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TEXAS STANDARD

Volume 25

25

January-February 1951

Number 1



- Southside School, L. H. Walker, Principal.
- LOTT**—Lott Junior High School, A. B. Davis, Principal.
- LUBBOCK**—Dunbar High School, E. C. Struggs, Principal.
- LUFKIN**—Brandon School, Mrs. O. R. Hackney, Principal.
Carver Elementary School, Mrs. B. L. Harris.
- MADISON COUNTY**—Mrs. Armye Jones, Supervisor.
- MALAKOFF**—Malakoff High School, L. E. Orr, Principal.
- MANUEL**—Manuel School, Howard Kees, Principal.
- MANOR**—Manor High School, F. D. Taylor, Principal.
- MARION COUNTY**—Mrs. W. M. Douglas, Supervisor.
- MARLIN**—Booker T. Washington High School, H. J. Hines, Principal.
- MARSHALL**—Dogan Elementary School, O. Ivan White, Head Teacher.
Dunbar Elementary School, Travis Downs, Principal.
Pemberton High School, G. A. Rosborough, Principal.
Wiley College, Dr. J. S. Scott, President.
- MART**—Anderson High School, L. A. Stanton, Principal.
- MASSEY LAKE**—Massey Lake School, E. L. Malone, Sr., Principal.
- McALLEN**—Booker T. Washington, Jesse F. Goode, Principal.
- McKINNEY**—E. S. Doty High School, John W. Fenet, Jr., Principal.
- McLENNAN COUNTY**—Mrs. J. O. A. Conner, Supervisor.
Briary School, Rueben H. Williams, Principal.
Olive Heights School, J. W. Yancy, II, Principal.
Rosenthal School, L. M. Hutchison, Principal.
Bosqueville Junior High School, Louis W. Jones, Principal.
Harrison School, Mrs. Alberta Wright, Principal.
Moody School, Albert Griffin, Principal.
Lorena School, Mrs. A. M. Randle, Principal.
White Hall School, Miss Doris Kelton, Principal.
Hewitt School, Miss E. M. Williams, Principal.
Camp Ground School, Mrs. Elmer L. Smith, Principal.
Willow Grove, Mrs. Ananza Chatman, Principal.
Gholson School, Mrs. D. O. Boykins, Principal.
Riesel School, H. D. Wise, Principal.
Old Zion School, Mrs. Virgie Lee Holland, Principal.
Hubbard School, S. T. Thomas, Principal.
- MESQUITE**—Mesquite Junior High School, W. O. Gray, Principal.
- MEXIA**—Douglass High School, L. C. Kirven, Principal.
Dunbar High School, E. L. Washington, Principal.
Woodland Schools, J. R. Farris, Superintendent.
- MIDLAND**—Carver High School, E. L. Jordan, Principal.
- MILFORD**—Kelly Miller High School, S. C. Greene, Principal.
- MINDEN**—Minden High School, J. I. Hill, Principal.
- MINEOLA**—Mineola High School, I. W. Whitmore, Principal.
- MINERAL WELLS**—Dunbar High School, W. Hardaway, Principal.
- MONTGOMERY**—Montgomery High School, H. L. Farris, Principal.
- MT. CALM**—Mt. Calm School, Mrs. Minnie Lee Crain, Principal.
- MT. ENTERPRISE**—Mt. Enterprise School, Clifton Beavers, Principal.
- MT. PLEASANT**—Booker T. Washington Senior High, I. W. Milsapp, Principal.
White Oak School, Norvis T. Sims, Principal.
- MT. VERNON**—Denton High School, J. L. Dunlap, Principal.
Mt. Zion School, Mrs. B. E. Wells, Principal.
Cedar Hill School, Mrs. Cordia Nathan, Principal.
- NAVASOTA**—George W. Carver High School, J. H. Payne, Principal.
- NEW BOSTON**—Central High School, F. McAfee, Jr., Principal.
- NEW CANEY**—G. W. Carver School, Mrs. Emma M. Kelley, Principal.
- NEW SUMMERFIELD**—New Summerfield School, Tom H. Walker, Principal.
- NEWTON**—Liberty School, Charlie M. Lewis, Principal.
Woodville School, Mrs. Carrie B. Redd, Principal.
- OAKWOOD**—Butler High School, E. E. Wheat, Superintendent.
Dunbar High School, Joseph G. Oliver, Principal.
St. Paul-Shiloh School, Miss R. M. Nichols, Superintendent.
- ODESSA**—Douglass Elementary School, Edward K. Downing, Principal.
- OLDENBURG**—Fayetteville School, Arthur L. Moseley, Principal.
- OMAHA**—Omaha High School, Loy A. Johnson, Principal.
- ORANGE**—Emma Wallace High School, Mrs. Emma H. Wallace, Principal.
- OVERTON**—London School, L. C. Hammons, Principal.
Star Bailey School, Ralph A. Washington, Principal.
- PADUCAH**—Dunbar School, G. R. Tomlin, Principal.
- PALESTINE**—Banks Elementary School, Ecomet Burley, Principal.
Flint Hill High School, W. M. Anderson, Principal.
Green Bay High School, M. L. Cary, Principal.
Lincoln High School, W. L. Manning, Jr., Principal.
- PAMPA**—Carver School, J. C. Randall, Principal.
- PANOLA COUNTY**—Mrs. Victoria M. Davis, Supervisor.
- PARIS**—Gibbons High School, T. G. Givens, Principal.
- PATTISON**—Clemons High School, I. J. Hodges, Principal.
- PILOT POINT**—Booker T. Washington School, M. D. Boyd, Principal.
- PITTSBURG**—Douglass High School, D. M. Smith, Principal.
- PLAINVIEW**—Booker T. Washington High School, John W. Turner, Principal.
- POINT**—Richland School, C. C. Wesley, Principal.
- PORT ARTHUR**—Lamar School, G. W. Lacey, Principal.
Lincoln High School, A. Tennyson Miller, Principal.
- POWDERLY**—Powderly High School, W. H. Spencer, Principal.
- PRAIRIE VIEW**—Prairie View A. & M. College, Dr. E. B. Evans, Principal.
- RAYMONVILLE**—Phyllis Wheatley School, Mrs. Eloise Matson, Principal.
- REFUGIO**—A. T. Barefield High School, R. W. Green, Principal.
- REKLOW**—New Salem School, Cleophus Hall, Principal.
- RICHMOND**—Richmond School, Clarence Johnson, Principal.
- ROBSTOWN**—Phyllis Wheatley School, Albert C. Knootz, Principal.
- ROCKDALE**—Aycock High School, O. E. Wilhite, Principal.
- ROGERS**—Rogers Junior High School, General T. Reed, Jr., Principal.
- ROSEBUD**—Wilson White High School, J. H. Bowser, Principal.
- ROSENBERG**—A. W. Jackson High School, A. W. Jackson, Principal.
- ROSSER**—E. C. Talbert High School, Norman Lincoln, Principal.
- RUSK**—George W. Bradford High School, J. Mayo Wilder, Principal.
- SAN ANTONIO**—Alamo City Teachers Council.
Phyllis Wheatley High School, G. P. Inge, Jr., Principal.
Cuney Elementary School.
Dorie Miller School, Mrs. Grace Luter, Principal.
Douglass Junior High School, S. T. Scott, Principal.
Sojourner Truth School, Mrs. C. J. Jackson, Principal.
Booker T. Washington, S. D. Kane, Principal.
Grant Elementary School.
Dunbar Jr. High School, V. W. Walker, Principal.
St. Phillips College, Miss A. Bowden, Dean.
- SAN AUGUSTINE**—Mt. Nebo School, Mrs. T. V. McMichael, Principal.
San Augustine High School, G. C. Chatham, Principal.
- SEALY**—Austin County High School, I. H. Woodfork, Principal.
- SEGUIN**—Ball Elementary School, H. F. Sheppard, Principal.
Ball High School, H. F. Wilson, Principal.
- SHAMROCK**—Dunbar School, Theodore H. Curry, Principal.
- SHEPHERD**—Dixon High School, J. T. Hall, Principal.
- SHERMAN**—Fred Douglass High School, P. W. Neblett, Principal.
- SHIRO**—Shiro School, Mrs. Nellie Stuart, Principal.
- SILSBEE**—Frazier-Matthews High School, C. A. Johns, Principal.
- SIMONTON**—Simonton Elementary School, David L. Truscott, Principal.
- SLATON**—Evans High School, M. E. Granville, Principal.
- SLOCUM**—Union Hope School, Mrs. Espanola Andy, Principal.
- SMITHVILLE**—Smithville High School, E. E. Simpson, Principal.
- SPUR**—Haynes High School, Geo. W. Kerr, Principal.
- STREETMAN**—Streetman School, W. F. Edmonds, Principal.
- SUGARLAND**—M. R. Ward School, C. M. Mosby, Principal.
- SULPHUR SPRINGS**—Douglass High School, W. B. Jones, Principal.
- SULPHUR BLUFF**—Sulphur Bluff School, Mrs. Marentha Sims, Principal.
- SUNNY SIDE**—Bob Burton School, R. H. Richards, Principal.
- SWEENEY**—George W. Carver High School, Everett T. Gee, Principal.
- SHELBY COUNTY**—Mrs. Loberta H. Forte, County Supervisor.
- TATUM**—Tatum Elementary School, Theophilus Menefee, Principal.
- TAYLOR**—O. L. Price High School, V. A. Anthony, Principal.

THE TEXAS STANDARD

Vol. 25 January-February No. 1

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HAZEL HARVEY PEACE
Editor

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Editorial Comments

CONSTITUTION REVISED

There were several changes made in the constitution of the Association during the annual convention at Waco. Some of these represent one and two years work by special committees who were appointed to study and recommend possible changes to improve the organization.

One of the changes that was adopted by the body was new procedure for election of officers for the Association.

In the words of the committee who made the recommendation, "In order that more time and attention might be accorded the professional procedures of the annual meeting" it seems that this change will stop the complaint so justly made that too much time is wasted at our meetings with election of officers. The Committee who made the study and recommendation is to be commended for the thorough job done in this direction.

Another significant change adopted during the convention was the method of electing members to the Executive Committee of the CGSA. The new method calls for the members on the Executive Committee to be elected from and by each District Association. This change will go into effect completely at the end of three years when the last of those who are now serving as the result of election prior to the change in the constitution.

HIGHLIGHTS OF THE SIXTY-SIXTH ANNUAL CONVENTION

Many teachers who attended the convention at Waco herald it as one of the most significant and successful meetings in the history of the Association. There were actions taken that were far reaching in their effect. The three day session was highlighted with business sessions, progress reports on educational projects, department meetings, and general sessions with guest speakers.

Thanksgiving message was delivered by the Reverend L. F. Hardee, pastor of First Baptist Church, Waco. Mr. Jacquet, president of CTSA, delivered his address in the first session. His subject was "A Score of Progress in the Colored Teachers State Association of Texas."

Dr. Harl R. Douglass, University of Colorado and Dr. O. W. Crump, Tennessee State College addressed the teachers at the Thursday evening general session. Other outstanding speakers who appeared on the program during the convention were: Dr. O'Hara Lanier, Texas University for Negroes; Dr. Cecil Hoover, Tuskegee Institute; and Dr. Joseph J. Rhoads, Bishop College. They are special consultants in the following departments: Home Economics, Primary Music, and Business Education.

One of the most progressive changes made during the convention was the adoption by the delegates of a more modern procedure for electing officers for the Association. There were many changes in the constitution which was being revised under the chairmanship of Mr. T. C. Calhoun.

On The Cover

A scene from a classroom in the Como Elementary-Junior High School at Fort Worth. The teacher in the picture is Mrs. Georgell Henry Mayfield.

