schools there are five that have Librarians with ten to twenty-four semester four of the remaining eight have Librarians with ten to twenty-four semester hours of training received in library schools accredited by the Southwestern Association; two have Librarians with training received in Library science classes designed for teacher-librarians but not leading toward a degree; and two schools reported "seeing a librarian."

Data are available on fifty-six of the one hundred and ninety-one schools not members of the Southern Association but are State accredited four year high schools. Of these fifty-six schools, one has a Librarian with a degree in Library Science; two schools each have Librarians with ten semester hours in Library Science re-

By FLORENCE E. VAUGHN  
Prairie View A. and M. College

ceived in library schools accredited by the Southern Association; twenty-three of the schools have Librarians who have received some training from teacher-librarian courses or in a Library Science Workshop; thirty have Librarians with no library training. (In Texas, for Negroes, there is no School of Library Science accredited by the Southern Association.)

Of the sixty-nine schools, thirteen have full-time Librarians; five of these thirteen report the library being used as a study hall. These reports show that a very small number of these sixty-nine schools have library collections which approach in size that recommended by the Southern Association new library standards to become effective as of the beginning of school year 1948-49. (A description of these standards is given in *Texas School Libraries*, Bulletin 482.)

These data do not give the total picture of school library service, but they do make evident not only a need for better chosen and larger collections of library materials but also some program of in-service training for school libraries. To make for some immediate improvements a program of in-service training in Librarianship was planned with college librarians, and trained high school librarians with Jeanes Supervisors cooperating.

Texas College, Butler College, and Emmett Scott, Tyler, worked with the Smith County Jeanes Supervisor of Schools in sponsoring such a program for this area. A Library Clinic for this and surrounding counties was the culminating feature in this effort.

Stephen F. Austin State Teachers College (white) and the Nacogdoches High School cooperating with the Jeanes Supervisor for Sabine-San Augustine Counties conducted the in-service education program for these and adjoining counties.

Bishop College, Wiley College, and Pemberton High School, along with the School Supervisors of Harrison and Panola Counties, directed the training for Marshall and Carthage areas.

The State Supervisor of School Libraries for Negroes and the Marion County Jeanes Supervisor had direct charge of the training program in Jefferson.

For the Huntsville teachers a similar service was rendered with the Huntsville High School, Sam Houston State Teachers College (white) and Prairie View A. & M. College cooperating.

To stress further the school library program, Douglass School at Jacksonville and H. B. Pemberton High School at Marshall are serving as Demonstration Centers for School Library Services. Pemberton High School held its demonstration at the time of the East Texas Teachers meeting, March 26-27; Douglass School is having its demonstration, May 7.

An effort at each of these meetings has been made to have school people recognize the dire need for trained librarians as well as for well chosen collections of library materials.

Other services rendered include the giving of advice on purchasing and selecting materials, planning the school library, and the preparing of special book lists for schools.

A Library Workshop, to be held at Prairie View A. & M. College, has been planned for the summer of 1948. The need for training in the basic principles of library science for the enrollees necessitates a departure from the regular workshop procedures. Therefore, some basic training that teacher-librarians will need when they begin the organization of libraries in their schools will be given.

More of the smaller schools interested in improving their library services that can get the support and cooperation of their superintendents, principals, and faculties are needed to serve as Demonstration Centers for Library Services during the coming school year.

# Education and the National Defense

Educators seek always to improve the techniques having to do with developing the priceless material committed to their charge—the youth of today.

It may not be amiss perhaps to inject into our thinking the ways in which the program of national security and the over-all educational program may be correlated. Certainly there is none so naive as to say that there is not a definite community of interests in this respect.

The democratic concept as I understand it, is that the rights and privileges of citizenship go hand in hand with its responsibilities. On this premise I say that no program of education should overlook this fact. Our potential citizens must be taught appreciation for his coming duties as a citizen. This includes a necessity for developing individuals of the highest possible physical, spiritual and mental develop-

WEST A. HAMILTON, Colonel Infantry

ment of which each individual is capable.

A nation will be as strong as the sum total of the citizens who comprise it.

Those in charge of our far flung educational programs and those charged with the security of our common country and preservation of our heritage of freedom have indeed the same aims in view.

It should not require war and the mobilization of the nation's man-power to disclose to us what is hardly a secret—the vast—the altogether too vast numbers of the youth of the country who are sub-standard from not only the literary point of view but also from accepted norms of physical development.

This is a problem in which all of us must be vitally interested if we are to maintain the virility of the race. The facts

uncovered by the induction records of Selective Service simply spotlighted a condition—national in scope, which has been known to educators and public health authorities for years.

I wish to inject here another note which I hope will bring the matter a little closer to home. This is the matter of a full and adequate participation in the peacetime program of the Department of National Defense.

It must be realized that in any mobilization of the nation's manpower that all segments of the population will be included. (2) It follows then, that every segment of the population should have access to and participate fully in the peacetime program. This will insure (a) better developed and prepared youth. (b) assure at least a fairly equitable representation in our military leadership.

A program now in its twenty-ninth year is the Reserve Officers Training Corps, or R. O. T. C. for short. This is intended to give basic military training and in so doing develop the body and mind and (2) prepare for leadership those who show aptitude. From this second objective we get the great trained nucleus of the vast officer corps of our war time army.

This program on the college level has operated at Prairie View A. & M. College for six years. This unit is one of nine such installations in Negro College as of now.

The 1947-48 unit at Prairie View consists of 400 students of the college in a unit instructed and administered by a staff of three officers and six enlisted men from the Army.

It is maintained free of any expense to the student. Indeed it offers many inducements including a complete and expensive wardrobe. Junior and Senior students who are selected on good freshmen and sophomore records receive in addition certain financial considerations. These latter upon graduation, may be commissioned as officers in the Army of the United States.

From our experiences, and this will be borne out by the Administrative Head and the academic faculty, I believe it can be said without contradiction that the R. O. T. C. program is an outstanding asset to any educational institution fortunate enough to have one. It complements the efforts of the Academic Faculty and Physical Education Departments. It simply in effect seeks to develop in a larger degree sound bodies on which to develop sound minds.

The R. O. T. C. program does not confine itself to men at the College Level. On the contrary the Junior R. O. T. C. is a secondary school program. While

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Col. West A. Hamilton congratulating Jafis P. Cavil, first Negro graduate of the Senior R. O. T. C. of Prairie View A & M College in Southern United States, to be commissioned as 2nd Lieutenant in the United State's Army.

# A Functional Handwriting Program

By PEARL ROBINSON-HALL  
Handwriting—B. F. Darrell School—  
Dallas, Texas

In this scientific age, when we pride ourselves on our modern methods of instructions, our intelligence test, our standardization and all the other innovations by which this mechanistic civilization is characterized, we pause now and then to see just how efficient these methods are?

Can our modern youth read, write, and figure any better than his father because he has been subjected to the varied and numerous courses in the curricula?

The purpose of this discussion is to present briefly the nature and scope of an adequate and functional Handwriting Program for the Elementary School as a result of a recent research and my daily experiences in the field of penmanship. In our thinking provisions for proper child development is of course our first concern. It is a legitimate demand that the public schools continue to pursue the best methods of teaching pupils to write cursorily, easily, and legibly also one of the demands is to help the child gain a command of the common integrating knowledge and skills that should be a part of the social heritage of every normal person. Handwriting is one of the basic skills and must make its contribution in attaining these aims.

Some educators advance the doctrine that a curriculum can be based entirely on social subjects. Their theory is that since these studies deal with the spontaneous interests of the children the curriculum should grow out of these interests. Perhaps this is so, but the teachers must remember that in such subjects as spelling, writing, reading, and arithmetic adequate technique and drill must be carried on.

The necessary skills are only learned through practice. The philosophy of Dr. Grace Storm at the University of Chicago takes the middle ground which enriches the social studies possibilities by use of usual school subjects, but carries on a routine program of systematic teaching and drill in the subjects of reading, composition, spelling, arithmetic and writing.

The daily writing lesson is a time set aside for the pupil to learn the correct process and product to be applied at all times when writing. When one considers the number of hours a pupil spends in the performance of written work during

the year, is it not a minimum essential that he does it healthfully and economically?

Before a Handwriting Program based entirely on social subjects can succeed, the teacher must have adequate training in the mechanics of writing. This foundation on which to build a strong structure in writing is found faulty at the present time. Where does the fault lie? It lies in two areas. Viz: the teacher and the administrative staff. So often the handwriting is added to the teacher's program (not from choice) but from existing conditions in the school where it has become necessary to combine writing with other subjects or an attempt to solve a discipline problem. As a result the Handwriting Program suffers due to the fact that the teacher is not qualified to teach it. The administrator in charge in recent years has the tendency to bypass handwriting by letting it roll on its own momentum and in places it rolled itself out completely or to a stage where it is no longer an earmark of achievement in that particular system.

If handwriting is to function as a communicative skill for social living in and out of school it must have the support of the teachers of all subjects and the administrative staff, as it must be presented in a variety of settings through various ways of presentation.

Poor handwriting is costly and a handicap socially. The modern Business world in competition with the legible output of the addressograph mimeograph, multi-graph, calculator, typewriter, and listing machines demands more than ever easily written, easily read that some material can not be put into the machines and the readable, legible writing has the tendency to minimize errors and increase accuracy and speed. Business men have become impatient with illegible scrawl. Monetary loss in business often results because of poor handwriting. To reduce this to a minimum, Marshall Field and Company one of Chicago's largest Departmental Stores inaugurated a thorough program in the training of sales and other operating employees in the writing of sales checks and in the preparation of figures in general.

