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# TEXAS STATE ADD

Prof. O. J. Baker  
Prairie View College  
Prairie View, Texas

JANUARY  
FEBRUARY  
1949  
VOLUME 23  
NUMBER 1



OFFICIAL  
PUBLICATION  
OF  
COLORED  
TEACHERS  
STATE  
ASSOCIATION  
OF  
TEXAS

# HONOR SCHOOLS

● Starts on Page Nineteen

- FORT WORTH**—Clinton Avenue School, Mrs. R. L. Miller, Principal.  
Gay Street School, Mrs. L. M. Hamilton, Principal.  
Amanda F. McCoy School, Mrs. B. A. Yerwood, Principal.  
George Washington Carver Jr. High School, J. M. Jacquet, Principal.  
Lake Como School, Oscar M. Williams, Jr., Principal.  
I. M. Terrell High School, H. L. King, Principal.  
James E. Guinn Junior High School, K. W. McMillan, Principal.  
Dunbar School, Mrs. Maude I. Logan, Principal.  
Riverside School, Mrs. V. L. Williams, Principal.  
Ninth Ward School, Mrs. Ruby H. Williamson, Principal.
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Booker T. Washington School, R. F. Sterling, Principal.  
George Washington Carver School, T. H. Warren, Principal.
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Burrus Junior High School, P. H. Holden, Principal.  
Bruce School, J. C. Sanderson, Principal.  
Blackshear School, W. L. D. Johnson, Sr., Principal.  
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- KARNACK**—George Washington Carver School, T. C. Franklin, Principal.
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Kilgore High School, C. B. Dansby, Principal.
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Wharton County Training School, C. W. Dawson, Principal.
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- WORTHAM**—Wortham High School, M. W. Evans, Principal.
- YOAKUM**—Yoakum High School, R. B. Sanders, Principal.
- SHELBY COUNTY**—Mrs. Loberta H. Forde, Jeanes Supervisor.

(This roll will be continued in the March issue)

THE TEXAS STANDARD

Vol. 23 Jan.-Feb. No. 1

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HAZEL HARVEY PEACE  
Editor

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This marks the sixty-fifth year in the history of the Colored Teachers State Association. We should make this a banner year in many respects; namely, achievements, increase in membership enrollment, and improvement in the general activities of the Association.

To make the progress we need and desire, there must be concerted action on the part of each individual who is actively engaged in directing the learning activities of boys and girls. Such action as needed from Association members should not be held until Annual Conventions but should be directed during the year to the Office of President or to the Office of the Secretary-Treasurer so that development and progress can be made in phases of the Association work that are vital to a successful program of activities. District Associations, local associations, and committees should seek to know what teachers and other educators want the Association to do for them. This information should be sent to the representatives of Districts that have direct and constant contact with special committees of the Association

Don't save your good suggestion or your good idea until November. Often it can be something that your officers have overlooked and will be glad to include or even improve the way of doing something. If your idea is not used immediately, this will not mean that it is not receiving consideration, for it requires a deal of time to get things accomplished that affect the welfare of nearly 6,000 teachers.

PRESIDENT LOOKS FORWARD

Miss Ellie A. Walls, president of the Colored Teachers State Association, has released her plans for the year's work of the Association. Her program is one that not only creates enthusiasm in alert educators but also creates the desire in one to want to be a part of the program by cooperating completely in its development.

Miss Walls brings to the Association a rich educational background, together with rich experience in the work of the State Association. Her program for 1949 is based on her study of the needs of our organization as well as on her observation and study of the present trends of education.

The theme of the year's program is "Exploring Neglected Areas in Our Educational System." Miss Walls plans to address her attention to the furtherance of the long-time projects of the Colored Teachers State Association such as: the Commission on Democracy in Education; Commission on Participation of Negroes in Local, State, and Federal Agencies; Integration of the Colored Teachers State Association and the National Educational Association; and Constitutional Revision. Also, She suggests the following areas to be studied for improvement and development: Guidance, Teacher Training, and Fine Arts on the College level; Adult Education; Guidance on Elementary and on Secondary School level; and the Pre-School Child.

This program is inclusive enough to be of interest to each person engaged in teaching.

TO HOUSTON IN 1949

The Executive Committee in a meeting January 8 at Fort Worth, voted to accept the invitation of the Houston teachers, the Honorable Mayor Oscar Holcombe, and the Houston Negro Chamber of Commerce to hold the 1949 Annual Convention in Houston, Texas.

The invitations expressed the kind of hospitality that the city of Houston extends to visitors. Teachers who have attended the meetings that have been previously held in Houston will affirm the fact that in no other city in our great State of Texas can one hope for a warmer and a more sincere welcome than will be extended by the citizenry of Houston.

# TEXAS STANDARD



VOL. 23

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No. 1

## THIRTY-THREE PROPOSALS

### An Objective Study, With Critical Comments On The Gilmer-Aikin Report

By JOSEPH J. RHOADS

#### I.

The Fiftieth Texas Legislature authorized the organization of the so-called Gilmer-Aikin Committee on Education, to formulate "a long-range public educational program" providing "equal educational advantages for all." In this enactment the legislature was inspired by the observation that educational inequalities "between the several school comprising the public school system of Texas" were increasing rather than decreasing; and, that the State "lags farther and farther behind educationally," as a result of those inequalities.

The concurrent resolution adopted by the House of Representatives, in setting up the committee and outlining its functions, defined the problem involved in the following directives:

"RESOLVED by the House of Representatives, the Senate concurring, that a Committee composed of eighteen (18) members be immediately constituted to study same and all other questions relating to improvement of the public school system of Texas, and particularly with a view to effecting school district reorganization; obtaining uniform and adequate local support in the financing of an adequate, improved, and uniform school program for Texas; that necessary and suitable steps be taken to obtain the desired attendance in the schools by the children of Texas, and at least to an extent comparable with other States; that the School Laws of Texas be revised and recondified; that the methods, systems, and policies of the other States of the United States, upon like subjects, be studied and recommended, where deemed applicable to Texas; and that unnecessary divisions and dif-

ferences among school organizations, interests, and groups be ascertained and determined to the end that the best educational advantages may be obtained for the greatest number as promptly as possible; and, be it further—"

#### STATE-WIDE BUT RACIALLY UNDEMOCRATIC

The personnel of the eighteen-member committee, six each having been named by the Speaker of the House, the Lieutenant Governor, and the Governor, includes:

Senator James E. Taylor, Chairman, Kernes, Texas.

Mr. H. W. Stillwell, Vice-Chairman, Superintendent of Schools, Texarkana, Texas.

Senator A. M. Aikin, Jr., Paris, Texas.

Mr. C. B. Downing, Superintendent of Schools, Iraan, Texas.

Mr. J. W. Edgar, Superintendent of Schools, Austin, Texas.

Mr. Claud Gilmer, Rock Springs, Texas.

Mr. Ottis E. Lock, Lufkin, Texas.

Dr. H. A. Moore (formerly Superintendent of Schools, Kerrville, Texas).

Mr. Wright Morrow, Hounton, Texas.

Mr. J. C. Peyton, Peyton Packing Co., El Paso, Texas.

Dr. B. F. Pittenger, Austin, Texas.

Miss Nan Proctor, Victoria, Texas.

Mrs. J. G. Smith, Commerce, Texas.

Mrs. Rae Files Still, Waxahachie, Texas.

Senator Gus Strauss, Hallettsville, Texas.

Mr. R. L. Thomas, Dallas National Bank, Dallas, Texas.

Mr. Peyton L. Townsend, Dallas, Texas

Dr. R. J. Turrentine, Denton, Texas.

Dr. L. D. Haskew, Technical Consultant, The University of Texas, Austin, Texas.

Dr. Pat H. Norwood, Executive Agent, Capitol Station, Austin, Texas.

Miss Betty Dunlavey, Secretary, Capitol Station, Austin, Texas.

#### II.

#### STATE-WIDE, BUT RACIALLY UNDEMOCRATIC

The committee began its work on July 22, 1947. Five sub-committees and as many advisory committees, composed of 86 members, were formed to attack the general problem in five sub-problem areas: State organization, Local Administrative Units; Textbooks, Curriculum and Certification; Finance; and Attendance, Census, Laws and Buildings.

The co-operation of state-wide organizations was enlisted; directions were given the organization of county advisory committees; and the opinions of individuals and existing local groups were sought, with the result that approximately 150 counties and thousands of Texans made contributions to the composite program of proposals as formulated and compiled by the Gilmer-Aikin Committee, after eighteen months of intensive study and preparation.

Under proposal 23, eight (8) points are listed bearing on the people's part in state-supported education. The discussion emphasizes the significance of the will of the people, through the exercise of the franchise and otherwise as a controlling factor in the total program.

Having attended two meetings of the committee last winter, the writer was impressed that the democratic principle influenced its thinking and activities, increasingly, as it proceeded with the study. In a measure the report is representative of the combined judgment of the people of the state," especially the white people. The state's Negro people were "overlooked," however, in naming the committee; and the committee, in turn, failed to invite Negro leaders to participate in the study as members of official state-wide committees.

The W. R. Beane Library  
Prairie View A. & M. College  
Prairie View, Texas

THREE



JOSEPH ROADS, President, Bishop College

Too, only in a few instances were they invited to participate in county advisory organizations or meetings. The fact, however, that the committee extended a general invitation to "any group of citizens in Texas . . . to study" its tentative proposals and "to submit a report either to a county committee or to the Gilmer-Aikin Committee direct," should have the effect of provoking unbiased considerations of its proposals and enlisting co-operation in composing differences.

Racial segregation in schools of the state, with its traditional emphasis on racial differences and discrimination, has created, in the course of two generations, a social situation that is foreign to the understanding of its creators—a situation that can have adequate representation only when those who know life on the under-side of the color line speak for themselves. The abridgment of that right and responsibility retards democratic processes and the progress of all the people. *a part of the people of Texas, and should have equitable representation on all school boards and professional staffs serving their race, for which they can qualify, from the State University; from Crossroad School, to the local or district superintendent's*

*staff, to the State Department of Education; from the local school trustees to the State Board of Education.*

II.

PARAMOUNT ISSUES

The major issues involved, according to the committee, are:

- "1. Equalizing opportunity for the very minimum kind of education the citizens of Texas have said they want.
- "2. Financing without doubt, this minimum program of education.
- "3. Setting up efficient and adequate local school systems for managing education.
- "4. Re-designing the educational machinery at the state level.
- "5. Assuring an adequate supply of constantly-improving teachers.
- "6. Securing attendance upon schools.
- "7. Guaranteeing safe and economical school buildings.
- "8. Clarifying and simplifying the school law of the state."

III.

THIRTY-THREE PROPOSALS

PROPOSAL I.

