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## **The Texas Standard - March, April 1950**

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# TEXAS STANDARD

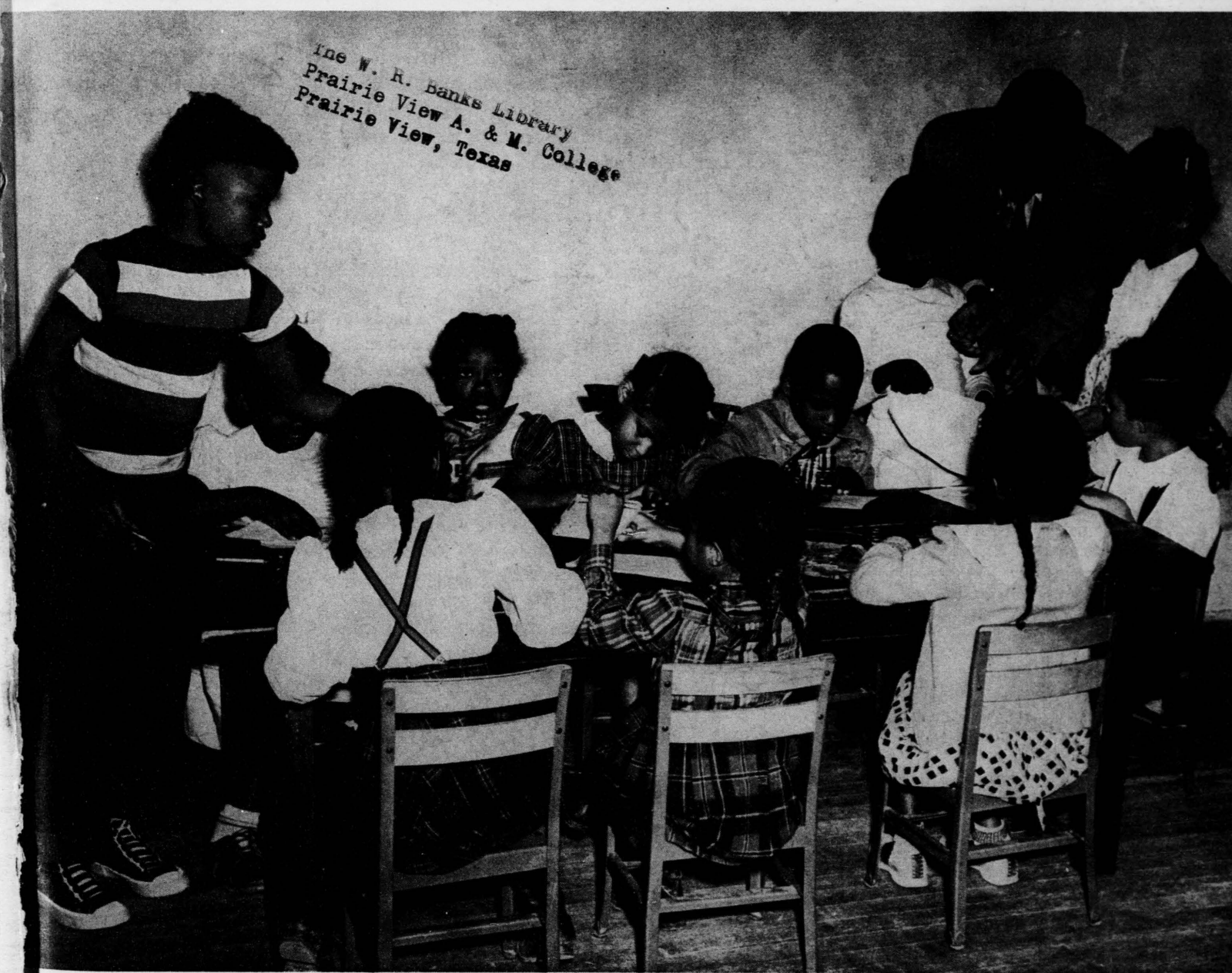


Volume 24

March - April 1950

Number 2

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



OFFICIAL PUBLICATION OF  
COLORED TEACHERS STATE ASSOCIATION OF TEXAS

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**THE TEXAS STANDARD**

Vol. 24 March-April No. 2

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**HAZEL HARVEY PEACE**  
Editor

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*Editorial Comments*

*From The President's Desk*

Since the installation of your president at the Houston meeting he has been busy trying to make the Colored Teachers State Association of Texas more functional for the teachers of Texas. Plans have been laid out for the next annual meeting which is to be held in Waco, Texas. He has worked on setting up committees to carry out the resolutions that you approved at our last annual session. It is believed that the committees will have favorable reports for you in November.

Along with this, time is being taken out to visit all of the district associations. At this writing your president has had the privilege of visiting four districts in their annual meetings. On February 24 it was the pleasure of the president to visit the Southwest Texas District Association at Columbus, Texas. It was gratifying as well as creditable to see the fine program that was planned by President Wright and carried out by the members of that district. The meeting was largely attended and its sectional meetings were a credit to the profession.

On March 11, your president journeyed over to Waco, Texas where the Central Texas District Association held its annual meeting. The same zeal and interest were found among the teachers of this district. It was at this meeting that Commissioner of Education J. W. Edgar was met in a brief conversation, at which time he expressed himself as being impressed with the work of your association and the fine teachers that go to make up our group. He also pledged his loyal support to us as fellow workers in the State of Texas.

The Southeast Texas District Association, which met at Orange, Texas on March 24, 25 was visited by your president. Even though this district is our last district organized in the state, the work was certainly in keeping with the educational philosophy that is needed to make our state organization the type of organization that you teachers have been asking for. This meeting was well attended and much enthusiasm was manifested among those present.

At each of these district meets your president was scheduled for a brief address. In the addresses, a need for wider teacher participation in the organization, and the enrollment of 7,000 teachers for the year were stressed. Each district visited has pledged its full support in carrying out these requests, and the members are planning to meet us in Waco in large numbers.

The East Texas District Association which will meet on April 7, 8, and North Texas District Association which will meet on April 29, will be visited on their meeting dates.