According to a report released by J. M. Donaldson (First Assistant Postmaster General) on October 2, 1946, the Post Office Department reported a total of 633,947 unclaimed parcels and articles found loose in the mail that was handled as



PEARL ROBINSON-HALL

dead matter. Of this number it was possible to deliver only 131,059 parcels. Sales of contents undeliverable amounted to \$180,413.12. These figures are startling and indicate a need for an educational efforts in the addressing of mail and other everyday forms of handwriting.

Practically the same fundamental principles which characterize a social studies program are essential to the effective operation of a handwriting program. The art of motivation has changed its coat in later years. In the past the teacher often resorted to artificial incentives to motivate or stimulate interest in handwriting. In those days formal writing was emphasized. The newer education does not require incentives such as pins, badges, buttons, and banners to stimulate interest in writing. The child is taught responsibility for his growth in the skill in a cooperative meaningful activity involving both teacher and pupil. It calls for careful planning for the use of visual devices which train the eye and make for better understanding. The teacher must thoroughly believe in what she is teaching coupled with the understanding of children as well as the ability to demonstrate in a clear legible style of handwriting on the blackboard and on paper.

Create the workshop atmosphere in the classroom where the interest and enthusiasm is running high. Group the children according to writing problems and interests. Some are working on specific problems, others drilling on difficult letters on the blackboard. Another group interested in forming paragraphs on diversified subjects. Each group enthusiastically solving its individual handwriting problems. Perhaps, using the students having su-

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# Community Activities of Negro Rural Teachers in Texas, Field Study Number One<sup>1</sup>

## 1. THE PURPOSE OF THE STUDY

The purpose of this investigation was to discover in what community activities Negro rural teachers engage, how often, how important they are, and where they should be learned.

## 2. THE SELECTION OF THE ACTIVITIES

A preliminary list of community activities performed by Negro rural teachers was first assembled by collecting teachers' activities that had been reported by other investigators for various purposes. Professional literature was examined for additional activities. Presidents of eight Negro colleges in Texas were addressed. Jeanes supervisors in six neighboring counties of Smith County, the county in which Texas College is located, were contacted personally in order to secure additional activities.

## 3. THE DEVELOPMENT OF THE CHECK LIST

The preliminary check list of teacher community activities included 199 activities organized under sixteen major headings as follows: (1) Taking active part in; (2) organizing and sponsoring; (3) entertaining; (4) attending; (5) obtaining advice from members of the community; (6) obtaining assistance from members of the community. (7) giving assistance to occupational groups; (8) giving advice and information to occupational groups; (9) developing cooperative spirit; (10) giving; (11) attending to school visits of parents; (12) acting as mediator between; (13) helping to enforce welfare laws; (14) developing cooperation with; (15) visiting; and (16) others.

Each activity was evaluated by 85 Negro rural teachers in six neighboring counties located within a radius of 100 miles of Texas College as being "light," "reasonable," "unduly heavy" and "extreme" with reference to the amount of time they spent in the activity. A re-examination of the data revealed that the 199 activities contained several near duplications and it was discovered that the evaluative terms used were not satisfactory because they bore no significant relationship to each other and had no specific meaning. It was, therefore, impossible to determine from the data secured the frequency of performance of the activities or the amount of time spent in performing the activities.

<sup>1</sup>An Abstract of Field Study No. 1 submitted in partial fulfillment of the requirements for the degree of Doctor of Education at Colorado State College of Education, 1945.

<sup>2</sup>Trolear, A. E., *Elements of Statistical Reasoning*.

OLIVER WENDELL CRUMP

On the basis of the weaknesses, a second check list was developed by revising the list of activities to include 150 activities and regrouping the activities into nine groups with the number of activities within each group as follows: (1) Social, 22; (2) recreation, 17; (3) religions, 9; (4) social welfare, 29; (5) cooperative, 14; (6) surveys, 10; (7) educational, 10; (8) national defense, 13; and (9) farm, 17. Directions for marking the second check list were made more specific.

A trial use was made of the second check list. The returns revealed that there were some teacher community activities which should be learned at the college level but which probably should be provided for in out-of-class programs rather than in regular courses and that some activities should be learned on the job. Instructions for marking the second check list were then further revised to provide for securing teachers' judgments with reference to where the activities should be learned. The final check list used in this study included the teacher community activities performed by Negro rural teachers as revised on the basis of the two preliminary uses.

## 4. THE COLLECTION, TABULATION, AND TREATMENT OF DATA

Data were collected by means of the revised check list from 111 Negro rural teachers in Anderson, Brazos, Harrison, Panola, and Smith counties in Texas, in which a large proportion of the graduates of Texas College go into their first teaching position. Of this number sixty two check lists were completed and properly checked. The returns were tabulated and the total number of judgments of each kind relative to 1) the frequency of performance of each activity, (2) the importance of the activity, and (3) where the activity might best be learned was determined.

## 5. THE SUMMARY OF THE METHODS, FINDINGS AND RECOMMENDATIONS

The weighted score with reference to frequency of performance and importance was computed by employing a formula used in the *Commonwealth Teacher Training Study* with reference to similar data. Decile ranks were computed for each of the 150 teacher community activities with reference to the criterion of

frequency of performance and with reference to the criterion of importance for all activities rated by twenty-five or more teachers.

Evidence of reliability of the sample resulted from applying the formula<sup>2</sup> ( $Kr = V - N - 1$ ). If the application of the formula results in a product of more than 2, the sample is representative of the population. When the formula was applied, the product equaled 3.9821. Therefore, the sample was found to be reliable and the results would not be changed with twice as many cases. The per cents of teachers expressing a judgment as to where the skills involved in learning these activities should be taught were computed.

Trolear, A. E., *Elements of Statistical Reasoning*.

The information secured with reference to the 150 activities included in the check list is illustrated by the following selected items: Activity No. 1 in the social activities category, "Organizing and sponsoring entertainments for the community," was found to have a decile rank of 9, meaning that it was in the next to the highest 10 per cent of all the activities in frequency of performance. It ranked in the same decile in importance. It was found that 43 per cent of the teachers believed that the activity should be learned on the job; 37 per cent believed that the activity should be infused in college courses; and 20 per cent believed that the activity should be learned in out-of-class programs. Activity No. 21 in the social activities category, "Visiting friends or neighbors," had a decile rank of 10 with reference to importance. It was found that activity No. 23 in the recreational activities category, "Organizing and sponsoring Campfire Girls," had a decile rank of 1, meaning that it was in the lowest 10 per cent of all activities with reference to frequency of performance. No decile rank of importance was computed for activities performed by fewer than 25 teachers. Activity No. 15 in the social activities category, "Being a leader in musical or art organizations," was found to have a decile rank of 3, meaning that it was in the lowest 30 per cent of all activities in frequency of performance. It had a decile rank of 8 in importance, meaning that it was in the next to the highest 20 per cent. It was found that 67 per cent of the teachers believed that the activity should be learned in college courses; 22 per cent believed that the activity should be learned in out-

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# The Leigh Community Center and Health Unit

The statement, "Necessity is the Mother of Invention" is true in connection with the establishment and development of the Community Center and Health-Unit located at Leigh, Texas. Taking Leigh as a center and a radius of seven miles, there was not even a doctor available much less a health unit. Within this radius are approximately six hundred families and one hundred forty-six land owners, who own from one acre to six hundred forty acres of land; five churches; one senior high school; one junior high; two three-teacher schools, two two-teacher schools; and one one-teacher school.

Being extremely difficult to get medical attention from the distant urban centers, of necessity, we resolved to do something about our situation. In 1944 the principals of the Leigh district schools organized a district P. T. A. Council for the purpose of unifying our efforts. Realizing the size and complexity of our program we sought advice from prominent leaders, whose response was immediate.

A constitution was adopted which reads:

"We, the undersigned citizens of the communities of Antioch, Highridge, Lake Chapel, Pleasant Hill, and Smithsonia, and other communities of Harrison County, Texas, as may qualify under this constitution, in order to inculcate a more thorough understanding of our problems, promote charitable and educational advancement of

U. R. WEISNER, Lehigh

our people, establish and promote a health program, inspire industrial activities, teach higher principles of citizenship, and to arouse the interest of their civic welfare, do hereby ordain and establish this constitution." Four major objectives are stated as follows:

- (a) Establishment and development of a health center.
- (b) Promote health through recreation.
- (c) Maintain an educational program for farm people.
- (d) Create and maintain a library for use of the membership.

The pastors, teachers, and ministers within the area were very cooperative. The Antioch Baptist church gave a donation to send our District P. T. A. President as a delegate to the State Teachers Association which met in Austin, Texas in 1945. Mrs. Pauline Watkins Campbell, who was our Jeanes Supervisor, made the necessary contacts for our President (Mrs. Virginia Macy, to secure assistance from the State Health Department. It was at the Association in Austin that assistance was promised by the State Health Department, through the efforts of Dr. C. R. Yerwood, Medical Consultant State Health Department.

In order to utilize all possible resources in connection with the realization of our

aims, five members of the faculty of one of the schools agreed to take our problems to the Workshop of Texas College, 1946. We found able and willing consultants and much information was obtained.

In September 1946, there were eighty-seven families identified with the organization of which seventy-six were charter members. Four months later the Executive Committee, which is a sort of board of directors or governing body, purchased one acre of land on which to erect a building. Plans were drawn for a six-room house. The front of house to be used as a combination waiting room and library, size 16x30. The five rooms to the rear to be used for consultation, dressing, examination, kitchen, and storage.