TEXAS STANDARD



VOLUME 25

JANUARY-FEBRUARY, 1951

NUMBER 1

Your NEA

By F. R. RICE
Austin, Texas

This article is being written at an altitude of ten thousand feet above Sierra Blanca Mts. on Trans-Texas air flight 30 out of El Paso, Texas. Dr. C. R. Yerwood, Texas State Department of Health, Mrs. Della J. Phillips, Principal of the Fiskville School, Austin, Texas, and the writer are on their return flight from the Thirteenth Annual State Principals Conference held at Douglass High School, El Paso, Texas. This conference was, without doubt, a sensational one. It was replete with high class entertainment in the nature of a banquet at the Casa Blanca Night Club, Juarez, Mexico, tours to the Carlsbad Caverns National Park, New Mexico and an enjoyable dance. All of this was provided by Principal Emanuel Campbell and faculty of Douglass High School and the citizens of El Paso to relax, refresh and revitalize the educators and attendents.

(Interruption! We are now experiencing a bit of real rough riding due to "air pockets" between Fort Stockton and Del Rio.)

This conference was also a characterized by excellent leadership and cooperation from consultants and chairmen and outstanding contributions from such characters as Dr. J. W. Edgar, Commissioner of Education, Miss Waurine Walker, President TSTA, Dr. J. J. Rhoads, President of Bishop College, Dr. J. L. Brown, Director of Extramural Services, Mr. Frank Herbert, Director

of the Division of Professional Standards, Mr. Byron England, Director of Curriculum and Instruction, El Paso Public Schools, Dr. Howard Wright, Head of Education Department, Texas State University for Negroes and Mr. C. C. Sampson, President of the Principals Association. All of the speakers pointed out some definite strengths and weaknesses of our educational program with a forecast for future steps in the solution of our unsolved problems.

Miss Waurine Walker urged principals and teachers to join the National Education Association and organize local associations. She said that we owe something to the profession. Miss Walker in pleading for a drive by the teachers themselves to acquire a professional rank, said too many men and women today think there is something wrong with someone who wants to be a teacher and a real member of the profession. "They say they are fools or there is something queer about such persons or they are maladjusted old maids. Teachers hold a strategic place in influencing world opinion. If we are to meet this challenge, we will have to grow professionally."

Shall we accept her challenge and build a real profession for ourselves and the future teachers of America?

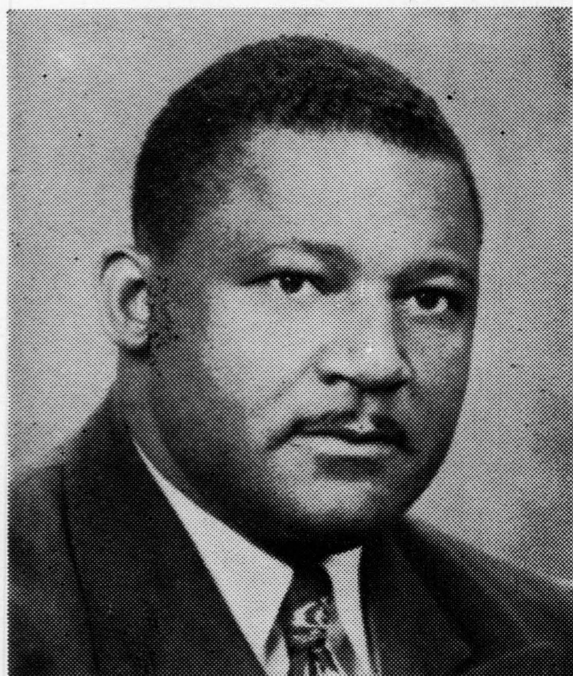
It is my observation that many

teachers and principals throughout the state are becoming more professional and are giving allegiance and support to those organizations that are working to make teaching a profession.

Tangible evidence of this may be seen in the fine report recently received from Mr. T. H. Warren, Principal, George W. Carver School, Galveston, Texas, and a member of the NEA Integration Committee, showing the following schools joining the NEA: George W. Carver—twenty-three (23), Booker T. Washington, Mr. R. F. Sterling, Principal—twenty-four (24) 100 per cent, and Central High School, Mr. Leon Morgan, principal—twenty-three (23).

Mr. George W. Lacey, Principal, Lamar Elementary School, Port Arthur, Texas, also a member of the NEA Integration Committee, reports that the Lamar School with Miss Dorothy Ingram, membership chairman, has enrolled fifteen out of seventeen faculty members in the NEA. The Lincoln High School, under the principalship of Mr. A. T. Miller, and membership chairman, Miss Elnora Cunningham, has enrolled forty (40) of its forty-eight (48) faculty members.

We shall appreciate any progress reports relative to organization of local associations in your community and NEA membership enrollment.



F. R. RICE

I am deeply privileged at this first opportunity to express my sincere appreciation to the teachers of Texas for the honor that you have bestowed upon me in electing me as your president.

I am not unmindful of the tremendous responsibilities connected with the office and the excellent performance of past presidents.

I shall look to you for council and guidance both on the continuing problems of the Association, and on the new problems which educational circumstances in Texas may present.

At an early date, I shall present to the Executive Committee an organizational plan of operation for the work of the year around the the general theme, "Human Relations and World Peace."

This theme seems appropriate because it is quite clear to me that the fundamental cause of the deep crisis at home and in the world affairs today is not really the "cold war", not really the conflict between West and East, grave as this may be, nor the destructive threat of "A" and "H" bombs, of biological warfare, or supersonic air speeds—but it is the problem of human relations.

Let us not forget the impressive

words taken from the Constitution of Unesco: ". . . that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed: that ignorance of each others ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;—that the wide diffusion of culture, and the education of humanity for justice and liberty and peace, are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern;— and that the peace must therefore be founded, if it is not to fall, upon the intellectual and moral solidarity of mankind."

It is my candid opinion that we must teach and practice "Human Relations" in our own classrooms and in our own communities until the widening ripples join in an overwhelming wave of peace that engulfs the world as war has engulfed it in the past. I believe that the time to begin is now; that the place to begin is in the schools; that the people to begin with are ourselves.

A Message from Our President

Meet Our President

The president of the CTSA, is F. R. Rice, principal of Blackshear School, Austin. Mr. Rice has been very active in the association for a number of years, having served on the Executive Committee for four years and having been chairman of the committee on Integration of N.E.A. He has been successful in assisting local associations in organizing N.E.A. units. In this capacity Mr. Rice has been appointed delegate to the N.E.A. for two years.

Mr. Rice's enthusiasm and rich experience as an executive will be an asset to him in his office of president. He is a person with vision and a desire to obtain the best in education for all youth. A visit to his school will convince one that the teachers were alert when they elected Mr. Rice as president of the CTSA.

His school, Blackshear Elementary School, Austin, is one of the best equipped schools in the State. The school serves as a laboratory for Tillotson College. The writer spent a day in Blackshear School and was impressed not only with the plant but also with the organization and program of studies.

The progressive and democratic practices found in Blackshear School gave evidence of Mr. Rice's ability to lead and to get a job done well. We shall give our cooperation to our new president and look forward to a continued growth in our Association.

CALENDAR OF MEETINGS

March 16-17—Central Texas Teachers District Association, Austin.

March 26-30—Association of Childhood Education Study Conference, Seattle, Washington.

April 14—Pan-American Day.

April 27-28—North Texas Teachers District Association, Denton.

May 3-5—Association of Social Science Teachers, Houston.

WHAT THE FACTS REVEAL

By JOSEPH McMILLAN, Dallas

At the last regular meeting of the principals section of the Teachers State Association in Waco, November 23 to 25, much interest was manifested in questions relating to the Principals Association, which is the principals' organization separate from the Teachers Association. Some principals expressed the opinion that there should be closer co-ordination of the activities of the two bodies. Others felt that the Principals Association is dominated by high school principals and that for this reason elementary principals should withdraw and form a separate organization. Still others were of the opinion that there are enough elementary principals to have a separate organization even if the existing one is not dominated by secondary school principals.

As chairman of the membership committee of the State Principals Association, these comments moved the writer to examine the records at his command to see if they reflect any justification for these charges, opinions, and conclusions.

A questionnaire had been given a cross-section of the principals at their annual meeting in El Paso which contained some data of use in this connection, although it had been provided for another purpose. A table borrowed from a compilation of these questionnaires gives the following results as to types of schools represented at that meeting.

TABLE I

Types of Schools based on Returned Questionnaires.

Rural High Schools	3
Rural Jr. High Schools	3
Rural Elem. Schools	3
Urban High Schools	24
Urban Jr. High Schools	5
Urban Elem. Schools	12

Total High Schools	27
Total Jr. High Schools	8
Total Elem. Schools	15
Others	2
Grand Total	52

This table shows that as some of the principals had suspected more high school principals were in attendance than elementary school principals. Counting junior high school principals as "high school" personnel the total number of high school principals that returned the questionnaire was 35 as against 15 elementary school principals. The other two persons were a supervisor and a state director.

An analysis of the total paid membership of the Principals Association for the year just ended yields results quite similar to those obtained from the returned questionnaires and supports the suspicion or observation of some principals that the association is "dominated (in numbers at least) by high school principals."

TABLE II

Types of Schools Based on Total Registration in State Principals Association:

Urban High Schools	56*
Rural High Schools	32**
Urban Elementary Schools	43
Rural Elementary Schools	13
Schools giving complete information	8
Supervisors, College Teachers, Visitors, etc.	23
Total Registration	175

*One of this number was listed as a junior high school. **Two of this number were listed as junior high schools.

Tables I and II both show that there are more urban high schools represented in the association than rural high schools, and that there are more urban elementary schools than rural elementary schools. These observations might give rise in the minds of some to the idea that rural schools should withdraw and set up separate associations on the ground that they are dominated

by urban schools, and on the ground of dissimilarity of teaching conditions. In such a case we should have four associations instead of one.

A part of the confusion arises from the fact that we do not have a standard method of classifying our school as to urban or rural, nor as to whether they are high schools or elementary schools. We have not yet resorted to the method of classifying our schools according to the classification accorded their communities by the federal census. At present the idea is that if the principal classifies his own school as to rural or urban, this will give him an opportunity to attend the section at the annual meeting of the association that best fits his needs and interests.

When we take into consideration the fact that many of the persons who list themselves as high school principals are in reality principals of schools with perhaps 200 elementary pupils and 25 high school students, we realize then that many "high school" principals are more of an elementary school principal instead. Most of the junior high schools have one principal over both divisions of their school even when the divisions are on separate floors of the same building or in separate buildings on the same grounds. Again we are faced with the fact that these principals to a very large extent are elementary principals regardless to their personal preference as to classification.

Before one takes too seriously the proposed movement to separate the elementary school principals from the existing Principals Association, he should consider another fact: that most existing elementary schools of Texas are not really elementary schools purely, inasmuch as they carry grades seven and eight which are junior high school grades. In the event of separation these principals should have a choice as to which organization to cast their lot with.

• Continued on page 18

Report of the Executive Committee to CTSA

Mr. President, Members of the Executive Committee, delegates and members of the State Teachers Association, in keeping with recent custom, your Executive Committee held two pre-convention meetings during the year and will have at least two meetings during the convention.

The first of these meetings was held at Paul Quinn College in Waco, January 21, 1950. After usual preliminaries matters of unfinished business included the following:

A report of the committee on Permanent Site included a letter of inquiry from San Antonio and an invitation from the Austin teachers to investigate opportunities offered there.

The matter of an appropriation of \$5,000 to the Commission on Democracy in Education which inadvertently was not presented to the General Assembly on November 24, 1949, precipitated heated and prolonged discussion. The committee reaffirmed the allocation of \$5,000 for an emergency fund to the Commission, \$2,500 of which is to be paid in 1950 and \$2,500 in 1951.

As to New Business the committee approved President Jacquet's appointment of Mr. Emerson Jackson to fill the vacancy occasioned by the elevation of Mr. F. R. Rice to the first vice-presidency. Dr. J. E. Codwell was welcomed as a new member to the Executive Committee.

The chairman appointed committees to take action upon the 1949 president's recommendations with chairmen as follows: (1) Integration with NEA, Mr. F. R. Rice; (2) Effect of seasonal occupation upon school attendance, Mr. A. W. Jackson; (3) Endorsement of Federal Aid to Education, Dr. J. J. Rhoads, and (4) Adult Education, Mr. T. L. Holley.