J. MARTIN JACQUET, President

*On The Cover*

Blackshear Elementary School, Austin, Texas. A picture of an activity in the Child Care Center of Blackshear School, F. R. Rice, principal.



# TEXAS STANDARD



VOLUME 24

MARCH-APRIL, 1950

NUMBER 2

## THE PRINCIPAL FURNISHING LEADERSHIP TO THE SCHOOLS PUBLIC RELATIONS PROGRAM

In the past teachers, principals, and school administrators generally felt that routine and formal education was their sole province; that class work was the limit of their field of service and that the curriculum was the range of their teaching the public stood apart, criticized or feebly cheered, feeling unnecessary to school education. Today there is a different feeling the wide awake principal has seen his real function in securing the cooperation of all the forces that make for progress. The principal may be considered as the center of an educational opportunity, with three concentric circles of service. Each of these represents a section of the "public." Within each circle is a reciprocity of interest and of service.

His radius draws about him teachers and pupils in the circle of school life; as administrator and director of school functions, the attitudes of his teachers will reflect his policies and ideals. His personal influence is as great as his educational leadership; the impact he makes upon the hearts and minds of his fellow teachers directly influences the attitude of the community toward school support. He needs only to state school needs or school ideals upon a basis of ex-

DR. J. E. GOODEN

pected cooperation and joint responsibility, and the community will whole-heartedly respond. If, however, he is too conservative to see his responsibility to the public, or to invite it to share the responsibility of education, he immediately limits himself, his opportunity, and his school program.

As for the principal, he is the leader, he is the interpreter of education and of life itself to his interested school group. His ideals of education becomes the motivating force in the school. He may interpret education that the teachers and children look upon school life as a joyous adventure to be shared, or it may become a humdrum of monotonous routine. His educational leadership should mean enthusiasms, vision, sympathy, under a standing, a philosophy of life that finds interest in all phases of education, in all classes of people, and one that recognizes education in humble garb as well as in academic robes. He sees his school as a part of the community, and himself as a field agent. He adapts the school program to the needs of the community and he estimates the effectiveness of the program by the

way the school program improves the home and the environment. The future of education depends upon the impression that he makes in the minds of the people.

In his second circle the principal finds a larger radius to cover, one which includes home with school. The children come from homes and return to them; they belong first to homes and then to schools. Thrift, safety, health, good leadership, character education all require home and school efforts in a unified reenforced program. The progressive principal seeks to enlist the interest of the parents in such a program, knowing that the interest of the parents in the school is a fundamental value. The principal is in a strategic position to capitalize the interest of this part of his public by drawing together the parents and teachers in conference groups. Try them. They will not fail. The publicity of such cooperation is most valuable in creating favorable backgrounds for education. A new link that draws parents closer to the school is that of parent education.

Teachers and principals would appreciate school children with better health and behavior; it is equal-

• Continued on Page Six

# PUPILS RULED SCHOOL - - - *For A Day*

By F. R. RICE, Principal  
Blackshear School  
Austin, Texas

The tables turned Wednesday, March 1, at Blackshear School when pupils reigned supreme with Student Council Officers taking over for the first annual "Student's Day" under the principalship of Iris Lindley, a member of the fifth grade. All is not as simple as it would seem, however. A month of planning, study, research and hard work was put into practice when the Student Council took over for a day.

It all started when the Student Council began to study how the success of any organization depended on cooperation of its members. The idea of a student day was formulated, but the council decided that each homeroom must study about rules and procedures before student day could be of any practical value to pupils.

So, the pupils got busy. They studied parliamentary procedure and



Iris Lindley, President of the Student Council, takes over the office of Mr. F. R. Rice as principal for a day of Blackshear School.

the way their own school was run. The interest spread and study branched out into the entire ad-

ministrative system of the Austin schools from the superintendent to custodians. In preparation for student day, the boys and girls studied the duties of their own principal, teachers, custodians, dietitian and cafeteria helpers. They planned the menu that was used in the cafeteria for the day.

After which, the student body felt it was competent to take over the administrative job of running Blackshear School for a day - and they did it very successfully. The secretary of the Student Council served as secretary of the school; the sergeant-at-arms served as lunchroom clerk. Each homeroom has a representative on the Student Council and this representative served as the teacher of his homeroom group. Four extra representatives served as librarian, physical education, music and art teachers. The regular teachers stayed in the background