There is mutual cooperation between the races. White citizens have contributed with influence as well as finance. With such fine support we were able to complete the building by May 1st, 1947 for \$3000. Each family agreed to pay \$25.

Other supporting agencies connected with the center are as follows: State Health Department, Austin, Texas, State Tuberculosis Association, Austin, Texas, American Red Cross, Saint Louis, Mo. and Bishop College, Marshall, Texas. Bishop College was deeply interested from the beginning, donating the first \$100, and keeping a close watch on developments.

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# Special Education—Can We Help?

By VIRGINIA P. NORRIS

For every child an education which, through discovery and development of his individual abilities, prepares him for life; and through training and guidance prepares him for living which will yield him the maximum of satisfaction and, help him render the maximum of service. Regardless of how we conceive or express the major objectives of democratic education, we must differentiate it into more specific areas for the guidance and training of the individual pupil even though this individual might deviate from normalcy. It then is the task of education to bring out the best that is in each boy and girl, and develop him as far as possible into a useful citizen.

If this is the task of education, then, the regular teacher comes face to face with the problem of meeting the unending array of individual differences and individual needs which his pupils present. We have attempted in our general scheme of education to group into one class room or grade some 30-40 children who have reached approximately the same degree of academic achievement, yet every real teacher knows that, of that 30-40 children there are some who would forge far ahead of accepted standards if given an opportunity to do so and there are some who lag far behind in spite of opportunities to work along with their fellows. There are some who are suffering from physical handicaps and those who show signs of serious emotional difficulty. To each of these the school owes an equal responsibility for training which will serve best the individuals own needs and which will make of him a citizen who will be able to serve his community.

Special Education is relatively new to some of us, but individual differences have been in existence at all times. The services of Special Education has come about because of a need. Among the factors that have precipitated this need are social factors, economic factors, inadequate teacher training, lack of information and numerous other factors notwithstanding, it is our job to meet the challenge.

1. Who are the people needing this special training?
2. Upon what are norms based?

Those individuals who deviate from the normal to a noticeable degree. We accept as norms those standards accepted by educators who have made numerous studies and investigations and have had experiences that would justify their conclusions (even here fallacies occur). In finding the slow learner, each teacher has heard something of intelligence test and intelligence quotients. Speaking in terms of these

values, we may say that an intelligence quotient (I. Q.) of 100 would ideally represent a normal level of intelligence—that which the average individual possesses. But because normal intelligence cannot be defined as existing only at a single point, and because our tests for measuring intelligence are still not perfect, we say that the range of normal intelligence extends from approximately 90 to 110 I. Q. As we go below 90, the level of ability decreases, and at 75 or 80 I. Q. we have reached the border line of serious intellectual retardation. About 5 of every 100 school children have I. Q.'s of 78 or below; about 2 in 100 have I. Q.'s of 73 or below. The latter are the ones whom the White House Conference designates as mentally retarded to such a degree that they require special education.

Who are the mentally retarded children?

Mental retardation is of many degrees varying from a condition which is slightly below normal to those which show extreme mental deficiency. We are concerned with the aspects of the problems that can be handled in public day school. Institutional care is outside our consideration at this time. These cases would be referred to Institutions. Pupils who have been retained several times, pupils who consistently fall below average in his class work, those who consistently are below normal in test given, the completely maladjusted child, these pupils are referred by their teachers and principals, they are then tested by specialist and all contributing factors checked, consent is obtained from parents, then the pupil is allowed to enter the Special Class. Who should be the person intrusted the responsibility of working with these pupils? The person intrusted this responsibility should be a thorough and understanding regular teacher. But she must be a regular teacher *Plus*. She should have teaching experiences in order to help the pupils where ever they need help. She should have special training so that she will understand the factors that contribute to various situations. She should be tolerant, patient, understanding, and humane and have a desire to help where help is needed. Let us think for a few minutes about some factors concerning regular teachers as well as some of the general aspects of Special Teaching.

If we wish to develop the best in those who come under our supervision, as

teachers—I fear that we are a bit too content with the absence of essential information. It would be for our better good if we could recondition our thinking so that it would be more critical. Yes, maintain your present ambition but realize that with real progress comes responsibility. Develop within yourself a passion for *rectitude*, develop within yourself a passion for *service*, develop within yourself a passion for *honesty*, develop the habit of being loyal to a cause whether you do or do not receive personal compensation.

In dealing with people we must realize that education comes about by evolution rather than revolution. In order to rationally deal with some situations we should know something of the contributing factors that motivated the situation. We are obliged to think of those individuals who have lived, those who are living now and those who will come. We should work in terms of the first group, with the second group with hopes for the third group.

What then is the responsibility of the regular teacher if he is to have some knowledge of these individuals trusted to his care, "These Exceptional Children."

Five factors if used should guide the teacher constructively. *First, he must know what the problem is,—Who are "exceptional" children? What types of deviations from normal demand special consideration? What constitutes a serious deviation? In answering these questions it is well to point to the classification which has been adopted by committees of the White House Conference. Eight major groups of "exceptional" children are recognized, as follows:*

(1) The crippled; (2) the deaf and the hard of hearing; (3) the blind and the partially seeing; (4) the speech defective; (5) children of lowered vitality, suffering from anaemic, pre-tuberculosis, or cardiac difficulties; (6) the mentally retarded; (7) the mentally gifted; (8) children presenting serious behavior problems. The first five of these groups belong to the general classification of physically handicapped children, the next two constitute those who are mentally different, and the last group may be considered as socially maladjusted. The physical, mental, and social realms are thus all represented among our "exceptional" children. The particular needs of the various groups are of course quite different but each child in any one of these groups offers a serious challenge to the teacher to seek out that which will mean the most for him individually in his educational development.

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# Harrison County Circulating Library

The Harrison County Circulating Library had its beginning in the late thirties under the direction of Bishop College. The basic planning was advanced by Mr. J. B. Coby, Librarian. Four sets of Rosenwald Library books were purchased by the college, and circulated to the rural schools by the late Mrs. Lela A. Bryant, Jeanes Supervisor. Some of the teachers caught the library idea and set up small book collections in their local schools.

The services were broadened in 1942 with the following coordinating agencies as sponsors: Bishop College, Wiley College, and the Office of the County Superintendent. The Library Committee consisted of the:

Presidents of Bishop College and Wiley College.

Librarians of Bishop College and Wiley College.

Mr. C. R. Robinson, Community Relations Coordinator, Bishop College.

Mr. Crump, Rural Education Department, Wiley College.

Miss N. B. Jenkins, Jeanes Teacher, representing the County Supt.

In the fall of 1942 the Rural Teachers of Harrison County seeing the need for united action, organized the Harrison County Negro Teachers Association. The Circulating Library was included as one of their objectives. Under the leadership of Mrs. Edna Mitchell-Cauthorn, Jeanes Supervisor, the library collection grew with much interest manifested in making books available to the children. The Teachers' Association of the county assessed a library fee of \$2.00 per member, this was supplemented by contributions from Bishop College and Wiley College. Miss Mitchell, assisted by the library committee, made the first book purchase in the Spring, 1943. Many gift books were added to the collection by the colleges and other interested donors.

To add to the efficiency of the Jeanes Supervisor's work in the county, Bishop College set up for her an office in the Negro business section of Marshall. Included in the equipment were book shelves for the collection, which became the central location for the circulating library.

Mrs. Pauline Watkins-Campbell followed Miss Mitchell as Jeanes Supervisor of Harrison County, and she continued the library project as one of her outstanding objectives. Bishop College has cooperated through its Community Relations Program by following definite proposals agreed upon with the Jeanes Supervisor:

1. To sponsor a publicity program of library service for the purpose of motivating more interest in reading.
2. To make a study of present library

O. VIVIAN HART

facilities and reading materials to determine the needs and interests of the patrons.

3. Work to establish school-library facilities in the demonstration school centers: Karnack, Ebenezer, Leigh, Sabine Farms, Granger Hall, and Rock Hill Schools.
4. Set a goal of having a library "nook" in each school of Harrison County.
5. Give professional assistance in library service.
6. Assist in instituting some means of circulating library materials, with a long time plan of securing a bookmobile.

The Library Committee was amended to include public school teachers representing each of the ones in the rural school areas:

Chairman, E. I. Anderson, Rosenwald School, Zone 3.

Secretary, Mrs. L. A. Clark, Caanan School, Zone 3.

Treasurer, Mrs. Rebecca A. Hudson, Associate Librarian, Bishop College.