In every local school system, the state

should guarantee that there shall be available:

- "a. Twelve (12) years of schooling, nine full school months to the year, "for all children."
- "b. Continuation and vocational education for older youth - - - ."
- "c. Classes not exceeding 25 pupils.
- "d. A competent teacher for each 25 pupils.
- "e. A special teacher for each 20 exceptional children.
- "f. Successful teaching experience in the elementary school.
- "g. Adequate secondary school program.
- "h. One counselor for each 500 pupils - - - ."
- "i. One full-time librarian for each 500 pupils - - - ."
- "j. One graduate nurse for each 1500-2000 pupils - - - ."
- "k. A principal "for each school of 12 or more teachers."
- "l. Instructional supervisors - - - , for each 50 teachers."
- "m. A superintendent for each system with "25 or more teachers."
- "n. Transportation "for pupils residing

● Turn to Page Ten

## Greetings from the President---

Fellow-Teachers:

To have a part in shaping the educational policies of the more than 6,000 teachers and in steering the courses of the many thousands of boys and girls who look to these teachers for guidance is the high privilege of the Colored Teachers State Association of Texas.

At no period in the history of this organization has its privilege carried greater implications than at the present. Out of its past the Association brings a rich heritage—a heritage which includes benefits derived from pioneering in race relations, from bringing to Texas colleges and into isolated rural communities help from such special funds as Jeanes Fund, the Rosenwald Fund, the Slater Fund, the Smith-Hughes Fund, the Carnegie Fund, and the General Education Fund. This heritage also includes the inspiration and information afforded to teachers by hearing prominent educators from various parts of the country during a time when Negro teachers were studying in out-of-state institutions. This heritage includes the fostering of the Public Health Program, the "Live at Home on Your Farm Program," the Parent-Teacher Association and the Interscholastic League.

More recently the Colored Teachers Association of Texas has assisted in securing the passage of the bill for State Aid to Negro Students for Out-of-State Higher Study, and through its Commission on Democracy in Education, it has helped in the matter of equalization of educational opportunities. Perhaps more important than any of the foregoing is the fostering of professionalism and other intangibles.

Out of the struggles of the past the Colored Teachers State Association of Texas emerges into a present whose atmosphere is charged



MISS ELLIE ALMA WALLS

with dynamic discussions such as the recent Report of the Gilmer-Aikens Committee, Federal Aid to Education, and Equalization not merely of teachers' salaries, but of what is more important, Equalization of buildings, equipment, grounds, school bus transportation, and improved curricula.

For the present then, the Association is pledged to the prosecution of such long-time projects as are inherent in the purposes of (1) The Commission on Democracy in Education, (2) The Texas Commission on Participation of Negroes in Local, State, keeping with the opportunities which and Federal Agencies, (3) The Committee on Integration of C.T.S.A. and the N.E.A., (4) The Committee on Constitutional Revision. But in our present offers, the Association

is also pledged to execute the year's slogan: "Exploring Neglected Areas in Our Educational System."

This broad slogan covers certain phases of Teacher Training, Guidance, and the development of Fine Arts at the college level, Adult Education for persons long out of school, Guidance in the Elementary and Secondary schools with special emphasis on handicapped children—handicapped physically, mentally, and morally—and children in the pre-school age.

To the initiating of the above program, your president is inviting every teacher in Texas to lend aid. We shall be able to accomplish only so much as you help us to accomplish, no more, no less. Detailed plans will be coming your way in the near future. May we count on you?

# Developing a Philosophy of Classroom Guidance

By Cleveland J. Gay, Wichita Falls



CLEVELAND J. GAY

The recent war, as was the case with World War I, uncovered many deficiencies in our educational system. Many persons, men and women, were found to be physically unfit, despite the very fine health programs of our schools and the various agencies of the municipal and state governments. Many "round pegs" were found stuck in "square holes." The things which it had been assumed that people would learn without being taught were, somehow, not learned. High school and college graduates were found to be floundering about in the throes of indecision as to what to do, or what they could do, as helplessly as newborn babes, despite the fine guidance programs of our schools and colleges.

As is the custom with the various ills of society, the ills uncovered during the last war were laid at the door of education. Education sought to cure these ills in typical fashion, viz., that if people are not healthy enough, then give them more health programs; if people show a lack of guidance, then give them more guidance. Hence, the renewed emphasis on guidance programs in the public schools since they reach many more people than the colleges and universities.

It appears to this writer that a much more significant approach to the problem would be to determine what *kind* of guidance students should have rather than how *much*. The thesis of this article is that the classroom teacher, the specialist notwithstanding, is in the most strategic

position to render children the kind of guidance which they need and which will be most beneficial to them as persons.

In developing a philosophy of classroom guidance the teacher is confronted with three major questions:

1. What is guidance?
2. Who shall be guided?
3. How shall they be guided?

Some suggested answers follow.

*Guidance defined.* Guidance, itself, is a rather nebulous term which may be expanded or narrowed to include all or any part of a school's program. It may be expanded to include football, debate and the choral club, to name a few. It may be limited, likewise, to include only those specialized services of the clinical counselor whose forte is testing, analyzing factual data and holding occasional interviews.

Certainly football, debate, and music are excellent guidance measures, if they supply what children need, and are not merely mediums through which the school receives publicity. The same is true of the counselor's services, if they uncover these needs. Thus, football and counselling may be different aspects of the same program, wherein, counselling identifies the child's need, and football is the prescribed cure.

Guidance, then, may be defined as all those services provided by a school for the benefit of children. But one might argue that this is simply teaching because it is the teachers who provide these services, or who render these services. The writer agrees with this conclusion implicitly.

Guidance is simply good teaching, wherein teaching is considered as more than hammering away at subject matter; wherein teaching concerns itself with the development of the whole child; wherein teaching concerns itself with helping the child to realize and to capitalize upon his interests, aptitudes, capacities, and abilities; wherein teaching concerns itself with helping the child to overcome mental, physical, and emotional handicaps; wherein teaching concerns itself with the status of the child in his group; wherein teaching concerns itself with how students get along with each other. This is good teaching. This is guidance.

However, there is another aspect of guidance which definitely is not a teaching function. This involves the specialized services of the counselor, who straightens

out children's personality kinks, determines their mental equipment, etc., and directs them into personal interest activities, subjects, and job choices. All this is done objectively minus the added benefits of constantly seeing the child in a more or less natural situation involving other human beings. This is good guidance, but one hesitates to call it good teaching, or even teaching. Thus good teaching is certainly guidance, but good guidance is not necessarily teaching.

Who shall be guided? Case I\*: I.B.L. is a dull student—rather boisterous, outspoken, and disrespectful. Her chief forte is talking aloud in class thus frequently interrupting anyone who happens to be speaking. Outside of class she keeps a crowd around her by relating sordid tales and insulting any and everyone within or without hearing distance. She is neither attractive nor unattractive, yet boys seem to shun her. When classwork is to be done in groups, she is shunned by all groups. She has appeared on one chapel program in three years, is currently a cheer leader, but engages in no other extra-curricular activity. She attends church regularly.

\*The case summaries presented here are actual cases.

Case II: H. M. is an average student who could do better. She is shy, timid, and very quiet. Rarely does she volunteer for a recitation. Even more rarely is she seen in the company of boys, although she is quite an attractive girl. The drill corps (which functions with the band) is her only extra-curricular activity. What I. B. L. accomplishes by boisterousness is equalled by H. M. through whispering. This is done so slyly that detection is possible only through other students. She is accepted by others of her type for group work, but is shunned by more capable students. Out of school she associates with no one, spending most of her time doing endless home chores.

Case III: R. D. is an aggressive, over-large boy. He is just above being dull as a student and is given to sulkiness, defiance, profanity, disrespect and loudness. His big love is football and he has appeared in a few public programs. In class he is, by turns, extremely bored or extremely meddlesome. Groups and girls shun him. Out of school he frequents the less desirable places and associates with men and boys of the less desirable type.

Case IV: W. Y. is very quiet and mannerly. She always has her lessons, never

● Turn to Page Nine



# A Brief Study of Veteran Enrollment and The Range of Salaries of Instruction Personnel In Texas Negro Colleges

By C. W. NORRIS,

St. Philip's Junior College, San Antonio, Texas

## PURPOSE OF STUDY

1. What percentage of the present enrollment in Texas Negro Colleges is veterans?
2. Is the present veteran enrollment in Texas Negro Colleges greater than, less than, or the same as it was last October, 1947?
3. Is a greater, less, or the same general enrollment anticipated for the next two years?
4. What is the median salary of instructional personnel in Negro Colleges in Texas and in the country as a whole?
5. What criteria, if any, are used in Texas Negro Colleges in awarding systematic increases in the salaries of their instructional personnel?

## PROCEDURE

Questionnaires were sent to the chief administrative officer in 102 Negro Colleges and Universities in the United States. This complete list was taken from the 1947-1948 Educational Directory published by the U. S. Office of Education. 44% of the total responded.

## PRINCIPAL FINDINGS

### I. Veteran Enrollment Percentage of Total in Negro Colleges

#### A. Texas

36% of the enrollment in the eight Texas Negro Colleges returning questionnaires was veteran. The highest percentage of veteran enrollment reported by any was 77, which was also the highest for any Negro College in the country as a whole.

#### B. All 45 Negro Colleges

The lowest percentage was 25 for Texas and 12 for the Negro College with the lowest in the country. 34 percent was the average for the 45 Negro colleges reporting.

### II. Present Negro College Veteran Enrollment Compared to Last Year

#### A. Texas

62% of the Texas Negro Colleges reported that their veteran enrollment was less this semester than it was the same time last year.

#### B. All 45 Negro Colleges

67% of all of the 45 Negro Colleges in the U. S. Reported fewer veteran students.

### III. Anticipated General Enrollment for the Next Two Years

#### A. Texas

38% of the Texas Negro Colleges expected a greater enrollment for the next two years and 62% anticipated the same number. None expected a decline in enrollment.

#### B. All 45 Negro Colleges

27% of all the colleges reporting indicated that they anticipated a decline.

### IV. Median Salary in Negro Colleges

#### A. Texas

The median salary in the eight Texas Negro colleges reporting was in the \$2,000-\$2,499 per year bracket.

#### B. All 45 Negro Colleges

The median salary for all of the 45 colleges reporting was in the \$2,500-\$2,499 per year bracket. The highest median salary (\$4,000-\$4,499) was among Negro colleges located in Maryland, Missouri and Pennsylvania. The lowest (\$2,000-\$2,499) was in Florida, Louisiana, Oklahoma and Texas.

### V. Criteria Used in Awarding Salary Increases Among Instructional Personnel

#### A. Texas

Two of the eight Texas Negro colleges reported that they used no definite criteria in increasing the salaries of the instructional personnel. Two failed to reply. The remaining four indicated degrees and training as criteria used; two, teaching experience; two, tenure; two, service or value to institution; and one, publication, rank evidence of professional growth, special administrative assignment; loyalty, industry, and achievement through effort.