Librarians — Eva Mosby, Roslyn Martin, Faye Jewel Hornsby



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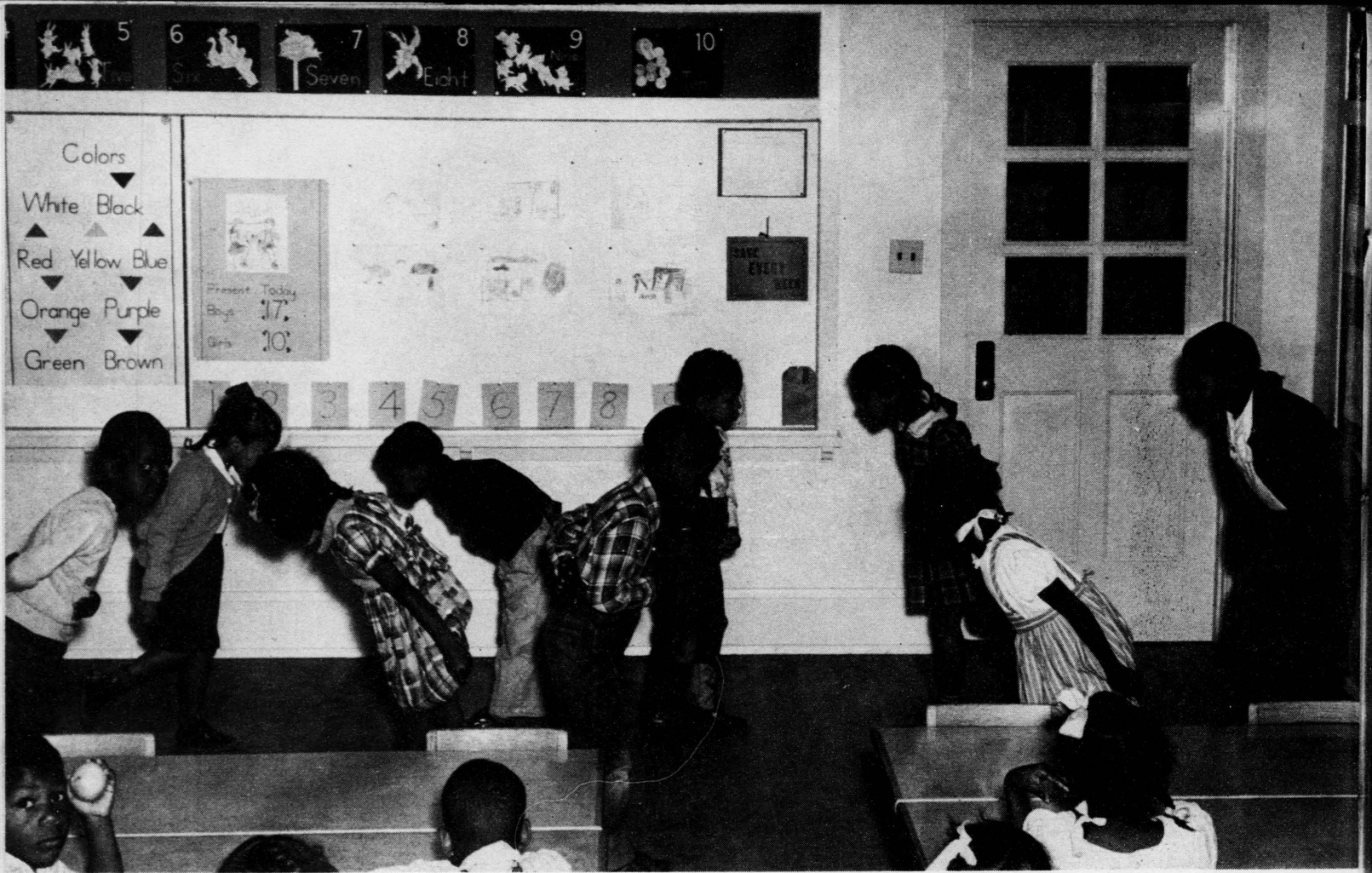


Above—Music Teacher—Gwendolyn Gregg.

Below—Art Teacher—Malvina Murray, 3rd from Right.







Physical Education Teacher—Norma Jean Hancock

## Pupils Rule

• Starts on Page Four

as the elementary school boys and girls took over their jobs.

In the afternoon, a movie was shown to the entire student body.

That night, this same idea was carried out in the regular Parent-Teacher Association meeting with Iris Lindley presiding as president and Malvina Murray, secretary. Other members of the council presented to the parents an all student program. We believe the youth look-

ing at the world ahead in mingled hope and apprehension needs wise guidance and an opportunity to put into practice principles of leadership, self-control, responsibility and other citizenship traits that are taught in the public schools. Thus, is the purpose of the Student Council idea.

## The Principal Furnishing Leadership.

• Starts on Page Three

ly fair to presume that parents would send better children to school if they knew how to make them so. The principal who can interest the parents in maintaining parent-education classes does a real service to his school and to his community and binds his parents to his school.

The third radius is that of the community. The wide awake principal links his school with the industrial and business interest of the community. There would be less criticism and more cooperation if "Com-

munity Nights" were held at schools with program that draw in leaders along academic lines. No school can reach its maximum if it is handicapped by indifferent parents, by cheap, vulgar community standards. I. WHAT ARE SOME REASONS FOR INCREASED PUBLIC AND PROFESSIONAL INTEREST?

- (a) Pupil-teacher ratio's
- (b) per-pupil expenditure for education
- (c) new buildings for public schools
- (d) increasing preparation of teachers, and
- (e) work conferences in public education

(f) school publications  
II. EDUCATION PROBLEMS DEMAND ATTENTION:

- (a) These have created problems:
  1. Depression - food - clothing, shelter
  2. War-time
  3. Post-war years- Unemployment, etc.
  4. Shortages of qualified personnel
  5. Large number of children - as a result of increased birth rate and population movement.

SOME EVERYDAY ROLES OF THE PRINCIPAL THAT MAKE

## FOR GOOD PUBLIC RELATIONS:

1. The principal sees the child as the focal point. A child who is happily succeeding in school is the primary basis of good public relations. All of the other elements of good public relations are wasted unless the program is so designed, and pointed toward the child, (Ambassadors of good will).
2. The principal must always be careful in selecting his methods of approach. Resistance should not be aroused whenever it is possible to shun it.
3. The principal must have a continuous program of evaluation. This prevents stagnation. (A progressive program is ever changing.
4. The principal is the greatest single influence that touches the local school program.
5. A good principal will seek to develop leadership ability in those with whom he works, teachers, pupils, and parents.
6. Effective leadership (Principal) is integrative. The cause of one group within the good community must not be championed to the complete neglect of the opposing faction. The principal should work sympathetically with opposing groups to bring about a consensus or an honest respect for the minority.
7. A good principal must be adventurous. He must have an experimental outlook. He must not be complacent.
8. Good leadership is truly democratic. (How much?)
9. A good principal will study his community and participate in community activities.
10. A principal must read and study and participate in professional activities.
11. School programs, radio programs and newspaper reports are aids for good relations.
12. A big hit is made by the principal if he channels community Ser-

## Greetings From the President of the East Texas Association

The teachers of the East Texas extend you greetings and a cordial invitation to attend their annual East Texas Teachers' Association which will convene in Huntsville, Texas, at the Sam Houston High School, April 7-8, 1950. May I impress upon you the necessity of every teacher being present at the meeting in the opening and remaining throughout the entire session, as matters of vital importance to the teachers of the East Texas area, as well as the State, will come up for discussion.

The outstanding feature of our times is the fact that we are living in a time when profound changes are in progress throughout the world, when it is clear that the future will be very different from the past, and every person in society is affected. George Washington would probably have felt much more at home with Pharaoh than in our present mechanical civilization. Consider the tremendous changes in our manner of life since we were young, and further, the fact that changes in the last ten years have been far more reaching in effect and more numerous than in any similar period in history.