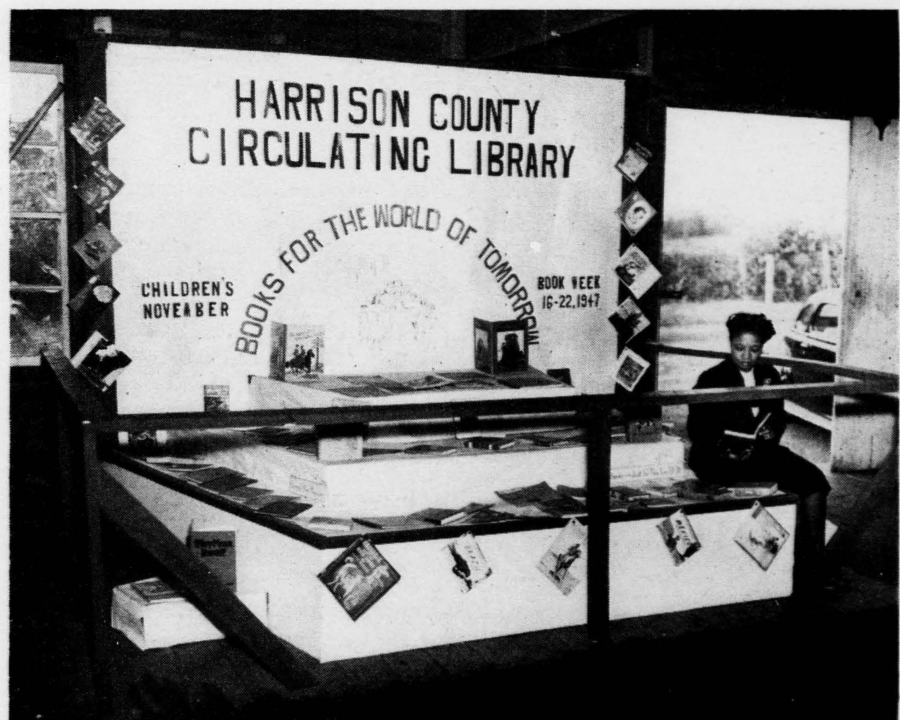
Members: Mrs. Gertrude Mason, Librarian, Wiley College. Miss Tatum, Assistant. Mrs. Mary Watson-Bledsoe, Librarian, Bishop College. Mrs. M. A. Kelly, Granger Hall School, Zone 3. Mrs. Charles W. Brown, Zone 2. Mrs. Ophelia Nickerson, St. Mark School, Zone 1. Mr. U. R. Weisner, Leigh School, Zone 4. Mrs. Pauline Watkins-Campbell, Jeanes Supervisor.

By the Spring of 1946 contributions and gift values amounted to \$621.01. One large book collection gift was donated by Mrs. Katherine Barrett, an author from La Crescenta, Calif. Books purchased included books for all grades, reference works, and professional books for the teachers. They were circulated throughout the county by teachers, the Jeanes Supervisor, and the Associate Librarian of Bishop College. Teachers and children came in to the Jeanes Supervisor's office to read and select books. One of the principal objectives as being attained—to arouse an interest in reading and in books. Book talks, book displays, and posters were features at the Zone meetings. Small library groups were appointed in the youth organizations.

Bishop College has been the motivating sponsor for the Circulating Library, since the extension of rural library service is one of the chief phases of the Community Relations Programs of the college. Therefore, Bishop was gratified to know that it had so served in this capacity until the Public School Administration assumed the responsibility in the fall of 1946; taking over the direction of the Jeanes Supervisor's office, the College will continue to give its cooperation and professional assistance wherever needed or desired.

Mrs. O. Vivian Hart was appointed Jeanes Supervisor in the fall of 1946. She has continued to include the circulating Library as one of the main objectives of the Jeanes program. The rural school

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# The Texas Program for Improving

The Texas Health Education program which is in its second year of existence, is sponsored by the State Department of Education and is financed jointly by the W. K. Kellogg Foundation and five colleges and universities which are: North Texas State Teachers College, Prairie View A. & M. College, Stephen F. Austin State Teachers College, Texas State College for Women, and the University of Texas.

The prevalence of poor health among the people of Texas, despite untold wealth in human and natural resources, shows definite and compelling need for improvement in health education and health services.

Lack of health knowledge, poor sanitation, unhygienic practices and traditional lethargy in matters pertaining to health and related problems exact an uncalcul-

able toll of our people. Death and disability from malaria, tuberculosis, hookworm, venereal diseases, mental disorders, malnutrition, accidents, and many other preventable conditions handicap not only our present population, but also, potentially, generations yet unborn.

Many agencies and many groups of workers have to their credit notable performances in solving health problems, but on the whole the attack has been piecemeal. Joint planning and the coordination of efforts, channeled through the schools, constitute a most promising method of bringing about much needed improvement. This is what the State Health Education program proposes to do.

The first year of the program concerned itself mainly with instituting experimental courses for teacher training and

By CURTIS A. WOOD  
State Coordinator of Health Education

laying the ground-work for a state-wide school health program. The state legislature appropriated funds establishing the Division of Health Education and the director is charged with the responsibility of coordinating the activities in Health Education between the Department of Education, the Department of Health, Teacher training institutions and the public schools.

Two desirable outcomes were expected of the plan, relative to the participating institutions engaged in teacher education. They were:

1. Improve the type of teaching done by the present teachers in the public school system.
2. Stimulate a new approach to pre-service education of teachers based on current health problems the college teachers meet in their in-service education program.

To this end, Health Education Workshops were held in the five colleges during the summer, 1947, and these have often been referred to as the "spring board" for the program.

The workshop program at Prairie View was a correlation of activities dealing with health, nutrition, administrative and library problems. The presence of thirty-two principals and administrators in this group was particularly significant due to the fact that an introduction of this program was possible and a great deal of materials and consultant services in Health Education were made available to them.

In the area of preservice training remarkable changes were made in college curriculums and teacher training institutions rallied to the support of this greatly neglected but most vital phase of our educational responsibility. At Prairie View a committee on Health and Physical Fitness Relations, headed jointly by the head of the Department of Health and Physical Education and the Health Coordinator analyzed and appraised present facilities and formulated plans and recommendations for improvement in all phases of health education. Adequate course content was established to include major and minor specializations in Health Education.

In support of this new emphasis, the Division of Arts and Sciences selected for their annual study theme "The Physical and Mental Health of Prairie View students and set up functioning committees in the

## STATE ORGANIZATION

Lewis Spears—Director of Health Education, State Department of Education, Austin.

Dr. R. H. Williams—Health Coordinator, North Texas State Teachers College, Denton.

C. A. Wood—Health Coordinator, Prairie View A. & M. College, Prairie View.

Dora Hicks—Health Coordinator, Stephen F. Austin State College, Nacogdoches.

Dr. Mary Agnes Murphy—Health Coordinator, Texas College for Women, Denton.

W. R. Bodine—Health Coordinator, University of Texas, Austin.

## STATE ADVISORY COMMITTEE

Dr. L. D. Haskew, Dean, College of Education, University of Texas, Austin.

Dr. J. C. Matthews, Dean of School of Education, North Texas State Teachers College, Denton.

H. E. Robinson, Coordinator of Health & Special Education, State Department of Education Austin.

# ing Health and Health Education

areas of nutrition, Physical Defects, housing and sanitation, mental health, including personnel and guidance and policies and standards."

Bishop College at Marshall, already making rapid studies in promoting a functional community program, heartily endorsed the state program and has provided a stimulating relationship through its office of Health Education. The Texas State University at Houston, Paul Quinn College, Tillotson College and other teacher training institutions in the state have committed their staff and facilities to the promotion of this program.

## SCHOOL AND COMMUNITY HEALTH PROGRAMS

A selected few of the problems or projects already in operation within the five centers are listed as follows:

### BEAUMONT—

The health program at Beaumont is operated in connection with the in-service education workshop extended from Prairie View. Teachers and school personnel representing the Beaumont Independent district and the South Park School districts are cooperating in this project. Activities in Beaumont deal principally with the improvement of health instructions. Effort is being made by the city school nurse to emphasize the need for more community relations, through parent-teacher organizations, active club groups and home visitations. Home making teachers are stressing better nutrition and family life and teachers of health, Physical Education and related areas are placing their emphasis on the development of personality.

### MADISON COUNTY—

A committee has developed a course of study in health for the high school and effort is being made to have this work included in the regular curriculum. Several schools are working on the problems of sanitary drinking water, since this is a common difficulty in rural areas. One group has already installed a pump to replace the open well which was found to be unsanitary.

### MARION COUNTY—

Health surveys were made here to determine the needs in the county. This represented their first general project and a great deal of enthusiasm was manifested. The county nurse conducted a series of health workshops in which instruction in screening for Physical Defects and communicable diseases was given.

Several hundred dollars was raised by

community people to erect a community center building and a movement is going forward to purchase property and organize a functional program of recreation, camping and physical education.

### WALKER COUNTY—

The Rosenwald School has created a livable classroom environment. New shades have been purchased; individual seats transferred from another school in the district and stained; interior walls have been painted; butane gas has been installed for heating and cooking. First aid kits have been made and equipped, a wall clock installed; the building remodeled and the rooms made larger. The cafeteria was remodeled to improve lunchroom facilities and a farm burner gas range was purchased. For wholesome recreation in relation to

mental and physical health, two swing sets, a seesaw, a slide and basketball have been purchased.

These of course are only a few of the many projects supported by community effort which space will permit mention. Health programs have literally sprung up all over the state. School and community leaders have united themselves in a coordinated effort to improve the health of their citizens.

### EVIDENCE OF COOPERATION

There is no doubt that the success of this program, as well as any program, has depended largely upon the cooperation of interested community agencies and organizations and upon key individuals who have dedicated their services to the promotion

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## COMMUNITY ORGANIZATION (Demonstration Centers)

**BEAUMONT—** H. C. Johnson, Health Coordinator, Charlton Pollard High School. Florence Broadnack—School Nurse, Beaumont Independent School District.

**HARRISON COUNTY—** V. O. Hart, Health Coordinator, Harrison County Schools, Marshall. Barbara Kebe—Director of Health Education—Bishop College, Marshall.