#### B. All 20 Negro Colleges Reporting Criteria

Thirteen colleges (65%) include degrees or formal training. Six indicate teaching efficiency, and service to institution. Five mentioned teaching experience, publica-

tions and rank as factors used. Only three included automatic increase and tenure.

## GENERAL CONCLUSION

1. More than one-third of the students enrolled in Negro colleges is veteran. Because of the greater proportion of veteran white colleges it can be inferred that a radical decline in veteran enrollment will more seriously affect Negro colleges than white.

2. The veteran enrollment in all Negro colleges is substantially less than what it was last year.

3. According to this study the Negro colleges in Texas in comparison to Negro colleges in other states seem to be slightly more optimistic about their enrollment during the next two years.

4. On the whole, the highest salaries seem to be paid in Negro colleges located nearest to the Mason-Dixon Line.

5. We may infer from the scanty data returned on the question of criteria used in raising salaries in Negro colleges that the principal basis used was formal training and degrees and very little attention given to teaching efficiency and the quality of service contributed to the institution.

## Elementary and Secondary Education

For education, the first step, which should not be deferred, is to provide Federal aid for elementary and secondary education to help remedy the deplorable shortages and the maldistribution of school facilities and teachers. At present, our ten poorest States are spending about \$64 annually for each school child, while our ten wealthiest States are spending about \$177.

—Economic Report of President, January 14, 1948.

# Your NEA

By F. R. Rice,  
Chairman of Publicity

The National Education Association is dedicated to the upbuilding of democratic civilization and supported by the loyal cooperation of the teachers of the United States to advance the interests of the teaching profession, promote the welfare of children, and foster the education of all the people.

In order to achieve these goals more quickly, the Victory Action Program was adopted by the Representative Assembly of the NEA on July 5, 1946. The definite objectives to be achieved by or before 1951, are:

1. Active democratic local education associations in every community, including an FTA chapter in every college which prepares teachers, affiliated with the state and national associations.
2. A strong and effective state education association in every state.
3. A larger and more aggressive national education association.
4. Unified dues—local, state and national—collected by the local.
5. A membership enrollment of at least 90 percent in local, state and national professional organizations.
6. Unified committees—the chairmen of local and state committees serving as advisory members of corresponding national committees.
7. A professionally prepared and competent teacher in every class room.
8. A professionally prepared and competent principal at the head of every school.
9. A professionally prepared and competent administrator at the head of each school system.
10. A strong adequately staffed state department of education in each state and a more adequate federal education agency.
11. A professional salary for all members of the profession, adjusted to the increased cost of living.
12. Professional security for teachers and administrators guaranteed by effective tenure legislation.
13. Retirement income for old age and disability.
14. Cumulative sabbatical and sick leave.
15. Reasonable class size and equitable distribution of the teaching load.

16. Informed lay support of public education at local, state and national
17. Units of school administration large enough to provide for efficient operation, with special attention to the needs of rural areas and stronger state and local boards of education.
18. Adequate educational opportunity for every child irrespective of race, creed, color, or residence.
19. The equalization and expansion of educational opportunity including needed state and national financing.
20. A safe, healthful, and wholesome community environment for every child.
21. An effective United Nations Educational, Scientific and Cultural Organization.

Our State Association pledges its support to the NEA Victory Program through its promotional activities which include:

- (1) Encouraging every teacher to become a member of his State and National Association immediately, and (2) Urging the establishment of a Local Association in his own community.

To many of us the Local Association is new, and to others the idea is an old one for they have maintained a Local Association in their own communities for many years with an affiliation in the NEA.

For those of you who are interested in organizing a Local Association and affiliating it with the NEA, please write me, and I shall be glad to send you the detailed information.

## Negro History Week

The 24th annual celebration of Negro History Week will begin February 6, 1949. The theme this year is "History as it Should be Taught." Posters are now being distributed free. Likewise, sample copies of the Negro History Bulletin which gives valuable information as to how to make the celebration count.

The Negro History Week Kit, however, containing recitations, declamations, a play, programs for each day of the week, and sentence sketches of all prominent Negroes, sells for \$2. Schools, churches, and clubs thus interested should order their supply in time to be useful in preparing for the beginning of the Week February 6.

## Co-Workers and Collectors

Although we have not made a complete and final check on our Membership Campaign for the year yet we have sufficient data to justify a statement to the effect that in our search for the teachers of the State our efforts were not in vain. We not only located the teachers but we enrolled them as members of our State organization—more than 5,200. You have reason to be proud of your achievement and contribution to this laudible enterprise.

As Chairman of the Membership Committee I take this opportunity to thank each one of you individually and collectively for the very fine cooperation you gave the Committee in connection with the registration of the teachers in our State organization. Your spirit and enthusiasm to extend the services of the Association are growing by leaps and bounds. Surely we must be approaching an educational renaissance. During my long uninterrupted participation in the work of the Association I have never witnessed such desire on your part to cooperate.

I can truthfully say that practically everyone touched by the Committee has responded and willingly. This applies to the President of State Colleges, our Senior private Colleges, our Junior Colleges, our High School Principals, our elementary School Principals, our Head Teachers, our little one-room Teachers, our rank and file of the teachers as a whole, and, by all means, our dependable, hard working, hard hitting group known as the Jeanes Teachers, all working cooperatively, wrote again "Registration" in Capital letters.

You are a fine group of workers—every one of you. I am very grateful to you. Thanking you again for your excellent spirit and enthusiasm in this laudible enterprise and trusting that the New Year holds much in store for you, I am

Most cordially,

W. L. D. Johnson, Chairman,

Membership & Finance Committee,  
Colored Teachers' State Association of Texas.

## Classroom Philosophy

● Starts on Page Six

causes a disturbance, participates in two extra--curricular activities, and is regarded as a student leader. She is popular with boys, but never seems to have time for them. She works Saturdays. Outside school her associates are exemplary, as is her conduct. She attends church regularly.

Case V: V. F. is an above average senior, who has given no thought at all to his post-school plans. He doesn't know whether he will choose work or college, nor what he will prepare himself for, if he does attend college; nor is he particularly perturbed. His conduct in school and out is above reproach.

Case VI: F. W. is an unusually bright student who is inclined to be aggressive and disrespectful. He engages in many school activities, gets his lessons without half trying, but he is unpopular with students, and finds it difficult to work harmoniously with others. While showing that he has marked ability, he has disdained to use this ability for any worthwhile purposes. His associates, in and out of school, leave much to be desired.

Case VII: M. L. P. is a very quiet girl who never causes any type of disturbance and seldom has her lessons. She sits in class with a perpetual, and very pleasant smile, seemingly paying strict attention to all that is said and done. If called upon to recite, she hedges upon the answer, and close questioning reveals that she did not hear anything at all. She was day-dreaming. M. L. P. is friendly with but two other girls, no boys, has no close adult friends, and has little or no social life in school or out. Everybody calls her a very good girl.

Which of these cases need guidance? All of them. But which is most likely to receive attention? How do teachers usually know that a student has a problem? The answer is simple; the student irritates the teacher. By determining which of the above cases are most likely to irritate the teacher one can say which will receive "guidance." By arranging the cases in descending order from the most to the least irritable one can even indicate the order in which the cases will receive "guidance" as everyone knows that there is something definitely wrong with any student who irritates a teacher.

Maybe the student is too aggressive, or too brilliant. Perhaps he is too dull or too shy. In any event, he irritates the teacher on occasion, and something has to be done about it. He has to be guided, and nine out of ten times it is the principal or counselor who is asked to do the "guiding."

But what about that vast army of "in-

between," the ninety and nine who never stray from the fold, who never irritate the teacher? Do they not need guidance, too? oftentimes, to create a disturbance or to fail to carry out an assignment (to irritate a teacher) is the only way many students have of saying—"I have a problem. I need help." But what about the "model" student, the too shy, or too timid child? Or the infrequent trespasser? Are we to assume that they have no problems? This, of course, is contrary to all human experience.

Well might the teacher ask—"Shall I devote my time to saving the one stray leaving the ninety and nine (the remainder of the class) to their own devices? Or should it be the other way around?" This writer maintains that the teacher need not be faced with such a decision; that it is possible to guide the problem child and the model child at one and the same time. This leads to our next points of discussion

*How shall they be guided?* As stated previously this writer holds that the classroom affords the best medium for guidance. The student spends more time in class than he does anywhere else. Here he shows his tensions, his frustrations, his desires, and his successes. These emotions and achievement involve many people—people with whom he plays and works. They involve his own particular groups (cronies) and the larger classroom group. Here, in the classroom the situational relationships or environment arise from student thought and activity. In the counselor's office, the environment is what the counselor makes it, and at best it is artificial, because absent are the people who accentuated the problem.

Tantamount to, and perhaps exceeding in importance the HOW of guidance, is *defining the problem to be solved*, so attention is again directed to the cases cited above.

I. B. L.\* is a neglected child subjected to the harshest type of discipline at home. Her loudness is a desperate attempt to gain and hold attention.

H. M. lives with her father; her sister lives with the mother. H. M. is greatly attached to her sister and misses her very much, as they are perfect foils for each other, one supplying what the other lacks.

R. D. is really an "old softie" and his flamboyant manner is calculated to conceal the fact.

W. Y. is the model she is because she's afraid to do otherwise.

V. F. has doting parents who decide what he shall do, where, when, why, and with whom he shall go; how and what he shall wear.

F. W. finds the curriculum too soft to

challenge his superior talents.

M. L. P.'s parents fight continually and she dreams in class that they are loving and kind and that her home life is happy.

All of these cases reveal pathetic attempts to gain for themselves some sort of status within and recognition from the student's own particular associates. How shall they be guided? How shall teachers help them?

The answer would seem to be that students receive guidance in accordance with their needs. Therefore the kind of guidance will depend upon the kind of need. A *personal need* denotes personal guidance as the anti-dote; an *inter-personal need* dictates inter-personal guidance, and a *vocational need* requires vocational guidance. These types of needs are reflected

in the cases above.

Now *how* shall the cases above receive the guidance they need? What should be the methods or technique? Should guid-

ance be an individual matter or should it be a special group or classroom matter?

Perhaps these questions can be answered by asking other questions. Where is the child when the problem becomes known? In class, in group activity, or left out of group activity. How is the teacher made aware of the problem? By the student's interaction with other students. Where, then, and how would be the logical place and manner of dealing with problems? In the situation where they occur? And what, causes.

\*Result of investigation into behaviour in school, is the situation affecting ALL students? The classroom. Where, then, should guidance take place? In the classroom. How should it be done? Through placing the child in situations with other people (group therapy). Problems which arise by and through the actions of people should be solved best through the medium of people.