Those of us who are older can remember how in the years before 1914 the air was full of hope and confidence. It was taken for granted that man would become more and more intelligent, and that the world would become, gradually but in-

~~~~~  
vices to school children. (Tap the Social Agency)

13. To the principal, wherever he may be, we wish him eyes to see, heart to understand, and voice to tell the public of an educational vision for American Youth.

evitably, a better place in which to live.

Now it is different. The old assurance is gone and all that we hold best and dearest is not only being challenged but may even be lost. We must bestir ourselves and enlist in the struggle to preserve those prospects which we once thought were secure. As Newton Edwards put it: "There is a striking parallel between ourselves and our forefathers of a hundred years ago. They were struggling to establish the democratic way of life; we are challenged to maintain it. Their economy was in the initial stage of industrial transformation; ours is being swiftly transformed by technological evolution. They were striving to weld three great competing regions into a single nation; we face the harder task of building a world community. They recognized the importance of public education as a social instrument in achieving the kind of civilization they proposed to build on this continent. They put their hands to the plow. If we are to keep the faith, we have no choice but to follow the furrow to its end."

Among the educators invited to the association to address our teachers are President R. W. Puryear of Butler College, Doctor J. L. Brown, Assistant Director of Negro Education, Prairie View College, and Doctor J. W. Edgar, Texas Commissioner of Education, Austin, Texas. All who attend may look forward to witnessing some very interesting programs for competent people head all departments.

We are urging every teacher to come prepared to stay through the entire session for this will be one of the greatest association meetings of all the previous sessions.

O. A. Rowe, President



# *The Significant and Challenging Influence of the Home and Home Management*

By MRS. ZELIA S. COLEMAN

Lita Bane, a well known home economist gives her interpretation of a home as:

A place where true affection of parents for one another and for the children and all family members;

A place where children are protected and guarded;

A place where one may have rest and privacy;

A place where each family member may satisfy his individual tastes and keep his treasures;

A place where fundamental culture consisting of customs, languages, courtesies, and traditions are conserved and passed on to the younger members.

A place where altruism, unselfishness, and other worthy character traits are generated and cultivated.

A place where each member may enjoy his individual kind of recreation and share it with others.

Home—a haven, a sanctuary, and a source of inspiration.

Probably some of us have thrown or observed others throw a pebble into a still deep water. Did you watch the pebble produce the first circle, then another and another until an enormous space was covered? Just as the circle from the pebble expanded, it is possible for the circle of home influence to widen until there is no limit.

When we trace the history of earlier homes it helps us to explain the evolution of certain customs, traditions and view points we hold today. Home production was important, and gave security and unity to family life. Children were considered an economic asset and had many tasks to perform within the home.

Many practices changed with the coming of the industrial revolution. The system of transportation and

market expansion brought about greater specialization. The jobs for individuals now vary, and we are emphasizing specialist not for a particular family, but for society in general.

With the improvement of mechanical inventions and production leaving the home. Centralized activity is demanding effective and economical use of machine. The family is more and more dependent upon others to supply its needs. Money is more important, people are living in new types of houses. Recreation has become more commercialized. Children are no longer considered an economic asset. Woman's position has changed in the home. Opportunities for training and education are open to her. She is entering business and professions and has gained political status along with other opportunities. The patriarchal power of the husband has been displaced by democratic procedure of the family. The interdependence and appreciation among family members help in providing affectional security.

The things I am saying are valuable only that they help to bring out the fact that the home is closely related to other social organizations, and has a very significant and challenging influence in our Society today.

The home may be likened unto the hub of a wheel with many spokes running out from it, serving to support the rim. The hub, the spokes and the rim are all built to render cooperative service. If the hub of the wheel is weak, the spokes and the rim may be ever so strong the

wheel will not hold up unless the hub is strengthened. When we observe the conduct of many of our young people in our communities, on our college campuses and other places—I am wondering if the part of the wheel which should contribute the best to society isn't weak. Maybe during this dynamic, atomic age with many changes taking place the challenge is for careful planning for adult education as well as education for the youth.

The home is such an important factor in regulating society that home management as a field of study has developed as a part of the larger field of home economics and to some extent has paralleled industrial management.

If we can agree that: "Home management is planning, guiding, and directing human and material resources for the optimal development of individual members and the family within the home and in their relations with other individuals and groups." We will conclude that the day is gradually drawing when young people are to be trained for the occupation of home management just as doctors, lawyers, and others are trained for their professions.

No other field of study has the heritage of home management, having grown out of an interest in family life.

We are beginning to realize that scientific methods have revolutionized practically every field of work, and home management has already gained a place of significance in well organized schools. The growing importance of choice-making in the modern world is increasing the need of training in the field of home management. Praise of a good home

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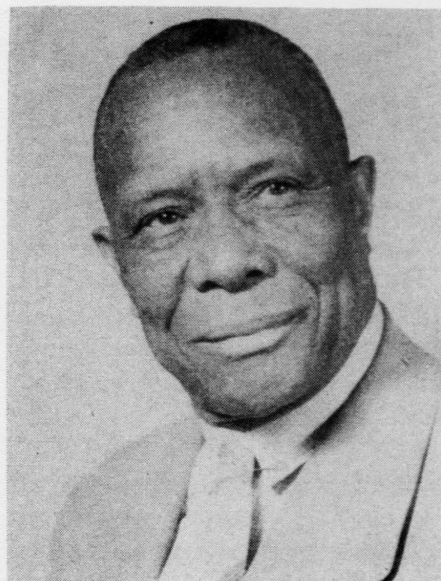




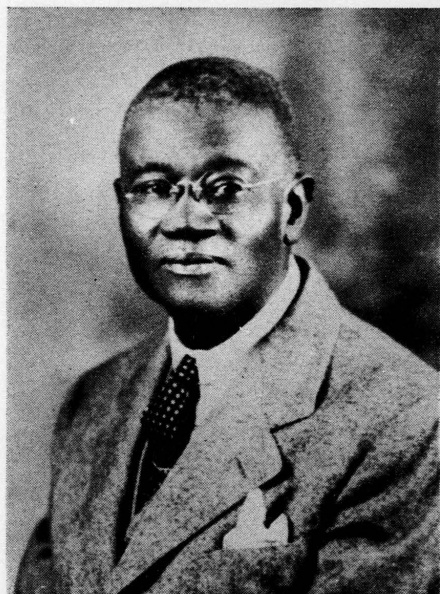
James Starks, President  