**MADISON COUNTY—** Arnye H. Jones—Health Coordinator, Madison County Schools, Madisonville.

**MARION COUNTY—** Willie Mae Douglas—Health Coordinator Marion County Schools, Jefferson. Angelina Turner, Health Coordinator, Marion County Schools.

**WALKER COUNTY—** Pauline Watkins Campbell—Health Coordinator, Huntsville City Schools. Marie Williams—Health Coordinator, Walker County Schools, Huntsville.

**WALLER COUNTY—** W. H. Ross—Home Service Chairman, Prairie View A. & M. College. James A. Stevens, Professor of Health and Physical Education, Prairie View A. & M. College.

# I. M. Terrell High School Panthers State Football Champions Receive Trophies

Recognition services were held in I. M. Terrell High School auditorium Friday, February 13, 1948 for the presentation of trophies to the I. M. Terrell Panthers State Football Champions for 1947. The coveted goal was a result of their victory over the District Three, Solomon Coles Hornets of Corpus Christi, December 18, 1947 in Corpus Christi.

The I. M. Terrell Panthers, Fort Worth, H. L. King, Principal, are coached by M. C. Bates, Head Coach; Willie Green, Assistant Coach, with W. F. Bledsoe, Jr., Athletic Manager.

I. M. Terrell holds the unique distinction of being the possessor of two championship crowns, the first being obtained in 1940 in the final contest with Anderson High School of Austin.

Following is the record of the Terrell Panthers Conference Games:

Panthers' Score	Opponents' Score
14	Lincoln (Dallas) ..... 0
31	Moore (Waco) ..... 0
12	Washington (Wichita Falls) ..... 7
13	Washington (Dallas) ..... 0
25	Jackson (Corsicana) ..... 0
13	Solomon Coles (Corpus Christi) ..... 7
	Championship Game

## Teachers Hold District Meeting in Marshall; March 26 and 27

Teachers of Harrison County were host to the East Texas Teachers Association, which convened in Marshall, Texas, March 26 and 27. Sectional meetings and general assemblies were held at the H. B. Pemberton High School, G. A. Rosborough principal.

Friday morning visiting teachers began arriving at the school to be greeted by the Pemberton Faculty, Y-Teen Girls, and Boy Scouts, who escorted delegates to their respective living places. At ten o'clock the program began in the auditorium with Principal Rosborough presiding. Music was furnished by the Dunbar and New Town Elementary Schools, Sam Houston High School of Huntsville, Texas, and Pemberton High School. After greetings of Welcome, Mr. L. M. Moten gave a very masterful President's Message, and Dr. J. L. Brown, Assistant Director of Negro Education, gave an address long to be remembered by the teachers.

Teachers assembled at two o'clock for the afternoon session. Music was furnished by groups from Fred Douglas High School of Jacksonville, Texas, Crockett High School, and Jasper High School. Mr. Robertson of the State Department of Education represented Dr. L. A. Woods, who was not able to be present on account of another meeting. Mrs. Florence Vaughn of the Library Division of the State Department gave an address rich with information. Following this session sectional meetings were held from three-thirty to four-thirty. Music was furnished by Bishop and Wiley Colleges.

The Marshall City Teachers' Circle and Harrison County Teachers entertained the visiting teachers with a beautifully arranged tea, supervised by Mrs. A. M. Clark, Foods teacher at Pemberton High School. The teachers expressed themselves as enjoying a delectable service, as they chatted with friends.

The Friday evening session held in the Bishop College Auditorium was "a night filled with music." Miss Lillian Brown, a former student of Pemberton High School, and graduate of Wiley College, was Directress of this program.

Following the musical the teachers danced to the music of Teddy Chambers' Dukes of Swing in the Bishop College Gymnasium, which has been artistically decorated by a committee of teachers and students of Pemberton High School, Mrs. L. L. Pittman, chairman.

Saturday morning session convened in the Wiley College Chapel. Reports of Committees and election of officers was the order of the day. Mr. O. A. Rowe of Jasper, Texas, was elected President of the East Texas Teachers Association with other officers remaining. Longview, Texas was chosen as the place of meeting for 1949.

## PRESENTATION OF TROPHIES

Reading from left to right: Professor L. M. Johnson, retired principal, presenting State Trophy to Principal H. L. King; vice principal M. L. Kirkpatrick receiving District Trophy from District Chairman W. F. Bledsoe, Jr., Coaches M. C. Bates, Willie Green and Band Director G. A. Baxter. The I. M. Terrell High School Band furnishes a very colorful background.



## Honor Schools

ALTO:

BOOKER T. WASHINGTON HIGH SCHOOL, V. E. Tinsley, Principal.

HARRISON COUNTY:

Mrs. O. Vivian Hart, Jeanes Supervisor.

NAVASOTO:

GEORGE WASHINGTON CARVER HIGH SCHOOL, J. H. Payne, Principal.

# Around the Counties . . .

## BURLESON COUNTY

**Nona Mae Blocker, Jeanes Teacher**

A group of teachers of the county had a very pleasant trip to Madisonville Sunday, January 11, when they took part in the Madison County Sing-Song.

February 17, Burleson County teachers entertained with a Sing-Song at Freeman High School, Caldwell, with Brazos, Madison, Walker, and Travis Counties taking part. Each of the five counties rendered a very interesting program of songs, talks, and contributions by teachers, parents and students.

Negro History Week was appropriately observed in the various schools of the county.

The schools are anxiously looking forward to the week's visit of the Deputy State Superintendent, Mr. W. T. Lofland, who will visit our schools the week of March 29-April 3. There will be a meeting of the teachers March 30, at which time Mr. Lofland will be the principal speaker.

The majority of the schools of the county will take part in the County Interscholastic League Meet to be held at the Freeman High School, March 19. Interest is being shown in the planning for the District Meet as we have grown since last year from three counties to seven counties this year.

Parents and teachers are working hard in locating the physically handicapped children of the county. These children will be carried to the Free Children's Clinic to be held at College Station May 3.

## LAMAR COUNTY

**Mrs. Lizzie Bly, Jeanes Teacher**

The weather has been so very bad that we have not been able to do much as all of our schools were closed for a week on account of the ice-covered roads making traveling too dangerous for traffic.

We observed Negro History Week in some of our schools. Our county-wide Resource Use Education Program was held at Brookston and Mr. J. R. Rutland was principal speaker. We organized and have six active Parent-Teacher Associations who have paid their state fees. We had a county P. T. A. meeting and Mrs. Nora Armstrong, the state organizer of Dallas, was with us. We are preparing to send delegates to our North Texas Teacher Association to meet with the P. T. A. department of the association.

Our National Negro Health Week program is being prepared.

## HOUSTON COUNTY

**Addie M. Ware, Jeanes Teacher**

Plans have just been completed which stipulate conducting of a county-wide Venereal Disease Mobile Clinic. The goal is more than four thousand blood tests. The clinic is being sponsored by the State Department with the Houston County Health Department as coordinator.

The county is also, setting up its Standard Achievement Test program, which is to follow through the spring.

## BELL COUNTY

**Augusta Byrd, Jeanes Teacher**

Parent-Teacher Associations for the first time are working in each community.

All the rural schools will take part in the Interscholastic League this year for the first time.

A county-wide Teachers' Association has been organized consisting of both rural and city teachers. It is functioning well.

One new school has been built at Denaville, Texas.

## PANOLA COUNTY

**Mrs. Victoria M. Davis, Jeanes Teacher**

Panola County is sponsoring a Health Mobile to give to everyone a chance for free blood tests. The Health Mobile will be on the campus of every school to be accessible in each community.

The Jeanes supervisor is devoting her time at present to the practical aspects and benefits of this program.

## CHEROKEE COUNTY

**Mrs. A. L. Armstrong, Jeanes Teacher**

The Cherokee County Public Schools' Exhibit was held February 27, at the Booker T. Washington High School in Alto. The purpose of this exhibit is to enable state and county officials and parents to see the ability of the students displayed through the supervision of their teachers. Dean W. A. Perry was guest speaker. All of the schools' exhibits were nice.

The following schools were awarded prizes: First, Cuney; Second, Woodville; Third, Summerfield; Fourth, Central High; Fifth, Pine Grove.

The following schools had exhibits on display: Mt. Haven, Mrs. Bessie Williams, principal; Churchill, Prof. E. Tilly, principal; Cuney, Prof. A. J. Jessie, principal; Rusk, Prof. G. W. Bradford, principal; Woodville, Mrs. Ola Session, Principal;

Summerfield, Prof. F. D. McClure, principal; Pine Grove, Prof. W. R. Medors, principal; Mt. Olive, Mrs. Joe E. Hardway, principal; Shady Grove, Mrs. M. Colston, principal; Central High, Mrs. Alzena, principal; Wells, Prof. W. B. Lattimore, principal; Crafts, Mrs. Ersula Lacy, principal; Plainview, Mrs. Ethel B. Principal, principal.

## GRIMES COUNTY

**Mary T. Birdwell, Jeanes Teacher**

The Grimes County Teachers' Association meets every month, Mr. J. H. Payne, principal of the George W. Carver High School, Navasota, is president. The last meeting was held at Richards, Texas. Panel Discussion, School Room Discipline, Mr. Leo L. McGee, Miss Wren, Miss White and Miss Roberts.

Several schools observed Negro History Week by making a special study of some famous Negro. A special effort was made to sell Washington memorial half-dollars. Twenty-five have been sold and money sent to the Booker T. Washington Birthplace Memorial Fund.