The classroom is the natural medium for guidance of a personal and inter-personal nature. It is the only medium, exclusive of specially designed guidance groups, which can provide guidance for ALL students. The choral society, debate, etc., are other media, if children are referred to them because of *their* needs rather than those of the school.

Guidance must be personal before it can successfully be inter-personal or vocational. People must first learn to understand and live with themselves before they can learn to live with others. People at odds with themselves can not be too receptive to vocational or other specialized

I regard the proper education of our youth as a matter of paramount importance to the welfare and security of the United States.  
—President Truman

● Turn to Page Thirteen

## Thirty-Three Proposals

● Starts on Page Four

more than 1½ or 2 miles from a school building.”

“o. Community service, “including activities for adults.”

### PROPOSAL 2:

“The funds derived from local taxation for the support of the foregoing program should not exhaust local taxing power for education. Each district should have local tax resources to be applied toward adjustments and enrichment.”

The committee estimates that the “minimum foundation program,” as outlined above, will cost approximately \$180,000,000 per year; and it recommends that the state shall assume from 75% to 80% of that total.

### PROPOSAL 3:

“The state should guarantee the financing of the minimum foundation program of education by (a) requiring an equalized local effort toward the support of this program, (b) distributing to each local school system the Available School Fund (as defined in the State Constitution) on the basis of the number of scholastics, (3) and (c) allocating to each system a sum sufficient to finance the remaining costs of the minimum foundation program in that system.”

### PROPOSAL 4:

“The Legislature shall determine the total amount to be raised by local school systems for the support of the minimum foundation program. We recommend that this amount be approximately \$45,000,000 annually in the 1949-51 biennium.”

### PROPOSAL 5:

“The total amount to be thus raised throughout the state shall be apportioned among the local districts as follows: First, each county shall be allotted the same portion as its taxpaying ability is of the total taxpaying ability in the state, as measured by a statutory economic index. Second, each district within the county shall be allotted the same portion of the county total as its assessed property valuation is of the total county assessed purposes.”

### PROPOSAL 6:

“The total cost of the minimum foundation program of education in each school district shall be calculated as follows:”

This is a technical computation based principally on “the average daily attend-

ance for the preceding year, separate for whites and Negroes” and the cost of the various items listed under Proposal I.

### PROPOSAL 7:

“At least part of the cost of providing adequate school buildings and equipment should be included in a minimum foundation program of education. However, it is proposed that such inclusion await further reorganization of school districts in the state.”

### PROPOSAL 8

“For the 1949-51 biennium, there shall be an “adjustment fund” of two million dollars annually to relieve distress occasioned by transfer to the new financial plan proposed.”

The items covered by this proposed “adjustment fund” include “situations caused by extreme sparsity of population, isolation, and abnormal attendance.”

### PROPOSAL 9:

“Any county in the state shall have the privilege of becoming a county-wide independent school district.”

### PROPOSAL 10:

“Two or more counties shall be allowed to form one single administrative unit.”

### PROPOSAL 11:

“A state-wide program of school district reorganization should go into effect at once.”

### PROPOSAL 12:

“County boards of education shall be ordered to place all real property in the county in an active school district within six months.”

### PROPOSAL 13

“Each administrative unit in the state should have the status of the present independent school districts.”

### PROPOSAL 14:

“Law should provide for each district to be managed by a school board of seven members, elected for staggered terms, and a professionally-qualified superintendent of schools selected by the school board.”

### PROPOSAL 15:

“The Legislature should delegate the state management functions for public common school education to a central educational authority.”

### PROPOSAL 16:

“The central authority should be composed of a State Board of Education, a professional Commissioner of Education,

and a professional State Department of Education.”

### PROPOSAL 17:

“The operation of all strictly educational concerns of the state should be concentrated in the Central Education Agency.”

“d. Specifically, this agency should have the sole power to:

“(1) Approve or change (within the limits of general law) local district organization, including the chartering of school districts, etc.

“(2) Define minimum standards to be met by local schools.

“(3) Define curriculum requirements.

“(4) Prescribe and administer regulations for the certification of school employees.

“(5) Adopt, distribute, and manage free textbooks.

“(6) Adopt and administer regulations within general law for the fair and equitable distribution of State money appropriated to it for distribution.

“(7) Carry on inspection and auditing of local school systems.

“(8) Formulate the details of the financial budget for public schools to be submitted to the Legislature.

“(9) Approve institutions and institutional programs for the education of teachers.”

### PROPOSAL 18:

“The State Board of Education should be a policy-forming, reviewing, and planning body, without executive responsibilities.”

### PROPOSAL 19:

“The Commissioner of Education should be recognized as the professional head of the state school system, and as the executive agent of the State Board of Education.”

### PROPOSAL 20:

“Statute should establish the State Department of Education as the professional and clerical staff of the Commissioner of Education and the State Board of Education.”

### PROPOSAL 21:

“Relationships of the Central Educational Authority to other State and Federal agencies should be as follows:”

### PROPOSAL 22

“The safekeeping and management of the Permanent School Fund in Texas should

be placed in the hands of a State School Investment Commission."

PROPOSAL 23:

"The members of the State Board of Education should be elected by popular vote, one from each of nine geographical districts established by the Legislature."

- a. " - - - an election would be held each three years."
- "(1) The people, in the long run, must be trusted to make wise decisions.
- "(2) Schools belong to the people - - -
- "(3) Good board members are being elected by popular vote; - - -
- "(4) The people should have the means of influencing directly the educational program of the state.
- "(5) People are never led to assume responsibility by taking responsibility away from them.
- "(6) - - - ; the State Board we propose would have no commercial favors to bestow.
- "(7) - - - there are as many special interests in favor of good education as there are opposed to it.
- "(8) Appointed officials are not held directly accountable to the people - - - . But, elected persons are - - - ."

PROPOSAL 24:

"A state-wide minimum salary schedule should be provided which will pay a four-year college graduate with specific professional preparation a beginning annual salary of \$2400, based upon ten months of service."

PROPOSAL 25:

"The state salary schedule should provide for steady increases, at least partially based on increased competence, and offer a maximum salary compatible with the service we desire."

PROPOSAL 26:

"The certification of teachers should be used by the Central Education Authority as an instrument to assure higher professional standards."

"A thorough-going revision of certification regulations" is recommended at once. They should "(1) end the granting of permanent certificates, (2) require specific preparation for the fields in which the certificate is valid (e. g., persons preparing to teach in high schools should not be permitted to teach in elementary schools), and (3) provide for special certification of administrators, supervisors, and other specialized personnel."

PROPOSAL 27:

"Provide a full-time, especially-trained

instructional supervisor for each fifty teachers."

PROPOSAL 28:

"The Legislature should authorize a two-year cooperative and developmental study of teacher education in the state, and appropriate an adequate sum for financing it."

PROPOSAL 29:

"Enact a new compulsory attendance law which will make parents or guardians guilty of a misdemeanor if school age children do not enroll in and attend school regularly."

PROPOSAL 30:

"Establish a continuing school census which will account for children from birth through their eighteenth birthdays."

PROPOSAL 31:

"Modify existing selection, distribution, and management procedures for textbooks and teaching aids in these respects."

PROPOSAL 32:

"Enact into law a Minimum Safety Code to govern the planning and construction off all school buildings erected in the State of Texas."

PROPOSAL 33:

"Establish a Commission of the Legislature, supplied with adequate funds, to re-codify the school laws of the state and submit such recodification at the next regular session."

IV

OBSERVATIONS

Obviously, the assignment of the Gilmer-Aikin Committee on Education is one of great magnitude, difficulty, and moment, dealing, as it does, with the state's largest and most significant business.

"MINIMUM FOUNDATION PROGRAM"

The fifteen points or items listed under Proposal I. and referred to as the "minimum foundation program," or the minimum educational provisions for all pupils, public schools, and systems of public schools in the state, while sound and progressive as educational theory, are subject to serious question at several points. Their requirement of unavailable professionally-trained personnel, on the large scale outlined for counselors, librarians, graduate nurses, and supervisors, will encourage the use of untrained or make-shift personnel in many systems, and entail such a serious delay in their full attainment as to nullify the program's ef-

fectiveness as an agency of equal opportunity.

It does not follow, however, that librarians, graduate nurses, and supervisors should be stricken from the district staff of professional personnel at the "minimum foundation" level, merely because the supply is inadequate for the full program as originally outlined. One of each, in each county or district, would be a decided improvement over the present arrangement. Too, a director of audio-visual aids would make a timely and significant addition to the list of minimum essentials.

The professional deficiencies involved bring into critical relief the serious general effects of the state's practice of racial discrimination in its provision of professional education, and give irresistible support to the persistent case against the state for denying qualified Negro scholastics access to such facilities for professional education as are now provided by and within the state.

Furthermore, items "b" (Programs of continuation and vocational education) and "c" (A program of direct services to the community) are too general for objective interpretation, and thus may form the basis of discriminatory practices. Items in the "minimum foundation program" should be defined objectively, and should be attainable without serious delay, by the poorest districts in the state, with the use of the proposed "adjustment fund." Too, there should be no listing of supplementary items, with the "encouragement" that they be adopted voluntarily, in violation of the "minimum foundation" principle.

"SEPARATE AND EQUAL"

Apparently, basing its decision on the constitutional provision that separate schools shall be maintained for whites and Negroes, the committee recommends that the allocation of funds for the support of the "minimum foundation program" for the two races shall be made separately. Going further, and including the following in its statement of principles governing the allocation of school funds, the committee recommends that:

- "4. State funds should be so distributed that opportunity for having a minimum foundation program will be equal in each system and between the races.
- "5. The formula for distributing state funds should be so written that personal judgment in allocating funds is reduced to a minimum.
- "6. All school funds should be handled

to assure their safekeeping, and subjected to careful state auditing."

According to Proposal 6, first among the provisions for determining the total cost of the "minimum foundation program" is that of "average daily attendance for the preceding year, separate for whites and Negroes," with the direction that all calculations be made "separately for each race."

Both the proposal and its supporting discussion are clear in their provision of "separate and equal" educational opportunities for school districts and the races; but under terms no less clear and democratic, through the years, Texas has developed a dual racial system of miseducation that has demoralized its sense of justice and equality. In its latest and most audacious expression, it gives sentimental support to the state's claim that its hastily hatched prefabricated "university" for Negroes at Houston is substantially equivalent to the seventy-year-old, hundred-million dollar University of Texas at Austin.