There was some difference of op-

By MISS ELLIE A. WALLS, Chairman

inion as to interpretation of Article III, section 2, of the Constitution as to the respective duties of the president and the chairman of the Executive Committees and the matter was referred to the Committee on Constitution.

The matter of the selection of a Public Relations man led to the discussion of the appointment of a part-time Executive Secretary which was contrary to constitutional provisions. It was decided to appoint a committee to receive and study applications for a field worker or public relations person. The committee should also clarify the duties and state the salary of such a person, and make a report at the May meeting. The chairman appointed Messrs. Banks, Rhoads, Hines, Rowe, and Codwell on this committee. Meanwhile Mr. W. L. Johnson, Sr., who has for several years headed the membership drive was instructed to proceed with the work as usual until the committee makes a report in May.

The budget committee made a report which was accepted, the total expense anticipated for the year being \$11,943 (which is itemized in the secretary-treasurer's report).

President Jacquet then outlined his plans for the year (the fruition of which you see at this meeting).

The committee accepted Waco's invitation to hold the 66th session in this city and enjoyed a delectable luncheon with President Nannie B. Aycock.

The second of the year's meetings was held at Blackshear Elementary school, Austin, Texas on May 6, 1950.

At this meeting reports of the committee on Integration with NEA, Endorsement of House Bill No. 276, and Adult Education were made. It was agreed that Mr. Rice's report

be published in the Standard. The Adult Education Committee asked for time for extending study.

Austin's local committee on permanent site presented information and conducted members of the Executive Committee to inspect sites. The committee subsequently asked for time for further study of the date presented and the entire matter of a permanent site.

The Report of the Commission on Democracy in Education consumed much time because of difference of opinion in the interpretation on the part of Dr. Rhoads and President Jacquet as to the action of the Executive Committee in its January meeting. Itemized bills of the NAACP, relative to our program of equalization of educational opportunities in Texas, were discussed to the end that the secretary-treasurer was instructed to send the specified checks to the Commission on Democracy in Education.

The report of the Committee on Employment of a Field Worker was ordered returned to the committee for further study, and an application which had been sent to the Chairman of the Executive Committee was turned over to them. It was also decided to terminate the services of Mr. Johnson as chairman of the Finance Committee as of June 1, 1950.

President Jacquet outlined in more detail his program for the 66th Annual Convention. He appointed Mr. King chairman of the Membership Committee and Mr. Hines, chairman of the Finance Committee.

Ten thousand dollars were ordered transferred to the Permanent Fund.

The local teachers of Austin entertained the committee and the presidents of Sam Huston and Tilotson College at a breakfast and also at a luncheon.

Pledge To Children



TO YOU, our children, who hold within you our most cherished hopes, we, the members of the Midcentury White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We will recognize your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.

We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will provide you with all opportunities possible to develop your own faith in God.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice and mutual respect.

SO MAY YOU grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.

Adopted by the White House Conference on Children and Youth, December 7, 1950.

It's an accepted fact says this author that today's students lack the art of self-expression.

They Just Can't Communicate

By B. F. DABNEY

Mr. Dabney is Associate Professor of English, Virginia State College.

English teachers on all levels have become increasingly discouraged by the inability of their students to express themselves effectively in either oral or written forms of communication. They have become even more discouraged since various lay organizations, newspaper editors and parents have accused them of not doing their job—that of teaching Johnny and Mary to read, write and speak with understanding. Indeed, the accusers are right; for, today, it is an accepted fact that the graduates of our many institutions are woefully lacking in the ability to communicate an idea.

Whereas, much emphasis has been put on the fact that our students know little or nothing about their native language, it appears that a minimum amount of effort has been expended to find out why Johnny knows so little about the use of the English language. Yet, there are many reasons why students do not perform well when they leave their hard-working, conscientious English teachers who have labored vainly, but sometimes ineffectually, to teach them how to use the right verb, the exact word, or the well-balanced sentence. Let us examine some of these reasons.

Training Important!

One of the causes for Johnny's not doing well in communication and composition may well be attributed to the fact that he is not being taught by persons who are well trained in the field of English. It is indeed unfortunate that present certification requirements permit an individual to teach English who has had a minimum of twelve semester hours of college English. In reality this means that a person who has had freshman English, a survey course in literature and possibly an introduc-

tory course in speech is qualified to teach language and literature to young, untrained minds. Instead of being guided into an understanding and full appreciation of literature, of being inspired to write or to speak effectively, he is being drilled by a teacher with a modicum of experience in teaching English and a minimum of background material.

In addition to this initial handicap, Johnny is too often being taught his native tongue in a vacuum. Very little emphasis, if any, is placed upon the importance of English outside his classroom. In other words, very little attempt has been made to integrate programs on the elementary, secondary and college levels. This type of integration calls for common objectives on all levels of education and realistic objectives based on Johnny's needs.

Program Integration

It has become apparent then, that Johnny's lack of effective performance may well be attributed, partly, to a lack of understanding among his teachers on all levels. Thus, by the time he reaches the secondary grades, he is completely confused by the multitude of methods used and the conglomeration of content.

The individual school may more nearly approach integration by adopting the philosophy that every teacher must be a teacher of English. Every teacher then would uphold the same standards for written communication which are maintained in the English classes. In addition each teacher would make use of teaching methods calculated to improve oral effectiveness by encouraging panel discussions, debates, radio programs, and impromptu re-

ports. On the other hand, the English teacher should be cognizant of Johnny's vocational and avocational interests as well as his pregnant knowledge of the arts and sciences, and use these interests as a vehicle for the functional teaching of English.

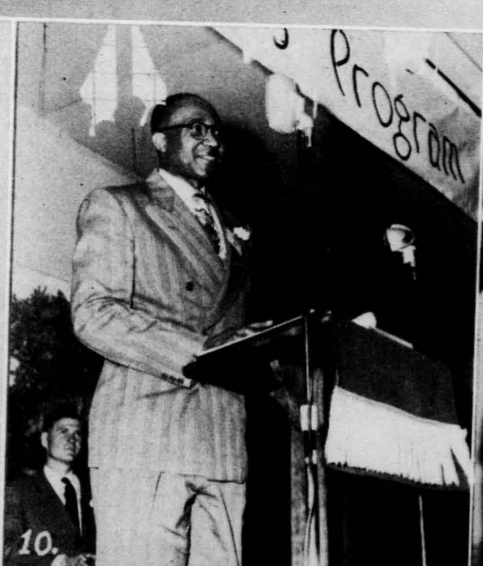
Although the above suggestion for an integrated program may serve to minimize Johnny's confusion, much of it will continue until the three levels approach an understanding of the program of each and reach an agreement of uniform goals. How many secondary teachers of English know what is being taught on the elementary level, and how efficiently it is being taught? How many college English teachers know what is being taught on either level? Thus, it would seem wise for English teachers of all levels to work cooperatively so that each succeeding English program would evolve from the preceding one.

Group Planning

However, this logically evolved English program must be based upon a common and cooperatively defined concept of what our students are being prepared to do. What skills should our students master in order to be effective citizens, enlightened scholars, skilled tradesmen, good parents, and intelligent professional men and women?

What common experiences should all students share regardless of their vocational intent? All these and many other vital problems of a similar nature must be solved carefully by any school and might best be solved on a cooperative basis. Perhaps local and county school organizations could begin to work on cooperative integration by having representatives from the elementary and high schools of the community

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Improving Public Relations In Our Public Schools Through Music Instruction

By MRS. H. MILLER YANCY

I have always felt that school music teachers and directors, particularly in small cities and towns feel responsibilities for all the music in the community. More and more I am convinced that many of our teachers, and certainly the school patrons and administrators, need a concise statement about music education—just what it is, and what it accomplishes. The field of music education, including the teaching of music and such demonstrations of music education as do not directly conflict with the interest of the professional musician, is the province of the music teacher. The music teacher is concerned with the general acceptance of music as a desirable factor in the social and cultural growth of our country. The music teacher contributes to this end by fostering the study of music among the children of the country and by

developing a keen interest in better music among the masses.

But regardless of how much music we teach of rhythm, notation, tone blending, and appreciation, schools should send out a flow of trained musicians and citizens who can produce, and will be received by an interested and understanding community.

First of all, music teachers and educators must themselves be equipped to produce. Too many of us have a few hours of credit on paper with no executant ability whatsoever. This may be attributed to our poor teacher-training programs and inferior music education departments in schools that continue to turn out to the world music education majors without functional piano technique and rhythmic, singing, listening, and creative experience. Let us take for example the elementary choir periods which are scheduled in our public schools. If these periods are properly utilized there will be a higher type of music for public performance growing out of regular classroom preparation. But at least the teacher must know what constitutes a good singing voice, and how properly to train the voice, solo and ensemble. The method of having children singing "at the piano" while the melodies are thumped out on the piano for the singers to follow, is to be thoroughly discouraged. And what is worse than the performance of a choral selection with a dody, unmusical accompaniment? Every choir or chorus, whether elementary or secondary, should be taught to strive for artistic performance. Artistic performance is found in perfection of detail. Accompaniments should be musical and add to the choir's performance. Clumsy, off-key accompaniments are a reflection on music teachers and the school music program they are trying to give the

public. A well-trained choir, chorus, quartet, or soloist with proper accompaniment, becomes an outstanding public relations agency for the schools.

Perfection of detail must not be limited to choral groups alone. It should be aimed for with instrumental groups as well.

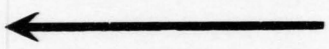
Not only must the music teachers be equipped to produce musically, but he must be able to integrate music with all subjects and activities. The teacher must be aware of the place of music in school and community functions, school exhibits, educational broadcast demonstrations, civic occasions, benefit performances, civic services. One particularly praiseworthy music activity is the non-competitive Music Festival. There is also the competition-festival where adjustments are made, many times unethically, and not in keeping with modern pedagogical practices.

And just here I must say a word about music reading. Most people today cannot read music. But this does not worry them. It is just an accepted state of affairs with them. But if John Q. Public could read music, people would do a lot of singing, instead of just a few in our choirs, night clubs, concerts, informal gatherings, opera, and over the radio. People don't sing because they consider that singing is an art reserved for the favored few, just as reading and writing were for the talented few in the Middle Ages. If people could read music, they would be of the elect also. People don't sing because what they do they like to do reasonably well. They do not know any thing about music, so they do not sing. They are too afraid of spoiling the harmony or of getting off key.

A child should be able to move from one grade in a given state in the Union to the next advancing grade in any other state in the Un-

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Pictures Taken At The 66th Annual Session of the CTSA

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1. Gwendolyn Jackson, Wichita Falls.
 2. W. F. Bledson, Fort Worth, and H. L. King, principal of I. M. Terrell High School, Fort Worth.
 3. F. R. Rice, president-elect, being presented by J. M. Jacquet.
 4. Exhibit for Business Education Section, arranged by R. L. Thornton, Fort Worth.
 5. Left, A. S. Hawkins, Dallas, and H. B. Pemberton, Dallas.
 6. Dr. H. R. Douglass, University of Colorado, speaker.
 7. President Joseph J. Rhoads addressing the general assembly.
 8. Primary Group officers with Dr. Lucille Welch.
 9. James Severit, Galveston, A. W. McDougle, Galveston, and L. C. Calhoun, Austin.
 10. J. M. Jacquet, president, making his annual address.
 11. Albert Welborn, Dallas, and H. L. Walton, Dallas.

Report of Committee On Election Procedure

By JAMES L. SWEATT, JR.

We, your Committee on Election Procedures, submit this report.

In order that more time and attention might be accorded the professional procedures of the annual meeting; and in order that the dignity of the Association might be maintained as pertains to the election of its officers, and in order that fuller participation might be enjoyed of the membership in the election of its officers, we submit the following recommendations:

(1) That nominations shall be made in open meeting of the Association at the time now designated subject to the same privileges and limitations now consonant with constitutional provisions.