The teachers are improving their classrooms by making the following improvements: charts, posters, library books, thermometers, sanitary drinking cups or facilities and duplicators.

All schools will observe Negro Health Week. Schools and homes will be checked. A county-wide health meeting will be held at Shiro, Texas.

## FORT BEND COUNTY

**Kathlyn Swinson Crawford, Jeanes Supervisor**

The Supervisory Bulletin for the month of February has just been released.

The county teachers engaged in a Study Conference, using as a theme, "Teaching Reading in the Elementary Schools." Mrs. Laura Hogan proved quite an interesting consultant.

The Association meets at regular intervals. Plans for the Professional Library, Sing-Song and Annual Banquet have been completed.

The work moves on with patrons, teachers and supervisors working together to solve the many problems.

## SHELBY COUNTY

**Mrs. Loberta H. Forte, Jeanes Supervisor**

The Jeanes work is practically new in Shelby County, but we are making decided progress.

We have 27 schools, 8 of which are in Independent districts. We have 71 teachers, and 2005 students. When we came to this county we found poor building conditions,

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## Beaumont City Schools In Service Training

By H. C. JOHNSON

Beaumont, Texas  
April 12, 1948.

Mrs. Hazel Harvey Peace  
Post Office Box 325  
Fort Worth, Texas  
Dear Mrs. Peace:

One specific feature of the school program for the system here in Beaumont might be of interest to the school teachers and educators in Texas is encouched in our workshop. The program grew out of a promise from the superintendent and Board of Education of the Beaumont Independent School District. At that stage all of us with the exception of perhaps one or two had only a faint knowledge of the whole thing.

At first there was a great deal of feeling our way in an effort to hit upon something sound and solid. All of the teachers—including principals—knew that they wanted to grow and become more proficient and helpful as teachers in their fields. Just how to set out to do that in a workshop was the problem. Vague notions of what constituted each person's specific problems were more prevalent than having a central problem about which the person had given much thought and consideration. Only a few persons could state their immediate problems or problem in a precise manner. Everyone was too accustomed to assignments, lectures, and recitations to crystallize in his own mind with ease a special project which he would initiate, process, and treat. But this was just the responsibility facing every person.

With all this before us we set out to build a workshop program. Drs. J. L. Brown, J. M. Drew, and E. N. Norris came from Prairie View to initiate the work. Dr. Brown served as the co-ordinator. Dr. J. H. Windom, Mr. C. A. Wood, Miss Anne Preston, and Miss Dorothy Burdine were later called in as consultants to aid in counseling and consultation in the workshop program.

There are four schools in the district for Negroes. They are listed with their principals as follows:

Carroll Street Elementary School, M. B. Gill.

Pipkin Junior High School, Emmons Grogan (Mrs.)

Adams Elementary School, H. G. Hendricks.

Charlton-Pollard High School, H. C. Johnson.

A steering committee was formed with each principal and a teacher from each school and the supervisor of the schools, T. T. Pollard, as members. The question

at this point rises—What have we done or attempted to do? These points seem to stand out:

1. Everyone, it would seem, recognizes a particular problem which he is interested in learning something about.
2. Everyone senses that the examination and analysis of this problem is his initiative duty guided and aided by the consultants.
3. Everyone is being made aware of the need for more work and further study.
4. Everyone is being made to realize that more study and training makes for more efficiency in the teaching process.

All teachers enrolled in the workshop are profiting from group discussions and participation—this is what we had hoped to accomplish.

Undoubtedly everyone will come out of the workshop having gained some values. It is hoped that teachers will be able to devise means of evaluating their work by being able to measure the degrees of success in achieving the expected result of helping and changing the child.

The workshop is organized into three areas: 1. Health Education—methods of health work, proper instruction for elementary and high school groups, 2. Guidance—the function and scope of guidance and the organization and techniques for guidance in the school, 3. Techniques—elementary school materials and methods—methods of teaching high school subjects and the selection of materials. Plans and projects are made to solve classroom difficulties and vitalize instruction in the selected areas. Periodic review and progress reports are required, and individual instruction through consultation after classroom visitation is instituted. There are periodic meetings of the entire group in each area.

Teachers from other school districts have wanted to join the teachers in this district in the workshop.

The whole program is designed for progressiveness and growth in education although persons are permitted to take credit either on the graduate or undergraduate level.

May we thank you for requesting this news and allowing us to offer to Texas what we feel is a step forward in education.

Steering Committee of Workshop,

H. C. Johnson—Chairman  
Bessie Farris Naves (Mrs.) Secretary,  
H. G. Hendricks  
M. B. Gill  
Emmons Grogan (Mrs.)  
Elizabeth Kilcrease (Mrs.)  
T. T. Pollard  
Maude C. Rogers (Mrs.)  
Cassie M. Taylor (Mrs.)

## Harrison County Library

Continued from Page 9

communities are becoming more library conscious; encouraging results are evident.

The above photograph is a display used to publicize the library at the Central East Texas Fair this year. The exhibit was set by Mrs. O. Vivian Hart, Jeanes Supervisor, Mrs. Rebecca A. Hudson, Librarian, Bishop College, Miss Merlene Smith, Lessie B. Mathews, and Albert L. Sheppard, of Bishop College.

The Library Committee, Mr. U. R. Weisner as Chairman, plans to carry on for wider circulation, extended use, a reading room; and a bookmobile.

—Rebecca A. Hudson, Librarian  
Bishop College.

## Our Cover

TOMMIE SCOTT ROBINSON

Finger-painting is an experience in discovery. The discoveries we make for ourselves are the most important ones to us. Equipment necessary:

1. Smooth washable table, a piece of linoleum, or oilcloth.
2. A pan over 16 inches in length in which to wet paper.
3. Small water pan to wet hands.
4. Paint rags.
5. Bucket for carrying water, washing arms and paint rags.
6. Newspapers or cardboards on which to dry paintings.

Paper to be used:

Paper with a special glaze on one side, a plain surface on the other. Paper must be large enough to allow for free movement of the hands and arms. The preferred size is 16"x22". There is no fear of making mistakes. The painter can follow his fantasies—making anything he wants, and easily rub it out by moving his hands over the sheet of paint.

No subject should be assigned a pupil. Interference tends to block creation, while appreciation and understanding give valuable encouragement.

There should be a free choice of color as each individual has a definite reaction to color.

Six to eight children should work at one time.

Finger-painting should be in a regular schedule twice a week, if possible. Results come only after a continuous use of material.

Process:

Have ready a smooth washable surface. Stand while finger-painting to give the body a greater freedom of muscular movement.

Write name and date in lead pencil on

the dull or wrong side of the paper before wetting it. Paint on the glazed side.

Wet the paper in a flat pan large enough to hold the paper, pulling it out of the receptacle over the edge, to smooth and drain it.

Place the wet paper glazed surface up on the table, smooth out wrinkles and air bubbles with one hand; with the other lift edges or corners of paper to let the air escape.

Use spoon or spatulas to put daubs of paint in the center of the wet paper. With the whole hand, in circular movements rub the paint smooth and cover the paper. The paint is slightly thick and lumpy so run over the edge of the paper for greater freedom.

Should the paint feel dry, sprinkle a few drops of water on it. Remember to keep the paint wet after it has been smoothed out. Wet paint gives better contrasts.

Colors may be blended by adding one on top of the other. Work while the painting is wet. There is no limit to the number of colors that may be used in one painting, but it is advisable to work in one color until the technique becomes familiar.

When painting is finished, lift by two corners and place it on a piece of newspaper to dry. Do not leave on the table to dry. The painting takes about an hour to dry.

## Community Activities

Continued from Page 6  
of-class programs; and 11 per cent believed that the activity should be learned on the job.

It would be inadvisable to attempt to set up any mathematical formula to determine mechanically in connection with these data which activities should be provided for in the curricular or extra-curricular program for teacher education, which activities should be eliminated and how much time should be given to preparation for engaging in different activities. The data, rather, provide the director or curriculum, the curriculum committee and the professional staff of the college with evidence supplied by teachers in service on the basis of which more intelligent consideration may be given to the content of the professional program. The results of this study may be used as a basis for determining (1) the adequacy of the present curriculum for developing the abilities involved in teacher community activities and (2) the revision of the teacher education program by modification of present courses or development of new courses. It will be the purpose of a second study to use these data to evaluate the rural teacher education program at Texas College to determine the adequacy of the program and the need for improvement and revision.

## Conference of Negro Librarians

The Negro librarians of Texas held their tenth annual conference at Prairie View A. & M. College on March 12, 1948. This conference had its beginning at Prairie View A. & M. College in the spring of 1935. It has met regularly at the same institution since that date except for the war years.

The theme of this conference was "The Best in Library Service for the People of Texas." This theme as the reader will readily see includes the major branches of library service and those branches were represented at this meeting, namely, college and university libraries, school libraries, and public libraries.

Specifically the conference gave its attention to the extension of library services by the libraries involved to people beyond the immediate school walls or the municipality in which each library operates. Consideration in the discussion was given to the following areas:

1. The need for extended services;
2. The possibility of such services;
3. The nature and possible scope of extended library services;
4. The limitations involved including book resources, housing resources, staff personnel, financial problems, effects on regular services and the legal barriers;
5. Routines, techniques, and devices required to facilitate extended library services.

The type of government in which we live requires an intelligent and active citizenry for maximum success. Negroes throughout the country have been working diligently to secure the right to fuller participation in American life, especially in the South. In the main, however, they have been thwarted in their efforts partly because they are ignorant of the particular facts and methods needed for success in this venture. The availability of library services and the will to use them should be of tremendous value in this connection. Those who are genuinely interested in this effort should be willing to do what they can to provide adequate library services to Negroes in the schools, in the colleges and universities, and in all urban and rural communities.