*The long history of this unfortunate development makes it imperative that Negro teachers and patrons observe critically the behavior of public school officials under the proposed new law, with the expectation that equal provisions and single standards of excellence in education shall be maintained for the two races.*

The "average daily attendance" provision, which seems unwise, will have no serious bearing on the participation of the two races in the "minimum foundation program," since its cost is underwritten by the state. Therefore, the committee recommends a revision of our school attendance laws, with emphasis on their rigid enforcement. It is obvious that these proposed improvements will fall short of their purpose if the youth of the state are not exposed to their benefits.

#### SCHOOL BUILDING PROGRAM

We shall move deliberately toward an increasingly perilous state of affairs in public education in Texas, if delayed action is taken on the replacement of existing, over-crowded, obsolete school buildings and facilities. No need in education is more urgent and pressing.

Since a substantial increase in school enrollments is eminent, and since there is a critical shortage of building materials, even to satisfy home building needs, there seems to be no justification for the assumption that a period of concentrated school building activities may be undertaken within a reasonable time. It is imperative, therefore, that the Gilmer-Aikin Program include plans and provisions for the immediate progressive modernization and expansion of existing school building ac-

commodations. This can, and should be done, in full recognition of the problems posed by the committee, on this subject.

#### LARGER SCHOOL DISTRICTS

In order to provide greater strength, economy and efficiency in the administration of public education in Texas, the committee urges strongly combinations, involving two-thirds (2/3) of the State's public schools. It points out that "only one-third (1/3) of the local administrative units in Texas are large enough and strong enough" to meet high standards, which emphasize the importance of "county-wide independent school districts" and even the combination of two or more contiguous counties into "single administrative units," on a voluntary basis.

Immediate "positive action" on this re-districting program is recommended strongly by the committee, if not "insisted" upon, with a view of remedying that situation within five years. Proposals 9, 10, and 11 are designed to implement that objective.

The report makes interesting reference to the fact that "sound and forward-looking legislation, to facilitate the formation of larger administrative units, is on the statute-books, although the procedures prescribed are somewhat cumbersome." Obviously, the reorganization program has moved forward slowly notwithstanding the law; and, that the Gilmer-Aikin Program will encounter social inertia, especially, at the local level where, often, prejudice, poverty, and politics combine to defeat the law of progress. *Larger men, for the leadership of larger school districts, are the key to "greater strength, economy and efficiency" in the administration of public education. The mere enlargement of school districts will not accomplish that purpose.*

The report places considerable emphasis on the desirability or necessity of "good local units for managing education," but it should be clear that larger and more efficient school units or districts "do not necessarily have anything to do with the size of individual schools." There should be no confusion at that point. The committee leaves such problems as the relocation and consolidation of individual schools to the discretion of the local school board. The following illustration is given: "suppose we have five administrative units each operating one school. We might combine the five (units) into one, but the one could continue to operate five schools if that seems best."

#### FEDERAL AID TO EDUCATION

The Gilmer-Aikin Committee rightly recognizes the Federal Government as a

possible source of financial support for public education in the state, even though no estimates are given of the amount to be expected from that source. It recommends:

"Federal Government Agencies. Statute should designate the Central Education Authority as the sole agency of the State of Texas empowered to enter into agreements respecting educational undertakings affecting public schools with an agency of the Federal Government.

"Any State agency, educational institution, or subdivision of the State should be forbidden to enter into agreements with, or receive funds from, a Federal agency for educational purposes except under policies and regulations set up by the State management authority."

The proposed procedure seems sound in principle and plan of operation. It should allay some of the fears of those who oppose the participation of the Federal Government in local education within the state, contending, as they do, that conditions will be imposed that support Federal domination. Consideration should be given the long-standing experience we have had in certain operating educational services in agriculture, home-making, trades and industries, distributive education, the rehabilitation of handicapped children, etc., involving the cooperation of State and Federal governmental agencies. *Obviously, the viewpoints of both of these governments must be conceded expression in the terms of cooperation; and there should be no fundamental conflict between them. They represent indissoluble phases of the unique triangular relationship of American citizenships local, state, and national; and their proper affiliation in education, as in other matters involves their dual obligations, should implement their common enlightened objectives making education available to all.*

#### CENTRAL EDUCATION AUTHORITY

In Proposals 15-23, the committee's plans are outlined for the organization of a central state authority or agency to replace the present decentralized state management machinery of public education. The plan provides (1) a non-professional State Board of Education, to serve as an administrative, policy-making, nine-member agency, elected by popular vote for staggering overlapping terms of three years; (2) an appointed Commissioner of Education, who will serve as the professional head of the public school system and the executive agent of the State Board of Education, with the highest educational and administrative qualifications, and a com-

parable salary and tenure; and (3) a State Department of Education, with selected professional personnel.

The new agency becomes imperative, according to the report, in anticipation of the need of more capable management for our rapidly growing state school system, which will become a "150-million-dollar a year" business, if or when the Gilmer-Aikin report becomes operative. It is claimed that it will achieve "full-time" expert management, the centralization of that management, and clarity in the definition of relationships between boards and officials charged with responsibility in public education.

In justice to our present faithful, fair-minded state school officials, the committee points out clearly that the defects that "exist in our present policies and procedure—are not connected with personalities;—but the time has come when we must overhaul it for the big job that lies ahead." It might be said further, as a matter of emphasis, that the timeliness of subordinating personalities to a free unbiased consideration of these proposals, is confirmed by the fact that the Gilmer-Aikin program is projected on a long-range basis; and, while the human factor is of major importance in any educational situation, in the course of years the machinery adopted will have much to do with determining the percentage of top-ranking educational leadership enlisted in the service of education. Obviously, the percentage has been relatively low under our hit-or-miss political procedure.

Similar changes are contemplated at the district level. Proposal 14 provides for (1) a policy-making, seven-member, district school board, to be elected by popular vote for staggering overlapping terms; and (2) a professionally-qualified superintendent of schools, who will serve as the educational head of the school district and the executive agent of the board, by whom he is to be selected.

These proposals come to grips with the most vital issues involved in the improvement of public education in Texas, and point the way of progress.

*Arguments favoring the selection and evaluation of the services of professional personnel in education, by popular vote of the people, is a political gesture which, too often, subordinates professional qualifications and service in positions of education leadership to impertinent considerations such as cunning in vote getting and public infidelity in the diversion of funds from Negro schools to white schools. Too, the high handed practice of exploiting Negro teachers for personal gain, by unscrupulous superintendents and trustees,*

*whose income is often less than that of the teachers, is a by-product of the vicious system.*

#### PART-TIME PROFESSION

Teaching must emerge from its obsolete status as a part-time or seasonal profession, to meet the growing demands of education as a continuous way of life. Our unoccupied school properties, and disorganized, undirected child life, characteristic of our summer vacations, are reflections of our misconception of the vital character of education.

Increasingly, capably administered school systems will give full-time direction to the major phases of child life and interests, and to the major problems of the local adult population. Their curricula will include appropriate day, evening, and year-round, educational activities, and full-time engagement for teachers, not merely in schools, but in homes, camps, playgrounds, local industries, local law-making and enforcement centers, near-by farms, and in the study of natural resources in the open country.

*Teacher qualifications and salary budgets must be conceived in that larger realistic vision. They should be paid on a twelve (12) months basis, under the terms of a state-wide salary schedule and contract which provide suitable salary increments, tenure, and protection against arbitrary dismissal. The latter provision would outlaw the recently adopted costly practice of eliminating certain experienced teachers in favor of inexperienced or substitute teachers, as a device for rendering ineffective salary equalization laws.*

**"Education is the cheap defense of nations."—Burke.**

*The latter provision would outlaw the recently adopted costly practice of eliminating certain experienced teachers in favor of inexperienced or substitute teachers, as a device for rendering ineffective salary equalization laws.*

*eliminating certain experienced teachers in favor of inexperienced or substitute teachers, as a device for rendering ineffective salary equalization laws.*

Too, a teacher who is dismissed should have recourse to state authorities, and ample notice should be given for a review of the facts before the dismissal becomes effective. The professional certification of the teacher should be involved, as well as that of a fellow teacher, principal or superintendent who may be guilty of misrepresentation or foul play in the case. The Gilmer-Aikin report does not deal constructively with such realistic issues affecting teaching as a profession.

The committee admits that the time and funds at its disposal were inadequate for it to do anything approaching justice to the problems at issue in teacher education; and it might have made a similar admission concerning the certification of teachers. It makes a highly constructive recommendation, however, covering that area of difficulty; namely, that the Legislature should name a committee and appropriate funds for a two year study of problems in that field.

#### MAJOR PURPOSE

Emphasis on the major purpose of the Gilmer-Aikin report and recommendations, affecting public education in Texas, with its thirty-three proposals and relatively costly provisions, may be a fitting summary and climax for this discussion. *Central and significant, beyond everything else, is the improvement of our way of life, by providing the best obtainable educational advantages for "the greatest number, as promptly as possible."*

It is admitted that this purpose is being defeated, by a rising tide of deeply-entrenched inequalities or differentials in educational opportunity between city and country schools, independent and common school districts, financially strong and weak districts, densely and sparsely populated districts, white and Negro schools, etc. To that extent the development of our human resources is being arrested, and the state falls behind progressive comparable governments everywhere.

*Equality of educational opportunity must be maintained for the least among us in the enlightened interest of all. This vital central objective will acquire its most impressive democratic character in Texas, when its application, to all racial elements in the state's population, becomes our guiding principle and practice. The Gilmer-Aikin proposals, though not perfect and need not be, are a challenge to Texas to advance to a new high position in the fellowship of progressive states.*

— C T S A —

#### Classroom Philosophy

● Starts on Page Nine

types of guidance. Hence, the importance of personal guidance.

The classroom provides the best medium for resolving personal and inter-personal differences. The classroom teacher, as its administrative head, is the most strategic person for performing this very high quality of guidance services, services which can be provided for all students—the bright and the dull; the aggressive and the timid; and that vast army of "in-betweens" who are neither bright nor dull, aggressive nor timid, but just average human beings whose chief desire is to live peaceably with themselves and with each other.

The writer believes that this article espouses a philosophy of classroom guidance which will work if the teacher wills it so. Something akin to it *must* work, for the classroom is our ultimate best and strongest hope for survival in this Age of the Atom Bomb, the Berlin Crisis, and the ever present threat of microbe warfare.

## Here And There

Miss Ellie A. Walls, president of Colored Teachers State Association, was invited by Governor Jester to attend a special Health Conference, which was held in Austin, January 7, 1949.

Dallas Teachers offered \$5,000 to the Colored Teachers State Association for the purchase of a permanent home if Dallas is selected for the location of the home. The offer was made by a letter from J. E. Gilmore, chairman of Dallas Teachers' Council to the Executive Committee of the Colored Teachers State Association.

South Texas Teachers Association will hold its annual meeting February 24, 25 and 26 at Rosenberg, Texas. President Wright, Angleton, Texas, has planned a very interesting program for the three days' meeting.