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East Texas



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Central Texas



T. B. Mitchell, Representative  
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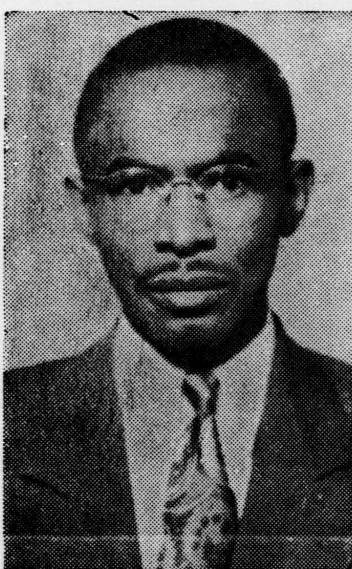
*Presidents  
and  
Representatives  
of  
Teachers District  
Associations*



G. C. Meridith, Representative  
Central Texas



H. L. King, Representative  
North Texas



T. J. Wright, President  
South Texas



C. H. Johnson, Representative  
Southeast Texas



# EDUCATING OUR CHILDREN FOR DEMOCRATIC LIVING

F. E. Green, Gladewater

As our children hear about and observe democracy at work in the world of affairs, they sometime suffer disillusionment. Teachers and administrators sometime suffer disillusionment about this way of life called democracy when they realize that they live in a society where the best citizen does not always win the election, pressure groups rule the community for their own selfish ends, or one's pursuit of happiness is limited because of his racial heritage.

The school administrator, the teacher, and of course the student must be guided by a realization of the fact that democracy is an ideal and not a fixed, accomplished state of affairs; that democracy is not and can perhaps never be perfect; that men and women are undemocratic because of their lack of training and because of the influence of their environment; that achieving democracy means understanding the righteousness, vitality, and promise of the ideal and achieving personal happiness, security, and recognition through socially useful conduct. The task of educating our children for democratic living, then, becomes the problem of our schools with teachers and administrators as the chief agents.

Education should be guided by a clear conception of the meaning of democracy. It is the ideal of democracy that the individual and society find fulfillment each in the other. The Commission on the Reorganization of Secondary Education states that the purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and society as a whole. This ideal demands that human activities

be placed upon a high level of efficiency; and that the individual choose that vocation and those forms of social service in which his personality may develop and become most effective.

Democratization of society will be more easily attained as our schools become more democratic in spirit. If this democratic spirit is to reach our children it must start with the school administration and proceed to the teaching personnel. Autocratic and dictatorial administration tends to curb initiative and stamp out originality among teachers. When teachers are fearful of superior officers and never have a part in determining policies or programs, they become mere cogs in a machine, like workmen at an assembly line in a mass production scheme. The personality of the teacher is far too important to be molded into a pattern by uniform routine practices dictated by a superintendent or principal. Few changes in schools are so urgent that they must be made without taking time to secure the co-operation and approval of the persons who will be affected by them.

The spirit and genius of democracy is not inherited, but must be learned. The child is born an individualist, and can only gradually become adjusted in his social environment. Since the mores and social pattern of family life differ widely, many children have made little progress in social adjustment by the time they enter school. This is the teacher's great opportunity as an interpreter of democracy. She must help the child establish the right concepts and develop appropriate behavior patterns. The child must come to appreciate the contributions of the group to his own wel-

fare and learn early that security and freedom involve sacrifice and sharing. The problems of the children around a school are the life situations in which democratic procedures of discussion, compromise, and recognition of the will of the majority function so forcefully that they may become woven into the fabric of personality. Often such merits more serious attention than do lists of exports from some foreign country or the process of dividing a fraction by a fraction. While children are busy at activities and problems of learning to read and count, the fundamental objective always is the achievement of the democratic ideal—learning the art of living and working together.

Perhaps the question arises: "Am I conducting the kind of school that promotes the ideals of democratic living?" I might answer that question by pointing out the characteristics of a democratic school as follows:

1. A democratic school defines its objectives clearly in terms of the behavioral changes it hopes to bring about in boys and girls.
2. A democratic school provides learning experiences (Curriculum) which will develop the behaviors demanded by a democratic society.
3. A democratic school provides an environment conducive to democratic group living.
4. A democratic school recognizes the worth of each child and provides experiences for the optimum development of his unique talents and personality.
5. A democratic school is one which constantly evaluates its program and encourages experimentation and change in keeping with social progress and educational research.
6. A democratic school makes use of group processes in solving problems and improving the learning situation.

## Your N. E. A.

By F. R. RICE, Principal  
Blackshear School  
Austin, Texas

Mrs. Ellie Walls, in her impressive and informative address delivered to the Colored Teachers of Texas at the last annual meeting, touched the key note in the following recommendation:

"Whereas the Colored Teachers State Association of Texas has for years been working on a plan for integration with the National Education Association, and whereas the NEA has for the past year set as a goal the unification of local, district, state and national educational units, I recommend that we go on record as favoring encouragement of every teacher becoming a member of the several units. (This would entail an outlay of money far below what it cost to join and maintain membership in a labor union.)"

This recommendation has significance for democracy and democratic school administration, not only in Texas but in the entire United States. For, if we encourage organization of local teachers associations in our cities and counties and affiliate them with the National Association, each affiliated organization will be eligible to send a delegate to the Representative Assembly of the National Education Association where our educational policies of the United States and outlying territories are being made.

At the Representative Assembly, each delegate has as much right to speak to a point on an issue as any other delegate regardless of his race, creed or color.