The retiring officers are due a vote of thanks for the services they rendered the Conference during the year. The new officers, elected at the Conference, will require the full and active support of every person in Texas who claims interest in sound education. New officers are as follows: Miss Velma L. Nesbit of Beaumont as Chairman, Mrs. Frances Griffin of Houston as Co-Chairman, Miss Lillie C. Rhambo of Austin as Secretary, Mrs.

Catherine Perkins of Corpus Christi as Treasurer, Mrs. Olive D. Brown of Austin as Chairman of the Policy Committee, Miss T. U. Gipson of Tyler as Chairman of the Publicity Committee, Miss Eva A. Armstrong of Port Arthur as Chairman of the Program Committee, and Mrs. Bessie D. Randall as Chairman of the Publications Committee.

Reported by O. J. Baker, Librarian, Prairie View A. & M. College.

## Around the Counties

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and little equipment in the rural areas. Few teaching aids in many sections.

With our help much improvement has been made; equipment such as: pupils' desks, teachers' desks and chairs, maps, charts, visual aids, blackboards, stoves, and play ground equipment have been secured. New shades have also been bought. Illustrative materials have been secured as teaching aids.

Units in Resource-use Education have been taught. Health units are being taught. P. T. A.'s have been organized and are functioning. And we have begun "Better Living Conditions" through home projects and have planned rug making. We hope to arouse interest enough to develop classes in Adult Education. Our Surveys are ready to be mimeographed.

We have had occasional sectional and county-wide meetings at which time we discussed our problems and how to remedy them.

We have succeeded in organizing our County-Teachers Association with Prof. Garfield Hill, Principal, Marian Anderson High School of Joaquin as President, and Mrs. Sarah Goodwyn, secretary. Mr. T. W. Smith, Treasurer.

We are now sponsoring entertainment for purchasing office equipment. We have new desk and work table. We plan to buy filing cabinet, and mimeograph machine, and adding machine; all of which is much needed.

Seven of us went to Nacogdoches to attend the Library Work-shop. It was very interesting as well as helpful. We plan a circulating Library next term.

We have the applications for standardization of four schools. To date we have three accredited high schools, and one Rural Elementary school. Hence our major plan is consolidation and accreditation.

Much improvement is being made. We only hope to build bigger and better schools for Shelby County. We have attended all educational meetings and taken a representative group with us, feeling that a spark of inspiration will start a burning desire to do a better job of teaching.



## South Texas Teachers Association Holds Successful Meeting

By MRS. O. A. KITCHEN, Secretary

The Thirty-ninth Annual Session of the South Texas Teachers Association that convened at Ball High School, Seguin, Texas, February 20-21, 1948 with President C. C. Sampson, Corpus Christi, presiding. THE GENERAL THEME: "EDUCATION AND FREEDOM"

The stimulating program presented to the Association was shared by a large number of teachers who enjoyed the contributions of a number of the leading educators. Speakers on the program were: A. J. Kennard, department of Psychology, Texas University, Houston; D. B. Taylor, Acting Director, Division of School Health Service; R. A. Atkinson, President, Colored State Teachers Association; Dr. J. L. Brown, Prairie View A. & M. College; F. R. Rice, Supervising Elementary Principal, Austin, Texas; Gordon Worley, Director, Division of Supervision; C. C. Sampson, President, Corpus Christi; W. L. Davis, Field Secretary, The United State Dry; Matthew G. Carter, Associate Secretary, South West Area Council Y. M. C. A.

A large and appreciative crowd attended the musical on Friday evening, with Mrs. Myrtle Sampson, Corpus Christi, in charge. Many pupils from the various schools of the District participating.

The officers elected for 1949 were: Mr. A. G. Hilliard, President, Bay City; Mr. T. J. Wright, 1st Vice President, Angleton; Mr. A. W. McDonald, 2nd Vice-President, Galveston; Mr. Virgil Walker, 3rd. Vice-President, San Antonio; Mrs. O. A. Kitchen, Secretary-Treasurer, Victoria; Mrs. Willie B. Gibson, Assistant Secretary, Rosenberg; C. C. Sampson, Chairman of the Board of Directors, Corpus Christi.

Memorial services were conducted by Prof. A. W. Jackson for Prof. D. S. Shanks, a former President of the South Texas Teachers Association and Prof. Paul L. Hackett, Department of Mathematics, Solomon M. Coles High School, Corpus Christi and other teachers of the District who passed during the year.

The 1948 session closed with an increase in membership and the first Bulletin of the South Texas Teachers Association was presented to the members with the program and other useful information. There was every hospitality extended by Superintendent Joe F. Saegart, Principal H. F. Wilson, Faculty, and Citizens of Seguin.

The 1949 Association will meet in Rosenberg Texas, during the month of February.

**RICE STRIKES SYMPATHETIC CORD**  
Each address was well given and ac-

ceptably received, but excerpts from Principal Rice's address should be well noted by each teacher and Principal.

F. R. Rice, principal of Blackshear School, Austin, Texas, addressed the Association on "The Effective Use of School Facilities Toward the Development of Democratic Living." He stressed Social, Mechanical and Academic Intelligence as requisites in a democratic world. To better put over teachings, attention must be given to relationships, as teacher attitude towards pupil, pupil attitude toward teacher, and pupil attitude toward pupil. Courtesy, kindness and cooperativeness on the part of both teacher and pupil, will establish good attitudes. It is noted in some instances that class room *teachers prefer working at the principal's job*, and if thwarted in this, attempt to destroy all good attitudes.

In this development of democratic living it is essential to know what pupils are learning is it important, are you using what you have, are you making provisions for learning such as lesson plans, etc.?

If students can be taught courtesy, dependability, obedience, initiative, good work habits and book learning, they can take their places in society prepared to make a good life.

Our South Texas constituency is high in the praise of the service rendered by President C. C. Sampson as the South Texas Teachers Association attains a new height. Many are desirous that he serve as the President of the State Teachers Association.

## Education and the National Defense

Continued from Page 4

thus far this program has not reached Negro schools as such, it can and will in time include all schools where there is a demand for it.

Educators can help this program and hasten its coming to Negro Secondary schools. They can do this by a program of education for their constituency—both students and parents. They can assist by realizing themselves its great value in the development of youth and seeking to have it included in the curriculum of our schools.

I need not dwell on the mistakes of the past, borne of indifference and lack of understanding. It must be said though that we cannot, we must not allow these mistakes or lack of vision to occur again.

The Negro youth certainly must look to his leaders in the field of education to secure for him the fullest practical participation in this program. This will not make for war. On the contrary by joining with the other segments of America's population, it will tend to make for

## In Memory of Mrs. Jessie McGuire Dent

On March 12, 1948, Mrs. Jessie McGuire Dent, Dean of Girls of Central High School, slipped quietly out of this life.

Mrs. Dent was a lifelong resident of Galveston, and a teacher in the Galveston Public Schools for 35 years. She



was a member of the Avenue L. Baptist Church and taught many years in that Sunday School. Mrs. Dent was one of the Founders of Delta Sigma Theta Sorority at Howard University, and a charter member of Gamma Delta Chapter.

Mrs. Dent, who as loved and admired by all who knew her, was an inspiration to all who conversed with her. Her grand personality radiated all the qualities of integrity, motherly love, kindness, and understanding. The sweet voice and gentle confiding heart which made her so dear to her pupils, friends, and co-workers shall long be remembered.

peace. This will be accomplished by raising the quality and level of her potential manpower along all of the lines which go to make finer men and of course finer citizens.

Yes, teachers and military men do have a problem, the solution of which will enhance and hasten the achievement of the ideal we all seek—a finer and more glorious America!

WEST A. HAMILTON  
Colonel, Infantry  
Professor of Military  
Science and Tactics,  
Prairie View A&M College.

## A Functional Handwriting Program

Continued from Page 5

perior writing abilities to assist with the supervision.

The development of functional or applied writing. Webster says, "Means pursued, for some end outside its own domain." Introduce spelling words, sentences from English, Social studies or Units into the writing lesson teaching the boys and girls the "How" in functional writing. Teach them proper figure formation by creating problems involving figures.

Manuscript writing should at least rate honorable mention in any discussion on handwriting as the recent trends advocate its use of written expression on the primary level. Recent surveys show its use continues to increase due to its simplicity to teach compared with cursive writing. Most authorities agree—Its real value however is in the fact that it hastens reading ability. I'm sure we all know remedial reading teachers are a national need in the primary grades due to the mass number of poor readers. If I should express my personal opinion, I would endorse cursive writing instructions beginning with High First Grade level through Elementary School level, as the transition from manuscript to cursive writing disrupts the handwriting program and retards its progress. Manuscript writing does have a definite function in the writing program in that it simplifies the approach to handwriting skills. The modern trends advocate making the transition in the second half of Grade Two.

Considering the child's present and immediate future needs an adequate, functional program in handwriting should include the following factors or aims:

1. That pupils develop the bases of position, relaxation, movement, paper holding, pencil holding and learning the skills of cursive writing from the beginning.
2. That experiences be provided which will develop in each pupil the power to direct his own practice and the ability to judge whether he is succeeding in this practice.
3. That the pupils use acceptable forms and arrangement for writing work.
4. That each child be equipped with methods of work so that he may attack his writing problems intelligently.
5. That pupils develop the social urge to use in all writing situations the skills he has attained.