(2) That the President of the Association appoint a Committee on Elections to be composed of not less than three nor more than five members of the Association. It shall be the duty of this committee to supervise balloting procedures, count ballots cast, assemble voting results, and give official results of the balloting to the President and Executive Committee.

(3) That official ballots be mailed

to each member of the Association from the Secretary-Treasurer's office not later than February 1st following the meeting of the Association. A properly addressed envelope marked "Official Ballot" is to be furnished with the mailed ballot for purposes of mailing the ballot back to the office of the Secretary-Treasurer.

(4) That properly marked ballots be postmarked not later than February 15th following receipt of same. Ballots bearing postmarks later than February 15th are not to be counted in the official totals.

(5) That the Election Committee shall meet at a date convenient to themselves not later than March 15th for purposes of counting the ballots and preparing official notification of election results. The results are to be communicated within three days to the Executive Committee. Notification mailed by registered letter to the Chairman of the Executive Committee shall constitute "Official notification."

(6) That results of the election be printed in the official organ of the Association, "The Texas Standard," in the issue published next following

the issuance of "official notification" by the election committee.

(7) That a brochure containing pictures and qualifications of the candidates for the several offices of the Association be published in the Standard in the issue following the annual session of the Association subject to the following limitations: (1) Lithographic cut to be furnished by the candidate limited to single column size; (2) additional information regarding the candidate shall be limited to 150 words. (No part of this provision shall be interpreted to preclude the possibility of a candidate's publicising himself by whatever means he might employ at his own expense.)

(8) That the expense incurred in the election procedures not otherwise excluded be borne by the Association.

(9) That provisions of the preceding recommendations shall become effective with the 68th Annual Convention.

Respectfully submitted:

s/James L. Sweatt, Jr., Chairman
s/C. W. Moore
s/E. F. Green
s/M. Z. Hicks
s/Cecil Moore.

(The General Assembly of CTSA adopted the above election procedures November 25.)

Ten Major Educational Events of 1950

1. The decision of American educators to support universal military service was named as the most important event of 1950.

2. The decision of the U. S. Supreme Court in the University of Oklahoma and University of Texas segregation cases which demands that racial segregation end at the graduate level; and the subsequent breaking down of segregation walls in some southern undergraduate schools.

3. The rising enrollment among Catholic schools—a trend which is

expected to accelerate during the coming years. Public school authorities are concerned about this loss of pupils to religious schools. Catholic leaders explain that the "public schools" neglect of religion prompts many parents to transfer their children to church-sponsored schools.

4. Creation of the National Conference for Mobilization of Education, a voluntary group formed to protect the interests of schools, colleges and universities during the mobilization.

5. The launching of a \$3 million

dollar Kellogg Foundation project to improve the quality of administration in public schools. Under this project the school superintendent will go back to school for in-service training.

6. Creation by Congress of the National Science Foundation.

7. Enactment of social security legislation for 600,000 non-public school employees and its defeat for public school teachers.

8. The launching of the \$250,000,-000 Ford Foundation and its prom-

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STORIES IN

EMMETT J. SCOTT

TYLER

"Notwithstanding the fact that the completion of our present building program will give us one of the best school plants in the Lone Star State", remarked Emmett Scott's principal A. G. Hilliard, a '47 graduate of the University of Southern California, "our students, faculty, and patrons must be the most impressive links in our educational chain. They must outshine our magnificent building." Seemingly

Picture 1. Thousands witnessed the King Parade in October, this queen's float the float are: Atop, Flora Lee Broughton, Hazel Muse, and Lois Nixon.

Picture 2. This non-competitive music of Emmett Scott High School, Charlton Po High School is a huge success in the annually before overflow crowds.

Picture 3. Emmett Scott High School's 880 and the 1 mile sprint medley relays h Boyd and Jerry Ausborne were members St. Louis, Missouri, the previous year. The W. Jackson, Elbert Scott, Freddie Boyd, and

Picture 4. Emmett Scott High School Left to right: Mr. T. J. Austin, 90 years o R. S. Austin, 1933-1948, and Mr. A. G. Hill

Picture 5. Frances Yvonne Givens, the National Hi-Y and Tri-Hi-Y Council member Emmett Scott High School Tri-Hi-Y girl

Picture 6. The Emmett Scott High School at the Butler College Homecoming game.



IN CAMERA

EMMETT SCOTT HIGH SCHOOL

TYLER

at the this is the motto and the spirit of
 holding the Emmett Scott High School family
 the best if one studies the activities of
 Star these groups closely.

That Emmett Scott High School is
 concerned with the total develop-
 ment of its students and not with
 exaggerating the importance of any
 one area might be proved by a study
 of the school's extraclass activities:
 only last session the Emmett Scott

• Continued on page 14

nessed the Emmett Scott High School Homecom-
 muneen's float being one of the entries. Occupying
 brought on, reading left to right, Gloria Jean Gray,

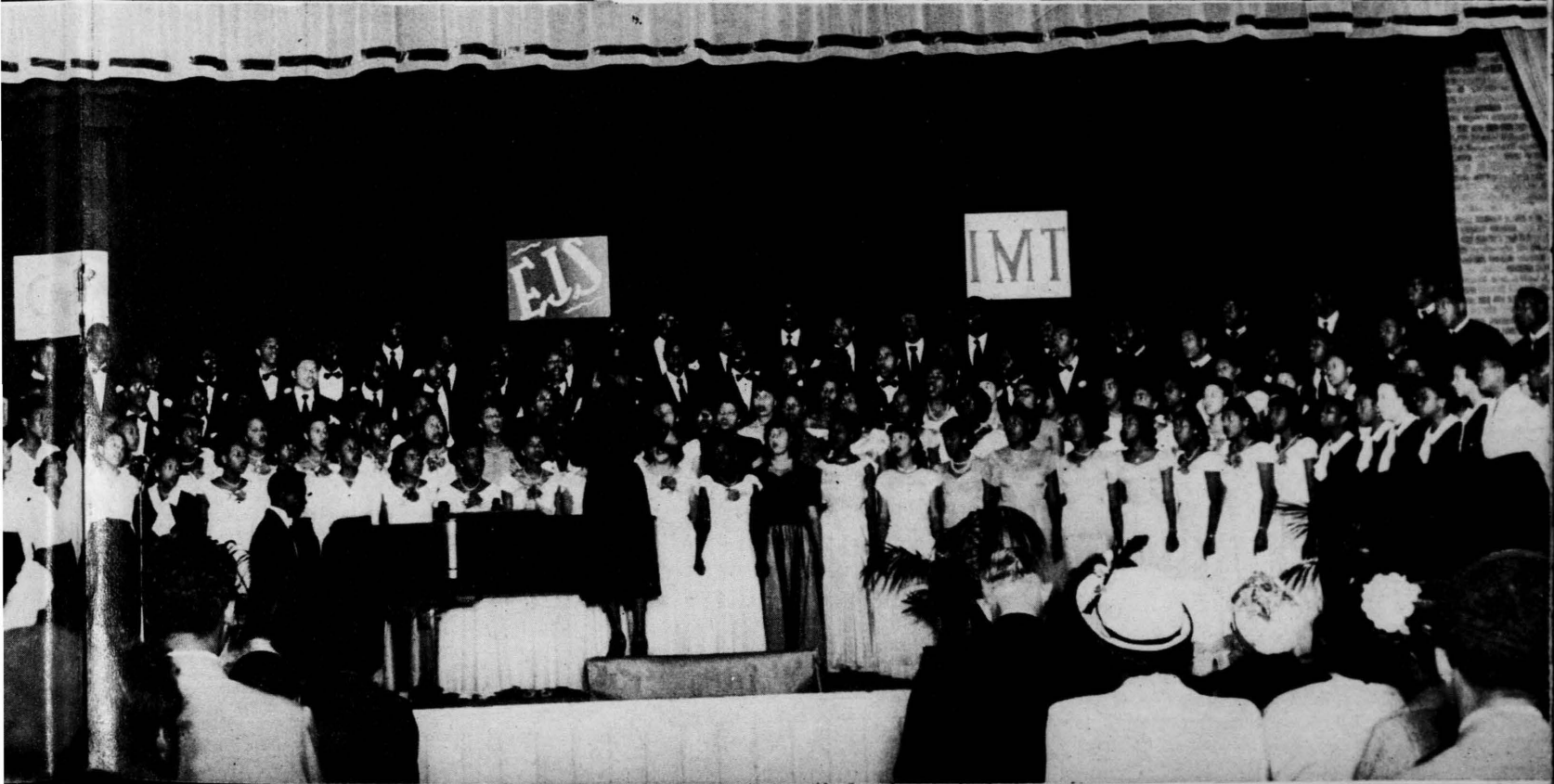
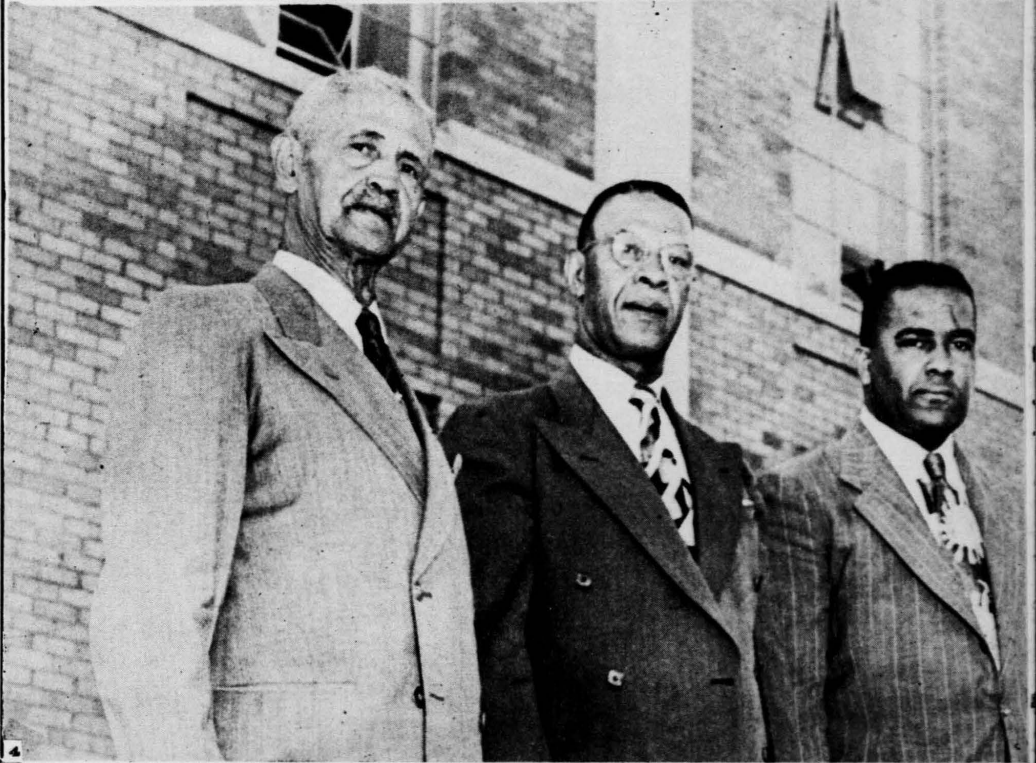
stitive musical recital featuring the joint choruses
 Charlton Pollard High School, and I. M. Terrell
 s in the three cities where the groups sing an-

High School's first place National winners in the
 ley relays held at Tuskegee last spring; Freddie
 re members of the winning mile relay team in
 is year. The names are, reading left to right, C.
 lie Boyd, and Jerry Ausborne.

High School principals pose for a recent picture.
 90 years of age, principal from 1914-1933, Mr.
 r. A. G. Hilliard, principal since 1948.

me Givens, lone Negro girl and song leader at
 Y Council meeting at Lake Forest, Illinois, leads
 Tri-Hi-Y girls in song.

Scott High School Band during half-time activities
 ning game.