Since we are a part of the American cultured dedicated to the proposition of perpetuating this culture through the medium of education, I sincerely believe that every educator should concern himself with making sure that we have proper representation in the National Edu-

cation Association by sending delegates from our local affiliated associations, including the one sent by the Texas State Teachers Association.

I should like to express my appreciation to the teachers of Texas, Mr. R. A. Atkins and Mrs. Ellie Walls for having appointed me to represent you at the National Education Association for the past two successive years.

As a follow up on her recommendation, Mrs. Ellie Walls, Chairman of the Executive Committee, appointed Mr. Carl J. Hines, Dallas, Dr. J. E. Gooden, Houston and F. R. Rice, Chairman, to follow through on this recommendation to point key workers throughout the state to serve on the NEA Integration Committee for 1950. I am pleased to announce the appointment of the following persons thus far:

H. C. Johnson, Beaumont  
A. E. Alton, Texarkana  
Mrs. Emma Wallace, Orange  
Mrs. Pauline Watkins Campbell, Huntsville  
Mrs. Rachel James, Austin (Travis County Teachers)  
Mrs. Lullelia W. Harrison, Houston  
Mrs. D. M. Norman, Tillotson College, Austin  
Mrs. Diana Pierson, Wiley College, Marshall  
Mrs. O. Vivian Hart, Marshall  
Paul Rutledge, Palestine  
Emanuel Campbell, El Paso  
T. H. Warren, Galveston  
W. F. Bledsoe, Fort Worth  
J. J. Wilson, Waco  
A. G. Hilliard, Tyler  
S. D. Kane, San Antonio  
George W. Lacy, Port Arthur  
A. D. Gibson, Teague  
D. M. White, Newgulf  
C. C. Sampson, Corpus Christi  
Dr. J. L. Brown, Prairie View College, Prairie View  
Dr. C. B. Cash, Bishop College, Marshall  
Matthew N. Cooper, Texas State University for Negroes, Houston

J. L. McNealy, Samuel Houston College, Austin  
E. E. Brown, Richards

It will be the duty of these key workers to encourage the organization and affiliation of local teachers association, which requires at least fifty-one members with dues paid in the National Education Association, Local, District and State Associations. The membership in the NEA is five dollars (\$5.00) which includes an NEA Journal. The Journal is an excellent professional magazine, as you already know. Your State membership fee is two dollars and fifty cents (\$2.50) which entitles you to the Standard. The local and district dues are set by the individual organization.

For further information relative to affiliation with the National Education Association, write Mr. T. D. Martin, 1201 Sixteenth Street, Northwest, Washington 6, D. C. He should be glad to send you the NEA Handbook and Manual for Local, State and National Associations.

### TO THE KEY WORKERS AND COLLECTORS OF THE COLORED TEACHERS STATE ASSOCIATION OF TEXAS

We simply wish to say: Thank you for your substantial contribution to the big success of our crusade for members in the drive which closed December 31, 1949.

Please be advised that we located and registered 6,500 (Six Thousand Five Hundred) teachers.

You see what can be done when we work enthusiastically for a common cause, putting our trust, not in ourselves, but in God.

Again thanking you many, many times, we are

Most cordially,  
W. L. D. Johnson, Chairman  
Membership and Finance Committee, Colored Teachers State Association of Texas.



## Phi Delta Kappa Comes to Texas

To Mrs. R. C. Thrash, popular Dallas teacher, we are giving our appreciation of her altruism in bringing back from Greeley University, Colorado to her home city information of a professional group — The National Sorority of Phi Delta Kappa. She and her friends discussed the possibilities of a chapter in Texas but no action was taken until 1949 when a group of Dallas teachers led by Mrs. Pearl R. Hall and a group of Fort Worth teachers led by Mrs. Mabel H. Spearman decided to make use of the news brought to Dallas by Mrs. Thrash and early in March, 1950, the two sister cities of Dallas and Fort Worth joined hands in bringing to Texas this professional



**ALPHA SIGMA CHAPTER OF NATIONAL SORORITY OF PHI DELTA KAPPA  
FORT WORTH, TEXAS**

Charter Member Personnel, Fort Worth. Reading from left to right: Mabel H. Spearman, Basileus; Gaudia M. Harris, First Anti-Basileus; Bessie M. Randle, Second Anti-Basileus; Ida Mayo Turner, Grammateus; Ledell B. Osborne, Epistoleus; Beatrice E. Hudson, Tamionchos; Isabell R. Peterson, Tamiias; Ruth Greenwood, Publicity Director; Ruby E. Jeffrey, Executive Advisor; A. Majors-Ward, Pianist.

—Photo By Littlejohn, Fort Worth.



**ALPHA RHO CHAPTER OF NATIONAL SORORITY OF PHI DELTA KAPPA  
DALLAS, TEXAS**

Charter member personnel, Dallas. Seated left to right: Soror Emma Lou Roberts, National Conclave Chairman; Reyolia C. Thrash, First Anti Basileus Alpha Rho Chapter; Laura Buck McCray, Second National Anti-Basileus and Southern Regional Director of Tuskegee Institute, Alabama; Pearl R. Hall, Basileus of Alpha Rho Chapter; Inez V. Montgomery, Grammateus; Murhl Eubanks, Second Anti-Basileus; (Standing left to right): Ametia R. Pinkston, Third Anti-Basileus; Gladys Collins, Publicity Chairman; Margaret Sewing, Journalist; Jimmy Dunlap Tamiias, Lillie C. Richardson, Public Affairs; (Not in picture): Katie Booth Jeffries Tamiouchas, Gladys P. Mayo, Youth Program.

—Photo By Wilson Studios, Dallas, Texas.

teachers' sorority, the main objectives of which are to foster a spirit of sisterhood among teachers and to promote the highest ideals of the teaching profession. Thus to the biggest and best state of all has come the most important Greek letter organization of them all — The National Sorority of Phi Delta Kappa!

But why do we so evaluate Phi Delta Kappa Sorority? Because in the slender hand of your servant, the teacher, lies the destiny of this atomic world.

Because the progress of the world moves forward on the feet of its children. Neglect the adequate, necessary training of childhood and chaos will result.

Also, we do know what most of the world's adults have done, and in the cases of some of us, it is not of very great importance, but we do NOT know what some day those lively, troublesome, little dirty-faced youngsters living next door may become!

The teacher more and more is

being asked to add to her duties much of the character development of modern childhood that the other folk in the world feel incapacitated to attempt.

For these reasons, teachers are preparing themselves today as never before, and these two cities have brought to Texas for the first time, the teachers National Sorority of Phi Delta Kappa, composed of graduate women teachers, who consider any constructive project a challenge.

A congratulatory message was received from Mr. Allen Shivers, Governor of Texas. He wrote: "May I offer my congratulations upon the establishment of Phi Delta Kappa and express my best wishes for a notable reception delcoming national officers to Texas."