A careful study of these aims will prove them to be based on a sound educational philosophy and psychology.

We must have the courage to press onward. We must accept the challenge and

work together from the superintendent down to the classroom teacher, to exert every effort to see to it that the children in our schools are taught to write a legible hand with emphasis on meaningful writing by adopting or creating a functional handwriting program. Perhaps, with these suggestions I have presented, along with the teachers creative ideas we may be able to make the handwriting program regain and maintain its rightful place in the curriculum.

## Legislative News Flashes

*Federal aid would improve holding power of the schools.*—A study by the NEA Research Division of the holding power of the schools, between the fifth grade and high school graduation, shows that the highest percentage of withdrawals is in schools of states ranking lowest in school support. The enactment of S472 would greatly improve the holding power of these schools.

*House approves federal lunch appropriation for 1949.*—March 18, the House acted favorably upon the bill appropriating \$65,000,000 for the 1949 School Lunch Program. The legislation remains to be acted upon by the Senate.

*S472 is passed by the Senate.*—The Senate passed S472 (Federal Aid to Education Bill) on April 1 by a vote of 58 to 22.

*Major amendments are defeated.*—Only a few amendments to S472 were approved by the Senate, and these were of a minor and constructive nature. They included the amendments offered by Senator Ives to provide against any reduction in the per child allotment to each state; and by Senator Connally to provide against any limitation of the appropriation in any way "inconsistent with the terms or purposes" of the act. All attempts to make major changes in the bill were voted down decisively. The defeated amendments included those proposed as follows by: Senator Donnell to restrict the states in their use of the federal funds by denying every state the right to allocate any part of such funds to private and sectarian schools; Senator McMahon to require that every state allocate such funds to private and sectarian schools as well as to public schools; Senator Hawkes to require the teaching of the text and interpretation of the U. S. Constitution in the public schools; and Senators Green and McGrath, as a substitute for S472, that federal grants be made to each state exclusively to supplement the salaries of public school teachers, such appropriation to be determined by multiplying by \$15 the number of pupils in average daily attendance.

*Federal aid now depends on action by the House.*—The steps in the House of

Representatives that are necessary to complete the enactment of federal aid legislation in the 80th Congress are:

1. The House Committee on Education and Labor must report HR 2953 favorably.
2. The House of Representatives Steering Committee should set a policy favorable to the enactment of HR 2953.
3. The House Rules Committee must set the date for the floor debate and vote.

HR2953 is the House bill which corresponds to S472. It is sponsored by Representative Edward O. McCowen (R, Ohio).

## Texas Program For Improving Health

Continued from Page 11

of better living. Again it is impossible to list here the thousands of conscientious citizens who have and are continuing to do the actual work in community health improvement. A mention must be made however with respect to the following agencies and organizations which have long before pioneered in the promotion of better healthful living in Texas:

- The State Department of Health
- The Texas Tuberculosis Association
- The Hogg Foundation
- American National Red Cross
- Cooperative Extension Service
- The Texas Jeanes Supervisors
- The Colored Teachers State Association of Texas
- National Committee for Education on Alcoholism
- The National Foundation for Infantile Paralysis
- State Department of Public Safety
- State Department of Public Welfare
- The State Nutrition Council
- The State Society for Crippled Children
- The Texas Dental Society and Women's Auxiliary
- National Committee for Health Education and local Rotary, Kiwanis, church and women's clubs.

Every school has tremendous opportunity to promote the health of its pupils and of its community. The Texas Health Education program recognizes these opportunities and is soliciting the support of every teacher in Texas in the promotion of three basic objectives in connection with their program of service. These are:

1. Installation of ideas
2. Inculcation of ideals, and
3. The formation of health habits.

The Texas program of Health Education will move forward *only* in proportion to the interest and cooperation it is able to arouse and stimulate among the teachers of this great state—and through them, the amount of community action and forceful planning and doing which will be the natural outcome.

## Special Education-- Can We Help?

Continued from Page 8

The *second* task before the teacher is to recognize the problem which exists in his own classroom—The mere knowledge that there are exceptional children in the world will not help him unless he can find out for how many he himself is responsible. The teacher who has been assigned to a special class made up wholly of exceptional children is spared this difficulty, for presumably an accurate diagnosis has already been made of each case. *Third*, the ability to recognize extreme deviations comes only through careful observation and study of the individual child. Every child is different from every other child and presents the need for sympathetic, conscientious, intelligent scrutiny. Sometimes this very scrutiny will reveal differences that the teacher had never dreamed of before and will show how very exceptional in one way or another the child really is.

The *fourth* responsibility of the teacher is to "apply first aid" to the exceptional children whom he has discovered in his room and whose natures and needs he has made the object of study. However inexperienced or untrained he may be in special education, there are some things which every teacher can do in meeting existing demands of physical, mental or social deviations if he will but give the requisite time and thought to the problem. *Fifth*, and last, the teacher should know where to seek further aid of a specialized type.—What resources does the community afford in medical or psychological assistance of clinical nature? What agencies exist in the county, in the State, in the city? Facilities in Special Education of the Houston Public Schools for Colored are as follows:—One class for mentally retarded at the elementary level, one class for speech defectives at the elementary level, on class in lip reading for severely hard of hearing children on the elementary, junior and senior high school levels. Preparation has been made for an Orthopedic Class which will open as soon as space is available. This work is developing rapidly under the direction of Dr. Sadie Aaron.

### SUMMARY

We have said:

1. That the purpose of education is to develop *each* boy and girl to the best of this ability.
2. It is then necessary to give special help to deviates.
3. That adjustment is possible in many cases if the pupil is properly dealt with.
4. That in Special Education we attempt to adjust each pupil as far as possible into a normal citizen.

5. Five factors concerning Special Education that regular teachers should know.

6. A brief idea of Special Education in Houston.

"My hope is for every child who is in conflict with society the right to be dealt with—intelligently as society's charge, not society's outcast."—From—The Children's Charter.

From

## The President's Office

Dear Teachers:

We are coming fast to the close of another Fiscal year for the State Teachers Association. Can you satisfy yourself with the thought: you are helping to make this a more worthwhile organization? This is the period of District Associations. I trust that your district is showing a worthwhile advancement in support of the association in membership and cooperative attitude.

We are confronted with many problems from without and from within. Our future hope for the race is the "Development of the Child Through Guidance." Let God guide us as we guide the Child.

Much discussion and speculation is being had these days as to the growth of pupils. It is the opinion of many that they are not developing mentally as physically. Of course there are reasons for it. In my opinion, we do not give the same interest in our training mentally as physically. The equipment to develop physically is more adequate than that needed mentally. The slow development of the child is the lack of proper guidance.

Suppose we consider Guidance—its meaning and its functions. Guidance as organized is concerned with crisis, with time of choice, time when the ways diverge with times of needed adjustment. The best is, usually, that given long before the need for choice arises. It consists in assisting the individual in the gradual accumulation of facts and experiences that will, when the time comes enable him to decide wisely.

Guidance is an essential and a fundamental aspect of education. The person being guided is solving a problem, performing a task, or moving toward some objective. The person being guided usually takes the initiative and asks for guidance. The guided has sympathy, friendliness, and understanding.

Guidance is concerned with crisis in the life of the individual. For the development of the child's health, guidance has a very important place. It is among the greatest. This is concerned with the assisting of the individual to develop and to maintain the best health physically and

mentally of which he is capable.

Character guidance also plays a very important role in the development of a child. It is concerned with the development of a child's ethical character and the moral sense. When teachers and school officials undertake to discipline pupils they should realize that they are giving character guidance. Since life is a unit, the guidance of each individual should be a unitary process.

May I urge each teacher to take this year's theme for your goal:

"CHILD DEVELOPMENT THROUGH GUIDANCE"

Yours,

R. A. Atkinson.

## The Leigh Community Center, Health Unit

Continued from Page 7

The State Health Department agreed to furnish the technical equipment and a doctor for prenatal and pre-school services. Mrs. Ada Yerwood made possible the services of a nurse through the State Tuberculosis Association. The American Red Cross has conducted three classes since July 1947. First Aid, Nutrition, and Instructors Course in Accident Prevention. In each case the instructor was sent from the Saint Louis area. Five of our local white women took advantage of the Nutrition and Accident Prevention courses.

On May 9, we celebrated by having a public program at the Antioch Baptist church, Leigh, Texas. Dr. Joseph J. Rhoads, Bishop College was the principal speaker. Music was furnished by the G. W. Carver High School Choral Club, Karnack, Texas. This was followed by Open House at the clinic. Vaccinations and immunizations also pre-school and pre-natal examinations were conducted by Dr. F. E. Williams and Miss Phillips, R. N., Marshall, Texas, and Dr. R. D. Douglas and Miss Evans, R. N., Jefferson, Texas.

May 12, a registrar of vital statistics was appointed. During the month of June three local high school graduates received training in library service at Bishop College. June 30 marked the formal opening of the community library. Monday, Wednesday, and Friday from 6 to 8 p. m. July 14-24 the American Red Cross sponsored a 45-hour course in First Aid. September 9, Well Child conference began with Dr. F. E. Williams as clinician and Mrs. O. C. Whiten as volunteer worker. December 9-11, 6-hour Nutrition class was sponsored by Red Cross. February 23-25, Instructors Accident Prevention course for teachers.

Through the services of clinic hundreds of children have benefited as well as other people in the area who have come for treatment.