Carl J. Hines, principal of Darrell School, Dallas, was elected at the Annual Convention to a place on the Executive Committee. Mr. Hines is very active in the North Texas Teachers Association.

Haymon L. King, principal of I. M. Terrell High School, Fort Worth, was appointed by the president of North Texas Teachers Association to fill the unexpired term of J. Martin Jacquet, who was District Representative from North Texas to the Executive Committee of Colored Teachers State Association. Mr. Jacquet's vacancy occurred when he was elected to the office of first vice-president of the Association.

Dean George W. Reeves, Prairie View A. & M. College, Prairie View, Texas has been appointed as a member of the National Advisory Committee on Education of Negroes.

### About Education—

The United States office of Education revived and reorganized the National Advisory Committee of the Education of Negroes. And again Dr. Ambrose Calviar, specialist for higher education of Negroes, was put in charge of the committee's activities.

The committee consists of 26 members, most of whom are from the South.

### Adult Education—

"Adult Education Ideas," a bulletin which treats of such topics as out-of-school youth programs, publicity, articulation of secondary and adult education, and educational services to autonomous, has been prepared

by Homer Kempfer, specialist for General Adult and Post-High School Education, United States Office of Education.

The bulletin gives ideas and the importance of a program for "Education for the Aging." Those interested should write Homer Kempfer, Division of Secondary Education, Office of Education, F. S. A. Washington 25, D. C.

### Instructors Needed—

30,000 instructors will barely satisfy the minimum demands for community colleges in the decade from 1948 to 1958, according to the council on Cooperation in Teacher Education. Probably half of these instructors should be technical-vocational instructors with experience in business industry, public service, and professions. The remaining 15,000 should be venture-some instructors in general education fields.

— C T S A —

## NECROLOGY

Charles Henry Dorsey, for many years a prominent educator in Texas and formerly principal of the Douglas School of Eastland, died after several months' illness in the Provident Hospital at Waco, on Thursday, December 9, 1948.

Mr. Dorsey was District Representative from the West Texas Teachers Association and on the Executive Committee of the Colored Teachers States Association. He designed and built many beautiful homes in Waco and Eastland. His most recent work of this kind was the beautiful Little Flock Baptist Church of Eastland. This edifice will stand as a monument to his memory for years to come.

\* \* \*

J. R. Gibson, one of the organizers of the Colored Teachers State Association of Texas and the fourth president of the State Association, died December 13, in Galveston, Texas, where he pioneered in education.

Mr. Gibson, as one of his fellow workers said, was a beacon light in educational thought and in education in Texas. He was for a number of years principal of Central High School, Galveston.

J. F. Alexander, one of the earliest educators in East Texas, died January 2, 1949. He was not only known for his work in the school of East Texas but also recognized as one of the educators in the state, for greater educational opportunities for youth. Prior to his death he was principal at Henderson, Texas.

## To Vitalize Reading Program

Reading is so fundamental to the education of everyone that it is the basis of all education. So said Herold C. Hunt, general superintendent of Chicago schools, in addressing the recent eleventh annual reading conference at the University of Chicago. Dr. Hunt stated that reading is every teacher's job, and he called for vitalization of the reading program through use of visual aids, the radio, and other devices.

Stressing the need for careful planning to meet the needs, abilities and interests of pupils, Superintendent Hunt urged teachers to take time to emphasize reading lesson activities so that learning would be more meaningful and lasting. Each child should have not only the opportunity to learn to read but also the chance to read to learn, according to Dr. Hunt.

Just issued is an 8-page Office of Education bulletin titled "Sources of Materials Dealing With Reading Difficulties," prepared by Helen H. Murray, research assistant, Division of Secondary Education, Office of Education. This multilithed publication contains three bibliographies—sources of material to meet the reading needs of the retarded reader; books written for the pupil of low reading ability; and book lists for normal readers. Copies are free in limited number from the Division of Secondary Education, Office of Education, Washington 25, D. C.

— C T S A —

## Equal Opportunity

We cannot be satisfied until all our people have equal opportunities for jobs, for homes, for education, for health, and for political expression, and until all our people have equal protection under the law.

### OUR COVER

The scenes on the Cover are class activities from the I. M. Terrell High School, Fort Worth, H. L. King, Principal.

These pictures were taken by L. E. Slawson, photographer for Fort Worth Public Schools.



# Around the Counties . . .

## BURLESON COUNTY

**Nona Mae Blocker, Jeanes Supervisor**

The schools of Burleson County have as their major objective for this year, A School Improvement Campaign. This project started with the opening of school



**O. Vivian Hart**

and will close at the end of Negro Health Week. Schools will vie with each other to see just how much improvement can be accomplished in school class room instruction, ground and building improvement, and the improvement of the community.

Silver Valley and River Lane, one-teacher schools have been rebuilt and painted. Center Point, a two-teacher school has been remodeled and painted.

The Henley Hill School was host to Old Bethlehem and Clay communities December 2nd when Mr. J. C. Mc Adams, State Supervisor of Negro Education spoke on Resource-Use-Education. As a result of this meeting, plans are already under way to have one of the best Resource Clubs in the county.

Mr. Mc Adams spoke to a representative group of the Caldwell and Sulphur Springs Resource Clubs.

Six clubs have been organized and they give promise to much improvement in human-relations in the community and school.

Burleson County was well represented at the State Teachers' Association in Dallas. The teachers report a very beneficial as well as enjoyable meeting.

## AUSTIN COUNTY

**Jessie Lee Diggs, Jeanes Teacher**

In Austin County Jeanes work is in the pioneering stage, as this is the first year the county has had a Jeanes Teacher. However, with the splendid cooperation being received from all sources, the program of supervision should make a definite progress.

After a program of consolidation, which covered a period of several years, there are at present nine schools in Austin County. Three of these schools are in Independent Districts—one of which is our

new County High School, centrally located at Sealy, Texas, with Mr. I. H. Woodfork serving as principal. There is a unified bus system serving the elementary schools within the county as well as our County High School.

The goals for the year in this county include: the Improvement of Health County-wide; the Improvement of Instruction—with special emphasis on reading and the Improvement of School-Community Relationship.

At our Pre-School Conference, Miss A. C. Preston, Prairie View, served as Reading Consultant. Mr. C. A. Wood, Prairie View, as Health Consultant. These abled persons were brought in to stimulate a desire in in-service teachers to do a better job of teaching. Dr. J. L. Brown, Prairie View, evaluated the day's work. In October, we had a School Health Conference in Bellville, Texas. Participants, including Dr. Connie Yerwood, came to us from the State Health Department. Both sessions of this conference were well attended by teachers and patrons of the entire county. In November, this county was fortunate in receiving the services of the State's Tuberculosis X-Ray Unit for all persons above the age of fifteen years.

Eight of our nine schools boast of active Parent-Teacher Associations, and soon we hope to have a County P.-T. A. Council to cement our School-Community Relationship. Aiding in reaching this goal is the use of the Spelling Bee, which is being organized within each community.

In our most recent meeting of the County Teachers' Association, of which Mr. S. N. Washington, Bellville, is president, Soil Conservation was discussed by our Farm Agent, Mr. J. J. Adams. Interscholastic League directors were chosen, and plans made for a profitable meet.

The teachers of the county have been studying the proposals of the Gilmer-Aikin Committee and will soon have a joint meeting to discuss proposals and various reactions.

## GREENVILLE

**St. Paul School**

The St. Paul High School located in the Neylandville Community seven miles east of Greenville has adopted and is trying to put into actual practice the slogan, "The Best In Education for Every Negro Child."

This session, in pursuance of its policy

of trying to provide the best in education for the rural Negro children of Hunt County the school has purchased and put into operation a fourth bus, added a course in chemistry and purchased the required laboratory equipment, put in additional shop equipment, built a garage and employed a mechanic to maintain its busses, purchased additional football equipment for its team which made its initial effort in football last season, and purchased a projection machine for carrying on a program of visual education.

## HUNT COUNTY

**J. L. Stanley, Superintendent**

The Hunt County Association of colored teachers held its fall meeting on Thursday evening, November 18, 1948.

Highlight of the meeting was an address by Mr. Howard B. Lyman, Assistant Director of Guidance and Student Personnel of the East Texas State Teachers College of Commerce, Texas. Mr. Lyman's subject was, "Practical Things That Can Be Done About Guidance by Small Schools." Mr. Lyman was very practical and matter-of-fact and gave a list of sixteen definite things that small schools could do toward furtherance of an organized guidance program.

County Superintendent Grover Clark was present and made interesting remarks relative to work in the county for the current school session. Music for the occasion was furnished by the Glee Club of the Booker T. Washington High School, Greenville, Texas, with Miss Benford directing.

Following officers were reelected:

James L. Stanley, Superintendent of St. Paul High School, President; Louise A. Daniels, St. Paul High School, Secretary; A. C. Williams, Principal of Norris High School, Commerce, Texas, Vice-President; M. W. Harris, Booker T. Washington High School, Greenville, Texas, Treasurer; and W. P. Fudgens, Principal of Fred Douglas School, Greenville, Texas, Chaplain.

## MARION COUNTY

**Mrs. Willie N. Douglas, Jeanes Supervisor**

"And a little child shall lead them." Few of us really believe this. But all of us must now realize that "a little child shall some day lead them."

Every day that we teach a class we strengthen our realization that the child of today will become the citizen or leader of tomorrow. This belief is evidenced by the school philosophy that hangs on the wall of Principal A. L. Coleman's office—to train the child mentally, morally, emotionally and spiritually. The children

of Gethsemane school and the other six county schools are definitely showing improvement, because of the combined thinking of all teachers.

Speaking of offices, Principal Otis Turner has his walls covered with a consolidated school district map, showing the location of all homes and local P.-T. A. districts. Students point with pride to their homes and community, giving past history and telling present points of interest.

All teachers have been enthusiastic over the county unit, "The Community." Marion County has taken on new meaning for teachers and pupils—the first wagon trains, Cypress river, the Kelley plan, Blackburn's syrup mill, etc., are now an integrated learning experience which broadens county appreciation.

Attendance in the County has reached an all time high. The attendance supervisors, working with principals, teachers, P.-T. A. workers and other agencies made the schools an inviting place for pupils. Home-making and vocational classes, sports, outdoor camping, all played their part in keeping children in school after they came.

It is a reality, a new brooder house being built at Gethsemane School, winter gardens growing in Judea and Macedonia communities and gardens being made ready for planting in Victory community. This is the result of the vocational teachers organization in which their goal is to improve the economic status of community people through the three P's—Poultry, Peas and Potatoes. The Home-Making teachers could not be left out, here they are with the three C's—Cover, Canning and Clothing. District Four P.-T. A. showed the First Cover exhibit December 20.