Other congratulatory messages and telegrams were received from Mayor Wallace Savage of Dallas, Supt. Joe P. Moore of Fort Worth Public Schools, the Delta Kappa Gamma Society with national headquarters in Austin, Texas, the Pan-Hellenic Councils of both cities, the Colored Teachers State Association of Texas, and from many college presidents over the United States along with outstanding religious, civic, and social organizations as well as from many individuals of that area on our joining the thirty-eight (38) other National Phi Delta Kappa Sorority Chapters in the United States of America.

## The Significant

• Starts on Page Eight

manager is given in the Bible (Proverbs 31st chapt.) she performed managerial functions, made clothes for members of the household, prepared food and created wholesome family relationships.

Forces that have served to emphasize the significance of home management are the home management conferences held at various times. The first three were called by the office of Education just preceding or following the annual meet-

# Magnitude of the Nation's Education Today and in the Years Ahead

Federal Security Administrator Oscar R. Ewing today called attention to the fact that next year there will be approximately one million more children enrolled in our elementary schools than are enrolled this year. And in the year 1952-53, there will be an unprecedented annual increase of over a million and a half in the number of elementary school pupils.

The March issue of SCHOOL LIFE, official journal of the Office of Education, Federal Security Agency, predicts that "by 1959-60 there will be 10,500,000 more children enrolled in elementary and high school throughout the United States than in 1946-47." This increase alone represents a greater number of pupils than were enrolled in California, Illinois, Michigan, New York, North Carolina, Pennsylvania, Ohio, and Texas in 1946-47.

This means that if each teacher takes care of 30 pupils, the Nation will need about 350,000 additional teachers by 1959-60. The 350,000 figure does not include replacements for teachers with drawing from the school systems because of age, marriage, or illness, or for other reasons.

ings of the American Home Economics Association. These conferences were attended by persons deeply concerned with management in homes. Persons attending the conferences were heads of home economics departments, specialists in home management teachings and supervision, and state supervisors of home economics education. The Kansas conference of which I attended in 1941, brought in homemakers, both men and women. Realizing that better home relationships exist if men as well as women know more

Moreover, this estimate does not provide for the supervisory personnel or specialized teachers who will also be needed.

Not only more teachers, but also additional school facilities must be provided to take care of the tremendous increase. "At current prices, a properly equipped classroom, together with requisite auxiliary facilities such as library, gymnasium, auditorium, cafeteria, nurse's quarters, and play space will cost about \$30,000 or roughly \$1000 per enrollee," says SCHOOL LIFE.

Earl James McGrath, U. S. Commissioner of Education, called special attention to the statement in SCHOOL LIFE that "A count of the elementary and secondary school population as of a given date understates the magnitude of the Nation's educational task." This understatement occurs because such statistics take no account of the "invisible pupil load" caused by pupils who transfer from one community to another, thereby creating special teaching and school housing problems. "When there is high pupil mobility, as currently prevails in the United States, the extra requirements become significant," Office of Education specialists emphasize.

Emery M. Foster, Head, Reports and Analysis, and Herbert S. Conrad, Chief, Research and Statistical Service, furnished the information for the SCHOOL LIFE feature, including a chart showing expected enrollments in public and non-public schools through 1959-60.

about the managerial problems of the various aspects of family living, —which every successful family must solve.



# ABOUT EDUCATION

## INCREASED CITIZEN INTEREST IN OUR PUBLIC SCHOOLS

The public schools belong to the people. The people furnish the two chief "ingredients" of the "educational cake" - (1) the *children* for whom the schools exist, and (2) the *finance* by which the schools are operated. It is only when the people develop and sustain an active, participating interest in the public schools that the greatest educational service can be rendered to all concerned.

The establishment of citizens' advisory committees on public education at the local, state, and national levels is an indication of increased citizen interest in our public schools. Of particular significance is the organization of the National Citizens' Commission of which Mr. Roy Larsen, President of Time, Inc., is chairman. Mr. Larsen, in an address at the first annual dinner of this National Citizens' Commission in New York City on January 17th, expressed the Commission's conviction relative to the citizen's role in public education in these words: We believe that the destiny of our public schools as a basic American institution rests in the hands of individual citizens in the thousands of communities that make up our nation."

## FEDERAL AID TO EDUCATION

The Legislative Commission of the National Education Association continues to advocate Senate Bill 246, the federal aid to education bill which was overwhelmingly approved in the Senate by a 58-15 vote. This bill, recently referred to as the "states rights" federal aid to education bill, proposes to provide some \$300,000,000 as subsidy to public education. It is likely that the House of Representatives will act on the proposed effort of federal

By DR. JOHN E. CODWELL

aid to education during the second half of the 81st Congress. President Truman in his budget message to Congress had this to say about Congress had this to say about federal aid to education: "The Federal Government for many years has given financial aid to special aspects of education. . . . federal support of a more general character is needed if satisfactory educational opportunities are to be made available to all . . ."

## COMMUNIST TEACHERS IN AMERICAN SCHOOLS

Should members of the Communist Party be employed as teachers in American schools? Proponents and opponents of this issue waged some interesting "battles" during the year of 1949. It now appears that the controversy has been settled in so far as public policy is concerned. The National Education Association and many state educational associations have adopted the policy that members of the Communist Party of the United States should not be employed as teachers.