Emmett J. Scott High School

• Continued from page 13

High Y clubs supplied the lone Negro girl who was in attendance at the National Hi-Y and Tri-Hi-Y Council Meetings at Lake Forest, Illinois, the school's football team played Lincoln High School of Dallas for State Semi-finals, the track team won two relay championships at Tuskegee Institute, Alabama, the one year old Scott High Band won second place State Championship, the pep squad was acclaimed superior wherever it performed, and the chorus joined in joint recital with I. M. Terrell High of Fort Worth and Charlton-Pollar High of Beaumont to begin an annual non-competitive movement among the State's Negro double A schools which is certain to exert a wholesome influence in music circles throughout the State. A well organized student council meets weekly to consider ways to improve the school's educational program, and the school newspaper, the Bulldog, is affording enriching citizenship experiences to a large number of students.

The members of the band, chorus, and football teams have worked out a self rating sheet in order to encourage both good performance and good citizenship. During the second semester the members of each group elect three members to rate each member according to the score sheet which the group has formulated; the members of the band and chorus who rate in the upper fourth are given certificates of award with a picture of Emmett Scott High School on them and the football lettermen are determined by this committee of three persons; the sponsors and the coach have veto power but they found no use for it last session as the students did an excellent job.

In order to determine how the school might better serve the students, the Illinois Inventory of Pupil,

Teacher, and Parent Opinion was administered last year through the office of supervision, directed by Mr. R. S. Austin, supervisor of instruction; the whole school is profiting as a result of this study.

When queried as to the qualifications of his staff members, Principal Hilliard commented, "We have a strong staff of teachers and we mean to keep it strong even though additions and replacements be made. Three classroom teachers were added this session: a physical education teacher with a Master's degree from Columbia University, a physical education teacher with a Master's degree from Prairie View, and a counselor with a Master's degree from Columbia University. All three are good "down to earth" teachers, this being more important for our purposes than the Master's degrees.

An insight into progressive features of the educational program of any other Tyler Public School is possible as a result of the school's representation with faculty members on the Tyler Public Schools' Inter-racial Steering Committee, a body composed of the superintendent, supervisors, principals, classroom teachers, and pupils from the various public schools in the Tyler Independent School District.

R. S. Austin, efficient supervisor of instruction, is in charge of a well planned in-service training program with expert assistance from the noted author, Dr. J. G. Umstadt, who makes several visits to Tyler each year to aid in this work. Other consultants have been Dr. Harl R. Douglass and Dr. Grieder of the University of Colorado. The emphasis last year was on "Unit Planning" and this year the emphasis is on "Life Adjustment Education".

The patrons are eager to offer any reasonable assistance to the school in its efforts to achieve its goal. A thirty-five day drive last year among the patrons netted \$4800 for band equipment which

was matched by the school board and \$1800 additional equipment was added last summer thus making possible a band with \$11,400 worth of equipment. When the graduation expenses plagued many members of the school's chorus last May making it impossible for them to finance their trip to Texas State University to participate in a Choral Club Clinic, 9 patrons—all busy people—furnished cars and fuel for this 400 mile round trip. In a recent P. T. A. meeting the organization voiced its approval of a Parental Education Workshop in order that parents might have opportunities to consider the opinions of experts on daily problems which baffle them in rearing their children.

Professor T. J. Austin, age 90 and in good health, a former principal of Emmett Scott High School, is a frequent campus visitor and is a source of inspiration to the faculty and students.

Although Emmett Scott High School is a six year high school, the junior high school work will continue on the old campus for a two year period when an addition will be made to the present senior high school plant for this group. Mr. T. V. Glover, a Wiley graduate and a graduate student at Prairie View in educational administration, is in charge of a strong staff of teachers on this campus.

No one person is entitled to as much praise for the phenomenal progress of the school in recent years as progressive, fairminded, and farsighted superintendent, Dr. Mortimer Brown, who leaves Tyler in July to head the El Paso Public School System. He was ably supported by a school board which was recently named by Columbia University as one of America's outstanding school boards.

The faculty has a committee which makes a continuous study to improve the educational experiences to be shared by teacher and students.

Vocational Agriculture

Address by Mr. L. U. Mason, Veteran Teacher Trainer of Texas, Delivered to Vocational Agriculture Teachers, Principals and Supervisors at the Annual Convention, State Colored Teachers Association, D. M. White, Chairman.

What value and importance should be attached to a veteran education program in each consolidated district, if any?

I shall like to relate some instances of how I feel veterans taking institutional on the farm training have been benefited or influenced by their training and how some of it has spread abroad.

Institutional on-farm training is a full-time course when it combines organized group instruction in agriculture and related subjects of at least 384 hours per year at an educational or training institution, with supervised work experience on a farm devoted to the production of crops, livestock and poultry.

Farmer General, the course in which all Negro farm veterans are enrolled, has as its educational aim the establishment of the veteran on the land under a balanced farming program. This training is planned to develop proficiency in farm planning, crop production, livestock and poultry production, producing a living at home, and conservation and restoration of natural resources. Adequate attention is given to agricultural financing, farm management, and farm shop, including farm carpentry and machinery repair.

Many veterans have put into practice their training. They have painted, landscaped, and screened their homes, installed electricity and running water and a good number have installed modern heating facilities.

The farm has not been neglected for many have built nice barns and outhouses. Their fields and pastures have been carefully selected and fenced properly.

A large number of veterans are living at home. They are conserv-

ing their soil and rebuilding it with cover crops. They are raising better livestock and poultry. They are keeping accurate records of everything, which gives them a sense of business understanding and management. They are making wise and careful use of agricultural financing agencies.

In the classes in agricultural literature, the veteran student becomes familiar with farming events in other places, and he receives vicarious experiences that are inspirations for him to continually press forward. He also gets an opportunity to observe first hand various methods and situations by going on carefully planned field trips. All this training and experience help him to place new values on his farming situation and outlook on life.

The successful farmer is alert to what is happening the world over that may affect his farming. The veteran farmer is taught to observe changes before the changes catch him by surprise.

He is taught to observe with care the trends which are signs of the times: such as

1. The steadily increasing production per farm worker, tripled since 1870, indicated by

a. Increased uses of more and larger power machinery on the farm, such as the tractor, the combine, corn and cotton pickers. b. Increased use of electricity on the farm through the facilities of rural electrification administration and the use of water power for generating the current. c. Development of improved varieties and strains of farm plants and animals which are disease-resistant and more efficient producers. d. More widespread use

of improved practices on the part of better trained farmers.

2. New and increasing use of some farm products and decreasing use of others, notably the soybean and peanut on the one hand and cotton on the other, indicated by a. Increased use of plastics b. Increased use of dehydration and quick freezing of perishable foods c. Changing food habits.

3. Changes in transportation facilities brought about by a. The use of larger and faster trucks on hard surfaced farm-to-market roads b. Faster freight trains c. Increased use of air-express and freight.

4. Changes in land-holding patterns and decreasing farm population indicated by a. The increase in large holdings on one hand and small subsistence farms on the other with gradual decrease in numbers of family-sized farms by Decentralizing of industry and the employment of part-time farmers c. Development of a mobile farm-worker group.

5. Shifts in land use indicated by a. Retirement of unprofitable lands from farm use b. Opening of new lands through irrigation, drainage, and clearing.

6. Changes in consumer demands have resulted from a. Increased recognition of the advisability of providing the low income groups with better housing, food, and clothing b. Increased wages enabling many to attain higher living standards c. Stepped up consumer education by schools, the radio, the press, and other agencies.

7. Farmers' problems have become more complex, requiring more and better training.

a. The foregoing trends involve the farmer as never before. b. Com-

petition for land and markets is keener. c. Research is continuously changing uses of farm products and making new and improved practices necessary for profitable production. d. The tendency to specialization and uses of industrial methods on farms demands more training.

The trends just mentioned may be stated in many other ways. They are interwoven into a complex pattern that is ever changing. At times some trends may appear to be contrary to other trends. Trends may move slowly or rapidly. One can always be sure that farming and the things that affect the farmer and his family will always be changing.

Whether these changes work to the advantage or disadvantage of a farmer will depend to a large extent on the individual farmer and the way he works with other farmers. Individual and group planning is necessary to meet changing conditions.

As the veteran farmer advances in his training he is taught to give more and more attention to trends and problems such as those just mentioned. The farming program conducted during his training period provides a foundation for successfully meeting the ever changing challenge.

How does all of this tie in with our theme—The Value and Importance of a Veteran Education Program in Each Consolidated School District?

Many rural communities have suffered in a way from the consolidation of schools. The old one and two teacher schools were inadequate in more than a hundred ways, but they did something to community folk. Community folk felt a part of it as if they owned it.

Consolidation has given the present generation of children better school facilities, but it has disrupted community ties for the old folks. Many rural churches where

the schools were formerly located have also suffered as well as small trade centers in such communities. The change over has been difficult for many. The decay of rural community centers in recent years has hurt social life of farm people; but the completion of the transition for the development of new institutional patterns, speeded on by the programs of vocational agriculture and homemaking teachers, will make more farm people able to enjoy a fuller social life than once was possible.

Veteran farmers with their wealth of experience in World War II plus their wide scope of training are helping to expedite the transition of the old social life of the one and two teacher community to a complete development of new institutional patterns of our ever increasing number of consolidated school districts.

The veterans are the young men in the consolidated school districts. They are taking their places as heads of families and leaders in their communities. Trained leadership and fellowship is a dire need, and the veterans are being trained to lead as well as follow. Through their training, they are raising the standards of the rural communities by precepts and examples. They are putting dignity into the occupation of farming. Their young active minds fertilized with progressiveness, through training, to me is very important in a school district. The offspring of these young men who are and will be students of the schools, should propel a richer fountain of human resources than ever before existed in the entire rural school program.

The teachers of veterans readily make themselves a part of the community in which they work and are always ready to lend a hand in a friendly cooperative spirit to put over any program for the uplift of

the entire community. They realize that to make their teaching lasting, and effective and to raise the standard of living, all community folk must rise together. These teachers give unselfishly of their services wherever and to whomever they feel it will be helpful. The regular teachers of vocational agriculture and the veteran teachers of vocational agriculture have worked hard and knowing that all the agencies are needed in this fight for better conditions on the farm. For when all the people of a school district are fairly well secure, intelligent, law-abiding, and civic minded, the children from these homes who make up the school will exhibit such character traits at school.

In consolidated school districts where there is no regular teacher of vocational agriculture, the veteran teacher has assumed the responsibility of working with the community farmers and the school to foster any worthwhile program desired.

In conclusion, I do say that the veteran education program is important and valuable in each consolidated school district because:

1. Its program is limited to only twenty-five trainees per instructor, thus allowing a more thorough job of teaching to be done.
2. Its program calls for action and execution of training on the spot.
3. Its good works can easily be seen and emulated by neighboring farmers.
4. It is training young men for effective leadership in the community and districts.
5. Its program is expediting the revolution of living conditions in the districts.
6. Its program is rehabilitating patrons of the district.
7. Its program is designed, not to replace, but to strengthen the good works already being carried on in the districts.

The Elementary School Library In Today's Educational Scene

By NORA E. BEUST

Specialist for School and Children's Libraries

The elementary school library has the possibility of furthering the program of the school it serves just as college and university libraries have long furthered higher education and as secondary school libraries have more recently begun to function in the high school. Probably the most significant reason for the increased potentialities of the library in the elementary school is the present concept of elementary education. The child of today is given an opportunity to initiate, to plan, and to execute. Children are encouraged to direct themselves, set their own goals, and then to appraise the results.

Formerly, the graduate school was the level on which students were given the privilege of developing these abilities, but today the teacher in the elementary school also uses procedures that develop the same capacities in her pupils. Educators recognize the significance of promoting the growth of desirable behavior patterns in young children as they are the basis of adolescent and adult conduct. What the child learns in his early youth is of great importance in relation to his further growth as attitudes tend to become defined.