The teacher group chairmen are doing an excellent job on "A County Philosophy," "Reporting Grades to Parents," "Code of Ethics," and other educational phases of the county. The group chairmen are: Mrs. L. N. Johnson, Primary teachers; Prof. Eddie Coleman, Intermediate teachers; Prof. A. W. Turner, High School teachers.

As teachers in Marion County, we are working hard, we want our pupils to rise up above us, we want them to have what we probably have longed for. Through patience, hard work, wisdom and through a cooperative spirit we can, and we must prepare them for the best that's yet to be. Their's is to be a heritage of a happier life and a better world.

#### BELL COUNTY

The Oneville School of which Mrs. J. B. Brown is principal, won first place in a county-wide poster contest for fire prevention week.

The fourth in a series of teachers meet-

ings was held at the Oneville School. Mrs. J. B. Brown gave a demonstration on teaching mathematics and science in a one-room rural school.

Mrs. J. M. Washington led a round table discussion on the Gilmer-Aikens Committee report.

Mr. J. C. McAdams, Superintendent; G. C. Meridith, Principal, Dunbar High; T. W. Wright, Principal; T. B. Harris, High and G. L. Powell, Principal, Bartlett High, made special contributions to the program.

#### GRIMES COUNTY

Mary T. Birdwell, Jeanes Supervisor

The schools are busy at work. Mr. J. C. McAdams, Supervisor of Education, visited Plantersville community and helped to get the community program started. The Grimes County Teachers Association met at Anderson, unusual interest was shown in the panel discussion on "Health In The Public Schools."

The Grimes County Teachers Association was entertained by Freeman School on December 1st. The program was: Panel Discussion—Your Health and Safety. Miss A. M. Flowers, Mrs. Lelia Watson and Mr. Claude R. Adams, 95% of the teachers enrolled in the State Teachers Association. All High School Principals attended the Principals' Conference at Huntsville. Mrs. Neville Colson, Senator-elect, has accepted an invitation to attend a County-Wide Teachers' Meeting in December at Anderson, Texas.

#### HARRISON COUNTY

O. Vivian Hart, Jeanes Supervisor

#### OUR PLAN IN ACTION

I. We are providing a healthful environment in our schools and communities to make theory and practice effective in daily living.

The health of the school child is an all important factor in the whole process of education; consequently it is an integral part of the school program.

Our school planning includes vaccinations, immunizations and inoculations against diphtheria, smallpox, and typhoid fever.

II. Our workable teaching units include life experiences, recreational programs in both school and community.

The mental and physical status of the nation as revealed through all walks of life call our attention to the fact that more effort should be put forth by educators along the lines of providing life experiences which promote relaxation or recreation. It is a common belief that democracy will always prevail if its citizenry knows how, when and where to recreate. The school should take the leadership in planning the recreation for people

of all ages. Thus, recreation becomes one of the greatest means by which the school can be linked with the community.

The above is being exhibited in many of our Resource-Use Clubs that are being organized in the county. We are expecting the state "Spelling Bee" Champions to grow out of the clubs in Harrison County.

III. The use of Farm and Home Demonstration Agents, Ministers, Doctors, Nurses, Parents and others in helping to shape an effective program of education for children, youth and adults in our communities.

Many of the jobs that need to be done in the schools and communities in Harris County can best be done through the assistance of County agencies. For example: Every school and home in the County should plan and build a good program of healthful living for the people in the community. Problems of *nutrition, sanitation, communicable diseases*, and physical defects are best handled when the health officials who possess specialized knowledge in the field are working along with the teachers in a health program for all. These officials have expressed the desire and demonstrated their willingness to work with any teacher who needs them in carrying on our program.

IV. Carrying on in-service training of teachers through supervisory visits, individual conferences, bulletins, inter-school-visitations, and group-study meetings is another vital phase of our program.

The general theme for each meeting will be a result of our working out and planning together some desirable procedures for school and community work.

Conferences both individual and group are designed to help us solve our individual problems.

The President of the Harris County Teachers Association is very thoughtfully steering the group-study plan in a manner that will provide beneficial teacher growth.

Inter-school-visitations and the working with teachers and pupils in another community is a direct means of broadening and enriching the experiences of both the students and the teachers.

In carrying on our plan we want the kind of experiences that lead to the total growth of children, youth and adults.

#### WALKER COUNTY

Mrs. Marie T. Carter, Jeanes Supervisor

A county-wide teachers' meeting was held in November. County Superintendent Mrs. Marjory P. Oliphint and Assistant, Mrs. Loraine Leonard were present and gave encouraging remarks. A program "Improving Schools and Communities by Wise Use of Resources" was planned for the year. Under the leadership of our new

County Director, Mrs. Hattie McGlothen Johnson, a number of plans were made for the school year. Mrs. Johnson succeeded Mr. Thomas Jones, who is principal of the Arizona School. Mrs. Johnson is and has been principal of the Dodge Junior High School.

There are a number of the schools participating in the "Texas Reading Club."

We plan to organize a County Parent-Teacher Association in order to bring about a closer relationship among our community workers.

Mrs. Theresa Huckleby, County Home Demonstration Agent, has organized 4-H Clubs with the girls of the County. They are helping to improve physical conditions in the home and in the school.

The whole educational program in Walker County is designed for growth by doing a better job of teaching.

Wesley Grove P.-T. A. is working to improve its school with the aid of Mr. Turner Williams, principal, Miss Georgia Mae McGown, and Mrs. Vani Lee Hill, assistant teachers. The above schools are leading with the accomplishment of their objectives.

Membership of the State Teachers' Association is 100 percent in the County schools. Quite a few attended the convention in Dallas and enjoyed the sessions. We took part in the Jeanes exhibits. Mrs. Pauline Campbell, president of the Jeanes Association, conducted a very instructive session. Huntsville and Walker County is very proud of their product.

#### BRAZOS COUNTY

Mrs. Fannie H. Diggs, Jeanes Supervisor

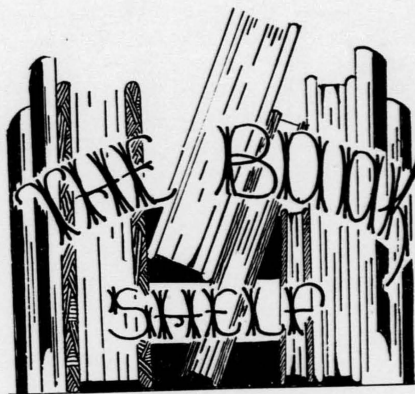
The present program of Jeanes work had its beginning September 8, 1948. There are five schools, thirty-three teachers and approximately 800 scholastics. A recent survey revealed that there is a need for improved libraries in each school.

With the cooperation of the superintendent and Mrs. Florence E. Vaughn, State Librarian, we have succeeded in making some favorable improvements.

Another outstanding feature for the month was a demonstration given by Mr. Paul Anderson of the State Department of Education, Austin. This demonstration was given to emphasize to teachers the importance of making a visual survey test of children before beginning to teach them to read. This demonstration was made with the Keystone telebinocular.

Four schools and their communities are working out a cooperative program of Resource-Use Education to improve the living conditions.

● Turn to Page Eighteen



Velma Nesbit Stewart—Beaumont

Negro History week is now upon us and our thinking is quite appropriately turned to books by and about Negroes. As writers, during the last few years, Negroes have become quite prolific, and have given to us some of the days best in literary expression. As a subject, certainly American public opinion has become aware of this large minority element in its population through the writings, not only of Negroes, but other racial groups as well.

Scanning through the list of recent publications, we find many that were good in '48.

If a biography is to be of merit or even mildly successful as a bit of literature, the biographer must select an interesting personality as a subject, and then make him live or become real to his prospective readers. Certainly Basil Matthews knew this when he wrote "*Booker T. Washington: A Biography*." The author gives us three main stories in his book, first, of the slave-born Negro who rose to heights of unbelievable fame; second, the amazing story of the building of Tuskegee Institute; and third, the story of his European tours in his observations of "the man farthest down," the European peasant.

Throughout the book runs the philosophy of the biographer: the man farthest down must be helped to rise by the discipling of his own powers. The eloquence of expression, and the ease with which the book may be read makes one know that it is superbly written. It is bound to clear up some of the controversy about Dr. Washington, as well as give some of his severest critics a new point of view. Secure it from Harvard University Press, Cambridge, \$4.75.

Perhaps it was because the kind of thing he felt and wished to express concerning the Negro and his passionate struggle of life for life in this American democracy, that Roi Ottley has given us his most recent book, "*Black Odyssey*,"

published by Scribner's Sons, 1948, \$3.50. It is a story that cannot be found in the history text books, for it presents an odyssey for both Negroes and whites. It gives straight and factual account of what has been happening in our American world to these racial-groups for the last 300 years. More than a mere recital of events, it is packed with human interest and alive with action. H. A. Overstreet says it might well be called a "study in maturing culture." After reading its hopeful message, particularly since the beginning of World War II, one might conclude that Ottley envisions, as the late Booker T. Washington once envisioned the time when "We of both races shall throw off the shackles of racial and sectional prejudices and rise . . . above the clouds of ignorance, narrowness, and selfishness where it will be our highest ambition to serve man . . . regardless of race of previous condition."

"Seraph on the Suwanee" by Zora Neale Hurston is a simple and colorfully written moving novel of life among the Florida "Po White Trash."

Avery Henson, is the heroine. She is slight, young and neurotic and falls desperately in love with her sister's minister husband. Jim Merserve, the hero, a hard working, go-getter saves her from her feeling of frustration and feeling of insecurity by marriage and his whole-hearted affection. Their first child was an idiot which added to Avery's worries, yet this served as another distraction to draw Avery out of herself after her husband leaves her. In the end, true love triumphs and Jim returns.

Miss Hurston's use of the vernacular and her adept interpretation of the conversation of the unlettered, results in a novel that is delightful to read aside from its intrinsic merits as a piece of fiction. Scribner's Sons, 1948, \$3.00.

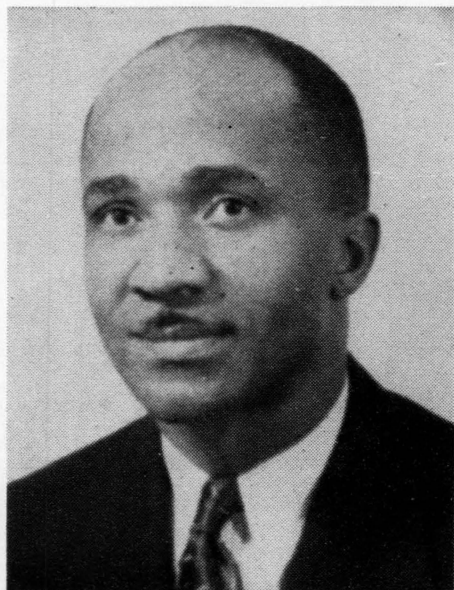
William Gardner Smith, youthful author of "*The Last of the Conquerors*," gives the public a novel of quite some interest concerning World War II. Correspondingly a ballast of contradiction and criticism has been levelled at him since its publication by Farror, Strauss and Co., Inc. 1948.