## TEXAS SCHOOL ADMINISTRATORS ATTEND NATIONAL MEETINGS

An indication of the professional "tempo" of an educator is his or her manifested interest in and attendance at local, state, and national professional meetings. Dr. Ina Bolton, Dean of Women at Texas State University for Negroes, and Mr. W. B. Campbell, Principal of Anderson High School, Austin, Texas, attended the annual meeting of the American Association of School Administrators which was held at Atlantic City, N. J., Feb. 25 through March 1. Mr. A. G. Hil-

liard, Principal of Emmett J. Scott High School, Tyler, Texas, and the writer were among the 4,000 or more persons in attendance at the 34th annual convention of the National Association of Secondary School Principals, which convened in Kansas City, Mo., Feb. 22nd to Feb. 25th inclusive.

## FIRST COMMISSIONER OF EDUCATION IN TEXAS

The appointment by the State Board of Education of Dr. J. W. Edgar, former Superintendent of Schools, Austin, Texas, to the newly created position of State Commissioner of Education in Texas, has apparently met the approval of the concerned Negro constituency in Texas. The writer has pleasant memories of his professional relationships with Dr. Edgar during the 1948 evaluation of Anderson High School, Austin, Texas, by a visiting committee.

## ANNUAL CONFERENCE OF NEGRO LIBRARIANS

The fifteenth Annual Conference of Negro Librarians was held at Wiley College, Marshall, Texas, on March 10th and March 11th. Wiley College, Bishop College and Pemberton High School of Marshall were "tri-hosts" to the conference. Mrs. Olive Durden Brown, efficient chairman of the conference, presided during the sessions. The conference theme was: *Serving Curriculum and Community Needs Through Library Services.*

## NEED FOR STUDY OF TEACHER RETIREMENT INCOME

Retirement rates as now established in most systems appear to be entirely inadequate. The following two factors have contributed to the apparent inadequacy of teacher re-



tirement income: (1) the great rise in the cost of living which has thrown out of line all long established retirement schemes; (2) the increased length of life. Teacher organizations might do well to initiate studies relative to this problem of inadequate teacher retirement income.

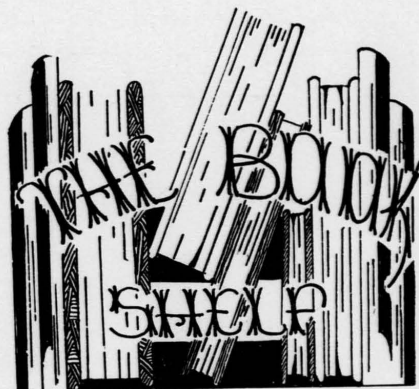
**ILLINOIS SCHOOL SYSTEM  
WRITES FINIS TO SEGREGATION**

The East St. Louis, Ill., Board of Education by unanimous decision voted on January 30th to end its 85-year-old policy of segregating races in the public schools.

**TEN MAJOR UNITED STATES  
EDUCATIONAL EVENTS OF 1949**

According to responses to ballots sent out to educators by the Educator's Washington Dispatch, the ten major United States educational events of 1949 are:

1. Creation of the National Citizens Commission for the Public Schools with Roy Larsen, President of time, Inc., as chairman;
2. Cardinal Spellman-Mrs. Roosevelt debate on federal aid to education;
3. John Dewey's 90th birthday celebration;
4. Report of the state governors' education crisis study—The Forty-Eight State School Systems;
5. Regional programs of higher education—launched in the south, projected in the west and in New England areas;
6. Enunciation of policy on what schools should teach during the cold war—NEA's Educational Policies Commission report (*American Education and International Tension*);
7. Continued bumper crops of babies;
8. Defeat of proposed Department of Welfare, regarded as a threat to U. S. Office of Education independence;
9. Increased pressure to end discrimination in education;
10. Creation of a National School Boards Association central office.



Mrs. Velma Stewart

We place on our shelf this month, two books by Negro writers that are not the usual "run of the mill" titles on the race question, but scholarly works of merit in the fields they represent.

"Southern Legacy." This book takes its place along with other titles of merit, as a source book of sociological studies on the problems peculiar to the South. In this work, the author recognizes Southern contradiction of Democracy as the only problem in the nation where an aggressive demand for full revision is continually directed. Interesting to note is the fact that the author, a leading Southern journalist, who because of his views was forced to leave the Hammond, La., Daily Courier. It is further interesting to know also that he migrated to Greenville, Mississippi, where he publishes a newspaper that is one of the most progressive voices in the South, in the state with the largest Negro population. This publication was the 1946 Pulitzer Prize. How he has been able to do this is explained in his first chapter. Yes, it's one of the *musts* of recent publications. It honestly and aggressively recognizes the folkways and moreys of the section, an in addition, it offers sane suggestions as to what to do about the "heritage of the Civil War and Negro Slavery." La. State Univ. Pr. \$3.00.

"Battlecreek" is the title William Demby has given to his pugnantly pleasant novel of life in a small West

Virginia town. In the town lives Bill Trapp, an old hermit, white, who after 15 years of seclusion, decides to emerge from his shell. His decision to make a change for the better did not bring on all admiring surprise. Superstition and suspicion were also aroused "because white folk just don't live around colored folk without having something up their sleeve"—with this attitude, an intricate web of malice begins to weave around the central character, Trapp. Sharing the center of the tale with Trapp is Johnny Johnson, a gentle and sensitive study. Among the other interesting personalities of the story are the ever-present small town Church ladies and the usual town barber. novel possesses a unique flavor of its own and bespeaks a writer of distinction and ability. This is his first. Rhinehart, \$2.50.

High school librarians will be interested to note the recent publication of attractive and "readable" editions, profusely illustrated, of several of the classics. We refer to the Oxford illustrated Dickens volumes. "A Tale of Two Cities" has been done with 16 full-page black and white illustrations and "Oliver Twist" with 24 illustrations done by George Cruikshank. They're \$4.50 each from Oxford University Press. We add to these two, Bronte's "Wuthering Heights" that has been edited by Somerset Maugham. This volume also contains brilliant colored and black and white illustrations. \$3.50, Winston.

**NECROLOGY**

Mrs. Ernestine Gilmore Thompson, a teacher in the Austin Public Schools, died February 23, 1950. Mrs. Thompson had taught in the public schools of Austin for a number of years and at the time of her death she was a teacher in L. L. Campbell Elementary School, Austin.