In the present program of elementary education, it is imperative that children have the opportunity to read and study many types of learning materials dealing with a variety of problems and following a diversity of children's interests. Fortunately for the children and the teachers, publishers recognize the great need of boys and girls for readable, authentic, and up-to-date books in attractive and appropriate format. These editors together with the authors and illustrators of children's books saw the possibilities of

producing books for children that would reflect the interests of the children in relation to their life in the school, in the home, and in the community.

The results of this publishing program are books that serve children as tools. It is possible for children of practically every age group with their varying reading abilities to find books they can use to suit their needs in school and out. Almost every interest children wish to pursue may be found within the covers of a book.

In most instances young readers are able to find the subject matter treated in a live and stimulating style. For example, *Let's Find Out: a First Picture Science Book*, *Arithmetic Can Be Fun*, *Picture Book of Astronomy*, *America's Ethan Allen*, and *The First Book of Bugs* are titles which indicate that children will not be disappointed if they seek for information or inspiration in books. The books have improved in authenticity as well as breadth of subject matter. It is only within recent times that children interested in the topics being discussed by their parents can turn to books for clarification and amplification, such as *You and the United Nations*, *Modern Medical Discoveries*, *Albert Einstein: a Biography for Young People*.

The books used in the elementary school library have also undergone a great physical change. Many of them are well designed and printed on a good quality of paper. The size of the books and the illustrations are selected with an eye to the age and preferences of the group for which the books are intended. There are some excellent examples of book production among children's books today. In fact, the following titles of children's books appeared on the American Institute of Graphic Arts' selection of *Fifty Books of the Year*,

1948: *Amos and the Moon*, *Four Corners of the World*, *Golden Mother Goose*, *The Royal Game: Chess for Young People*, and *Smudge*.

There is another trend that is beginning to emerge and this is the production of books for children in both attractive and substantial bindings which makes it possible for the books to be used and enjoyed for a longer time in the elementary school library. Furthermore, there is a movement under way to make some books of worth available to children at a price that many of them can afford. Children are following the example of the adults who purchase inexpensive editions to help build up home libraries of their own.

Learning materials are now made readily available to both teachers and pupils through the centralized library. The reading center in every classroom in the school is a live and integral part of the service of the library. Formerly, many classroom collections functioned as isolated units. Now, the materials in the classrooms are in many instances borrowed from the central library. The children borrow what they need when they need it and return materials to the general collection when these have served their purpose. If books are acquired and used according to these principles, children will be constantly challenged by the materials in their classrooms. A fluid book collection makes possible a wider use of a greater variety of materials. It is evident that children have an opportunity to be exposed to more materials and more appropriate materials when they are centrally administered. The matter of economy in centralized purchasing is another factor for the school to consider.

The school library provides for experiences outside the regular classroom. Here again the full significance of the place of these experiences in the education of young children is just beginning to be appreciated by many. The library is a

bright, cheerful, and attractive room. It is filled with materials selected to strengthen the educational program of the school and to improve the instruction in the classroom. Today one of the criteria for selecting an interest area in a major unit for study is whether or not there are materials available on the reading levels of the children so that they may be active participants in developing the project. These materials are organized to be easily located by teachers and pupils. The cataloging is adapted to the maturity level of the children.

The lighting of the library is carefully planned. The floor covering is of a noiseless type. The shelving is adequate to care for approximately five books per child. There is provision for shelves to care for picture books and other oversize books. The tables and chairs are of suitable size for the children. Round or hexagonal tables are enjoyed especially by the young children. A few informal chairs add to the inviting atmosphere. Display cases, bulletin boards, and catalog are necessary for a good program as is also work space for the librarian.

Reading specialists have found that accessibility of materials and an atmosphere conducive to reading affect the reading program of the school. Young readers need to be encouraged through wise guidance to discover that the contents of books, when chosen with care by the individual child, are closely related to their own life in and out of school.

The trained school librarian lightens the load of the teachers and the principals. She is the resource person who is informed about teaching materials and professional literature. Her services also include the effective dissemination of this knowledge to both teachers and principals. Another important aspect of this information service to the staff is that of the evaluations of these materials by national, State, and local professional groups in re-

lation to materials previously available.

The librarian aids in making the resources of the library more readily available to pupils and teachers. She promotes the effective use of the library through individual and group guidance and instruction. Her awareness of the activities of pupils and teachers in relation to library resources makes it possible for the librarian to carry on a program that is an integral part of the school. She serves constantly as a consultant to individuals and groups. Her work takes her into the classrooms. She is an important resource person to groups undertaking new units or to groups studying outcomes of their work. She is alert to the needs of different types of learning materials and secures these for the individual or group through purchase or loan.

The librarian helps the children develop into appreciative, intelligent users of books and libraries through meaningful guidance and instruction. She assists them further by giving them opportunities to develop desirable attitudes toward their reading and studying, their library, and their peers. It is important that the librarian's personality be such that she creates an alive and stimulating library climate.

Statistical information gives some indication of the present status of the elementary school library. According to reports of the Office of Education for cities of 100,000 or more population for 1947-48 there were 2,307 centralized school libraries with 504 full-time and 331 part-time librarians employed. Bureau of Labor Statistics, U. S. Department of Labor, in cooperation with the American Library Association, reports \$3,675 as the average salary for full-time elementary school librarians in cities of 100,000 or more.

Thirteen states report certification requirements for elementary school librarians. Twelve states report standards for elementary school li-

braries. Ten states provide state aid for school libraries. Six other states have funds which may be used.

The Facts Reveal

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In the light of current educational theory it is becoming increasingly difficult to classify our schools in terms of elementary or secondary in view of the fact that we are committed to teach the child what he needs to know wherever we find him. Our curriculum seems at present to be based as much on pupil development as on subject matter—in fact more. Our current administrative classification tolerates pupils of adolescent age in so-called elementary schools and some of pre-adolescent age in so-called high schools.

Yet, we cannot argue for unity in the Association on the ground that our problems are identical for each situation is unlike every other one even in the same community. But we can contend for unity on the ground that the Association recognizes differences and makes arrangements for similarity of problems and situations among its membership. This is done by setting up sections for rural elementary school principals, urban elementary school principals, rural high school principals, and urban high school principals. It is recognized that there is sufficient similarity of problems to justify all meeting together; and sufficient dissimilarity for special interest groups to be set up for sectional meetings. Any principal may attend any section which he feels might yield him the greatest good and that satisfies his interests and needs.

A threat of domination does not seem to exist when one examines the official personnel of the Association for the past year. At least three members of the Planning Committee, including its chairman,

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American Education Research Association Offers Fellowship

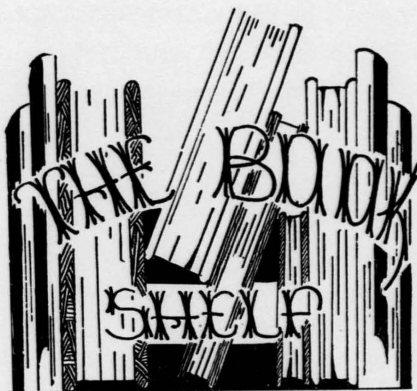
The American Educational Research Association offers a Fellowship in Educational Measurement, made possible by a grant from World Book Company. The person selected will pursue graduate studies at either the predoctoral or postdoctoral level, in the field of educational measurement at an institution of his choice in the metropolitan New York area. He will in addition receive the benefits of a systematic program of practical experience in test research and development in the Division of Test Research and Service of World Book Company and other testing agencies.

Stipend. The Fellowship will provide a stipend of \$2,000.

Qualifications. Candidates for the Fellowship should be citizens of the United States or Canada, resident in either country, who are planning to pursue a professional career in the field of educational measurement in either of these countries. Candidates should have completed at least one year of graduate study in the field of educational measurement or a closely related field at a recognized institution. It is desirable that their training shall have included courses in statistics, educational measurements, educational psychology, or similar fields. School experience, preferably in the field of measurement—e. g., as a counsellor or in a research department—is desirable but not essential. There are no limits as to age, sex, or marital status of the candidates, although preference will be given to applicants under 35 years of age.

Duration of Fellowship. The Fellowship is awarded for a period of one year, and is renewable for a second year at the discretion of the Fellowship Award Committee of the American Educational Research Association.

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By MRS. VELMA STEWART

Quite a number of volumes have been written of World War II, but a recent publication of Life Magazine is something special. It's *Life's Picture History of World War II*. The volume is basically an anthology of hundreds of authentic and documented pictures, that have been well selected and superbly produced. With these pictures are words of text that give a continuous story of the recent world conflict. The editors have done a splendid job of compilation and what they present is surely worthy of any collection. Simon, Schuster, \$12.00.

"American Literature by Negro Authors" is something new and refreshing in books written by Herman Dreer. Quite pleasingly, Professor Dreer, presents not Negro literature, but literature that is an expression of American culture; because the Negro is a product of that culture. The selections included might be those of any American citizen and are representative of each type of American literature, autobiography, biography, novels, short stories, plays, folklore, poetry and letters and essays. To each of these major types the author gives an introduction which adds much to the comprehensiveness of the volume and one's reading enjoyment.

The fiction title on our list for this issue is *"Joy Street"* by Frances Parkenson Keys. The story has that "right setting" for it is in conservative Boston with a very high brow atmosphere . . . the characters, typical Bostonians with all the traditional aristocracy. Wealthy Emily

Thayer, heroine, who is a member of an old family, marries equally aristocratic struggling young lawyer, Roper Field. Suddenly into the lives of this ideal young couple come three people from the "wrong side of Beacon Hill"—Delucca, and Italian, Brain Collins, Irish and suave and charming David Salomont. They are Rogers business associates and whose association brings them to friendly relationships even after business hours. Like a thunder bolt, almost all at once, Emily began to sense Rogers limitations as a lawyer and also as a husband, a frightening experience. The story of these four men and the intricate web they weave around the life of Emily is exciting and certainly entertaining. Messner, \$3.50.

They Can't Communicate

• Continued from page 8

meet for the purpose of discussing their common problems with the end in view of working out a solution to them. Such a plan might be implemented on a broader basis by representatives of the VTA Departments of Speech and Language and Elementary School Teachers; representatives of these departments meeting with the same purposes in mind. In all of these meetings, the college teacher of English should be represented in order that the college program may be adjusted to meet the needs of its students as defined by these groups.

A similar plan has worked to the satisfaction of all concerned, students and school authorities alike, in St. Paul and Minneapolis, Minnesota. Such a cooperative undertaking by all teachers of the communication arts will, I believe, lead to more clearly defined and commonly accepted goals and a more effectively integrated program. Then, in time, our students will be able to perform with the type of mastery of language that will be acceptable to the society in which they live.

(Reprint from Virginia Education Bulletin
September, 1950.)

News Notes

Mr. C. A. Rettig, principal of Central Elementary School Troup, has been given credit by the Troup Branch of the A. C. E. for inspiring the teachers to organize.

Mrs. Marguerite McDonald, teacher in Central Elementary School Troup, has been elected president of the A. C. E. Troup Branch.

Mrs. Jewel Price-Ross, a teacher in the Lincoln School, Dallas, was elected chairman of the English Section of the C. T. S. A.

Mr. Harry Denson was recently elected principal of the Alvarado School, Alvarado.

Mr. T. C. Calhoun, principal of Kealing Junior High School, Austin, took out a Life Membership in the C. T. S. A. in November, 1950.

Mr. J. O. Perpener, Jr., is on a year's leave from school duties and is pursuing studies toward a doctorate degree at the University of Colorado.

Mrs. S. H. Davis, Dallas, was elected president of Texas Congress of Colored P. T. A. at the annual convention in Waco. Mrs. Davis succeeds Mrs. Rayford, who was president of the organization for a number of years.

The Texas Congress of Colored P. T. A. during the Annual Convention adopted the plan for holding its annual meeting separate from the C. T. S. A. meeting which is held in November each year. The P. T. A. voted to hold its 1951 meeting at Corpus Christi in October.

A. W. Jackson, Rosenberg, Texas, has been appointed a member of the Commission on Democracy in Education. This appointment was made by A. W. McDonald, president of South Teachers Association.