The fictionized episode tells of the unscrupulous treatment of Negro troops in occupied Germany by their commanding officers.

As a clerk in an all Negro battalion, whose commanders were mostly Southern whites, Mr. Smith gives the benefit of first hand information.

The book is full of genuine emotion, perhaps because of his youthfulness and strong feeling, yet, it is quite thought provoking. The information is often shocking. It sells for \$2.75.

## J. Martin Jacquet Elected First Vice-President



J. MARTIN JACQUET

At the annual convention which convened in Dallas, J. Martin Jacquet, principal of G. W. Carver Junior High School, Fort Worth, was elected to the office of first vice-president.

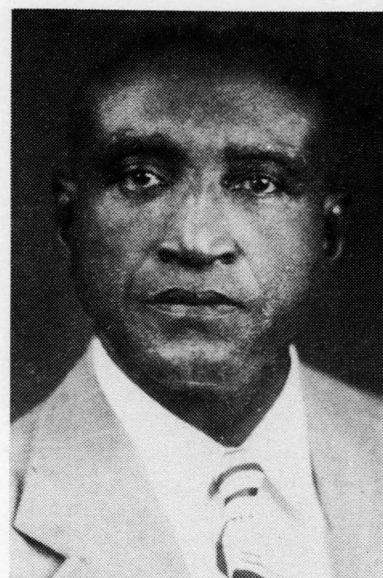
Mr. Jacquet, who has a rich background

of experiences in the field of education, is a graduate of Bishop College and is at present compiling his thesis for the degree of Master of Education, for which he is a candidate to receive this summer at the University of Colorado.

During his nineteen years in the field of teaching, he has a cross-section of experiences. His teaching includes the following positions: Principal of the high school at Hawkins, Texas; principal of the high school at Big Sandy; principal of the high school at Arlington, Texas. He taught for two years in the James E. Guinn School under the principalship of the late A. M. Moore.

In 1938 he was appointed principal of the Lake Como School, Fort Worth. From this post he came to his present position, principal at G. W. Carver Junior High School.

Mr. Jacquet had been very active in the work of the State Association for a number of years, having been district representative for seven years from the North Texas Teachers' Association. He is active in community activities and has membership on a number of committees. He will be elevated to the office of president of the State Association in 1950.



ROBERT M. CATCHING

## Houston Educator Ends Teaching Career

Mr. Robert M. Catching, who taught 38 years in the public schools of Houston, was retired at the end of the school year 1947-48.

Mr. Catching has had an unusually rich experience as an educator, as a social worker, and as a civic leader.

He started his teaching career in 1909 and was at that time the first teacher of manual training in the old Houston Colored High School. On two occasions Mr. Catching was granted a leave to serve in other capacities; namely, in the Army during World War I and again to serve as Educational Advisor in the CCC Camp. At the end of each period of service, Mr. Catching returned to teaching in the schools of Houston.

He served in the following positions in Houston schools: head of the Manual Training Department at Jack Yates High School, teacher of Mathematics in the Burrus Junior High School; principal of the White Oak Junior High School; and from 1942-48 as head of the Industrial Arts and Drafting Department.

Mr. Catching's teaching in Texas covers a period of 42 years. He touched and inspired many youths during these years; therefore he has many golden deeds to his credit. At present he is pursuing a course in Law at the Texas University for Negroes.

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### JASPER COUNTY

Lue Tisha Scott, Jeanes Supervisor

The theme for the county's program is: "Improving the Quality of Living by Wise Use of Our Resources."

Teachers and community leaders of Jasper and Newton counties have organized an Area Health Program in cooperation with the Texas Health Education Program. The Rowe High School is serving as Host school for the group.

The county schools are taking the advantage of carrying on a nutrition project with students and parents in connection with General Mills. The project is sponsored by classroom teachers in schools where we do not have Home Economics teachers.

Our objectives are (1) getting across known facts (2) getting these facts across in an understandable form, (3) keeping the best informed persons up to date on the latest development. The fourth link in the Chain—getting people to apply what they have learned—is our vital problem of turning information in protective action.

The Supervisor of Negro Education has visited Jasper in the last month. He was guest speaker to our County Teachers' Association and spoke on "Coordinating the

Efforts of All Agencies in a Program for Community Improvement," at the Rowe High School, and visited with the Beech Grove P.-T.A. on December 8th and with the Brookland P.-T.A. December 9th. The county and independent superintendents were present.

### PANOLA COUNTY

Victoria M. Davis, Jeanes Teacher

The Schools of Panola County have participated in a series of activities that we feel have had a profound effect on teaching techniques.

In our meetings we attempt to use our human resources as: Health Coordinators, Ministers, Music teachers, Jeanes teachers of other Counties, Teachers of the various Schools in the County. Soil Conservation workers, Superintendents, Librarians, Forestry. The group is small and the teachers have greater opportunity to take a part in the program, usually led by one of their group. They work in similar fields, and have similar problems.

The Schools and Communities of Panola County feel proud of the County-Wide Health Conference, as we are still working for "Better Health and Sanitation." A

● Turn to Page Nineteen

## Around the Counties...

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Health Clinic was held on the campus of the Carthage Colored High School, and on the Campus of every large school in the County. Some were zoned for conveniences of the Unit. We feel grateful to our human resources for the work experience in blood test and typhoid serum. We have had the water test for some of our rural schools, and only a few contaminated. They are being treated.

The second annual Health Institute was held at the New Salem School. Mr. Dwight Lilly, Principal. Each teacher and classroom has been made responsible for a project and is making rapid progress. The first piece of work by the 5th and 6th grade room, sponsored by Mrs. C. A. Ross. Paving the walk, 3rd and 4th grade room sponsored by Miss Zelma Eubanks. The Principal and high school pupils worked in all of the projects, and they have for their project, painting and beautifying the campus.

### LAMAR COUNTY

Lizzie Bly, Jeanes Supervisor

When I began work in 1933 I had 33 C.S.D. schools under my supervision and 4 Independent. Now under the Consolidation system we have only 10 C.S.D. Elementary, 4 of which are accredited; 2 accredited Junior High with 4 and 8 teachers, respectively, and two 4-year accredited, Rural High Schools with 8 teachers each.

School improvement—One school burned at the beginning of school and has been replaced with a beautiful 8-room building with all modern equipments, a nice lunch room, with running water, and all kitchen equipments. A new School building is being planned for the Delmar High. I have visited all the schools and there is a marked improvement in them especially in reading which is being emphasized in all schools.

The Spelling Contests are getting underway and are being organized in several schools.

Our County registered 95% in the C.S.T.A. We hope next year will be 100%.

Several teachers attended the C.S.T.A. in Dallas. Two of the P.-T.A.'s sent delegates to the State P.-T.A. in Dallas.

The theme for the county this year is "Better Living through Resource-Use Education." We are doing much work in developing some of the natural resources of Lamar County. We are to beautify our

campus at Powderly High by using native trees and shrubs.

Lone Star School is installing electric lights this week.

Blossom High is building a larger cook room to the lunch room and has bought new equipment.

We are preparing for the Interscholastic League meet, and planning our National Negro Health Week Program.

We have ordered another 200 books for our Library.

### HUNTSVILLE INDEPENDENT DISTRICT SCHOOLS

Mrs. Pauline Watkins Campbell  
Jeanes Supervisor

A large number of teachers attended the State Teachers Association held in Dallas, during the Thanksgiving season. Dr. Joseph R. Griggs, Superintendent of City Schools, served as special consultant and panel discussion leader in the Jeanes Supervisors Section during this meeting.

Mrs. L. B. Jeffero, represented the City-County Council of Parents and Teachers during the State Congress of Parents and Teachers meeting held during the State Teachers Association.

The teachers are continuing their work in the in-service health education program directed by Mr. C. A. Wood, State Coordinator of Health Education. The group is now taking a first-aid course organized for bus drivers and other interested persons. A number of parents and other adults are also taking advantage of this very helpful course.

The Teachers Council is now concentrating on curriculum development work. Many interesting units of work have been organized and are in progress in the schools. Several of these units are centered around resource-use education.

The Well-Child Clinic is regularly offering clinical assistance to children of city and rural areas. Dr. J. R. Williams is the Clinician and the Sam Houston High School home-making students serve as assistants to the clinician and also perform other tasks connected with the operation of the clinic. This is a part of their home nursing training.

The teachers are engaging in many professional activities such as study group work, use of professional reading materials and membership in professional organizations. Some of the professional organizations are the local Teachers' Council, the East Texas District Association, the State Teachers' Association, the American Teachers' Association and 22 teachers are members of the National Education Association.

# Honor Schools

AUSTIN—Blackshear & Rosewood Schools, F. R. Rice, Principal.

Clarksville School, Mrs. J. C. Kavanaugh, Principal.

ANGLETON—Marshall High School, Thomas J. Wright, Principal.  
shall High School, Thomas J. Wright, Principal.

BEAUMONT—Carroll Street School, M. B. Gill, Principal.

Pipkin Junior High School, Mrs. Emmons Grogan, Principal.

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

BELTON—Thomas B. Harris School, T. W. Wright, Principal.

BREHAM—Pickard High School W. I. Alton, Principal.

CAMERON—O. J. Thomas High School, C. L. Sadberry, Principal.

COLUMBUS—Columbus High School, L. B. Kemp, Principal.

CONROE—Booker T. Washington School, Ben L. Cavil, Principal.

CROCKETT—Crockett High School, W. M. Henry, Principal

DICKINSON—Dunbar High School, J. C. Williams, Principal.

DALLAS—Fred Douglas School, H. L. Walton, Principal.

N. W. Harlee School H. B. Pemberton, Jr., Principal.

Lincoln High School, T. D. Marshall, Principal.

J. P. Starks School, F. D. Williams, Principal.

Booker T. Washington High School, J. Leslie Patton, Jr., Principal.

Wheatley School, Joseph McMillan, Principal.

Julia C. Frazier School, H. I. Holland, Principal.

B. F. Darrell School, Carl J. Hines, Principal.

York School, J. E. Gilmore, Principal.

DIBOLL—H. G. Temple High School, C. O. Bradley, Principal.

DENTON—Fred Douglass School, F. D. Moore, Principal.

ELKHART—Henry High School, H. J. Hurt, Principal.

ENNIS—Carver High School, B. F. Thomas, Principal.

FREESTONE COUNTY—Supt. Shelma Carlile.

FRANKLIN—Franklin High School, U. S. Morgan, Principal.

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