T. C. Calhoun, president of Central Texas Teachers Association, is planning an interesting District meeting for March 16-17 in Austin. He has scheduled for the meeting

ROWE IS ELECTED FIRST VICE PRESIDENT OF CTSA



O. J. Rowe

O. A. Rowe, who has been District Representative from the East Texas Teachers Association for the past two years, was elected first vice-president of the CTSA for 1951. From this office he will be elevated to the presidency of the CTSA in 1952.

Mr. Rowe is the principal of J. H. Rowe High School, Jasper, and is very prominent in civic activities in Jasper.

the following speakers: Dr. J. W. Edgar, Commissioner of Instruction, Texas Education Agency; Miss Waurine Walker, Assistant Director of Professional Standards, Texas Education Agency; and Mr. J. C. McAdams, Consultant in Negro Education, Texas Education Agency.

THANKS

Our office received a letter from Miss Mary V. Somerville of Richmond, Texas, who lost a purse at the convention in Waco. Miss Somerville states that her purse was found and mailed to her by Mrs. H. L. Leadon of Henderson who was also attending the convention.

Troup Teachers Organize ACE Branch

In order to meet the challenge for professional growth toward providing for the needs of children, the Troup teachers set up a branch of the Association for Childhood Education on November 18. Mrs. Izean Davidson, president of Second Branch Fort Worth A. C. E. was invited to assist in setting up the Troup Branch.

The Central Elementary Teachers state as one of their purposes "Through a well-planned program for study designed to meet our needs, we plan to become more informed and more skilled in using what we know for children."

Other schools in Smith County that have membership in this Branch of the A. C. E. are: Arp Industrial High School and Elementary School. Mrs. E. M. Cawthorn, and Mrs. E. B. Christopher, both supervisors in Smith County, are to be commended for the professional leadership which they are giving the teachers of Smith County.

NECROLOGY

Mrs. T. B. Mitchell, Kendleton, died at her home on November 29. Mrs. Mitchell at the time of her death was employed in the Powell Point High School, Kendleton, where husband, T. B. Mitchell, a member of the Executive Committee of the C. T. S. A., is principal.

Harold B. Hardee, a teacher in the Carver Junior High School, Fort Worth, and a graduate of Wiley College, died December 26 at a local hospital after an illness of three days. Mr. Hardee was in his first year teaching and gave promise of being an asset to the profession.

Improved Public Relations

• Continued from page 10

ion and continue in a well-planned development of his technique for reading vocal music. It is done in other fields of study, and reasonably well. IT CAN BE DONE in music, but only when we catch the vision of everybody singing and playing music, and not merely listening. We develop richer music as performers and producers. Music reading is a requirement for music literacy and music literacy is necessary if we are to have a sound and honest music culture.

I can not leave this subject without mentioning the teacher's personality and professional ethics. There was a time when all musicians glorified in their ill-temperaments, and the public made allowances for these emotional tantrums and rather encouraged them in these fits of temper. But those days are gone forever, I hope, and music teachers have come to control their tempers and to get along with other teachers, administrators, and with all people in general. What person with a high-strung, whimsical attitude can sell a music program to an already frustrated public?

The carry-over of the music department after school days are over pertains to an accepted principle of education—training for life vocationally, avocationally, and just plain intelligent loafing, demands a favorable relationship between the school system and the community. There must be in the community, an instrumental or vocal group for every boy or girl who graduates and who wants to continue the musical experience he learned to enjoy in school. Students who play in school orchestras and bands, and who sing in the choruses and choirs, crave an outlet for expression. Swing bands and orchestras taught in our schools

to play artistically the popular music of the day must be given a place in the life of the community too. Those of us who not only make a place for our school youngsters to perform standard and first class sacred music in our respective churches, but also welcome them to join the church choirs and let them help plan and carry out sound musical programs, are doing a worthy piece of public relations work. This one effort conscientiously motivated, will do much to eliminate the cheap clap-trap church music of the present day.

The music teacher's role is a dual one. As a public school worker he is responsible to the community or to the constituency of the school district in which he works for the welfare of his pupils. The teacher must be able to produce and to see that the students are able to produce. As a citizen, he must act for the best interest of that portion of the public which is not actually a part of the school's immediate clientele, as well as for the citizens who are parents of school children.

Neighborly interest of the small city creates natural interest in the school and the teachers are employed there. This personal interest is impossible in larger cities, but the sum total of relationships of the teaching force has a community effect. Public approval determines the kind of school system in which one teaches. Education can lead but only slightly ahead of the interest, understanding, and consent of the community.

In the final analysis, confidence and interest won through intelligent public relations is a most important factor in developing a sound school music program. This is a challenge to you and to me to take inventory of our stock and **MOVE AHEAD WITH MUSIC.**

Educational Events

• Continued from page 11

ise to support research and projects to improve teaching, human relations, the practice of democracy, economic well-being and world peace.

9. Enactment by Congress of federal aid to school districts overloaded with children brought in as a result of war activities.

10. The White House Conference for Children and Youth, and its emphasis on mental health.

—Ed Press, Dec., 1950.

The Facts Reveal

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were elementary school principals. For next year at least four of the members of the Planning Committee are elementary school principals including the chairman. The vice-president of the Association is an elementary school principal.

On the basis of the foregoing facts and analyses, there does not seem to be any serious justification for the contention on the part of some principals that the elementary school principals should form a separate organization. If some individual feels that he or his section has been overlooked in the matter of distribution of places of honor, he or it has the right to fight within the bounds of parliamentary procedure for relief at the next annual meeting in Houston.

American Education

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Additional information and applications. For additional information about the Fellowship and for application blanks, interested candidates should write to:

Fellowship Award Committee,
American Educational Research
Association,
1201 Sixteenth Street, N. W.,
Washington 6, D. C.

Applications for the school year 1951-52 must be received by March 1, 1951.



HONOR SCHOOLS

- ABILENE**—Carter G. Woodson High School, T. W. Humphrey, Principal.
- ALICE**—Carver Elementary School, Mrs. Susie B. Wilson, Principal.
- ALTO**—Booker T. Washington High School, Thos. Butler, Principal.
- ANAHUAC**—George W. Carver School, C. C. Butler, Principal.
- ANDERSON**—Alex S. Terrell School, R. C. Smith, Principal.
- ANGLETON**—Marshall High School, T. J. Wright, Principal.
- APPLE SPRING**—Apple Spring School, Willie Massey, Principal.
- ARLINGTON**—Booker T. Washington School, George D. Stevens, Principal.
- ARP**—Arp Industrial School, L. J. Johnson, Principal.
- AUSTIN**—Anderson High School, W. B. Campbell, Principal.
Blackshear School, F. R. Rice, Principal.
Kealing Junior High School, T. C. Calhoun, Principal.
L. L. Campbell School, C. L. Moore, Principal.
Rosewood School, C. R. Steward, Principal.
- AUSTIN COUNTY**—Mrs. Jessie Lee Diggs, Jeanes Supervisor.
- AUSTONIO**—Austonio No. 2 School, John W. Pruitt, Principal.
- BALLINGER**—George W. Carver High School, F. A. Jernigan, Principal.
- BARTLETT**—Bartlett High School, Gentry L. Powell, Principal.
- BAYTOWN**—George Washington Carver High School, W. Marion Davis, Principal.
- BEAUMONT**—Carver Elementary School, L. M. Moten, Supervisor.
Hebert Schools, A. L. Price, Principal.
Charlton-Pollard High School, H. C. Johnson, Principal.
Martin No. 2 School, A. L. Moore, Principal.
Pipkin School, Mrs. Emmons Scott Grogan, Principal.
- BECKVILLE**—Beckville High School, Lloyd Allen, Principal.
- BELTON**—Thomas B. Harris High School, M. W. Evans, Principal.
- BEN WHEELER**—Prairie Creek High School, J. C. Henry, Supt.
Redland High School, Mrs. Osia Cartwright, Supt.
- BESSMAY**—Bessmay High School, H. C. Franks, Principal.
- BISHOP**—Bishop School, Mrs. Lucile James, Principal.
- BLOSSOM**—Geo. W. Carver School, C. L. McPherson, Principal.
- BOLING**—D. M. White High School, D. M. White, Principal.
- BON WIER**—Biloxi High School, Layon E. Samuel, Principal.
- BORGER**—Booker T. Washington School, R. G. Cofield, Principal.
- BRACKETT VILLE**—Carver High School, Dorothy B. Wilson, Principal.
- BRADY**—Brady State School, Pete Harrell, Director.
- BRAZORIA**—Henery O. Tanner School, Mrs. Mary Lee Crecy, Collector.
- BRAZOS COUNTY**—Mrs. Fannie Diggs, Visiting Teacher.
- BRECKENRIDGE**—Booker T. Washington School, R. D. Hearn, Principal.
- BREMOND**—Love High School, Charles Love, Principal.
- BRENHAM**—Pickard High School, W. I. Alton, Principal.
- BROOKSHIRE**—Ralph J. Bunche High School, Joel Harris, Principal.
- BRONSON**—Rosevine School, Mrs. Myrtle Dennis, Principal.
- BROWNWOOD**—R. F. Hardin High School, Louis T. Morgan, Principal.
- BROWNFIELD**—Wheatley School, Curtis Tucker, Principal.
- BRYAN**—Booker T. Washington, O. A. Sadberry, Principal.
Carver Elementary School, C. D. Yancy, Principal.
Fairview School, John T. Lane, Principal.
Kemp High School, R. C. Neal, Principal.
Salem School, Mrs. Bama T. Hall, Principal.
- BULLARD**—Corinth Elementary School, Mrs. Ethel Harris, Principal.
- BURLESON COUNTY**—Mrs. Nona Mae Blocker, Minor, Supervisor.
Center Point School, Mrs. Rebecca J. Franklin, Principal.
Clay School, Mrs. Ida B. Liston, Principal.
Dotson Jones, Mrs. Anna Mae Wilson, Principal.
Emmitt J. Scott, A. D. Phillips, Principal.
Henley Hill School, Mrs. Vancie Hoskins, Principal.
Mt. Zion School, E. B. Kerr, Principal.
River Lane School, Mrs. C. M. Conner, Principal.
Sandy Grove School, Mrs. Arletha Rivers, Principal.
Shiloh School, Mrs. Elsie Moore, Principal.
Smith Graded School, E. R. Smith, Principal.
Spot Taylor School, T. L. Kemple, Principal.
St. Luke, Mrs. Erma Stewart, Principal.
Sulphur Spring School, Mrs. Bertha Lee Gates, Principal.
- CALVERT**—Calvert High School, W. D. Spigner, Principal.
- CAMERON**—O. J. Thomas High School, C. L. Sadberry, Jr., Principal.
- CARTHAGE**—Carthage Elementary School, Joseph Jones, Principal.
Carthage High School, A. L. Turner, Principal.
Fair Play School, L. V. Greene, Principal.
- CAWTHORN**—A. M. T. School, Arnett A. Henry, Principal.
- CELINA**—George W. Carver School, Cornelius Young, Principal.
- CENTERVILLE**—Centerville High School, R. G. Middleton, Principal.
- CHAPEL HILL**—C. H. Hogan School, Travis Collins, Principal.
- CHILDRESS**—J. J. Rhoads High School, E. L. Bolden, Principal.
- CHILTON**—Fred Douglas School, J. B. Butler, Principal.
- CLARKSVILLE**—Cheatham High School, L. M. Becton, Principal.
- CLEBURNE**—Booker T. Washington School, F. F. Kelly, Principal.
- CLEVELAND**—Cleveland High School, K. L. Washington, Principal.
- COLLEGE STATION**—Lincoln High School, W. A. Tarrow, Principal.
- COLMESNEIL**—Colmesneil #1 School, C. Spurgeon Porter, Principal.
- COLUMBUS**—Columbus High School, I. B. Kemp, Principal.
- CONROE**—Booker T. Washington High School, Ben L. Cavil, Principal.
- CORRIGAN**—Corrigan High School, W. W. Johnson, Principal.
- CORSICANA**—G. W. Jackson High School, Walter Cotton, Principal.
- CRANE**—Crane Elementary School, Mrs. J. B. Neblett, Principal.
- CROCKETT**—Crockett High School, W. M. Henry, Principal.
Wheeler, Spring School, Mrs. Lula D. Dailey, Principal.
- CROSBY**—Chas. D. Drew High School.
- CUERO**—Daule High School, George Anderson, Principal.
- CUNEY**—Cuney High School, A. J. Jessie, Principal.
- CUSHING**—Sulphur Springs School, Brooks Dansby, Principal.
- DALE**—St. John School, Mrs. M. A. Bailey, Principal.
- DALLAS**—B. F. Darrell School, H. L. Walton, Principal.
Booker T. Washington High School, J. L. Patton, Principal.
C. F. Carr School, Joseph McMillan, Principal.
Fannie C. Harris School, Taft Wilson, Principal.
Fred Douglas School, B. E. Dade, Principal.
H. S. Thompson School, J. E. Gilmore, Principal.
J. P. Starks School, Fred D. Williams, Principal.
J. W. Ray Elementary School, Edmond C. Anderson, Principal.
K. B. Polk School, Floyd F. Wilkerson, Principal.
Lincoln High School, T. D. Marshall, Principal.
N. W. Harlee School, H. B. Pember-ton, Jr., Principal.
Wheatley School, A. S. Penn, Principal.
- DAWSON**—G. W. Carver High School, C. W. Sparks, Principal.
- DAYTON**—Colbert High School, C. W. Simmons, Principal.
- DE KALB**—Bethlehem High School, T. C. Rutherford, Principal.
- DENISON**—Terrell High School, M. S. Frazier, Principal.
- DENTON**—Fred Moore High School, F. D. Moore, Principal.
- DETROIT**—Detroit School, D. J. Craig, Principal.
- DIBOLL**—Temple High School, H. C. Kenyon, Principal.
- DICKINSON**—Dunbar High School, J. O. Williams, Principal.
- DOUCETTE**—Hays Grammar School, W. D. Jerue, Principal.
- EAGLE LAKE**—E. H. Henry High School, E. H. Henry, Principal.
- EDNA**—Geo. W. Carver School, C. L. Sayles, Principal.
- EL CAMPO**—E. A. Greer High School, E. A. Greer, Principal.
- ELGIN**—Washington School, D. P. Johnson, Principal.
- ELKHART**—Boxes Creek School, H. C. Shepherd, Principal.
Henry High School, H. J. Hurt, Principal.
- EL PASO**—Douglass School, Emmanuel Campbell, Principal.
- ENNIS**—Geo. W. Carver High School, B. F. Thomas, Principal.
- FAIRFIELD**—Dogan High School, Randolph Titus, Principal.
- FERRIS**—Dunbar High School, Lucy Mae McDonald, Principal.

- FLOYDADA**—North Ward School, Mrs. A. M. Taylor, Principal.
- FODICE**—Pennington High School, C. L. Davis, Principal.
- FORNEY**—Booker T. Washington School, L. E. Claybon, Principal.
- FORREST**—Wells High School, W. B. Lattimore, Principal.
- FORRESTON**—Dunbar School, E. L. Gibson, Principal.
- FORT BEND COUNTY**—Mrs. Kathlyn C. McDonald, Supervisor.
- FORT WORTH**—Amanda McCoy School, Mrs. B. A. Yerwood, Principal.
Como School, Oscar M. Williams, Principal.
Dunbar Junior High School, Mrs. M. I. Logan, Principal.
Fort Worth Business College, R. L. Thornton, President.
Gay Street School, Mrs. Lottie Hamilton, Principal.
I. M. Terrell High School, H. L. King, Principal.
G. W. Carver School, J. Martin Jaquet, Principal.
Milton Kirkpatrick School, Mrs. Ruby L. Miller, Principal.
Ninth Ward School, Mrs. Ruby H. Williamson, Principal.
Riverside School, Mrs. V. L. Williams, Principal.
Sunrise School, Mrs. Mary McMillan, Principal.
- FRANKLIN**—Franklin High School, U. S. Morgan, Principal.
- FRANKSTON**—George W. Carver School, H. D. Fields, Principal.
- FROST**—Frost School, Freeman Robinson, Principal.
- GAINESVILLE**—Booker T. Washington School, B. P. Douglas, Principal.
- GALENA PARK**—Fidelity Junior High School, Mrs. Freddie E. Sandle, Principal.
- GALVESTON**—Booker T. Washington, R. F. Sterling, Principal.
Central High School, L. A. Morgan, Principal.
Geo. W. Carver School, T. H. Warren, Principal.
- GARLAND**—Carver School, A. L. Anders, Principal.
- GARWOOD**—Garwood High School, A. E. Evans, Sr., Principal.
- GENOA**—Genoa School, Mrs. Della C. Tatum, Principal.
- GEORGETOWN**—Carver High School, W. R. Banks, Principal.
Williamson County Schools, Curtis A. Thomas, Supervisor.
- GIDDINGS**—Globe Hill School, Lewis B. Carter, Principal.
- GILMER**—Bruce High School, Curtis O. Smith, Principal.
- GLADEWATER**—Weldon High School, E. F. Green, Principal.
- GLEN FLORA**—Crescent High School, Thomas L. Pink, Principal.
- GLIDDEN**—Glidden Elementary School, Miss Olive Jewell Glass, Principal.
- GOLIAD**—Goliad High School, H. H. Collins, Principal.
- GONZALES**—Edwards High School, I. S. Spencer, Principal.
- GOODRICH**—New Hope School, J. B. Brown, Principal.
- GRAND PRAIRIE**—Dalworth Park School, David Daniels, Principal.
- GRANGER**—Attucks High School, R. L. Harrington, Principal.
- GRAPELAND**—W. R. Banks School, W. L. Eanes, Principal.
- GREENVILLE**—Booker T. Washington High School, James A. Starks, Principal.
St. Paul High School, James L. Stanley, Principal.
- GRIMES COUNTY**—Mrs. Elizabeth B. Simmons.
- GROVETON**—Groveton High School, A. Brailsford, Principal.
- HALLETTSVILLE**—Hallettsville High School, George W. Edwards, Principal.
- HALLSVILLE**—Gaililee High School, Fred W. Barry, Principal.
- HARDIN**—Hardin High School, Jas. A. Reynolds, Principal.
- HARLETON**—Friendly School, W. J. Kirk, Principal.
- HAWKINS**—Crow-Fouke School, Malone Allen, Principal.
Hawkins High School, T. H. Burton, Sr., Principal.
- HEMPSTEAD**—Sam Schwarz High School, K. R. Donison, Principal.
- HENDERSON**—Goldsberry School, Odis Lewis, Principal.
Henderson High School, E. E. Hill, Principal.
Reese Shiloh School, Mrs. Lura A. Cass, Jeanes Supervisor.
- HILLSBORO**—Peabody High School, Thomas W. Moseley, Principal.
- HITCHCOCK**—Hitchcock School, P. C. Burrus, Principal.
- HOUSTON COUNTY**—Mrs. Addie M. Ware, Supervisor; W. C. Williams, Principal.
- HOUSTON**—Atherton School, Mrs. Lois B. Oliver, Principal.
Blackshear School, J. R. Cunningham, Principal.
Booker T. Washington High School, I. B. Bryant, Principal.
Brock Elementary School, Miss Lois M. Brantley, Principal.
Bruce Elementary School, R. C. Chatham, Principal.
Burrus School, P. H. Holden, Principal.
Crawford School, T. H. Henderson, Principal.
Dorie Miller School, Mrs. Ada V. Gibson, Principal.
Douglass Elementary School, J. C. McDade, Principal.
Dunbar Elementary School, Mrs. Jessie L. Robertson, Principal.
E. O. Smith, Junior High School, T. R. Chatman, Principal.
Eighth Avenue School, W. L. D. Johnson, Jr., Principal.
Geo. W. Carver School, A. B. Anderson, Principal.
Gregory School, Mrs. L. P. Boutte, Principal.
Harper Junior High School, Dr. John E. Gooden, Principal.
Harrisburg School, Mrs. R. L. Easter, Principal.
Highland Heights School, Mrs. Percy Williams, Principal.
J. C. Sanderson School, Mrs. Stella M. Collins, Principal.
M. W. Dogan School, Miss M. E. Kilpatrick, Principal.
Phyllis Wheatley High School, Dr. J. E. Codwell, Principal.
Piney Point School, Mrs. Frankie C. Minfield, Principal.
Ryon Elementary School, Mrs. Lee H. Grigsby, Principal.
Sunnyside Elementary School, Mrs. Ethel M. Young, Principal.
Texas State University, Dr. O'Hara Lanier, President.
Wesley School, Mrs. R. J. Mosely, Principal.
- HOWLAND**—B. J. Graves High School, B. J. Graves, Principal.
- HUBBARD**—Ash Creek, W. P. Davenport, Principal.
- HUMBLE**—Bordersville School, Mrs. L. M. Hill, Principal.
- HUNGERFORD**—Mt. Enterprise School, E. S. Waddy, Principal.
- HUNTINGTON**—Washington Elementary School, Chas. W. Berry, Principal.
- HUTCHINS**—Wilmer Hutchings School, J. W. Hoyt, Principal.
- ITALY**—Stafford School, Edgar A. Thomas, Principal.
- JACKSONVILLE**—Ironton School, Mrs. M. A. Alexander, Principal.
Mt. Haven School, Mrs. Bessie L. Williams, Principal.
- JAMESTOWN**—Jamestown High School, W. H. Palmer, Principal.
- JASPER**—Beech Grove School, C. E. Stewart, Principal.
- JASPER COUNTY**—Miss Lue Tishia Scott, Supervisor.
Rock Hill School, Mrs. Viola Tukes.
Huff Creek School.
Magnolia Springs School.
Walnut Hill School.
Vernon County Line School.
- JEFFERSON**—Central High School, J. C. Pitts, Principal.
- JOSEPHENE**—Courtney Junior High School, L. L. Courtney, Principal.
- KAUFMAN COUNTY**—Mrs. Eugenia Sanders, Supervisor.
Daugherty School, Ivory L. Wesley, Principal.
- KENDLETON**—Powell Point High School, T. B. Mitchell, Principal.
- KEERVILLE**—Doyle High School, B. T. Wilson, Principal.
- KILGORE**—Fredonia High School, C. B. Redd, Principal.
North Chaple School, A. P. Rettig, Principal.
- KINGSVILLE**—Frederick Douglas School, E. M. Foxx, Principal.
- LADONIA**—Clark High School, J. W. Askew, Principal.
- LA GRANGE**—Randolph High School, S. L. Hatch, Principal.
- LA MARQUE**—La Marque High School, P. S. Simms, Principal.
- LA RUE**—Central High School, Mrs. Jesse B. Bullock, Principal.
- LAMAR COUNTY**—Mrs. Lizzie Bly, Jeanes Supervisor.
- LANE CITY**—Lane City School, Mrs. C. N. Golden, Principal.
- LANEVILLE**—Laneville High School, U. E. Allen, Principal.
- LEON COUNTY**—T. G. Durham, County Supervisor.
- LEXINGTON**—Doak Spring School, W. D. Dunn, Principal.
- LIBERTY**—Liberty Training High School, V. E. Tinsley, Principal.
- LITTLEFIELD**—Dunbar School, Maurice Powell, Principal.
- LIVINGSTON**—Dunbar High School, Ed. Robinson, Principal.
- LOCKHART**—Carver High School, C. O. Bradley, Principal.
- LONGVIEW**—Longview High School, J. L. Everhart, Principal.
Mayflower High School, J. C. Beckworth, Principal.
N. E. Williams High School, E. R. Williams, Supt.
Northside School, G. T. Robinson, Principal.
Rollins Elementary School, Walter L. McMillan, Principal.
Shiloh School, D. M. Brown, Principal.